



Living Values™
Education



DISTANCE ONLINE COURSES



Living Values Education Distance Values Activities for Individuals and Groups



Living Values Education (LVE) promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE nurtures the heart as well as educating the mind and supports learners of all ages in developing greater awareness of their values and expressing them in daily life.

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Email: distance@livingvalues.net – Web: www.livingvalues.net/distance



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Education



DISTANCE ONLINE COURSES

The thing that makes Living Values different to every other approach to human development is that it is not a teaching.

It does not rest fundamentally on ideas or in ideals...

It offers the notion of what might be embodied in a Value, but it totally acknowledges that these qualities are beyond words or ideas, they are innate in the heart and soul of every man, woman and child and the journey to their fully lived expression comes through 'feeling'.

Consequently they cannot be extended, only revealed.

They cannot be contained in philosophy or doctrine, espoused by gurus, or extended through religion. **They are already yours.** And the fully lived expression of them can only come through feeling. Every individual expresses and knows them in their own unique way.

That is why this Program is such a refreshing experience. It is about you.

It enables you to take time for yourself to discover the Truth of you.

The beauty you have inside you, revealing what you already know.

Bringing it to the light of your own conscious awareness to enable you to live and extend it in totality.

And the lived expression of these Values changes everything...

In honor of you and your fundamental perfection...

LIVING VALUES... Discover yourself!

Material and Activities in this program are adapted from:

Living Values Activities for Young Adults by Diane Tillman

LVE Educator Training Guide by Diane Tillman

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Living Values Education provides guiding principles, tools and methods for the development of the whole person, recognising that each individual is comprised of physical, intellectual, emotional and spiritual dimensions.

BACKGROUND

The theme of Living Values was adopted from a tenet in the preamble of the United Nations charter:

“To reaffirm faith in fundamental human rights, in the dignity and worth of the human person...”

THE BIRTH OF LIVING VALUES EDUCATION

In 1996, an international project was initiated called “Global Cooperation for a Better World” in which people of all backgrounds throughout the world were invited to give their “Vision of a better world”.

All the contributions from a total of 129 countries stated clearly that above all, **values** are needed for a better world. The most popular 12 values that emerged were universal, common to all cultures and religions. These 12 values were researched and taken up in a publication dedicated to the 50th anniversary of the UN: *Living Values: A Guidebook*.

A Senior Advisor with Early Childhood Education at UNICEF, inspired by the contents of the books, and in particular the relevance of values in education, invited 20 educators from all five continents to UNICEF headquarters to discuss and design a project that would enable values to be integrated into every subject of the curriculum, for all age groups, including early childhood, and for children of any background, including children in difficult situations such as street children.

From this initiative the Living Values Education approach was born, using as one of the main sources of guidance the Convention of the Rights of the Child. **The 12 universal values that Living Values Education have incorporated into our approach are:**

*Peace, Respect, Love, Tolerance,
Happiness, Responsibility, Cooperation,
Humility, Honesty, Simplicity,
Freedom, Unity*

THE LIVING VALUES EDUCATION COMMUNITY

As you begin to engage with the identification of these 12 Universal Values, recognize that you are becoming part of a community of service orientated care-givers dedicated to bringing alive these innate values in all humanity.

You are becoming involved in a community currently in over 40 countries working in deserts, jungles, rural and urban communities with children, the elderly, the impoverished, the wealthy, in every facet of our global humanity.

You are invited to explore the activities of these like-minded people through the International organization’s website – be inspired by their stories – www.livingvalues.net

LIVING VALUES HOME STUDY

Values affect our lives every moment. They are a guiding force in all we do and pursue. When our values are in congruence with our actions, we are in harmony. But what are values? And how did we develop them?

This Living Values Home Study is a values based Self-Development program for people who want to create change in their lives and in the lives of those around them. Consisting of 12 modules with each module exploring one of the 12 Values in depth.

Each module consists of activities and assignments which have been proven to connect you to your Values. A Journal is provided for you to record your thoughts and ideas.

At the end of each module, a series of Evaluation Questions are included. These answers are then emailed back to us for assessment to demonstrate that you have explored the Values in depth. Once you have completed the 12 modules and emailed the answers for each module to us, you receive the Living Values Home Study Certificate.

The Evaluation Questions, together with your Self Reflection booklet, need to be completed and emailed to Living Values Education Distance Online Courses at:
distance@livingvalues.net

VALUES AWARENESS

In each of the modules there will be various activities for you to complete. They are designed to get you thinking about and feeling the various facets of the value. The activities are easy and enjoyable, and the simplicity of the activities encourage you to explore the values in your life to the depth that you wish. Think of the value as an onion; you can peel back a layer, another, or even more, and get to the core of what that value means to you.

A Journal is available for you to record your thoughts, ideas, drawings or doodles, and it can be revisited at any time to remind you of what you felt at the time.

So, whenever you see the heading '**Activity**' remember to record your thoughts in your Journal! The activities that follow demonstrate how quickly and easily we can start to connect with our values.

Let's begin...

ACTIVITY 1

Find a dictionary definition of "values" that you think encapsulates what values are and write it in your Journal. Here is an example from <http://en.wiktionary.org/wiki>

*"a collection of guiding,
usually positive principles;
what one deems to be correct
and desirable in life, especially
regarding personal conduct"*

or from the Cambridge Dictionary of American English
<http://dictionary.cambridge.org>

*"the principles that help you to
decide what is right and wrong,
and how to act in various situations"*

or try **Wikipedia** <http://en.wikipedia.org>

Using these or your own dictionary definition as an example, write down in your own words your own **personal** definition of values.

ACTIVITY 2

Reflect on some of your personal values as you think about the following questions. Please write down your responses in your Journal.

- 1 Think of a person who has influenced your life in a positive way.
- 2 What values or qualities did you see in that person that made a difference for you? Write down these qualities and values. Why were they important?
- 3 Think of your close friends and family. What values or qualities do you admire in them? Write these down – add to your list.
- 4 If everyone in the world had that quality or value and constantly demonstrated it, would the world be different? How?

Now select the 6 values or qualities that you feel are the most important to you, and either circle them or highlight them.

Look at them again; do you see how they reflect the values and qualities that you have yourself?

Write a short paragraph about yourself mentioning your values or qualities. E.g. If your name is Megan, and the values or qualities you chose were – Honesty, Kindness, Responsibility, Integrity, etc. your introduction could read. *“My name is Megan, I value honesty above all things. I am kind and think about others. I am responsible when I take care of others...”* etc.

ACTIVITY 3

Now choose one or two of the values that you have highlighted or circled, and write your own definition of what that value means to you.

Use crayons, pens, felt tips to express the value. This could be in the form of a drawing, words, a poem, colours.



ACTIVITY 4

We invite you to listen to the MP3 file called *Introduction: Are We Living our Values.mp3* or, ask yourself the following questions before commencing the exercise.

Let us explore the question presented to us, what does this all mean “Are We Living our Values?” The key word here seems to be **‘LIVING’**.

Am I truly living my Values? How honestly can I answer? How deep am I willing to go...?

Feel into the word VALUE – what does it mean to you?

Is it / are they something you were taught by parents as a child, learnt at school?

Is it perhaps an interpretation you have come to?

What drives you to even have a concept of Values?

Have you ever thought about Values?

If we go deeper wouldn't you agree Values were always there?

You'll find that like a 'little child' a set of original Values rest deep inside you, providing an innate knowing of what to do and how to live here – this knowing could be likened to a personal internal guidance system – how to live in a body, in a material form in the physical world which of course, means giving you the clear direction as to how to relate with all that you find in this world, your surroundings, your senses and your relationships with your brothers and sisters.

Being part of the world comes with a responsibility in order that you 'fit in' be part of what is occurring, to have value and feel worthy.

Somewhere you became individual, like others around you taking on an identity and going your own way. You established your own sense of right and wrong and to be comfortable in the world found a balance that kept you on course.

So how is that balance serving you right now? Just relax and let these questions drop through the mind to the heart and that place where feelings give the best responses and tell the truth....

Let's ask a few questions to check in to how I really feel about myself... and see what the Law of Attraction is reflecting back to me in this moment.

What's really going on in my personal relationships, my intimate relationship – is it this the best it can be? I would like to have it?

How about at work – is there cooperation between my team mates, is there gossiping, complaining? Am I truly cooperative, willing and helpful to clients and colleagues alike?

Where is my tolerance level sitting right now when I am in traffic, in the supermarket, in the bank – queuing, waiting, waiting?

How is my respectfulness – do I really give it to others, to myself, the planet?

How about love?

Am I a loving person – waking up, getting children to school?

Could I be more relaxed, have more humour, be gentler with those I love?

Where is my abundance?

Do I have enough?

Do I rest in Gratitude?

How much Freedom do I allow myself?

Just how peaceful was I this morning? How peaceful am I feeling now?

When did I last say, in all humility not as a given, but a blessing – “Thank You” for my life?

Now as you allow yourself to gently return, perhaps having honestly evaluated your life as it is right now you are ready to enter into the spirit of LIVING VALUES. Be spacious and honest and allow the opportunity for you to see just where you are living from right now.

There is an easy way to discover where we are at any moment. Look at the twelve core values. On a score of 1-7, with one being the lowest and closest into the centre and ten being the highest and furthest out, score yourself the degree of each Value that is FULLY present within you at this time in your life.

Please start with Honesty.

Add the twelve numbers together – the greatest expression of LIVING VALUES you could be would total 84 – whatever you have is where you are now in your life. Using your own honest reflection will enable you to re-focus on those Values with the lowest score.



SUMMARY

Values and virtues are on the same continuum.

We express a value as a virtue when we treat people in our lives with that quality, it becomes a value when we treat everyone with that quality, and use it to make positive decisions in our lives.

Living Values Education is built on **three core assumptions**, these being:

- ❶ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.
- ❷ Every person does care about values and has the capacity to positively create and learn when provided with opportunities.
- ❸ People thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care.

