



Living Values™
Education

Living Values Education

Activities for Children

Ages 3–7, Book 1

Partial book! Only
Introductory Chapters and Peace I Values Unit

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For information about professional development workshops and LVE generally, please visit ALIVE's website at www.livingvalues.net.

The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International** (ALIVE), a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations, including UNESCO, governmental bodies, foundations, community groups and individuals. LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

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Values Units . . .

*Peace I • Respect I • Love and Caring • Tolerance • Honesty • Happiness
Responsibility • Simplicity and Caring for our Earth and Her Oceans*

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A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 22 years, writing educational resource books and traveling around the world to conduct workshops and seminars — at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing and educating hearts and minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups. Many of these young people are marginalized and want to belong to a larger "family", to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that



create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world.

Diane G. Tillman



SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing and educating hearts as well as minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe. Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values. The value unit exploring freedom for children ages three to seven is titled “Brave and Gentle”. The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude and inclusion. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

The Need for Values and Values Education

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually



sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens. Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world. As Aristotle said, "Educating the mind without educating the heart is no education at all."

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ◆ To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

The Living Values Education Approach



After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

Vision Statement

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops



positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

On the nature of persons within the world and the discourse of education

9. Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical wellbeing of the individual.
10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

Structure

The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International (ALIVE)**, a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations, including UNESCO, governmental bodies, foundations, community groups and individuals. LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

ALIVE is registered as an association in Switzerland. In some countries national Living Values Education associations have been formed, usually comprised of educators,



education officials, and representatives of organizations and agencies involved with student or parent education.

Activities

In pursuing its mission and implementing its core principles, the Association for Living Values Education International and its Associates and Focal Points for LVE provide:

1. *Professional development courses, seminars and workshops* for teachers and others involved in the provision of education.
2. *Classroom teaching material and other educational resources*, in particular an award-winning series of resource books containing practical values activities and a range of methods for use by educators, facilitators, parents and caregivers to help children and young adults explore and develop widely-shared human values. The original series of five books, now updated and expanded, plus Living Green Values and an additional 11 values-education resources for young people at risk, are specified in the following LVE Resource Materials section. The approach and lesson content are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances.
3. *Consultation to government bodies, organizations, schools, teachers and parents* on the creation of values-based learning environments and the teaching of values.
4. *An extensive website*, www.livingvalues.net, with materials available for downloading free of charge, including songs, posters and a distance program for adults, families and study groups.

LVE Resource Materials

Designed to address the whole child/person, Living Values Education Activities engage young people in exploring, experiencing and expressing values so they can find those that resonant in their heart, and build the social and emotional skills which enable them to live those values. The approach is child-centered, flexible and interactive; adults are asked to act as facilitators. The approach is non-prescriptive and allows materials



and strategies to be introduced according to the circumstances and interests of the users and the needs of students.

The Living Values Education Series

The Living Values Education series, a set of five books first published in April of 2001 by Health Communications, Inc. (HCI), was awarded the 2002 Teachers' Choice Award, an award sponsored by *Learning* magazine, a national publication for teachers and educators in the USA. Materials from the books, and in some cases up to all five of the books, have been published in a dozen languages.

The original Living Values Education Series

- ◆ *Living Values Activities for Children Ages 3–7*
- ◆ *Living Values Activities for Children Ages 8–14*
- ◆ *Living Values Activities for Young Adults*
- ◆ *Living Values Parent Groups: A Facilitator Guide*
- ◆ *LVEP Educator Training Guide*

In 2018, the Association for Living Values Education International began updating this initial set of five books. Building on the original material, updated information, an expansion of activities and additional values units were added. Because of the amount of additional content, the original three Living Values Activities books are published by ALIVE as two volumes, Book 1 and Book 2. ALIVE's intent in separating from HCI, our esteemed publisher, was to make these educational resources more accessible to educators in all continents by offering the series not only as regular books but as eBooks and small free downloadable units.

The updated and expanded Living Values Education Series

- ◆ *Living Values Education Activities for Children Ages 3–7, Book 1*
- ◆ *Living Values Education Activities for Children Ages 3–7, Book 2*
- ◆ *Living Values Education Activities for Children Ages 8–14, Book 1*
- ◆ *Living Values Education Activities for Children Ages 8–14, Book 2*
- ◆ *Living Values Education Activities for Young Adults, Book 1*
- ◆ *Living Values Education Activities for Young Adults, Book 2*
- ◆ *Living Values Education Parent Groups: A Facilitator Guide*
- ◆ *Living Values Education Training Guide*



Living Values Education Activities for Children Ages 3-7, 8-14, and Young Adults –

LVE utilizes a wide range of modalities and activities, with the hope that each young person will be inspired to love values and experience their strength and beauty. Reflection points teach the importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolution skills and a myriad of facilitated cognitive, artistic, and experiential activities increase positive intrapersonal and interpersonal social and emotional skills. Reflective, imagining and artistic activities encourage students to explore their own ideas, creativity and inner gifts. Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions. Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

Sixteen Values Units – and Related Values

The updated Living Values Education Activities books have sixteen values units, eight in Book 1 and eight in Book 2. This allows schools to easily plan to implement one value a month during the school year, rotating through eight values a year. The universal values explored in all three books are peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity and caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity. The value unit exploring freedom for children ages three to seven is titled “Brave and Gentle”.

There are two values units on both peace and respect as these values are so important to young people and present the opportunity to help them build important intrapersonal and interpersonal social and emotional skills. It is recommended that educators in schools begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and Peace II and Respect II values units in Book 2 during the second year, rotating through eight values each year.

The sixteenth values unit is titled “Another Value We Love”. This offers activities on a few values and an invitation to educators to explore a value they feel is needed locally or nationally.

The sixteen values units in the updated Living Values Education Activities books also include many related values such as kindness, fairness, determination, integrity,



appreciation, diversity, human rights, valuing education, trust, gratitude and inclusion. Social justice is taken up in age appropriate ways for children ages eight and older.

Living Values Education Parent Groups: A Facilitator Guide – This book offers both process and content for facilitators interested in conducting LVE Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed, and parenting skills to deal with those concerns. Parent group facilitators are encouraged to use *Nurturing with Love and Wisdom*, *Disciplining with Peace and Respect: A mindful guide to parenting* in conjunction with the parent group facilitator guide.

Living Values Education Training Guide – This updated guide contains the content of sessions within regular LVE educator workshops as well as staff building activities. It contains the content of sessions within regular LVE educator workshops. This includes introductory activities, an LVE overview, values awareness reflections, the LVE Approach and skills for creating a values-based atmosphere. LVE's Theoretical Model, Developing Values Schematic, and sample training agendas are included.

Materials for Young People At Risk

There are special LVE programs for young people at risk. These materials are restricted, made available only to educators who undergo LVE training for these particular modules. The ability to create a values-based atmosphere, and use active listening and validation skills, are an important part of the process. These educational resources are:

- ◆ *Living Values Education Activities for At-Risk Youth*
- ◆ *Living Values Education Activities for Children Affected by Earthquakes Ages 3-7*
- ◆ *Living Values Education Activities for Children Affected by Earthquakes Ages 8-14*
- ◆ *Living Values Education Activities for Drug Rehabilitation*
- ◆ *Living Values Education Activities for Refugees and Children Affected by War Ages 3-7*
- ◆ *Living Values Education Activities for Refugees and Children Affected by War Ages 8-14*
- ◆ *Living Values Education Activities for Street Children Ages 3-6*



- ◆ *Living Values Education Activities for Street Children Ages 7-10*
- ◆ *Living Values Education Activities for Street Children Ages 11-14*
- ◆ *Living Values Education Activities for Young Offenders*
- ◆ *Living Values Education Supplement, Helping Young People Process Difficult Events*

Living Values Education Activities for At-Risk Youth (LVEAARY) and Living Values Education Activities for Young Offenders (LYEAYO) – These resources for youth 14-years and older weave in values activities on peace, respect, love, cooperation, honesty, humility and happiness, with lessons related to crime, violence, drug use, gang involvement, negative influences and concomitant emotional issues, along with the building of social and relapse-prevention skills. Based on LVE methodology, educators are asked to create a values-based atmosphere. Participants are encouraged to explore and develop values in a group-facilitated process by first exploring their own dreams for a better world. Lessons on peace and respect build self-confidence and a supportive values-based atmosphere in the group, prior to beginning choice-related lessons in which participants are asked to explore and share their journey and the consequences in their lives. The 90 lessons in LVEAARY and the 103 lessons in LVEAYO include experiences to help young adults deal with their pain and anger, learn to self-regulate more effectively, and learn life-lessons. Positive intrapersonal and interpersonal social skills are taught, encouraged and practiced in the facilitated activities. In LVEAARY, a series of stories is related to engage the young adults in a process of healing and to learn about a culture of peace and respect. Through discussion, art, role-playing and dramas, participants explore many aspects of their experiences and build relapse-prevention skills.

Living Values Education Activities for Children Affected by Earthquakes – These resources were developed at the request of educators in El Salvador after the earthquake. It was developed specifically for that situation and culture, hence, the materials would need to be adapted for use by other cultures and for other sets of circumstances.

Living Values Education Activities for Drug Rehabilitation – The 102 lessons in this curriculum weave in values activities on peace, respect, love, cooperation, honesty, humility and happiness from *Living Values Activities for Young Adults*, with lessons related to drug use, emotional issues that arise with addiction and concomitant behaviors, and the building of social and relapse-prevention skills. It is designed for use with young people 14- through 26-years old but has been used in rehabilitation



clinics with adults in their 40s.

Living Values Education Activities for Refugees and Children Affected by War – These supplements contain activities that give children an opportunity to begin the healing process while learning about peace, respect and love. Designed to be implemented by refugee teachers of the same culture as the children, there are 49 lessons for children three to seven years old and 60 lessons for students eight to fourteen years old. The lessons provide tools to begin to deal with grief while developing positive adaptive social and emotional skills. A section on camp-wide strategies offers suggestions for creating a culture of peace, conducting values-education groups for parents/caregivers, cooperative games, and supporting conflict resolution monitors. Teachers are to continue with the regular Living Values activities after these lessons are completed.

Living Values Education Activities for Street Children (LVEASC) Ages 3-6, 7-10 and 11-14 – These three resources contain adapted Living Values Education Activities on peace, respect, love and cooperation and a series of stories about a street-children family. The stories serve as a medium to educate about and discuss issues related to domestic violence, death, AIDS, drug sellers, drugs, sexual abuse and physical abuse. The issues of begging, being scared when adults argue, safety, being safe from unsafe adults, sex, being scared at night and wanting to learn are also addressed. The 70 lessons in the LVEASC 3-6 book include discussions, activities, and the development of positive adaptive social and emotional skills and protective social skills. In addition to the issues just mentioned, the 77 activities in the LVEASC 7-10 book also address caring for younger siblings, eating in a healthy way, cleanliness, lack of food, stealing, the effects of drugs and the right to education. The 80 LVEASC 11-14 activities, in addition to the above, addresses female and male maturation, prostitution, sex trafficking, labor trafficking, corruption, eating in a healthy way and hygiene. The issues of the risk of dying quickly from diarrhea, cycles of violence versus non-violence, child rights and making a difference are also addressed. The materials also include suggestions for greater community involvement in the area of vocational training as well as educating the community about AIDS and other relevant issues through dramas/skits.

LVE Supplement, Helping Young People Process Difficult Events – Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death. Designed to be used with *Living Values Education Activities for*



Children Ages 8-14, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom setting by educators that have undergone an LVE Workshop and learned the skills of active listening and validating and how to create a values-based atmosphere.

Living Green Values

Living Green Values Activities for Children and Young Adults – A special Rio+20 edition, this supplement is dedicated to the Earth in honor of the United Nations Conference on Sustainable Development convened in Rio de Janeiro, Brazil, in June 2012. Living Green Values activities help build awareness of the importance of taking care of the Earth and her resources. Stories and lessons for children 3 to 7, 8 to 14 and young adults infuse love for nature and her creatures along with learning specific ways to be a friend to the Earth. This is downloadable free of charge from the LVE international website.

LVE Distance for Adults, Families and Study Groups

Living Values Education Distance for Adults, Families and Study Groups – Several activities have been selected from each of the 12 value units featured in *Living Values Activities for Young Adults*, along with additional material from *LVEP Educator Training Guide*, to provide a *Living Values Education Home Study Course for Adults* who wish to explore their values in a personal, family or community environment. Using both enjoyable practical values activities and awareness building techniques for which LVE is known, these attractive downloadable booklets make LVE accessible to adults, families and groups. The LVE Distance webpage also includes supporting audio files, a guide to *Running an Effective Group*, together with the *LVE 12-Week Self Reflection for Adults*. All are available free of charge on the LVE international website.



