Appendix 6

Unit – Running the Mile

Rationale for Using the Model:
The Synectics model gives my students the opportunity to express their ideas creatively and make connections between unrelated elements. As we have been studying simile, metaphor, and personification in class, the Synectics model allows my students to incorporate those figures of speech into their daily writing to make it much more interesting. I believe the Synectics model encourages students to be highly imaginative and creative in their thinking, thus making the written expression domain of their writing exceptional.

Lesson Summary: Step 1

I began the lesson by asking students to describe the familiar topic "Running the Mile." I explained that I was looking for descriptive words and phrases. I emphasized the word "descriptive" and reminded them of our adjective study the previous week. I asked for volunteers to share their words and phrases as I wrote them on the board. I must admit that I was pleasantly surprised with the variety of words that they were able to brainstorm in that short time. The following was the list of words: hard, sweaty, a lot of breath, complicated, long, rewarding, harsh, breathtaking, cramping, back-breaking, tiring, heart-stopping, brutal, exhausting, challenging, time-consuming, hot, torture, and healthy.

Step 2

In the second step, I asked the students to examine our list of words in step one. I explained that I wanted them to think of a machine that reminds them of as many of those words as possible. I further explained for the students to be prepared to elaborate on why they chose a particular analogy. The list of machines was as follows: bike, heater, treadmill, vacuum, electric chair, limousine, dishwasher, play station, lawnmower, and motorcycle. After we compiled our list of machines, I asked the students to look over the list one more time as we were going to vote on the machine that was best described using the words in step one. Although many of the machines received at least a couple of votes, lawnmower was the favorite with ten votes. The student who suggested lawnmower in the initial phase of this step explained that they
were hard, complicated, back-breaking, tiring, time-consuming, cramping, exhausting, and sweaty, among several others. The other machines were described using several of the words in step one, but I think the class felt that, overall, lawnmower was the machine that used nearly all of our descriptive words.

**Step 3**

For step three, I asked the students to pretend that they were a lawnmower. I explained that I wanted them to become one in their minds, and I encouraged them to come up with some feeling words. I also pointed out that I wanted them to be able to explain why they had a particular feeling. The list of feeling words, along with explanations, was:

- **Dirty:** Everyone’s hands have been on me and I’ve never been washed.
- **Herbivore:** I’m eating all of the grass.
- **Overworked:** I am constantly in use during the spring and summer months.
- **Pleasing:** Once I’m done with my job, everything looks so nice.
- **Tiring:** I work all of the time.
- **Special:** So many people want to use me to get their task done.
- **Dull:** My blades need to be sharpened.
- **Loud:** I have a constant noise that never stops.
- **Disgusting:** Dirty grass, bugs, and manure have been trapped inside of me.

At one time during this step, I encouraged the students to try to come up with words that may be considered opposites or words that “fight” against one another.

**Step 4**

In this step, I asked the students to examine the list of descriptive feelings they created in the previous step. I explained that I wanted them to put together pairs of words in step three that seemed to fight each other. The pairs were as follows:

- Special and dull
- Pleasing and tiring
- Overworked and pleasing
- Disgusting and special
- Dirty and pleasing
As the students shared their pairs, they explained why the two words seemed to "fight" one another. I asked the students to examine the list of opposites and vote on which combination of words contained the best compressed conflict. Their choice was pleasing and tiring.

**Step 5**

In step five, I asked the students to think of an animal that can be both pleasing and tiring. I reminded them to explain their answers as they gave them. The animals and brief explanations were as follows:

- **Puppy**: They are fun to play with, and tiring to take care of and raise.
- **Horse**: Beautiful to look at, and race horses and show horses can be tired.
- **Deer**: Pleasing to us for sport, and tiring to them because they need to keep away from humans.
- **Lion**: Pleasing for humans to see at zoos and circuses, tiring for them because they sleep for 20 hours a day!
- **Kitten**: Pleasing for kids, tiring for those who have to change litter boxes.

