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Values Education for Children and Young Adults

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Living Values e-News

Living Values Education Newsletter

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► To Our Readers

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Welcome to the twenty-first issue of Living Values e-News, the electronic newsletter of the Living Values Educational Program.

Throughout recorded history human ingenuity has been directed to addressing challenges presented by our instinct for survival and quest for progress. Learning has been at the heart of achievements in this regard and education an indispensable means towards their attainment. So at a time when there are so many instances of an erosion of the values that are the hallmark of the kind of society and life that we seek it should come as no surprise that there is a profusion of discussion around values education. Indeed when considering the place that should be accorded to values education, the real question is not the justification for it so much as to wondering how one can justify its omission. However, less easy to resolve is the issue of its implementation and there are many instances of approaches that have not withstood the test of time and good practice.

With this in mind, there would seem to be a need to take a fresh look at values education. Perhaps the first change of emphasis in this regard is not to see values education as another subject within the curriculum to be imparted to students so much as a philosophy of education that emphasises the importance of a teaching and learning environment that is characterised by values such as respect, responsibility, tolerance, peace and love. Both students and adults need to feel respected, valued, understood and at ease in the classroom and in their relationships with each other if quality teaching and learning is to take place. The creation and maintenance of such a values-based atmosphere lies at the heart of the Living Values Education approach. When this ethos is taken as the starting point, the next step is then to look at the curriculum itself and to see how values questions are inherent within the different subject areas, be they science, language, arts or others. The question becomes not so much of seeing how to add a values dimension into these fields of scholarship or human endeavour as an uncovering and exploration of values inherent with them and their development and practice. It is only at this stage that we turn to the third strand of this approach, which is to consider how discrete sessions or periods within the school day can be timetabled to address the issue of values as a subject in its own right. This may find a home within the context of a lesson dealing with religion or with a title such as personal and social education, humanities or moral education or within a school assembly or circle time. That a school is able to dedicate time to such a task, whatever the lesson name, is to be welcomed but the point is that the first two strands of this approach stand on their own regardless of whether or not such time is made available.

Living Values offers educators training and in-service development programs designed to help deepen or reinforce skills and techniques that contribute to the creation and maintenance of such a values-based teaching environment. A greater awareness of their own values is a recommended first step for both teachers and students in moving towards

a school environment in which explicit values rather than explicit rules have pride of place. As resource manuals to help in the implementation of this approach, Living Values' series of award-winning Activities Books also offer suggestions on how values questions may be embedded within subject areas as well as activities that teachers may implement during time dedicated to values. Training is strongly recommended before use of the books.

As educationists around the world see the effectiveness of this approach and the rewards it brings to both teachers and students, there is surely added reason for hope and renewed commitment and these certainly seem to be among the themes emerging from the growing network of Living Values educators and indeed the stories below.

The LVEP Web site - at <http://www.livingvalues.net> - warmly welcomes hearing from educators with one or two success stories (or even not-so-successful stories!) of values activities that they've tried in their classroom. So read on ... and, as ever, we hope that you'll do more than just read: please also send us your news - and go out and make some news!

With warmest wishes,

The Editor



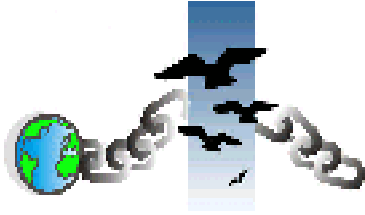
► **Focusing on the Value of: FREEDOM - Activities for Parents, Children and Young Adults**

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Living Values: An Educational Program (LVEP) is a comprehensive values education program. This innovative global character education program offers teachers and facilitators a variety of experiential values activities and practical methodologies to enable children and young adults to explore and develop **12 key universal values**: Cooperation, Freedom, Responsibility, Honesty, Simplicity, Love, Peace, Respect, Happiness, Humility, Tolerance and Unity. LVEP also has special materials for use with parents and caregivers, children affected by war, street children and children affected by earthquakes.

LVEP's **Living Values Activities Series of five books** was first published in English by Health Communications, Inc. In each newsletter, we bring into focus one of the values explored by LVEP, excerpting, from this award-winning series, selected ideas and activities on each value. In the last edition the focus was on **Simplicity**; this edition focuses on **Freedom**.

freedom



Freedom resides within the mind and heart.

Inner freedom is experienced when I have positive thoughts for all others, including myself.

Think of the moments in which you have felt light and free. What really gives us a sense of freedom? Is our sense of individual freedom related to how we treat others and the extent of freedom we offer them? What are the responsibilities that I attend to that allow me to experience real freedom in my life? Please explore the Reflection Points on Freedom below in the light of your own experiences.

