



Living Values Education

*Rainbow Library
Values Activity Series*

Honesty

for Children Age 8 - 14

For Parents, Principals and Teachers Everywhere

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Living Values HONESTY for Children Ages 8-14

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For optimal results, Living Values Education Workshops are recommended. For information about professional development workshops, contact your ALIVE Associate or Focal Point for LVE or email training@livingvalues.net. Contact details of ALIVE Associates and Focal Points for LVE are available on the Contact Us page of the LVE website. For all information visit the international Living Values Education website at www.livingvalues.net.

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A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 21 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-one 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 villagers, 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 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 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 Tillman

SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to 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, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values. 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. Cyber-bullying and sex-ting 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 well-being of the individual.
10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values

within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

Structure

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

ALIVE is registered as an association in Switzerland. In some countries national Living Values Education associations have been formed, usually comprised of educators, education officials, and representatives of organizations and agencies involved with student or parent education.

Activities

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

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

LVE Resource Materials

Designed to address the whole child/person, Living Values 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 12 universal values explored are of peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.

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., was awarded the 2002 Teachers' Choice Award, an award sponsored by *Learning* magazine, a national publication for teachers and educators in the USA. Materials from the books, and in some cases up to all five of the books, have been published in at least a dozen languages.

The initial set of five books known as the Living Values Education series are:

- ◆ *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*
- ◆ *LVE Educator Training Guide*

***Living Values 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. Reflections points teach the

importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolutions skills and a myriad of facilitated cognitive, artistic, and experiential activities increase positive intrapersonal and interpersonal social and emotional skills. Reflective, imagining and artistic activities encourage students to explore their own ideas, creativity and inner gifts. Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions. Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

Living Values Parent Groups: A Facilitator Guide

This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed, and parenting skills to deal with those concerns.

LVE Educator Training Guide

This guide contains the content of sessions within regular LVE educator workshops. This include 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.



Unit Five: Honesty

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Honesty Lessons

The importance of honesty and integrity is becoming ever more apparent as dishonesty and corruption grow in many lands across the world. This unit brings forth the easiness and building of trust and good relationships through honesty, and contrasts the effects of honesty and dishonesty in individuals, friends and families, as well as the effects of dishonesty and corruption in businesses, society and the world. The lessons offer educators activities to go as deep into the subject as they wish, in accordance with the age and interest of their students. Thank you for your willingness to help students

understand the impoverishment that dishonesty brings, and the beauty and benefit for all inherent in honesty and fairness.

Continue to play a song daily. Do one of the Relaxation/Focusing Exercises every day or every several days, as suitable for your class. The students may enjoy making up their own exercises.

Honesty Reflection Points

- ◆ Honesty is telling the truth.
- ◆ Integrity is part of honesty, it means doing what is right.
- ◆ Integrity is part of honesty, it means being fair.
- ◆ Integrity is part of honesty, it means keeping your word, keeping your promises.
- ◆ Integrity is part of honesty, it means being true to yourself and your values.
- ◆ When I am honest, I feel clear inside.
- ◆ A person who is honest and true is worthy of trust.
- ◆ Honesty and kindness build trust.
- ◆ There is a deep relationship between honesty and friendship.
- ◆ Honest thoughts, words, and actions create harmony.
- ◆ Honesty is to use well what has been entrusted to you.
- ◆ Honesty allows me to be free of worries.
- ◆ When I am honest, I can learn and help others learn to be giving.
- ◆ Greed is usually at the root of corruption.
- ◆ There is enough for man's need, but not enough for man's greed.
- ◆ When we are aware we are interconnected, we recognize the importance of honesty.

Honesty Unit Goals and Objectives

Goal: To increase knowledge about honesty.

Objectives:

- To participate in discussions about the Honesty Reflection Points and be able to talk about three or more.
- To learn about integrity as part of honesty: it is doing what is right, keeping your promises, being fair, and being true to yourself and your own values.
- To express and/or hear others express their feelings about when people are honest and keep their promises.
- To understand the relationship between honesty and trust.