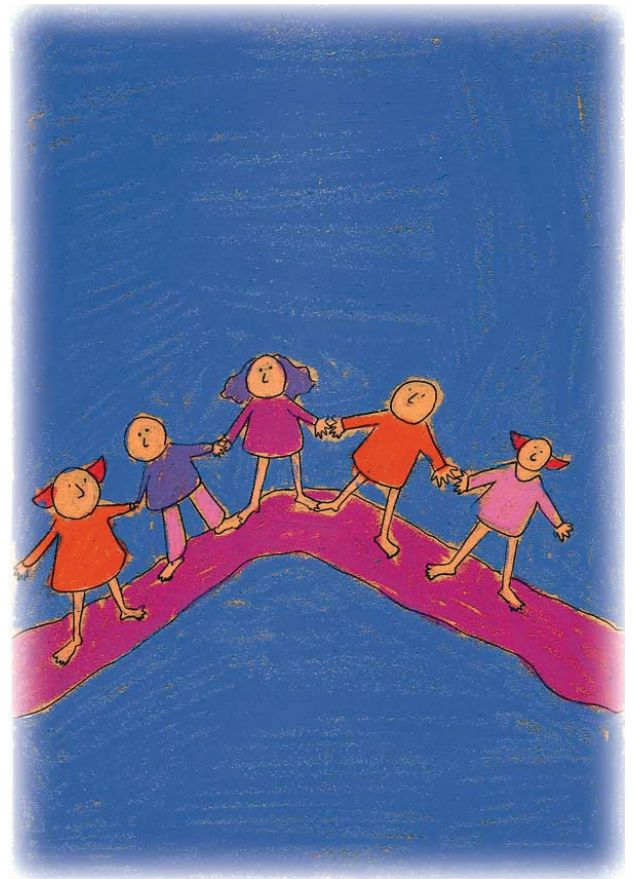
All people around the world are increasingly affected by violence, social problems, and a lack of respect for each other and the world around them.

*We believe that part of the solution
is an emphasis on teaching values across
the whole community.*

*Living Values Educational Programs
can assist in re-education and
re-connection to our core values.*

*Exploring and developing universal
values for a better world:*

***Peace, Respect, Love, Tolerance,
Happiness, Responsibility,
Cooperation, Humility, Honesty,
Simplicity, Freedom, Unity***



*Thank you for joining together
with us to 'turn the tide' and
re-introduce those primary values
into our world that make
all the difference.*

Peace



Peace is more than the absence of war.

Peace is living in harmony and not fighting with others.

If everyone in the world were peaceful,
this would be a peaceful world.

Peace is being quiet inside.
Peace is a calm and relaxed state of mind.

“Peace must begin with each one of us.
Through quiet and serious reflection on it’s meaning,
new and creative ways can be found to foster understanding,
friendships and cooperation among all peoples.”

~ Javier Perez de Cuellar, Former Secretary General of the United Nations

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I believe that to meet the challenges of our times, human beings will have to develop a greater sense of universal responsibility. Each of us must learn to work not just for oneself, one's own family or nation, but for the benefit of all humankind. Universal responsibility is the key to human survival. It is the best foundation for world peace.

~ H. H. the Dalai Lama

INTRODUCTION

The amazing thing about human beings is that we all want to be peaceful, loved and happy and live in a healthy, clean, safe world.

It seems human beings in all cultures share universal values. We do not share the same customs, but we all want a peaceful world.

So why don't we have it?

Many people around the world are concerned about the state of the world. While we share universal values, we are not living the values we share.

It is the premise of the Living Values Education project that if we did live our values, we would create a better world. This is a program about values – thinking about them, expressing ideas, exploring what we can do to make a better world. It is a program to empower people to create more peace and happiness in their own lives, and make a difference in the world.

*Serenity is not the absence of chaos,
but peace in the midst of it.*



ACTIVITY 5

Search through your collection of songs or YouTube (www.youtube.com) or the internet to find some songs about Peace. There are some examples listed below. Listen to the lyrics to see whether you can find a common theme, and note these in your journal.

- *Imagine* ~ John Lennon
- *Pipes of Peace* ~ Paul McCartney
- *Peace* ~ Depeche Mode
- *Little Drummer Boy* ~ David Bowie and Bing Crosby
- *Peace Train* ~ Cat Stevens
- *Give Peace a Chance* ~ John Lennon
- *One Tribe* ~ Wasp
- *Peace on Earth* ~ U2
- *Aquarius* ~ Hair
- *We all stand together* ~ Paul McCartney
- *Make your Peace* ~ INXS
- *Let there be Peace* ~ Donna Summer
- *Somewhere* ~ West Side Story (also by Pet Shop Boys)

ACTIVITY 6

In your Journal or on a separate piece of paper, draw or paint angry and peaceful colours, shapes or scenes, one on one half of the paper, the other on the other half.

*Peace consists of pure thoughts,
pure feelings, and pure wishes.*

Peace begins with each of us.

ACTIVITY 7

“Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all peoples.”

*~ Mr Javier Perez de Cuellar,
Former Secretary-General of the United Nations.*

In the world today there are many conflicts, some are on a small scale and affect only individuals, but some affect whole nations. It can be daunting to think of how we can individually contribute to making this world a better place, but it is possible. All we need to do is make a difference in our own lives, as we impact other people or communities, we affect their lives, they affect others and the ripples can be felt on a much wider scale than we could ever imagine.

Think of a situation of peacelessness or conflict that concerns you. Enter your thoughts in your Journal:

- What was the original seed of the conflict?
- What made the conflict grow?
- How can we explore angry feelings to find what the root cause of the anger is, and replace them with calmer peaceful ones?

Think of different ways that you can create peace. You can begin by thinking of ways that you can remain peaceful in different situations; interacting with family and friends, situations at work etc. Look at ways that you can change situations by your attitude. This could be with the help of friends, doing relaxation exercises, recognizing times of tiredness or stress etc.

ACTIVITY 8

Many people in the world today feel very stressed. One way to help get rid of stress and feel more peaceful is doing a Physical Relaxation exercise. When we get rid of some of the tension, we can be at our best. Let's try it. Included in this Module on Peace, is an MP3 file called *Module 1 Peace Relaxation Exercise.mp3* which you can play on your computer, or download to your MP3 player or burn to CD. Find a place where you can sit comfortably, without interruption, and listen to the relaxation exercise. It takes 2½ minutes, and if you practice this for a few days, you will be able to relax and unwind at any time during the day, just by remembering the relaxation technique, whatever situation you are in. It is important that we are able to find a place and space that we can be peaceful. Peace comes from within each of us. Try to do this relaxation exercise at the same time each day. If it is possible to do it first thing in the morning, the intention will be set to have a peaceful day.

ACTIVITY 9

Interview one or two family members or friends and ask the following questions:

- When do you feel most peaceful
- How does it make you feel
- If you could feel peaceful more often, would it make a difference in your life
- What can you do to feel peaceful more often

Record all of these observations in your Journal.

EVALUATION QUESTIONS

- 1 In your own words, describe what Peace is.
- 2 How can Peacelessness be felt?
- 3 How does Peace feel to you?
- 4 Where do you think Peace begins?
- 5 List 5 words that make you feel peaceful.
- 6 Describe how you can create Peace in your own life?
- 7 How are you able to promote Peace in your Community?

Respect



Every human being has innate worth.

When we have respect for the self,
it is easy to have respect for others.

When there is the power of humility in respecting the self,
wisdom develops and we are fair and just to others.

Everyone in the world has the right to live with
respect and dignity, including myself.

Those who give respect will receive respect.

Respect for the self is the seed that gives
growth to confidence.

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*If one doesn't respect oneself
one can have neither love nor respect for others.*

~ Ayn Rand

INTRODUCTION

Every human being has the right to be respected. But what does respect mean? Respect can mean care shown towards someone or something that shows you value that person or thing. It means accepting different customs and cultures and behaving in way that will not cause offence, treating people with dignity, and being considerate of the their feelings, ideas and ideology.

How many times do we forget to treat people with respect?



We can begin with little things, ensuring that we listen carefully to our children, our families and friends, showing them that what they say is important and relevant. If we can ensure that we treat those in our close circle of family and friends with respect consistently, it spills over to our work life and our community. For us to truly live

our values, we need to be a role model and an example to others. If we think of the analogy of tossing a pebble into a still pond, the pebble is small and it seems impossible that it could affect the pond, but as the pebble drops into the water, ripples extend out further and further from the splash. So too can we make a difference in our family and our community. We have the opportunity to affect change in the world by starting small, like a pebble in a pond.

ACTIVITY 10

Read the following story, taken from the book *Living Values Activities for Young Adults* by Diane Tillman.

THE TWO BIRDS

~ H.Otero, from *Parabolas en son de paz*

Two birds were very happy on the same tree, a willow tree. One of them rested on a branch at the highest part of the willow; the other one was down below, where one branch joined another.

After a while, the bird in the highest part of the tree said, to break the ice, "Oh, what beautiful green leaves these are!"

The bird resting on the branch below took this statement as a provocation. He replied in a curt manner, "Are you blind? Can't you see they are white?"

The one in the highest part, upset, answered, "It's you who is blind! They are green!"

The other bird, from below with his beak pointed upward, responded, "I bet my tail feathers they are white. You don't know anything."

The bird at the top felt his temper flare up and, without thinking twice, he jumped down to the same branch as his adversary to teach him a lesson.

The other bird did not move. The two birds were so close,

they stood eye to eye. Their feathers were ruffled with rage. In their traditions, they both looked above before they started to flight.

The bird that had come down from above said with much surprise, "How strange! Look at the leaves, they are white!" And he invited his friend, "Come up to where I was before."

They flew to the highest branch of the willow tree, and this time they said together, "Look at the leaves, they are so green!"

Can you think of instances where conflicts arose due to poor communication or a difference in perception? Write these in your journal.

What could have been done differently?

ACTIVITY 11

- When we have respect for ourselves, it is easy to have respect for others
- To know one's natural worth and to honor the worth of others is the true way to earn respect
- Those who give respect will receive respect

Spend a day showing respect to yourself, others, animals, the environment. Make a note in your journal about all the instances where because you showed respect, you received respect.

ACTIVITY 12

Remember a time when you felt full of respect for yourself. What did you do? How did you feel? It might have been doing something little for someone. Write it down in your Journal.

Now write down the qualities that you showed at the time.

Now write down a time when someone showed you respect. What did they do? How did you feel?

Now write down a time when someone showed you a lack of respect. What did he or she do? How did you feel?

ACTIVITY 13

Why do you think people show each other disrespect? Write down as many reasons as you can think of in your Journal.

Usually people who show disrespect don't know better – they are ignorant. However, sometimes people show disrespect because of their own unresolved feelings of inadequacy and anger; deep inside there is a lack of love and respect for themselves. They attempt to overcome that by feeling better than someone else – in order to feel better about themselves. Often these types of people have been treated with disrespect.

If a situation such as this arises in future, stop and think that the person may behave differently if you treat them with love and respect.

