



Living Values™  
Education

# Living Values Education Activities for Young Adults, Book 1

**Partial book! Only  
Introductory Chapters and Peace I Values Unit**

DEVELOPED AND WRITTEN BY

**Diane G. Tillman**

WITH ADDITIOANL ACTIVITIES AND STORIES FROM

Paulo Barros

Myrna Belgrave

Linda Heppenstall

Sabine Levy

Ruth Liddle

Marcia Maria Lins de Medeiros

Kristan Mouat

Natalie Ncube

Pilar Quera Colomina

Trish Summerfield

Eleanor Viegas

and other educators around the world

[www.livingvalues.net](http://www.livingvalues.net)

Tillman, Diane G.

Living Values Education Activities for Young Adults, Book 1 / developed and written by Diane G. Tillman with additional stories and activities from Paulo Barros . . . [et al].

Includes bibliographical references

ISBN: 9781731097590

Copyright © 2000–2018 Association for Living Values Education International

This is an update and expansion of the 2000 original book, *Living Values Activities for Young Adults*, published by Health Communications, Inc. The expanded version has two volumes, Book 1 and Book 2, and is published independently by the Association for Living Values Education International (ALIVE), a non-profit Swiss Association, through Kindle Direct Publishing.

ALIVE Address: Rue Adrien-Lachenal 20, 1207 Genève, Switzerland

For information about professional development workshops and LVE generally, please visit ALIVE's website at [www.livingvalues.net](http://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.

All rights reserved. This book is a resource for values-based educational purposes. No part of this publication may be reproduced, including reproduction within other materials, without prior written permission of the publisher.

*Graphic design of cover by David Warrick Jones*

*Cover image of globe with children purchased from Shutterstock*

*Inside artwork by I Wayan Agus Aristana, Media Productions, Karuna Bali Foundation, Ubud, Bali*

*Former editors: Carol Gill and Allison Janse*



# CONTENTS

A note from the author	1
<b>Setting the Context</b>	<b>3</b>
The Need for Values and Values Education	3
LVE's Purpose and Aims	4
The Living Values Education Approach	5
LVE Resource Materials	7
The Living Values Education Series	8
Materials for Young People At Risk	10
Living Green Values	13
LVE Distance for Adults, Families and Study Groups	13
Extend and Variety of Use ... and some of LVE's partners in different countries	13
History of Living Values Education	15
Results – Reports, Evaluations and Research	17
A Few Observations and Stories	18
Evaluations and Research Results	21
Results in a Refugee Camp and with Street Children	25
Results with LVE's Drug Rehabilitation Program	26
<b>Exploring and Developing Values</b>	<b>28</b>
Teaching Values	28
The Developing Values Schematic – The LVE Method	29
Values-based Atmosphere	31
Components of Living Values Education Activities Units	34
Bringing in the Values of Your Culture	40
Making Values Education a Practical Reality	41



Incorporating Values into the Existing Curriculum	45
Share Your Values Creations with the World!	46

## Values Units . . .

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

<b>Unit One: Peace I</b>	48	
Reflection Points	49	
Peace I Lesson 1	Mind Mapping a World of Peace and a World of Conflict	50
Peace I Lesson 2	Imagining a Peaceful World	52
Peace I Lesson 3	Feeling Peaceful and Without Peace	53
Relaxation/Focus	Physical Relaxation Exercise	54
Peace I Lesson 4	Increasing Peace at School	55
Relaxation/Focus	Peace Relaxation Exercise	56
Peace I Lesson 5	Bullying No More – Creating Assertive, Benevolently Assertive and Kind Responses	57
Peace I Lesson 6	Arms Are For . . . and Peace Slogans	61
Note to Educator	Conflict Resolution	62
Peace I Lesson 7	Introducing Conflict Resolution	64
Peace I Lesson 8	Conflict Resolution – What We Like and Don’t Like	66
Peace I Lesson 9	Conflict Resolution and Listening	68
Relaxation/Focus	Peaceful Star Relaxation Exercise	70
Peace I Lesson 10	Peaceful Hearts and a Circle of Coexistence	70
Peace I Lesson 11	To Agree or Disagree	71
Peace I Lesson 12	Conflict Resolution – Peers as Mediators	72
Peace I Lesson 13	Bullying No More – Peer Intervention	73
Peace I Lesson 14	Peace Heroes and Messages of Peace	77
<b><i>Peace Activities in Subject Areas</i></b>		
	Language/Literature	77
	History/Social Studies	79
	Economics	79
	Science	80
	Art	80
	Music	81



Home Economics/Human Sciences	81
Personal Development	82
Physical Education/Dance and Movement	82

## Appendix

Item 1: All Values	How to Mind Map
Item 2: Peace	Conflict Resolution Steps
Item 3: All Values	Relaxation/Focusing Exercises
	Physical Relaxation Exercise
	Peace Relaxation Exercise
	Peaceful Star Relaxation Exercise

## Cited Books and Songs

## Acknowledgments

## About the Author



## 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 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, inclusion and social justice. 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 the original award-winning series of five 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. This series of 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](http://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, were 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 added content, the Living Values Education 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, acceptance and inclusion 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 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, inclusion, equality and social justice.



***Living Values Education Parent Groups: A Facilitator Guide*** – This book offers both process and content for facilitators interested in conducting LVE 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.

***LVE Educator Training Guide*** – Formerly known as *LVEP Educator 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 (LVAARY) and Living Values Education Activities for Young Offenders (LYAYO)*** – 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 LVAARY and the 103 lessons in LYAYO 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 LVAARY, 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 Education activities after these lessons are completed.

***Living Values Education Activities for Street Children (LVASC) 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 LVASC 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 LVASC 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 LVASC 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 are producing 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 20<sup>th</sup> 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 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 level of achievement and the academic standards 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 Education 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 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](http://www.livingvalues.net).



# EXPLORING AND DEVELOPING VALUES

## Teaching Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the opportunity to cognitively discern the difference between the impact of values and anti-values on their lives, the community and the world.

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

### 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.

## **Developing Values Schematic – the LVE Method**

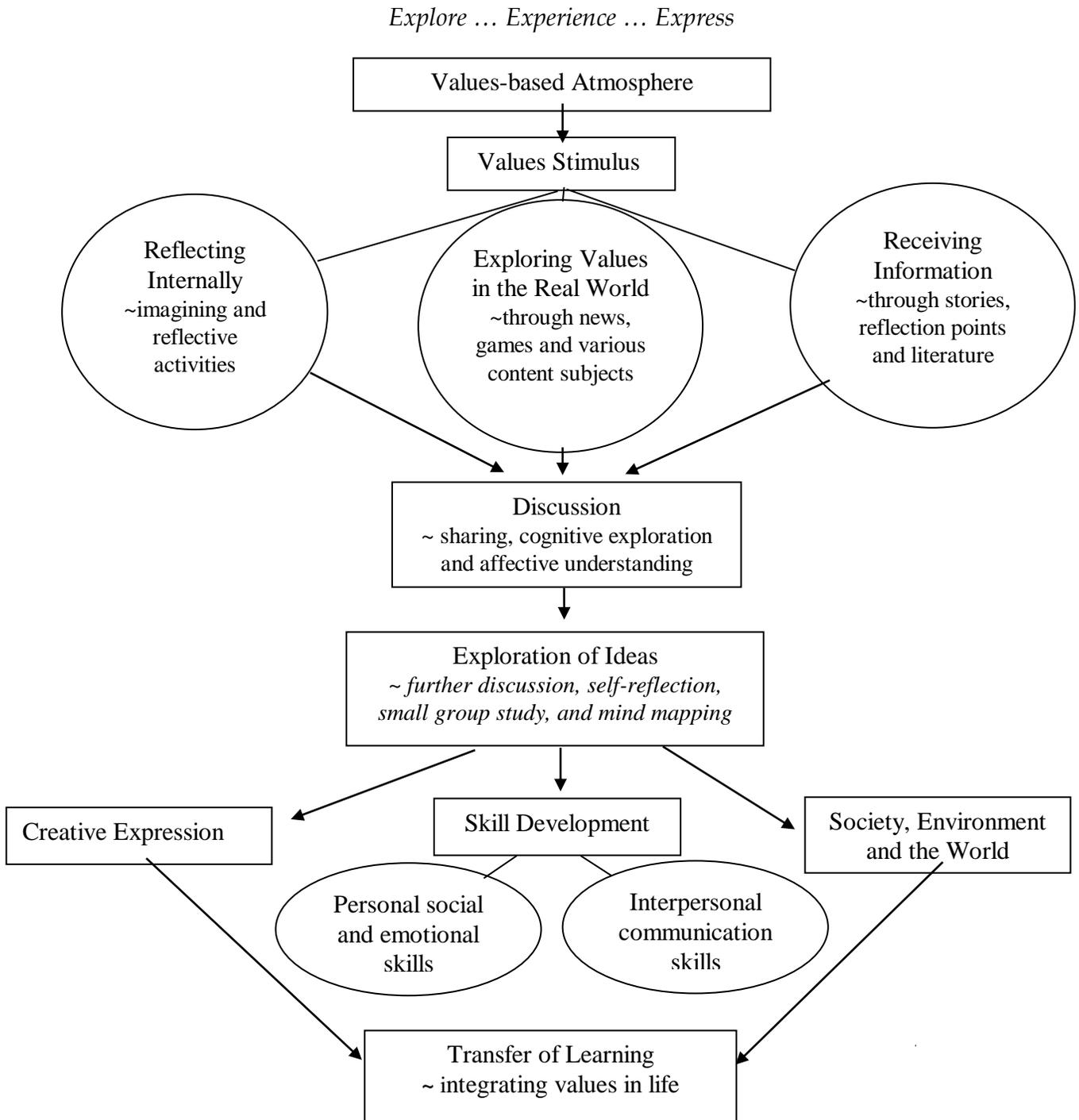
How are values “taught?” How do we encourage young people to explore and develop values and the complementary social skills and attitudes that empower them to reach their potential? We would all like our own children as well as our students to be peaceful, respectful and honest. How can we let them know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

Students need many different skills 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, experience and express 12 universal values.

After a few months of implementing LVE, dedicated educators find school cultures are infused with more communication, respect and caring. Often even students 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. 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 activities.



## Developing Values Schematic – the LVE Method





## **Values-based Atmosphere**

### ***Feeling Loved, Valued, Respected, Understood and Safe***

As values must be “caught” as well as “taught,” the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. 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, youth feel more inadequate, fearful, hurt, shamed and unsafe. In addition, evidence suggests that repeated interactions loaded with these emotions marginalize students, decreasing real interest in attending school and/or learning. Students with a series of negative school relationships are likely to “turn off”; some 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, in many countries there is considerable pressure on teachers to raise student achievement levels. Constant pressure and an emphasis on memorization and test scores often reduce "real" teaching as well as distract teachers from focusing on nurturing relationships with students. Much of the pleasure inherent in teaching well is lost. It is also harmful to levels of motivation and the classroom atmosphere. Alfie Kohn writes of "... fatal flaws of the steamroller movement toward tougher standards that overemphasize achievement at the cost of learning. Kohn argues that most of what the pundits are arguing for just gets the whole idea of learning and motivation wrong, and that the harder people push to force others to learn, the more they limit that possibility" (Janis, quoted in Senge, 2000).

### ***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.



Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

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 with resistant, cynical and/or “negative” students. 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 resistant students.

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 more 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



accepted and valued as a person — by teachers and/or peers — is not factored into the behavioral plan. When social and relationship needs are considered as part of the intervention plan, outcomes 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 young adult’s ability to self-monitor and build relationship while the consequences are being carried out. This reflects back to Virginia Satir’s work; people feeling full of love and wellbeing 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, however 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 Young Adults*, 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 young people 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 values unit is designed for all students with the wellbeing of marginalized and resistant students in mind. The sequence of activities is aimed to maximize the fullest engagement/path of least resistance – by making the value relevant and beneficial to the student and his or her life. For example, lecturing to students about not fighting in school is an ineffective method to create peace and respect and can serve to further the apathy or resentment of already disenfranchised students. In contrast, beginning a lesson on peace with an imagination exercise elicits the natural creativity of all 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/ meaning.

