



# LIVING VALUES

an educational program

Values Education for Children and Young Adults

[home](#) | [news](#) | [aims](#) | [context](#) | [resources](#) | [reference](#) | [introductions](#) | [parents](#) | [impact](#)

[values](#) | [children](#) | [training](#) | [events](#) | [support](#) | [sitemap](#) | [about lv](#) | [contact us](#)

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## Living Values e-News

Living Values: An Educational Program Newsletter

June 1999

[In this Issue](#)

[Previous Issues](#)

### Worldwide Happenings

- [USA: Service Learning](#)

### Honesty is the best policy:

by Roshan Chapaner, Class 4, Prince Edward

Honesty is a word which can mean so much at times. Being honest does not cost anything as I have found out. Grade 6 exam results were out. My position in class was 22 out of 35. For some reason I told my parents I came first. All hell broke loose when they found out. I was told – why don't you just be honest, no one will be angry at you because you came 22. I found out honesty does pay off. From then on I told them my real marks, which were not so good. Thanks to 'telling the truth' I got help for my problems of work at school. In the end of it all, my marks began to improve and then I could really say I was working well and meant it. From then on I felt free from the deceit and lies and everything seemed to become fair and just.

[USA: Service Learning](#)

### Coming Events

[Barcelona, Spain](#)  
[July 22-25, 1999](#)

FORUM EUROPEO:  
Living our Values

The Spirit of Education  
in the 21<sup>st</sup> Century

Coordination:  
E-Mail:  
[vpvpe@bcn.servicom.es](mailto:vpvpe@bcn.servicom.es)  
Fax: 0034-934877638

by Ed Wondoloski & Anne Rarich

The Living Values curriculum was combined with service learning to create a 14-week course for senior business majors. Anne Rarich, President of the Learning Exchange and Ed Wondoloski, Professor of Management at Bentley College, Massachusetts, describe the thinking behind this approach.

"This new course combines field work and classroom setting reflecting the type of integrative, collaborative, and multidisciplinary activities that students are likely to experience in the workplace and in their community. Service learning offers student teams an opportunity to put into practice within the community school system the principles experienced in the class. Using the LVEP curriculum, three clusters of class sessions were designed:

1. Reflecting, identifying, and articulating personal values;
2. Deepening the understanding of personal values through sharing with others;
3. Working closely with faculty and elementary school teachers where student teams did their field work.

Each class was designed to model an approach to learning that would maximize student involvement and ownership as well as be replicable in the field assignment. There was time in the college classroom to test out the lesson plans and get feedback. Teachers, field teams, and participating elementary students all had a chance to give their input to the program.

Some outcomes were – the 5<sup>th</sup> graders liked that there were no "wrong answers;" the elementary school teachers liked that values were brought out of the discussion rather than stating emphatically the particular value being discussed. The college students were glad they had reflected on their own personal values prior to working with the 6<sup>th</sup> graders.

**Oxford, UK, July 28  
August 4, 1999**

International Train-the-Trainer 99: Living Values: An Educational Program

Coordination:  
E-Mail: [lv@bkwsu.com](mailto:lv@bkwsu.com)  
Fax: 1 (212) 504 2798

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**Nairobi, Kenya  
August 15-22, 1999**

Train-the-Trainer: Living Values: An Educational Program

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**New York, USA  
August 26-29, 1999**

USA Educators' Retreat

Coordination:  
E-Mail: [lv@bkwsu.com](mailto:lv@bkwsu.com)  
Fax: 1 (212) 504 2798

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**Mexico City, Mexico  
November 16-20, 1999**

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

Living Values: An Educational Program  
Office for the United Nations,  
866 UN Plaza, Suite 436, New York, NY 10017 USA  
Fax: +1 (212) 504 2798



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