Extent and Variety of Use ... and some of LVE's partners in different countries

The Living Values Education approach and materials have produced positive results in more than 40 countries at thousands of sites. While most implementation settings are schools, others are day-care centers, boarding schools, community centers, centers and informal settings for children in difficult circumstances, drug rehab facilities, centers, camps, homes, and prisons. The number of people doing LVE at each site varies considerably; some involve a few people with one teacher or facilitator while other sites have involved 3,000 students.

In some countries LVE is implemented by a small number of dedicated educators who feel values education is important for the wellbeing of students, the community and the world. In other countries, ALIVE Associates have expanded into several areas while other ALIVE Associates have found partners to implement LVE widely, serving local and country-wide needs. There are many examples of collaborative partnerships. A few examples are below:

Vietnam – LVE has been disseminated widely, to more than 18,000 educators, through partnerships with the Hanoi Psychological Association, PLAN International, World Vision International, the Ministry of Labor, Invalids and Social Affairs, Drug Rehabilitation Department and VTV2 Education Channel, a television station in Vietnam.

Israel – the ALIVE Associate works with the Informal Education Department within the Ministry of Education, AMEN – Youth Volunteering City, and JOINT Israel. They have jointly developed a project to implement values in schools and in the communities and reinforce the values base of volunteering as a way of life.

Brazil – The Brazilian ALIVE Associate has provided training to thousands of teachers, including street educators and youth detention authorities. Many large networks of regular schools or NGOs that work with children in difficult circumstances have received LVE training through these collective programs: São Sebastião, São José dos Campos, Itápolis, São Bernardo do Campo, Campinas, Valinhos, Guarujá, Araraquara, Limeira in the state of São Paulo, Três Corações, in the state of Minas Gerais, Recife, in the state of Pernambuco, and the social networks: Nossas Crianças, Rede Fiandeiras, Rede Oeste, Bompar – Centro Social Nossa Senhora do Bom Parto in the city of São Paulo. Also trainings have been held in São Paulo for the Young Offenders agency and the CASA Foundation. These educators from numerous outside agencies



and private and public schools have facilitated the exploration and development of values with more than 500,000 young people in normal schools and 75,000 street children. The Itau Foundation, Santos Martires Society and the public regular schools Boa Esperança, Peccioli and Josefina have given tremendous assistance to children, young adults and the community through a LVE project in an especially vulnerable neighborhood in Sao Paulo.

Indonesia – The ALIVE Associate, Karuna Bali Foundation, works with a number of organizations in line with the LVE vision, one of which is The Asia Foundation with its implementing partners in Jakarta, Paramadina Foundation, Paramadina University, PPIM UIN Jakarta and LSAF, in Yogyakarta, LKiS, Mata Pena and Puskadiabuma UIN Yogyakarta, and in Ambon, ARMC IAIN Ambon and the Parakletos Foundation. Another cooperating organization is Jesuit Refugee Service which works with internally displaced people, refugees and asylum seekers in several nodes of Indonesia.

From 2009, The Asia Foundation and its partners have actively supported LVE development through its Pendidikan Menghidupkan Nilai program, with LVE workshops for teachers and lecturers of madrasah, Islamic boarding schools, schools, and universities. Now in 50 Islamic boarding schools, one of the program's goals is mainstreaming high quality values-based education where values can be implemented directly in daily life. Great attention is given to character based education by integrating the approach in all subjects.

During the program, at least 10,119 teachers and 1,423 lecturers from schools and universities all over Indonesia were involved. The evaluation of this program was published in a book format titled *Success Stories* by TAF in the Indonesian language. Parallel to TAF programs, JRS since 2009 also intensively used LVE methods in its work with post disaster and post conflict communities in Aceh province. From 2012, the Peace Education program in Ambon, a collaboration of The Asia Foundation, State's Islamic Institute of Ambon, and Parakletos Foundation, has been working hard to sow the seeds of peace in the land broken up with strife. More than 300 facilitators of LVE and Peace Education have been trained, and more than 10,000 students, teachers, and members of communities have been involved in peace education activities.

Karuna Bali Foundation also implements LVE in its program, especially with Campuhan College, a one-year program for high school graduates who wish higher education, and EduCare, doing workshops for schools in rural areas. A lot of lessons have been learned, especially the need for educators to live their values before facilitating values awareness in students. There are many requests for training from schools and institutions from all over Indonesia. In 2015, there were 48 LVE workshops, from the



eastern most point of Palembang to the western most point of Ambon. In 2016, there were 41 workshops involving 1055 people. This only counts three-day LVE Educator Workshop. There are many more one-day seminars and professional development courses. Since the 20th Anniversary of LVE Conference hosted by ALIVE Indonesia in November of 2016, the requests for workshops have grown even more.

History of Living Values Education

LVE was initially developed by educators for educators in consultation with the Education Cluster of UNICEF, New York, and the Brahma Kumaris. This came to pass as Cyril Dalais, a Senior Advisor with the Early Childhood Development Program Division at UNICEF, read the “Sharing Values for a Better World: Classroom Curriculum” chapter written by Diane Tillman in *Living Values: A Guidebook*, a Brahma Kumaris publication. In June of 1996, he called the Brahma Kumaris to say, “The world needs more of this.” Feeling that children would benefit by values education and safe, nurturing quality learning environments, UNICEF and the Brahma Kumaris invited 20 educators from five continents to meet at UNICEF Headquarters in New York in August of 1996.

The group discussed the needs of children around the world, their experiences of working with values, and how educators can integrate values to better prepare students for lifelong learning. Using the values concepts and reflective processes within *Living Values: A Guidebook* as a source of inspiration, and the *Convention on the Rights of the Child* as a framework, the global educators identified and agreed upon the purpose and aims of values-based education worldwide – in both developed and developing countries.

Diane Tillman, a Licensed Educational Psychologist who became the primary author of the LVE Resource Materials, had worked for 23 years as a School Psychologist in public schools in a multi-cultural area of southern California. Having traveled widely internationally, she appreciated many cultures and religious traditions. She was well versed in keeping the educational process separate from religion as that is required by the public education system in the U.S.A. The team of 20 professional educators from around the world agreed that they wanted the approach to be global, infused with respect for each person and culture. They worked cooperatively together to make sure the books had a variety of values activities from diverse cultures, religions and traditions. Several educators contributed substantially, including Marcia Maria Lins de Medeiros from Brazil, Diana Hsu from Germany and Pilar Quera Colomina from Spain. As LVE spread to different countries and the books were translated into different languages, LVE educators in different countries added in their own cultural stories and activities.



Twenty-two years later, the directors and advisors of the Association for Living Values Education International (ALIVE) wish to offer their deep appreciation to the numerous organizations and individuals who have contributed to the development of LVE, and who have implemented LVE in countries around the world. Many dedicated LVE coordinators, trainers, artists and even film makers around the world have served as volunteers. The approach, materials, training programs and projects continue to be developed as new requests for special needs populations are received, and as different countries well versed in the LVE methodology create new materials for their context.

In the early stages of development of LVE, the Brahma Kumaris contributed extensively. They helped edit the initial pilot materials and disseminated LVE through their global network of centers and their relationships with educators. A peace organization deeply interested in values, the Brahma Kumaris continue to provide support or partnership when such is desired by a national LVE group.

Other organizations which also supported LVE in its beginning stages were the Educational Cluster of UNICEF (New York), UNESCO, the Planet Society, the Spanish Committee of UNICEF, the Mauritius Institute of Education and the regional UNESCO Office in Lebanon.

An Independent Organization

In 2004, LVE created its own independent non-profit organization, the Association of Living Values Education International (ALIVE). ALIVE was formed with the aim to benefit more educators, children, young adults and communities through the involvement of a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. LVE educators in some countries formed their own non-profit LVE associations in order to become an ALIVE Associate while other NGOs became ALIVE Associates. ALIVE Associates and Focal Points for LVE act as the lead for LVE in their country and train educators in schools and agencies to implement LVE. Examples of NGOs who became ALIVE Associates are: Club Avenir des Enfants de Guinée in Guinea Conakry, Yayasan Karuna Bali in Indonesia, Hand in Hand in the Maldives, and the National Children's Council in the Seychelles.

None of the above cooperation would have been possible without the dedication, work and love of the educators who believe in Values Education, the LVE national teams around the world, the ALIVE Associates and Focal Points for LVE, the LVE trainers and volunteers, and those who serve on the ALIVE board and International Advisory Committee. We would like to thank each one of you for your work towards safe, healthy, caring, quality learning environments for children and a better world for all.



Results – Reports, Evaluations and Research

Educator evaluations collected from teachers implementing LVE in countries around the world frequently note positive changes in teacher-student relationships and in student-student relationships both inside and outside the classroom. Educators note an increase in respect, caring, cooperation, motivation, concentration, and the ability to solve peer conflicts on the part of the students. Within a matter of months, educators note that students spontaneously begin to discuss challenges in the language of values, become aware of the effects of values on the self, others and the community, and strive to live their values by making positive socially-conscious choices. Bullying and violence decline as positive social and emotional skills increase. Research also notes academic gains. LVE helps educators co-create with students safe, caring, values-based atmospheres for quality learning.

A Few Observations and Stories

From Kenya: Catherine Kanyi noted, “With LVE the children changed so quickly you could notice which value worked well. Parents also notice the difference in schools implementing LVE. There is no fighting at school. The teacher-pupil relationship is good; there is polite language at school. The parent-teacher relationship is good. Children miss being at school all the time for there is love, peace, freedom and unity.”

From Malaysia: Shahida Abdul-Samad, the Focal Point for LVE in Malaysia, wrote about an educator’s reaction to an LVE workshop she and Diane Tillman facilitated in 2002. Shahida wrote: “I remember vividly Rahimah’s comments after the LVE training ended. She said, ‘Shahida, I promise you I will try and implement what I have learnt from you and Diane and see if it works. I will do that. If I see results, I will let you know. That’s my commitment to you.’”

Every school Rahimah Sura headed she implemented LVE school wide. From inner city schools with major disciplinary problems, to rural schools with drug addiction problems, to the best boarding schools with teachers challenging her positive teaching strategies, she was able in every instance to turnaround each and every school to become the best schools in Malaysia attaining national awards. Children who were drug abusers became actively involved in drama and dance and won competitions locally and



nationwide. Teenagers who used to destroy toilets and common facilities changed over a new leaf and took responsibility for the cleanliness of their toilets. They took pride in what they did. Destruction and vandalism dwindled down to zero.

Today these schools are the Exemplary schools. They are rated highest amongst school rankings. From being in the worst band, they moved to the highest band, i.e., from D to A. Not only did this positive environment impact the school and its inhabitants, the positive energy overflowed to their homes and communities, bringing parents, community leaders together – all lending their support to further Rahimah’s effort in the ‘magic’ she created. It wasn’t easy for her in the beginning. As usual there was resistance to change. She persisted in the belief that this was the way forward – to bring about change using LVE’s Theoretical Model as her compass.

The use of canes was thrown out; students were given the freedom to move from classroom to classroom without being monitored; teachers who refused to follow the LVE approach were counseled and encouraged to use the techniques and activities from the LVE activity books.

With Rahimah’s skill set and experience in implementing LVE through PBB, values activities and setting clear guidelines that everyone adhered to, the teachers’ hearts and minds began to change. Rahimah once again proved that LVE wasn’t just magic or something that happened by chance, it was actually a systematic and well-designed program that brings out the best that is in all of us – our innate values. Rahimah went on to be honored and recognized by the Ministry of Education and was awarded the highest award a civil servant can achieve due to her untiring efforts to bring about positive change through LVE.”

From Egypt: A teacher in El-Menia explained that one day she had to leave her class of primary level children unattended for some time. As she was walking back to the class she expected to hear a lot of noise, but to her surprise there was no sound coming from the class. When she reached the class, she found that one of the students was standing and conducting an LVE guided relaxation/ focusing exercise for the rest of the class while all the other students were quiet and calm and enjoying the experience!

Another teacher reported that a girl in her class who used to have the highest record of absences in previous years, recorded the highest rate of attendance after using LVE activities with the children. Another student who was on the verge of leaving the school due to his poor educational performance, became attentive in class and scored better academic results after implementing the LVE program.



From Indonesia: An observation team wanted to know why corporal punishment was not used in an Islamic boarding school at which LVE was being used. The reply: "If you want change for two days use physical punishment; if you want long-term transformation use LVE.