Far too often, values are only taught at the awareness level, without building the cognitive understanding and social and emotional skills important in being able to “live” those values. For this reason, it is recommended that educators use all or almost all the lessons found in each value unit that they wish the students to explore. They are more likely to develop a love for values and be committed to implementing them if they explore values at many levels and develop the personal and social skills that allow them to experience the benefits of living those values. As students’ backgrounds and needs vary, please feel free to adapt the activities to their needs and your style.

A lesson on values can be launched in many learning settings. Educators are encouraged to relate values to the subject matter they are teaching or relevant events. For example, a lesson on values can be launched in relation to literature, history, etc., or in response to current local or world news about which students are concerned.

## 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 at this age level, if they are perceived as socially relevant by the students. However, it is important to also create motivation through positive examples of people succeeding with values. Educators are asked to find relevant



literature or media that they feel the students will relate to, and will help them see the effect and importance of values and their own actions.

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: *Everyone in the world has the right to live with respect and dignity, including myself.* A Tolerance Reflection Point is: *Tolerance is being open and receptive to the beauty of differences.* 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 and historical figures. Students can make up reflection points or research favorite sayings of their own.

**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 be motivated about living their values.

Reflective exercises ask students to think about their experiences in relation to the value. Students are also asked to reflect about different aspects at a later step within the lessons. It is important for students 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** – Some LVE Activities use games, real situations, news or subject matter content to launch the lesson. Too often in today’s world, local and national events can be of concern to students. Please look for areas in which they have concern or interest, be it bullying, poverty, violence, drugs or the illness or death of a classmate or neighbor. Providing a space to air their concerns is helpful and allows meaningful discussion about the effect of values and anti-values and how our actions do make a difference.



## **Discussion – Meaningful and validating sharing**

Creating an open, respectful space for discussion is an important part of this process. Sharing can then be more meaningful and validating. Talking about feelings in relation to values questions can clarify viewpoints and develop empathy. Discussions in a supportive environment can be healing; students who are often quiet can experience that others hold the same viewpoint. Shame can be released and/or diminished when students discover that others feel the same way. Children who think that everyone holds the same viewpoint can learn otherwise; those who bully can find out what others think about their behavior. The discussion process is also a space within which negativity can be accepted and queried. When this is done with genuine respect, students can begin to drop the defenses that necessitate their negativity. When the positive values under the negativity are understood and validated, a student can feel valued; gradually he or she can then experience the freedom to act differently.

In many of the LVE Activities, questions to discuss 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 a little differently in different cultures, yet the desired outcome is the same. Within the activities there are only one or two 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.

## **Exploration of Ideas**

Some discussions are followed by self-reflection or small group planning in preparation for art projects, journaling, or dramas. Other discussions lead into mind-mapping values and anti-values. These methods are useful to view the effects of values and anti-values on the self, relationships and different segments of society. Contrasting the effects of values is an important step in seeing long-term consequences. Mind-mapping is also an introduction to systems thinking.



Discussions are often a lead-in to activities regarding the effects of values in different subjects. Values activities can often awaken real interests in students. To acknowledge their passion and to facilitate the exploration of the subject is the type of teaching that allows real learning and furthers intrinsic motivation. This is where a few questions from an educator can create enthusiasm: “Why do you think that happens?” “What is the relationship between . . . ?” “What value do you feel would help resolve this situation?” “What do you think should be done?” “How could you show this by Walking your Talk?”

### **Creative Expression**

The arts are a wonderful medium for students to express their ideas and feelings creatively – and make a value their own. Drawing, painting, making mobiles, games and murals combine with performance arts. Dance, movement and music allow expression and build a feeling of community. For example, students are asked to make slogans about peace and put them up on walls, sculpt freedom, draw simplicity, and dance cooperation. As they engage in the medium they often must refer back to the value and discern what they really want to say. The creative process can also bring new understandings and insights; the value becomes more meaningful as it becomes their own. A similar process occurs as students are asked to write creative stories or poetry. The completion and beauty of the finished products can be a source of pride and act to enhance the self-esteem of students. A variety of creative arts can serve to let different students shine at different times. A school climate that can allow each person to shine at different times and through different modalities is a place where all can move toward their potential.

Music is also an important medium. Not only can it act to build a sense of community, but it can be healing. Provide the opportunity for students to create songs about values. Educators may wish to bring in traditional songs of their culture, or the cultures present in the area, and sing those with the students. Students could bring in popular songs which contain values themes or ideas.

### **Skill Development**

It is not enough to think about and discuss values, create artistically or even to understand the effects of values. Emotional and social skills are needed to be able to apply values throughout the day. The youth 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 wellbeing, 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 Relaxation/Focusing exercises. These Relaxation/ Focusing exercises help students “feel” the value. Educators have found that doing these exercises helps students quiet down, be less stressed, and concentrate more successfully on their studies. While there is initial resistance sometimes, usually that resistance disappears after several trials, and our experience has been that students begin to request quiet time. Once they are familiar with this strategy they can make up their own Relaxation/Focusing Exercises. The ability to self-regulate one’s emotion and “de-stress” is an important skill in adapting and communicating successfully. Self-regulation or self-modulation helps a person regain calmness more quickly when a threat is perceived and be able to stay more peaceful in daily life.

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, students are asked to think back to when the problem began and imagine what would have happened if they had used the value of love. The development of cognitive skills paired with probable consequences is aimed to help students “think on their feet” in difficult circumstances. Educators are encouraged to create the opportunity for students to be conflict resolution managers.

Students are provided the opportunity to role play different situations about which they are concerned. They may also make up their own situation cards. In the cooperation unit, students are asked to adapt their suggestions for good communication skills after games. One skill in the tolerance unit is to create assertively benevolent responses when others are making discriminatory remarks. Combining creativity with discussion and practice helps students feel comfortable in using the new skills, increasing the likelihood that they will use them.



### **Society, Environment and the World**

To help youth desire and be able to contribute to the larger society with respect, confidence and purpose, it is important for them to understand the practical implications of values in relationship to the community and the world. One value can have a tremendous effect on the wellbeing of a community and social justice. A few activities are designed to build emotional awareness and cognitive understanding of this relationship. For example, students mind map the effects of a loving world and a non-loving world, mind map the effects of honesty versus corruption, explore the effects of corruption on the wellbeing of different countries and collect examples and stories of tolerance and intolerance.

*The aim of developing social cohesion is constant throughout the material. However, 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. Further activities are in Living Green Values.*

### **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 positive behaviors into their homes. Students are asked to create special projects that exemplify different values in their class, school and/or community. Parents and businesses can be involved as resources, for example, helping students learn organic gardening, how to clean up a stream and assist in the promotion of entrepreneurship and ethical leadership skills. Students are encouraged to share their creative dramas and music with their peers and younger students. Please do involve your students in service-learning projects. The ability to make a difference builds confidence and commitment to values.

### **Bringing in the Values of Your Culture**

As you take LVE Training and facilitate LVE activities, you will understand the LVE methodology more deeply. At that point, you may wish to add ideas generated from your own experience, creativity, and cultural and educational resources, to help students explore, experience and express values meaningfully.

A group of teachers may want to get together before the introduction of each values unit to share their own material and ideas for students about that value – traditional



stories, fiction or non-fiction articles, salient history units, web research projects, news stories, or relevant movies. Insert cultural stories at any time within the units. The students may enjoy acting out the stories. Ask the students to create their own plays and songs. They might even want to do an informal skit where the lines are improvised and are used to dramatize the situation being discussed. Perhaps older adults can tell traditional tales and teach traditional forms of music. Community based service-learning projects help strengthen students' commitment to values, and the understanding that they can make a positive difference. Educators are welcome to contribute the activities they create on the international web site. Kindly send them to [content@livingvalues.net](mailto: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 students or 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. Or, share that education has always been the primary method of change for society. What change would you like to see in your community and the world? Do you agree that the way to peace is peace? 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 community in a 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 slots to integrate LVE Activities. It is hoped that the activities in this resource generate further ideas from teachers in all subject areas, for all educators within the school can contribute to the exploration of values. Values education is most effective when the entire school community is engaged and values are integrated throughout the curriculum.

The staff of each educational community implementing LVE will need to decide how, when and by whom the LVE lessons will be taught. This is more easily done in primary schools, and with middle schools that have ample homeroom periods or dedicated periods for social skills development, citizenship, civil leadership, moral education, social responsibility or ethics. Schools without such time slots, are advised to creatively find a place to integrate two lessons a week, at least for the first several months. For example, as many of the activities for peace and respect contain discussion and writing activities, they could be integrated and/or done during literature or language classes. The lessons in the honesty unit could be done in history classes. The cooperation lessons could be done by physical education teachers.

Two or three lessons a week, suitably adapted to the age and background of students, are highly recommended during the first four months of LVE to obtain student “buy-in.” This may not be possible for all educators to do, especially when only one teacher or a few teachers are implementing LVE within a school. Do not be concerned if you are the only educator doing values education. Many educators implementing LVE are in a similar situation. They have found that their way of being, and their passion for values, creates the needed “buy-in.”

## **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 special subject areas, 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, freedom and unity. 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.

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 begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and the Peace II and Respect II values units in Book 2 during the second year.

This book contains at least three values activities for each week and ideas for values-activities in different subject areas of the curriculum. Facilitating at least two values activities a week is highly recommended to create student “buy in”. Young people also benefit by relaxation/focusing times 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.

### **Assemblies and Songs**

When the entire educational community is exploring the same value at the same time, assemblies are an excellent way to sustain the enthusiasm. Different classes or various clubs can take turns presenting values creatively at assemblies through drama, music, art, poetry, etc. Allow them to share their concerns about values and anti-values, and the service-learning projects with which they become involved.

### **Please begin with the Peace Unit!**

Beginning each school year with a Peace Unit is always recommended. Young people are deeply concerned about peace – even those who may be externally aggressive. At the beginning of the unit, facilitators ask them to imagine a peaceful world. This allows them 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. What they create is always beautiful. The opportunity to explore what they would like in the world creates interest ... and a bit of needed hope for the cynical or marginalized youth.

Older students are led in mind mapping peace and violence. Lessons with relaxation/focusing exercises and art allow students a chance to explore peace at a personal level before a series of conflict resolution activities are begun. Discussions in those lessons help build understanding of others and allow them to further their communication skills.



Throughout each values unit, reflection points educate in a universal manner, that is, in a manner which models respect for all. Usually within six weeks, with just two or three lessons a week, students are doing conflict resolution successfully. Teachers report that students find the peace unit relevant; they note reduced resistance in students often considered unmotivated.

### **Is there a recommended order of values units?**

We suggest beginning with the Peace I and Respect I Units as they build intrapersonal and interpersonal social and emotional skills in a sequential manner. Conflict resolution and Bullying No More lessons begin in the Peace I unit and are revisited in the Respect I Unit. Mind mapping peace and conflict, relaxation/focusing exercises and conflict resolution skills developed during the Peace I and Respect I 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.

You may wish to do further values units in the order presented in the book, or you may wish to decide a different sequence depending on perceived needs. The Love Unit continues to reinforce communication and conflict resolution skills. For example, in the Love Unit, students are asked, “What was the starting point of the conflict? How will a loving attitude change the situation?” The Tolerance Unit invites appreciating each other and other cultures.

The Honesty Unit is also important, especially as it is helpful for older students to begin to comprehend the why’s and how’s of corruption. Young adults are asked to engage in activities about social justice in several of the values. Each one of the values units are designed to build personal skills as well as understanding of the value and the effects of the anti-value on the self, others and the community.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.