After looking over the list, the students voted on puppy for the best direct analogy.

**Step 6**

In this step, I asked the students to compare our original topic, "running the mile," to a "puppy." I encouraged them to use any of the images that were created in the previous steps of this exercise. We took about ten minutes during this step to share ideas. Students immediately began to make connections. The first volunteer raised his hand and said, "Running the mile takes hard work and dedication, just like it takes hard work and dedication to train a puppy." Another student said, "Running the mile requires energy and perseverance and so does taking care of a puppy." We shared a few more examples, and then I asked them to try to write a paragraph if they could on our original topic. If they could not come up with a whole paragraph, a couple of sentences would be fine. My students were able to come with good paragraphs.

**Step 7: Evaluation**

Overall, I was pleased with the student involvement and participation in the Synectics lesson. I thought students were able to express themselves much
more creatively after we went through the steps of the model. The students seemed to really enjoy the lesson and impressed me with the descriptive words and analogies that they were able to create. I thought all students played a part in the lesson; however, it was apparent that the students were a little more comfortable with creating and explaining analogies.

How is running the mile like a puppy?

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Unit - Volcano

1. You have seen volcanoes on T.V. or in movies. When volcanoes burst and erupt they have known to have buried whole cities. What goes on inside to make them so violent? What makes them blow up?

The upper region of the earth’s mantle just below the crust has molten rocks and gases called magma. The magma shifts about and pushes against the earth’s crust from underneath. Magma can emerge out through vents (weak spots) on the earth’s surface. Some times, a vent may have been plugged by natural process and this prevents the magma from emerging. As the gases accumulate underneath, they begin to expert tremendous pressures until the plug gives way. This results in a spectacular volcanic eruption with the red-hot lava spewing out through the vent and flows down rapidly and solidifies as it cools down. A schematic figure of a volcano erupting is shown in the figure.

2. Let us think of something which is similar to a volcano. How is a cut on the human body. Let us take the analogy as the cut in the human body. Now describe what happens before and after there is a cut on the human body.

Before there is a cut on the skin, the blood is flowing inside.

The heart is pumping the blood with force and the blood is moving with force and will exert tremendous pressure on the vessels.

When the skin is cut the blood flows out due to high pressure inside the blood vessels.

3. Now imagine yourself to be the blood in the human body. Who are you? What would you look like?

I am the blood moving inside the skin of human body.

I am a liquid and my colour is red.

4. What would you be doing?

I flow inside the skin. I am pumped by the heart to different parts of the human body. I move with much speed while moving. I exert pressure on the skin. I am confined to stay within the body by the skin. The only way I can come out is through a cut. I stop flowing after some time as I clot after I come out.
What would happen to you when there is a cut on the body?

I can come out through the cut and start flowing out. I stop flowing after some time as I clot after some time of coming out.

How would you feel?

I feel so important since life goes on because of me. I am happy that I provide nutrients and oxygen to all parts of the body.

- I am tired of moving always.
- I am sad because I can never stand in one place and take rest.
- I am always in tension and I exert pressure on the veins.

5. Now write a short paragraph showing your analogical connections between a volcano and a cut on a human skin.

- A volcano is like a cut in a human body.
- The skin is the outer surface of the human body and the blood flows inside it. Similarly the earth’s crust is the outer surface of the earth and magma moves inside. The blood is in liquid form and the magma also. As the skin exerts pressure on skin like-wise magma pushes against the earth’s crust.
- If there is a cut on the skin, the blood oozes out suddenly. Similarly if a vent gives way the volcano erupts.
- As the blood clots after some time the magma solidifies after sometime as it gets cooled.

6. You might think a volcano is quite unlike a bleeding cut on human body. What are the differences between a bleeding cut and a volcano?

