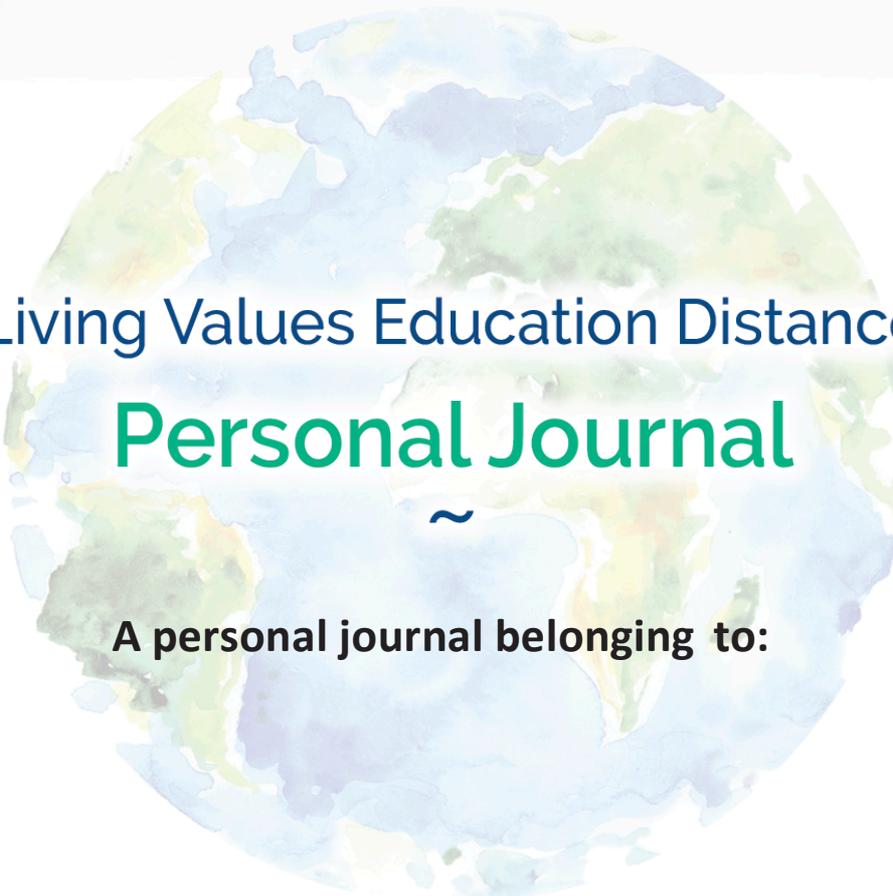




Living Values™
Education



DISTANCE ONLINE COURSES



Living Values Education Distance Personal Journal

A personal journal belonging to:

Throughout the Program there will be various Activities for you to complete. They are designed to get you thinking and feeling the various facets of the value.

This Journal is 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' please remember to record your thoughts in this Journal!

Material and Activities in this program are adapted from:
Living Values Activities for Young Adults by Diane Tillman

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LIVING VALUES EDUCATION

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.



WHY VALUES

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you the world to be like? Reflect for a moment. . . .

The widely shared values explored in Living Values Education have been articulated and widely endorsed around the world at such conferences as the 1989 UN Convention on the Rights of the Child and the 1992 Aspen Conference.

The theme of Living Values Education 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 NEED... AND LVE

The need for a world in which people live their values is increasingly apparent as negative social media and bullying are impacting suicide rates of young people, and violence and atrocities toward children and adults are increasing in many parts of the world.

LVE Educators believe that nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all. Living Values Education is a global endeavour which provides an approach, and tools, to help people connect with their own values and live them.

“Educating the mind without educating the heart is no education at all.”
~ Aristotle.

During professional development workshops, educators are engaged in a process to empower them to create a safe caring atmosphere in which young people are loved, valued respected, understood and safe. Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage them in exploring and choosing their own personal values while developing intrapersonal and interpersonal social emotional skills to “live” those values. Students soon become co-creators of a culture of peace, caring and respect with their educators. A values- based learning community fosters positive healthy relationships and quality learning and teaching.

Adults who are willing to model values are essential. We hope you will join us in creating a positive difference.

ACTIVITY 3 – WHAT THAT VALUE MEANS TO ME



ACTIVITY 4 – “AM I LIVING MY VALUES?”

If you wish, place your score from Self Reflection in this circle - at the end of the Values Activities you can evaluate what changes you feel are appropriate.



My previous combined Living Values score out of a possible 84 was: _____

Creating unity in the world requires individuals to see all of humanity as their family and to concentrate on positive directions and values.

