

# LIVING VALUES

An Educational Program



## Living Values Activities for Young Adults

### Goals and steps for achieving those goals

#### Goals

This selected book segment from *Living Values Activities for Young Adults* is for viewing by educators and people interested in LVEP's Living Values Activities.

- ❑ The twenty goals outlined in *Living Values Activities for Young Adults*, and the complete list of lessons, "steps", toward achieving those.

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- ❑ Health Communications, Inc. will be publishing five of the LVEP books in the Fall of 2000.

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 Young Adults

## GOALS

### VALUES AND THE SELF

#### Personal Emotional and Social Skills Development

**Goal 1: To involve young adults in values activities; to create initial interest in and the feeling of relevance about the exploration of values**

**Steps:**

- ❑ To discuss what a better world would be like, and do a reflective activity exploring personal values (Peace CL\* 1)
- ❑ To imagine a peaceful world and communicate ideas (Peace CL 2)

**Goal 2: To identify core universal values as their own through accessing their own creativity and ideas**

**Steps:**

- ❑ To imagine a peaceful world and communicate ideas regarding the self, others, and the world (Peace CL 2)
- ❑ To develop a voice for peace by generating advice as though from a peaceful world (Peace CL 5)
- ❑ To play a game, choosing the values most important to them (Respect CL 3)
- ❑ To imagine a loving world, communicate ideas, and discuss what the leaders of such a world would want for the citizens (Love CL 1)
- ❑ To find songs, symbols, or poems that represent widening a circle of compassion; or to interview one of their favorite people about this topic (Love CL 4)
- ❑ To write a letter to the self, saying what is appreciated and giving the self advice; to write personal goals for the self (Love CL 10)
- ❑ To think of their heroes who have the balance of self-respect and humility (Humility CL 1)
- ❑ To identify the value most important for cooperation (Cooperation CL 12)
- ❑ To make a Jewels of Happiness Game (Happiness, Language/Literature)
- ❑ To discuss what “I believe in”; to write several “I believe . . .” entries in their journal followed by “I want the right to . . .” and “My responsibilities are . . .”
- ❑ To find a symbol, poem or picture that represents inner freedom and share it, and write a poem about freedom, or contrast freedom and feeling burdened in prose (Freedom CL 7)
- ❑ To write poems or stories on “I believe in freedom because . . .” (Freedom CL 11)

\* Core Lesson



**Goal 3: To think about and reflect on the meaning of each of the twelve values**

**Steps:**

- ❑ To reflect on and discuss the Reflection Points during the values lessons (All Values Units. Please see the Reflection Points Page at the beginning of each Values Unit.)
- ❑ To create personal Reflection Points, and add other Reflection Points from their reading or culture. (All Values Units)

**Goal 4: To enjoy experiencing a value and develop methods to de-stress, nurture the self, and experience a value when they choose**

**Steps:**

- ❑ To enjoy songs about or related to different values (Suggested daily, All Values Units)
- ❑ To enjoy being quiet and peaceful during Physical, Peace, and Peaceful Star Relaxation/Focusing Exercises after several trials (Peace CL 4, CL 6, CL 10)
- ❑ To discuss what peace and peacelessness feel like, and identify thoughts and activities that help the self feel more peaceful (Peace CL 4)
- ❑ To write a poem or short personal essay about when they feel most peaceful (Peace, CL 5)
- ❑ To experience the feeling of respect for the self and others through the Respect and Star of Respect Relaxation/Focusing Exercises (Respect CL 7, CL 8)
- ❑ To practice filling the self with love and enjoying the Sending Love Relaxation/Focusing Exercise (Love CL 4)
- ❑ To write about times in their life when they experienced being full of love (Love CL 7)
- ❑ To make a list of thoughts that promote the feelings of being loving and capable (Love CL 9)
- ❑ To explore how humility can allow them to stay light and confident, and full of power, when there are challenges (Humility CL 9)
- ❑ To discuss sadness, and how to nurture the self (Happiness CL 8)
- ❑ To generate ten principles of happiness in small groups (Happiness CL 9)
- ❑ To spend ten minutes every day for one week with their Simplicity-Is-Relaxing and Simplicity-Is-Not-Making Things-Complicated homework (Simplicity CL 1)
- ❑ To discuss simplicity and a plain mind; to make up a Relaxation Exercise or a slogan on simplicity (Simplicity, CL 3)
- ❑ To discuss appreciation of the small things in life, and the role of patience, friendship, and encouragement; to write a short personal essay, poem or song; to interview important people in their life about the simple things that are important; and to create a skit on “How to Make Life Simple” (Simplicity CL 5, 6)
- ❑ To discuss inner freedom and freeing and constraining thoughts; to enjoy the Freedom Relaxation/Focusing Exercise; to write about moments in which they feel free (Freedom CL 6)