- Volcano is a natural process but the cut on a human body is externally done by some object.
- The vent is a weak spot on the earth’s crust and magma erupts through these vents. But cut on a human body does not occur in any weak spot of skin but cut can be cut anywhere.
- Volcano cannot be stopped. Blood flow can be stopped.
- Magma solidifies after it gets cooled. Blood gets clot because of some chemical reactions in blood. Magma is red because it is hot. Blood is red as haemoglobin is present in it.
- The vent gives way because of pressure exerted because of gases accumulating underneath. The cut is not because of blood exerting pressure but could be caused by some sharp object.

7 By now you have an idea about a volcano. Write down a short paragraph of your own on a volcano.

- Magma is made up of molten rocks and gases and is in liquid form. It is below the earth’s crust. The magma keeps moving inside and exerts pressure on the earth’s crust called vents. Some natural process plugs these vents and magma cannot come out. But when gases accumulate they exert so much pressure that the vents get open and magma erupts with tremendous force and solidifies after cooling.

8. Find an example of your own. What in the world is like a volcano?

- A short tempered man. He boils with anger if he is tempted or disturbed.

9. Describe how your example acts like a volcano.

- Anger of man is like magma. Anger is kept inside his mind just like the magma is present below the earth’s crust. In some weak situation man explodes with anger just like weak spots on earth giving way to magma to come out. If he suppresses his anger he will suddenly burst out in some weak situation just like the magma which exerts pressure and erupts through weak spots in the earth. Just as a man controlling anger the magma is also held inside the earth’s crust. In anger he may destroy things or cause pain to some one just like the volcano destroys things when it comes out. Anger cools down after some time and the volcano also cools down and solidifies after some time.

10. How is your analogue different from a volcano?

- Anger is a state of mind of humans but magma is a natural things or matter. Anger can be controlled or cooled down if man wants but volcano cannot know it was there but when lava is cooled it solidifies
Unit – Real World Issues and Problems

Procedures:

Listed below are the stages that make up the Synectics model.

1. Description of the present condition or problem – Teacher repeats her understanding of the group’s problem saying, “So, if I have this right, you want to share what you’ve learned in this class about the impact of pollution on the Earth, and your goal is to bring it to a local level by talking about things that happen right here – the things that all of us do that impact the Earth in a negative way. Is that right?”
   - Repeats problem and asks, “Is that right?”
   - You want the other students to make connections?
   - How can we help people in this class identify with the Earth?

2. Make a direct analogy – Teacher begins by making a direct analogy with the Earth by using non-living things.
   - What are some non-living things we could compare the Earth to?
   - Which analogy do you think would be most unusual here?

3. Personal analogy – Asks the students to become televisions and describe what it feels like.
   - How do you think it feels to be a television?
   - Why do you think that way?
   - What does a television do?
   - What words recorded here are opposites of each other?
   - Which combination of words do you think is most interesting or unusual?

4. Compressed conflict – The students pair-up words that seem to be in conflict in some way.
   - Who can think of a living thing that fits both of the above word descriptions?

5. Direct analogy based on the compressed conflict – creating an analogy with a living thing.
   - Which pair would make the most fascinating direct analogy – a comparison of two unlike things?
6. Reexamination of the original task – makes a final analogy of the two chosen words by creating a new way of looking at the topic.

- How might this Synectics model experience change your ideas for the presentation?
- How can you use the analogy of the Earth to a pet in your presentation?

**Closure:** Help the students make a connection between the analogy of the Earth to a pet and how they might be able to use it in their creative writing expression. Leaves and allow the students to continue brainstorming and reflecting.
Unit - The Rainbow

Students: Good morning Madam

Teacher: Very Good morning. Today we shall talk about the rainbow. Tell me what do you know about the rainbow? (Phase I)

(Teacher will ask student what they know about the rainbow) and notes down answers given by the students.

Like....

(Here are the answers given by the students)

Student: During rainy season, we find rainbow in the sky. It looks very beautiful.

Student: Rainbow has seven colours. It forms half round in the sky when the rays of sun fall on it. It looks lovely.

Teacher: well, now tell me what is new in above cited description of the rainbow.

Student: No madam. There is nothing new just common.