Peace

ACTIVITY 5 – PEACE SONGS

Themes _____

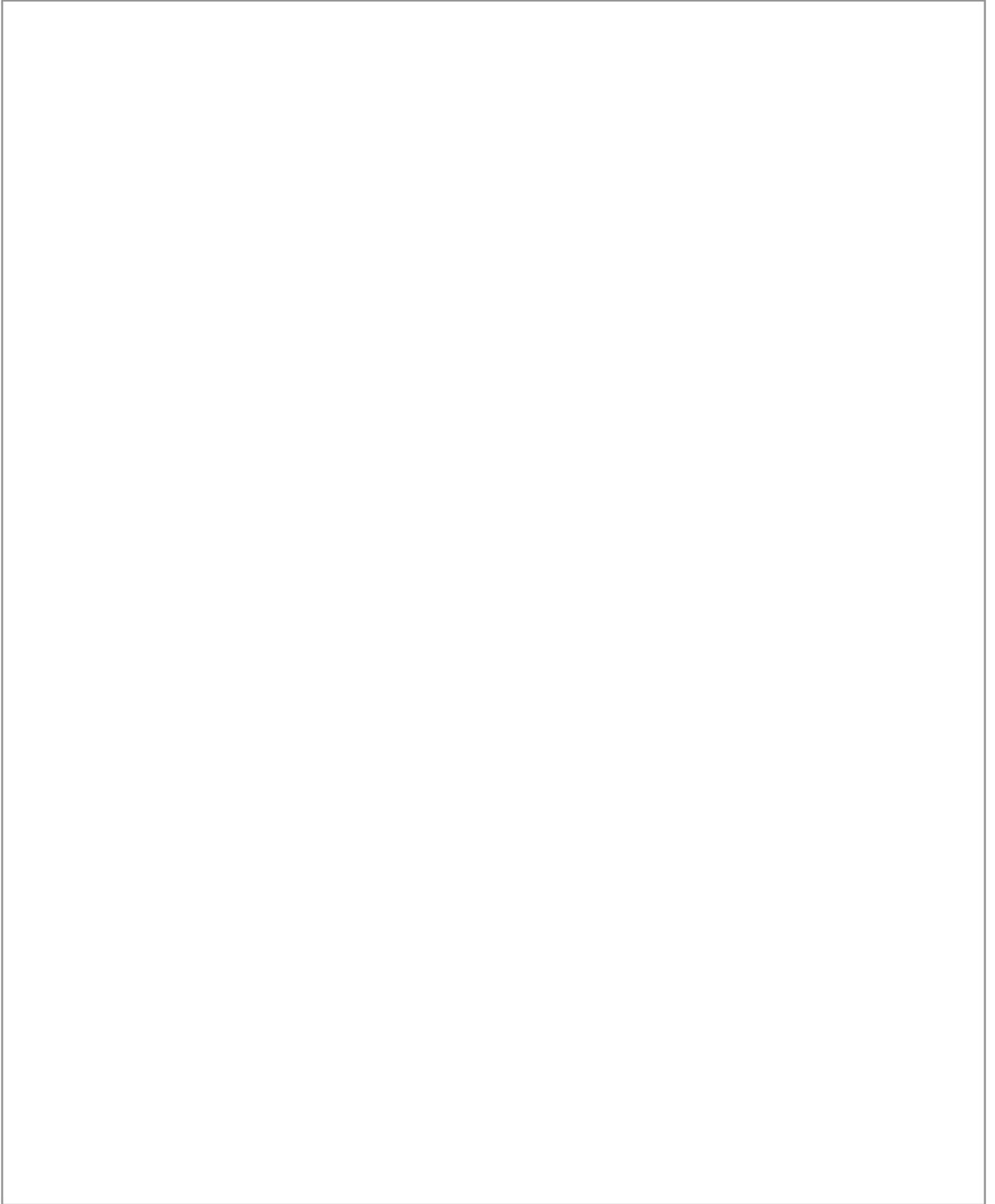
ACTIVITY 6 – PERSONAL DRAWING *(over page)*

ACTIVITY 7 – CONFLICT

What was the original seed of the conflict? _____

Peace consists of pure thoughts, pure feelings and pure wishes

Peace begins within each one of us



What made the conflict grow? _____

How can we explore angry feelings to find the root cause of the anger, and replace them with calmer peaceful ones?

Different Ways of Creating Peace _____

ACTIVITY 8 – NOTES FROM RELAXATION EXERCISE

If we want peace, we have a responsibility to be peaceful

ACTIVITY 9 - INTERVIEW 1

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? _____

INTERVIEW 2

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? _____

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

EVALUATION QUESTIONS ~ PEACE

1 In your own words, describe what Peace is. _____

2 How can Peaceless-ness be felt? _____

3 How does Peace feel to you? _____

4 Describe how you can create Peace in your own life? _____

5 How are you able to promote Peace in your Community? _____

6 Where do you think Peace begins? _____

7 List 5 words that make you feel peaceful. _____

For DFT Distance Facilitator Training you must ensure you have fulfilled the requirement of engaging in TWO activities in this Value section and addressed each of the Evaluation Points above. The responses can be answered in this book and the entire Journal emailed to your mentor at the end of the 12 weeks. You will have engaged in 24 activities from the Home Value Activities Study.

Student Name: _____

Respect

ACTIVITY 10 – TWO BIRDS

Instance where conflict arose due to poor communication or difference in perception _____

What could have been done differently? _____

ACTIVITY 11 – SHOWING RESPECT ACTIVITY

Instances where you received respect because you showed respect _____

Every human has innate worth

ACTIVITY 12 – FEELING RESPECT ACTIVITY

Feeling respect for yourself–What did you do? _____

How did you feel? _____

Qualities shown _____

Someone showed you respect – What did they do? _____

Part of self-respect is knowing my own qualities

How did you feel? _____

Someone showed you lack of respect – What did he or she do? _____

How did it make you feel? _____

ACTIVITY 13

Why do people show disrespect to each other? _____

ACTIVITY 14 – ME TREE

Personal qualities and talents _____

Positive things you do _____

Successes from doing positive things _____

Self-respect is knowing my real self

Respect for oneself is the seed that gives growth to confidence

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EVALUATION QUESTIONS ~ RESPECT