*Part of self-respect is knowing
my own qualities.*

ACTIVITY 14

A ME TREE

In your Journal draw or create a tree where you write your personal qualities and talents in the roots, the positive things that you do in the branches, and successes of those things in the leaves and fruits. Use colours, fabrics, or any other available materials. Share this with your family or friends.

EVALUATION QUESTIONS

- 1 When can conflict occur?
- 2 What happens as a result?
- 3 How can we develop self-respect?
- 4 How will this help us when dealing with conflict?
- 5 What are some ways that you have thought you would like to develop self-respect?
- 6 Other than people, what do we need to show respect to?
- 7 Give some examples of when you showed respect, you received respect.

Love



I am lovable and capable – and so are you.
When I am full of love, anger runs away.

Love is the value that makes our relationships better.
Love for others means I want what is good for them.

When we feel strong inside, it is easy to be loving.
Love is caring, love is sharing. Love is being a trustworthy friend.

“Our task must be to free ourselves... by widening our circle of
compassion to embrace all living beings and all of nature.”

~ *Albert Einstein*

The real law lives in the kindness of our hearts.
If our hearts are empty, no law or political reform can fill them.”

~ *Tolstoy*

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“The hunger for love is much more difficult to remove than the hunger for bread.”

~ Mother Teresa

INTRODUCTION

There are many different types of love, paternal love, romantic love, platonic love, universal love, love for humanity, love for animals, love for nature, love for your country etc. To truly understand the value of love, we can look at some of the different types of love that are present in our lives and examine our feelings for that aspect of love.

For example, the love of a parent for a child could be unconditional and could include feelings of responsibility, wonder, awe and understanding; wanting the best for that child. The feeling of love for a parent could include feelings of compassion, gratitude and respect. Love for humanity could include feelings of the desire to be of service and to make the world a better place.

All of these aspects of love are valid and make up the value Love. It seems apparent however that if you have unconditional love for someone or something, other values need to be present – Respect, Tolerance, Humility, Happiness, Responsibility, Honesty, Cooperation, Freedom, Unity, Simplicity and Peace.

*Once we live our values,
Love is unconditional.*

ACTIVITY 15

Search through your collection of songs or YouTube (www.youtube.com) or the internet to find some songs about Love. There are some examples listed below. Spend some time each day listening to these uplifting songs, and pick out all the values that are present in the songs.

- *Heal the World* ~ Michael Jackson
- *Can you feel the Love* ~ Elton John

- *True Colours* ~ Cyndi Lauper
- *Because you loved me* ~ Celine Dion
- *Love* ~ John Lennon
- *Where is the Love* ~ Black Eyed Peas
- *Somebody to Love* ~ Queen
- *I will always love you* ~ Whitney Houston

ACTIVITY 16

Included in this Module on Love, is an MP3 file called *Module 3 Love Imagining Exercise.mp3* which you can play on your computer, or download to your MP3 player or burn to CD.

Find a place where you can sit comfortably, without interruption, and listen to the imagining exercise. It takes 2½ minutes, and it frees your mind from the practical constraints of your reality, and allows you to imagine a different reality. Every deed or thing in our world was first a thought, so by practicing this kind of imagining, we can create an alternate reality for ourselves. If you enjoy doing this type of exercise, try to imagine different scenarios – you will be amazed at how relaxing and happy it makes you feel. Too often we get bogged down in our day to day living that we forget to create an alternative. Write your thoughts in the Journal, and revisit it often.

ACTIVITY 17

Draw a symbol of a loving world, or make up a poem. Write or draw this in your Journal in the middle of the page, leave some space around the border to add to the picture or poem at a later stage.

*Universal love holds no boundaries
or preferences; love emanates to all.*



ACTIVITY 18

Look at the following reflection points and note your thoughts about them in your Journal.

Universal love holds no boundaries or preferences; love emanates to all.

*“Our task must be to free ourselves...
by widening our circle
of compassion to embrace
all living beings and all of nature.”*

~ Albert Einstein

*“The real law lives in the kindness
of our hearts. If our hearts are
empty, no law or political reform
can fill them.”*

~ Tolstoy

What does it mean to you when Albert Einstein talks about the circle of compassion? It could be seen as the group of people, things or animals that we individually have compassion for. It could be that these are the things and people that you trust and love. It is easy to have compassion for our family and friends, even co-workers, but what about the wider community? How do we widen this circle of compassion?

Think of different ways that you can widen your circle of

compassion to allow love to emanate to all, to ensure that our hearts are filled with kindness. How would it feel to do this? What problems could the value of love take care of? What changes do you notice in your life when you are being more compassionate? Record all of these observations in your Journal.

ACTIVITY 19

Now that you have spent some time widening the circle of compassion, revisit the poem or symbol that you created in a previous exercise. In the border around the symbol or poem, add to the picture, thinking about what you have done during the week to widen your circle of compassion. You could do drawings around your symbol to depict this, or you could write some Love statements starting with “Love is...” around the symbol. If you like, create a collage using different materials to indicate your feelings and ideas.

ACTIVITY 20

In your Journal, or on a separate piece of paper, write a note of appreciation to someone you love.

Love is all around – I can feel it.

EVALUATION QUESTIONS

- 1 What is a circle of compassion?
- 2 How can you widen your circle of compassion?
- 3 What other values need to be present in your life for you to fully show unconditional love?
- 4 Describe how you can show love in your own life?
- 5 What will the world be like if everyone is loving and kind?
- 6 Who teaches us about love?
- 7 List 5 new ways you would like to show love in your family or community.

Tolerance



- Tolerance is being open and receptive to the beauty of differences.
 - When there is lack of love, there is lack of tolerance.
 - Tolerance is also an ability to face difficult situations.
- Tolerance recognizes individuality and diversity while removing divisive masks and defusing tension created by ignorance. It provides the opportunity to discover and remove stereotypes and stigmas associated with people perceived to be different because of nationality, religion, or heritage.
- The seeds of intolerance are fear and ignorance.

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*“What is tolerance? It is the consequence of humanity.
We are all formed of frailty and error; let us pardon reciprocally
each other’s folly – that is the first law of nature.”*

~ Voltaire

INTRODUCTION

Tolerance is defined as “a fair and objective attitude towards those whose opinions, practices, race, religion, nationality, or the like, differ from one’s own; freedom from bigotry.” Random House College Dictionary

The first part of the definition is important, it points to a fair and objective attitude to those that are different from us. Realistically most people that we will come in contact with in our lives are going to have some different ideas and opinions from us. It would be arrogant to think that our opinions and ideas are the “right” ones – we need to understand that they may be the right ones for us, but not necessarily for other people. When we are tolerant, and show tolerance, we are creating opportunities for Peace in our lives and in our communities.

ACTIVITY 21

Read the following reflection points

*Tolerance is mutual respect
through mutual understanding.*

*Peace is the goal,
tolerance is the method.*

Tolerance has been called an essential factor for world peace. What is the relationship between world peace and tolerance?

In the world today there are instances of a relationship between war and extreme intolerance. What are recent instances, or instances you can think of in history?

- What have been the consequences of this conflict?
- What are the material costs?
- What are the human costs?
- Is there a relationship between personal peace and tolerance? What do you think it might be?

ACTIVITY 22

WALKING IN YOUR MOCCASINS

If you are working with someone else or others through this Program, pair up to do this Activity. If you are working alone, ask one of your friends or family to do this with you.



Pair up with someone. The first person is going to go for a walk for 10 minutes. The second person follows them and copies everything that they do: from the length, speed and rhythm of their stride and the way they place their feet, to the way they hold their hands and swing their arms. They will look and listen to whatever the first person looks and listens to. In other words, the second person is going to spend 10 minutes discovering what it is like to be the first person.

After 10 minutes you can stop and talk to each other, and the second person will tell the first person what he or she discovered – what changed when pretending to be the other person.

Reverse the roles and repeat the Activity. Record all your thoughts about this activity in your Journal.

ACTIVITY 23

People often compare themselves with others as they are trying to feel good about themselves. This is a natural thing to do and most of us do it. But there is always someone smarter, less smart, more handsome, less pretty, richer, poorer. If we accept ourselves as valuable, there is no need to compare for the purpose of feeling good about ourselves. There is then no need to act superior. Babies are not prejudiced. Bigotry is taught. While there has been some change, it takes time to change people's attitude. Some people are prejudiced simply because they were taught that that is how things are. Some are not even aware that they are being discriminatory.

Research shows that people with high self-esteem are more tolerant than people with low self-esteem. In your Journal, make a list of the qualities you have that make you valuable. Remember you are unique, beautiful and important in this world – make your list a long one!



ACTIVITY 24

Spend some time every day being tolerant to everyone you come in contact with. This could be in your workplace, your family life, shopping, or in the community. Make a note in your Journal of techniques you utilized to help you be more tolerant. Practice this regularly.

*To tolerate life's inconveniences
is to let go, be light, make others
light, and move on.*

ACTIVITY 25

Collect symbols, news items, poems, pictures or song lyrics depicting Tolerance. Create a collage in your Journal to depict your thoughts on Tolerance.

*Those who know how to appreciate
the good in people and situations
have tolerance.*

EVALUATION QUESTIONS

- 1 What ways can people be intolerant?
- 2 How can people change this to be more tolerant?
- 3 What can happen if people do not value themselves and compare themselves to others?
- 4 What 5 things make you unique and valuable?
- 5 How could you become more tolerant?
- 6 How would our world be if our leaders were more tolerant?
- 7 What one thing would you like to change in your life to promote tolerance and peace?

Honesty



Honesty is telling the truth.
When I am honest, I feel clear inside.

A person worthy of confidence is honest and true.
Honest thoughts, words and actions create harmony.

Honesty is to use well what has been entrusted to you.

Honesty is the best policy. When I am honest,
I can learn and help others learn to be giving.

There is a deep relationship between honesty and friendship.

Greed is sometimes at the root of dishonesty.
When we are aware we are interconnected,
we recognize the importance of honesty.

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*“Integrity is telling myself the truth.
And honesty is telling the truth to other people.”*

~ Spencer Johnson

INTRODUCTION

How honest are we with ourselves, our friends, our family and our colleagues? What constitutes honesty? Is it when we tell the truth no matter if it hurts someone? Do we temper our words and honest thoughts to spare others pain?

There is no easy answer to this, except that...