### **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.



## Incorporating Values into the Existing Curriculum

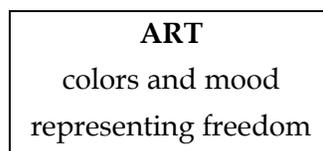
All educators are encouraged to incorporate some values exploration into the regular curriculum. As the content expert, you know which materials on hand best portray the values or their contrast. History and social studies easily lend themselves to values discussions. You may wish to stop at critical points during lessons when one individual or a group of people exercise choice. Ask students, “What is this person or group valuing so much that this choice is being made? What are the values of the other group? What are the consequences of having this value and the challenges in achieving it? How do you see a particular value or its lack being portrayed?” For example, a historical unit about independence is an ideal time to look at what kinds of freedom people want. Ask, “Did they hold that same value in their treatment of other groups?” Ask students to recognize and discuss the application of a particular value or the consequences due to lack of that value.

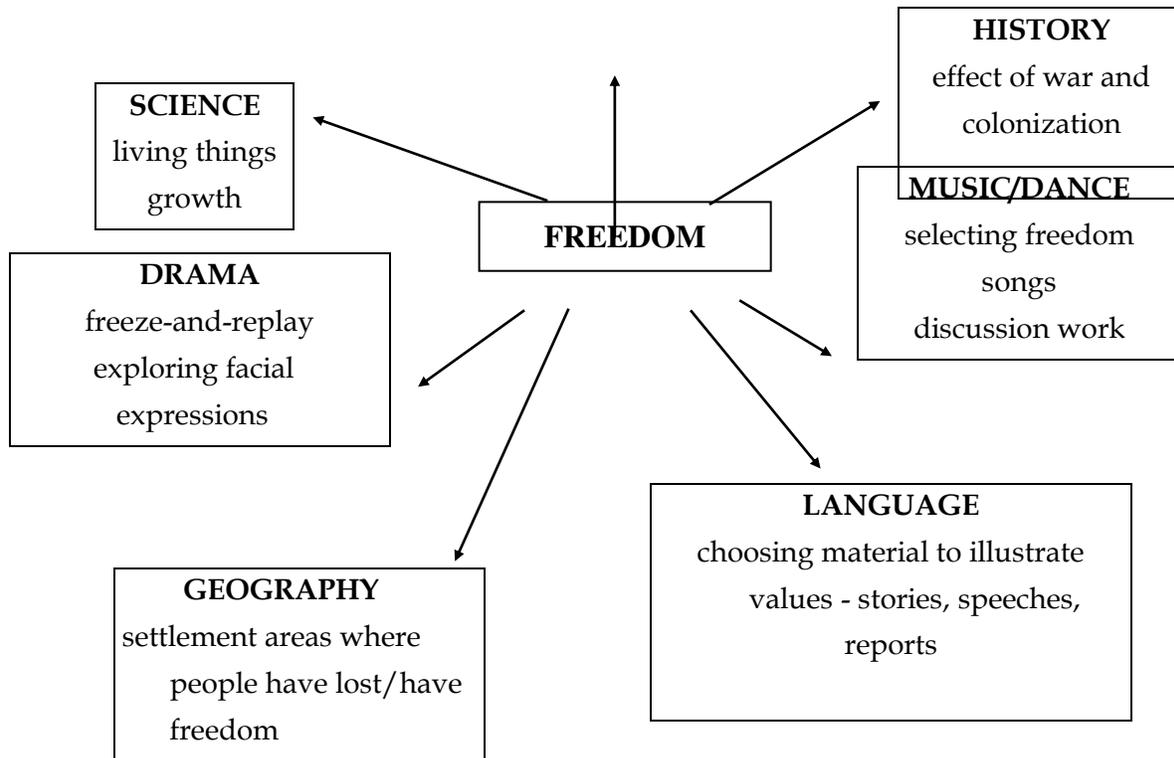
In literature and language classes, the teacher can select reading materials that relate to the value being explored. Ask students to react to the material they just read, write about the value, or create poems. You may wish to use journal writing to bridge students’ personal experience and the experiences of characters or themes in the text or ask them to write in the role of one of the characters to see what values motivate them.

The arts are a wonderful medium in which to incorporate values while teaching skills the students need to learn. You may wish to select plays that have to do with the value of focus. In music, while teaching students how to play and harmonize their instruments, discuss, for instance, the dynamics of unity. In art class, ask students to express the values while learning how to paint, draw, and sculpt.

Ideas for values activities in different subject areas are at the end of each values unit. Or, your school may wish to create values webs. Ask the team of teachers planning the values program to discuss the value in the context of their culture and the subjects in which they are planning to teach values. An example of a value web on Freedom follows.

### Values Web





– Value web contributed by Samantha Fraser

## Share Your Values Creations with the World!

### Students

Students around the world are invited to share their murals, videos, poems, essays, songs, drawings, activities and experiences with students of similar age. Ask your teacher if there is an LVE social media site in your country through which young adults can share. Or send in the digital files of your artistic creation for posting on an LVE website to [lve@livingvalues.net](mailto:lve@livingvalues.net).

### Educators Share

Educators are invited to share their experiences or the artistic creations of their students with other educators around the world through LVE web sites. Please send in your contribution to the national ALIVE Associate, Focal Point for LVE or [lve@livingvalues.net](mailto:lve@livingvalues.net). Country Report pages, a Success Stories page and a Research page are on the [livingvalues.net](http://livingvalues.net) site.

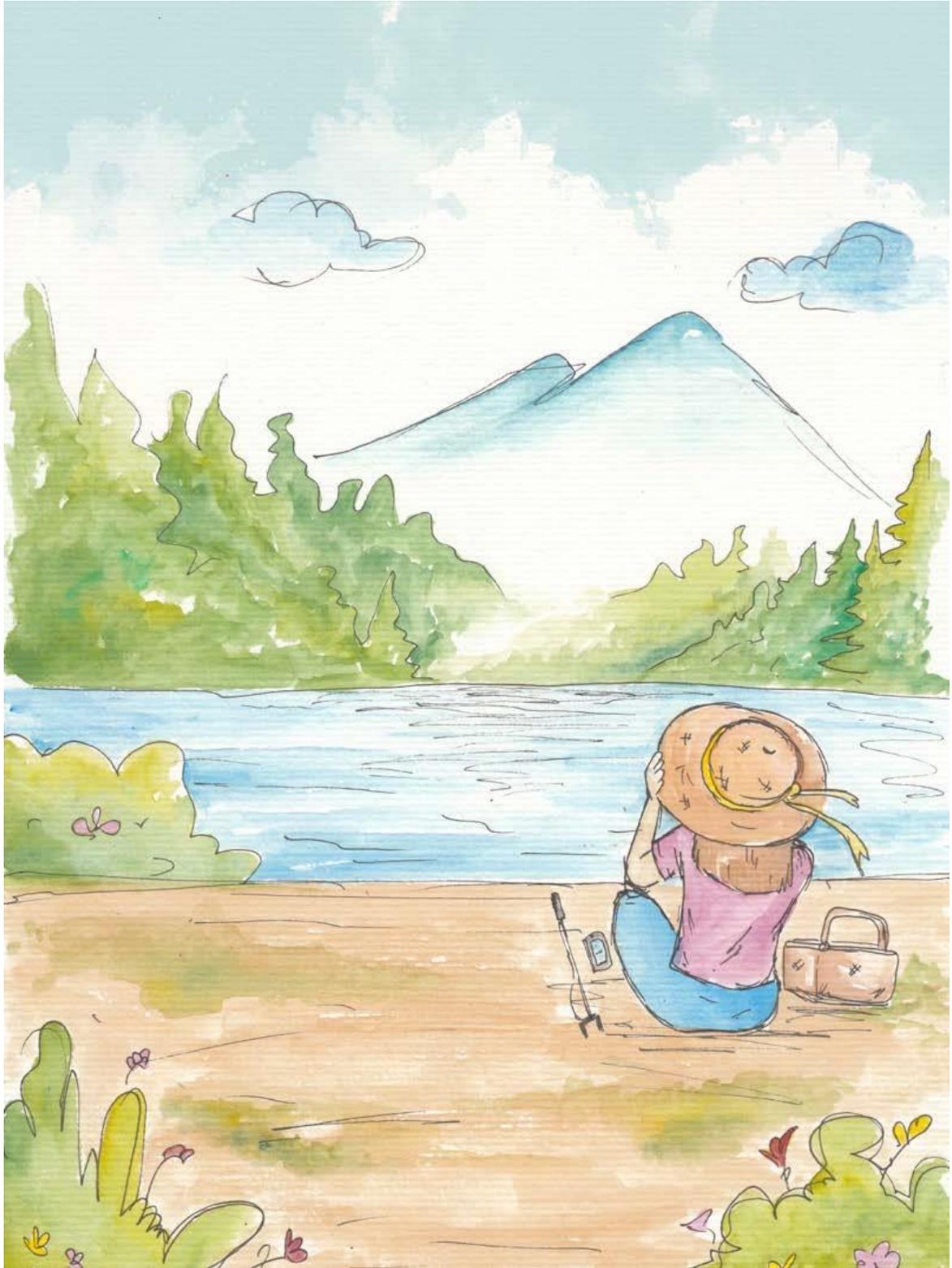
### Annual Evaluation



An important part of any program is evaluation. Your evaluation of the program and observations about changes with students are very important. Please do request an evaluation form at [lve@livingvalues.net](mailto: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 nurture young people  
and educate hearts as well as minds.*





## UNIT ONE: PEACE I

### Peace I Lessons

Please begin with the Peace I Unit. This is recommended as the activities in this unit create the opportunity for students to reflect on what a peaceful world would be like, contrast peace and violence, learn to relax and 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 creates student buy-in and builds intrapersonal and interpersonal skills which help them contribute to a values-based atmosphere. And, their conflict resolutions skills will soon make the life of the educator easier!

Each lesson begins with a song, and many close with a peace relaxation/focusing exercise. Songs create a special atmosphere in which people easily experience a value and help create a feeling of community. Invite students to be on your values planning team. You may want the students to bring in songs that relate to the values. Some classic favorites are “Imagine” by John Lennon, “We Are the World” by Us for Africa, and “Heal the World” by Michael Jackson. It is also an opportunity to learn traditional songs and music from your culture or the culture of others. Musical gatherings and peace assemblies will showcase the beauty that the students create and add to the transformative experience.

Book 1 is intended for the first year of implementing Living Values Education, and alternate years. During the first year, you may wish to do all the lessons on conflict resolution in this Peace unit. If your entire school is implementing LVE, for the third and fifth years, etc., you may wish to do only a couple of conflict resolution lessons and enjoy facilitating some of the other lessons and subject area suggestions.

### Peace Reflection Points

- ◆ Peace is more than the absence of war.
- ◆ If everyone in the world were peaceful, this would be a peaceful world.
- ◆ If we have no peace, it is because we have forgotten that we belong to each other.

– *Mother Teresa, Nobel Peace Prize 1979*



- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.
- ◆ Peace is a calm and relaxed state of mind.
- ◆ Peace consists of pure thoughts, pure feelings, and pure wishes.
- ◆ Peace is a qualitative energy.
- ◆ Peace begins within each one of us.
- ◆ Worrying does not take away tomorrow's troubles, it takes away today's peace.
- ◆ When the power of love overcomes the love of power, the world will know peace.  
– *Jimi Hendrix*
- ◆ Peace is not the absence of war; it is a virtue; a state of mind; a disposition for benevolence; confidence; and justice. – *Baruch Spinoza*
- ◆ To stay peaceful requires compassion and strength.
- ◆ Serenity is not the absence of chaos, but peace in the midst of it.
- ◆ Compassion is a muscle that gets stronger with use. – *Mahatma Gandhi*
- ◆ There is no dialogue if there is not a deep love for the world and men. – *Paulo Freire, Brazilian Pedagogue*
- ◆ Learning to live together means combining the relationship of equality and difference. – *Xesús Jares, Spanish Pedagogue*
- ◆ Peace is the prominent characteristic of what we call “a civilized society.”
- ◆ Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all peoples. – *Mr. Javier Perez de Cuellar, Former Secretary-General of the United Nations*

## PEACE I LESSON 1

### Mind Mapping Peace and Peacelessness

Play a peace song or a song about a better world – an uplifting song that they will like.

