



# 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

**May to June 2001**  
Issue Number Twelve

### In this Issue

[Previous Issues](#)

- ▶ [From the Editor's Desk](#)

### Focusing on the Value of: Respect!

### Forthcoming Events

- ▶ [Australia](#): Values Education Programme for Teachers
- ▶ [China](#): Seminar and Training
- ▶ [Lebanon](#): Training for Teachers of Children affected by war
- ▶ [Nigeria](#): UNESCO to host LVEP Training
- ▶ [UK](#): Fifth Annual International LVEP Train-the-Trainer
- ▶ [USA](#): Third Annual LVEP Educators' Retreat
- ▶ [Vietnam](#): Training for Educators and Trainers

### Worldwide Happenings

- ▶ [Turkey](#): Living Values continues to Delight
- ▶ [Japan](#): The Sun of Living Values Continues to Rise
- ▶ [Thailand](#): Two Years of LVEP in a Karen Refugee Camp - Educating for a Culture of Peace
- ▶ [South Africa](#): Trainings, Translation and a new Syllabus
- ▶ [Israel](#): Good News from many Corners
- ▶ [China](#): Localization of Materials
- ▶ [Mauritius](#): Workshop opened by the President of Mauritius
- ▶ [South Korea](#): Another Success Story!

### What's New at [livingvalues.net](http://livingvalues.net)

- ▶ Over 100,000 hits recorded in June 2001
- ▶ LVEP website in Arabic, Portuguese and Japanese - on the way!

### Coming soon to Living Values e-News

- ▶ Report on Living Values in the Arab Region
- ▶ Focus on: **Love** - in our next issue
  
- ▶ [Submit your News](#)
- ▶ [Subscribe to e-News](#)
- ▶ [Thank You!](#)



### ▶ [To Our Readers](#)

[news@livingvalues.net](mailto:news@livingvalues.net)

Welcome to the twelfth issue of Living Values e-News, the electronic newsletter of the [Living Values Educational Program](#).

One of the features of today's post-modern world is a tendency to incline towards short-term interests, materialistic thinking and utilitarianism; typically this is at the expense of spiritual pursuits, social cohesion and the higher values of life. This is unfortunate as such values, although intangible, are critical to social well-being and harmony as well as individual fulfillment and purpose in life. They are also the very essence of the highest expressions of human culture and civilization.

It is therefore a welcome development that recent years have seen an international resurgence of efforts to promote human values and corresponding attitudes and ways of life, to provide proper nurturance and guidance for young hearts and minds. A broad and life-long educational process is increasingly seen as one of the principal means to achieve this.

Pluralistic and basic values such as honesty, respect, responsibility, love, cooperation and peace are fundamental to a way of life that people of every society and walk of life cherish. Such values are also crucial for the creation of a worthy living heritage to leave for future generations. Time is therefore calling each of us of this generation take a step forward in supporting and implementing education that has such values at its heart and the resulting expression of them as its aim.

In many places of learning around the world, educators, parents and students are finding LVEP to be a very serviceable vehicle for this task. The depth of the universal yearning of people for such values is only matched by their joy on finding, or increasing, the part that such values can play in their lives. Our story below on Karen refugees shows how values-based activities can bring about dramatic healing and change even in children exposed to the most horrific happenings. It is also apparent that educators involved in teaching about values find that it is not just their students who find the experience rewarding - many teachers have been finding such lessons enjoyable and beneficial for them too. And while learning is clearly a life-long process that touches us all, let us also not forget that we are all educators and that with our every action there is something we can teach others. We are all learners and teachers!

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

With warmest wishes  
The Editor



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

[content@livingvalues.net](mailto:content@livingvalues.net)

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

In the **last edition** of Living Values e-News, we announced the publication of LVEP's series of **Living Values Activities books** by Health Communications, Inc. In this newsletter, and the months ahead, we'll be continuing our focus on each of the values explored by LVEP, excerpting from the books selected ideas and activities on each value. In the last edition the focus was on peace; this edition focuses on respect.

