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an educational program

Values Education for Children and Young Adults

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Living Values: An Educational Program Newsletter

July to August 2001
Issue Number Thirteen

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▶ **To Our Readers**

news@livingvalues.net

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

At the time of writing, the United Nations World Conference Against Racism is underway in Durban, South Africa. Amidst the controversies and the panoply of issues that are clamouring for attention there is a very clear and present need for a substantial part of our efforts in the years ahead to be dedicated to education if the oppressive clouds of ignorance, hatred and fear are to be dissolved. While legislation and remedial measures have their part to play in seeking to put the ship of human relations on even keel, these alone are insufficient to ensure that shared human values are the yardstick of our relationships. It is also apparent on looking at the situation of world society that children and youth - so often the most vulnerable and the first to be affected - need to be at the heart of our endeavours.

As schools worldwide experience unruly classrooms in which teachers can no longer keep order or children refuse to go to school because of a culture of vicious bullying, many individuals' years of childhood and youth are marked by a sense of alienation and a lack of positive attention from teachers or parents. Respect for others and the basic courtesies of life seem to have gone out of the window and too often a sense of the worth of the self is equally lacking. Indeed, research has shown that behind a lack of respect for others lies a lack of respect for the self; the same can be said of other dynamics of personal relationships. Recent studies have also confirmed that it is in early childhood that many of our patterns of thinking, attitudes and values are formed and so the prospects that all this heralds for the future are far from appealing unless prompt and effective action is taken. As the boundaries of knowledge and potential are rolled back in all fields of life, the need to incorporate discussion on the ethical implications of human activity can no longer be denied. There is increasing acceptance that this is the case with regard to science and its applications, but reflection and discussion on the social and moral consequences of what we are doing are equally appropriate within all other subjects in the academic curriculum.

While the acquisition of knowledge is rightfully part of the aim of learning, of greater importance is the development of understanding - of the meaning and implications of information, the ways in which it may be used or applied, the awareness of the possibility of different perspectives and points of view and of the need to consider for ourselves the consequences of our choices and actions.

Even casual observation reveals that young people do care about values; education must now show them the potential offered by a society characterised by values such as tolerance, mutual respect and care and that a life based on such values is not just possible but also critical, both for the well-being of the individual and for world society. It must help them to identify and develop the values that they, as individuals, care about. Living Values aims to support educators around the world in carrying out this task so that students may integrate themselves into the community with respect, confidence and purpose on the basis of values that they have chosen for themselves and that they wish to live by.

The LVEP website - at 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: LOVE! - Activities for Parents, Children and Young Adults

content@livingvalues.net

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 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 a previous edition of Living Values e-News, we announced the publication of LVEP's **Living Values Activities series of books** by Health Communications, Inc. In this edition we continue with our focus on the values explored by LVEP, excerpting from the books selected ideas and activities on each value. In past editions the focus has been on **peace**, **respect**; this edition focuses on **love**.

Love



Love is the principle which creates and sustains human relations with dignity and depth. Spiritual love takes one into silence, and that silence has the power to unite, guide, and free people. Love is the bedrock for the belief in equality of spirit and personhood. When love is combined with faith, that creates a strong foundation for initiative and action. Love is the catalyst for change, development, and achievement.

From [Living Values: A Guidebook](#) - please click for further excerpts to stimulate thought.

Reflection Points from [Living Values Activities for Young Adults](#), Love Unit

- In a better world, the natural law is love; and in a better person, the natural nature is loving.
- Universal love holds no boundaries or preferences; love emanates to all.
- The real law lives in the kindness of our hearts. If our hearts are empty, no law or political reform can fill them. (Tolstoy)
- Our task must be to free ourselves . . . by widening our circle of compassion to embrace all living beings and all of nature. (Albert Einstein)

Think of the people in your life that are most important to you. What qualities do they have? What would the world be like if every person had love for each human being? In the next few days experiment with staying full of love yourself, and giving good wishes to others. What helps you stay in that state? Is there a difference in your relationships?

You can read an excerpt on love from [Living Values: A Guidebook](#) to stimulate thought; please click as indicated below for activities on Love 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](#)
Love Ideas at Home for [Parents](#)
- ▶ Excerpts from Living [Values Activities for Children Ages 3-7](#)
Love Ideas at Home for [Parents](#)

"May the image of the family be an example to make us nations, the great human family. That is to say, we are members of an organization which knows how to face the difficulties of the moment, to overcome apparent divisions, to surmount antagonisms, because it is led by a force more powerful than any other: the force of love, which in the final analysis is the *raison d'être* of the family."

Dr. Boutros Boutros-Ghali,
Secretary-General of the United Nations, December, 1993



Forthcoming Events

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

Australia: LVEP Weekend Training Retreat for Teachers/Educators

7th to 9th September, 2001, [Victoria](#)

A three-day training retreat will be held at the Asia-Pacific Retreat Centre of the Brahma Kumaris at Frankston South, near Melbourne, Victoria. The event aims to help educators:

- Become acquainted with the Living Values framework, within which values-based learning can be implemented;
- Explore skills to create a values-based atmosphere or ethos;
- Explore ways in which values can be expressed and modelled;
- Work with teams to experience values activities for students;
- Learn techniques for active listening and conflict resolution; and
- Network with other educators committed to positive self-development for students.