From China: Peter Williams worked with students for several months in a middle school in Beijing. When he asked his Chinese colleague, Ms. Ao Wen Ya, why she thought a peace visualization was successful, she said: "It helped the children to find peace by themselves. It helped the children to feel happy and relaxed. It made them really want to be happy and motivated to build a better world and be kind to each other." She additionally noted, "Sometimes the children can be naughty in class; they don't concentrate. Now they are more engaged in their subjects because they are interested. They are motivated to learn because they are valued as people ... they are now calmer and not as naughty. The quality and standards of work are higher. They are willing to take risks to express themselves well with more confidence." Mr. Williams added, "The lessons REALLY DID something. Their attitude is more positive, and they are better organized both individually and as a group." An observer from the Chinese Academy of Sciences commented that the motivation of the children had been greatly enhanced, and it transferred to other lessons.

From Canada: Lisa Jenkins, a grade 6 teacher from Canada wrote. "I went to my first LVE workshop a few days before the most challenging school year I have ever faced, began. I knew the history of the class I was to have. There were eight students who were very challenging. The behaviour of this group had been a concern since grade one. They were routinely in the hall, or office, and many of the class members had been suspended on a regular basis. The many and varied discipline initiatives were done to them and had become a meaningless joke to the students. The other children in the school were unsafe and staff, parents and the members of the community were frustrated.

Every day, I see evidence all around our school and community that the anti-bullying programs are not effective. The kids realize it is the next bandwagon and go through the motions but don't put it into practice. After the workshop I felt hope. I began the year with the unit on respect and it took us almost five months to explore it fully. The changes were dramatic but came slowly. The language the children used to speak to each other was the biggest change I witnessed. Instead of 'put downs,' foul language and words of hate, they progressed to passionate debate. 'I'm not attacking you, but I don't agree with you...' became regular conversation. The discussions we had were awe-



inspiring. By naming violence, exclusion, etc. and talking about these kinds of behaviors in reference to respecting self and others, I think we are having more success with students.

Walking the Talk: They see us living what we speak and seeing that peace can be attained, and that there are alternatives to aggressive behavior. When we treat children with respect, listen to them and ensure they have a loving and safe environment and actively name these things they may not be familiar with, we have more chance of reaching them and seeing them explore their own values and asking the difficult questions of themselves and others.

A lot of time was spent on discussing how our playground/school/ community was unsafe. Eventually the realization hit that many of them were the cause of this. They began to explore their behaviour choices in a whole new light and they initiated a peer helper program that spring. Our administration team noticed a significant drop in the number of visits these children were making to the office. There was only one suspension all year. Other staff members commented that 'something big' had changed the atmosphere of the school. The hallways, bathrooms, playground, bus stops and community hangouts were not seeing the violence and aggression they once had. These were the gauges I used to measure success.

The journey was a long one but well worth the effort. Every child had increased self-worth and self-respect when the year ended. They were not perfect. They were more aware of how they affected the world around them and wanted that to be more positive than it had been. I wish that we could have stayed together another year. The LVE workshop I attended changed my attitude toward how the year was going to go and the LVE activities we did together changed all of us for the better.

The personal changes are major for me. They are a huge part of why I continue using the program. I know the difference it has made in my own life and the lives of my family. I am much more peaceful, and calm. I use the language of values and talk about them in daily life with my children and students. Through working with the LVE program I am more in tune with my own weaknesses and am practicing simplicity to balance things."



Evaluations and Research Results

From Paraguay: Educators rated 3243 students from 4- to 22-years of age who were engaged in LVE. Despite being from many different schools with a variance in adherence to the LVE Model, the educators found that 86% of the students improved in the conflict resolution skills and the ability to concentrate, 87% improved in responsibility, 89% improved in respect shown to peers and honesty, 92% improved in their ability to relate socially in a positive way, 94% showed an improvement in motivation and more interest in school, 95% showed more respect for adults, and 100% had more self-confidence and cooperated more with others.

From Vietnam: Axis Research Company conducted an evaluation on the effects of implementing LVE on teachers and students three months and one year after an LVE training. The summary showed:

- 100% students have more self-confidence, respect toward teachers/ adults, honesty, interest in school, and a safe feeling physically/emotionally.
- Considerable improvement in respect toward peers, ability to resolve conflict, ability to cooperate, responsibility, ability to concentrate in class, and ability to share/give opinion. Students are more united and care for each other.
- 90% of teachers see positive improvement in themselves, from better to much better. They can control emotions, feel more peaceful, lighter, and happier.

From Kuwait – A school which implemented LVE for 18 years: Peter Williams, the Head Teacher of Kuwait American School (KAS) and a former President of the Association of Living Values Education International submitted the following report.

“The K-12 Kuwait American School was founded on the Living Values Education Program in 1999 with the fundamental aim of helping to heal the trauma in the hearts and minds of children after the Gulf War. After 18 continuous years of implementing Living Values Education, the school’s vision and mission to ‘Build Minds, Characters and Futures’ within an international context of ‘Learning without Borders’ has gone from strength to strength.

In addition to delivering a fully accredited and rigorous academic curriculum, the Living Values Education Program with its vision, creativity, clarity, guidance and practicalities has enabled the school to identify and nurture three key principles.

1. The Loving Presence of the Educator in a Values-Based Atmosphere who models and lives their values with Kindness.



2. The Importance of Enabling a Community of Trust and a Family of Learners especially with parents in the promotion of wellbeing, care and high quality education for their children.
3. The nurturing and education of the Healing Strength of Living Values Education for all through the education of the heart.

As the years progressed and as the school went deeper into the benefits of Living Values Education, we all began to wonder if Living Values Education could truly deliver what it set out to achieve. According to our Family of Learners, the answer was 'Yes'.

Some of the evidence indicating the benefits of Living Values Education include:

- ❖ The school has grown to be a family – a community of learners.
- ❖ There is a strong feeling of welcome, joy and acceptance.
- ❖ There is a powerful and peaceful values-based learning atmosphere.
- ❖ The students express their values using their own moral compass
- ❖ The students became ambassadors of how to live their values.
- ❖ There are virtually no referrals for any form of physical violence.
- ❖ Peace Time and Mindfulness are widely practiced.
- ❖ The academic standards and academic achievement are higher.
- ❖ Living Values Education lessons are supported by unique Etiquette, Public Speaking and Life Skills programs that are “taught” each week.
- ❖ The school’s student and teacher assemblies provide an essential focus for the Living Value of the Month.
- ❖ Values-based learning is incorporated into the Middle and High School years.
- ❖ For everyone, the school is a happy and hard-working place to be.

Living Values Education has helped the school to grow to a population of 600+ representing 33 nationalities who speak with one language – the language of values.

A recent visitor from the Ministry of Youth commented: ‘Why are these students so happy and learning so well? We responded: “It’s a Living Values School.”

The school is very grateful to the Living Values Education program for its vision, clarity, guidance and practicalities. It’s a great invitational model to explore, experience and express. Living Values Education invites in learning without borders and learning from the heart.”

From Brazil: Hundreds of organizations in Brazil have implemented LVE over a 14-year period. Paulo Sérgio Barros, one of the leaders of the ALIVE Associate in Brazil, shares some of the results in the article *Atmosfera de Valores: O Princípio do Programa*



Vivendo Valores na Educação (Values Atmosphere: The Principle of Living Values Education). A few excerpts from his article follow; further excerpts are on the Research page of the LVE international website. The full article in Portuguese is available on the Brazil Country Report page, as are other research articles.

“The educational institutions that have effectively inserted LVE methodology into their classes have been surprised at the positive effect on the personal and academic life of students. There are many successful experiences in schools developed from the partnership with LVE recorded in surveys and reports, in reports submitted to the coordinators of the program, or in educator reports during our LVE events in various parts of the country.

After activities with values at the Center for International Education (CEICOC) in Sao Luis, students/boosted their solidarity, cooperation, respect and love and started volunteer activities in the school’s project of Action and Social Responsibility. They organized exhibitions on values, produced peace manifestos, etc., and became involved with other activities such as values classes, round-tables on ethics, collective meditation and art events. Motivated by these activities and by the much more humane awareness of their children, many parents were attracted to the school and stressed the importance of an education based on values for the formation of children and youth.

The PH3 Educational Parnamirim Center in RN inserted into its pedagogical program for employees, teachers, students and the community in general the implementation of LVE activities, training courses and seminars. The constant and effective practice of values in the school environment, the subject of academic research (ALVES, 2005; HENRY & ALVES, 2008), has provided clear changes in the ethos of PH3. Deeper experiences and higher level sharing of values has enabled a dynamic school atmosphere that is more positive and involves everyone who participates in the school. In addition there has been an increase in concentration, interest, and consequently the students' academic performance and more involvement of parents, etc.

Also noteworthy are the examples of Maria José Medeiros and John Germano schools, both in Fortaleza. The latter is a good example of holistic education that met in LVE a partner to strengthen current projects, inspire others, and systematize the school’s educational policy on values that relied on: teacher training, the implementation of LVE activities in the classroom, daily collective moments to strengthen the atmosphere, mediation of everyday conflicts between children, ethos meetings to keep the link alive between the teachers, and the school and community, and various projects within the school and community. Among these projects are: a Values Fair, a human values bank, a loving school honesty bar and a child disarmament campaign. This group of experiments and the support of LVE have proven effective in the development of values



for students, and vital for maintaining the direction of the educational policy of the Institution, established in a region with high social exclusion and marked by great violence.

At the School Maria José Medeiros, a group of educators has been devoted to the implementation of LVE activities with some classes. Pereira (2006) and Barros (2008) reported the positive effect of activities on behavioral change for many students. They noted progress in students' cognitive skills. They developed a better aesthetic sense in their assignments when they were able to express their ideas and feelings, their creativity in individual and collective activities their skills in intrapersonal and interpersonal relationships, and interest in issues like human rights and sustainability associated with collective projects at school. The authors concluded that students care about their values and develop them when they have opportunities. Their way of living, their experiences, their individual transformation, their work/products and the student evaluations at the end of academic year, led us to infer that students have developed many skills such as: deeper concentration, greater self-esteem, more harmonious living, an understanding and practice of greater peace, tolerance and respect, and knowing how to contribute to a better world.

A researcher from the Department of Foundations of Education, Federal University of Ceará, Dr. Kelma Matos, in a recent publication (MATOS, BIRTH, JR NONATO, 2008) recorded some experiments and inferences about the LVE proposal in some schools in Fortaleza, citing it as: "a new way to tune the school into a more welcoming and humanizing environment, where the aspect of emotion is the mediator in knowledge construction and the building of human relationships (BIRTH & Matos, 2008, p. 75), and as a way to recover the meaning of life," which is "the challenge for any education in values, and the act of driving students to regain their confidence and hope and sense of sacredness of life" (Mendoca, 2008, p.199). Scholars of educational practices weave the web of "peace culture" in schools, and a significant number of the articles that make up the book, point out that LVE is an effective program for the process of both individual and social transformation."

"The experiments reported here illustrate a little of what has happened in hundreds of institutions where LVE is, or has been implemented in its 14 years in Brazil. ... The program is a live and effective magic for those who have worked with it.

LVE weaves a network of a 'culture of peace' for those who believe that sowing these seeds in education is essential if we are to harvest the changes that will create a better world. LVE has inspired schools and educators to continue to open doors and hearts of students with a humanizing education which focuses on an atmosphere of peace, cooperation, understanding, dialogue and sharing. It is an invitation to the macro-



structure of the education system to continue revising the curricula for the training of our children and youth; it is not focused exclusively on the rational, the "analytical thinking", but is in balance with emotion, intuition, spirituality – with all dimensions of our limitless human capacity.”

Results in a Refugee Camp and with Street Children

There are also wonderful stories from educators in special circumstances. In Thailand, one year after implementing LVE in a Karen Tribe refugee camp, nine out of 24 refugee-camp teachers working with children and youth, reported 100-percent improvement in violent behavior; the others cited an 80-percent reduction in aggressiveness. Within two years of initiating the program, the high frequency fights between young people from different sections of the camp had completely ceased. In its place was spontaneous play, creative play, caring, happiness and cooperation.

The LVE program for street children is bringing in very positive reports. In Brazil, incarcerated youth that had been so violent that they were housed separately were able to return to the regular setting after three months of the *Living Values Activities for Street Children* materials. They were much more peaceful and compliant with authority. Other street children who were attending a government educational facility were able to obtain a regular job; others were able to learn to care for their children in a nurturing way.

In Vietnam, educators reported considerable decreases in aggression and at-risk behaviors. They noted about the young people: “Now they are confident and friendly with adults and their peers. There is almost no conflict in the classes and they now do not get into trouble after school either. The students have also developed many skits on how to keep safe from dangerous adults and really enjoy performing them. Now when they are on the streets and see children that are new to the streets they give support and advice to the new children and invite them to meet their teacher and join their classes.”

Results with LVE’s Drug Rehabilitation Program

Living Values Education Activities for Drug Rehabilitation are used in many government drug rehab centers in Vietnam. The Ministry of Labor reported in March of 2008 that LVE’s program for drug rehabilitation was the most successful program in government drug rehabilitation clinics. They had been using it for three years.