Goal: To develop awareness about the effects of dishonesty and corruption.

Objectives:

- To express or hear others express their feelings about when people are dishonest, don't keep their promises and are unfair.
- To create and then participate in a skit on the theme of honesty and dishonesty, placed within a period of history the students have been studying, or in a local context for younger students, and to discuss the effects on the people of that time economically and socially.
- To understand different ways in which people can be corrupt.
- To Mind Map the effects of honesty or dishonesty/corruption.
- To participate in lessons and discussions about why people lie, how we feel when we lie, how we feel about others when they lie, and how others feel about us when we lie.
- For older students to examine the effects of dishonesty and corruption in a real-world event.

Goal: To learn social skills that can help one be honest.

Objectives:

- ❑ To participate in lessons about “one minute of courage.”
- ❑ To discuss and practice communication skills when we have done something we regret.
- ❑ To make up Honesty Situation Cards and act out honest and dishonest responses and the consequences.

Goal: To value being honest.

Objectives:

- ❑ To enjoy “The Emperor and the Flower Seed” story and be asked to think of a time when they were loved for their honesty.
- ❑ To understand that when I am honest, I will be clearer and happier inside.
- ❑ To write three guidelines for being a good friend.

HONESTY LESSON 1

Honesty and Trust

Begin with a song.

Introduction: “Today we will begin to explore the value of honesty.”

Discuss/Share

Ask:

- What does honesty mean to you?
- What are different ways people show their honesty?
- Do you like it when people tell you the truth?
- Do you like it when people keep their promises?

- How do you feel when they break their promises?
- If they break their promises more than once, do you trust them to keep their promise the next time?
- Do you like it when people are fair?
- Do you trust people who are honest? Why?
- Do you trust people who lie to you or try to cheat you? Why not?

Reflection Points:

- ◆ *Honesty is telling the truth.*
- ◆ *Honesty is being true to yourself and your values.*
- ◆ *A person who is honest and true is worthy of trust.*

Read “The Emperor and the Flower Seeds” or another story in which honesty is rewarded. There are many versions of the ancient tale below; the original author is unknown.

Share a Story: The Emperor and the Flower Seeds

Long ago there lived an Emperor who loved nature. Anything he planted burst into bloom. Up came flowers, bushes, and even big fruit trees, as if by magic! Of everything in nature, he loved flowers most of all, and he tended his own garden every day. But the Emperor was very old, and he needed to choose a successor to the throne. Who would his successor be? And how would the Emperor decide? As the Emperor loved flowers so much, he decided that flowers would help him choose.

The next day, a proclamation was issued: “All men, women, boys, and girls throughout the land are to come to the palace.” The news created great excitement throughout the land.

In a village not far away, there lived a young girl named Serena. Serena had always wanted to visit the palace and see the Emperor,

and so she decided to go. She was glad she went. How magnificent the palace was! It was made from gold and was studded with jewels of every color and type – diamonds, rubies, emeralds, opals, and amethysts. How the palace gleamed and sparkled! Serena felt that she had always known this place. She walked through the palace doors into the Great Hall where she was overwhelmed by all the people. It was so noisy. “The whole kingdom must be here!” she said to herself.

There then boomed the sound of at least 100 trumpets announcing the arrival of the Emperor. All fell silent. The Emperor entered, clutching what looked like a small box. How fine he looked – so noble and elegant! He circled the Great Hall, greeting each and every person and presenting something to each one. Serena was curious about the small box. “What was inside?” she wondered. “What was he giving to everyone?”

At last, the Emperor reached Serena. She curtsied and then watched as the Emperor reached into the small box and presented her with a flower seed. When Serena received the seed, she became the happiest girl of all.

Then the sound of trumpets filled the Great Hall once more, and all became silent. The Emperor announced: “Whoever can show me the most beautiful flowers in a year’s time will succeed me to the throne!”