Respect



*To know one's own worth and to honor the worth of others is the true way to earn respect. Respect is an acknowledgement of the inherent worth and innate rights of the individual and the collective. These must be recognized as the central focus to draw from people a commitment to a higher purpose in life.*

From **Living Values: A Guidebook** - please click for further excerpts to stimulate thought.

What is respect? What does it mean to you? When do you feel most full of self respect? How do you feel when others give you respect - and disrespect? How do you feel when you give respect

from your heart to others? What would respectful relationships give to the world? Do parents teach respect most powerfully when they give respect - to everyone? What would the world be like if every person had respect for the inherent worth and innate rights of every individual? Try reflecting on your own positive qualities a couple of times in the next few days. Experiment with giving respect to people that you may not usually even "see" during your busy day.

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

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

"The present historical juncture has been rightly called 'the democratic moment,' when human values are in the ascendant. It is now a generally accepted thesis that at the heart of the development thrust must be respect and concern for the individual."

Mr. Samuel Insanally, President of the Forty-Eighth Session  
of the UN General Assembly, October, 1993



## Forthcoming Events

[training@livingvalues.net](mailto:training@livingvalues.net) - Online [Calendar of Events](#)

### **Australia: Values Education Programme for Teachers**

17th to 20th July 2001, [Adelaide](#)

LVEP and APNIEVE (the Asia-Pacific Network for International Education and Values Education) are inviting educators and would-be educators to a 4-day, non-residential LVEP training led by international LVEP trainer, Ruth Liddle.

For further information, please contact Jason Roberts at:  
[bkadelaide@bigpond.com.au](mailto:bkadelaide@bigpond.com.au)



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## **China: Seminar and Training**

21st July 2001, [Zhongshan](#)

The Youth Activity Centre in Zhongshan, Guangdong Province, has invited LVEP to conduct an afternoon seminar for about 100 teachers and parents with a view to implementing the Programme thereafter.

10th to 14th August 2001, [Beijing](#)

LVEP and the Beijing Institute of Education are hosting a five-day TTT for some fifty teachers from local kindergarten, primary and middle schools in Beijing. The Institute is also editing and publishing the Chinese editions of LVEP's books of Values Activities for Children Ages 3-7 and 8-14.

For further information, please contact:

[china@livingvalues.net](mailto:china@livingvalues.net)



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## **Lebanon: Training for Teachers of Children Affected by War**

8th to 14th July 2001, [Beirut](#)

LVEP and Beit Atfal Al Sumoud will be co-hosting a LVEP Educator Training in Beirut, Lebanon from 8th to 14th July. This six day training will involve 24 of Beit Atfal Al Sumoud's kindergarten teachers who teach in eight Palestinian refugee camps in the country. Diane Tillman will be conducting the training, using LVEP's Living Values Activities for Refugees and Children Affected by War. These were recently translated into Arabic with the help of LVEP Coordinators for Egypt and Kuwait, Reem Bahgat and Wajeeha Alhabib. Marjo Linssen and Rula Kahil (Lebanon's LVEP Coordinator), will be with Diane, acting as co-facilitators and translating.

For further information, please contact:

[lebanon@livingvalues.net](mailto:lebanon@livingvalues.net)



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## **Nigeria: UNESCO to host LVEP Educator Training**

17th to 19th July 2001, [Abuja](#)

UNESCO will be hosting a LVEP Educator Training in Abuja, Nigeria from 17th to 19th July. This training is for primary school teachers and teacher educators and managers and will include management staff members of the National Commission for Colleges of Education and staff members of the Federal Ministry of Education. The aim will be to spread the training to all teachers in Nigeria. The training will be in support of teacher education in values-based learning

vis-à-vis its relevance to building the character of Nigerian children in the school system. Diane Tillman, LVEP's International Coordinator for Content and Training, and Nigeria's LVEP Coordinator, Nick Christianson, will be conducting the training.