*if we are able to be honest,
while still being in a place of
unconditional love, and remain
free from deceit or fraud, we
should be able to remain honest.*

ACTIVITY 26

THE EMPEROR AND THE FLOWER SEEDS

~ Author Unknown

Long ago in this very kingdom, 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 from here, 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 thought.

There then came the sound of at least a hundred 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 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 flowerpot 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 a 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 a 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 disregard 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. She dared not look at him. "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 was 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

With honesty, there is no hypocrisy or artificiality which create confusion and mistrust in the minds and lives of others.

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."

Write down any thoughts that come to mind after reading this story.

- Can you think of a time when you really appreciated someone else's honesty?
- Can you think of a time when you were appreciated for your honesty?
- How did it make you feel?



ACTIVITY 27

Think about the following questions, and write your thoughts in your Journal.

- Do societies run better when people keep their word?
- What about personal relationships?
- What kinds of words and actions break trust in relationships?
- What kinds of words and actions build trust in relationships?

*To be honest to one's real self
and to the purpose of a task earns
trust and inspires faith in others.*

ACTIVITY 28

Think about the building blocks of trust. Draw a "trust wall", filling in bricks with different words or actions that build trust in relationships. What is important in the foundation? You can do this for personal relationships or business relationships.

ACTIVITY 29

Write a short story or fairy tale for young children illustrating one on the following Reflection Points.

- Honesty is telling the truth;
- Honest thoughts, words and actions create harmony;
- Greed is sometimes the root of dishonesty.

*There is enough for man's need,
but not enough for man's greed.*

ACTIVITY 30

Use your creative flair to make a page depicting Honesty. Use doodles, symbols, collage materials, stories, poems, drawings or colors to show what Honesty means to you.

EVALUATION QUESTIONS

- 1 What does it mean to be honest?
- 2 How can we be truthful, but not hurtful?
- 3 What other values should we be mindful of when we are honest?
- 4 What strategies can you use to be consistently honest and truthful?
- 5 Who in public life do you feel is honest? What makes you think that that person is honest? What qualities or traits do they consistently display?

Humility



- Humility allows lightness in the face of challenges.
 - Humility as a value – at its highest – allows selflessness and dignity in working for a better world.
- A person with humility listens to and accepts others.
- Humility is staying stable and maintaining power on the inside and not needing to control others on the outside.
 - Humility eliminates the possessiveness that builds walls of arrogance.
- Humility allows one to be great in the hearts of others.

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*“Humility does not mean thinking less of yourself than other people,
nor does it mean having a low opinion of your own gifts.
It means freedom from thinking about yourself at all.”*

~ William Temple

INTRODUCTION

A humble person is unpretentious and modest. They do not think that they are better or more important than others. Humility is the opposite of pride or arrogance.

People often believe that humility means putting themselves down or minimizing their talents and gifts, and maximizing their flaws or shortcomings. Genuine humility, however, is being truthful about your strengths and your weaknesses. It is having the self-respect to truly appreciate your own beauty in this world, being compassionate and avoiding being judgmental of others.

ACTIVITY 31

Read the following Reflection Points:

Humility is based on self-respect.

*With self-respect there is knowledge
of one's own strengths.*

*Humility allows the self to grow with
dignity and integrity – not needing
the proof of an external show.*

Humility makes arrogance disappear.

Write a list of your heroes and heroines who have the quality of humility and self-respect. These can be sport figures, dancers, historical figures, artists, authors, movie stars, characters in a movie or book, superheroes or people in your family or neighborhood. Now, choose one or two from your list to answer the following questions.

- How do they demonstrate those qualities?
- What is the relationship between self-respect and humility?
- What do you think your heroine or hero would say if they were asked what they were most proud of in life?
- What are your strengths?

ACTIVITY 32

Listen to the recording called *Module 6 Humility Exercise.mp3*. Keeping the following Reflection Points in mind, make some notes in your Journal detailing your strengths. Think about a time when your humility and self-respect made a difference in your life or someone else's life. Write down some examples. How did it make you feel?

*With the balance of self-respect
and humility there is an
acceptance and appreciation
of one's qualities from the inside.*

*Humility creates an open mind and
recognition of the strengths
of ourselves and others.*



ACTIVITY 33

Draw, paint or write a story or poem about the contrast of self-respect and humility versus arrogance.



ACTIVITY 34

Interview someone in the community or in your life who has made a positive impact in your life, the lives of others or in the community. Discover what they are most proud of. Write that person's story.

ACTIVITY 35

People often have problems handling fame. This can occur in everyday situations, such as popularity of our sports stars, musicians or movie stars. Some of these people have shared that they felt the image of who they were was so important, if felt like nobody knew them anymore.

There have been tragic examples of young actors committing suicide because of this. Others have enjoyed brief periods of fame but then felt devastated when the fame disappeared.

- Why do you think some people want fame?
- Once they get it, what are the advantages?
- What are the dangers of fame?
- What are the disadvantages?
- What do you think one gets attached to with fame?
- What strategies would help a person stay content during times of fame and its disappearance?

Do something kind for someone every day for one week – with the feeling of wanting to do it without needing recognition. Document how it made you feel in your Journal.

EVALUATION QUESTIONS

- 1 What does genuine humility mean?
- 2 How should we feel about ourselves to enable us to have humility?
- 3 Do we feel self-respect because of what other people think of us?
- 4 How can we ensure that we feel good about ourselves?
- 5 How do you feel when you are kind to others without acknowledgement?
- 6 What is the difference between false modesty and genuine humility?
- 7 Is there anything that you would like to practice to expand the value of humility in your own life? If so, what?

Humility creates an open mind and recognition of the strengths of the self and others. Arrogance damages or destroys valuing the uniqueness of others, and hence is a subtle violation of their fundamental rights.

Cooperation



Cooperation exists when people work together toward a common goal.

One who cooperates creates good wishes and pure feelings
for others and the task.

When cooperating, there is a need to know what is needed.

Sometimes an idea is needed, sometimes we need to let go of our idea.
Sometimes we need to lead and sometimes we need to follow.

Cooperation is governed by the principle of mutual respect.

One who cooperates receives cooperation.

Where there is love, there is cooperation.

By staying aware of my values, I can give cooperation.

Courage, consideration, caring and sharing
provide a foundation for cooperation

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*No man is an island,
Entire of itself.
Each is a piece of the continent,
A part of the main.

If a clod be washed away by the sea,
Europe is the less.

As well as if a promontory were.
As well as if a manner of thine own
Or of thine friend's were.

Each man's death diminishes me,
For I am involved in mankind.

Therefore, send not to know
For whom the bell tolls,
It tolls for thee.

~ John Donne*

INTRODUCTION

Cooperation indicates a joint operation or action. This means that there is more than one person involved. Indeed it indicates that there could be a large group or team involved; all who have a willingness to perform a task or tasks that benefit the group or achieves an aim for the group or team, rather than an individual. To cooperate fully in a task, everyone stays positive and focused on the outcome, recognizing each individual's worth, and working harmoniously to achieve a common goal.

ACTIVITY 36

If you have started a study group with friends or colleagues, have a bit of fun with this cooperative game. If you are studying alone, see if you can join with a few friends, or your family to play this game. This works best in groups of between 4 and 6 people, adults and children alike.

Inflate a balloon. Join hands to form a circle. The objective of the game is to keep the inflated balloon off the floor by batting it, without letting go of the other players' hands. If the balloon touches the floor, the group then loses the use of their hands to bat the balloon. As the balloon keeps hitting the floor, they then lose the use of their elbows, then shoulders, heads and thighs one by one. Keep playing for 10 minutes or until the loss of all "bats".

In your Journal record the following observations:

- What did it feel like to be forced to cooperate with the group to perform the task?
- Did everyone participate equally in the task?
Was everyone cooperative?
- Did you have to help each other to be successful?
- How did you feel? Was it fun? Frustrating? Difficult? Annoying? Ridiculous? An achievement?



ACTIVITY 37

Answer the following questions quickly without thinking too long about each one.

- If you had a car and it was stuck in the mud, how many people would you like cooperation from?
- If you wanted to paint your home, how many people would you like cooperation from?
- If you wanted an extra-delicious lunch, how many people would you like cooperation from?
- If you wanted a passport in 2 days, how many people would you like cooperation from?

Then answer these questions – this time, take your time to think about each one.

- What is cooperation?
- Do we all need cooperation sometimes?
- What do you need cooperation with?
- What would you like more cooperation with?
- How do feel about the task when the person helping is happy to help and when the person helping is grumpy or angry?
- Who do you cooperate with?

ACTIVITY 38

Listen to the recording of John Denver's song, *It's about time*. It is available on You Tube – www.youtube.com. These are the lyrics:

IT'S ABOUT TIME

~ Composed by John Denver

*There's a full moon over India and Gandhi lives again.
Who's to say you have to lose for someone else to win?
In the eyes of all the people, the look is much the same,
for the first is just the last one when you play a deadly game.*

It's about time we realize it, we're all in this together.

It's about time we find out, it's all of us or none.

It's about time we recognize it, these changes in the weather.

It's about time, it's about changes, and it's about time.

There's a light in the Vatican window for all the world to see and a voice cries in the wilderness and sometimes he speaks for me.

I suppose I love him most of all when he kneels to kiss the land, with his lips upon our mother's breast, he makes his strongest stand.

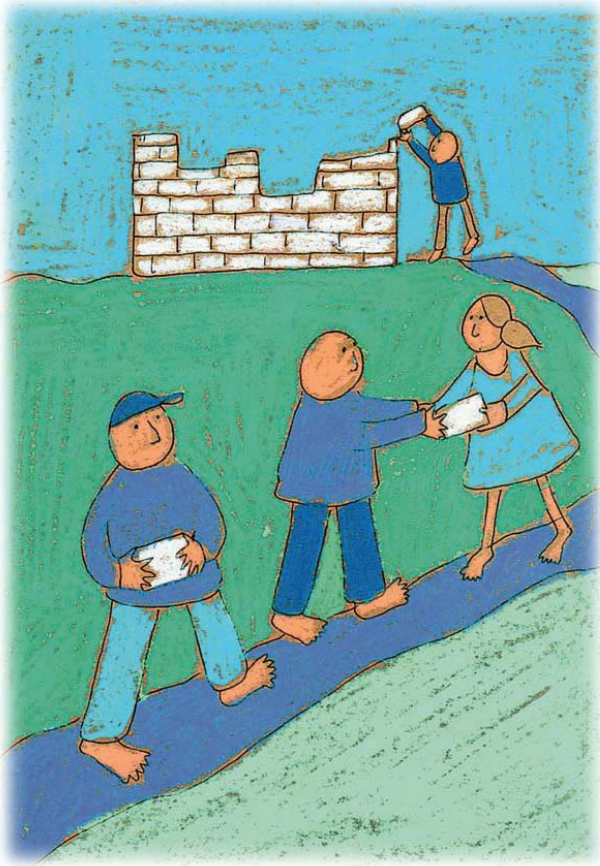
It's about time we start to see it, the earth is our only home.