Serena left for home filled with wonder over the palace and the Emperor, clutching the flower seed carefully in her hand. She was certain she could grow the most beautiful flower. She filled a flower pot with rich soil, planted the seed carefully, and watered it every day. She couldn’t wait to see it sprout, grow, and blossom into a magnificent flower!

Days passed, but nothing grew in the pot. Serena was worried. She transferred the seed into a bigger pot, filled it with the best

quality richest soil she could find, and watered it twice a day, every day. Days, weeks, and months passed, but still nothing happened. By and by the whole year passed. Finally Spring came, and it was time to return once more to the palace. Serena was heartbroken that she had no flower to show the Emperor – not even a little sprout. She thought that everyone would laugh at her because all she had to show for the whole year’s effort was a pot of lifeless soil! How could she face the Emperor with nothing?

Her friend stopped by on his way to the palace, holding a great big flower. “Serena! You’re not going to the Emperor with an empty pot, are you?” said the friend. “Couldn’t you grow a great big flower like mine?”

Serena’s father, having overheard this, put his arm around Serena and consoled her. “It is up to you whether you go or not,” said her father. “You did your best, Serena, and your best is good enough to present to the Emperor.”

Even though she felt reluctant to go, Serena also knew she must not disrespect the Emperor’s wishes. Besides, she also wanted to see the Emperor and the palace again! And so, Serena traveled once more to the palace, holding the pot of soil in her hands.

The Emperor was happy to see the Great Hall filled with his subjects, all proudly displaying their beautiful flowers, all eagerly hoping to be chosen. How beautiful all the flowers were! Flowers were of every shape, size, and color. The Emperor examined each flower carefully and thoroughly, one by one. Serena, who was hiding in a corner with her head bowed down, wondered how he could choose, since they were all so lovely. Finally, the Emperor came to Serena. Serena dared not look at the Emperor. “Why did you bring an empty pot?” the Emperor asked Serena.

“Your Majesty,” said Serena. “I planted the seed you gave me and I watered it every day, but it didn’t sprout. I put it in a better

pot with better soil, but still it didn't sprout. I tended it all year long, but nothing grew. So today I brought an empty pot without a flower. It was the best I could do."

When the Emperor heard those words, a smile spread slowly over his face, and he took Serena by the hand. Serena was frightened. She wondered if she were in some sort of trouble.

The Emperor led her to the front of the Great Hall, and turning to the crowd, he exclaimed: "I have found my successor – the person worthy of ruling after me!"

Serena was puzzled. "But your Majesty," she said, "I have no flower, just this pot of lifeless earth."

"Yes, I expected that," said the Emperor. "From where everyone else got their seeds, I do not know. The seeds I gave everyone last year had all been roasted. It would have been impossible for any of them to grow. Serena, I admire your great courage and honesty to appear before me with the truth. I reward you with my entire kingdom. You will be the next Empress."

Discuss

Begin with the comments about the story, such as "Serena was loved for her honesty. She was true to herself and her values."

Ask:

- Why do you think the king wanted a successor with honesty?
- If you were old and had lots of money, why would you want people around you to be honest? Why or why not?
- Do you want honest or dishonest friends now? Why?

Share the Reflection Point: "A person who is honest and true is worthy of trust."

Activity

Eight and Nine Activity: Ask the students to draw a picture of one aspect of the tale or make a few props and act out the story.

Ten to Fourteen Activity: Ask older students to discuss in groups of five or six why they would want an honest successor if they were a king or queen. Would they also want honest advisors and subjects? Why or why not? What would some of the consequences be? Present their findings to the entire class in the form of a humorous dialogue or short skit/drama.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 2

Thinking about Corruption – Reflecting on Integrity

Begin with a song.

Discuss/Share

Say, “A really honest person is automatically considered to have a value called integrity. Integrity is part of honesty, it means doing what is right, doing what is fair.”