#### Discuss/Share

Say, “Today we will be starting some lessons about peace.” Ask:

- Who can tell me about peace? What is peace?
- Would you like a peaceful world? Why?
- Would you like a peaceful neighborhood or community? Why?



- What are the advantages of peace?
- Is there anything else you would like to share before we explore the differences between a peaceful world and a world of conflict through mind mapping?

#### NOTE TO EDUCATOR

With **young adults who** are angry, cynical or disheartened, it is especially important to acknowledge their feelings. For example, “Yes, the world is an awful place for millions of people. There is corruption, cruelty, prejudice, horrible poverty, **violence and wars**. There is a saying that everything is born in the mind of men – as humans we create the bad – and the good. People can and do make a difference. For the negativity to continue – we need do nothing. It takes real courage to think about what is going on – and change the intensity of your dislike of the negativity into determination to change it. Each one of you can contribute **to** a better world.”

### Activity

**Mind Map:** Begin by drawing a large circle on a white board, putting Peace on the right side and Peacelessness/Conflict/Violence on the left side. If you are not familiar with Mind Mapping, you will find information in the Appendix (Item 1). Start with a branch for Self on the Peace side of the circle, asking them what happens when there is Peace in the Self and writing in brief their responses. Then ask them what happens when there is a lack of peace, conflict or violence in the Self. The students are to supply all the answers. Also do branches for Families/Friends, Neighborhood, Society and the World.

Discuss the Reflection Points:

- ◆ Peace is more than the absence of war.
- ◆ If everyone in the world were peaceful, this would be a peaceful world.
- ◆ If we have no peace, it is because we have forgotten that we belong to each other.  
– *Mother Teresa, Nobel Peace Prize 1979*
- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.

### Creative Activity

Divide the students into groups of four to six. Give the groups 10 to 15 minutes to create a song or poem about peace or peace versus peacelessness, conflict or violence. It



could be a rap song.

Invite them to perform their creation for the group. Lead the applause.

## PEACE I LESSON 2

### Imagining a Peaceful World

Play a song on peace.

#### Discuss/Share

Explore general concepts of peace through questions and discussion. Ask:

- Does our world seem peaceful today?
- What would it look like or feel like to have a peaceful world?
- Who thinks peace is important?

Acknowledge all responses, including any statements about the negativity in the world or cynicism, and thank them for sharing.

Tell them that you will be giving a commentary about imagining a peaceful world. Play some peaceful instrumental music, if possible.

#### Imagining a Peaceful World

Commentary (Please read slowly, pausing to allow them time to imagine, and adapt to suit your situation.): “Relax and let yourself become still. . . . Be in the present moment. . . . Focus on this moment of time. . . . Picture in your mind a beautiful bubble – this bubble is so big that you can step inside. . . . A door on the bubble opens. . . . Imagine stepping inside . . . the bubble begins to rise . . . it can travel in time or space . . . to a world when it is completely peaceful. . . . When you arrive, step out of the bubble and look around. . . . What does it look like there? . . . What is the air like? . . . How does nature look? . . . How do the buildings look? . . . You walk over to a lake. . . . Look into the lake and see your reflection. . . . How do you look? . . . How do you feel inside? . . . You can feel your body relaxing in this peaceful place. . . . As you pass by a group of people your age playing a game, notice the expressions on their faces and how they relate to one another. . . . (Pause for ten seconds.) They smile at you. . . . You continue to walk around the lake. . . . You notice a family and the way they are interacting with each other. . . . (Pause for at ten seconds.) When it is time to leave, you step back into your bubble. . . . On the return journey, allow your bubble to go a little higher so you can see the peaceful world below. . . . What are the interactions like in countries . . . and between



countries? . . . (Pause for 30 seconds.) What is nature like? . . . Now, allow the bubble to gently float back to this time and this class. . . . As you experience yourself seated here, the bubble disappears, leaving you with a feeling of stillness within.”

## Share

- Invite the students to form small groups of three, with people they have not spoken with in the last few days, to share their visualizations for nine minutes. Remind them to make sure everyone in the group gets a chance to share. Or, allow the small groups to verbally share and then make one picture together.
- Form one group again and invite a few students to share someone else’s points about nature, the self, relationships, and/or interactions in countries and between countries. Perhaps two or three students would like to volunteer to write and draw on the board what is being shared by the group.

## Activity

Ask students to silently reflect and write about their vision of a peaceful self or a peaceful world, or create a poem.

Invite any of those who wish to share their creation to do so.

**Homework:** Ask students to think of one small thing they can do to make their world like the world they imagined.

## PEACE I LESSON 3

### Feeling Peaceful and Without Peace

Play a peace song as the students enter or allow one of the small groups from the first lesson to sing a song they created.

**Homework follow-up:** Ask the students if they thought of small things they could do to contribute to a more peaceful world. Acknowledge all responses and thank them for sharing.

**Introduce the Physical Relaxation/Focusing Exercise:** Say, “Many people in the world today feel stressed. Do you experience being stressed sometimes? . . . One way to help get rid of stress and feel more peaceful is doing a physical relaxation exercise. When we get rid of some of the tension, we can be at our best. Let’s try it.” Play some relaxing music, if possible.



## Physical Relaxation/Focusing Exercise

“Sit comfortably . . . be aware of how you are feeling . . . and relax. . . . As you begin to relax your muscles, take in a deep breath . . . and let your body feel heavy. . . . As you breathe out, focus your attention on your feet. . . . Tighten all your muscles for a moment . . . and then relax them . . . let them stay relaxed. . . . Now become aware of your legs, letting them be heavy . . . tightening the muscles . . . and then relaxing them. . . . Breathe in slowly . . . and as you exhale, let any tension melt away. . . . Now tighten your hands for a moment . . . and then relax. . . . Be aware of your breathing, and take in a deep breath. . . . As you breathe out, let any tension melt away. . . . Breathe in deeply again . . . let the air out slowly . . . and let go of any tension. . . . Now tighten the muscles in the back and the shoulders . . . and then relax them. . . . Move your shoulders up . . . and relax as you move them down. . . . Tighten the muscles in your hands and arms . . . and then relax them. . . . Gently move the neck . . . first to one side, then to other . . . relax the muscles . . . . Now tighten the muscles of the face . . . the jaw . . . and then relax the face and the jaw. . . . Let the feeling of wellbeing flow through the body. . . . Focus again on your breathing, breathing in deeply . . . and then letting go of any tension. . . . I am relaxed . . . I am peace . . . I am ready to be at my best.” – *Contributed by Guillermo Simó Kadletz*

## Discuss/Share

Ask the following questions, acknowledging their replies and actively listening as appropriate.

- If every single person in this world were peaceful inside, would this world be more peaceful? How?
- How do you feel when you feel peaceful?
- What sensations are you aware of?
- When do you feel peaceless?
- What types of thoughts create a feeling of peacelessness?
- What types of thoughts help you feel peaceful?
- What activities or things do you do that help you feel peaceful?
- When do you feel most peaceful?

Discuss the following Reflection Points:

- ◆ Peace is a calm and relaxed state of mind.
- ◆ Peace is a qualitative energy.
- ◆ Worrying does not take away tomorrow’s troubles, it takes away today’s peace.



- ◆ Peace consists of pure thoughts, pure feelings, and pure wishes.

### **Activity**

Write a short personal essay, “I feel most peaceful when . . .”, or draw or paint peace. Allow those who wish to do so to share their creation.

## **PEACE I LESSON 4**

### **Increasing Peace in School**

Begin with a song. If you are comfortable with it, and think the students will be, invite everyone to stand and move peacefully during the song.

### **Discuss/Share**

*Introduction:* “The other day we mind mapped some of the differences between a peaceful world and a world of conflict. Today, I’d like you to think about the differences between a Peaceful School and a School with Conflict.” Ask the following questions, acknowledging their responses:

- What kinds of things would happen in each of those schools?
- What would you notice about each of these schools if you were casually walking through?
- How do the people feel who are fighting?
- How do those who they fight with feel?
- How do those who are bullied feel?
- What are the different feelings other students who watch bullying or violence in the school might feel?
- How do the people feel in the peaceful school?
- What kinds of things can they enjoy without worrying?

Say, “Just as people create their world and students create what happens on the campus, so we are creating what happens here in this class.”

### **Activity**

Step 1. Invite students to form groups of six or seven. Ask them to discuss which values or qualities would be most important to create a Peaceful Classroom or Peaceful School. Each group may choose between six to ten values or qualities.



Step 2. Ask each group to create a picture or poster on a large piece of paper with the words of the values and qualities and the words and behaviors that would happen as a result of those values and qualities in such a classroom or school. They may wish to draw or use symbols to depict some of the behaviors.

Step 3. Invite each group to share their poster/picture and their ideas with the entire class. Lead the applause for each group.

Step 4. Ask members of the groups to circle all the values and qualities and words and behaviors that are in their picture or poster that were mentioned by the other groups.

Step 5. Ask the students to name the six values or qualities that they are hearing most often that create a Peaceful Classroom or School.

Step 6. Ask the class to generate a list of practical things they would like to try based on the most frequently mentioned values or qualities.

Step 7. Ask them to select two or three of those practical things to put into practice during your time together for a week.

Close with the Peace Relaxation Exercise below. However, one sentence before the end of the exercise, please name three or four of the values or qualities the students identified earlier as the most important. For each one say: "I value \_\_\_\_\_. I am \_\_\_\_\_. I let the light of \_\_\_\_\_ enter my mind." Then pause before doing the same with the next two values or qualities.

### **Peace Relaxation/Focusing Exercise**

"Let the body be relaxed and still. Let go of thoughts about the world outside, and slow down within. Be in the present, focusing on this moment in time. . . . Breathe in deeply . . . and let go of any tension through the bottoms of your feet. . . . Breathe in deeply . . . and let go of any tension through the bottoms of your feet. . . . Breathe in deeply . . . and let the mind be still. Slowly absorb waves of peace. . . . Imagine being outdoors on a clear day – in a beautiful setting. . . . You may imagine being by the ocean, or in a meadow. . . . As you picture the beauty of nature in front of you, absorb waves of peace. . . . Let the self feel totally safe and relaxed. . . . Let the self feel beyond time. . . . You are full of natural tranquility. . . . You are naturally peaceful. . . . Think of your natural qualities . . . be present . . . and lovingly accept the self. . . . Surround the self with love . . . surround the self with peace. . . . When I am at peace, I am able to access my creativity and strengths . . . I am able to be part of creating a peaceful world. . . . I bring my attention back to the room . . . peaceful . . . peaceful . . . focused . . . alert."



*Evaluate the activity at the end of the week:* Ask:

- Did you create a more peaceful classroom?
- How did that feel?
- What worked or didn't work?
- Would you like to continue with that activity?
- Is there something else you would like to try?

## PEACE I LESSON 5

### **Bullying No More – Creating Assertive, Benevolently Assertive and Kind Responses**

Begin with a song.

#### **Discuss/Share**

Say, "Today let's explore bullying. A definition of bullying is:"

"unwanted, aggressive behavior . . . that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. . . . Kids who bully use their power – such as physical strength, access to embarrassing information, or popularity – to control or harm others. . . . Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose." (U.S. Department of Health and Human Services)

Ask:

- What are the different ways you've seen people bullied?
- Have you seen people bullied in different ways in other places? How?
- Have any of you ever been bullied?
- How do you feel when you are bullied?
- How do you feel when you see someone else bullied?
- Would anyone like to share anything else about bullying?

Accept and acknowledge all responses of the students. Validate, as appropriate, such as: "Yes, being bullied destroys our feelings of peace, safety and happiness."

Ask:

- Do you want our class/school/club to be a bully-free zone?
- Who is the one person you can always affect? (Yourself.)