It's about time we start to face it, we can't make it here all alone.

It's about time we start to listen to the voices in the wind,

it's about time and it's about changes and it's about time.

*When cooperating, there is a need to know what is needed.
Sometimes we need an idea, sometimes we need to let go of our idea.
Sometimes we need to lead and sometimes to follow.*



ACTIVITY 39

Think about an area of concern where you think more cooperation is needed. This could be between individuals, companies, groups, government agencies or countries.

- What ways would the groups be able to resolve the challenge?
- What values or qualities would they need to display?
- How would they need to behave towards each other?
- What would help the process?
- What would hinder the process?

*One who cooperates creates
good wishes and pure feelings
for others and the task.*

ACTIVITY 40

Create a slogan on cooperation. Draw or paint your slogan in your Journal.

EVALUATION QUESTIONS

- 1 Define cooperation in your own words.
- 2 What values or qualities need to be displayed when working cooperatively on a task?
- 3 How can you personally give more cooperation in your own life?
- 4 What difference will that make in your family, work or community?
- 5 Can you think of a time or reason when you might not want to give cooperation?
- 6 What makes cooperation easy?
- 7 How do you feel when you have worked cooperatively within a group, and the groups aims or objectives have been reached?

*There's a man who is my brother, I just don't know his name.
But I know his home and family because I know we feel the same.
And it hurts me when he's hungry and when his children cry.
I too am a father, and that little one is mine.
It's about time we begin it, to turn the world around.
It's about time we start to make it, the dream we've always known.
It's about time we start to live it, the family of man.
It's about time, it's about changes and it's about time.
It's about peace and it's about plenty and it's about time,
It's about you and me together and it's about time.*

In the first verse, the second line “Who’s to say you have to lose for someone else to win” epitomizes the value Cooperation. Make notes in your Journal of all the reasons you can think of why we should cooperate to make this world more peaceful. List 10 ways you personally can give cooperation to improve our world.

Happiness



When I have love and peace inside, happiness just comes.

Happiness is a state of peace in which
there is no upheaval or violence.

When there is a feeling of hope, there is happiness.
Good wishes for everyone give happiness inside.

Happiness naturally comes with pure and selfless actions.

When one is content with oneself, happiness comes automatically.

When my words express 'give flowers instead of thorns,'
I create a happier world.

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“Most folks are about as happy as they make up their minds to be.”

~ Abraham Lincoln

INTRODUCTION

Happiness sometimes appears elusive to people. Is this because we are so busy chasing it, that we fail to realize that if we just open our hearts and be grateful for everything that we have in our lives, we could be happy? Is it a conscious decision that we make? Do we need other people to make us happy?

As with so many of the other values, we need to have self-respect, peace and self-love to enable us to be truly happy. Many people feel that if they just had that new car, house, relationship or video game, then they really would be happy. Our advertising media also encourages us to think of the external things that can make us happy. The reality is that poverty or wealth can make us happy, or unhappy. According to wordnetweb.princeton.edu

Happiness is “a state of well-being, characterized by emotions ranging from contentment to intense joy”.

As we have previously discussed in this Program, the value of Happiness is an emotion or a feeling. It is also just a decision we make on whether we choose to be grateful and happy with ourselves and what we have, or not.

As Henry Ford put it...

“Whether you think that you can, or that you can’t, you are usually right.”



ACTIVITY 41

Answer the following questions in your Journal:

- Would you like to be happy?
- How do people create happiness?
- What do you think works?
- What doesn't work?
- What gives happiness for only a little while?
- What can give contentment that lasts for a long time?
- Can we create our own happiness?
- What kind of feelings inside do you think about when you think about happiness?
- When do you experience those?

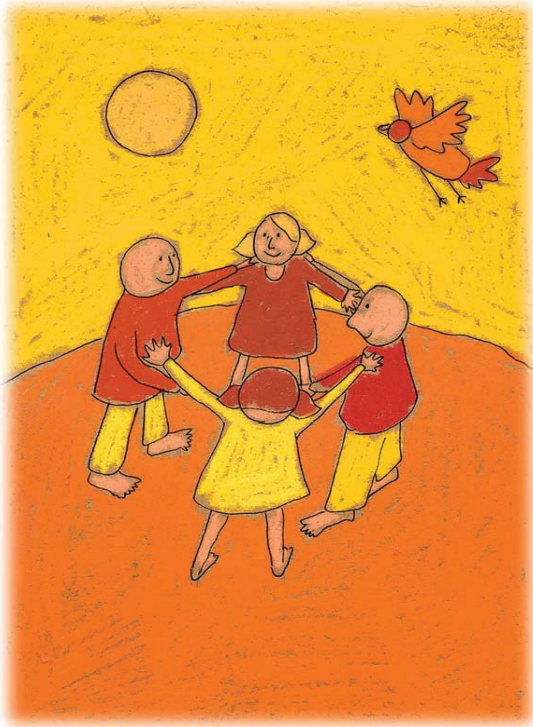
ACTIVITY 42

Now that you have given some thought to the value of Happiness, answer the following questions in your Journal.

- Make a list of things that give happiness.
- Think about times of happiness in your life. What was going on inside and around you? Write down a few experiences in your Journal. Add to your list if you have found more things that give happiness.
- Note down next to each item on your list the qualities or values that you experience during those activities or times.
- Now write a poem or short passage about the quality or value that appears most often on your list.

ACTIVITY 43

Listen to the recording called *Module 8 Happiness Talking to Myself.mp3*. Answer these questions in the Journal, and then complete the Discouraging/Encouraging Table in the Journal.



- What kinds of things can we say to ourselves to create happiness inside?
- What happens to your emotional energy when you speak kindly to yourself?
- What happens when you give yourself a hard time, when you are very critical with yourself?
- What happens to your feelings when you say, “I’ll never be able to do it,” or “I’ll never make it”?
- Are the feelings different when you say, “This is a bit scary, but I’ll do my best”?
- What do you say to yourself when you make a mistake?

ACTIVITY 44

Start a Gratitude Journal. Get a small notebook or diary, and every evening, make a note of one or more things that you are grateful for. These might have been something that happened during the day, or just an appreciation of something that has been in your life for a while. This routine allows you to increase the feeling of happiness and contentment, after all with so many things to be grateful for in your life, why wouldn’t you be happy? Notice how the feelings of happiness increases over time, and if you ever feel a bit out of sorts, read your Gratitude Journal to remind yourself of the good things in your life.

ACTIVITY 45

Write a list of at least 12 things that give you happiness. Look at them again, and think about whether they are needs or wants. What is the difference between a “need” or a “want”. If fishing makes you happy – is it a “need” or a “want”. Does your new car make you happy? Is it a “need” or a “want”? Reduce your list down to 6 items that you really feel that you need to make you happy. Look at these again, and reduce your list down even further to 3 items, and then pick the one item that gives you the most happiness. Do you do this often enough to refresh you and make you feel joy? If not, try to find some time in your life to do this more often. Write a letter of appreciation to a person connected to that item or activity, and if it is only you, then write a letter of appreciation to yourself.

ACTIVITY 46

Read the following inspirational passage by Chrystal Boyd.
<http://www.paradiseawaits.com/Dance.html>

*“Work like you don’t need money,
 Love like you’ve never been hurt,
 And dance like no one’s watching.”*

Play some music that you enjoy, a little louder than you normally would, and “dance like no one’s watching”, dance until you feel happy or until you are laughing...
Make it fun!

EVALUATION QUESTIONS

- 1 Where does happiness come from?
- 2 To be truly happy, how do we need to feel about ourselves?
- 3 What makes you happy?
- 4 How can you personally create more happiness in your life?
- 5 What is self-talk or internal dialogue?
- 6 How can we use self-talk or internal dialogue to make us happier?
- 7 If you are happy, how will it affect your family, co-workers, and friends?

Responsibility



- Responsibility is doing your share.
- If we want peace, we have the responsibility to be peaceful.
- If we want a clean world, we have the responsibility to care for nature.
- When one is responsible, there is the contentment of having made a contribution.
- A responsible person knows how to be fair, seeing that each gets a share.
- With rights there are responsibilities.

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*“We are made wise not by the recollection of our past,
but by the responsibility for our future.”*

~ George Bernard Shaw

INTRODUCTION

Responsibility is the state of being dependable, accountable or answerable.

We all have some responsibilities.

These might be in our family – we are responsible for the financial decisions, health and wellbeing of our children. It could be in our workplace, we are responsible for making sure the documents are processed in time, or we are responsible for the running of the company. Even children have some responsibilities from an early age, whether it is doing chores around the house such as making their beds or washing the dishes, or whether later on they are contributing financially to the household by working. We all have global responsibility to the environment and to our planet.

*If we are irresponsible, our planet
could suffer, and our children
will inherit problems.*

In our friendships and community we have a responsibility to be respectful to all people.

If we think about all our responsibilities, it could seem overwhelming. However, if we embrace our responsibilities and understand that we can make a difference in our own lives and the lives of others...

*by accepting our responsibilities
and carrying out the tasks to the
best of our abilities, with integrity
and a sense of purpose, we will
feel a sense of achievement
and contentment.*



ACTIVITY 47

If we believe in certain principles or values, then what we do or how we act should support our beliefs and values. For instance, if a person believes in caring for the environment, but then pollutes a stream or wastes water, or if a person believes in being a good friend but gossips to one friend about another, then that person is not acting in a way that supports that belief.

Think of 5 things that you believe in. Write a sentence in your Journal beginning each sentence with “*I believe in...*”

Follow each “*I believe in...*” sentence with a sentence starting with “*I want the right to...*” and then “*My responsibilities are...*” So if we take the example of caring for the environment the sentences could read:

I believe in caring for the environment.

*I want the right to be able to walk in nature
that is free from pollution.*

*My responsibilities are to ensure that I recycle waste
whenever possible; refrain from littering and teach my
children how to treat the environment with respect.*

You should now have 5 lots of 3 sentences.

Think about these responsibilities daily while doing this module and note your actions in your Journal, and any consequences of doing the actions and how you felt as you did them.