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### **Goal 5: To increase awareness, enjoyment, and interest in values**

#### **Steps:**

- ❑ To enjoy “The Emperor and the Flower Seed” story; to think of a time when they appreciated someone else for their honesty, and when they were appreciated for their honesty (Honesty CL 1)
- ❑ To reflect and tell stories about times they wanted cooperation and received it, and other times when they did not receive it; to identify the feelings, consequences and qualities of each situation (Cooperation CL 1)
- ❑ To reflect on times of happiness in their life and identify the values that are underneath those times (Happiness CL 1)
- ❑ To do a trust walk in teams of four and discuss responsibility; to make a definition of responsibility in teams and write it as the first entry in a “Personal Responsibility Journal” (Responsibility CL 1)
- ❑ To discuss simplicity and do a simple activity (Simplicity CL 1)
- ❑ To discuss general concepts of unity and share stories or study animals that have strong practices in unity; to discuss in small groups what lessons their animal has for humankind (Unity CL 1)

### **Goal 6: To increase peaceful, loving, honest, cooperative behaviors through identification and implementation of values-based actions**

#### **Steps:**

- ❑ To think of and do one small thing to make their world more like the peaceful world they imagined (Peace CL 3)
- ❑ To participate and select new behaviors to make their classroom more peaceful (Peace CL 6)
- ❑ To make a list of actions that promote the feelings of being loving and capable (Love CL 9)
- ❑ To carry through two actions toward achieving their personal goals (Love CL 11)
- ❑ To understand the effects of dishonesty on relationships, and the personal consequences of a lack of integrity (Honesty CL 5)
- ❑ To increase the practice of and commitment to honesty by making up Honesty Situation Cards, acting out honest and dishonest responses, and seeing the consequences as teams role play different situations (Honesty CL 8)
- ❑ To think about how to enjoy “humble” tasks while staying full of dignity; to think about evaluating tasks in terms of qualities experienced or values; to understand the importance of everyone (Humility CL 6)
- ❑ To make a list of ten ways they can be cooperative; to increase cooperation at home (Cooperation CL 2, 10)
- ❑ To make up a rule of true cooperation (Cooperation CL 10)
- ❑ To identify ways they can give happiness to themselves, themselves and nature, or themselves and others, and experiment with that for a week (Happiness CL 6)
- ❑ To discuss creating happiness and sorrow at home, and generate ideas on giving happiness to their brothers and sisters (Happiness CL 14)



- ❑ To do one or more actions in support of their “I believe in” statements (Responsibility CL 2)
- ❑ To create a plan with the spirit of unity, and help carry through a class project; to identify the qualities needed to improve the world (Unity CL 6, 7)