A story from Vietnam: “Visitors to Binh Minh Village Drug Rehab Center in HCMC are amazed to see patients reading in a relaxed manner and walking around with smiles on their faces. They feel the secret lies in the Living Values Education program which



has been applied at PLV since 2006. This year (written in 2015) Binh Minh Village's English name is Peace and Light Village, or as they also call it, People and Living Values (PLV).

PLV is a private rehab center established in May 15, 2002. Using education as the key approach, the management here considers 80% of the success of the treatment process to be due to 'mental therapy'. Based on the results achieved since its inception, PLV now applies two education programs simultaneously to change the behavior of drug addicts: the 12-step program and the Living Values Education's program for drug rehabilitation. They have observed that these two programs together produce the best rehabilitation effect for even long-time drug users, especially during the two final stages of the rehab process: building a new life style, new behaviors, and helping peers. The LVE program has very practical skills which can be applied in reality.

The founders of PLV had attended LVE workshops conducted by Trish Summerfield since 2000. At that time, they found LVE a simple but scientific, highly educative method, which could fit quite well with Vietnamese culture, especially for drug addicts. *Living Values Activities for Drug Rehabilitation* was created in 2005. They began implementing it in 2006. By the end of 2008, the positive results had won their hearts and infused them with inspiration. They then assigned a board member to focus on LVE to become PLV's trainer of LVE."

For More Research Results and Success Stories

For research studies on LVE, and more success stories, kindly refer to those pages on the LVE international website: www.livingvalues.net.



EXPLORING AND DEVELOPING VALUES

Toddlers and young children love to explore. They are naturally receptive, enthusiastic about learning, and spontaneously caring and creative. They thrive in a positive, nurturing, values-based atmosphere where they feel safe, and easily assimilate learning about peace, conflict resolution and the giving of respect and love. Consciously modeling peace, respect, caring and honesty, and teaching about values is increasingly important as children in today's world are exposed to violence and inappropriate models of behavior at younger and younger ages.

The Living Values Education Activities in this book incorporate a variety of ways to introduce, explore and teach values. Learning new concepts, sharing and thinking, creating, and teaching social skills are combined with playing, art, singing, movement, and imagining.

In the process, personal social and emotional skills develop as well as positive, constructive social skills. The values activities can be used by elementary school teachers, nursery and pre-school teachers, parents, caregivers and day-care center staff.

As values must be "caught" as well as "taught," the adults involved are integral to the success of the program for children learn best by example and are most receptive when what is shared is experienced. Patience, love, and seeing the beauty of every child are important and invaluable aspects. These will be your gifts to the children as you do these activities – and your behavior will enable the children to experience these values as their own and to use them in their interactions with others.

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person"*



- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care – where students are regarded as capable of learning to make socially conscious choices.

Teaching Values

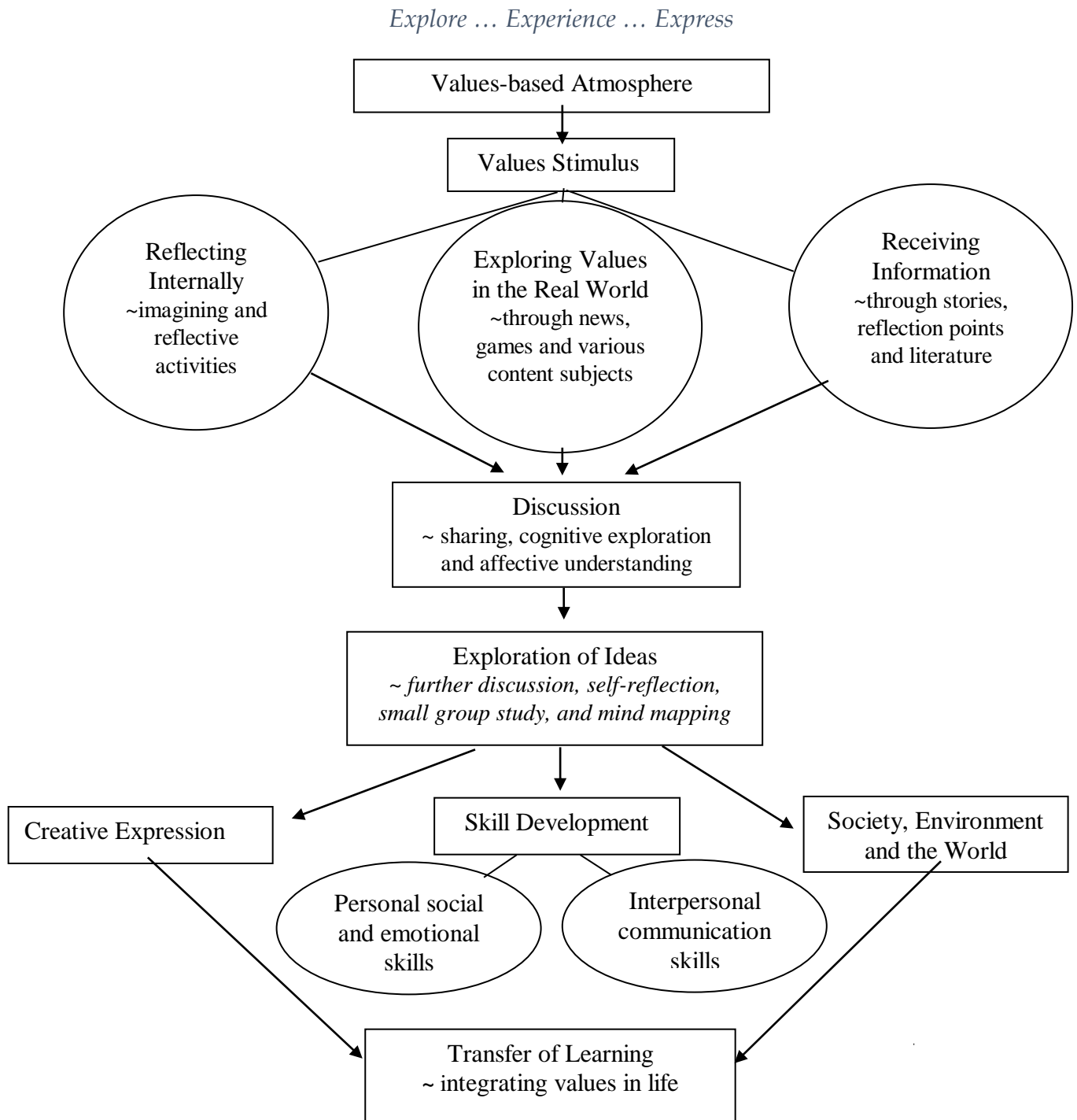
How do we “teach” values? How do we encourage children and young people to explore and develop values and the complementary social skills and attitudes that empower them to reach their potential? We would all like our children and students to be happy, peaceful, caring, respectful and honest. How can we let them know they can make a difference in this world and help them feel empowered to create and contribute?

Students need many different skills, at all levels, if they are to be able to love values, commit to them, and have the social skills, cognitive discernment and understanding to carry those values with them into their life. It is with this intention that the LVE Theoretical Model and the Living Values Education Activities were constructed. LVE provides methods and activities for educators to actively engage and allow students the opportunity to explore and experience universal values. Students benefit by developing skills to cognitively explore, understand and apply values. After a few weeks, dedicated educators implementing Living Values Education with children ages three to seven find school cultures are infused with more respect, caring, kindness and happiness. Often even children with very negative behaviors change dramatically.

In an effort to understand why this approach works, some educators have asked to know more about LVE’s theoretical basis. What methods are used within LVE? The schematic below describes the values exploration and development process utilized. There are two complementary processes. The first is the creation of a values-based atmosphere, the second is the process within the facilitation of the Living Values Education Activities.



Developing Values Schematic – the LVE Method





Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a “values-based atmosphere” is the first step in LVE’s Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.

LVE Theoretical Model

The LVE Theoretical Model postulates that students move toward their potential in nurturing, caring, creative learning environments. When motivation and control are attempted through fear, shame and punishment, young people feel more inadequate, fearful, hurt, shamed and unsafe. In addition, evidence suggests that repeated interactions loaded with these emotions marginalize children, decreasing their interest in attending school and/or learning. Students with a series of negative school relationships are likely to “turn off”; some withdraw or become depressed while others enter a cycle of blame, anger, revenge – and possible violence.

Why were these five feelings – loved, valued, respected, understood and safe – chosen for the LVE Theoretical Model? Love is rarely spoken about in educational seminars. Yet, isn’t it love and respect that we all want as human beings? Who doesn’t want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers.

What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom? Many people have had the experience as a child of an educator who they found positive, encouraging and motivating. In contrast, how do we feel when an educator, at school or home, is critical, punitive and stressed or when the peers are derogatory or bully? While an interesting stimulus can heighten the creative process, high anxiety, criticism, pressure and punitive methods slow down the learning process. Simply the thought that others may be critical or have dislike can distract one from a task. Neurophysiologists have found positive effects on brain development when a child is nurtured, and deleterious effects when there are traumatic experiences.



Lumsden notes that a caring, nurturing school environment boosts students' motivation, that is, students' interest in participating in the learning process; their academic self-efficacy increases as well (Lumsden, 1994). A caring, nurturing school environment has also been found to reduce violent behavior and create positive attitudes toward learning (Riley, quoted in Cooper, 2000).

Currently in education, there is considerable pressure on teachers around the world to raise student achievement levels. While academics are important, in the pre-school years there must be an emphasis on play, exploring, language development and normal childhood developmental tasks.

Real Learning Comes Alive in a Values-Based Atmosphere

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own values, model their love of learning and nurture students and the development of cognitive skills along with values. This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

As Terry Lovat and Ron Toomey concluded from their research: "Values Education is being seen increasingly as having a power quite beyond a narrowly defined moral or citizenship agenda. It is being seen to be at the centre of all that a committed teacher and school could hope to achieve through teaching. It is in this respect that it can fairly be described as the 'missing link' in the quality teacher . . . and quality teaching (2006)."

Modeling the Values from the Inside

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate. Many educators rediscover the beauty and importance of listening, allowing space, appreciating and being.

The modeling of values by adults is powerful for students. Cynicism is appearing at younger ages and even five-year olds can comment when educators tell them to do one thing while doing the opposite as adults.

Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a personal commitment to "living" the values we would like to see in others, and a willingness to be caring, respectful and non-violent.



Skills for Creating a Values-based Atmosphere

The Theoretical Model and LVE's workshop session on "Acknowledgement, Encouragement and Building Positive Behaviors" combine the teachings of contingency management with a humanizing approach, that is, understanding that it is love and respect that we want as human beings. Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a method of acknowledgement when students resistant, cynical and/or "negative". A key tool of counselors and therapists, active listening is an invaluable tool for teachers. Thomas Gordon's understanding of anger as a secondary emotion is a concept that is useful to educators in dealing with students when they are upset.

Collaborative rule making is a method to increase student participation and ownership in the rule-making process. Many educators have found that when students are involved in the process of creating, they are more observant, involved and willing to be responsible in monitoring their own behavior and encouraging positive behaviors in their peers.

LVE training in values-based discipline also combines the theories of contingency management with a humanistic understanding of students and the belief in the importance of healthy relationships and wellbeing. Some people use the methods of contingency management as though the young person is a machine; the need for feeling loved, accepted and valued as a person – by teachers and/or peers – is not factored into the behavioral plan. When time for play, and developing a relationship in which the student feels valued are added, behavior plans are far more successful.

Educators can use the LVE Theoretical Model to assess the positive and negative factors affecting one student, a classroom, a school or an organization, and adjust the factors to optimize young people experiencing being loved, valued, respected, understood and safe rather than shamed, inadequate, hurt, afraid and unsafe. In conflict resolution or disciplinary settings, the emphasis is on creating a plan which supports building positive student behavior. Educators focus on treating the student in such a way that she or he feels motivated to be responsible in regulating their own behavior. There are occasions when students hold onto a negative attitude and logical



consequences are needed; during the time period in which that consequence is paid it is recommended that the student not be treated as a “bad person.” While at times an educator may find it best to be firm, serious or even stern, opportunities are looked for to build the child’s ability to self-monitor and build relationship while the consequences are being carried out. This reflects back to Satir’s work; people feeling full of love and well-being are more positive in their interactions and behaviors.

LVE Workshops

The creation of a values-based atmosphere facilitates success with young people, making the process of education more enjoyable, beneficial, and effective for both students and teachers. LVE Educator/Facilitator Training for all members of the school or an organization’s staff is highly recommended whenever possible. Workshops are often given to educators from many different schools and educational organizations. Depending on the student population, consideration of additional training for the use of the LVE at-risk materials may be appropriate.