For further information, please contact:  
[nigeria@livingvalues.net](mailto:nigeria@livingvalues.net)



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## **UK: Fifth Annual International LVEP Train-the-Trainer**

28th July to 1st August 2001, [Oxford](#)

The fifth annual International Living Values: An Educational Program Train-the-Trainer session will be held at the Global Retreat Centre in Oxfordshire, starting at 5.30 pm on 28th July 2001 and concluding with lunch on 1st August.

People attending the LVEP Train-the-Trainer will include educators, teacher-trainers, education officials and psychologists. In previous Oxford TTTs there have been participants from twenty or more countries. The TTT is not a values conference; it is a workshop on how to implement Living Values: An Educational Program. It provides the opportunity to:

- Become acquainted with LVEP and a framework within which values-based learning can be implemented within a system;
- Explore skills for the creation of a values-based atmosphere or ethos, participating in sessions that can be duplicated when conducting LVEP training in local communities;
- Be part of an open and active process in which participants explore ways in which values can expressed and modelled;
- Be part of a team in experiencing values activities for children and young adults;
- Network with other educators committed to positive self-development for children;
- Become familiar with selected components of the LVEP Educator Training Guide; and
- Gain a sense of enthusiasm for involvement with LVEP and values education.

It is our expectation that the professionals that attend will already have existing skills in training adults or facilitating groups and will be willing to commit themselves to conduct two LVEP trainings in their own community. The seminar does not focus on developing facilitation skills.

This TTT is an invitation-only event and as no more than 70 guests can be accommodated at the Global Retreat Centre, participation is limited to a few from each country. Those interested in being invited should either contact their [LVEP Country Coordinator](#), or, if there is none in the relevant country, LVEP's International Coordinator, Gayatri Naraine, at [lv@livingvalues.net](mailto:lv@livingvalues.net)

There is no charge for the LVEP training and the Global Retreat Centre hosts guests without a fee for room or board. However, voluntary contributions are welcome and participants will need to take care of their own transportation requirements.



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**USA: Third Annual LVEP Educators' Retreat**  
23rd to 26th August 2001, [Haines Falls, New York](#)

The third annual USA Living Values Educators' Retreat will be held from 23rd to 26th August 2001 at Peace Village, Haines Falls, in upstate New York. Once again, Peace Village will be transformed into a learning laboratory for Living Values educators from the USA and Canada.

Notes Ed Wondoloski, President of Living Values: An Educational Program, Inc.: "It's always exciting to observe the dynamic when educators of like mind come together to allow their creativity to be shared jointly in an extended weekend." While the focus of the forthcoming retreat will be on the needs of schools in the USA and Canada, as in the past, a limited number of places will be available for educators from outside the USA.

Last year about 40 educators from the USA and Canada, and from as far away as Mexico, Trinidad and Mauritius, met at Peace Village. Amongst them were teachers, guidance counsellors, doctoral students, university professors and a school principal. The agenda included sharing circles, application of values in the classroom by subject matter, creating a values-based climate in the classroom, giving music and movement a values base, and strategies for values development. Reflecting on their time together, Martha Rickey, assistant principal from Public School 31 in Brooklyn, New York, observed: "The August retreat was a wonderful way to get the school year started. It was so refreshing to speak, interact and exchange ideas with other professionals who have similar values."

The objectives of this year's Living Values Educators' Retreat are for participants to:

- Have a clear sense of how to introduce values into the classroom;
- Be equipped with an age-appropriate values-based curriculum, which integrates values education into subject matters;
- Practise values-based activities during classroom simulations; and
- Become acquainted with available LVEP support and resources.

[US Third Annual LVEP Educators' Retreat detailed information](#) - including Invitation, Agenda, Q&A and Online Registration

For further information, please contact Ed Wondoloski at [usa@livingvalues.net](mailto:usa@livingvalues.net)



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**Vietnam: Training for Educators and Trainers**

**LVEP Two-day Educator Training**

21st to 22nd July 2001, [HCM City](#)

A two-day living values training for educators in HCM City. Participants will include a group of

school teachers from a remote area of the Mekong Delta region along with educators from HCM City.