**Goal 7: To increase self-respect and the belief that “I make a difference”**

**Steps:**

- ❑ To identify qualities they admire in others, and five of their own positive qualities (Respect CL 2)
- ❑ To discuss the reasons why people give disrespect, and generate advice about how people should treat each other (Respect CL 6)
- ❑ To identify qualities they like in others, receive a list of qualities others perceive in them, and identify thoughts, words, and actions that help them stay in self-respect (Respect CL 7, 8)
- ❑ To hear stories about making a difference, and name little daily things that can make a positive difference in the lives of others (Respect CL 12)
- ❑ To explore respect through reading and writing poems and personal essays (Respect Language/Literature)
- ❑ To write ten qualities or values they have, circle the ones that are important to their self-respect, and make a personal symbol of the balance of self-respect and humility (Humility CL 11)
- ❑ To give happiness through words for several days (Happiness CL 2)
- ❑ To read and share stories about people who make a positive difference through their personal commitment and responsibility (Responsibility CL 4)

**Goal 8: To increase making positive choices through detachment to negative behaviors and understanding of emotional functioning**

**Steps:**

- ❑ To demonstrate cognitive understanding of how hurt and fear moves into anger by being able to write two examples (Peace CL 9)
- ❑ To identify a time when something small escalated into a quarrel, to discuss strategies of controlling anger, to discuss how peace affects relationships (Peace CL 13)
- ❑ To identify thoughts that keep conflict alive and thoughts that allow peace to grow; use those in making a group story (Peace CL 14)
- ❑ To discuss why some people are greedy and corrupt (Honesty CL 4)
- ❑ To discuss why people brag, and practice saying something they are proud of in a bragging tone and in a tone with confidence yet humility (Humility CL 2)
- ❑ To discuss why some people want fame, and the advantages and disadvantages; to discuss the effects on one’s contentment when always looking for external validation; to discuss how one can keep content (Humility CL 5)



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- ❑ To discuss how feeling “better than” creates problems, how they feel when treated this way, and reasons why people might act like this (Humility CL 8)
- ❑ To discuss feelings when others are insulting or take credit that is not due (Humility CL 9)
- ❑ To explore happiness, desires, and how worth is often measured by possessions, wealth, and status; to create a skit based on the discussion (Happiness CL 5)
- ❑ To discuss drug use, circumstances surrounding such (including peer pressure), and to mind map the effect of taking harmful drugs versus being drug free (Happiness CL 11)
- ❑ To discuss different kinds of drug use, the emotions and values being sought, the effects, maladaptive behaviors, and healthier alternative methods of achieving the sought experience (Happiness CL 10)

### **Goal 9: To decrease susceptibility to inappropriate pressure from others through learning about personal rights, honoring their own perceptions, and thinking about their own message**

#### **Steps:**

- ❑ To understand that it is okay to set a limit or boundary in a relationship (Respect CL 12)
- ❑ To understand that honesty does not mean that I must tell everyone personal details whenever they ask, and discuss methods to politely deny such requests; to discuss the importance of the balance of honesty and love; that cruelty in the name of honesty is not honesty (Honesty CL 6)
- ❑ To discuss when it is easy to be cooperative with others, and when it is not; to relate cooperation with fun, love and respect (Cooperation CL 3)
- ❑ To discuss how we can cooperate by staying aware of values; to discuss when it is unethical to cooperate; and to develop a criteria for determining that in a small group (Cooperation CL 8)
- ❑ To participate in class discussions about the message behind selected advertisements and be able to generate an alternate “simplicity is natural” message in response (Simplicity CL 7, 8)
- ❑ To discuss how freedom to choose can be limited, how it feels to have freedoms violated, the possibility to making constructive changes safely, and how to increase the inner experience of freedom and contentment; to examine real problems in the present situation, if any, make Situation Cards and look at sensible and positive strategies, or give advice to those who violate the freedom of others (Freedom CL 10)

### **Goal 10: To increase positive self-talk, goal setting behaviors, and responsibility**

#### **Steps:**

- ❑ To write personal goals, and behaviors and methods that help accomplish those goals. (Love CL 11)