Discuss the following Reflection Points:

- ◆ Integrity is part of honesty, it means doing what is right.
- ◆ Integrity is part of honesty, it means being fair.
- ◆ Integrity is part of honesty, it means keeping your word, keeping your promises.
- ◆ Integrity is part of honesty, it means being true to yourself and your values.

Say, “Some of the people in the world have integrity and others are dishonest. Someone can be honest most of the time, but occasionally tell little lies. Some people are dishonest and lie whenever they find it convenient. But when people are so dishonest that they try to cheat others, they are being corrupt.

- Let’s say one of you wanted to be class president. What would be an honest way to try to get votes of your classmates? (To tell them why you want to be president and what you will work for if you are president, etc.)
- What would be an unfair or corrupt way of trying to get the votes of your classmates? (To tell them you will give them money if they vote for you.)

- If you were making something to sell so you could make money, would it be fair if your friend's big brother told you that you could only sell the things you made if you gave him one-third of your money? (No. That would be unfair, that is, corrupt. That would be taking something that is rightfully yours.)
- Would it be unfair or corrupt if someone told you she was selling you a certain bicycle and then gave you one worth only half that much?
- If someone had integrity would she sell you exactly what she told you she was going to sell you? Or would she try to trick you into paying more?
- What are other examples of corruption?
- What are other examples of integrity?

Reflective Activity

I'd like you to relax for a few minutes and reflect on people you know who are honest . . . people who are fair and do what they say . . . people with integrity.

- ❖ Please close your eyes and think about how you feel when you are with someone that makes a promise, and you know they will keep their promise. (Pause for 10 seconds.)
- ❖ How do you feel when you are with someone who tells you something and you know it is true? (Pause for about 15 seconds.)
- ❖ Think of some of the people in your life who always are fair and honest with you and everyone else. . . . What other values do they have? (Pause for 20 to 30 seconds.)
- ❖ Think of a few times when you were really fair with a friend or a brother or sister. . . . How did you feel?

- ❖ Now please imagine a world where everyone is honest and fair . . . where everyone is true to themselves and to their values. . . . Imagine such a world . . . and interacting with people in that world. (Pause for two minutes.)
- ❖ Now please think of two or three of your most important values. . . .
- ❖ What does it mean to be true to yourself? . . . (Pause.)
- ❖ What makes it easy to be true to yourself? (Pause for one minute.)

Share: Ask the students to share their thoughts and feelings about a world where everyone is honest and fair, true to themselves and their values. What would it be like?

Reflective Writing: Invite the students to write some of their thoughts about what it means to be true to themselves and what makes it easy to be true to themselves.

Close with relaxing music as if you were doing a relaxation/focusing exercise. However, instead invite the students who wish to do so to share one word, phrase or sentence from their reflection as the music plays.

HONESTY LESSON 3

Mind Mapping Honesty and Dishonesty

Begin with a song.

Activity

“Today, let’s explore the differences between a world with all honest people and a world with many dishonest or corrupt people through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Honesty on the right side and Dishonesty/Corruption 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 Honesty side of the circle, asking them what happens when there is Honesty in the Self and writing in brief their responses. Then ask them what happens when there is a lack of honesty in the Self. The students are to supply all the answers. Also do branches for Families and Friends. For Businesses and Government, please contrast honesty and corruption.

Discuss the Reflection Points:

- ◆ Honest thoughts, words, and actions create harmony.
- ◆ Greed is usually at the root of corruption.
- ◆ There is enough for man's need, but not enough for man's greed.
- ◆ When we are aware we are interconnected, we recognize the importance of honesty.

Creative Activity

Divide the students into groups of five or six. Ask each group to create a song or poem about honesty versus dishonesty/corruption. It could be a rap song. Allow them to perform their creation for the group.

HONESTY LESSON 4

An Honest Heart Benefits Many

Begin with a song.