Teacher: O.K. let's get more information about the rainbow?

Teacher: Now suppose I ask you to give me a direct analogy which is organic, then to whom do you compare with the rainbow? (Phase II)

Students: like a flower vase

Like a dancing peacock

Like a colourful butterfly

Like a dancing fountain

Like a shining crystal

Teacher: good imaginations. Now select one strangest comparison from above cited analogies.

Student: (in all) a dancing peacock.

Teacher: Why like a dancing peacock has many..... when it dancing it’s spread around and it forms half round. There are different colours in its quills. So, it looks colourful. When the sunlight falls on it, it looks beautiful.
Teacher: Good, now try to being a dancing peacock. What do you feel like to be a dancing peacock? Make yourselves a dancing peacock. How will you act? What will you do? (Phase III)

Student: well all these things are given to me. I am a dancing peacock. I have different colours on my body. I spread my feathers during rainy season. I am dancing. People and children like to see me when I dance.

Teacher: Really, you are all look beautiful when you dance in rainy season. Now let’s look at the notes I have been making about your responses. Can you pick up the words that argue each other? (Phase IV)

Student: Beautiful – ugly
Form – break
Few – many
Like – dislike

Teacher: True, Now compare new thing or new condition with above cited compressed conflicts. (Phase V)

Student: A flower whose faces is at the sun – sun-flower
A flower in mud – a lotus
Dance of water - waterfall
God’s handicraft - Nature

Teacher: Very fine, select one most exciting direct analogy. (Students choose the waterfall)

Teacher: Now how will you describe the Rainbow with the description of waterfall? (Phase VI)

Teacher: what do you know about the waterfall?

Student: Waterfall is falling of water from the mountain. When it falls in the ocean, it looks beautiful and the sunlight falls on that waterfall it shines in colouring.

Teacher: How the description of waterfall will be helpful to describe the Rainbow?
Student: As waterfall falls from the mountain it looks beautiful in the same way rainbow looks very beautiful. As the sunlights falls on the rainbow it forms seven colours and shines very beautifully.
Unit - Success

Student: Good morning Madam

Teacher: Very Good morning. Today we shall talk about success. What do you know about success? (Phase I)

(Teacher will ask student what they know about success and note down answers given by the students.)

Like... (Here are the answers given by the students)

Student: We want success in our lives. However, it is not easy. If we work hard then we achieve success in life.

Student: Life is fall of struggle. Life itself is big difficulty. From our difficulties and struggles, we gain success and so we can say that failure is key of success.

Student: We have our dream and we want to fulfil our dream but if we live in our daydream, we cannot achieve it only hard work and will power help us to get success.

Student: What is new in above cited description of success?

Student: No madam, There is nothing new just common.

Teacher: O.K. Let's get more information about success.

Teacher: Now suppose I ask you to give a direct analogy which is organic or inorganic, then to whom do you compare with success? (Phase II)

Student: Like a Mount Everest

    Like a happiness
    Like a gift of God
    Like a calm ocean
    Like a wedding dress

Teacher: Good imaginations, now select one strongest comparison from above cited analogies.

Student: (in all) ‘Mount Everest’
Teacher: Why like the Everest? What are the common factors both in ‘Success’ and in the ‘Everest’.

Student: The Mount Everest is the biggest one. Everyone wants to climb up the Everest. It is difficult to climb. But once you climb the Everest you gain all the happiness.

Teacher: Good, Now try to being Mount Everest what do you feel like to be the Everest. Make your selves the Everest. How will you act? What will you do? (Phase III)

Student: Well, I am the Everest. I am very high. Everyone wants to climb on me. I am very difficult to climb, who has climbed on me become famous.