Reflection Points from *Living Values Activities for Young Adults*, Freedom Unit.

- Freedom resides within the mind and heart.
- Inner freedom is to be free from confusion and complications within the mind, intellect, and heart that arise from negativity.
- Inner freedom is experienced when I have positive thoughts for all others, including myself.
- Freedom is an ongoing process. How can we create and maintain it?
- Self-transformation begins the process of world transformation. The world will not be free from war and injustice until individuals themselves are set free.
- People want the freedom to lead a life of purpose, to select freely a lifestyle in which they and their children can grow healthily and can flourish through the work of their hands, heads, and hearts.
- Freedom can be understood mistakenly to be a vast and unlimited umbrella which gives permission to “do what I like, when I like, to whomever I like.” That concept is misleading and a misuse of choice.
- True freedom is exercised and experienced when parameters are defined and understood. Parameters are determined by the principle that everyone has equally the same rights. For example, the rights to peace, happiness, and justice - regardless of religion, culture, or gender - are innate.
- To violate the rights of one or more in order to free the self, family, or nation is a misuse of freedom. That kind of misuse usually backfires, eventually imposing a condition of constraint, and in some cases, oppression - for the violated and the violator.
- Full freedom functions only when rights are balanced with responsibilities and choice is balanced with conscience.
- The most potent power to put an end to internal and external wars is the human conscience. Any act of freedom, when aligned with the human conscience, is liberating, empowering, and ennobling.

Please click as indicated below for activities on Freedom for Parents, Children and Young Adults. Young adults may wish to explore a few of the ideas with family or friends while parents may wish to take up some of the activities with their children. And do [let us know](#) the outcome or if you have other experiences or activities you'd like to share!

- ▶ Excerpts from [Living Values Activities for Young Adults](#)
- ▶ Excerpts from [Living Values Activities for Children Ages 8-14](#)
Freedom Ideas at Home for [Parents](#)
- ▶ Excerpts from [Living Values Activities for Children Ages 3-7](#)
Freedom Ideas at Home for [Parents](#)

"The declaration [of Human Rights] was based on the conviction that man must have freedom in order to develop his personality to the full, and have his dignity respected."

Mrs. Eleanor Roosevelt, 180th Plenary Meeting of the UN General Assembly
December 1948



Success Stories From Around the World

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AUSTRALIA: Extremely resistant students become cooperative in the classroom

Comments from Jacqueline Stein, a teacher at Alia Secondary College:

"LVEP is different because it works! I experienced changes in the relationships between students and teachers within six weeks. Students who were extremely resistant in the beginning were making suggestions as to how to improve the classroom atmosphere and even suggesting mediations that they had used at home. Students were getting insights into how they really felt about things, separating raw emotion from feeling and then were given the tools to deal with issues. The 14-18 age group particularly appreciated conflict-resolution techniques. From a teaching perspective, the books containing LVEP are easily accessible, easy to follow and non-prescriptive. They can be used in part, as a whole course or interwoven throughout the curriculum. The support through materials and through the educator network is a further delight. From a personal perspective, the biggest breakthrough was in ME! I was more enthused in the classroom, more loving and a much better teacher!" From a personal perspective, the biggest breakthrough was in ME! I was more enthused in the classroom, more loving and a much better teacher!"

And finally what the students say:

- “Coming to values makes me feel happy, it changes my day because it has a quiet atmosphere. I feel good even if my classmates are grumpy because the atmosphere is loving and the teacher reflects happiness and love.” (Year 8 student)
- “When I went into my values lesson at the end of last term I was feeling angry but at the end I felt peaceful.” (Year 8 student)
- “As a student-teacher returning to Alia the addition of Values has, from my observations, produced some interesting outcomes. Not having been at Alia for about six weeks the change in attitude, and outlook, of certain students was immediately obvious. Perhaps it would be a little idealistic to attribute all changes to the Values program, but the focus of the program, is definitely making a positive impact. When students, or anyone for that matter, reflect on themselves, their environment and their actions/motivations they gain a deeper understanding of self and of others. The benefits from, and through, Values continues to amaze me.” - Scott Pearce

GERMANY: Teacher holds fast with respect and love — helping unruly teenager become kind and cooperative

A 17-year-old girl was bored at the end of a lesson and started to light matches. The teacher asked her kindly to stop but she didn't. When the teacher took the matches from her desk she said, “When you take my things, I take yours!” The girl got up, went to the teacher's desk and threw her pencil-box through the classroom. Some students were shocked and everyone expected the teacher to shout. Instead the teacher wrote in big letters on the board, “We accept and respect Helen (not her real name).” Everyone was quiet and in this atmosphere the teacher added some flowers and hearts to the writing. Helen was not used to so much love and respect and erased her name, leaving only, “We accept and respect!” together with the flowers and hearts. After a while, one of the boys put the pencils back in the box. After this incident Helen did not come to school for days — but for the rest of the school year she was very kind and cooperative to other students and the teachers. She liked to come to school and was open to learn. Her confidence in people grew a lot.