Activity

Step 1. Ask the students to form groups of six to eight. Ask them to portray a situation in which a leader is dishonest or corrupt and the same situation in which the leader is honest. The students could take the context from a unit the class has been studying, such as a stockbroker's office and investors, a feudal lord of medieval times, a current conflict in the world, or a theme from a social studies unit. Younger students might wish to make the skits of the owner of a pretend local store and his or her employees.

Step 2. Ask them to begin the skit with the dishonest or corrupt leader. Will the same leader change; will someone help his or her heart to change so that he or she is honest? Or, will a new person come in who is honest?

Step 3. Allow the different groups to put on their skits for the entire class.

Step 4. After the skits, ask the actors:

- How did you feel about working there when the leader was corrupt?
- How did you feel about working there when the leader was honest and kind?
- What was the effect on the people who were cheated?
- What was the effect of the dishonesty or greed on these people's lives?
- When the leader was fair what was the effect on people's lives?

Discuss the following Reflection Points:

- ◆ Honesty and kindness build trust.
- ◆ Honesty is to use well what has been entrusted to you.
- ◆ When I am honest, I can learn and help others learn to be giving.

Note to Educator: Sometimes the students want to enact their skit again. If they do, allow each actor to have a “shadow,” a person who speaks the actor’s true feelings and responds to questions from the class about thoughts of the actor. An actor can have more than one shadow when other students have different ideas to share.

Twelve to Fourteen Homework: Ask students to bring in a story on honesty or corruption from the media; it could be local, national or world news. Or, think about a historical example of corruption from a unit of history recently studied and be ready to discuss it during the next lesson.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 5 for Ages 12 to 14

Corruption Versus Honesty

Begin with a song.

Activity

Ask students to share the stories of honesty or corruption they have gathered, or discuss a historical example of corruption from a unit of history recently studied. Discuss the effects on the person, other people, and the effect on the general well-being of the country where the corruption occurs. Examine the short-term and long-term effects.

Ask:

- Would everyone in the country benefit if everyone were honest? Why or why not?
- What would happen to the safety level if everyone was paid well and had fair employers?

Activity

Ask students to form small groups. Ask them to choose one of the situations they have discussed and decide how honesty and a giving heart could resolve the situation. What understandings would people need to have?

Ask:

- What is your advice to the adults of the world?

Invite each group to share their resolution and their advice. Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 6

Lying Versus One Minute of Courage

Begin with a song.

Share a Story

There are many classic tales of dishonesty. “Matilda” by Hilaire Belloc and “The Boy Who Cried Wolf” are about young people who came to misfortune because of lying. Teachers of older students may want to choose a real-life story about a person who was ruined because of lying. Tell a story about telling lies and have a discussion.

Say, “This story was a dramatic example of what happened with a lie. Today, let’s talk more about lying and examine what happens when someone tells a lie.”

Discuss/Share

- How does it feel to be honest?
- Is honesty valued?

- How does it feel to be caught in a lie?
- Do you know an honest person?
- How do you feel about him or her?
- What are the consequences of lying or other kinds of dishonesty?
- What makes us dishonest?

Contributed by Linda Heppenstall

Say, “Yes, occasionally people who tell a lie get away with it. But why do they lie in the first place? Usually people lie because they are afraid of being embarrassed, or they may try to avoid being punished for having done something wrong. Then, when they’re trying to cover the lie, things get very complicated because they have to remember what they said and what they did not say.”

Ask:

- What happens when children lie to their parents?
- What else happens?

“Yes, that’s right. The parents often get angry and disappointed, and the child gets in even more trouble. And although people may not look so clever sometimes, usually they can figure out the truth fairly well! And if we lie once, they may not trust us to tell the truth another time.”

Ask:

- How much energy does it take to cover the lie versus telling the truth?
- What might happen to a researcher working for an important chemical company who lies about his or her research results?

It takes one minute of real courage to tell the truth.”