### **LVEP Five-day Train-the-Trainer**

11th to 15th August 2001, [Hanoi](#)

A five-day training for participants to become Living Values trainers. Several members of the Red Cross will attend along with psychologists and local educators. The Red Cross will be piloting the Living Values Programme in a community in the northern area of Vietnam which has a high proportion of at risk youth and HIV positive community members.

For further information, please contact:

[vietnam@livingvalues.net](mailto:vietnam@livingvalues.net)



## **Worldwide Happenings**

### **▶ Turkey: Living Values continues to Delight**

[turkey@livingvalues.net](mailto:turkey@livingvalues.net)

From the historic city of Istanbul came this report from Living Values coordinator Sema Ozsoy:

"Since the beginning of this academic year LVEP is being implemented in the kindergarten of Robert College using the book of Values Activities for 3-7 year-olds. On 24th April a get-together with parents was organized and Anthony Strano spoke to them about values and the importance of values-based education. Parents mentioned the difference of behaviour they see in their children since the beginning of the Programme. The Director of the Kindergarten, Sema Ulcay, also mentioned that the school is now a place of peace and happiness. She said: 'One day, while doing conflict resolution with two five-year olds, I asked them how they would solve their problems without being aggressive. After thinking for a while and talking with each other, they gave me the following response: "This is a school of peace. We must solve everything by talking and loving each other.'" This response was the result of the focus on the theme of Peace.'

Then on 16th May, LVEP's Train-the-Educator Seminar was introduced to the 19 voluntary educators of the Turkish Education Volunteers Foundation (TEVF). The TEVF was established to support children by providing them with extra-curricular programmes which will increase their self-esteem, thus helping them to realize their potential; it also sponsors the education of needy children. This seminar was attended by top officials as well as voluntary educators from different centres of the Foundation. It was conducted in Turkish by Bulent Ozsoy, with Sevgi Gucum and Sema Ozsoy facilitating some parts of it. The officials of the Foundation are waiting for the translation of LVEP's Values Activities for Children Ages 8-14 in order to start its full-scale application at their centres and have the aim to expand all over Turkey. The translation of the book should be ready in a few weeks so watch this space....."



## ▶ Japan: The Sun of Living Values continues to Rise

[japan@livingvalues.net](mailto:japan@livingvalues.net)

From Tokyo, LVEP coordinator Evelyn Sasamoto filed this update:

"Preparation to introduce LVEP in Japanese public schools is steadily growing. The translation of the three Activity books has been completed, thanks to many volunteers. One main group of volunteers, Minato-ku International Association (MIA), has additionally translated the Parenting Guidebook and is scheduled to start translation of the Educator Training Guide before long. They have also taken on the onerous task of editing all the translations. This group's untiring dedication to translate the LVEP material is truly heart-warming! Their wonderful help is providing the necessary framework for LVEP to be used by Japanese educators and parents with their students and children.

Construction of the Japanese LVEP website continues and it should be online very soon.

Seventeen colourful, charming illustrations of the "Lily the Leopard" story have been generously created and donated by Milk Aoyama. The artist, in cooperation with LVEP, is making these illustrations available worldwide to educators who have undertaken LVEP training. They can be easily used in the Japanese traditional story-telling method called "kamishibai." Further details will be posted on the LVEP website as the project progresses.

An LVEP Training Seminar was recently held in Tokyo. From 28th to 30th April Ruth Liddle from Seoul was in Tokyo to give 16 participants training in LVEP. Her sincerity and enthusiasm were so catching that the participants decided to hold monthly meetings to study further and experience more of the LVEP activities in order to prepare themselves for training others! Interpretation was provided by several volunteers: Mizue Honda, Shinobu Takano and Hitomi Asaoka. Their tireless cooperation not only made the training possible but also helped make it personally beneficial for each participant.