1 When can conflict occur? _____

2 What happens as a result? _____

3 How can we develop self respect? _____

4 How can this help us address conflict? _____

5 Other than people, what do we have to show respect to? _____

6 Where do you think Respect begins? _____

7 List 5 words that make you feel Respect _____

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Student Name: _____

Love

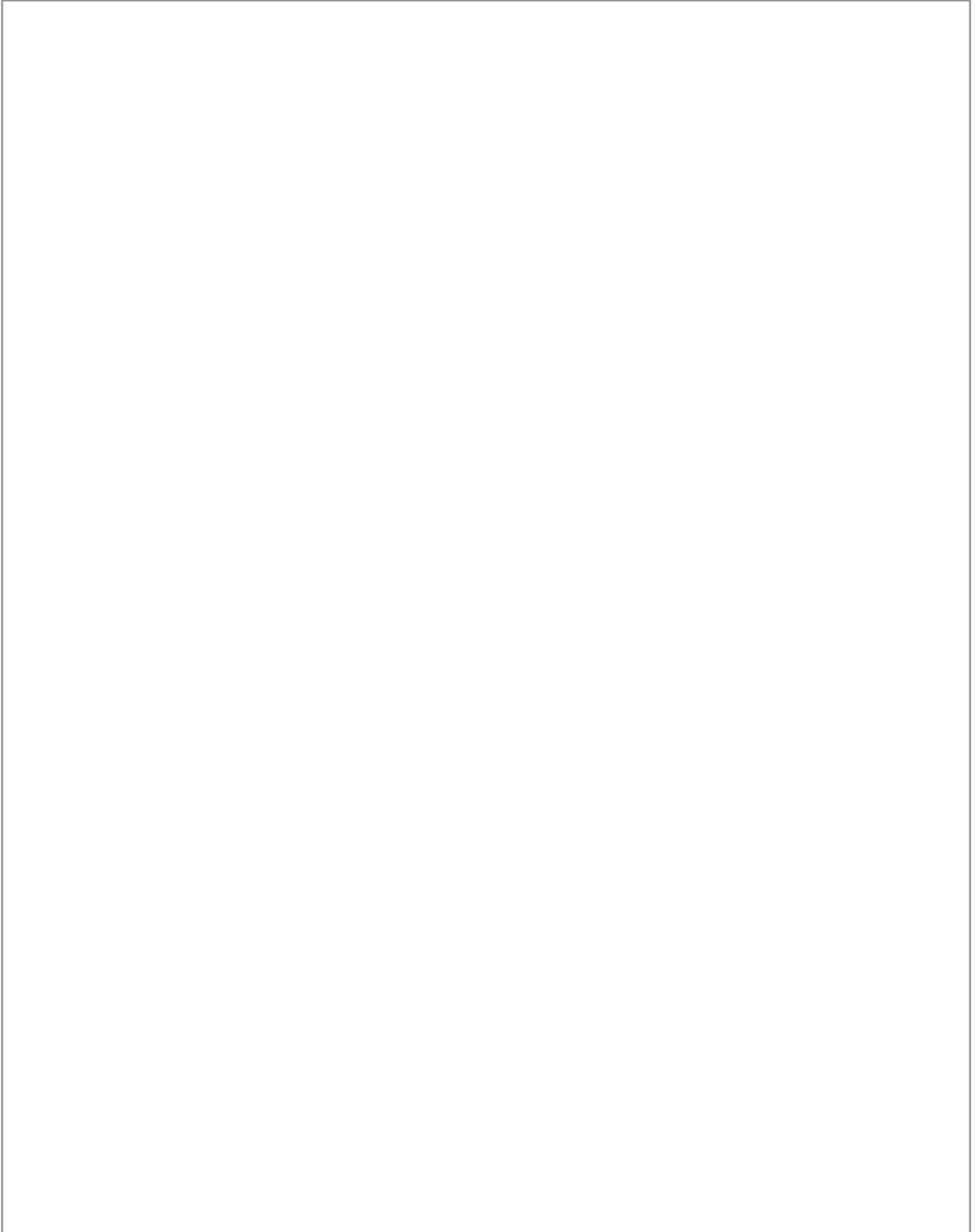
ACTIVITY 15 – SONGS ABOUT LOVE

Values in the Lyrics _____

ACTIVITY 16 – IMAGINING A LOVING WORLD EXERCISE

When we feel strong inside, it's easy to be loving

ACTIVITY 17 & 19 – A LOVING WORLD

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Love is wanting good for others

ACTIVITY 18

Ways to widen the circle of compassion _____

How does it feel? _____

What problems are taken care of? _____

What changes have you noticed? _____

EVALUATION QUESTIONS ~ LOVE

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 _____

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Student Name: _____

Tolerance

ACTIVITY 21

What is the relationship between world peace and tolerance? _____

Instance in the world of a relationship between war and extreme intolerance _____