As a responsible person, I have something worthwhile to offer – and so do others.

ACTIVITY 48

Choose one of your “I believe...” statements and artistically write and decorate the statement. Use pictures, colors, doodles, and drawings to illustrate your feelings about what you believe in.

ACTIVITY 49

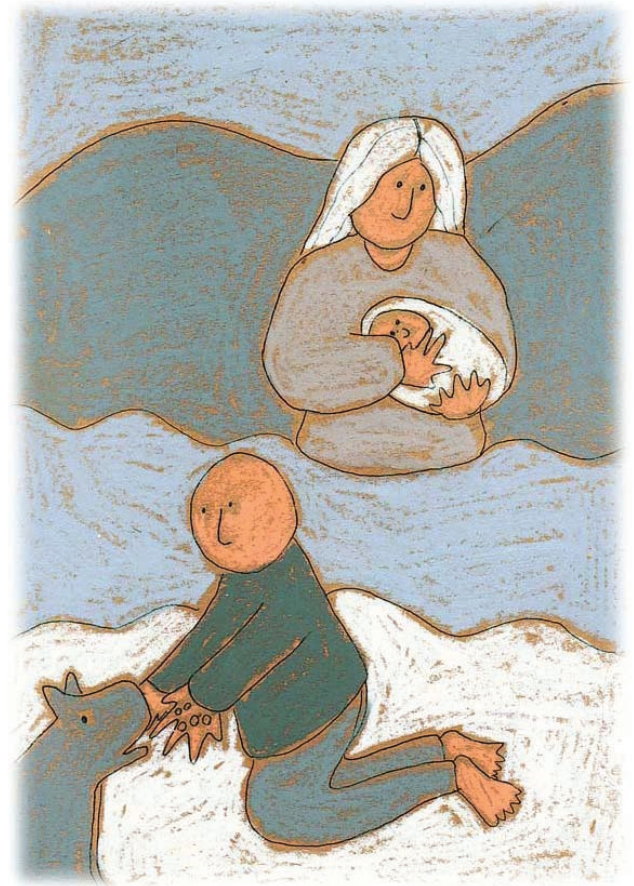
Read the following Reflection Point:

Each person can perceive her or his own world and look for the balance of rights and responsibilities.

In the first exercise of this Module, you were asked to think about your beliefs and your responsibilities each day.

Answer the following questions in your Journal regarding one of the beliefs and responsibilities.

- How do you feel when you fulfill your responsibilities?



- What have you enjoyed?
- Has anything been difficult?
- How do you feel, and what have been the consequences when you did not fulfill your responsibilities?
- How are you encouraging yourself?
- What responsibilities do we have to ourselves?
- How do we balance caring for others and caring for ourselves?
- Is part of taking care of ourselves being responsible?
- In the midst of being responsible to others, what things can you do to take care of yourself?

A responsible person fulfills the assigned duty by staying true to the aim. Duties are carried out with integrity and a sense of purpose.

Responsibility is not only something that obliges us, but is also something that allows us to achieve what we wish.

ACTIVITY 50

Read the following Reflection Points:

Global responsibility requires respect toward all human beings.

Responsibility is using our resources to generate a positive change.

Answer the following questions in your Journal.

- What changes do you think would benefit the world?
- In what way would you want everyone in the world to be responsible?
- Would those changes bring about the changes you think would benefit the world?
- What is our global responsibility?
- What changes do you think would benefit our community?
- What would you like everyone to do?
- What responsibility do you have to others?
- What is our societal responsibility?
- What is our moral responsibility?

Responsibility is accepting what is required and carrying out the task to the best of your ability.

ACTIVITY 51

How do you feel when you do not do something that you thought you should? Feeling sad, angry or guilty about a mistake or a responsibility that you have not fulfilled is natural. It simply means you regret what happened and would have liked to have done something different. We all make mistakes sometimes. We are all human. But feeling guilty or sad for a long time depletes our energy. A constructive alternative would be to do the following instead.

1. Think of a situation where you wish you would have done something.
2. Identify the value or quality that you need for that.
3. Imagine that quality and feel it in your mind.
4. Talk kindly to yourself. Know that the next time that circumstance occurs; you will have the power to do what you want to do.

EVALUATION QUESTIONS

- 1 With rights comes responsibility. Name one right that you want, and the consequent responsibility.
- 2 Define what responsibility means to you.
- 3 How do you balance rights and responsibilities?
- 4 What way can you move forward from a mistake or when you did not fulfill your responsibility to improve the outcome in the future?
- 5 How do you feel when you fulfill your responsibilities?
- 6 What is global responsibility?
- 7 What changes would you like to make in your life to encourage more responsibility, either for yourself, your family, work or community?

Simplicity



Simplicity is natural. Simplicity is being natural.

Simplicity is learning from the earth.

Simplicity is staying in the present and
not making things complicated.

Simplicity is enjoying a plain mind and intellect.

Simplicity teaches us economy –
how to use our resources wisely,
keeping future generations in mind.

Simplicity is appreciating the small things in life.

Material and Activities in this program are adapted from:

Living Values Activities for Young Adults by Diane Tillman

LVE Educator Training Guide by Diane Tillman

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“To find the universal elements enough; to find the air and the water exhilarating; to be refreshed by a morning walk or an evening saunter... to be thrilled by the stars at night; to be elated over a bird’s nest or a wildflower in sprint – these are some of the reward of the simple life.”

~ John Burroughs

INTRODUCTION

The value of Simplicity is one that wouldn’t normally be a on everyone’s list of top 5 values. Go back to the “Values Awareness” page in the Journal. Was it one of yours?

The interesting thing is however, that once people concentrate on this particular value, they tend to stop, take a breath and halt their busy lives to truly appreciate how important the simple things in life truly are. If you look in a dictionary for definition of Simplicity there are many meanings, however the one that seems to embody the true spirit of the value is:

“Freedom from deceit or guile; sincerity; artlessness; naturalness”

from dictionary.reference.com. In this busy life we lead in today’s world, it reminds us of days gone by when life appeared simpler, more sincere and honest. How can we incorporate that feeling into our modern lives? Is it even possible? If we can ensure that we have some time to ourselves to ensure that we can enjoy some of the simple pleasures in life, we will find that it is very easy to jump off the treadmill of life and appreciate the beauty around us.



ACTIVITY 52

Read the following Reflection Points:

*Simplicity is natural
Simplicity is learning from the Earth
Simplicity is beautiful
Simplicity is relaxing
Simplicity is being natural*

With these Reflection Points in mind, think about the following questions and write them in your Journal.

- What is simplicity?
- What are examples of art which have the beauty of simplicity?
- What simple things do you enjoy?
- What things do you enjoy that cost very little or no money?
- What can we learn from the Earth?
- When can life be too complicated?
- How do we make life overly complicated?
- What ways can life be simplified?

ACTIVITY 53

Read the following story.

An American businessman was at the pier of a Mexican coastal village when a small fishing boat, piloted by just one man, docked. Inside the boat were several large yellowfin tuna. The American complimented the Mexican on the quality of his fish and asked how long it took to catch them. The Mexican replied, “Only a little while.”

The American then asked why didn't he stay out longer and catch more fish. The Mexican said he had enough to support his family's immediate needs. The American then asked, "But what do you do with the rest of your time?" The Mexican fisherman said, "I sleep late, fish a little, play with my children, take siesta with my wife Maria, stroll into the village each evening where I sip wine and play guitar with my amigos. I have a full and busy life, señor."

The American said, "I could help you. I have an MBA from Harvard. You should spend more time fishing and buy a bigger boat with what you make from your catch. With the proceeds from the bigger boat you could buy several boats. You would have a fleet of fishing boats. Instead of selling your catch to a middleman you would sell directly to the processor and eventually open your own cannery. You would control the product, processing and distribution.

"You could leave this small fishing village and move to Mexico City, then Los Angeles and eventually New York, where you will run your expanding enterprise." The Mexican fisherman asked, "But, señor, how long will this all take?" To which the American replied, "15-20 years." "But what then, señor?" The American laughed and said, "That's the best part. When the time is right you would announce an IPO and sell your company stock to the public and become very rich. You would make millions." "Millions, señor? Then what?"

The American said, "Then you would retire. Move to a small coastal fishing village where you would sleep late, fish a little, play with your kids, take siesta with your wife, then, in the evenings, stroll to the village, where you would sip wine and play your guitar with your amigos."

- What can you learn from this story?
- Can you draw parallels in your own life?
- How can you simplify your life and still fulfill your life goals?

*Simplicity teaches us economy –
how to use our resources keeping
future generations in mind.*

ACTIVITY 54

Read the following passage and answer the questions below.

**Excerpt from
LIVING VALUES: A GUIDEBOOK**

"The ethic of simplicity is the precursor to sustainable development. Simplicity teaches economy. It teaches investment by example to those clear and honest about their needs and who live accordingly. Simplicity is the conscience which calls upon people to rethink their values. Simplicity asks whether we are being induced to purchase unnecessary products. Psychological enticements create artificial needs. Desires stimulated by wanting unnecessary things result in value clashes complicated by greed, fear, peer pressure and a false sense of identity. Once fulfillment of basic necessities allows for a comfortable lifestyle, extremes and excesses invite overindulgence and waste. While that approach can be defended as a means to build certain economies, it should

Simplicity asks whether we are being induced to purchase unnecessary products. Psychological enticements create artificial needs. Desires stimulated by wanting unnecessary things result in value clashes complicated by greed, fear, peer pressure, and a false sense of identify. Once fulfillment of basic necessities allow for a comfortable lifestyle, extremes and excesses invite overindulgence and waste.

Simplicity helps decrease the gap between “the haves” and “the have nots” by demonstrating the logic of true economics: to earn, save, invest, and share the sacrifices and the prosperity so that there can be a better quality of life for all people regardless of where they were born.

not be used at the expense of pushing other economies into dire poverty. It should not be that imposed sacrifice of some brings great affluence to others. That is not a principle but an injustice.”

- What is the role of greed with overindulgence and waste?
- How does the value of simplicity help us avoid waste?
- What are the consequences for the environment when overindulgence and waste are reduced?
- How can we use our love for the environment and the world to help us assess our wants versus our needs?



ACTIVITY 55

Listen to the recording called *Module 10 Simplicity Messages from the Media.mp3*

Listen to or watch some advertisements on radio or television. Ask yourself if the message portrayed is true. Remind yourself of the importance of simplicity and natural beauty.