Meanwhile, a group of Spanish-speaking parents is scheduled to start the parents' training in late June. The group will meet once a month over the next 12 months to cover the LVEP material. Pilar from Spain is communicating with the leader of the group to provide support in terms of Spanish material. We are confident that this training will have a positive influence on the participants and will open other doors for LVEP implementation in Japanese schools."



## ▶ Thailand: Two Years of LVEP in a Karen Refugee Camp - Educating for a Culture of Peace

[content@livingvalues.net](mailto:content@livingvalues.net)

Diane Tillman, LVEP's International Coordinator of Content and Training, recently returned to Thailand's northern jungles to visit the refugee camp where Living Values has been implemented for the last two years. She filed this report on her time there:

"Riding into the refugee camp through the stream bed was somehow different this year. As we

passed the Thai guard station and presented our papers to enter, the bamboo and leaf houses were in sight. When the children saw us, they waved and smiled. A few young adults were playing volleyball on the rare flat space between the steep hills of the jungle. Ducks swam in the thin ribbon of muddy water that was our road and more children watched and smiled. The waves and faces of happiness struck my heart.

The physical scene was much the same as two years ago when Rachel Flower and I did the first LVEP training in the camp. The dramatic difference was in the children. The faces before were often vacant. Smiles and waves were rare. Sadness and watchful stillness reigned. The little children did not play; they simply stood for hours and watched us or the young adults who played with the one volleyball in this section of the camp. This year, Bharati Ramakrishnan and I observed little children playing, laughing and creating. Little girls played stones; when we spoke to them they laughed and smilingly interacted with us. Children aged nine to twelve laughed and shouted as they ran between bamboo huts playing ball. The bat was a pair of adult plastic sandals; the ball was wadded-up plastic wrap secured with rubber bands. A couple of medium-sized boys had created little carts out of pieces of bamboo. It was the first time in my four visits that I had seen any creative play.

The teachers doing Living Values Activities told us stories of their own change, the change in their relationships with the students and changes in the students themselves. They talked about increased cooperation, respect and love with the students and more patience and love with their own families. Students who used to fight frequently now rarely even teased.

We did our first LVEP training in April 1999. Thirty-five teachers and one camp section leader were trained in LVEP's Living Values Activities for Refugees and Children Affected by War. In April 2000, 24 teachers were trained and some of the first group of teachers took the training a second time to begin the process of becoming trainers for the Karen tribe. This year, we were surprised to have 63 participants along with eleven trainers from the first group. Five teachers had come from another camp; they want Living Values in their camp too.

The Camp Leader told us this year that he was "accused" by the other camp leaders of loving only his camp, for only his camp has Living Values. There are eight Karen refugee camps in Thailand; approximately 100,000 refugees from Burma (or Myanmar) live in them. Many have been there for years; some have recently arrived. They usually walk through the jungles and cross into Thailand when their villages are burnt. The camp leader, an intelligent, insightful man, is committed to Living Values and creating a culture of peace.

This year a couple of his stories surprised us. He credits the LVEP training with changing both teacher and student behaviour. He told us that the camp's section leaders used to have to meet "all the time" to try and resolve the fighting between children of different sections. "No more" he told us; "the students from different sections no longer fight each other."

There are 124 teachers in the camp. This last year, 1,619 students participated in LVEP's Living Values Activities lessons. There are 4,400 students in the camp. The LVEP students often help non-Living Values students resolve their problems.

The Camp Leader tells the teachers that they must model the values with their students and in their families. His own commitment to modeling the values was revealed in another conversation when he began to speak about three Burmese men who were captured. "The men in the camp wanted to kill them," he told us. "But I told them, 'The time for killing is over.' It took me two weeks to convince them. They would come to my house everyday and we would talk. And then we turned them over to the Thai authorities." A simple story, but a real change in behaviour.

It is a privilege to be part of this process, to interact with the Karen LVEP teachers, to know of their deep trust in us and their commitment to living the values. The training is heavy with sadness sometimes as they deal with feelings about the effects of war. There are times of peace as they sing their melodious tribal songs and we do the focusing exercises. This year we all laughed together at one of the conflict resolution situations. Bharati and I enjoyed their stories of students changing their aggressive behaviour and learning to be Peace Stars. We were amazed at stories of children helping their parents learn about peace.