- The first step in creating a bully-free zone is to not be a bully. What belief or understanding would help you to treat all others kindly?
- What values and qualities do you think would help people to not act like a bully?
- Why do you think people sometimes act like bullies?

Say, "Thank you for sharing. Yes, often when people don't feel good about themselves, they are mean to others."

Ask:

- What can we do to feel better about ourselves when we're not feeling so good?

"Great ideas."

Say, "Let's look at bullying a little more closely. Generally, when someone is mean, people react passively or aggressively. There is a third option – to be assertive.

- When someone calls you a name, what is an aggressive response?
- And what does it lead to?
- When someone calls you a name, what is a passive response? (Looking sad or looking frightened.)
- How do people bullying usually act when someone looks scared?
- How would that feel?

*Explain:* "People who act as bullies will usually continue to be mean to someone who acts passively, that is, who looks sad or frightened. People who act as bullies want to feel they are powerful, so when the target they are bullying looks upset they feel more powerful. Other people who act like bullies are simply so miserable inside that they want others to be miserable too."

Say, "So if you respond **passively** to a bully, he or she may bully you again. If you respond **aggressively** to a bully, the name calling or fighting is likely to get worse. The third type of response is an **assertive response**. **It begins with staying in your own power of peace and self-respect.** It might be look like:"

- ★ Looking confident, shrugging your shoulders like it doesn't matter because you know who you are, and walk away. (Please act it out for the students.)
- ★ An assertive verbal response: "I don't like it when you do that, I want you to stop." (Please act it out for the students, stating the sentence clearly and with self-respect and confidence.)

Ask:

- What other assertive verbal responses work well? Not aggressive, but assertive!



## Activity

- Say, “Everyone, please stand up and let me see the first ‘It doesn’t matter because I know who I am’ response.” . . . . . “Again! Great!”
- “Now I’m going to call all of you a name. When I do, I want you to give me your first assertive ‘I know who I am’ confident response. Are you ready? (Call them a not-so-bad name and positively reinforce them for their ‘I know who I am’ confident response.
- “Great. Now everyone together, which assertive verbal response, with self-respect, do you what to use?” \_\_\_\_\_ “Okay, everyone together!”
- “Great. Say it one more time, a little louder and with self-respect.”
- “Well done!” And then tell them that’s the last time you want to hear any name calling in your class!

**Introduce benevolently assertive responses:** With a benevolently assertive response, the person is deliberately not agreeing with the offending person by letting him or her know in a **non-offensive and non-defensive manner** of a different view. The comment may include an acknowledgement of the goodness of the offending person or change the direction of the interaction to values, qualities or relationship. This is can be quite effective for it communicates a lack of fear and changes the dynamic. It is also a more peaceful and respectful response.

### Examples of benevolently assertive responses . . .

When someone attempts to start a fight:

- ★ Fighting stinks. Can’t we think of anything better to do?
- ★ I think there’s enough fighting in the world. Fighting or friends ... what a choice!
- ★ Peace is a better choice than fighting.

When someone makes a discriminatory remark:

- ★ Life wouldn’t be so interesting if we were all clones.
- ★ God is a great artist. I think both of our colors are beautiful.
- ★ I was hoping to be purple this birth, but it didn’t work out!
- ★ I think all the religions of the world are cool.

The below examples could be used by the “target”, or by another student who wants to stop the bullying of someone else and feels it is safe to do so.

- ★ Kindness is cool. Peace is cool. Come on, I know you have at least one of those inside.



- ★ All people deserve respect – that includes everyone.
- ★ The world has enough wars. Do we really need another one here?
  
- Ask them to generate a few more benevolently assertive responses.
- Then invite them to share examples of different situations that happen at your school or in the neighborhood. Ask everyone to generate responses to those situations as a group.

**Role Play:** Divide the students into small groups of three or four and ask them to role play, acting out the two assertive responses and trying out one or two of the benevolently assertive responses to the situations of their choice. Each student is to get a turn.

## Discuss Bullying and Unkindness on Social Media

Ask:

- Have any of you seen someone bullied or treated badly on social media?
- What are ways people bully on social media? (Some of the students are likely to want to share some stories.)
- Are you sometimes frightened that might happen to you?
- If it has happened to you, how do you feel when someone is mean on social media?
- Would anyone like to share anything else about bullying?

“There have been a few very, very sad cases where people as young as 11 killed themselves because of what was written about them on social media.”

Ask:

- What values or qualities would have prevented these tragedies from taking place? (Actively listen, as always, to their responses and reactions.)
- What guidelines can you think of that would help someone decide whether to text or post something?

Ask one of the students to write on the board the examples the students generate.

Examples are:

- ★ Is this kind or helpful?
- ★ Would I like to get this?
- ★ Never hit send when I’m angry!



Closing: Play an uplifting song, and perhaps ask them to get up and move to the music, shaking out any tension. End with a peace relaxation exercise.

## PEACE I LESSON 6

### Arms Are For . . . and Peace Slogans

Begin with a peace song or another uplifting song.

#### Discuss/Share

Ask:

- What are some of the different ways arms are used? (Students may initially talk about the way we use the arms of our bodies.)
- How do you feel when others use their arms to hurt you or someone you care about? (Acknowledge and accept all answers, and reflect their feelings. Validating comment: “Yes, it is painful when others hurt us.”)
  
- If one of the students has not already mentioned it, ask them to discuss “arms” as another word for “weapons”. It is only human arms that make guns and weapons of war.
  
- Ask the following questions, acknowledging their ideas:
  - Are arms to destroy things simply an extension of the person who has the bodily arms?
  - Why do you think people start wars?
  - What are their goals?
  - Why do they want that? What kind of life are they trying to achieve?
  - Is there any other way to achieve their goal?
  - What would you like to tell them?

*Questions if there has been violence:* If you are in a country in which there have been shootings or gun violence at schools or in the community (or any other type of violence about which the students are concerned), bring up one of the incidents and discuss it as a group. Some questions you might begin with are:

- A recent tragedy caused by violence was \_\_\_\_\_. What do you know about that? (Clarify any facts.)
- Why do you think these kinds of things happen?



- Discuss the particulars if the case relates to young adults their age or if they are concerned. For example, perhaps the perpetrator was a student who felt rejected or like he could never belong. In that instance, you might ask:
  - Has anyone ever felt angry when someone is mean to you? (Everyone, yes?)
  - When you are angry, is it right to hurt others? (No.)
  - What would you like to tell the person if you could?
  - What can we do to help everyone feel valued and respected?

Say, “There’s a slogan: Arms are for hugging, not for shoving.”

Ask:

- Can you think of other slogans about arms?” (Give an example or two if they do not generate some – such as, Arms are for giving, not for grabbing. Arms are for use, not for abuse. Arms are for holding, not for hurting. Have fun making some up.)
- Comment: “People need to know that it is not right to hurt others.”
- Write down what they come up with, and save it on the board for use in another lesson.

Ask:

- Can anyone think of another slogan for peace?

## Activity

Invite them to form groups of two to three and make a peace poster. Examples: arms joined, a gun turning into a dove, arms of students linked across an outline of the shape of your country, etc.

End with the Physical Relaxation Exercise or the Peace Relaxation Exercise.

---

---

### NOTE TO EDUCATOR

If students are not resolving conflicts in an optimum manner, conflict resolution strategies are recommended for the class or the entire school. Lessons in conflict resolution are simple, develop good communication skills that continue to be useful in life, and have been found to be successful. There are many excellent resources, each one varies to some degree. In some schools, students serve as peer conflict resolution managers or peer mediators during breaks. The room can also have relaxation/focusing commentaries available and art supplies.



## The Conflict Resolution Process

First, the students in conflict are asked if they want help in resolving the problem. If they do, one or two conflict managers/mediators sit with them. One can sit by one upset student, the other by the other upset student. It is more comfortable for two conflict managers to be together so they can give each other moral support.

If one or both students say they do not want help, they are not willing to listen and talk, or they appear to be very upset, compassionately ask them if they would like a few minutes to quiet down by listening to a relaxation/focusing exercise, meditating, or doing some art work to express their feelings. If they say no, then they are choosing the standard disciplinary procedure of the school.

The “conflict resolution managers” or “peer mediators” are there to help the students who are having the conflict solve it. They are to listen to their replies, and direct them to listen to each other rather than interrupting. The peer mediators are to encourage the students to listen carefully without interruption, and then repeat to each other what they heard the other say. Their job is to appreciate the disputants’ listening and problem-solving skills, and to avoid taking sides. They are not to blame, accuse, moralize, or judge. They are there to help the students resolve the conflict. It is easy to slip into old verbal patterns, so be careful!

- ❖ A conflict resolution manager starts with the more visibly upset student, asking him or her to state what happened.
- ❖ Ask the second student to listen and repeat back what he or she heard. (He or she is not to contradict, argue, or blame, but simply to repeat.)
- ❖ The same question of what happened is then posed to the second student, and the first student is to listen carefully and repeat.
- ❖ The next question asked of each student is, “How were you feeling?”
- ❖ Again, each listens and repeats what the other said. The peer mediator can also use active listening responses as each student talks about his or her feelings.
- ❖ Next, they are asked: “What would you like to stop?”
- ❖ After they each answer and have repeated back what the other said, then they are asked: “What would you like to happen instead?”
- ❖ The students are then asked if they can agree to do what the other suggested.
- ❖ If they are not happy with that suggestion, they are asked to generate other solutions.
- ❖ They are then asked if they can make a firm commitment to try to behave in the way they both agreed.
- ❖ When both have agreed on another behavior, then the conflict resolution managers may compliment them on the process and perhaps note their qualities



or efforts. They may ask them if they would like time to meditate / do a relaxation exercise before they return to their regular class.

**Starting Conflict Resolution in Schools:** All students are taught the same communication process. Tell the students about the process, demonstrate it for them, and lead them in practice. One person may want to visit the different classes and do all the training, or teachers can be taught how to do this at a teacher training session. Post the Conflict Resolution questions/process in each class. These are listed in the summarizing steps below and in the Appendix, Item 3.

At the high school level, peer mediators often meet in a private room. They might want to take notes during the process. Let all students know that if they have a conflict, they may go to the student conflict resolution managers/peer mediators.

Conflict Resolution has had dramatic effects in teaching students how to mediate disagreements and fights. Several teams of students can rotate as conflict resolution managers or peer mediators. Adults should positively comment on the courage and qualities of the students – both of the conflict resolution managers and of the students who are willing to communicate and listen to help resolve a problem.

### **Conflict Resolution Process: Summary of Steps**

The mediator asks each student the question:

“Are you willing to work on a solution?” If the answer is “yes,” continue. Ask each student one question at a time, and wait for their response. The other student listens and repeats what was said. Then ask:

“Please tell us what happened.”

“How did you feel when that happened?”

“What would you like to stop?”

“What would you like her/him to do instead?”

“Can you do that?”

“Can you make a firm commitment to try to act the way you both have agreed?”

Compliment them for the qualities they demonstrated during this peace process.

---

---

## **PEACE I LESSON 7**

### **Introducing Conflict Resolution**



**Educator Preparation:** Be familiar with the above information and list the following on a board or poster.

**Are you willing to work on a solution?**

Each person has to be willing to LISTEN to each other  
and repeat what the other says.

1. Please tell us what happened.
2. How did you feel when that happened?
3. What would you like to stop?
4. What would you like her/him to do instead?
5. Can you do that?
6. Can you commit to trying to act in the way you both have agreed?

Begin the session with a peace song.

**Discuss/Share**

Ask:

- What would happen in the world if everyone learned to communicate and solve their problems instead of fighting? . . . What would happen in your home, with your friends, in your community, and in the world? (Acknowledge their responses.)
- Say: “People all over the world are learning about conflict resolution. The more people learn it, the more there is hope for peace. I really believe that people can solve their problems.”
- Say: “These are the steps for one method of conflict resolution.” Review the steps you have written on a poster or board.
- Point to the first line and the sentence under it.