Components of Living Values Education Activities Units

The sixteen values units in *Living Values Education Activities for Children Ages 3-7*, Book 1 and Book 2, allow schools to easily plan to implement one value a month, that is, eight values a year. Peace and respect are important to children and provide a wonderful opportunity to build intrapersonal and interpersonal emotional and social skills as well as a solid basis for understanding and loving values. As the values of peace and respect provide such a rich perspective from which to view the self, others and the world, and develop the social and emotional skills to live those values, there are Peace I and Respect I units for the first year of implementation and Peace II and Respect II units for the second year. If you are in an organization that invites people to explore and develop values for twelve months a year, simply facilitate a value a month.

Each unit takes up a different value and is designed with the wellbeing of all students in mind. The sequence of activities maximizes the path of least resistance – making the value relevant and beneficial to the child and his or her life. For example, lecturing to children about not fighting in school is an ineffective method to create peace and respect and can serve to further feelings of inadequacy or resentment of already disenfranchised students. In contrast, beginning a lesson on peace with an imagination exercise elicits the natural creativity of students. Once students develop a voice for peace they are more empowered to discuss the effects of peace – and violence. Each value unit is designed to begin with a values stimulus to create relevance or meaning.



The Living Values Education Activities resource books are arranged to present a series of concepts and skills that build sequentially. Pre-school and primary educators will easily be able to find a place for the values activities in their teaching day as they can fit into language development, literature, art or discussion time slots. As children's backgrounds and needs vary, please feel free to adapt the activities to their needs and your style.

Values Stimulus

Each LVE Activity begins with a values stimulus. The three types of values stimuli noted in the schematic are receiving information, reflecting internally, and exploring values in the real world.

Receiving Information – This is the most traditional way of teaching values. Literature, stories and cultural information provide rich sources for exploration about values. Care is taken in the LVE Activities to provide stories about the use of holding or developing a positive value. Stories about failures because of holding an anti-value can be instructive, but are not sufficient; students feel more motivated by hearing positive examples of people succeeding with values.

Within each value unit there are reflection points which provide information about the meaning of the value being explored. The reflection points are at the beginning of every unit, and are incorporated in the lessons. "Understanding core values is essential to teaching values if students are to develop lifelong adherence to high principles (Thomas Lickona, 1993)." The reflection points are intended to be universal in nature, while holding an interdependent perspective of the importance of dignity and respect for each and every one. For example, a point in the unit on Respect is: *Respect is knowing I am unique and valuable.* Another is: *Respect is knowing others are valuable, too.* This universal perspective is important if we wish to create a better world for all. The teacher may wish to add a few of his or her own reflection points, or use favorite sayings from the culture of the community.

Reflecting Internally – Imagining and reflective activities ask students to create their own ideas. For example, students are asked to imagine a peaceful world. Visualizing values in action makes them more relevant to students, as they find a place within where they can create that experience and think of ideas they know are their own. The process of creation, ownership, and a sense of hope are essential if students are to feel motivated about living their values. Living a particular value can



become a powerful mutual purpose for children in a classroom. Little children can be excited, pleased and proud to be “peace stars.”

Reflective exercises ask children to think about their experience in relation to the value. They are also asked to reflect about different aspects at a later step within the lessons. It is important for children to be able to work as reflective learners if they are going to be able to discern and apply values most appropriately to a particular situation.

Exploring Values in the Real World – Many Living Values Education Activities use games, real situations, news or subject matter content to launch the lesson, especially in the activities books for older students. For young children, this is applicable when there are school or local community events which concern them, such as the death of a classmate or a natural disaster. It is always good to provide a space to share their concerns and to explain the situation about which they are concerned in an age appropriate way to help them understand.

Discussion – Meaningful and validating sharing

Creating an open, respectful space for discussion is an important part of this process. Sharing is then validating. Talking about feelings in relation to values questions can clarify viewpoints and develop empathy. Discussions in a supportive environment can be healing; children who are often quiet can experience that others hold the same viewpoint. Shame can be released and/or diminished when children discover that others feel the same way. Those who bully can find out what others think about the behavior. Students who may be considered less intelligent by some often can add a caring perspective or a wise insight that has great benefit for the group. The discussion process is also a space within which negativity can be accepted and queried. When this is done with genuine respect, children often feel valued and accepted and drop their negative behaviors.

In many of the Living Values Education Activities, discussion questions are provided. Some of these are to query about feelings; others are to open the cognitive exploration process and the generation of alternatives. Educators can use questions to delve into important emotional issues or alternative understandings. Feel free to adapt the questions to your personal style and the local usage of language.

One reason why LVE can be used in many different cultures is that the questions are open-ended. For example, “How do you give respect to your parents?” would be answered somewhat differently in different cultures, yet the desired outcome is the same.



Within the activities there are only a few questions to which an absolute or “right” answer is given. The most important one is: “Is it okay to hurt others?” LVE’s answer is “no”. If a “yes” answer is given, the educator is to explain why it is not okay to hurt others. The other questions are truly open, allowing the students to discuss the values and their application in ways that are appropriate to their culture and way of life. The reflection points, however, create a standard of dignity and respect around which the activities are built.

Creative Expression

The arts are a wonderful medium for children to express their ideas and feelings creatively – and make a value their own. Dance, movement and music allow expression and build a feeling of community. Children are invited to make peace stars, draw simplicity, paint the values and their feelings and dance cooperation. In one activity, children make wings representing humility and self-respect, then sing a related song as they move in a circle. There is a CD of 16 of the songs in this book titled *Living Values Songs for Children Ages 3-7*. The songs are also available to download free of charge on the international LVE website, livingvalues.net. Singing and playing are healing for children. Educators are encouraged to bring in the traditional songs of their culture or the cultures represented in the area and to sing those with the children.

As small children create and enjoy doing values activities, the feelings of being peaceful, loving and happy are important for well-being, development and the process of identifying the self as one who loves values. The completion and beauty of the finished products can be a source of pride and enhance self-esteem. A variety of creative arts can serve to let different children shine at different times. A school climate that can allow each person to shine at different times is a place where all can move toward their potential.

Skill Development

It is not enough to think about and discuss values, create artistically nor even to understand the effects of values. Emotional and social skills are needed to be able to apply values throughout the day. Children of today increasingly need to be able to experience the positive feelings of values, understand the effects of their behaviors and choices in relation to their own well-being, and be able to develop socially conscious decision-making skills.



Personal Social and Emotional Skills – There are a variety of intrapersonal skills taught within the LVE Activities. The Peace, Respect and Love units introduce Quietly Being exercises.

Quietly Being exercises help children enjoy “feeling” the value. Very often children do not like “having to be quiet” in school. They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests. Teachers have found that doing Quietly Being exercises helps students quiet down, be less stressed, and concentrate more successfully during lessons, in addition to feeling the value. While there may be initial resistance, usually that resistance disappears after several trials, and our experience has been that students begin to request quiet time. The ability to self-regulate one’s emotions and “de-stress” is an important skill in adapting and communicating successfully. Therapists are noting the importance of self-regulation or self-modulation, especially for children who are traumatized (Chapman, 2001). These children, among other symptoms, often have difficulty concentrating and become frightened, frustrated and/or angry quickly. Self-regulation or “self-modulation” is important in the recovery from trauma. It helps a person regain calmness more quickly when a danger signal is perceived and be able to stay more peaceful in daily life. As this happens the ability to concentrate grows again.

Other LVE Activities build an understanding of the individual’s positive qualities, develop the belief that “I make a difference”, enable exploring their own feelings and learning about the feelings of others and increase positive self-talk, and responsibility. Students are asked to apply those skills in a variety of ways.

Interpersonal Communication Skills – Skills for building emotional intelligence are included in the above set of activities and furthered in activities that build understanding of the roles of hurt, fear and anger and their consequences in our relationships with others. Conflict resolution skills, positive communication, cooperation games and doing projects together are other activities that build interpersonal communication skills. Conflict resolution skills are introduced during the Peace Unit and reinforced during the Respect and Love Units. During the Love Unit, children are asked to think back to when the problem began and imagine what would have happened if they had used the value of love. If they can think of how they could use the value of love they are invited to stand in a heart-shaped drawing in the classroom and share their idea. The development of cognitive skills paired



with probably consequences is aimed to help children “think on their feet” when there are conflicts. In the unit on Love, children explore concepts such as “giving flowers rather than thorns.” The Cooperation unit’s games are fun yet also elicit social communication skills.

Combining creativity with discussion and direct instruction techniques help students become accustomed to using the new skills, such as responding to others who are name calling. This increases the likelihood that they may use their new skills.

Society, Environment and the World

It is important to help children learn to respect animals and the earth, and contribute to their well-being. Young children have a desire for things to be fair. Three to seven years is not too young to have them begin on the stepping stones toward social justice. They readily engage in seeing how individuals can make a difference and contribute toward the good.

The aim of developing social cohesion is constant throughout the material. The units on tolerance, simplicity and unity bring elements of social responsibility that are interesting and fun. Students explore the variety of cultures using the colors of a rainbow as an analogy. The unit on simplicity includes suggestions for conservation and respect for the earth. Students explore positive examples of unity, and then work together on a project of their choice.

Transfer of Learning – Integrating Values in Life

“Integrating Values in Life” refers to students applying values-based behaviors in their life – with their family, society and the environment. For example, LVE homework activities increase the likelihood of students carrying new values behaviors into their homes. Children are asked to create special projects that exemplify different values in their class or school. Parents and businesses can be involved as resources, for example, helping students learn organic gardening or how to clean up a stream. Students are encouraged to share their creative dramas and music with their peers. Please do involve the children in service-learning projects. The ability to make a difference builds confidence and commitment to values.

Bringing in the Values of Your Culture

It is our hope that these activities will elicit ideas from teachers and parents as they explore with children the variety of ways to experience and explore values. This material is intended to be a stimulus. Adapt them to your group of students. Use your own



resources and creativity. Bring in stories, songs, and games from your culture and the cultures within and around your country to illustrate values. Use materials that are easily available. Use your creativity, skills, and knowledge to continue values-based education.

A variety of songs are included. However, since some of your children may not speak English, you may wish to translate the words or use songs from your own culture or different cultures from around the world. Ask the children to create their own plays and songs. They might even want to do a skit. Perhaps older adults can tell traditional tales and teach ancient forms of music. Send us your favorite values stories and activities to content@livingvalues.net!

Making Values Education a Practical Reality

Step One:

A first step you may wish to do while considering the implementation of Living Values Education is inviting interested teachers and principals, or the leadership team of the organization, to reflect on and discuss the purpose of education. What values do you feel would benefit the children and the group of people with whom you work? What values do you feel are needed in society and the world? What values would you like to be part of the culture of your school or organization? Perhaps discuss the vision statement of the LVE Approach. What change would you like to see in your community and the world? What would a culture of peace, respect, love, tolerance/acceptance of all, and honesty create in your community? Perhaps define together the culture or ethos you would like to create.

“At the core of values education lies the establishment of an agreed set of principles, deeply held convictions, that underpin all aspects of a school’s life and work” (Hawkes).

Step Two:

Engage yourself and your entire faculty/all the adults in your learning community in an LVE Educator/Facilitator Workshop, to explore the kind of values-based atmosphere you would like to create, learn about skills to do such, and think about how you can make values an important, integral part of your school culture and curriculum. Plan to engage in an ongoing dialogue about values, as you make your organization one which thinks about values when making decisions about, for and with, students and teachers.

Step Three:



Find time to integrate LVE activities. Living Values Education Activities for children ages three to seven are short; 20 minutes is usually sufficient. The activities can be easily incorporated into opening time, circle time, or language arts. Values are naturally reinforced during the entire day when the whole school chooses to focus on one value and the educators are committed to a values-based atmosphere.

Implementation Details

LVE's sixteen values units are designed to allow you to easily plan values education at your site by focusing on one value a month during the school year. Book 1 includes eight values units for the first year of implementation and Book 2 includes another eight values units for implementation during the second year. A "value of focus" each month for the entire school facilitates planning for assemblies and special projects.

The universal values explored are peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity and caring for the Earth and Her Oceans, cooperation, humility, compassion, brave and gentle, and unity. The "Brave and Gentle" values unit substitutes for freedom in the Living Values Education Activities books for older children. Another unit is titled "Another Value We Love". This offers activities on a few values and an invitation to educators to explore a value they feel is needed locally or nationally.

It is recommended that educators begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and Peace II and Respect II values units in Book 2 during the second year. The Quietly Being exercises and conflict resolution skills developed during the Peace I and Respect I values units are important building blocks in creating both a values-based atmosphere and positive social skills.

This book contains at least three values activities for each week. Young people also benefit by songs and the Quietly Being exercise several times a week, or daily.