- ❑ To discuss what gets in the way of accomplishing personal goals, to understand the operational definition of love, and make a skit about typical behaviors that cause failure in reaching a goal and alternative behaviors that can help (Love CL 12)
- ❑ To become aware of another meaning of tolerance, meaning to tolerate difficulties, and discuss “self-talk” that is helpful (Tolerance, Language/Literature)
- ❑ To discuss self-talk, identifying discouraging and encouraging statements, and their effect on motivation; to generate challenging situations and write encouraging or empowering statements if the initial self-talk is discouraging; to get an Empowerment Log and discuss some of their most effective Encouraging/Empowering Thoughts (Happiness CL 3, 4, 13)
- ❑ To discuss happiness in relation to purpose, and doing your best (Happiness CL 12)
- ❑ To discuss how responsibility is learned as a child, how they would teach responsibility to children, feelings when others are not responsible, contributions they make to the family, and what contributions they feel proud of (Responsibility CL 5)
- ❑ To discuss feelings when responsibilities are fulfilled and when it is difficult to be responsible; to generate things to think or do to help the self feel better in a healthy way in a small group, and present the findings in a skit or a song to the group (Responsibility CL 7)
- ❑ To discuss responsibility as a student, choose a subject to improve in, rate the self, and set specific, practical and observable behaviors to progress toward the goal (Responsibility CL 8)
- ❑ To explore four steps to deal with guilt constructively when a mistake has been made and write a personal essay applying these steps to a situation they would like to change (Responsibility CL 9)
- ❑ To make an image of what they most believe in and write two new ways in which they have become responsible, or create a skit demonstrating irresponsibility and responsibility (Responsibility CL 15)
- ❑ To discuss the effects of a mistaken concept of freedom: permission to “do what I like, when I like, to whomever I like” (Freedom CL 1, 8)
- ❑ To discuss freedoms and responsibilities as a young adult, trust, and make a progression of freedoms and responsibilities at different age levels in a small group (Freedom CL 9)




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### **Goal 11: To creatively express and strengthen their ideas and feelings about values through artistic expression**

#### **Steps:**

- ❑ To artistically express values through art, music, drama and dance (All Values Units. Please see the subject areas for art, music and dance in each Values Unit for a few ideas. Drama is not always listed separately, but would be wonderful to do in relation to each value.)
- ❑ To participate in creating peace slogans and a peace poster, write “contrast” poetry, draw or paint a picture of peaceful colors and angry colors, and artistically express their message for the world (In Peace Core Lessons)
- ❑ To make a mask, do a skit or make slogans about making a difference, and make a Me Tree (In Respect Core Lessons)
- ❑ To make a drawing that symbolizes love, paint an abstract picture of love versus feeling inadequate or angry, help form a collage, and make cards of qualities and values to share (Love Core Lessons)
- ❑ To make-up a song or poem about the human world family as a rainbow, and paint and draw or dance tolerance and another value (Tolerance Core Lessons)
- ❑ To paint greed and fairness (Honesty Core Lesson)
- ❑ To make-up a song or an appreciative ode to those who are cooperative, and draw or paint a slogan (Cooperation Core Lessons)
- ❑ To write a poem or song; paint, draw, or make a collage of the colors of happiness contrasting with the colors of rejection, and make a drawing of a medallion of values that give happiness (Happiness Core Lessons)
- ❑ To decorate an “I believe” statement (Responsibility Core Lesson)
- ❑ To make an artistic representation of the kinds of freedom they want all people to have, later adding responsibilities to the display (Freedom Core Lessons)

## **VALUES AND OTHERS**

### **Development of Interpersonal Communication Skills**

### **Goal 12: To increase awareness of and sensitivity to the effect of negative behaviors in order to decrease negative social behaviors, and build alternative positive social behaviors**