What have been the consequences of this conflict? _____

What are the material costs? _____

Where there is a lack of love, there is a lack of tolerance

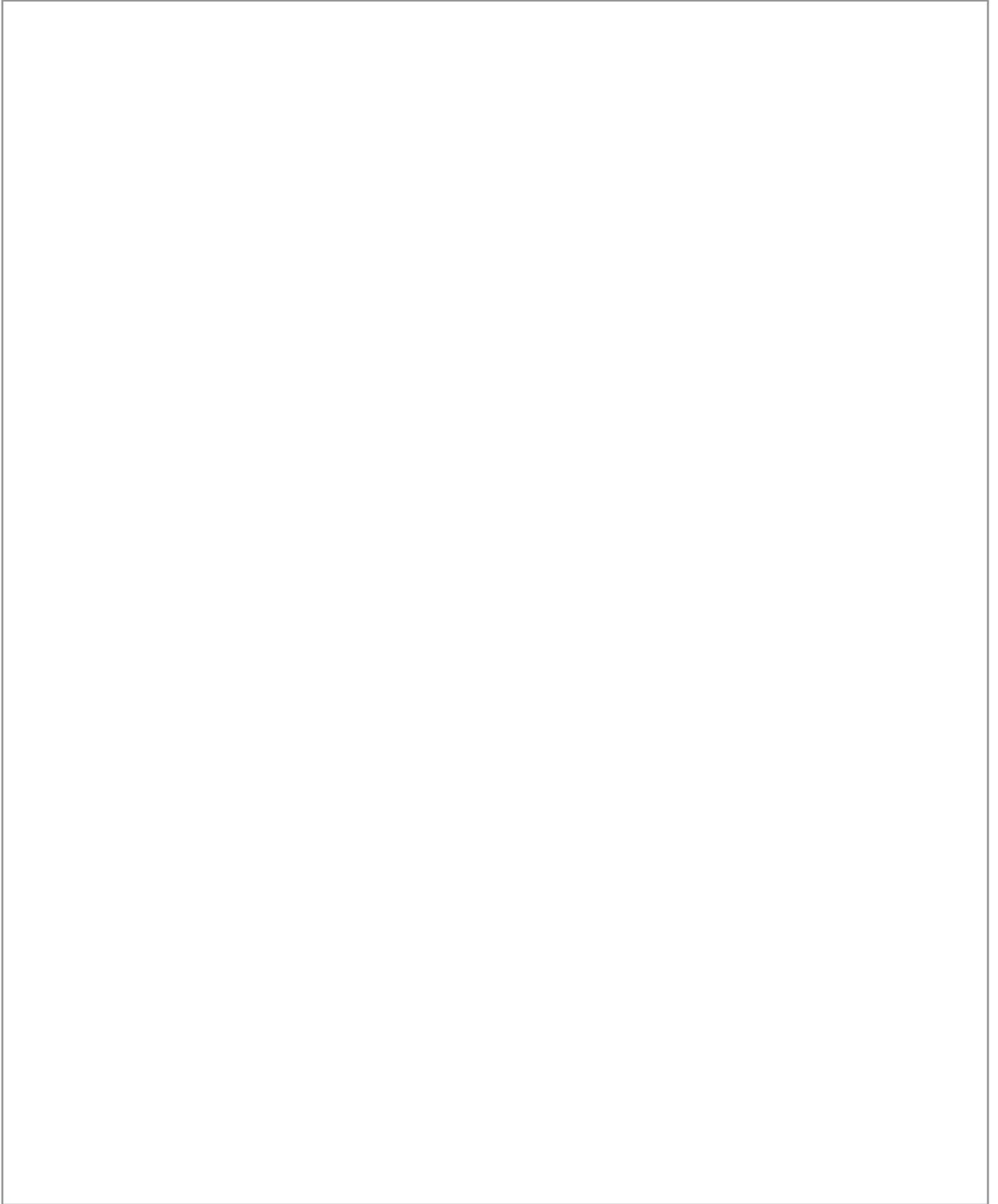
What are the human costs? _____

Is there a relationship between personal peace and tolerance? _____

What do you think it might be? _____

ACTIVITY 22 – WALKING IN YOUR MOCCASINS

ACTIVITY 25 – TOLERANCE COLLAGE

A large, empty rectangular box with a thin black border, intended for students to create a tolerance collage. The box occupies most of the page below the title and above the footer.

EVALUATION QUESTIONS ~ TOLERANCE

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 be 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? _____

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Student Name: _____

Honesty

ACTIVITY 26 – THE EMPEROR AND THE FLOWER SEEDS

Thoughts? _____

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? _____

Honesty is telling the truth

ACTIVITY 27

Do societies run better when people keep their word? _____

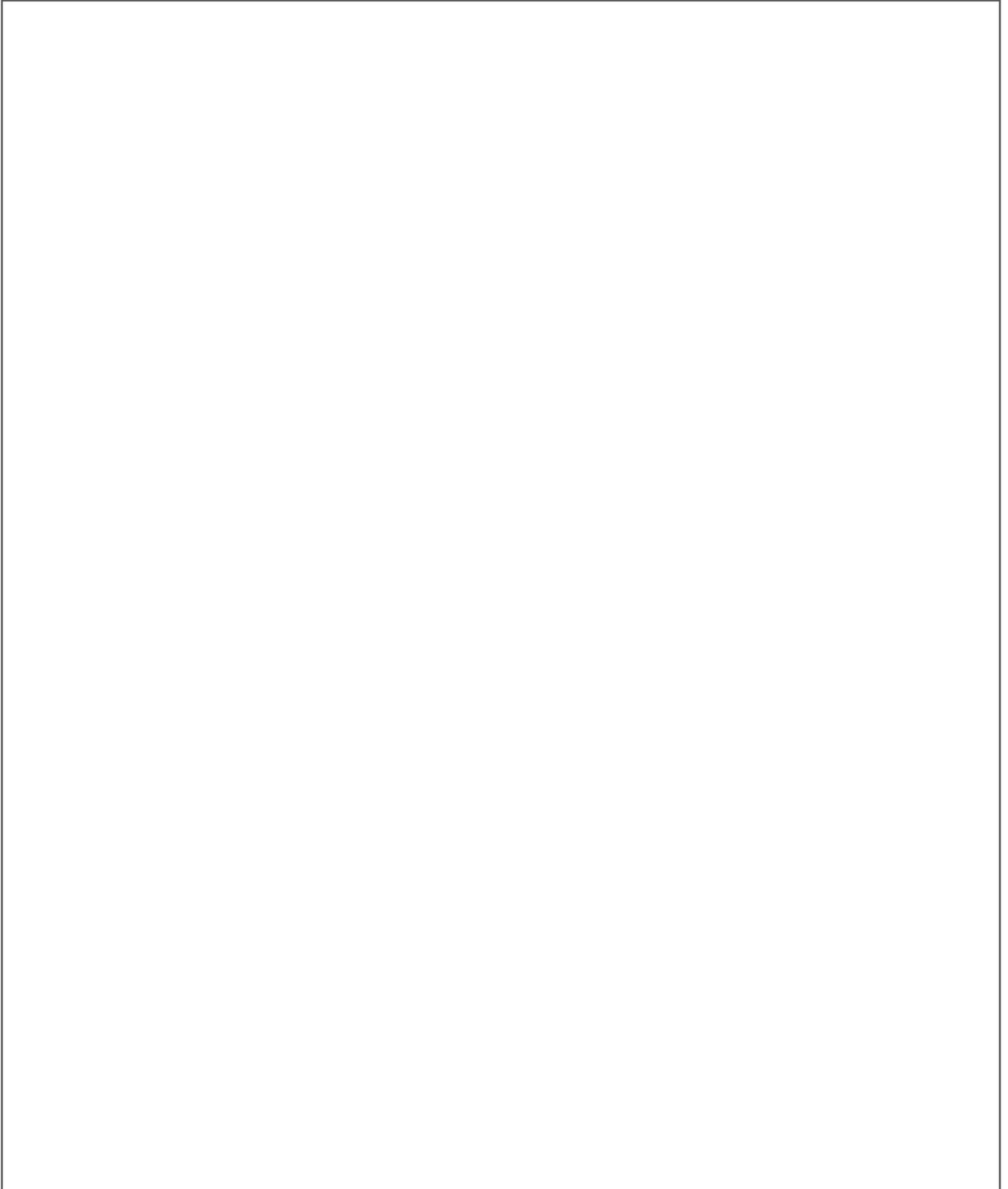
What about personal relationships? _____

What kinds of words and actions break trust in relationships? _____

What kinds of words and actions build trust in relationships? _____

Honest thoughts, words and actions create harmony

ACTIVITY 28 – TRUST WALL



When I am honest, I feel clear inside

ACTIVITY 30 – WHAT HONESTY MEANS TO ME

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for a student to write their response to the activity title.