If a school is planning to begin values education with *only* two grades in a school, it is recommended that you start with the older students/higher grade levels. It is much healthier for younger students to "catch" values from older students who are benefiting from values education, than to have younger students who are into values education being bullied by older students who are not in the program. However, school-wide implementation is more effective and beneficial for all.

Please begin with the Peace Unit!

Beginning with the Peace Unit is always recommended. Young people are often concerned about peace — even at such a young age. At the beginning of the unit,



facilitators are asked to engage them in imagining a peaceful world. This allows children to look inside themselves and explore what they would like their world to be like. After a visualization, they are asked to express their ideas in words and artistically. The opportunity to explore what they would like in the world creates interest and happiness.

Children are then engaged in activities with stories and the making and playing with peace puppets. Lessons with quietly being exercises and art allow them a chance to explore peace at a personal level before conflict resolution activities are begun. Discussions in those lessons help build understanding of others and allow them to further their communication skills.

How many Living Values Education Activities would you suggest I do weekly?

Our internal research shows that educators working with three- to seven-year olds have excellent results when they do three Living Values Education Activities a week and do most or all of the lessons within the values units. It is easier for the children to carry new positive behaviors to the playground when other classes are also implementing LVE. As you integrate the activities into your curriculum, bring values and what the children are learning and discussing into story discussions, social interactions and the playground. Soon they will be using the language of values to discuss things, and solve many of their challenges independently.

Wonderful practices daily . . .

Sing. Begin or end with a song, as you prefer. Sing songs on the theme of the value with the children, but include the Peace, Respect and Love songs occasionally.

Quietly Being Exercises. Do a Quietly Being exercise once a day. Initially you may wish to alternate daily between the *Peace Star* exercise and the *Respect Star* exercise. After the class has completed the Love unit, do the *Filling Up With Love* exercise every third lesson. For your convenience, these exercises are also in the Appendix. As the values lessons proceed, other exercises are introduced – and perhaps the children would like to make up some of their own.

Circle Time. Try to provide circle or sharing time once a day, or if not possible, once a week. Circle time is an excellent beginning for values time. The children can sit in a circle if there are less than 15, or if more, they can be grouped in front of the teacher. Ask what they feel good about today, what they are proud of, or how they showed love or peace to someone. Positively acknowledge what they share. It is a good time to engage in collaborative rule changes and conflict resolution as needed.



Adapt the Level of Language to Different Ages

Educators will need to adapt the level of language, directions, and the amount of adult assistance to the age of the children. This is especially important for this age range, as language and directions for a three-year-old are simpler and more concrete than for a seven-year-old. Some of the activities can be adapted for two-year olds.

Assemblies and Songs

If the entire school is exploring the same value for a period of time, a short assembly is often an excellent way to begin or end a values unit. A few teachers could create the first program. After that, different classes of children could take turns doing a song and a skit. Or, the Principal may wish to tell a story and involve a few children from the audience.

Is there a recommended order of values units?

We suggest following the Peace Unit with the values units on respect, love and tolerance/acceptance. The lessons found in the units on peace and respect contain valuable intrapersonal and interpersonal social skills. The quietly being exercises and conflict resolution skills developed during these lessons are important building blocks in creating a values-based atmosphere. If students are able to solve their own conflicts, peacefully and respectfully, there is much more time for teaching.

Do I need to do every activity?

No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.



Share Your Values Creations with the World!

Adults and children using Living Values Education are invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values Education web site. Visit www.livingvalues.net. Or send in your contribution to the nearest LVE Associate or Focal Point.

Annual Evaluation

An important part of any program is evaluation. Your evaluation of the program and observations about changes with children are very important. Kindly let the LVE Associate or Focal Point in your country know you are implementing LVE, and request an evaluation form at lve@livingvalues.net or send us your comments.

*We hope you and the young people with whom you work
enjoy Living Values Education.*

Thank you for your dedication to nurturing and educating hearts as well as minds.





UNIT ONE: PEACE I

Peace I Lessons

Please begin with the Peace Unit. This is recommended as the activities in this unit create the opportunity for children to use their imagination to think about what a peaceful world would be like, play with peace puppets, contrast peace and violence, fill the self with peace, and learn conflict resolution skills. Our experience is that young people care deeply about peace. Beginning with this values unit helps children build intrapersonal and interpersonal skills which contribute to a values-based atmosphere. And, their conflict resolutions skills will soon make the life of the educator easier!

Please play a song about peace every day at the beginning or end of “Living Values Education time”. Playing and singing songs builds the feeling of community and belonging is a great time to relax and build the feeling of the value being explored.

Peace Points can be used to help define this value. They are often used as the first focus during values time or can be a discussion point as part of language arts. Ask the children to share their thoughts and experiences. With very young children, you may wish to use a hand puppet to share the Peace Points.

For five- through seven-year olds, the educator can choose to use some of the words and sentences as content for reading, spelling, and writing. As the students continue with the unit, they can create their own Peace Points. They can draw or write the points, or make up short stories about them.

Peace Reflection Points

- ◆ Peace is being quiet inside.
- ◆ Peace is having good feelings inside.
- ◆ Peace is feeling relaxed and safe.
- ◆ Peace is when people get along and don't argue or hit.
- ◆ Peace is having positive thoughts for myself and others.
- ◆ Peace begins within each one of us.



Peace I Unit Goals and Objectives

Goal: To increase the experience of peace.

Objectives:

- ❑ To enable children to quiet down easily, cooperating with a quiet signal within one minute.
- ❑ To enable children to enjoy being quiet and peaceful by participating in two types of Quietly Being Exercises.
- ❑ To help children increase their ability to concentrate.
- ❑ To express peace artistically.
- ❑ To blow bubbles and share a peaceful thought that they are sending up with the bubble.
- ❑ To sing a song about peace.

Goal: To increase knowledge about peace.

Objectives:

- ❑ To imagine a peaceful world and be able to communicate through words and/or drawing what it would look and feel like.
- ❑ To play with peace puppets, enacting peaceful interactions.
- ❑ To be able to talk about one or more Peace Points.
- ❑ To share and or listen to others share their feelings about peace versus when others hit or argue.
- ❑ To hear a story about their natural goodness and how they can contribute to peace through good feelings and actions.

Goal: To build conflict resolution skills.

Objectives:

- ❑ For children who are able to verbalize complete sentences to say the phrase:
“Arms are for hugging, not for shoving.”
- ❑ To be able to listen to others during a conflict resolution exercise and repeat key phrases of what they say.
- ❑ To identify through words and/or drawings what they do and do not like others to do.
- ❑ To identify through words and/or drawings kind things they can do.



PEACE I LESSON 1

Imagining a Peaceful World

To introduce the first lesson on peace, the teacher may wish to play a song about peace or play peaceful but happy music as the students enter.

Say, “In the next few weeks, we’re going to learn about something very important. We will learn about peace.”

Discuss/Share

- Who can tell me about peace?
- What is peace?
- What does peace feel like?
- What does it mean to have a peaceful world?

Say, “Wonderful answers.” Acknowledge all responses and thank the children for sharing.

Share and discuss the following Peace Reflection Points.

- ◆ Peace is being quiet inside.
- ◆ Peace is having good feelings inside.
- ◆ Peace is when people get along and don’t argue or hit.

Continue with Imagining a Peaceful World exercise.

Imagining a Peaceful World

Lead the children in this imagining exercise. Say the following, pausing at the dots:

“Each one of you is smart. An interesting thing about children is that each child already knows about peace. Today, you can use your imagination to make a picture of a peaceful world in your mind. But to do that you have to be very still for a few minutes.

“Let your body be comfortable and very still . . . Imagine a world in which all the people in all the towns of the world like each other and get along very well. There is only peace. And imagine in one of those towns a pretty garden, with trees, and flowers. . . . It’s very nice in the garden, the grass is soft, and you can hear birds singing. . . . You watch the birds fly slowly across the sky. . . . There is a safe and peaceful feeling here. . . . There is a little pond nearby with golden fish swimming slowly. . . . You watch the fish . . . they are swimming slowly and peacefully. . . .



Now, in your mind, picture a swing (or a hammock; whatever the children are familiar with). . . . You sit on the swing. . . . Now one of your favorite people comes up a path, and is happy to see you. . . . That person is very peaceful today . . . and that person slowly pushes you on the swing. . . . You enjoy watching the pretty garden from up high. . . . When you get off the swing, feeling peaceful and full inside, you see yourself in this room. . . .”

Ask the children to share their experiences. Acknowledge their responses.

Activity

Ask the children to draw what they imagined. For three- and four-year olds, ask them to make a picture of one thing that they imagined. For example, they could draw a flower or a fish.

Sing a Peace Song

There are many children’s songs about peace in different languages around the world. Pick one of your favorites to teach the children. Or, make up a song with a simple tune and words, such as the one below. Children really enjoy singing. Sing a peace song every day.

Note to Educator: All the songs in this book can be downloaded free of charge from the livingvalues.net site. You can listen to the songs to hear the tune, or the children could sing along with the recording.

Song: I Am a Peaceful Star

I am a peaceful star, I am,
I am a peaceful star, I am,
When we care together,
When we share together,
We are peaceful stars, we are! *(Repeat)*

PEACE I LESSON 2

The Star Story

Educator Preparation: Make a Peace Star out of blue, yellow or rose-colored paper — or any color that symbolizes peace in your culture. (Use thick paper, or glue several pieces together so it is thicker.) Sprinkle the star with glitter — or decorate it in any way



you wish. With young children you may want to put in facial features and use the Peace Star as a puppet to say the Peace Point.

Begin with the peace song the class sang in Lesson 1.

Introduction: Say, “Stars are so beautiful in the sky. They sparkle and shine. They can be seen, but we cannot hear them. They are so quiet and peaceful. One of the ways we can feel peace inside is to think of the stars and imagine ourselves to be just like them. But before we do that, I am going to read you ‘The Star Story.’” The Star Story was written by Diana Hsu.

Share a Story: The Star Story

Once upon a time, there was a lovely, bright, shining family of Peace Stars. The head star of the family was the smiling Sun Star. He was a very special star. He had so much love for all the other stars, and he would send loving beams of light to them. The stars liked this very much, and so they were peaceful and happy. The Sun Star was happy that they were happy, and he smiled day and night. He loved to look at his Peace Star children.

The children of Earth were pleased that all the stars were happy – they liked to look up at the stars and see them sparkle. The children of Earth liked to see the Star children play with each other, sometimes shooting across the sky. Sometimes the stars would play with the Earth children!

One day the friendly stars in the sky saw two Earth children fighting with each other. “Oh,” one of the Peace Stars said to another, “Let’s go quickly and help those two children before they hit each other!” As fast as lightning they flew to the two children and sent them peace beams and friendly beams. They even tickled their noses with their beams so the children had to laugh.

Meanwhile, the Fearless Star had noticed what was happening on Earth, and since he was without fear, he and the Courageous Star flew down to the children. They introduced themselves, and the Courageous Star said: “I am called the most courageous star in the Star family because I never quarrel or fight with anyone. Not to quarrel or fight is the most courageous thing to do.”

By then, the Loving Star and the Laughing Star had noticed the group, and they focused their bright beams on the children, so the children forgot their anger.

The big Helper Star and the Patient Star had also arrived. “Children,” said the Helper Star, “isn’t it lovely how all these stars have come down to Earth to help you? Shall I tell you a secret?”

“Yes, yes!” exclaimed the children.



“The greatest secret,” said the Helper Star “is patience. Look at the Patient Star! Nothing can upset him. He is always patient with others. Everyone loves him.”

“That’s right,” said the Cautious Star, “If you are careful about how you treat others and you treat them with respect – why then it’s easy not to hurt or be hurt by others. Then you don’t need to fight.”

By now, almost all the Star children had arrived on Earth, and they were joined by many, many Earth children. “We want to be like the Stars,” said the Earth children. Suddenly they saw something very bright shining in the sky. It was the Brightest Star together with the Happy Star and the Ever-laughing Star. The Brightest Star beamed at the children, and the Laughing Star had such a funny laugh that the children simply couldn’t help but laugh as well.

“Let’s have a good time!” sang the Happy Star, and they started to play and sing. The Stars brought yummy treats. It was the best party anyone could imagine. Everyone was happy. They danced, played, ate and laughed. “This is the best party ever!” they agreed.

Then it happened! Nobody had noticed the arrival of the Quiet Star, but then she spoke: “The great Sun Star has sent me to you,” she said softly and sweetly. “It’s time to go home now.”

The children on earth had also been thinking about going home, for it was almost dark. They hugged the stars good-bye.

One of the Peace Stars said softly to the children, “Know that we are always here for you – even in the daytime when you can’t see us. Just picture us in your mind, and you will feel our beams of love and peace.”

Then the Star children beamed brightly at the children and flew back to the great Sun Star. It was a lovely sight. As the Peace Stars flew higher and higher, they sent bright beams and loving thoughts to the children below.