ACTIVITY 56

Spend 5 to 10 minutes in silence every day, either doing a relaxation or focusing exercise, going for a walk in silence, or in silent contemplation or reflection. After your quiet time, note your thoughts in your Journal.

ACTIVITY 57

Write a poem to you from a bird – advising you about the simple beauties of life or draw a simple picture – either using one color or one theme showing the beauty of simplicity.

EVALUATION QUESTIONS

- 1 What does the value Simplicity mean?
- 2 How can we achieve a simpler life?
- 3 What responsibility do we have to the environment?
- 4 How can we make changes in our life to help the environment?
- 5 What changes would you like to see in the world to help us live a simpler life?
- 6 How do you feel when you silently reflect or contemplate?
- 7 What is inner or natural beauty?

Simplicity and caring for the Earth and her oceans

Each value is important, but the importance of simplicity and taking care of our Earth and her oceans at this point in time is paramount as human demands on the planet's resources increase and global climate change imperils human existence.

Simplicity as a value is addressed in a few ways: enjoying the simplicity and beauty of nature, valuing the simplicity and wisdom of indigenous cultures, simplicity as a value that helps us create sustainable development and simplicity as a way to reduce our material demands on the planet.

Examples shared from Living Values Activities for Young Adults

VALUES ACTIVITY #1 - SIMPLE THINGS

Write the following Reflection Points in your Journal:

- Simplicity is natural.
- Simplicity is learning from the earth.
- Simplicity is beautiful.
- Simplicity is relaxing.
- Simplicity is being natural.
- Simplicity is staying in the present and not making things complicated.

Explore general concepts of simplicity through questions to ask yourself: Please share in your Journal.

- What is simplicity?
- What simple things do you enjoy?
- What things do you enjoy that cost very little or no money?
- What can we learn from the Earth?
- When can life be too complicated?
- In what ways can life be simplified?

VALUES ACTIVITY #2 - THE REAL COST OF FASHION

"Sometimes there are high prices to the Earth for the things manufacturers want us to buy. A short video from the World Economic Forum states:

Here are 7 astonishing facts on how our culture of fast fashion harms the environment.

1. *The fashion industry causes 10% of all greenhouse gas emissions. Producing more emissions than all international flights and shipping combined.*
2. *Every second, one garage truck of textiles is burned or sent to landfills. And three in five items bought are thrown away in a year.*
3. *Washing one synthetic garment releases about 2,000 plastic microfibers which enter the ocean and the food chain.*
4. *It takes 2,700 liters of water to make a cotton shirt. That's what one person drinks in 2.5 years.*
5. *Making and washing one pair of jeans emits the same CO² as driving 69 miles.*
6. *120 million trees are cut down every year to make clothes. And 30% of the rayon and viscose used in fashion comes from endangered and ancient forests.*
7. *Up to 16% of the world's pesticides are used in cotton farming every year. The chemicals degrade soil and pollute water as well as poisoning cotton pickers.*

We can all help reduce the impact of fashion by buying fewer clothes, choosing natural fibers, and recycling what you discard. Would knowing the above cause you to change your wardrobe to help the environment?"

ACTIVITY:

What is your reaction to the above message – how does that make you feel?

Create a new reflection point or creating a slogan to display; put into your Journal.

- Simplicity teaches us economy – how to use our resources keeping future generations in mind.
- Simplicity is appreciating inner beauty and recognizing the value of all actors, even the poorest and worst off.
- Simplicity helps decrease the gap between “the haves” and “the have nots” by demonstrating the logic of true economics: to earn, save, invest, and share the sacrifices and the prosperity so that there can be a better quality of life for all people regardless of where they were born.

VALUES ACTIVITY #3 - GREED VERSUS SIMPLICITY AS WE USE THE EARTH’S RESOURCES

Read the following paragraph, taken from *Living Values: A Guidebook*.

“The ethic of simplicity is the precursor to sustainable development. Simplicity teaches economy. It teaches investment by example to those clear and honest about their needs and who live accordingly.

Simplicity is the conscience which calls upon people to rethink their values. Simplicity asks whether we are being induced to purchase unnecessary products. Psychological enticements create artificial needs. Desires stimulated by wanting unnecessary things result in value clashes

complicated by greed, fear, peer pressure, and a false sense of identity.

Once fulfillment of basic necessities allows for a comfortable lifestyle, extremes and excesses invite overindulgence and waste. While that approach can be defended as a means to build certain economies, it should not be used at the expense of pushing other economies into dire poverty. It should not be that imposed sacrifice of some brings great affluence to others. That is not a principle but an injustice.”

Ask Yourself: Answer in your Journal

- What is the role of greed with overindulgence and waste?
- How does the value of simplicity help us avoid waste?
- What are the consequences for the environment when overindulgence and waste continue over time?
- What happens when we care for the Earth and her oceans?
- How can we use our love for the environment and the world to help us assess our wants versus our needs?

ACTIVITY

What advice can you give yourself for the future?

What suggestions would you like to make to improve the environment?”

PLEASE NOTE:

If Caring for the Earth and Her Oceans is of interest to you, you will find the *Rainbow Booklet – LVE Values Activities for Young Adults* section

Simplicity and Caring for the Earth and Her Oceans on the website livingvalues.net/rainbow-booklets/ – extremely useful for group activities all most relevant to our times.

Freedom



Freedom resides within the mind and heart.
Freedom is a precious gift.

There can be full freedom when rights are balanced
with responsibilities.

There is full freedom when everyone has equal rights.

All people have a right to be free.
For all to be free, each one has to respect the rights of others.

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

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“Freedom has its life in the hearts, the actions, the spirit of men and so it must be daily earned and refreshed – else like a flower cut from its life-giving roots, it will wither and die.”

~ Dwight D Eisenhower

INTRODUCTION

Freedom means many different things to many different people, and if we research definitions for “free” we can see how many different ways it can be defined. From the Collins Dictionary:

“able to act at will, not compelled or restrained... independent... generous, lavish..., tolerant...”

From Wikipedia “Individual freedom, moral stance, political philosophy, or social outlook that stresses independence and self-reliance” and “Political freedom, absence of interference with the sovereignty of an individual by the use of coercion or aggression.”

If we live in a relatively free society, our thoughts on freedom may be more focused on individual freedom or inner freedom; the freedom to make choices in our lives. If however we live in a country that has political freedom constraints, our focus may be on thinking about our own part in the liberty and rights of some or all the people in the community, region or country. You may even choose to look at the other concept to gain a better understanding of other people in the world.

ACTIVITY 58

Check your music collection for songs about Freedom – or check the internet or YouTube. Some examples include:

Freedom ~ Richie Havens

Freedom ~ Sir Paul McCartney

Imagine ~ John Lennon

Born Free ~ Andy Williams

Listen to the songs and pick out the different themes. Is the freedom in the lyrics that of freedom from political tyranny, freedom from beliefs that segregate our world, freedom to make your own choices in your life, encouragement to change your own perspective, or something else?

Write your own personal belief of what freedom means to you in your Journal.

ACTIVITY 59

Answer the following questions in your Journal:

- What is freedom?
- What freedoms do you think all people should have? Make a list.
- What have been the main events in your country’s struggle for freedom? If your country has not had a struggle for freedom, what about freedoms that were initially denied to women?

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.



- Choose one issue from the history of your country. What freedoms were denied to some or all people?
- What kind of freedoms do you have now?
- How has this changed?

ACTIVITY 60

Make an artistic representation of the kinds of freedom that you want all people to have now. Use your list from the previous exercise and use some or all of the freedoms. Check to see whether any of the freedoms on your list violate the freedoms of others?

Make a list of the responsibilities balanced with each of the rights or freedoms on your artistic representation and add this to your drawing/slogan/doodle.

ACTIVITY 61

Answer the following questions in your Journal:

- What is inner freedom?
- How does inner freedom feel?
- When do you feel most free?
- What types of thoughts make you feel free?
- What types of thoughts make you feel constrained or negative?
- How do we develop our own feeling of inner freedom?
- What are examples of people who experienced inner freedom when they had no physical freedom?

ACTIVITY 62

Read books from the Library, watch movies or research on the internet stories of people who have had inner freedom even when they were imprisoned or had their freedom violated.

Examples are: *The Boy in the Striped Pajamas* by John Boyne (also a movie), *Anne Frank: The Diary of a Young Girl*, *Atlas Shrugged* by Ayn Rand, 1984 by George Orwell.

ACTIVITY 63

In 1948 the General Assembly of the United Nations proclaimed the *Universal Declaration of Human Rights*. The member states at the time were Afghanistan, Argentina, Australia, Belarus, Belgium, Bolivia, Brazil, Canada, Chile, Republic of China, Colombia, Costa Rica, Cuba, Denmark, Dominican Republic, Ecuador, United Arab Republic, USSR, Ethiopia, France, Greece, Guatemala, Haiti, Honduras, Iceland, India, Iran, Iraq, Lebanon, Liberia, Luxembourg, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Myanmar (Burma); Pakistan, Panama, Paraguay, Peru, Philippines, Poland, Saudi Arabia, South Africa, Sweden, Syrian Arab Republic, Thailand, Turkey, Ukraine, United Kingdom, United States of America, Uruguay, Venezuela.

Go to the United Nations website and read the Universal Declaration of Human Rights <http://www.un.org/en/documents/udhr/> and then think about whether the member states have all been true to the spirit of the declaration. Write some examples in your Journal.

EVALUATION QUESTIONS

- 1 What different kinds of freedom are there?
- 2 What would freedom be like for you in your life?
- 3 Does everyone in the world have the opportunity for freedom?
- 4 What techniques could you utilize to enable you to have more freedom?
- 5 How can you make a difference in the lives of other people.
- 6 Does freedom mean that you can do what you like, when you like, to whomever you like?
- 1 What do you need to balance with freedom or rights?

Unity



- Unity is harmony within and among individuals in the group.
- Unity is built from a shared vision, hope, an altruistic aim, or a cause for the common good.
- Unity creates a sense of belonging and increases well-being for all.
- Creating unity in the world requires individuals to see all of humanity as their family and to concentrate on positive directions and values.
- The stability of unity comes from the spirit of equality and oneness.
The greatness of unity is that everyone is respected.
- Unity makes big tasks seem easy.

Material and Activities in this program are adapted from:
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“Remember upon the conduct of each depends the fate of all.”

~ Alexander the Great

INTRODUCTION

We have come full circle with this home study program.