Ask:

- Do you think willingness to work on a problem really helps? Why?
- What does it say about you as a person if you are willing to work on a problem? (If they have not included the following answers, please do include them: “It takes courage to work on a problem. It means that you believe you are capable of finding a solution, and it means you believe other people are capable, too.”)



- What kinds of things do people fight over? (Listen and list their responses on the board. Ask one or more students to make a list of these on a large piece of paper for later use.)
- How do you feel when \_\_\_\_\_ (one event mentioned) happens?
- If the feeling is anger, ask: What feeling is underneath that feeling?
- How do you feel when \_\_\_\_\_ (another event mentioned) happens?
- If the feeling is anger, ask: What feeling is underneath the anger?
- How do you want to feel? (Accept all responses. Students often mention respect and acceptance. Ask them if they want to feel valued, respected, and loved if they have not given those responses.)

**Demonstrate:** Ask for two volunteers to try the conflict resolution exercise. Let them pretend to have a common conflict, or take a recent conflict. The teacher is to model asking each student the questions, and ask them to listen to each other.

- Ask for two more volunteers and demonstrate the conflict resolution process again.
- Thank the volunteers. Ask for questions or reactions.

#### NOTE TO EDUCATOR

As the educator, actively listen to their replies, direct them to listen to each other and repeat what the other says, and appreciate their listening and coming up with solutions. If a student blames, interrupts or accuses the other during the dialogue, say “Please listen,” or “Please answer the question.” Restate the question again, such as, “How did you feel when that happened?”

End with a Relaxation/Focusing Exercise. (These can be found in the Appendix.)

### PEACE I LESSON 8

## Conflict Resolution – What We Like and Don’t Like

Begin with a peace song.

### Discuss/Share

Say, “Yesterday, we were discussing some of the things people have conflicts over



and we made a list of those. Let's look at them in relation to the questions asked during the conflict resolution process."

- Take one item from the list, for example, name calling, and ask the following questions:
  - How do you feel when that happens? (If the response is anger, ask: What feeling is underneath that?)
  - What would you like the other person(s) to stop?
  - What would you like the other person(s) to do instead?
  - What is a solution that would benefit everyone involved?
  - Can you think of another fair solution?
  
- Repeat the above process with another couple of items from the list.

## Lesson Content

Say, "In some ways, people are simple. When we get angry, there is hurt or fear or embarrassment/shame underneath. The hurt, fear or shame come first when people do not feel valued, respected, or loved. Some people stay feeling hurt and others handle it by getting angry. Some people feel hurt and withdraw while other people feel hurt and then get angry."

- Repeat the above concepts and illustrate it on the board, drawing flames above the word anger.



Anger

Hurt, Fear, Shame or feeling Unsafe

Everyone wants to be valued, respected or loved.

**Apply Concept:** Ask the students to think of things that happen or a time they felt this way when something happened to them. If they are not able to do this right away, use a couple of examples from the list of conflicts made previously, or use one of your own examples.

## Activity

Instruct students to write two examples, applying the above concept. Ask them to



use one personal example when they felt this way. Or, offer them the opportunity to gather in groups of three or four to discuss times they have seen these dynamics. Remind them that what is said in the room, stays in the room. Ask them if they are willing to promise to keep what anyone else shares private/confidential.

**Reinforce Concept and add a skill:** Say, “There is always hurt, fear, shame or feeling unsafe under the anger. So, if you are ever angry, be aware of that, accept it, and then ask yourself: What’s under my anger? Am I hurt or afraid? Am I feeling unsafe? So be aware of or observe your emotions, accept them, and then you will be in a better place to love yourself and think of a positive way to deal with it.”

End with peaceful movement to a song and/or a Relaxation/Focusing Exercise.

## PEACE I LESSON 9

### Conflict Resolution and Listening

Begin with a peace song.

Discuss the Reflection Points:

- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.
- ◆ Peace is the prominent characteristic of what we call “a civilized society.”
- ◆ Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all peoples. — *Mr. Javier Perez de Cuellar, Former Secretary-General of the United Nations*

**Demonstrate** the Conflict Resolution process one time with a couple of volunteers.

### Discuss/Share

Say, “One of the most important things in solving problems is to listen to others and really hear what they have to say.”

Ask:

- How do you feel when you try to talk to someone and they turn away?

Acknowledge: “Yes, when people don’t listen and are rude, problems usually get worse. Sometimes people do other things that interfere with solving a problem.”

Ask:

- What are other things people do that interfere with solving the problem?



Acknowledge their responses and add any of the following not included.

### Blockers and Stoppers

- Blaming
- Name calling; telling the person he or she is silly or stupid
- Interrupting
- Accusing
- Contradicting
- Trying to make the other person feel guilty
- Getting angry because the other person is angry.
- Giving solutions

*Explain:* For effective listening, it is important to do two things:

1. to really (genuinely) pay attention to every word the person is saying, and
2. to let them know that you understand what he or she is saying.

### Listening Activity

Form groups of three. Ask each group to count off: one, two and three. For Round 1: Person One will be the talker, Person Two the listener, and Person Three the observer.

	<b>Person One</b>	<b>Person Two</b>	<b>Person Three</b>
<b>Round 1</b>	Talker	Listener	Observer
<b>Round 2</b>	Observer	Talker	Listener
Round 3	Listener	Observer	Talker

- For Round 1, 2, and 3, each “Talker” is to share something positive that happened to her/him.
- Do this again, this time asking each Talker to share something that is important to her/him or something that makes her/him feel peaceful.
- Do the three rounds again, this time asking each Talker to share something that he or she feels angry or sad about. (If there is not sufficient time, continue this activity during the next lesson.)

During each round, the listener should be encouraged to listen, occasionally reflecting the emotions of the talker, or restating or paraphrasing the content of the message. The observer in each round can provide feedback.



## Discuss/Share

- How did you feel when someone really listened to you?
- Did anyone notice that anger automatically started to decrease when someone was genuinely listened to?
- Was there anything that made it difficult to listen?
- What made it easy to listen?
- How is really listening giving respect?

End with the following Relaxation/Focusing Exercise. Read the following slowly, pausing when indicated.

## Peaceful Star Relaxation/Focusing Exercise

“One way to be peaceful is to be silent inside. Take a deep breath . . . and let yourself be surrounded by peace. . . . Be aware of any tension . . . and let it begin to release as you breathe out.... Take in a deep breath of peace . . . and slowly breathe out, letting go of any tension. . . . For a few moments, think of the stars in the sky and imagine yourself to be as still as a star in the distance. They are so beautiful in the sky . . . so quiet and peaceful. . . . Let the body be still. . . . Relax your toes and legs . . . relax your chest and your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . Be aware of your breathing . . . and allow the feeling of peace to come into your mind. . . . Let a soft light of peace surround you. . . . Be surrounded by peace . . . stillness . . . be peace. . . . You, the tiny star, are naturally peaceful. . . . Relax into the light of peace. . . . Let the self be still and peaceful . . . You are focused . . . concentrated . . . peaceful . . . content . . . a star of peace.”

## PEACE I LESSON 10

### Peaceful Hearts and a Circle of Coexistence

Begin with a peace song from your culture.

## Discuss/Share

The following Reflection Points:

- ◆ Compassion is a muscle that gets stronger with use. – *Mahatma Gandhi*
- ◆ There is no dialogue if there is not a deep love for the world and men. – *Paulo Freire, Brazilian Pedagogue*



- ◆ Learning to live together means combining the relationship of equality and differences. – *Xesús Jares, Spanish Pedagogue*
- ◆ When the power of love overcomes the love of power, the world will know peace. – *Jimi Hendrix*

## Activity

Students in Brazil set up a “Circle of Coexistence” to resolve conflicts among students, to improve the harmony of everyone in the classroom, at school and in the community.

Ask the students to think and practice positive feelings and actions for themselves, peers, society and the world.

- What are some positive feelings and actions you could have for the self?
  - What are positive feelings and actions people could have for others?
  - In order to experience peace, would practicing the values of compassion, love and forgiveness help?
  - How would accepting others create more peace in the world?
  - What if everyone in our class/school/community accepted each other with a peaceful heart?
- Ask the students to generate some practical ideas based on the themes debated and experienced in the circle.
- Ask students to share their experiences.

Close with a relaxation/focusing exercise on peace for a few minutes in which students can silently sense and share their compassionate and loving feelings.

Suggest to the students that they practice peaceful feelings and communication for a week with peers, family and other people with whom they have contact.

– *Contributed by Paulo Barros*

## PEACE I LESSON 11 To Agree or Disagree?

Begin with a song. Invite the students to move peacefully with the song.

**Note to Educator:** This class/assembly activity was submitted by educator Lisa Jennings and her ninth-grade students at the Kuwait American School in Kuwait. The activity is related to creating Peace through effective conflict management.

They began with a quote from Stephen Moyer to help guide their thinking:



- ◆ Conflict is drama, and how people deal with conflict shows the kind of people they are.

**Educator Preparation:** One group of students, with a facilitator, pre-prepare six Peace Related statements.

Examples are:

- ◆ Conflicts destroy peaceful relationships.
- ◆ Conflict should be avoided at all costs.
- ◆ You should stand up for what you believe in, even if other people don't agree with you.
- ◆ Conflict is the same in all cultures.
- ◆ Peace means the same in all cultures.
- ◆ Conflict can be healthy.

### **Class or Assembly Activity**

Step 1. The facilitator introduces each statement to other students who are sitting in groups.

Step 2. The recipient students discuss the statement and come to a consensus as to whether they agree or disagree with the statement. Each group writes down the reason(s) for agreement or disagreement.

Step 3. The facilitator invites each group to share their consensus. A spokesperson for each group holds up a sign, either agree (green) or disagree (red).

Step 4. Where there is a difference of opinion, the facilitator opens a debate. The process continues until the whole class reaches a Peaceful consensus.

Reflection: The main outcome to consider: Peace begins with me.

*– Contributed by Lisa Jennings and Grade 9 Students*

## **PEACE I LESSON 12**

### **Conflict Resolution – Peers as Mediators**

Begin with a peace song.

Discuss the Reflection Point: Peace begins with each one of us.

#### **Activity**

Ask four students to volunteer for a conflict resolution demonstration. Two are to act as mediators and two are to pretend to have a conflict. The peer mediators will take over the role the teacher had been playing in asking the six questions and helping the students



in conflict resolve the problem. Instruct each peer mediator to sit by the students who have the conflict. When one demonstration is finished, ask the four students to reverse roles.

*Note:* There is a Conflict Resolution sheet for the mediators to use in the Appendix.

*Contrast Poetry Activity:* If time remains, ask students to brainstorm vocabulary associated with the above activities. Ask them to think of “emotion words” and write them on the board. Find antonyms and synonyms. As a group, or as individuals, students can write poetry to take the reader from one feeling or idea to its opposite. For example, a change in feelings as a conflict is resolved is below.

Anger  
Hot resistance  
Eyes bright, throat too tight  
Nails digging deep into fists  
Itching to fight  
Eyes meet  
A tear trickles down an inflamed cheek  
“I’m sorry”  
“Me too”  
Acceptance

– *Contributed by Ruth Liddle*

Invite the students who wish to do so to share their poems.

## PEACE I LESSON 13

### **Bullying No More – Peer Intervention**

Begin with a song.

#### **Discuss/Share**

*Summarizing:* We’ve been talking about peace in different ways. We’ve been exploring personal peace through thinking about when we feel most peaceful and doing the peace relaxation exercises. We’ve been exploring how to create peace when there’s been a conflict with someone else by learning conflict resolution. We’ve also talked about being assertive instead of passive or aggressive as a response to bullying and you talked about kindness guidelines on social media.”

Ask:

- How’s that been going? What’s working for you or not working for you?
- Have you generated any more benevolently assertive response? What are they?



- What differences are you noticing?

**Share humor as a strategy to counter bullying:** “Sometimes humor works in a bullying situation when you can be humorous with confidence. For example, a humorous response which usually disarms when delivered confidently with a smile is: ‘If I had feelings, they’d be hurt!’