All the Peace Stars sent peace, and each Peace Star sent his or her own special quality as well. The Patient Star sent patience. The Laughing Star sent a happy laugh. The Quiet Star sent soft, quiet beams. And, the Loving Star sent lots and lots of loving thoughts. The children on Earth watched happily and waved to the stars, “Come back soon,” they cried, and then returned home.

Do you think that the children and the Peace Stars ever met again? Do you think that we can become as peaceful, happy, and loving as the Star children?

When finished reading, say: “For a few moments, let’s become like the Peace Stars. . . . Relax your body and sit quietly . . . Sit so quietly that you the little star can shine



brightly. . . . Each one of you is a beautiful star. . . . When you shine with silence and peace, you bring love into the room. . . .”

Discuss/Share

“The Star Story” and the following Peace Point:

- ◆ One of the meanings of peace is having good feelings inside.

Ask:

- What were some of the names of the Peace Stars?
- Why did the Peace Stars come down?
- What did the Courageous Star say was the most courageous thing to do? (Not to fight or quarrel.)
- What do all the Peace Stars do when the children picture them?

Activity

Ask the children to draw a picture about “The Star Story”. The six- and seven-year olds could add a couple of sentences about their picture.

Close with singing the same peace song you sang in the first peace lesson.

PEACE I LESSON 3

Being a Peace Star

Peace Tent Preparation: You may wish to set up a Peace Tent in your room or a special Peace Place. A Peace Tent can be made simply with see-through material hung in one corner of the room, and fastened to the walls to create an opening. The children can sit there when they want to be peaceful.

Begin with a peace song.

Say, “One of the Peace Points is ‘Peace is feeling quiet inside.’ Can someone tell me what that means?” Acknowledge all answers.

NOTE TO EDUCATOR

If you feel the children may have difficulty settling down to the following Quietly Being Exercise, lead them around the room first, inviting them to follow you in a line and imitate you as you make peaceful movements with your arms. Play some music and enjoy moving peacefully together. Many children love to lay on the floor when they do the quietly being exercises. If you wish to try this, ask them to make a circle. Everyone could lay down with their feet toward the middle of the circle. At other times, do the Quietly Being Exercises sitting. It may take them a few times before they settle in easily, but the more you do it, the more they will enjoy “quietly being”.



Introduction to the Peace Star Quietly Being Exercise: Say, “One way to be peaceful is to be quiet inside. Today, let’s practice feeling peaceful. One of the ways we can feel peace inside is to think of the stars and imagine ourselves to be just like them. They are so beautiful in the sky, and they sparkle and shine. They can be seen, but we cannot hear them. They are so quiet and peaceful. I want everyone to be very still . . .”

Peace Star Quietly Being Exercise

“For a few moments, think of the stars and imagine yourselves to be like them . . . quiet and peaceful. . . . Let the body be still. . . . Relax your toes and legs . . . relax your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . You are a peace star. . . . What color of peace do you shine with today? . . . Perhaps with a rose color that has a feeling of being safe and loved . . . perhaps a blue color that shines a light of kindness and courage. . . . Or perhaps are like a yellow peace star that shines with the light of peace and happiness. . . . We are peace stars . . . still . . . full . . . relaxed and peaceful. . . . Whenever you want to feel peaceful inside, you can become very still and quiet inside and remember that you are a peace star. . . . Slowly take a big breath in . . . and now slowly breathe out. . . . Wiggle your toes . . . and now look around and let yourself shine silently with peace for just a moment.”

Note to Educator: The Peace Star Quietly Being Exercise is also in the Appendix.

Activity

Ask each child to make a star. If they are toddlers, you may wish to cut out the stars beforehand. Or, the six-year olds can help the younger children cut them out. Print the first name of each child inside the star. (If this is a new class, you can use these as name tags for the next few days.) Ask the children to decorate the stars with the materials available.

Some educators supply little sticks so that the children can put their star at the top of the stick and wave them very slowly when the educator gives a quiet signal with his or her peace star — or wave them when they sing a peace song.

End with a peace song.



NOTE TO EDUCATOR

Putting Peace into Practice: When you want the children to pause quietly for a few moments, tell them, “For a minute, let’s be as peaceful and full of quiet happiness as the stars. . . .” This can be done several times during the day if you like. Wait until they are **all** quiet – and a few moments longer so they can become peaceful – then affirm their good efforts, saying quietly, “You are peace stars.”

Sometimes three- and four-year olds like to hug the Peace Star during the day. They can hug the one made as an example just before the teacher read “The Star Story,” or a Star Pillow can be made.

PEACE I LESSON 4

Peace Puppets

Begin with a peace song.

Imagining Peaceful Children in a Peaceful World

Lead the children in this imagining exercise. Say the following, pausing at the dots:

“Today, you can use your imagination to make a picture of a peaceful world in your mind. Let your body be comfortable and very still. . . . Imagine a pretty garden, with trees, and flowers. . . . It’s very nice in the garden, the grass is soft, and you can hear birds singing. . . . Imagine the birds flying slowly across the sky. . . . There is a safe and peaceful feeling here. . . . There is a little pond nearby with golden fish swimming slowly. . . . As you walk by the pond, you see a couple of children your age walking toward you. They wave and say hello. . . . The children invite you to play. . . . You picture yourself playing with them. What game do you play? . . . You play for a while and talk for a while. . . . You see other children playing a game nearby, and everyone is happy. Everyone knows how to be kind in this place . . . You continue to have a good time with your friends. . . . And when it is time to go, you all say goodbye. . . . Now bring your attention back here to our classroom.”

Discuss/Share

- What was the peaceful world like that you imagined?
- How did the children act?
- What kind of things did they say?
- What game did you play?
- How did the other children get along?



- How did you feel imagining that world?

Share the Reflection Points and ask the questions below.

- ◆ Peace is feeling relaxed and safe.
 - When you imagined the peaceful world, did you feel relaxed and safe?
 - What helps you feel peaceful?
 - What helps you feel relaxed and safe?
- ◆ Peace is having positive thoughts for myself and others.
 - When you are worried, does your peace run away?
 - When you argue or fight with someone does your peace run away?
 - What else makes your peace run away?
 - What kinds of thoughts help you feel peaceful?
- ❖ For a minute, tell yourself in your mind: I am good, I am loved, I am safe. (Pause for 10 seconds.)
 - Can you feel that? I am good, I am loved, I am safe.
 - Do you feel peaceful when you say that to yourself?
 - What other positive thoughts help you feel peaceful? (Write down their responses on the board.)
 - What about "I am kind."?
 - What about "I am a good helper."?

Activity

Make peace puppets. Tell the children they are making peace puppets so the puppets can act out the peaceful world they imagined. Finger or hand puppets can be simple. They can be made with a little envelope of paper or cloth that fits over a finger or the hand. A face can be drawn at the top. Or, more elaborate puppets can be made, adding yarn as hair and tiny paper circles or buttons for eyes.

Song: Something Kind

Chorus: ^{Bb}Can you find the time
 to be a little ^Fkind.
 It all comes ^{Bb}back to you
 ^{Eb}When you ^Fdo something kind.



Verse: ^{Bb}Share a toy ^{Bb}or some food.
 ^FInside you'll ^{Bb}feel so good.
 ^{Eb}Remember to ^{Bb}hold the door.
 ^FPeople will like you ^{Bb}more.
 ^{Bb}Draw a picture ^{Bb}for someone.
^FBeing kind is ^{Bb}so much fun.
 ^{Bb}Go out of your ^{Bb}way to say,
 ^F"How are you today?"

(Repeat Chorus)

^{Bb}If a friend's ^{Bb}about to cry,
^FYou might stop ^{Bb}and ask why.
^{Bb}Let him talk ^{Bb}it all out,
^FThat's what being kind's ^{Bb}about.
^{Bb}It won't cost ^{Bb}anything,
 But ^Fbeing kind will ^{Bb}always bring
^{Bb}A happy smile on ^{Bb}your face.
^FYou'll make the world a better place.

(Repeat chorus two times.)

(Say) So remind everyone. Be kind.

– Contributed by Max and Marcia Nass

PEACE I LESSON 5

Playing with Peace Puppets

Begin with a song.

Ask:

- What do you think peace puppets would say?
- What would peace puppets do?
- What would they not do?

Activity

- Finish making the peace puppets, if they are not yet done.
- The teacher may want to demonstrate playing with the puppets with a peace puppet on each of his or her hands or go around the room with his or her puppet interacting peacefully and happily with the peace puppets of the children.



- Allow time for the children to play together with their peace puppets, simply having a good time. Can they go outdoors and use leaves to pretend to sail down a river together, or ...?
- If some of the children act aggressively or non-peacefully, lightly (and peacefully) say, “Oops, peace tent time! Take your peace puppet to the tent to fill up on peace!”

Optional special activity: If there has been a problem in your area with bullies, civil conflict or war, the teacher could make a bully or war puppet and invite the children to use their peace puppet to tell the violent puppet what it needs to know. This can be a very powerful and empowering experience for children. Please acknowledge respectfully all of their comments and active listen and validate as appropriate.

- End the lesson by sitting in a circle together with your puppets and doing the Peace Star Quietly Being Exercise. Perhaps some of the peace puppets would like to add a sentence to the Quietly Being Exercise.

PEACE I LESSON 6

Paint Peace

Lead the children in the Peace Star Quietly Being Exercise.

Discuss/Share

- What does being quiet feel like?
- When do you feel most peaceful?
- If peace were a color, what color would it be for you?

Positively acknowledge all answers.

Activity

Provide finger paints and ask the children to paint peace. The teacher may wish to play relaxing, peaceful music as the children paint.

End with a peace song or two.

PEACE I LESSON 7

Arms Are for Hugging, Not for Shoving



Begin with a peace song.

Discuss the following Peace Point:

- ◆ Peace is when people get along and don't argue or hit.

Discuss/Share Lesson Content

Say, "I'm going to say three sentences that start with the words, 'In a peaceful world.'" Say:

- ❖ In a peaceful world, people are kind to each other.
 - ❖ In a peaceful world, arms are for helping.
 - ❖ In a peaceful world, arms are for hugging.
- Say, "I would like you to start a sentence the same way, and finish it however you wish. Who is ready? "In a peaceful world. . . ." Invite the children to share a sentence beginning with "In a peaceful world".
- Then invite the children to finish the sentence:
"In a peaceful world, there would not be _____."

Ask:

- How do you feel when you are hugged or spoken to sweetly?
- How do you feel when you are shoved, pushed, or hit?
- What would you like the person who shoved or pushed or hit to know?

Introduce the phrase: Arms are for hugging, not for shoving.

- Ask: "What are arms used for?" . . . (Hugging) "That's right, hugging."
- Ask them to repeat: Arms are for hugging, not for shoving.
- The teacher can give everyone a hug (if acceptable in your country) and/or ask the children to give each other a hug. (In some countries, it is important to ensure that girls hug only girls and boys hug boys.)

Additional Content for Children Three and Four: Read "Understand and Care" by Cheri J. Meiners. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it on the Stories page, available for free download, under Peace I.

Additional Content for Children Five to Seven:

- Say, "In some ways, people are simple. When we get angry, there is hurt or fear or embarrassment underneath. The hurt and fear come first when people do not



feel valued, respected, or loved. Some people stay feeling hurt and others handle it by getting angry.”

- Repeat what you just said and illustrate it on the board with words or emojis.



Anger

Hurt, Fear, Shame or feeling Unsafe

Everyone wants to be valued, respected or loved.

Ask:

- Can you remember a time when you got your feelings hurt and got angry?
- Would anyone like to share?

Say, “So, when you are angry next time, you might ask yourself, ‘What’s under my anger? Am I hurt or afraid?’”

Activity

Activity for Children Three and Four: Lead the children in playing with their Peace Puppets, practicing caring responses and the phrase “Arms are for hugging, not for shoving.”

Activity for Children Five to Seven: Invite the children to draw a picture about the things discussed today. They may wish to draw a picture about how people feel when they are shoved or hit. Walk around the class, quietly actively listening to the content in the picture of each child.

Close with the Peace Star Quietly Being Exercise.

PEACE I LESSON 8

Arms Are for Hugging Continues

Begin with a song.

Lesson Content

Step 1. Ask the children to stand in a circle, and tell them that today you would like to hear more of their ideas about a peaceful world. Invite them to use the same root



sentence they used in the last Living Values Education lesson: "In a peaceful world, _____."

Step 2. Ask everyone to repeat the sentence a couple of times: "Arms are for hugging."

Step 3. Ask everyone to repeat a couple of times: "Arms are for hugging, not for shoving."

Step 4. Add that an important part of peace is knowing when to say "no." When someone is hurting you, it is a good idea to let that person know you do not like that and want him or her to stop. Tell the children they can say, "I don't like it when you do that. I want you to stop. Arms are for hugging, not for shoving."