Say, “Today’s Reflection Points are:

- ◆ When I am honest, I feel clear inside.
- ◆ Honesty and kindness build trust.
- ◆ Honesty allows me to be free of worries.

Activity

Group Story Game: Each person is to speak one, two or three sentences – no more – and then the next person continues the story. In the first group story, ask students to make up something about someone who lies. Allow them to continue to go around until everyone who wishes to do so has contributed to the story.

Then tell the students that the character about whom they have made up a story has had a change of heart. He or she has become honest. Ask them to continue the story, using honesty to try and make everything right. Ask them what the character learned.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 7

Films about Honesty

Begin with a song.

If possible, watch a film or discuss films students have recently seen where the protagonist has the courage to be honest and there is a positive outcome. For younger students, *Babe*, a story about a brave, honest pig is fun and can generate some interesting discussion. For students 11 to 14 you may wish to show, *How to Train Your Dragon*. This film is about a teen who is true to himself and finally honest about what is happening. With any film, please help the students look for all the values and qualities the protagonist displays.

Application: Help students evaluate their own efforts. Honest self-evaluation is important and useful in making progress.

– Contributed by Pilar Quera Colomina

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 8

Trust

Begin with a song.

Discuss/Share

- How would you feel if a neighbor wanted you to wash his car and said he would give you ____, (Give an appropriate amount of money for the age of the students and the country.) but did not pay you when you finished?
- Was this man being honest? (No)
- What do you think the man should have done?
- How would you feel if a person said she would pay you for picking fruit from her orchard, but then only paid you half of what she said?
- Was this woman being honest?

Say, “Part of honesty is keeping our word. Our societies run much better when people keep their word.”

Ask:

- Can you think of other examples of people not keeping their word?
- Can you think of examples of people breaking their promises?
- How do you feel when people break their promises?

- Do you feel you can trust someone who keeps his or her word?
- Do you want people to trust you?
- Why?

Discuss the *Reflection* Points.

- ◆ *Honesty and kindness build trust.*
- ◆ *There is a deep relationship between honesty and friendship.*

Say, “It’s important to be honest because our relationships are then built on trust. When people are honest and trustworthy, we know we can depend on them.”

“In the same way that it sometimes takes courage to tell the truth – like when we did something we weren’t supposed to, or when we didn’t do something we were supposed to – it also takes courage to apologize for not keeping a promise.”

Ask:

- If someone did not keep his or her promise to you, what would you like her or him to say?
- If you did not keep your promise to someone, what could you say? Please start your sentence with “I” and share your feelings.

With older students, ask them to use the previously presented communication skill of: “I feel/felt _____ when _____ because _____.” For example, “I felt bad when I was late because I let you down and I really value your friendship.”

Practice in small groups: In groups of three, think of three different situations and practice using the above skill.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 9

Pressure to Be Dishonest

Begin with a song.

Read the story, "The Miner and the Prince", by Lamia El-Dajani.

Share a Story: The Miner and the Prince Ali was a miner who used to live with his family in a small house near the jungle.

One day, Ali had an accident in the mine. His injuries prevented him from working in the mine. Life then became hard for him and his family. After his injuries began to heal, he started going to the jungle to find a way to feed himself and his family.

One day, Ali was in the jungle sitting below a tree, when suddenly he heard the sound of horses running very fast. He saw the Prince riding a horse and behind him a group of soldiers on their horses. They were chasing a deer. As they disappeared and the forest became quiet again, he saw something on the path. He picked up the object and found it was a very fine leather wallet. The Prince's name was embossed in gold on the front of the wallet. He slowly opened the wallet and saw a large amount of money. Ali remained where he was in the jungle, waiting for the Prince and his soldiers to return so he could give back the wallet. Gradually it grew dark. When the moon rose and there was still no sign of the Prince, Ali decided to return home.