This works the same way as the assertive responses: When people don’t get defensive and stay in self-respect, the bullying usually stops as there is no pay-off for the one bullying.”

Ask:

- Have any of you tried other humorous responses that were effective in stopping bullying?

**Note to Educator:** Do comment if their humorous responses are mean, as the intent is not to be aggressive but to be assertive. The rule: When people don’t get defensive and stay in self-respect, the bullying usually stops as there is no pay-off for the person bullying. A non-aggressive response can open the door of change for the person who is bullying.”

## Activity

### Peer intervention – Working together to deter bullying

**Share:** Canadian research indicates that bullying stops 57 percent of the time within ten seconds if a peer intervenes. Bystanders passively watching bullying take place can add to the feeling of power the person who is bullying wants, so standing and watching can unwittingly reinforce bullying. Peer intervention is important as adults are rarely around when bullying occurs. Your peers are frequently around when bullying occurs: 85 percent of the time.

**Introduce the intervention:** When someone is bullying another person, if someone speaks up for the target, the bullying stops more than half of the time. In this lesson, we are going to look at safe things you can do that will help a person being bullied.

Say, “I am going to tell you about three different situations. I want you to think about which one you would prefer if you were the target of the person who is acting like a bully.

**“Response One:** You are being bullied and your classmates walk away from the bullying scene.”

Ask:



- How do you feel? (Actively listen to their responses.)

“The good thing is that the person bullying is deprived of an audience, but the target feels unsupported and may fear the bystanders think less of him or her. It is important for the target to walk away, but to walk away alone might be difficult.”

**“Response Two:** It’s the same situation. You are being bullied but one of your classmates calls out to you, ‘Come on, Sema. Don’t listen to her.’ Or, ‘Come on, Tom, it’s no fun listening to this.’ ‘Hey, Mira, let’s go. This is totally uncool.’ Your classmates walk away from the bullying scene *with you.*”

Ask:

- How do you feel? (Actively listen to their responses.)

“The good thing is that the target feels supported by his or her classmates so does not feel as bad, and it is successful in stopping the bullying.”

“In the situation, I just read there was:”

- ★ Come on. Don’t listen to her.
- ★ Come on, it’s no fun listening to this.
- ★ Hey, let’s go. This is totally uncool.

Ask:

- What kinds of things could you call out to the target to let him or her know you are helping them be safe?
  - Make a list of their statements. As the students call out a statement, ask everyone in the group to echo them. Ask half the class to read aloud alternate statements with self-respect when they have finished generating ideas.

**Role Play:** Ask for volunteers.

- Who wants to be the person bullying?
- Who wants to be the target?
- Who wants to be the helpful bystander? What shall we call the helpful bystander?

Say, “The rest of you will play the bystanders watching the bully and the target.”

Ask:

- Person bullying, what are you going to say? ..... Got it? Invite the students to generate a bullying statement and/or action they have witnessed before.



Say, “Okay, person bullying, stand here. Target, please stand a few feet away and look surprised when he says something that is bullying. Helpful bystander (or whatever name they have decided upon), stand with the group. You can pick your lines from the list we made.”

Divide the students into groups of four or five so they all get to practice the helpful-bystander role. Positively reinforce efforts and encourage them to say their statements with self-respect and confidence.

**“Response Three:** It’s the same situation. You are being bullied but one of your classmates calls out to you, ‘Come on, Sema, it looks like Pam is grumpy today. Maybe she’ll be nicer tomorrow!’ ‘Come on, Tom, it’s no fun listening to this. It looks like Mack isn’t his usual self today.’ Then your classmates walk away from the bullying scene *with you.*”

Ask:

- How do you feel? (Actively listen to their responses.)

“The target feels supported by the bystanders and you have been successful in stopping the bullying. But also, the person bullying has not been completely alienated. He or she has been offered a reason for their behavior. This opens a door for possible change.”

**A caution:** Say, “*Sometimes* if we are a little kind a few times, the person bullying will stop bullying. *Not all the time, but sometimes!* Some people get stuck in being mean for a few years, so during that time they just get meaner. But some people who bully can feel stuck in needing to be mean. So when someone is a little kind, it can open a door for the person bullying to change. Be a little kind – but also know your limits and move away if they even begin to cross them. The most important thing is always to stop the bullying and help the target get away feeling supported.”

Ask:

- Would anyone like to comment on that? Have any of you had an experience with someone that was mean changing? Or someone who was provided many opportunities to change and didn’t?

**Role play again in the same small groups:** Ask each group to generate real situations they encounter and practice benevolently assertive responses or any other



assertive responses that stop the bullying. Allow each group to share one of their favorite role plays.

End with a peace relaxation exercise of their choice.

## PEACE I LESSONS 14

### Peace Heroes and Messages of Peace

Begin with a song.

#### **Activity**

Step 1. Divide the students into small groups and ask them to identify one or more peace heroes. Perhaps there is someone in your class that is a peace hero, or perhaps they admire a musician, artist, social worker, union leader, world leaders or environment activists. Is there an organization in your country that strives to create peace through music or community dialogue? What is her/his message to the world?

Step 2. Invite the students to reflect for a few moments on their message of peace for the world. Invite the small groups to create one or more messages for the world. They may wish to share their message through pictures, slogans, or a human sculpture.

Step 3. Invite each group to share their creation.

Close with a peace relaxation exercise of your choice.

#### *Optional Activities:*

Perhaps the entire class, or the entire school, can create a human peace sculpture. If so, take a picture and spread your messages of peace.

You may all wish to do a peace assembly with your peers or for younger students. Share some of your songs and favorite creations and perhaps do a peace relaxation exercise together.

## Peace Activities in Subject Areas

### **Language/Literature**

Explore the theme of peace while teaching written language skills. One or more of the Reflection Points could be used to initiate discussion as a precursor to assigning an essay. The essays could be from a personal, philosophical, or societal perspective.



Young adults could read autobiographies of their country's or the world's personalities who worked to achieve peace. Read the work of or about Nobel Peace Prize winners. Make up Reflection Points based on your reading.

Study the works of anti-war poets. Listen to the songs, "Masters of War" by Bob Dylan and "The Universal Solider" by Donovan. What is their message to the world? Is this relevant today?  
– *Contributed by Kristan Mouat*

Write an essay on How Much Peace is Enough? – *Contributed by Caroline Druiff*

### **A Journal**

Discuss the Reflection Point: Serenity is not the absence of chaos, but peace in the midst of it. Ask the students to use what they have learned during the classes to experiment with maintaining a feeling of peace or serenity. Students can keep a journal on what values, thoughts and qualities they use to help.

### **Debate**

Choose peace as the topic for one or more debates. Or, debate one or several Reflection Points listed above, such as: Peace is more than the absence of war. Or: Peace is the prominent characteristic of what we call "a civilized society". Perhaps you can obtain a banner from the art students or they can create one electronically.

Consider: It is impossible to engage in peaceful activities without actually feeling peaceful.  
– *Contributed by Caroline Druiff*

### **Working with Quotations**

Each student is to select a Peace quote that has meaning for them. In turn, each student shares the quote and invites responses. Ask:

- What does it mean to you?

For example: A Grade 12 Senior Student, Fawziya Al-Baqshi at the Kuwait American School, chose a Gandhi quote for World Values Day as follows:

- ◆ Keep your thoughts positive, because your thoughts become your words. Because your words become your behavior. Because your behavior becomes your habits. Because your habits become your values. Because your values become your destiny.



**Reflection:** Inviting responses invites us to reflect and shows that we each make sense of words according to our own experiences and can show how to live in peace in different ways.

– *Contributed by Fawzyi Al-Baqshi, Grade 12 student*

## **History/Social Studies**

Peace can be explored in a multitude of ways. For instance, the cultures of war and peace can be contrasted or the factors leading to war and peace can be examined.

Ask: “How can governments create peace through developing a culture of peace and providing for the needs of its people?”

### **Manifestations of Peace in the World**

What are different manifestations of peace in the world? How is peace expressed through the arts, what large organizations work for peace in the world? In different subject areas, use your standard curriculum for students to explore. Or, perhaps small groups can research different manifestations of peace online and share their output.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

### **Wars and Alternatives to Fighting**

Research information about a couple of wars. Then talk with an adult about what the people are or were fighting about. Ask them if they feel there is an alternative to fighting. Write your thoughts. Then ask this question to two other adults or research alternatives to fighting. Ask the students to share their results in class.

– *Contributed by Ruth Liddle*

## **Economics**

Ask students to study one or more of the Human Development Reports by the United Nations Development Program (UNDP). One report suggests that providing livability for all people in the world is the only sure method for peace. It does this with a look at global trade and the growing disparity between the world’s richest and poorest. Another UNDP report looks at five people-friendly pillars which must govern development for a better world. It clearly states that development is not sufficient – it must be people-centered development. These excellent reports are written by teams of eminent economists.

Explore the costs of war versus the costs of peace. Calculate how many days of peace, that is, stopping all wars, would it take to provide education for all young people



in the world for one year. Calculate how many days of peace would it take to feel all the people on the planet an adequate diet for one year?

## Science

Science is a discipline which can be utilized in creating peace or war.

Ask:

- What would science not have created if humanity had held steadfast to a commitment to peace?
- Have there been more inventions for war or for peace?
- What is the physical impact of war on the environment?
- What are the long term affects on human beings?
- What would a science of peace contribute to the world?
- What scientific advancements might you to see in a society focused on peace?

## Project

If the young adults in your class had available one-fifth of the world's budget for war and could make that available for peace, what would they create? Ask them to form small groups to develop their ideas and then allow time for them to present their ideas to the entire group.

## Art

Discuss with the students what they would like to put on a collaborative painting – perhaps symbols of peace, peace stars, a picture of a peaceful world, or ...? Provide students with a long piece of colorful paper, and individual small pots of paint and a brush. Play peaceful music. As they stand close to each other they can paint their own small planned pattern. When the music stops, each student moves one step to the left or right.

– *Contributed by Linda Heppenstall*

Create a mural on peace. Focus on staying peaceful while you are creating and painting.

Create powerful peace slogans. Or create peace banners and hang them around the school or community.

Draw inner peace or sculpt peace.



### **Design a Peace Garden Wall Hanging**

Ask the students to think about the colors and shapes that would create feelings of peace and gentleness. Ask them to express those feelings on paper or fabric using a variety of available materials. Work directly from nature if possible.

– *Contributed by Eleanor Viegas*

Ask the students to write down the words to a song they like, such as “Imagine,” and then put grain on top to capture an image. It could be an image of the artist or be a symbol of the song’s meaning. Or, create a song of their own.

– *Contributed by Dierich von Horn*

## **Music**

Select your favorite songs about peace. Sing them or play them.

What were the original instruments used in your region or culture on which songs or rhythms of peace were played? Investigate them. Is there someone in your area who has one and can play it? Can it be made with materials indigenous to your area?

Plan a concert. Present your concert not only for your own school, but also for younger students at an elementary or middle school or another community or group. Perhaps some art students can bring peace banners or you can create some digitally.

## **Home Economics / Human Sciences**

Discuss the importance of peace in the home. Consider how one’s ability to stay peaceful is central to peace in the home.

Enjoy one of the Peace Relaxation/Focusing Exercises from the Appendix. Reflect on what a space of peace would look and feel like in your home for a few minutes, then share in a group of three or four. Share some of the output with the larger group.

Practice cooking, sewing or woodwork while in a state of peace or contentment. What thoughts help you stay content?

Design a peaceful home environment. Ask, “What would you see in a home filled with peace? What creates a feeling of harmony and comfort?”



Create a design for peace that you can appliqué onto a T-shirt.

– *Contributed by Myrna Belgrave*

## **Personal Development**

Discuss some of the Peace Reflection Points. Ask students to share when they feel most peaceful.

Ask students to research conflict resolution strategies and present them to the class by modeling them. Design a conflict-resolution strategy students feel will be successful in your particular setting. Present it to the school dean.