EVALUATION QUESTIONS ~ HONESTY

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? _____

6 What makes you think that that person is honest? _____

7 What qualities or traits do they consistently display? _____

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Student Name: _____

Humility

ACTIVITY 31

Heroes or heroines who have the quality of humility and self-respect

How do they demonstrate those qualities?

1.

2.

What is the relationship between self-respect and humility?

1.

2.

A person with Humility listens to and accepts others

What do you think your heroine or hero would say if they were asked what they were most proud of in life?

1. _____

2. _____

What are your strengths? _____

ACTIVITY 32

When did your humility and self-respect make a difference in your life or someone else's life? _____

How did it make you feel? _____

Humility is based on self-respect

ACTIVITY 33 – SELF-RESPECT AND HUMILITY VERSUS ARROGANCE

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their responses to the activity.

Humility makes arrogance disappear

ACTIVITY 35 – FAME

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? _____

EVALUATION QUESTIONS ~ HUMILITY

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 acknowledgment? _____

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? _____

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Student Name: _____

Cooperation

ACTIVITY 36 – BALLOON COOPERATIVE GAME

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? Fun? Frustrating? Difficult? Annoying? Ridiculous? An achievement? _____

ACTIVITY 37

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? _____

Cooperation exists when people work together towards a common goal

What is cooperation? _____

Do we all need cooperation sometimes? _____

What do you need cooperation with? _____

What would you like more cooperation with? _____

How do you feel about the task when the person helping you is happy to help and when the person helping is grumpy or angry? _____

Who do you cooperate with? _____

ACTIVITY 38

Why should we cooperate to make this world more peaceful? _____

List 10 ways that you personally can give cooperation to improve our world _____

*Cooperation requires recognizing the value of everyone's part
and keeping a positive attitude*

ACTIVITY 39 – AREA OF CONCERN WHERE MORE COOPERATION IS NEEDED?

What ways would the individuals or groups be able to resolve the challenge? _____

What values or qualities would they need to display? _____

Cooperation is governed by the principle of mutual respect

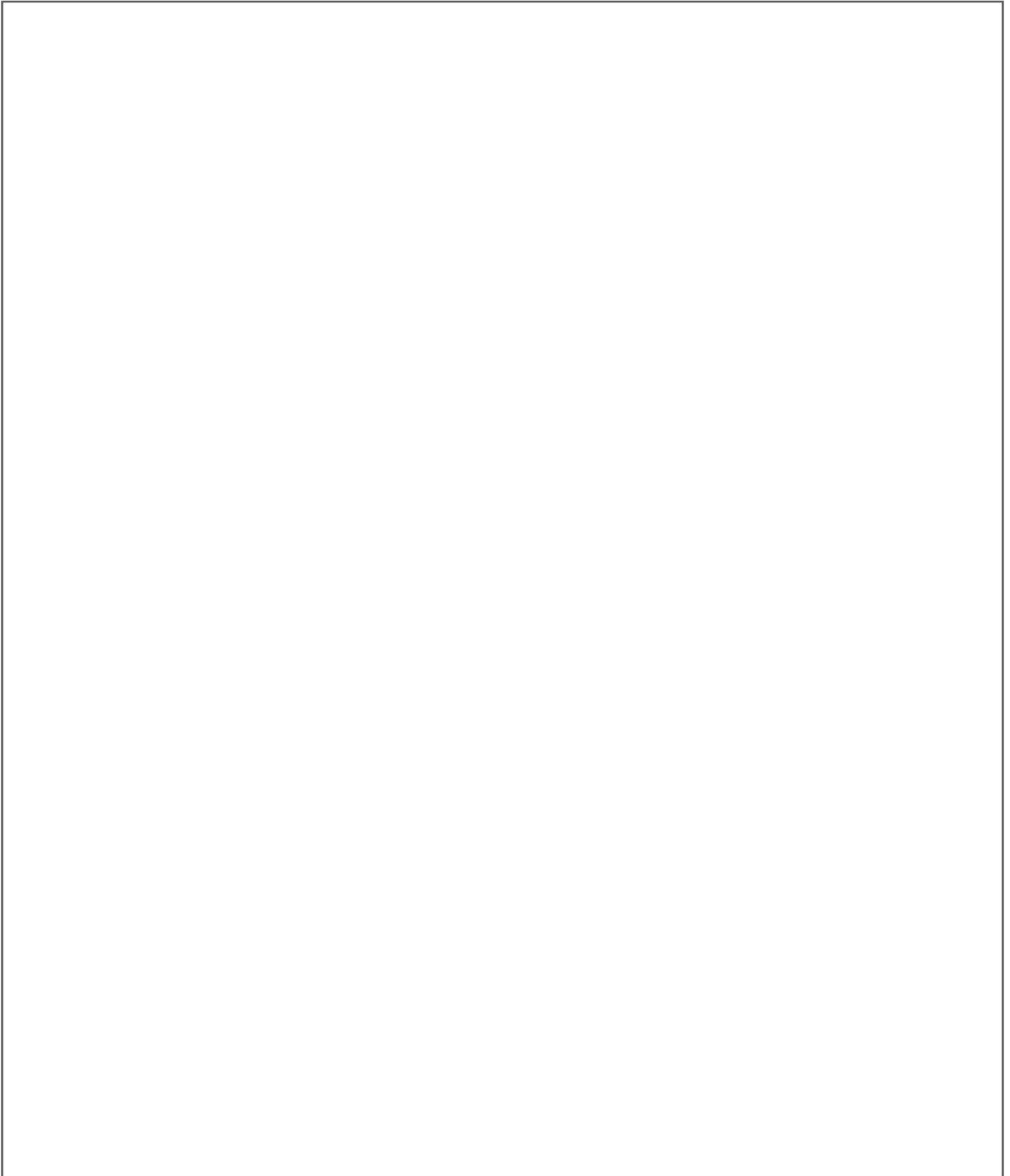
Courage, consideration, caring and sharing provide a foundation for cooperation

How would they need to behave towards each other? _____

What would help the process? _____

What would hinder the process? _____

ACTIVITY 40 – COOPERATION SLOGAN



When there is love there is cooperation

EVALUATION QUESTIONS ~ COOPERATION

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?