*Unity – the quality or value
of being in unison and in
harmony with one another.*

In the human body each individual cell has its own intelligence, and each group of cells has its own function or purpose, and yet they all unite together to form a whole. We can think of humanity as being like the human body, each of us a single cell, unique and different, but part of the whole. We are all connected, and we affect each other. If some of us are hurt, in pain or joyful, that radiates out to the rest of humankind.

As John Donne so eloquently put it...

*“No man is an island, entire of itself;
every man is a piece of the continent,
a part of the main.”*

ACTIVITY 64

Revisit some of the songs that you have listened to over this Program, or find some new ones that epitomize Unity. Some examples are:

We all stand together ~ Paul McCartney

We are the World ~ Michael Jackson

We are the children of the World ~ Various

Ebony and Ivory ~ Paul McCartney and Stevie Wonder

United we Stand ~ Brotherhood of Man

Enjoy the feeling of unity that you experience when listening to these songs. List your favourites.



ACTIVITY 65

We can learn a lot from Nature. There are many stories of animals that practice unity. There are stories about dolphins saving humans. In one, a group of dolphins swam many miles, pushing a man on a raft who was lost at sea. The dolphins took turns pushing the raft with their noses. When some of the dolphins were tired, others would take over. They were united in their goal of saving the man. They kept swimming together, and when others were tired the ones who were more rested would push again. They rotated for many, many miles, pushing the raft until it was close to a little village by the sea and the man could swim safely by himself to the shore.

Elephants have many similarities to humans. They live for seventy to eighty years. They love their children very much. When the elephants in the wild are threatened by a tiger or lion, the large elephants form a circle around the baby and young elephants. The parent elephants face outward in the circle so that they can guard their children and keep them safe. The elephants are united; they act together with a shared goal.

If you know any firsthand accounts of how animals show support for their own kind, document it in your Journal. If not, have a look on the internet to see if you can find some examples or fiction stories that show Unity in the animal kingdom.

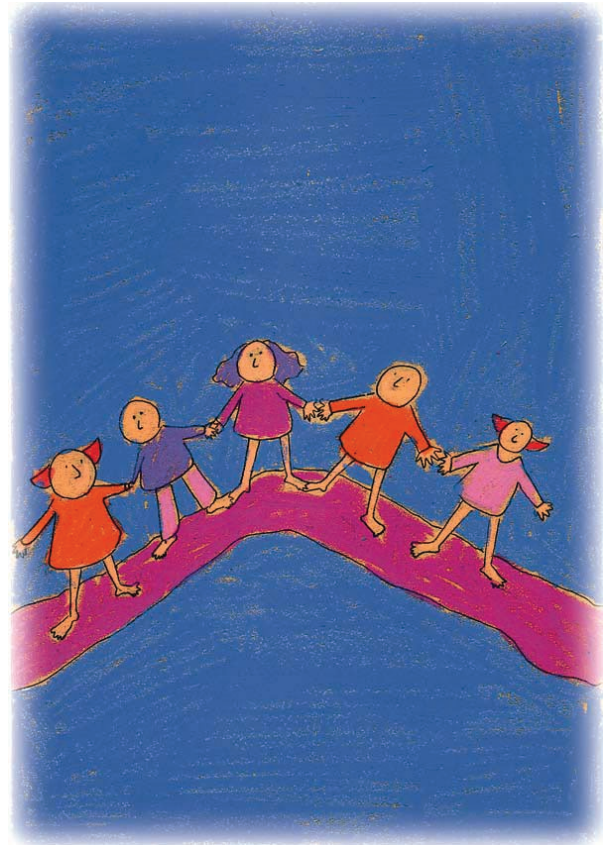
ACTIVITY 66

Humanity has not been able to sustain unity against the common enemies of civil war, ethnic conflict, poverty, hunger and violation of human rights.

Make a list of what you feel are the most important problems of the world and a list of what the world needs. If we accept the premise that the people of the world can solve the problems if they unite, do the following task. Select one of the problems from the list. Propose solutions, including which groups of people could work together in unity in order to solve the problem. These groups of people could be different businesses, professions, international institutions or organizations. As an example, to combat a specific illness such as asthma, advertising companies and medical communities could work together to provide information about asthma, while businesses and ecologists could work together to reduce the pollutants which contribute to asthma. Or to improve human rights and the standard of living of the poorest of the poor, successful business gurus could team up with the UNDP (United Nations Development Program) advisors to teach and persuade CEOs of multinational corporations about the importance of human development and human rights.

ACTIVITY 67

For the week while you are doing this Module, present a united front whenever possible. If you have a partner, present a united front to your friends and anyone you come in contact with. If you work in a company, present a united front to suppliers and customers. How does it make you feel?



ACTIVITY 68

Listen to one of the Unity songs again and complete the following questions in your Journal.

- What is unity?
- What does it feel like?
- Is part of unity respecting others, valuing others' work, helping but not intruding? How do we do that?
- What feelings or attitudes inside of us help us contribute to unity?

Draw a symbol or sign that you feel depicts Unity.

One note of disrespect can cause unity to be broken. Interrupting others, giving unconstructive and prolonged criticism, keeping watch over some or control over others are all strident chords which strike harshly at relationships.

ACTIVITY 69

Read the following Reflection Points and then answer the questions below in your Journal.

*Unity makes big
tasks seem easy*

*Unity inspires stronger personal
commitment and greater
collective achievement.*

What are different abilities we need to have to help create unity? Sometimes we need to lead, sometimes to follow, sometimes we need to generate ideas, sometimes to let go of our idea being best.

What other skills are sometimes required?

What destroys the feeling of unity?

Have you ever had any difficulty when working on projects that require unity?

Does ego or jealousy ever get in the way?

What helps to deal with those feelings?

What makes unity fun?

CONCLUSION

It is our hope that you have enjoyed working through this Home Study Self Development Program, and that you have increased your awareness of your values. To see how you feel in your values at this moment complete the Values Wheel again. You can listen to the MP3 file called *Introduction Are We Living our Values.mp3* or follow the instruction below and then complete your Wheel.

Am I truly living my Values? How honestly can I answer?
How deep am I willing to go...?

*Feel into the word VALUE – what does it mean to you?
Is it / are they something you were taught by parents as a child, learnt at school?*

Is it perhaps an interpretation you have come to?

What drives you to even have a concept of Values?

Have you ever thought about Values?

If we go deeper wouldn't you agree Values were always there?

You'll find that like a 'little child' a set of original Values rest deep inside you, providing an innate knowing of what to do and how to live here – this knowing could be likened to a personal internal guidance system – how to live in a body, in a material form in the physical world which of course, means giving you the clear direction as to how to relate with all that you find in this world, your surroundings, your senses and your relationships with your brothers and sisters.

Being part of the world comes with a responsibility in order that you 'fit in' be part of what is occurring, to have value and feel worthy.

Somewhere you became individual, like others around you taking on an identity and going your own way. You established your own sense of right and wrong and to be comfortable in the world found a balance that kept you on course.

So how is that balance serving you right now? Just relax and let these questions drop through the mind to the heart and that place where feelings give the best responses and tell the truth....

Let's ask a few questions to check in to how I really feel about myself... and see what the Law of Attraction is reflecting back to me in this moment.

What's really going on in my personal relationships,

If you would like to include any of your personal observations, stories, successes or insights, please feel free to post or email them to us.

*my intimate relationship – is it this the best it can be?
I would like to have it?*

*How about at work – is there cooperation between
my team mates, is there gossiping, complaining?
Am I truly cooperative, willing and helpful to
clients and colleagues alike?*

*Where is my tolerance level sitting right now
when I am in traffic, in the supermarket, in
the bank – queuing, waiting, waiting?*

*How is my respectfulness – do I really give it
to others, to myself, the planet?*

How about love?

*Am I a loving person – waking up, getting
children to school?*

*Could I be more relaxed, have more humour, be
gentler with those I love?*

Where is my abundance?

Do I have enough?

Do I rest in Gratitude?

How much Freedom do I allow myself?

Just how peaceful was I this morning?

How peaceful am I feeling now?

*When did I last say, in all humility not as a given, but a
blessing – “Thank You” for my life?*

*Now as you allow yourself to gently return, perhaps having
honestly evaluated your life as it is right now you are ready
to enter into the spirit of LIVING VALUES. Be spacious and
honest and allow the opportunity for you to see just where
you are living from right now.*



Please start with Honesty.

Add the twelve numbers together – the greatest expression of LIVING VALUES you could be would total 84 – whatever you have is where you are now in your life. Using your own honest reflection will enable you to re-focus on those Values with the lowest score.

EVALUATION QUESTIONS

- 1 Where can we learn about unity?
- 2 What does unity mean?
- 3 How does it feel to have a feeling of unity in your work, family or social group?
- 4 What helps the feeling of unity?
- 5 What destroys the feeling of unity?
- 6 What qualities do you need to have to work in unity on a task or project?
- 7 How can you display unity in your life?

There is an easy way to discover where we are at any moment. Look at the twelve core values. On a score of 1-7 with one being the lowest and closest into the centre and ten being the highest and furthest out, score yourself the degree of each Value that is FULLY present within you at this time in your life.



Distance Online Courses

“Widening the Reach”



Living Values Education established in 1996, embraced in many countries internationally, recognises that it is completely impractical for much of the world’s population to attend workshops and participate in organised Living Values activities due to cost, time and travel requirements. Yet the desire to extend the benefits of discovering our values meant another opportunity had to be found.

In 2016 ALIVE International undertook to design Distance Online Courses, based on the highly successful Living Values Education material, allowing anyone, anywhere to unlock and discover their values enabling them to make a difference in their life and the lives of the people around them, in the convenience of their own home.

- ◆ **Distance, a stand-alone LVE programme can be engaged by anyone, anywhere**
 - ◆ **It does not rely on trained facilitators or workshop attendance**
 - ◆ **It is easy to do without leaving home**
 - ◆ **It offers multi levels of participation**
 - ◆ **It is free**



“I was not expecting this would make the huge difference in my life that it has. The material forced me to look at myself, all of me, my hurdles, pain, grief, fears and blocks. I completed the course and wanted to help others gain what I had gained and became a certificated LVE facilitator. This was a very valuable experience for me. I found so much inside of me I had not healed and by doing so my fears lessened, I grew a new understanding and compassion for myself. Something I previously only had for others. My fear of being judged was challenged; I won and chains around me were broken. My journey continues every moment.”

~ Denise Shaw, Queensland, Australia.