Teacher: Really, you are all very difficult to climb and not a common person can climb you. Now let’s look at the notes. I have been making about your responses. Can you pick up the words that argue each other? (Phase IV)

Student: Difficult - easy
Success - failure
Life - death
Hard - soft
True - false
Superior - inferior

Teacher: True, Now compare two new thing or new condition with above cited compressed conflicts. (Phase V)

Like.. (difficult-easy-to start climb- to get)
Student: Longest journey - life
Waves of ocean - conflict
Dangerous enemy - self

Teacher: Very fine, now select the most exciting direct analogy (Students choose Longest journey- life) (Phase VI)

Teacher: Now how will you describe success with use of the description of longest journey- life?
Student: Life is very long. It is very difficult to live a beautiful life. Our work and good deeds & achievements make our life useful to others. Life is not smooth. Many difficulties are there but we have to fight against them.

Teacher: How the description of 'Life' will be helpful to describe success?

Student: As life is not easy, to achieve a success in life is not easy. Life is long journey. In the same way, success is long journey. In life there are many difficulties. In the same way, there are many difficulties to get success. Life should be live in an arrangement. In the same way to get success in life arrangement is needed.
Unit - A Flower

Students: Good Morning, Madam

Teacher: Very Good Morning. Today we shall talk about a flower. Tell me what do you know about a flower. (Phase I)

(Teacher will ask student what they know about a flower and note down answers given by the students. Like...)

(Here are the answers given by the students)

Student: A flower attracts everyone. Different flowers indict different things. I like rose.

Student: Even flower teaches us to live among thorns means live happily even in difficult situations.

Teacher: Well, Now tell me what is new in Teacher has above cited description of a flower.

Student: No madam there is not anything new. Just common.

Teacher: O.K. let's get more information about a flower.

Teacher: Now suppose I ask you to give me a direct analogy that is organic. Then to whom do you compare with a flower? (Phase II)

Students: Like a tree.

Like an onion.

Like the Sun.

Like a fan.

Like an incense stick.

Teacher: Good imaginations. Now select one strangest comparison from above cited analogies.

Students in all 'Incense Stick'.

Teacher: Why like an incense stick? What are the similarities between a flower and an incense stick?

Student: An incense stick lits itself. It burns but gives fragrance to others. It lives happily in any condition.
Teacher: Good. Now try to being an incense stick what do you feel to be an incense stick? Make yourself an incense stick, how will you act? What will you do? (Phase III)

Student: I am an incense stick. I lit myself and give fragrance to the others. If I start to burn at once, I do not put out.

Teacher: Really, you all are burning and giving fragrance to others. Now let's look at the notes I have been making about your responses. Can you pick up the words which argue each other. (Phase IV)

Students: Life - Death
Happy - Unhappy
Difficult - Easy
Give - Take
Fragrance - Stink

Teacher: True, now compare new thing or new condition which is compress conflict. (Phase V)

(Like: life - death : flower blossom - wither)

Students: The most innocent - child
Gift of God - Nature
Full of fragrance - a rose
Non-visible living thing - soul

Teacher: Very fine, Now select the most exciting direct analogy. (Students choose child)

Teacher: Now how will you describe a flower with use of the description of a child? (Phase VI)

Student: A child is very innocent. A child is also delicate and sweet. We love children. They are also a precious gift of God.

Teacher: Now the description of a child will be helpful to describe a flower.

Student: As a child is very innocent and delicate, a flower is also innocent and delicate. We like child, in the same way we love flower.
Unit - Earthquake

Students: Good Morning, Madam.

Teacher: Very Good morning. Today we shall talk about ‘Earthquake’. Tell me what do you know about Earthquake. (Phase I)

(Teacher will ask students about earthquake and write down responses of students on b. b.)

Student: we faced earthquake on 26th January 2001. Many people died and children became homeless and orphans. Many countries helped us. It was like a sad dream.

Student: Earthquakes occur very often in Japan and North America.

Teacher: Let’s get more information about the earthquake.

Give direct analogy to Earthquake, to whom do you compare with Earthquake? (Phase II)

Students: Like a river,

Like a dark sky,

Like a current,

Like a broken ship.

Teacher: Good imaginations. Now select one analogy from above cited analogies.

Students(in all): ‘Electric current’.