### **Stress Reduction**

Offer a unit on stress reduction and make Peace Relaxation/Focusing Exercises part of the daily program. Learning how to make the mind stress-free and peaceful has been proven to be a major aid in reducing and controlling stress.

Song: Play, teach or sing with the students a peace song from your particular culture or share your favorite peace song.

Ask the students to make up their own relaxation exercise. The educator may wish them to write it out, record it or share it with the class. Or, small groups could create a video about peace.

## **Physical Education/ Dance and Movement**

Play or invent a few peace games.

Create a dance on peace. This might be a modern ballet that epitomizes peace or a dance contrasting war and peace. Be creative.



## APPENDIX

### Item 1: All Values

#### Mind Mapping

A Mind Map is a powerful graphic technique that engages both sides of the brain. It can be used in many different ways – to outline stories, plan talks, organize details for functions, or to create and develop thoughts about a topic. It is simple to use. Using the values words is an excellent way to begin to learn “mind mapping” and understand the effects of values and anti-values.

#### How to Mind Map

1. Take a blank piece of paper this size or larger and place it horizontally, or use a whiteboard with a large group.
2. Start in the center with a Central Image that personally represents the topic about which you are writing/thinking. You can put the value of focus inside one side of a circle, and the name of the anti-value on the other side. Images can be added to the circle later, representing the overall outcome of the group’s input.
3. The Main Themes around the Central Image are like the chapter headings of a book. Print the words and place them on lines of the same length. The central lines can be curved and organic, i.e., like branches of a tree to the trunk. For example, when exploring values you might always want to use Self, Family and Our organization/school, but feel free to explore many other aspects such as Society, Business, Health, Environment and World.
4. Start to add a Second level of thought for one of the branches. Allow the students to supply all the answers and acknowledge them as you write their responses. These words are linked to the main branch that triggered them. The lines connect and are thinner.
5. Add a Third or Fourth level of data, as response continue. Use images as much as you wish. If students are doing a mind map individually, they may “hop about” the Mind Map as the links and associations occur to them.



6. Add Dimension to your Mind Maps if you wish. Box and add depth around the word or image, use different colors and styles, and if you like, add arrows to show connections.
7. Have fun making each Mind Map beautiful, artistic, colorful, and imaginative.



## Item 2: Peace

### Conflict Resolution Steps

Ask both students: Do you want help?

If they both answer “yes”, proceed. If one says “no”, tell them to go to the office.

To Student One: What is your name?

To Student Two: What is your name?

To Student One:

Please tell us what happened.

To Student Two:

Please repeat what he or she said.

To Student Two:

Please tell us what happened.

To Student One:

Please repeat what s/he said.

To Student One:

How did you feel when that happened?

To Student Two:

Please repeat what s/he said.

To Student Two:

How did you feel when that happened?

To Student One:

Please repeat what s/he said.

To Student One:

What would you like to stop?

To Student Two:

Please repeat what s/he said.

To Student Two:

What would you like to stop?

To Student One:

Please repeat what s/he said.

To Student One:

What would you like him/her to do instead?

To Student Two:

Please repeat what s/he said.

To Student Two:

What would you like him/her to do instead?

To Student One:

Please repeat what s/he said.

To Student One: Can you do that?

To Student Two: Can you do that?

To both: Can you make a firm commitment to try to behave in the way you both have agreed? If they both say “yes”, compliment their good listening and working on a solution.

If one of them says “no,” ask each student to think of something he or she would like the two to do that would solve the problem. Ask them to think of ideas until they both agree they have a good solution and can commit to trying to carry it through.



### **Item 3: All Values**

## **Relaxation / Focusing Exercises**

### **Physical Relaxation Exercise**

Sit comfortably . . . be aware of how you are feeling . . . and relax. . . . As you begin to relax your muscles, take in a deep breath . . . and let your body feel heavy. . . . As you breathe out, focus your attention on your feet. . . . Tighten all your muscles for a moment . . . and then relax them . . . let them stay relaxed. . . . Now become aware of your legs, letting them be heavy . . . tightening the muscles . . . and then relaxing them. . . . Breathe in slowly . . . and as you exhale, let any tension melt away. . . . Now tighten your hands for a moment . . . and then relax. . . . Be aware of your breathing, and take in a deep breath. . . . As you breathe out, let any tension melt away. . . . Breathe in deeply again . . . let the air out slowly . . . and let go of any tension. . . . Now tighten the muscles in the back and the shoulders . . . and then relax them. . . . Move your shoulders up . . . and relax as you move them down. . . . Tighten the muscles in your hands and arms . . . and then relax them. . . . Gently move the neck . . . first to one side, then to other . . . relax the muscles . . . . Now tighten the muscles of the face . . . the jaw . . . and then relax the face and the jaw. . . . Let the feeling of wellbeing flow through the body. . . . Focus again on your breathing, breathing in deeply . . . and then letting go of any tension. . . . I am relaxed . . . I am peace . . . I am ready to be at my best.

*– Contributed by Guillermo Simó Kadletz*

### **Peace Relaxation Exercise**

Let the body be relaxed and still. Let go of thoughts about the world outside, and slow down within. Be in the present, focusing on this moment in time. . . . Breathe in deeply . . . and let go of any tension through the bottoms of your feet. . . . Breathe in deeply . . . and let go of any tension through the bottoms of your feet. . . . Breathe in deeply . . . and let the mind be still. Slowly absorb waves of peace. . . . Imagine being outdoors on a clear day – in a beautiful setting. . . . You may imagine being by the ocean, or in a meadow. . . . As you picture the beauty of nature in front of you, absorb waves of peace. . . . Let the self feel totally safe and relaxed. . . . Let the self feel beyond time. . . . You are full of natural tranquility. . . . You are naturally peaceful. . . . Think of your natural qualities . . . be present . . . and lovingly accept the self. . . . Surround the self with love . . . surround the self with peace. . . . When I am at peace, I am able to



access my creativity and strengths . . . I am able to be part of creating a peaceful world. . .  
. I bring my attention back to the room . . . peaceful . . . peaceful . . . focused . . . alert.

### **Peaceful Star Relaxation Exercise**

One way to be peaceful is to be silent inside. Take a deep breath . . . and let yourself be surrounded by peace. . . . Be aware of any tension . . . and let it begin to release as you breathe out. . . . Take in a deep breath of peace . . . and slowly breathe out, letting go of any tension. . . . For a few moments, think of the stars in the sky and imagine yourself to be as still as a star in the distance. They are so beautiful in the sky . . . so quiet and peaceful. . . . Let the body be still. . . . Relax your toes and legs . . . relax your chest and stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . Be aware of your breathing . . . and allow the feeling of peace to come into your mind. . . . Let a soft light of peace surround you. . . . Be surrounded by peace . . . stillness . . . be peace. . . . You, the tiny star, are naturally peaceful. . . . Relax into the light of peace. . . . Let the self be still and peaceful . . . You are focused . . . concentrated . . . peaceful . . . content . . . a star of peace.



## CITED BOOKS, STORIES, WEBSITES AND SONGS

### Books, Stories and Websites

- Belloc, Kilaire. *Matilda*. New York: Knopf, 1992. Distributed by Random House.
- Cohen, Barbara. *Molly's Pilgrim*. New York: Lothrop, Lee and Shepard Books, 1983.
- Gill-Kozul, Carol, Naraine, Gayatri and Strano, Anthony. *Living Values: A Guidebook*. London: Brahma Kumaris, 1995.
- Gordon, Thomas. *Parent Effectiveness Training*. New York: Van Rees Press. 1970.
- Hawkes, Neil. *How to inspire and develop Positive Values in your classroom*. Cambs, U.K.: LDA, 2003.
- Johnson, Spencer. *The Precious Present*. New York: Doubleday, 1984.
- Lovat, Terry and Toomey, Ron. (Ed.) *Values Education and Quality Teaching, The Double Helix Effect*. Riverwood, NSW, Australia: David Barlow Publishing, 2007.
- Lumsden, L.S. *Student motivation to learn*. ERIC Digest, Number 92. Eugene, OR: ERIC Clearinghouse on Educational Management, 1994.
- North, Vanda with Buzan, Tony. *Get Ahead: Mind Map your Way to Success*. Limited Edition Publishing: Buzan Centre Books, Bournemouth, U.K, 1996.
- Otero, H. "The Two Birds." *Parabolas en son de paz*. Madrid: Editorial CCS, 1993.
- Parkinson, Kathy. *The Enormous Turnip*. Niles, Illinois: A. Whitman, 1986.
- Ramsay, Barbara. *Finding the Magic*. Sydney: Eternity Ink, 1995. ISBN 064624003.
- Satir, Virginia. *Peoplemaking*. Palo Alto, CA: Science and Behavior Books, Inc, 1972.
- Senge, Peter. (Ed.) *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education*. NY: Doubleday, 2000.
- Stephoe, John. *Mufaro's Beautiful Daughters, An African Tale*. New York: Lothrop, Lee and Shepard Books, 1987. This was inspired by a folktale collected by G.M. Theal and published in 1895 in his book, *Kaffir Folktales*.
- Stopbullying.gov. A website of the U.S. Department of Health and Human Services. *Bullying Definition*. <http://www.stopbullying.gov/what-is-bullying/definition>. (Accessed April 2014.)



*The Boy Who Cried Wolf* is sometimes found as a separate illustrated picture book. A facsimile of the 1912 edition is "The Shepherd's Boy and the Wolf." Aesop's Fables. New trans. Jones, V.S. Vernon. New York: Avenel Books. Distributed by Crown Publishers. ISBN 0-517-17198-8.

Tillman, Diane. (2012). *Living Green Values for Children and Young Adults*. This resource and the two series of stories contained within it are available for free-download at [www.livingvalues.net](http://www.livingvalues.net) as an activity guide for educators and as storybooks for children.

Tillman, Diane. (2000). *Living Values Activities for Children Ages 8–14*. Deerfield, FL: HCI.

Tillman, Diane. *Living Values Activities for Drug Rehabilitation*. 2005. (Restricted-access work: special LVE Educator Training required prior to obtaining materials.)

Tillman, Diane. *Living Values Activities for At-Risk Youth*. 2012. (Restricted-access work: Special LVE Educator Training required prior to obtaining materials.)

Tillman, Diane. (2003). *Living Values Activities for Street Children Ages 11–14*. (Restricted-access work: special LVE Educator Training required prior to obtaining materials.)

Tillman, Diane G. (2014) *Nurturing with Love and Wisdom, Disciplining with Peace and Respect: A mindful guide to parenting*. NC: CSIP.

Trailes, Henny. *Fire in the Jungle*. Used with permission from *Visions of a Better World*. *Universal Declaration of Human Rights – An Adaptation for Children*. New York: U.N. Publications, 1992. Sales #E.89.1.19(H) 92-1-100424-1. 46pp. Available at the U.N. Bookstore.

UNESCO. *1995 United Nations Year for Tolerance*. Paris: Office of Public Information, UNESCO, 1995. Available at the U.N. Bookstore.

*Visions of a Better World*. A United Nations Peace Messenger Publication. London: Brahma Kumaris, 1993.

## Songs

Grammer, Red and Kathy. *Teaching Peace*. New York: Smilin' Atcha Music, 1986.

Jackson, Michael. "Heal The World." Epic Record Company.

Lennon, John. "Imagine." Parlophone Record Company. 1971.

Loggins, Kenny. "Conviction of the Heart." *Outside: From the Redwoods*. Columbia, 1993.

Nass, Marcia and Max. *Songs for Peacemakers*. Educational Activities, Inc., 1993. P.O. Box 392, Freeport, NY 11520 USA.

Pebblespash694. "A Song of Peace." [www.youtube.com/watch?v=mxidrVmwznU](http://www.youtube.com/watch?v=mxidrVmwznU)

USA for Africa. "We Are The World." Qwest Record Company.



## About the Author

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 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.