Ali's wife hurried to meet him, worried that he was coming home so late. He excitedly told her what happened and showed her the wallet. She too became very excited and happily said, "This is a gift from God to us."

Ali was surprised. He protested, saying, "This money is not for us. It belongs to the Prince. I found it so I must return it."

His wife became furious and replied, "The Prince has a lot of money! We are in sore need. We should keep the money for ourselves." She added, more softly, "Especially since we did not steal the money. We found it in the jungle."

Ali decided not to argue with his wife. He put the wallet in the cupboard and sat with his family and listened as they continued to fuss about the event.

The next day, Ali woke up very early in the morning and slipped from the house before the rest of the family woke up. He took special care not to awaken his wife. He took the bus to the city and searched for the palace. When he reached the palace, the guards stopped him at the gate and prevented him from entering. He had no appointment to meet the Prince. They asked him why he wanted to meet the Prince, but he refused to tell them the reason. He just said that he needed to meet the Prince immediately about an important matter.

"I must meet with the Prince. I will not leave without seeing him," he said. They pushed him away, but he insisted on seeing the Prince. As the guards began to shout, suddenly the car of the Prince approached the gate. Ali threw himself on the car and called out to the Prince. The Prince opened the window of the car and asked what he wanted. Ali handed the Prince his wallet.

The Prince, looking very surprised, asked Ali where he found it. Ali told him the story of the previous day in the jungle. The Prince then opened his wallet. One could see that he was astonished to find the money untouched. The Prince asked Ali, "Why didn't you take the money?"

Ali replied, "I cannot take something that does not belong to me."

A gleam of respect appeared in the Prince's eye. The Prince took a large amount of money from the wallet, and with a nod of thanks, gave it to Ali.

Discuss the story and its implications. Then say, “Sometimes there is pressure to be dishonest.”

Ask:

- Can you think of any examples?

Say, “Sometimes it is difficult to resist that pressure.”

Ask:

- What things can you think of that would help you resist the pressure to _____. (Insert one of the examples the students gave you. It might be about lying, cheating, or stealing, etc.)
- What kinds of things could you say to yourself or to a friend if there is a temptation to be dishonest?
- Would it help you resist the temptation if you looked at the consequences? What could happen as a result? (Teachers might want to question further about consequences, such as the feelings over time of the one who has cheated, the effect on relationships with friends, trust and loss of trust, hurt or harm to others, belief in the self, etc.)

Eight to Nine Activity: Draw your favorite scene from “The Miner and the Prince”, and below the picture write why you like that scene.

Ten to Fourteen Activity: Organize students into groups of five to seven. Ask each group to make up two or three Situation Cards on honesty and dishonesty. It might be a situation about lying, cheating or stealing. Instruct each group to act out a situation, acting out the dishonest and honest responses and the consequences. The “actors” may freeze the skit at times to share their thoughts in an aside to the audience.

Honesty Situation Card

Situation:

Act it out:

1. Lie about the situation and act out what consequences develop.

2. Be honest about the situation and act out what happens.

The characters are to occasionally freeze their actions so they can tell the audience what their thoughts and emotions are.

As the educator, you know the students and the local situation. If you feel it would be helpful to the students to consider another consequence, say, "I'm putting on my Director hat," and ask for a volunteer to play the part of a policeman, friend, victim, parent, etc. For example, if one group of students seems to feel justified in doing a harmful prank, they may need to develop a little empathy. If so, ask for a volunteer to play the part of coming up and discovering what someone had done. Lead the applause for each role play.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 10

Lost and Found – and Consequence Maps

Begin with a song.

Discuss

- How would you feel if you lost your favorite game/toy/phone? (Use the name of an object appropriate for the age of the students.)

- How would you feel if someone found your game and returned it to you?
- How would you feel if you lost your lunch money (or something equivalent)?
- How would you feel if someone saw you drop it and returned it to you?
- How would you feel if someone stole your favorite game/toy/phone?
- How would you feel if we all worked very hard earning money for a special project and then someone stole all of our money?