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Student Name: _____

Happiness

ACTIVITY 41

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? _____

Give happiness and take happiness

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

List things that give happiness _____

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

ACTIVITY 43 – TALKING TO MYSELF

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? _____

When one is content with the self, happiness comes automatically.

ACTIVITY 46 – NOTES FROM “DANCE LIKE NO ONE’S WATCHING”

Kind and constructive words create a happier world.

EVALUATION QUESTIONS ~ HAPPINESS

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? _____

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Student Name: _____

Responsibility

ACTIVITY 47

1. I believe in _____

I want the right to _____

My responsibilities are _____

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

2. I believe in _____

I want the right to _____

My responsibilities are _____

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

3. I believe in _____

I want the right to _____

My responsibilities are _____

Responsibility is using our resources to generate positive change.

4. I believe in _____

I want the right to _____

My responsibilities are _____

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

5. I believe in _____

I want the right to _____

My responsibilities are _____

Responsibility is using our resources to generate a positive change.

My actions _____

Consequences of doing these actions _____

How it felt to do these actions _____

With rights there are responsibilities.

ACTIVITY 48 – ARTISTIC REPRESENTATION OF BELIEF

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ACTIVITY 49

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? _____

Global responsibility requires respect toward all human beings.

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? _____

ACTIVITY 50

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? _____

ACTIVITY 51

- 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.

Responsibility is using our resources to generate a positive change.

EVALUATION QUESTIONS ~ RESPONSIBILITY

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? _____

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Student Name: _____

Simplicity

ACTIVITY 52

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? _____

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

When can life be too complicated? _____

How do we make life overly complicated? _____

What ways can life be simplified? _____

ACTIVITY 53

What can you learn from the story? _____

*Simplicity calls on instinct, intuition, and insight to create
essenceful thoughts and empathetic feelings.*

Can you draw parallels in your own life? _____

How can you simplify your life and still fulfil your life goals? _____

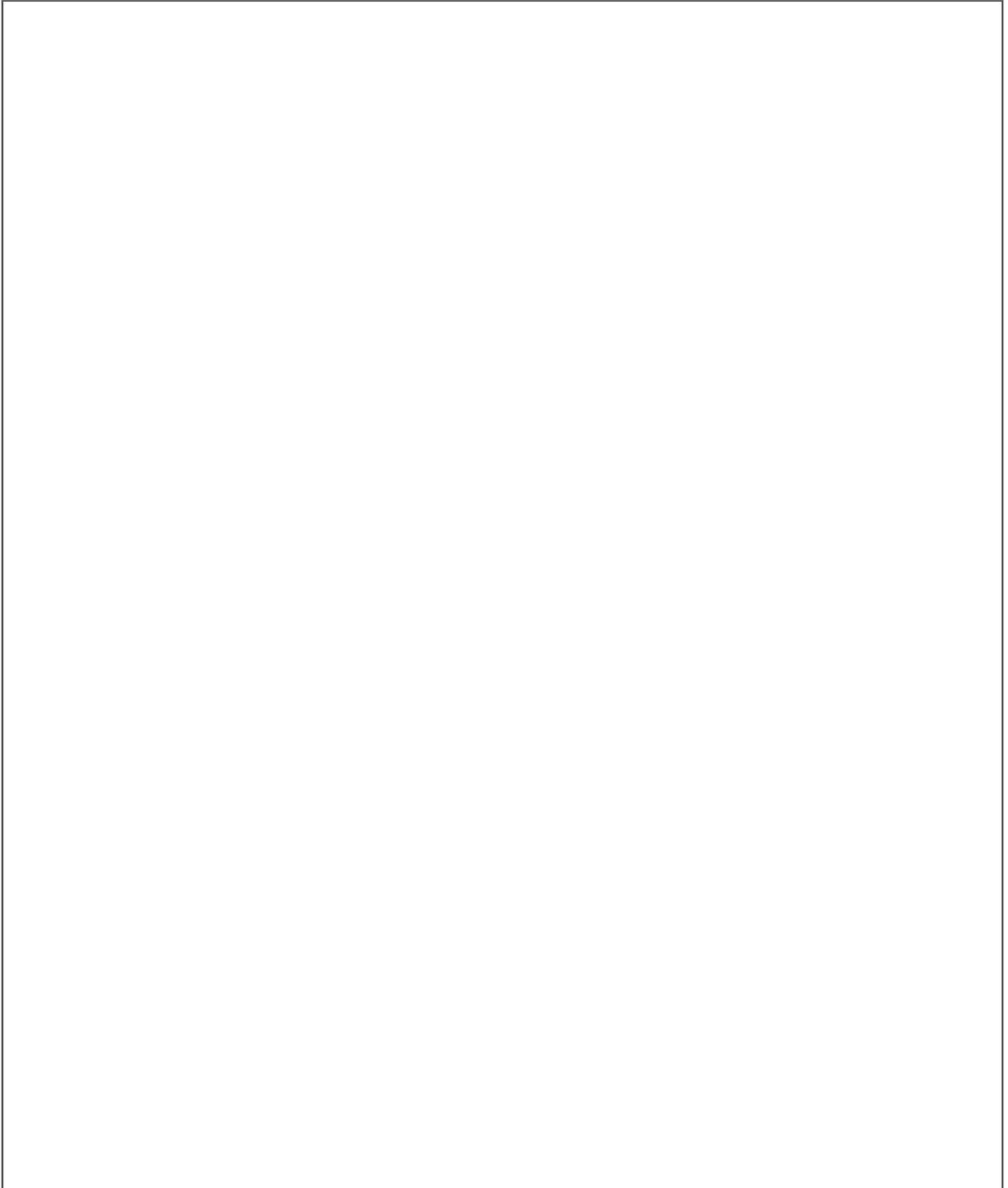
ACTIVITY 54

What is the role of greed with overindulgence and waste? _____

How does the value of simplicity help us avoid waste? _____

Simplicity is learning from the earth.