VIETNAM: Initial results from Living Values Activities for Street Children increase love, cooperation and responsibility among the children

Following the Living Values Activities for Street Children (LVASC) educator training in October 2002, street educators began implementing LVASC with very positive results:

Street-children educator Mrs. Tyuet reports a dramatic change in the students and atmosphere in her class of street children after implementing LVASC. The children now love being in the classroom, they work harder, have developed a lot of love for the teachers and conflict has dramatically reduced. They are also sharing and helping each other - this is something new as before they used to fight over toys, etc. An example of this involved a girl who had to sell 100 lottery tickets each day before her parents would allow her to attend school. This was practically impossible, so she was rarely able to

attend school even though she wanted very much to attend. In an act of cooperation and love, three of her classmates chose to support her and help sell the tickets so she could attend school more regularly.

Teachers at a centre for sexually abused girls shared that students have developed their own values by participating in the LVASC lessons and have greater respect for their friends and teachers. The students' attitudes towards each other have also changed and they have developed greater harmony amongst themselves. They now study much harder and enjoy their classes more. The previously frequent conflicts have decreased considerably. Mrs. My Hien, a teacher from the Bien Trieu Centre, shared that LVEP helps the students to develop a purpose in life and to move towards creating a peaceful, lovely and happy world. The teachers also felt that LVEP enables them, as teachers, to develop the values. They noted their much-more positive attitude towards the students. The quality of their relationships with them has increased.

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Teachers from the Street Children Programme at Le Minh Xuan Developing Centre contributed their experiences with LVASC:

- Mrs. Kim Phung shared that the students love the characters Fred and Katie from LVASC's Street Children Family Stories. "It was as if Fred and Katie became part of our classroom. If I even forgot to bring them to class the students would remind me."
- Through the reflection and focusing exercises, where they imagined a peaceful world and became respectful stars, the students' faces became brighter; they developed more respect, became calmer and shared with each other more.
- When the teacher asked for volunteers to take students to school the students with bicycles eagerly reply, "I have a bicycle, I'll take him to school!"
- The students also want to cooperate more with their families when they see them: One boy commented, "I love my Dad a lot! I [want] to help him more."
- Mrs. Kim Loan shared that through attending the LVEP course, she was touched deeply. She realized she had to become an example of the values and only then she could teach them.
- When teaching the programme to her students they especially enjoy the relaxation exercises which were a new experience for them but very effective in increasing self confidence, inner peace and happiness in life.
- The students also have started to share with each other much more. One day Mrs. Loan had some food for a student and when the teacher asked the students, "Should I give this food to Kiet or Lan?" Lan answered, "To Kiet. Yesterday I had soup to eat, but he didn't, so give it to him." Mrs. Loan commented that such scenes are becoming much more frequent in the class since teaching LVASC.
- When Mrs. Loan taught the lessons on love, both the students and teacher were so touched by them that they were in tears.
- One of the ground rules that everyone agreed on was: "To be on time in every

situation - even rain or flood!" One student who was regularly late realized the impact of his behavior and said to the teacher, "Are you sad when I am late so often? My house is near and I go by bike while yours is far and you walk. But we can't let all the class wait for us. I will try to respect the others!" From that day on, the student has never been late!

- Ms. Kim Anh found the lessons on love most special and is so grateful to be able to use LVEP with her students. One day, a boy said in class, "I'm so hungry." He said this in slow words, with a white face, because of hunger. A small boy standing near him replied sweetly and shared some bread with him. It seems the students have adopted one of the main concepts from LVASC's Street Children Family Stories: A street children-family is a family that loves and cares for each other.

It seems the students have adopted one of the main concepts from LVASC's Street Children Family Stories: A street children family is a family whose members love and care for each other.



Worldwide Happenings

▶ **ARGENTINA** LVEP Holds Strong Interest Nationally

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LVEP international trainer and book co-author Pilar Quera Colomina of Spain visited Argentina in April. Many wonders unfolded for LVEP as considerable interest was generated in the Programme nationally among educators, parents and others working with or concerned about children. At an event for 300 people on the subject of Convivencia for educators, parents and leaders of government and non-government organizations, many schools came into contact with Living Values. The "Casita de Valores," as it is called, is now flourishing.