We tell them that this is not a political process. We tell them that this is learning about a culture of peace. I marvel at their persistence and hope and I am happy to see that light of hope and peace enriching their daily life. They are creating a better future now."



### ▶ **South Africa: Trainings, Translation and a New Syllabus**

[southafrica@livingvalues.net](mailto:southafrica@livingvalues.net)

Living Values e-News received this newsflash from LVEP coordinator in South Africa, Grace Grimsell:

"In Durban North, Kwazulu Natalkeen, the Department of Education and Culture has developed keen interest in having more LVEP Educator Trainings. Meanwhile, in the rural areas of Pietermaritzburg in Kwa-Zulu Natal, LVEP is being used enthusiastically and fruitfully in pre-primary schools. Negotiations are under way in the Primary Health Care Department of the region to have Living Values Activities for Children Aged 3-7 translated into Zulu. In Pretoria, Loretto Primary School, a Catholic institution, has incorporated LVEP material into its New Catholic Syllabus."



### ▶ **Israel: Good News from many Corners**

[israel@livingvalues.net](mailto:israel@livingvalues.net)

Esther Khavous, LVEP's coordinator in Israel, sent us this update:

"Good news from Living Values Educational Programme in Israel! The happy sound of the voices of participants in our training programmes is echoing in more and more corners of the country. In both of the cities where we started Pilot activities - Ramla and Natania - the Programme is continuing and the circles are growing. For example in Ramla we are now operating a new initiative that includes all the staff of 8 kindergartens and two schools that receive children at a primary one level. They were searching for a programme as a platform to give the kids continuity between two different levels and are finding that our programme can be that platform. Even though the teachers and the institutions are different, the modeling, the atmosphere and the values-based education provide a common thread.

We are also busy starting new initiatives: these are in three different schools of the 5th grade; one is for the Arab population, the second is a religious Jewish school and the third an ordinary Jewish school. We have been learning a lot about how to introduce the Programme in different contexts and having very encouraging results.

We are doing this work with the cooperation of our friends Miriam Pais and Iris from the Ministry of Health.

We are so happy to run Living Values in the Arab school, the kids love the activities and enjoy the atmosphere that the Programme helps us create with them. There have been amazing changes in behaviour and so much love; the kids wait for us with so much happiness.

We are also in contact with the Arinson Foundation about Living Values."



### ▶ **China: Localization of Materials**

[china@livingvalues.net](mailto:china@livingvalues.net)

As the Hong Kong Government's process of reform of the Education system continues, with an emphasis on holistic learning, the Education Department's web site has added a link to Living Values. The link is from the Chinese version of the ED's page on Personal, Social and Humanities Education Section - Moral Education, at <http://cd.ed.gov.hk/pshe/moral/moral.htm>

LVEP was also recently introduced to some trainee teachers at the Hong Kong Institute of Education and it is hoped that further cooperation may ensue. Meanwhile, as school terms come to an end, reports are coming in from schools of their interest in LVEP and how they are implementing it. More details will follow!

In mainland China, as part of the process of editing the Chinese translation of two LVEP Activities books and preparing for the localization and piloting of the Programme, the Beijing Institute of Education has compiled a collection of local values activities which it is offering for integration into the Programme.



### ▶ **Mauritius: Workshop opened by the President of Mauritius**

[mauritius@livingvalues.net](mailto:mauritius@livingvalues.net)

Since LVEP activities began in Mauritius, they have consistently attracted a strong level of support from the Government and education authorities. This was again the case with regard to a Living Values Educator Workshop held in Mauritius from 18th to 20th April at which the opening ceremony was performed by the President of the Republic of Mauritius, Mr. Cassam Uteem. Assisting him were the Honourable Minister of Education, Mr. Steve Obeegadoor, the Directors of the Mauritius Institute of Education (MIE) and the Private Secondary School Authority (PSSA), and the Chairman of the PSSA Board.