#### **Steps:**

- ❑ To discuss feelings when people fight and hurt each other (Peace CL 6, CL 7)
- ❑ To identify how people give respect and disrespect, and participate in a discussion about feelings when this occurs (Respect CL 5)
- ❑ To discuss feelings that arise when a person is discriminated against; to write a personal essay contrasting being discriminated against versus being included or paint those feelings (Tolerance CL 11)



- ❑ To make-up skits portraying the themes of honesty and dishonesty, and discuss the effects on the lives of people (Honesty CL 2)
- ❑ To discuss the effect on others of acting arrogantly (Humility CL 1)
- ❑ To discuss humility and love, and arrogance and lack of love; to discuss how arrogance can become a violation of others' rights (Humility CL 4)
- ❑ To discuss the need to try and control others, different methods people use, feelings about this, and when such behaviors are inappropriate or intrusive (Humility CL 7)
- ❑ To discuss what people say to create happiness and unhappiness, including: what they like and don't like to hear; sentences that cause great harm; and how being genuine influences reception; to discuss what they would like to hear from their parents (Happiness CL 2)
- ❑ To discuss feelings when people are excluded; to generate ways to be inclusive (Happiness CL 7)

**Goal 13: To develop positive interpersonal social skills through understanding the importance of applying values and learning communication skills**

**Steps:**

- ❑ To practice listening to others with love (Love CL 6)
- ❑ To participate in planning and creating an "Accepting Environment" at school; creating an atmosphere where everyone feels they belong (Love CL 4)
- ❑ To discuss when it is not a violation of trust to tell a responsible adults about a friend's intentions; to discuss suicide as a cry for help, and how to help (Love CL 8)
- ❑ To discuss how we can show love in the family; to write a note of appreciation; to do loving actions at home (Love CL 10, 12)
- ❑ To discuss dishonesty and trust in relationships; to identify trust building behaviors by making a "trust wall" (Honesty CL 7)
- ❑ To discuss and practice communication skills when there is regret for an action (Honesty CL 8)
- ❑ To discuss the effect of (peer) pressure and what helps to resist that pressure (Honesty CL 9)
- ❑ To accept and appreciate others while not feeling badly about the self (Humility 3, 4)
- ❑ To do something kind every day for one week – with the feeling of wanting to do it and not needing recognition (Honesty CL 5)
- ❑ To discuss "benevolently assertive" methods to communicate when someone is being intrusive or inappropriate, and practice those methods in class (Humility CL 7)
- ❑ To practice listening with humility and self-respect when others are getting all of the attention (Humility CL 10)
- ❑ To discuss what methods of communication facilitate or hinder cooperation; to make-up "Guidelines for Communication" that enhance cooperation (Cooperation CL 5, 6)
- ❑ To discuss and write about cooperation in the home (Cooperation CL 9)
- ❑ To cooperate in a class project, using and adapting the "Guidelines for Communication" (Cooperation CL 11)



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- ❑ To discuss feelings when others are irresponsible and how to communicate with an “I” message rather than blasting others with anger; to create Situation Cards and role play, generating positive, appropriate solutions (Responsibility CL 11)
- ❑ To write guidelines on the rights and responsibilities of parents, and the rights and responsibilities of children, after studying the Convention on the Rights of the Child; to discuss the optimal age to become a parent, and what is important before a person chooses to become a parent (Responsibility CL 6)
- ❑ To discuss respect and communication skills that create unity and then do a group painting focusing on the feeling of unity (Unity CL 4)
- ❑ To discuss the different abilities needed to create unity and what helps to deal with any obstacles (Unity CL 6)