ACTIVITY 57 – POEM/PICTURE



Simplicity is giving patience, friendship, and encouragement.

EVALUATION QUESTIONS ~ SIMPLICITY

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? _____

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Student Name: _____

Freedom

ACTIVITY 58

Music collection _____

Themes – types of freedom _____

Freedom is ... _____

ACTIVITY 59

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? _____

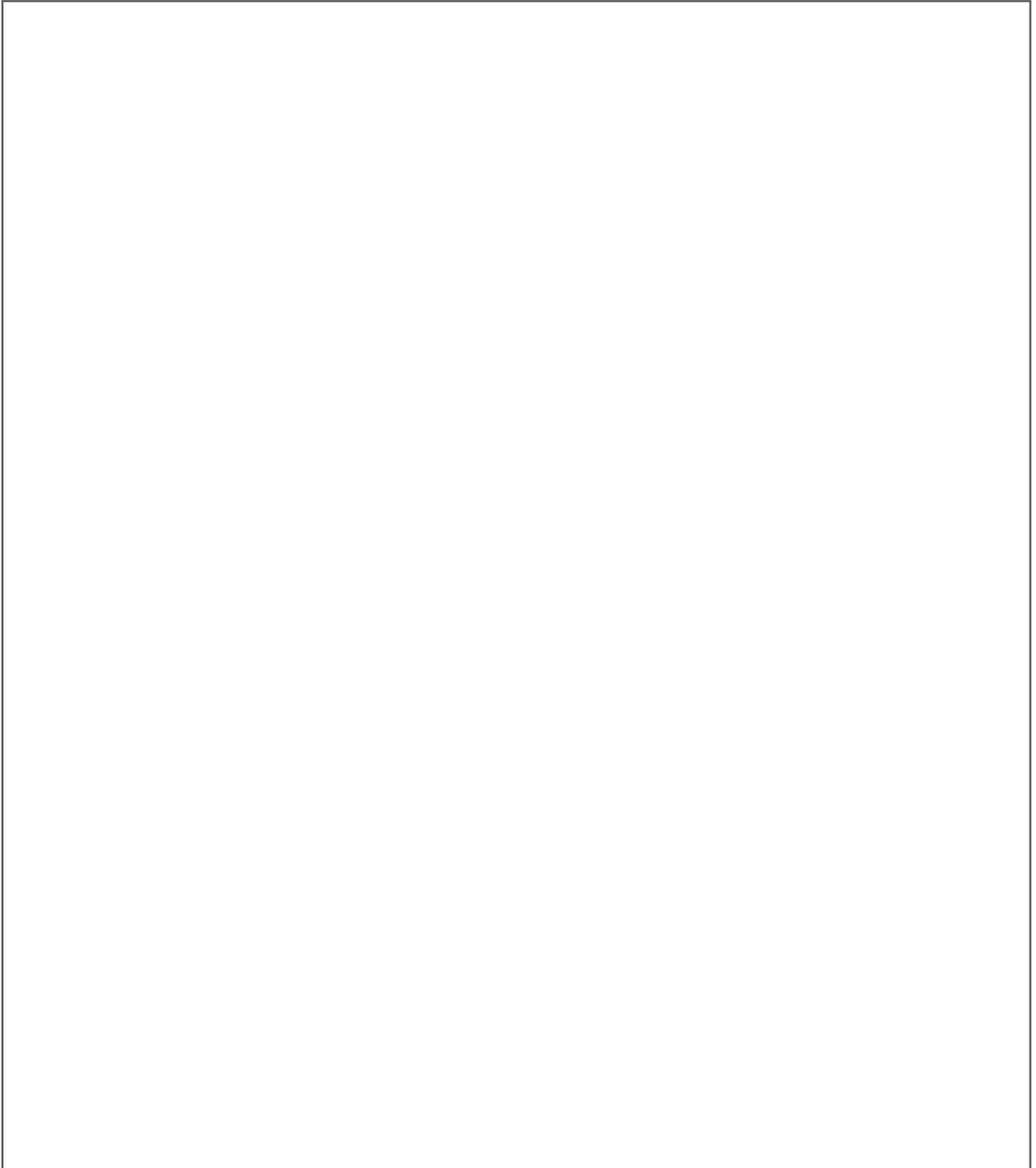
Choose one issue from the history of your country. What freedoms were denied to some or all people? _____

What kind of freedoms do you have now? _____

How has this changed? _____

Freedom resides within the mind and heart.

ACTIVITY 60 – ARTISTIC REPRESENTATION OF FREEDOM



*Self-transformation begins the process of world transformation.
The world will not be free from war and injustice until individuals themselves are set free.*

Inner freedom is to be free from confusion and complications within the mind, intellect, and heart that arise from negativity.

ACTIVITY 61

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 – LIST OF BOOKS / FILMS ETC. OF PEOPLE WHO HAVE HAD INNER FREEDOM EVEN WHEN THEY HAD THEIR FREEDOM VIOLATED.