Teacher: Why like electric current? What are the factors that are common in both an Earthquake and electric current?

Student: As an electric current passes it raises vibration and it shakes the wires and things around us. Moreover, it damages the things and people also.

Teacher: Try to being an electric current. What do you feel to be an electric current? How will you act? What will you do? (Phase III)

Students: well, all these are things given to me, I will be powerful. As I pass, I vibrate things. Many people died because of me.

Teacher: I have write down your responses on b.b. pick up the word which argues with each other. (Phase IV)
Students: dead – alive
Rise – Set,
Shakes – Stable
Near – Far
Lost – Get
Help – Helpless
Teacher: Now, compare new thing or new condition with above cited compress conflict. (Phase V)
Students: Sense of terror – commotion
Nature’s slap – Calamities
Water in water – Current
Burning Mountain – Volcano
Intelligent animal – Human being
Teacher: Now select the most exciting analogy. (students choose burning mountain – volcano)

How will you describe Earthquake with the description of volcano? What are the common things between the two? (Phase VI)

Student: Volcanoes are dangerous for all living and non-living things. As it comes up from the land, it destroys the lives of people and they also lost their properties. The earth splits and fire comes up.

Student: As volcano is harmful to human beings in the same way, earthquake is also harmful to human beings. There are splits on the earth due to volcano and earthquake. People become homeless; children become orphan even in volcano and earthquake.
Unit - Duty is deity

Student: Good Morning, Madam

Teacher: Very Good Morning, Today we shall talk about a saying and it is 'Duty is deity'. Tell me what do you know about this saying. (Phase I)

(Teacher will ask student what they know about 'Duty is deity' and note down answers given by the students.) like....

(Here are the answers given by the students.)

Student: This proverb suggests that work is more important. A person who works hard, can get everything. If we do our work as we worship to our God, then we can achieve the things by hard work.

Teacher: Well, now tell me. What is new in above cited description of 'Duty is deity'.

Student: No Mam. There is nothing new. Just common.

Teacher: O.K. let's get more information about 'Duty is deity'.

Teacher: Now suppose I ask you to give me a direct Analogy which is organic, then to whom do you compare with this saying. (Phase II)

Like God

Like a burden

Like a worship

Like a responsibility

Like a good friend

Teacher: Good imaginations. Now select one comparison from above cited analogies.

Student: (in all) 'God'.

Teacher: Why like God? What are the factors that are common both in 'Duty is deity' and 'God'.

Student: Worship is good thing for man. Man worship God. We believe in God and worship him though we have not seen him. But we can feel God. In the same way, we do all our work in responsible manner as we are worshipping God.
Teacher: Good, what do you feel like to be God? Make yourselves God; How will you act? What will you do? (Phase III)

Student: Well, all these things are given to me. I am God. I am believed by people by doing worship man tries to make me happy. I become happy and give man whatever he wants.

Teacher: Really, you are all God and people worship you to get things from you. Now let's look at the notes I have been making about your responses. Can you pick up a word that argue each other? (Phase IV)

Students: Good- Evil
Believe- disbelieve
Happy – sad / unhappy
Give – take
Get – loose
Busy – idle

Teacher: True, Now compare new thing or new condition with above cited compressed conflicts. (Phase V)

Student: Never ending desire - wealth
Responsibility of man – Honesty
Selfish animal – Man
Man runs after money.

Teacher: Very fine, Now select the most exciting direct analogy (Students choose ‘Honesty’)

Teacher: What do you know about ‘Honesty’? (Phase VI)

Student: Honesty is most important and helpful thing for man. We do our work honestly then we get good reward from that and we become happy by getting such reward.

Teacher: Now how the description of honesty will be helpful to describe the ‘Duty is deity’?

Student: ‘Duty is deity’ means whatever work we do we must do it as we worship to our God in the same way honesty is like that we can do our work
as we worship to God. We get good reward from the God and no evil is there in it. In the same way honesty helps us to get reward from the persons and there is no evils in honesty.