### **Goal 14: To build positive, peaceful methods of dealing with conflict, including conflict resolution skills**

#### **Steps:**

- ❑ To learn a method of conflict resolution: learn the steps; be willing to listen; and participate in conflict resolution exercises (Peace CL 8, 10 – 11)
- ❑ To learn about the importance of listening to others, identify blockers and stoppers, and take turns talking, listening and observing (Peace CL 10)
- ❑ To develop more awareness about the beginning of the conflict by looking for the original seed of a conflict (A conflict reduction skill) (Peace CL 13)
- ❑ To develop alternative thinking strategies by generating solutions (Begins Peace CL 9)
- ❑ To be introduced to the concept of not letting negative people define who we are, and to practice two problem solving communication methods when others are negative (Respect CL 9)
- ❑ To think about and discuss conflicts that begin due to poor communication or a difference in perception (Respect CL 10)
- ❑ To apply the values and communication skills of peace and respect to students’ concerns through discussion and role play using Situation Cards (Respect CL 11)
- ❑ To role play, communicating limits or boundaries in a difficult situation while trying to stay in a place of peace and self-respect internally (Respect CL 12)
- ❑ To look at the starting point of conflicts and discuss how a loving attitude can change the outcome; to role play this conflict reducing social skill (Love CL 9)
- ❑ To discuss the effects of a mistaken concept of freedom: permission to “do what I like, when I like, to whomever I like”; to generate advice for those who misuse freedom; to role play giving their advice in a specific situation; to analyze their communication to find a positive, clear method that is likely to be received emotionally as well as intellectually; to discuss when it is important to give the message and when it is better not to give the message (Freedom CL 8)
- ❑ To resolve conflicts by creating solutions; to look at what is beneficial for all (Freedom, As Appropriate Lesson)

### **Goal 15: To increase tolerance, and develop or increase appreciation of other**

**cultures****Steps:**

- ❑ To discuss tolerance, the relationship between war and extreme intolerance, world peace and tolerance, and question if there is a relationship between personal peace and tolerance (Tolerance CL 1)
- ❑ To appreciate how we are different, and to do the “walk in your moccasins” exercise with another student (Tolerance CL 2)
- ❑ To become more aware of acts of tolerance and intolerance by collecting current news stories; to make a class collage of acts of tolerance and to locate on a map acts of intolerance (Tolerance CL 3)
- ❑ To increase knowledge of and appreciation for different cultures; to discuss which values are importance to different cultures; to share what they appreciate about a culture different than their own (Tolerance CL 4 – 8)
- ❑ To discuss the possibility of the lack of tolerance existing when there is a lack of love within an individual; to discuss the many different ways people discriminate and why people might discriminate (Tolerance CL 9)
- ❑ To develop a message to the world on tolerance; to create messages for the self to increase tolerance of others (Tolerance CL 12)
- ❑ To discuss intolerant attitudes and learn about the possibility of communicating positively, but assertively when discriminatory remarks are being made; to generate “benevolently assertive responses” to discriminatory statements during a class exercise (Tolerance CL 13, 14)
- ❑ To study native cultures and their wisdom (Simplicity, CL 2)
- ❑ To discuss how unity against common enemies, such as poverty and war, requires individuals to see humanity as their family; to select world problems, identify anti-values that cause each, and make-up “an attitude” that embodies values and a positive direction to solve the problem; and to create a slogan of each (Unity CL 3)

**VALUES, SOCIETY AND THE WORLD****To Contribute to the Larger Society with Respect, Confidence, and Purpose****Goal 16: To think about the practical implications of values in relationship to the community and the world****Steps:**

- ❑ To identify differences between a peaceful world and a world of conflict through discussion and making a mind map (Peace CL 3)
- ❑ To think about the reasons people start wars (Peace CL 7)
- ❑ To interview an adult about war and possible alternatives to fighting (Peace CL 12)
- ❑ To identify differences between the effects of respect and lack of respect through making a mind map and sharing (Respect CL 1,2)