ACTIVITY 63

*Any act of freedom, when aligned with the human conscience,
is liberating, empowering, and ennobling.*

EVALUATION QUESTIONS ~ FREEDOM

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? _____

7 What do you need to balance with freedom or rights? _____

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Student Name: _____

Unity

ACTIVITY 64 – UNITY SONGS

ACTIVITY 65

Stories or examples of unity in the animal kingdom _____

ACTIVITY 66

List the most important problems of the world _____

*Unity is built from a shared vision, hope, an altruistic aim,
or a cause for the common good.*

List of what the world needs _____

Solution _____

ACTIVITY 67

ACTIVITY 68

What is unity? _____

What does it feel like? _____

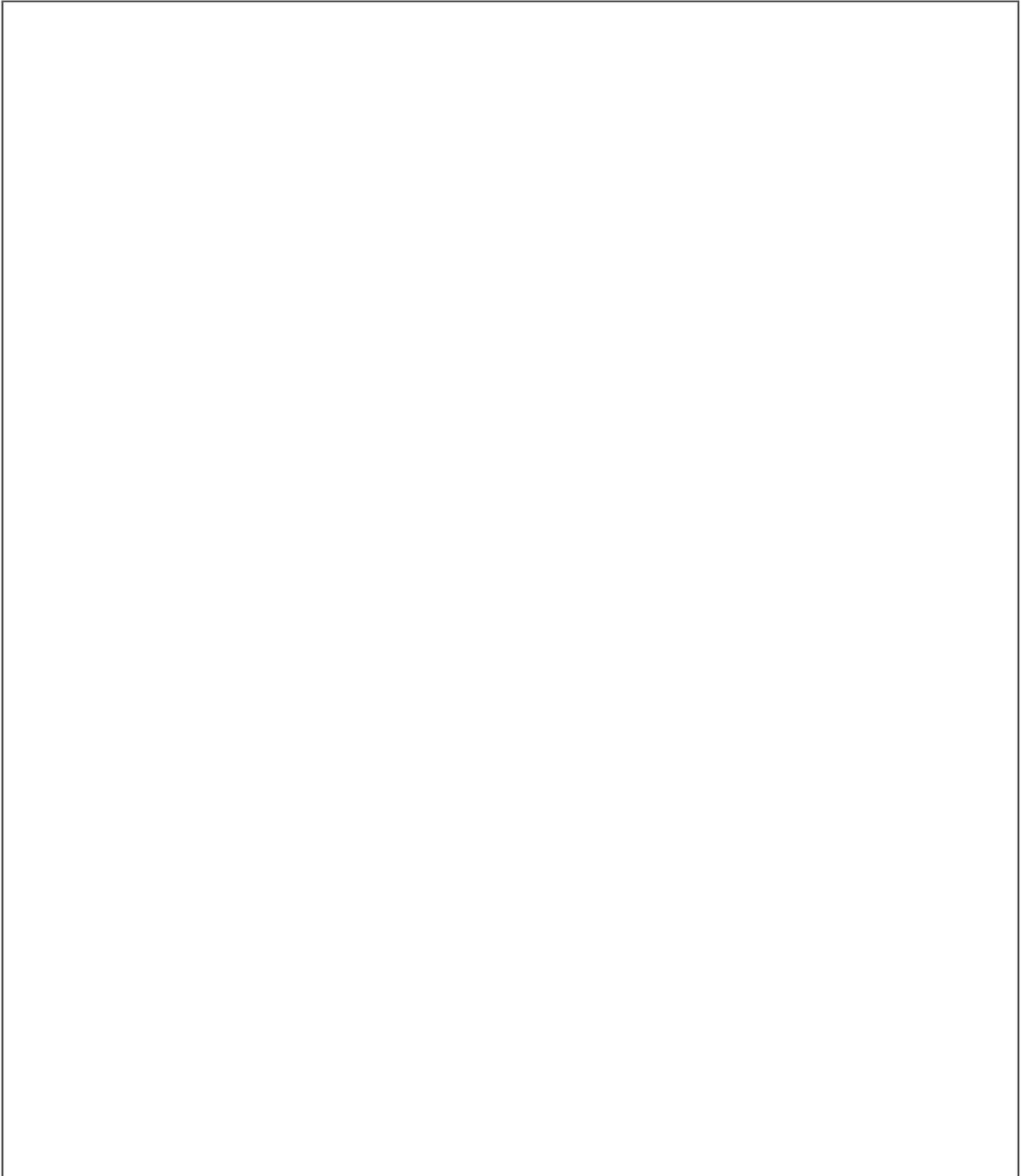
Is part of unity respecting others, valuing others' work, helping but not intruding? _____

How do we do that? _____

What feelings or attitudes inside of us help contribute to unity? _____

Unity is harmony within and among individuals in the group.

Draw a Unity symbol or sign



*Unity inspires stronger personal commitment and greater collective achievement.
Unity makes big tasks seem easy.*

ACTIVITY 69

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? _____

Unity creates a sense of belonging and increases well-being for all.

EVALUATION QUESTIONS ~ UNITY

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? _____

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Student Name: _____

Congratulations!

You have completed the 12 week Value Activities

We create our life in every moment with our attitudes and behaviour.

JUST FOR FUN.... OPTIONAL ACTIVITY:

On the following page, you will find a Wheel similar to the Self Reflection booklet. The same 12 values you explored are shown. Having now completed this aspect of Level One of the Distance Facilitator Training, if you wish you may choose to review and revise your feeling of how each value plays out in your life.

On a scale of 1 – 7, write your new score into the relevant segment in the circle.

You will be able to easily view how frequently you feel you live each value by looking at the filled-in wheel - Just add your score.

The Values Wheel may be helpful. Perhaps to ask yourself....

- What six values are now most important in my life?
- What values are easiest for me to bring into my life?
- Was there something surprising that I discovered?
- What was the most valuable thing I learned in my process?
 - Which values could I embrace more deeply?

*Thank you for your time and willingness
to explore your relationship with the Values in your life.*

CONCLUSION



My New Total Living Values score out of a possible 84 is: _____

Unity is sustained by concentrating energy, by accepting and appreciating the value of the rich array of participants and the unique contribution each can make, and by remaining loyal not only to one another but also to the task.



*Congratulations on completing Living Values Education –
Values Activities, this completes Level One
of the Distance Facilitator Training.*

We hope that you have enjoyed reflecting on and exploring the values presented in this booklet, and others too, and that this will help deepen and strengthen your experience and expression of them in your daily life. It is when we are fully aware of and truly live by our values that we can play a part in making the world a better place, for ourselves, those around us and generations to come.

If you are ready to begin Level 2 of the LVE Distance Facilitator Training, please mail this document with your Self Reflection booklet to distance@livingvalues.net and advise us that you are ready to proceed. You will receive Level Two components and be allocated a mentor/support person to assist you.

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.

“Be the change you want to see in the world.”

~ Mahatma Gandhi



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.