Acknowledge their feelings and responses. Acknowledge that it is not nice for someone to do that.

Say, "Some people are not honest. They steal. Some people are very greedy. What do greedy people say? They say, 'It's all for me! It's all mine!' and they take what belongs to others."

Say, "Let's imagine that you saw a friend drop some money. You pick up the money quickly and run up to her to give it to her."

Ask:

- What does she say?
- How do you feel?

Say, "Let's imagine that you saw a friend drop some money. You pick up the money quickly and then run the other way."

Ask:

- How do you feel?
- How do you feel after one hour?
- How do you feel after one day?
- What might you say to yourself to justify your action?
- What does your heart say instead?
- What can you do to solve the problem?

Say, “An interesting thing about human beings is that when we do something good, we automatically feel happy inside. When we do something wrong, we may try to justify it to ourselves – but we still feel badly because we cannot really fool ourselves inside for very long. It takes courage to admit a wrongdoing, return the object, apologize and ask for their forgiveness.”

Discuss the following Reflection Points:

- When I feel honest, I feel clear inside.
- When I am honest, I can learn and help others learn to be giving.

Continue to discuss situations that are relevant to the students and their situation. Actively listen to any concerns or questions and take time to properly respond.

Activity

Make a consequence map together as a class with younger students and in small groups of four to six with older students.

Step 1. Decide on a dishonest action together that a person their age might consider.

Step 2. Write that action in the center of a piece of paper. Then draw a line downward with one possible thought and the emotion as a result of that thought.

Step 3. Question the students: What might the next thought be? And the next emotion? Draw another line downward for the possible consequences. What would be the consequence if your parents find out? How would they feel? What would be the consequence if the authorities found out? Draw a line from that consequence for consequences of that on your future, etc.

Step 4. Then upward from the circle in the middle, draw another circle with the alternative honest action.

Step 5. What would the thoughts and emotions be?

Step 6. Each group can decorate their consequence map with emojis and drawings.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 11

In the Guise of Honesty . . .

Begin with a song.

Say, “Sometimes people can be mean or cruel under the guise of ‘honesty’.”

Ask:

- Can you think of some examples?
- Have you seen someone bully another person, saying something mean and pretending that they are “just being honest”?
- When is being “too honest” not really honest, but a lack of love and respect for another person?
- What is the balance of love and “honesty”?
- Is an honest heart a heart full of love?
- How can you share something that needs to be said with a lot of love and honesty from the heart?

Activity

Gather in groups of three or four, or individually, and write poems or songs about sharing in an honest way with a friend, the value of an honest friend, or how relationships grow with kindness, honesty and _____.

Allow them to share their poems and songs.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 12

Honesty and Friendship

Begin with a song.

Discuss

Highlight the following Honesty Reflection Point: There is a deep relationship between honesty and friendship. Ask the students to think about a friend who always tells the truth and keeps his or her promises.

Ask:

- How do you feel about that person?
- How does that behavior affect your relationship?
- Have you experienced this Reflection Point: Honest thoughts, words, and actions create harmony?
- What makes a good friend?
- If you could write guidelines for being a good friend, what would you write?

Activity

Write guidelines for being a good friend – for yourself and for a friend. If the students are 12 and older, ask them to include social media guidelines.

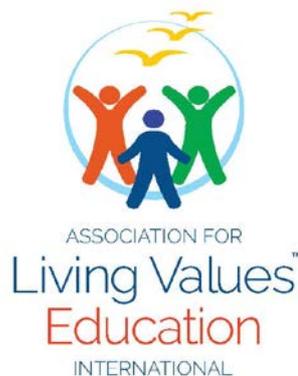
Allow those who wish to share to do so. Is there a guideline that resonates with everyone? Invite them to gather in groups and make a few slogans to post around the class or the school.

Close with a relaxation/focusing exercise of your choice.

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Thank You





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NOTES

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