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- ❑ To understand that there is a relationship between societal and world problems and anti-values through identifying problems with which they are concerned, and anti-values behind the factors contributing to that problem (Respect CL 4)
- ❑ To understand the importance of values by determining which values would aid in resolving particular world problems (Respect CL 4)
- ❑ To contrast the “law” of love and its rules with another “law” existing within the present society and its rules, and then explore the effects of each through mind mapping (Love CL 2)
- ❑ To analyze the effects noted on their mind maps, place them on a values continuum, and discuss universal love and compassion (Love CL 3)
- ❑ To discuss world leaders known for their humility and events that helped shape their motivating drive (Humility, History)
- ❑ To pretend to be scientists and discuss purpose (Humility, Science)
- ❑ To discuss what would happen in one community, state, country, or the world if businesspersons and government leaders approached needs and problems in a cooperative manner; to identify where the world needs more cooperation and select one concern to generate an example on how cooperation could resolve the challenge (Cooperation CL 4)
- ❑ To discuss which goals would be common to scientists of all nations (Unity, Science)
- ❑ To mind map cooperation and opposition in order to clearly see the effects on people, business, society, and government (Cooperation CL 7)
- ❑ To discuss how scientists could use global communication to advance the cause of science (Cooperation, Science)
- ❑ To discuss why when all resources are focused on socioeconomic infrastructure at the expense of the development of character, priorities in life are misrepresented and there is a gradual erosion of happiness; to discuss how values help people assess priorities and allow for proactive and preventative measure to take place at opportune times; and to research or create a value-based proactive measure to deal with an identified example (Happiness CL 14)
- ❑ To discuss if the purpose of science is to make humankind happier; to discuss ways in which science could contribute to the happiness of humankind (Happiness, Science)
- ❑ To discuss presentable scientific mishaps and being responsible; to discuss what type of scientist they would like to be (Responsibility, Science)
- ❑ To discuss general concepts of freedom; to select a period of their country’s history and review it, discuss the rights people felt denied of, the kinds of freedom they wanted, how the group denying them those types of freedom were benefiting, and develop a skit on freedom (Freedom CL 1)
- ❑ To discuss any conditions of constraint for those whose freedoms were violated and for the violators in the skits presented (Freedom CL 2)
- ❑ To discuss if any of the “freedoms” on the list generated in small groups violates the “freedoms” of others (Freedom CL 3)
- ❑ To make a list of responsibilities balanced with each of the “rights” or freedoms on their artistic presentation, and then add responsibilities (Freedom CL 5)



- ❑ To select a goal and action as a group to make their school, community or world closer to the way they want it to be; to make an action plan and carry it out while building the feeling of belonging and unity (Unity CL 5)

**Goal 17: To develop an understanding of methods and reasons for promoting intolerance in order to increase the ability to perceive any discriminatory and deceptive messages**

**Steps:**

- ❑ To study several current and recent conflicts in the world where intolerance was a major factor: identify factors that lead to an explosion of intolerance; look at anti-values behind each; and develop alternative ways to deal with precipitating factors (Tolerance, History)
- ❑ To discuss how promotion of the fear of scarcity can relate to an increase of intolerance, and for what ends; to discuss the relationship between discriminatory working practices and monetary gain (Tolerance, Economics)
- ❑ To look for examples of arrogance in history, be it arrogance of a leader, tendencies to view one political party/race/tribe as superior, or the build-up of excessive nationalism, and the relationship with denial and abuse of human rights (Humility, History)

**Goal 18: To build awareness of the effects of corruption on society and develop cognitive awareness of and motivation for social justice and social responsibility**

**Steps:**

- ❑ To share stories about honesty and corruption, and the effects of honesty and dishonesty (Honesty CL 3)
- ❑ To create and then participate in a skit on the theme of honesty and fairness versus corruption and greed, placed within a period of history the students have been studying, and explore the effects on the people of that time economically and socially (Honesty, History)
- ❑ To study the relationship between greed, corruption, and the denial of human rights in history using examples from the regular curricula (Honesty, History)
- ❑ To make-up a skit of honesty and dishonesty in a financial setting and discuss the effects on victims economically and socially (Honesty, Economics)
- ❑ To discuss honesty and owning your own business; to discuss the questions: “Is honesty possible?”, “Would you like your partner to be honest?” (Honesty, Economics)
- ❑ To search for examples of countries that strive to meet the basic human rights and needs of their people; to contrast the incidences of civil war and social unrest in these countries to countries that provide for the needs of only a minority of its populace (Happiness, History)