Step 5. Lead them in repeating the above sentences several times.

Activity

Instruct the children to write the word "PEACE" in large letters on colored paper and to decorate it with pictures of flowers or whatever they wish. For younger children, lightly draw the letter "P" or the word "PEACE" and ask them to trace it and then decorate it. Hang up the pictures around the class. Perhaps some could go in the Peace Tent.

Close with the Peaceful Star Quietly Being Exercise if there is time.

PEACE I LESSON 9

Not Buying into Being Bullied

Begin the session with a song.

Note to Educator: A wonderful story I was introduced to by The Joy of Reading Project is "Simon's Hook" by Karen Gedig Burnett. Suitable for young children and beautifully illustrated, it introduces the concepts of not buying into being bullied in the same way that some fish learn to not bite a hook. The message: Be a free fish and learn to not react, by agreeing, distracting or using humor. The Joy of Reading Project creators kindly gave LVE permission to post this story on livingvalues.net site. You will find it under For Schools / Children Ages 3-7 / Download Free Stories / Peace I.

Activity

- Read the book to the children, taking time to read each cartoon illustrating different taunts and ways to deal with them two or three times. Please do ask the



children how they feel when that happens to them, and actively listen to their responses.

- Lead them in role playing the responses given in the cartoons in “Simon’s Hook”.

Introduce the Quietly Being Peace Exercise: Say, “You’ve been practicing being Peace Stars. Today let’s do another quietly being exercise that has us fill up with peace too.”

Quietly Being Peace Exercise

“As you allow your body to be still, take in a deep breath, and breathe in peace. . . . Breathe out. . . . Let yourself sense how your body feels . . . and how you are feeling. . . . Breathe in peace. . . . Breathe out any worries Breathe in peace. . . . Let your body relax . . . and let all your muscles enjoy the feeling of peace . . . of feeling relaxed and safe. . . . Let your muscles relax more . . . and enjoy the feeling of peace as you slowly breathe in . . . and out. . . . If you like, imagine yourself in a very peaceful place . . . perhaps sitting under a tree, looking at the sky . . . or lying in the grass watching the clouds . . . or being by the ocean . . . or in a meadow. . . . (Pause for a 20 seconds.) As you imagine being in a peaceful place . . . absorb more peace. . . . You are naturally peaceful . . . still. . . . Now surround the self with love . . . surround the self with peace. . . . You are valuable . . . you are part of creating peace. . . . Now bring your attention back to this place. . . . Wiggle your toes . . . move your shoulders . . . and enjoy being alert and full of peace. . . .”

NOTE TO EDUCATOR

Please read prior to Peace Lesson 10.

Putting Conflict Resolution into Practice

If the adult observes one child pushing another, firmly but patiently say:

- ❖ “Tell him/her what you don’t like. Say, ‘I don’t like it when you hit me. I want you to stop. Arms are for hugging, not for shoving.’”

If you encourage the children to use this phrase, they will soon be able to apply it independently. Conflicts will decrease as their appropriate communication skills develop.

If there is a more serious conflict, ask both children to sit down.



- Ask one child to say how he or she feels while the other listens. Ask the second child, “What did he or she say?” After it is repeated, ask that child the same question (how he or she feels) and have the first child repeat that.
- Then ask each one to tell the other what he/she would like the other not to do. Ask the listener to repeat what the speaker says.
- Then, ask them each to say what they would like the other to do. Each listener is to repeat what the speaker says.
- Ask if they can do that for a certain amount of time. Set a short enough time so they will be successful. For very young children, ask, “Can you do that while you play with the blocks?” Or, “Can you do that until recess or break?”
- Praise them for playing peacefully when they have been doing that.

In the above interaction, it is important for the adult to encourage the children to speak directly to one another and repeat what the other says. As each child voices her or his feelings, the intensity will decrease automatically as each child repeats how the other feels and the teacher listens, too.

As the adult, do not adopt the position of “judge.” Instead focus on providing a space of peace and safety where they can share. Comments that criticize, moralize, and judge decrease the effectiveness of the above process. One of the purposes of the process is for the children to learn to communicate and come up with appropriate solutions.

Summarizing the Steps of Conflict Resolution:

The teacher questions each of the two children, asking the children to listen when the other speaks so he or she can repeat what was said.

Questions to each child:

How do you feel?

What did he/she say? *(Repeat)*

What would you like (name of child) not to do?

What did he/she say? *(Repeat)*

What would you like _____ to do?

What did he/she say? *(Repeat)*

Can you both do that? (Set a short amount of time for them to do that, and praise them both at the end of that time for doing that.)

PEACE I LESSON 10

Introducing Conflict Resolution

Begin with a song.



Practice: Ask students to repeat the sentences they learned last time.

- ❖ Arms are for hugging.
- ❖ I don't like it when you do that, I want you to stop. Arms are for hugging, not for shoving.
- Invite the children to practice the above lines several times, encouraging them to say it clearly and firmly.

Explain:

- Sometimes it is important to talk to people when we feel sad, angry, or upset. If someone has a problem with someone else, you can talk to your mommy or daddy, or me or _____, and we can help you think about good things to do.
- When we talk to each other, then we understand each other, and we can solve the problem. When there is a problem, three questions help:
 - ❖ How do you feel?
 - ❖ What would you like the other person not to do?
 - ❖ What would you like the other person to do?

Discuss/Share

Post the first question on the board: How do you feel? (Or, draw a heart.)

Ask:

- How do you feel when someone hits you?
- How do you feel when someone calls you a name?
- What else don't you like other students to do?
- How do you feel when they do that?
- Listen and acknowledge their responses. As they give you their answers, the educator may wish to draw a sad face by the question, or an angry face, etc.
- Post the second question or draw a minus sign: What would you like the other person not to do? Repeat what they have already told you they don't like during the last set of questions.

Ask:

- Is there anything else you don't like other students to do?
- Post the third question or draw a plus sign: What would you like the other person to do?

Ask:



- What do you like other students to do instead?
- What are friendly things you can do?
- What are kind things people can do?
- What are peaceful things people can do?

Thank them for their answers.

Demonstrate Conflict Resolution: Ask two students to volunteer to enact a “pretend” problem-solving demonstration. Explain the process – that each student will be asked the same question. Each student needs to listen carefully so he or she can repeat what the other student said. Model the process, asking the three questions and asking each child to repeat the other person’s answer. (See Summarizing the Steps of Conflict Resolution on the prior page.)

Sing a peace song together or the following song.

Song: Monster

Chorus: ^AI don’t want to be a monster.
 I want peace today.
 I don’t want to be a monster.
 Monster go away!

Verse: ^AWhen the monster comes out,
^{B min}I scream and shout.
^DHow can I make it go a-^Away?
 If I cool off awhile,
 And ^{B min}put on a smile,
^DSoon everything will be o-^Akay.

The monster in me
 Is ^{B min}always angry,
^DIt wants to fight and never ^Acares.
 So I give myself a hug.
^{B min}Out comes the love.
 And the monster disap-^Apears.
 (Repeat chorus two times.)

– Contributed by Max and Marcia Nass

Close with the Quietly Being Peace Exercise.



PEACE I LESSON 11

Kindness and Feelings

Begin with a song.

Discuss/Share

Discuss the following Peace Point:

- ◆ Peace is having good feelings inside.

Ask:

- How do you feel when another child calls you names?
- How do you feel when another child says something nice to you?
- What do you feel when someone does something kind?
- What kind things do you like others to do?
- What kind things do you like to do?
- Do you think your peace puppets have any more ideas about being kind?

Activity

Demonstrate Conflict Resolution: Ask two students to volunteer to enact a pretend problem-solving demonstration.

Ask the children to work in groups of two. Ask each pair of children to draw one picture about the kind things the children like to do and like others to do.

Close with the Peace Star Quietly Being Exercise.

PEACE I LESSON 12

Make Peace Bubbles

Begin with a peace song.

Activity

Part 1. Make a bowl of soapy water and give each child a “bubble maker” to blow bubbles. One by one, each child will blow Peace Bubbles with a Peaceful wish inside. Watch the bubble rise and the pop!

As each bubble pops – ask the child to have a Peaceful Wish – maybe for themselves, others, animals, birds or nature.

When all the children have blown their bubbles, ask them to share their Peace wishes.



Close with more bubble blowing as a group, and then with the Quietly Being Peace Exercise.

Part 2. Create a picture of a tree at the children's height with plenty of branches and draw Peace Bubbles. Add their wish to each bubble and invite other children and parents to view the Peace Bubbles.

Or, if your school has a tree outdoors, add the peace bubbles to the tree and invite parents and friends to view the children's Peace Bubbles.

– Contributed by Dina Eidan and Peter Williams

PEACE I LESSON 13

Conflict Resolution Practice and Posters

Begin with a peace song.

Lesson Content

Step 1. Review the sentence to use when a child is stopping a conflict with another child who is pushing or shoving:

- ❖ I don't like it when you do that, I want you to stop. Arms are for hugging, not for shoving.

Step 2. Review the three things we talk about if there is a conflict:

- ❖ How do you feel?
- ❖ What would you like the other person not to do?
- ❖ What would you like the other person to do?

Step 3. Discuss all three questions with the students as was done in Lesson 10. (Please refer to Lesson 10.) But, this time make a list of all their answers.

Step 4. Demonstrate the Conflict Resolution process a couple of times with children volunteers with a conflict made up about one of the things they mentioned.

Activity

For little children, ask them to draw a picture about the things they want other people to do instead of fight.

For six- and seven-year olds, ask them to form small groups. Each small group can make a picture or poster of things the children want other people to do and do not.



End with the Peace Star Quietly Being Exercise.

NOTE TO EDUCATOR

Putting children in charge of the Conflict Resolution process: Please take time during the next week or two to use this conflict resolution process during the day when the children have conflicts. Then create a solving space for the children to go to when there is a conflict, where the three questions can be posted on the wall with symbols. It could be at a little table, or by a little rug on the floor or in the peace tent. Choose one or two of the children who know the three questions and can listen respectfully, to be conflict resolution mediators. They can go to the special solving place to help when others are having a conflict. You may wish to call them “Peace Star Helpers”. After a short time, when all the children have the process down, even the children who used to have more conflicts could serve as Peace Star Helpers.

PEACE I LESSON 14

I Help Create Peace

Begin with a song.

Share a Story: Because of You

Beautifully illustrated by Hiroe Nakata, “Because of you” by B. G. Hennessy ties together peace and kindness with what each child brings to the world simply by being born. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Children Ages 3-7 / Download Free Stories / Peace I.

Expressive Activities

Invite the children to finger paint the feelings of being one who creates peace.

Then play a peace song and ask them to dance the feeling of being peace.

Close with the Quietly Being Peace Exercise.

PEACE I LESSON 15

Animal Peace Masks

Begin with a song.



Activity

Tell the children that today they can make a mask of an animal (or a drawing if that is more appropriate for your culture). Invite them to think of why that animal would like peace.

Root Sentence: After the children make their mask or drawing, they can wear it and share standing in a circle: "I am a _____, and I like peace because _____."

Play music and invite the children to dance peace with their masks on. Each animal is to be peaceful with the other animals.

Close with the Peace Star Quietly Being Exercise.



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Creating LVE is a cooperative event!

*

*Thank you to those reading this,
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About the Authors

Diane G. Tillman is the primary author of the award-winning Living Values Education Series of five books, and ten additional educational resources, including Living Values Education Activities books for street children, children affected by war, young offenders, at-risk youth and young people in need of drug rehabilitation. A Licensed Educational Psychologist and Marriage and Family Therapist, Ms. Tillman worked in a California public school system for 23 years as a school psychologist. She has worked with Living Values Education since its inception in August of 1996, and continues to develop content and training materials. Additionally, she has authored a children's book and a parenting guide, "Nurturing with Love and Wisdom, Disciplining with Peace and Respect". In the latter, she illustrates how to bring values into parenting by sharing not only theory but stories about her life, her work with children and parents, and experiences with LVE around the world. Ms. Tillman has traveled to more than 30 countries in all regions of the world to conduct training and LVE seminars at conferences and refugee camps, for educators, UNESCO, street-children agencies and Ministries of Education. She is on the Association for Living Values Education International (ALIVE) Board of Directors and is the President of LVEP, Inc, the non-profit ALIVE Associate in the U.S.A.

Diana Hsu was a wonderful woman and a dear friend. A creative and dedicated educator, she passed away years before the update of this book began. She worked with children aged two through fourteen years for three decades in Germany, Hong Kong, Singapore, and the United Kingdom. She loved writing stories for children, creating tales to allow them to emerge and build their peace, love and happiness. She embodied cooperation, and was always the first one to offer help.