The workshop included an address by Cyril Dalais, an initiator of LVEP, and attracted one hundred and ten educators, comprising one teacher from each of eighty different schools as well as some thirty School Inspectors. Organized jointly by the PSSA, the workshop generated a powerful wave for positive change.

From 23rd to 25th April, a Living Values Workshop was also held in Rodrigues for 33 school participants. Many proposed that this experience be extended to every teacher in the school and other people in the community.

Mauritius's role at the vanguard of educational practice continues with an African Regional Experts Conference on Values Education, jointly organised by the Mauritius Institute of Education and UNESCO, being scheduled for October 2001.



### ▶ **South Korea: Another Success Story!**

[southkorea@livingvalues.net](mailto:southkorea@livingvalues.net)

South Korea's LVEP coordinator, Ruth Liddle, sent Living Values e-News the following inspiring story:

"LVEP has been adopted by Seoul International School at Songnam to support Health and Social Studies programmes at elementary level.

Curriculum Coordinator, Sara Harlan and Middle School Counsellor, Deb Canterford, instrumental in the adoption process, have seen enthusiasm for LVEP grow and grow.

"Everybody who has been exposed to it has gained a great deal", says Deb. "This year we experimented with a few staff. Next year all elementary and middle school staff will be involved."

Middle school teachers have selected one value for each month from September to May to link with school and global themes. Three 35-minute timeslots will allow teachers to begin the week with a LV focus on Monday morning and then follow-up activities on Tuesday and Thursday.

Ms. Jennifer Hart (Junior Kindergarten) and Ms. Lois Blair (Senior Kindergarten) piloted the Programme with great success. Jennifer observed good growth in all areas. Focusing on Peace, Respect, Love, Cooperation, Honesty and Responsibility, Living Values became part of her daily classroom routine. In her evaluation of LVEP she commented: "I love this programme! The best value for JK was the peace unit. My students now monitor their own behaviour and that of their peers." She shared how working with values helped one of her class members transform his antisocial behaviour: "One student in my class was very aggressive at the beginning of the year. While working on LV he became a new boy. I can now count on him to help in class and resolve his own conflicts. This is a great programme."

Working with some of the activities for the values of Peace, Respect, Cooperation and Tolerance, Lois Blair reports 90-100% of the class showed an improvement in the areas of self-confidence, respect towards adults and ability to cooperate, and good growth in the areas of respect towards peers and ability to resolve conflicts.

Teaching a group of second language learners in 5th grade, Anisa Khan incorporates values in all her classes. Modifying the activities to meet the language needs of her students, she targeted Peace, Respect, Cooperation, Happiness, Honesty, Responsibility, Tolerance and Unity. She noted good growth in responsibility, honesty, social skills, motivation and overall school functioning. She comments: "Classroom management is much easier. Students take a more active role in maintaining a healthy classroom climate; lots of positive energy." She feels there is a values-based atmosphere 100% of the time.

With guidance from Deb Canterford, seven 9th graders (aged 14-15) became Living Values teachers for twenty 2nd grade students. She commented: "I have thoroughly enjoyed the experience. My students learnt so much as facilitators. Through this they have done assemblies, taught lessons and tried different activities among themselves. Their confidence and understanding has grown and through this programme they have learnt a lot about these topics (Peace, Respect and Love)."



### ▶ **What's New @ livingvalues.net**

[webmaster@livingvalues.net](mailto:webmaster@livingvalues.net)

- Total hits registered at LVEP's website reached well over 100,000 in the month of June 2001. If you haven't yet visited the site, we recommend that you do! And do watch out for updates as we are continually adding new material and updates.
- LVEP website in Arabic, Portuguese and Japanese - on the way!



### ▶ **Submit your News electronically**

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Please also send us your success stories in using Living Values for the [Impact](#) section of our website; photographs for the [News](#) section of our website; and students only, your stories, experiences, feelings and inspirations about Living Values for the [Children Participate](#) section of our website.

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