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- ❑ To discuss changes that would benefit the world, societal responsibility, moral responsibility, and write responsibility guidelines for the Global Citizen in small groups (Responsibility CL 11)
- ❑ To write “Rights of the Global Citizen” and compare it with the “Responsibilities”; to question if any of the responsibilities need to be changed so that each person could have the rights (Responsibility CL 12)
- ❑ To look for examples in the real world of people achieving rights, behaving responsibly, and working for a better world; to discuss that a responsible person carries out duties with integrity and a sense of purpose; to select one small achievable project as a class (Responsibility CL 13)
- ❑ To discuss that much of what has gone amiss in history is people having selfish aims based on greed or an arrogant desire for power and responsibility; to discuss if cheating is true to one’s moral, personal, family, or societal aim (Responsibility CL 14)
- ❑ To design two types of governments, both where citizens are peaceful and responsible: one where ministers operate on the laws of accumulating power and another where there is a balance of law and love and respect for the human rights of all; to discuss how the societies differ and the benefits of each to the citizens and the world at large (Responsibility, History)
- ❑ To discuss how the value of simplicity helps decrease the gap between “the haves” and “the have nots” (Simplicity CL 8)
- ❑ To discuss freedom in reference to examples in the curricula, discussing rights and freedoms, oppression and its methods (Freedom, History)
- ❑ To discuss the common enemies of humanity, such as civil war, ethnic conflict, poverty, hunger, and violation of human rights; to generate lists of the most important problems and needs of the world; to instruct each team of young adults to select one problem and propose solutions, including which groups of people could work together in unity in order to solve the problem, and make a presentation (Unity CL 2)

### **Goal 19: To develop or increase environmental awareness and ecological responsibility**

#### **Steps:**

- ❑ To think of ten ecological practices they can do to show respect for the environment (Respect, Science)
- ❑ To learn about native cultures and the ways that they respect the earth from the local curricula; to discuss that simplicity is learning from the earth and how to use resources wisely, keeping future generations in mind (Simplicity CL 2 – for a week or more)
- ❑ To study simplicity as the precursor to sustainable development, explore the needs of our planet, discuss ecology, discuss ideas for conservation or restoration, and make an action plan for one or more actions at school, home, and in the community (Simplicity CL 4 – for a week or more)



- ❑ To discuss how the value of simplicity helps us avoid waste; to discuss the consequences for the environment when waste is reduced, and how to use our love for the environment to help assess wants versus needs (Simplicity CL 4)
- ❑ To study solar power (Simplicity, Science)
- ❑ To create a simple and effective environmental project and “cost it out,” comparing it with regular costs (Simplicity, Economics)

**Goal 20: To learn about values in relationship to institutions of the larger society and world**

**Steps:**

- ❑ To identify how peace is expressed through the arts, and how large organizations work for peace (Peace, History)
- ❑ To study UNDP’s *Human Development Reports* (Peace, Economics)
- ❑ To study policies of the World Trade Organization: in small groups research methods of increasing cooperation between government, business, and non-governmental organizations in regard to meeting environmental concerns or decreasing the gap between the rich and the poor; to develop a Code of Cooperation (Cooperation, Economics)
- ❑ To explore responsibility through learning about different governing roles, public service, the functioning of associations, or the content of the *Convention on the Rights of the Child* (Responsibility, History)
- ❑ To study the Universal Declaration of Human Rights (Freedom CL 3)

Note: While the content of the Core Lessons is noted in the above steps, few of the ideas listed under each Values Unit’s Subject Areas are noted. Educators will be able to reinforce the above goals through their use of the regular curricula in the subject areas.