▶ **COSTA RICA** Local Municipality Initiates Commission for the Renewal of Values

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As more schools continue to adopt and learn about LVEP, a local municipality is also showing interest in the Programme. La Municipalidad de Montes de Oca has initiated a commission on the renewal of values. At a recent LVEP training for 15 teachers and psychologists, three officials from the municipality participated in the training which explored many dimensions of the Programme, including taking the participants through the LVEP process that children receive in the classroom.



▶ **INDONESIA** Children Dress as a Value and Share 12 Living Values at School Exhibition

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Children at Universal Primary School dressed in costumes that exhibit Living Values

At Universal Primary School in April 2003, there was a Living Values exhibition for the general public where children dressed in costumes representing Living Values' 12 values. Approximately 150 people attended and heard the children explain the meaning of each value in relation to their costume and when and why this value was necessary in life. There were Unity rainbows, blue and white stars of Peace, red heart dresses for Love, dresses and crowns for princesses as Respect and different nationalities to show Cooperation. Amongst other values, there were also different religions to show Tolerance, farm boys with leaves of trees to show Humility and angels dressed as Honesty.



▶ **PARAGUAY** Ministry of Education Commits to a National Programme on Values

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During Pilar Quera Colomina's travels to South America, she also visited Paraguay and participated in a number of events and trainings including one gathering of 370 teachers from throughout the country. Some of the teachers travelled 600 kms on very bad roads to attend the function which was launched by the Minister of Education with the help of UNESCO and the Millennium Foundation.

Ms. Colomina also joined a team of all the heads of the Ministry to share her experience of values-based education and how LVEP could contribute to their projects. The group agreed to create a monthly agenda for a national programme on values that promotes LVEP.



▶ PHILIPPINES LVEP Facilitates Better Community Relations

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The small island of Tawi-Tawi in southern Philippines has experienced closer relations between Moslems and Christians as a result of LVEP, reports Sister Erlinda Hisug, OND, General Councilor of the Oblates of Notre Dame University. The island's community leaders, both Moslem and Christian, were introduced to Living Values Education which was consequently implemented for children, youth and adults. The primary values were given emphasis for one year, with leaders conducting activities every week, following the six-step framework. The leaders were very grateful with the results and requested a second training after one year so that the values could be further experienced.



▶ ROMANIA Trainings and Translations Progress at a Fast Pace - and That Makes 33 Languages!

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Romania's nascent days with LVEP began at a face pace as five training programmes and two presentations on LVEP took place in four regions of Romania between 10 and 22 May 2003. The programmes were organised by the Institute of Educational Science in Bucharest and the Casa Corpului Didactic (Centre of Continuing Professional Development for Educators) in Suceava, Bucovina. All the trainings and presentations went very well.

A meeting with the translation team was also organised in order to plan the translation of the LVEP books to Romanian. The beginning of August 2003 was fixed as a deadline to finish work on *Living Values Activities for Children Ages 8–14*. In addition to that, three units from *Living Values Activities for Children Ages 3–7* have already been translated. This brings to 33 the number of languages into which the LVEP materials are now being translated!



▶ THAILAND LVEP Activities Win the Hearts of Educators

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Thailand held two LVEP educator trainings in July that drew the interest of educators at all levels, including university-level educators. The first training in Chiang mai at Scared Heart College involved all 250 teachers in the school. Most of the teachers enjoyed the activities and especially appreciated the relaxation/focus exercises that enable the individual to settle thought-activity and bring peace to the mind. The LVEP training at the Kasem Bundit University was a great success and its 80 participants included 40 faculty members from three universities. The atmosphere during the training was uplifting and the

teachers had a lot of fun participating in the activities.



▶ **TURKEY** LVEP Books Are Translated to Turkish

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The translation into Turkish of *Living Values Activities for Children Ages 3–7* has been completed and the translation of *Living Values Activities for Young Adults* is in progress. *Living Values Activities for Children Ages 8–14* is near completion and sponsors for the printings are being sought.



▶ **UNITED KINGDOM** Seventh Annual International TTT Draws Record Attendance

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Educators from 37 countries or territories on five continents gathered to share their experiences with LVEP and develop the skills to become trainers. With a full house and waiting list exceeding 60 educators, those that attended not only participated in a variety of training sessions but also had some entertainment as values-education enthusiast and reggae star Abijah sang one of his Living Values songs. The rich content in values drew deep questions about the possibility of world peace. Hope grew tangibly in the group as educators from many cultures built bridges of harmony amongst themselves and spent time in thoughtful reflection as well as joyous activity. “I think we all found it amazing that such a deep sense of harmony could grow so quickly between people of so many cultures,” commented Diane Tillman, the TTT facilitator and main author of the LVEP series of books.



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Hard copies of text and/or images may also be sent to the Living Values Office in New York:

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