For further information, please contact: baxter@brahmakumaris.com.au

Phone: 0305971 1599 - Fax: 03 5971 3601



China: Values Seminars for Teachers and Parents

22nd September 2001, [Zhongshan](#)

The Youth Activity Centre in Zhongshan, Guangdong Province, is hosting two seminars to be conducted by LVEP for 500 teachers and parents; consideration will be given to implementing the Programme thereafter.

For further information, please contact: china@livingvalues.net



Lebanon: Training for Teachers

September 2001, [Beirut](#)

A one week training will be conducted in Beirut with local LVEP coordinator Rula Kahil and international trainer Peter Williams.

For further information, please contact: lebanon@livingvalues.net



Malaysia: LVEP Educators' Training Program

31st August - 2nd September, 2001, [Kuala Lumpur](#)

PPBM is coordinating a 3 day program with Noble Integrated Childhood Education especially for Taska operators.

Venue:

Bakti College, Jalan Bangsar, 59100 Bangsar, Kuala Lumpur

For further information, please contact: malaysia@livingvalues.net

Ayisha +603 5637 8985



Mauritius: African Region Experts Conference

October 2001

An African Regional Experts Conference on Values Education, jointly organised by LVEP with the Mauritius Institute of Education and UNESCO, will be held in October 2001.

For further information, please contact: mauritius@livingvalues.net



Netherlands Antilles: LVEP Educator Training

29th August - 31st August, 2001, [Curacao](#)

The Ministry of Education and the Brahma Kumaris are hosting a LVEP Educator Training on the island of Curacao. Educator Trainers are invited to spend another day on September 1.

For further information, please contact: na@livingvalues.net



Trinidad: LVEP Educator Training

4th September - 6th September, 2001, [San Fernando](#)

Diane Tillman, LVEP's International Coordinator for Content and Training will be conducting a LVEP Educator Training on the lovely Caribbean island of Trinidad.

For further information, please contact: content@livingvalues.net



U.S.A.: LVEP Educator Training

10th September - 11th September, 2001, [Miami, Florida](#)

LVEP will be conducting its first training in Miami this September 10 and 11. Initiated because of the interest in the program by teachers working with Barry University, all educators in the area are most welcome to attend, space permitting.

For further information, please contact: iamshea@aol.com



Vietnam: Two-day LVEP Trainings

September 2001, [Hanoi and Ho Chi Minh City](#)

7th to 8th of September 2001

There will be a two-day training in Thanh Da, Ho Chi Minh City with a group of 50 educators who conduct weekend activities in nearby provinces with children and youth.

9th to 10th September 2001

This two-day LVEP Training will take place in Hanoi with 30 youth volunteers, aged 16 - 19 years old. The youth work with the Youth Union and volunteer their time to help young people. Khanh and Dan Rocovits, two LVEP Trainers from Hanoi, will conduct the training.

20th and 21st of September 2001

This two-day LVEP training with a group of 30 educators will be conducted in Ho Chi Minh City.

For further information, please contact: vietnam@livingvalues.net



Worldwide Happenings

▶ UK LVEP Country Coordinators' Meeting and International Train-the-Trainer

uk@livingvalues.net

Living Values activities are now taking place at over 4,000 schools and other locations in 66 countries around the world and forty-two country coordinators attended this year's annual LVEP Country Coordinators' meeting at Global Retreat Centre, Oxfordshire, from 24th to 27th July 2001. A few of the coordinators have been with the Programme since the first planning meeting held in New York in 1996, with others joining as the Programme continued.



The meeting was opened with a presentation on lifelong learning and spiritual intelligence by Sister Jayanti of the Brahma Kumaris, our hosts at the Global Retreat Centre. In small groups participants then shared their most inspiring experience in their LVEP work over the past year.

Following regional updates and success stories, seven working groups were formed - on topics such as Quality Based Learning Environments, Working With the Wider Community, and Support, Follow-up and Assessment - and much of the remainder of the meeting was spent in these groups, each of which then presented its action plan to the whole group. The final morning included a presentation on Early Childhood Development by Bernard Combes from UNESCO in Paris and a video on Mime and Values with children in France.



From 28th July to 1st August a Living Values Train-the-Trainer Seminar was held for 82 participants from thirty-one countries. These individuals will then implement LVEP in their own classrooms and/or train other educators to implement the Programme.



► **Cambodia Training for 55 teachers, co-organized with UNESCO**

cambodia@livingvalues.net

LVEP's coordinator in Vietnam, Trish Summerfield, reported as follows on a training she led in Phnom Penh with Diane Tillman, LVEP's Director on Content and Training, in May 2001:

"Flying into Phnom Penh late one afternoon in May was a wonderful experience. Many fields were green and there were large stretches of flooded land. The airport sported one luggage carousel which was manned very efficiently. Diane and I met that night at the airport and later settled into an old hotel just across the road from the Royal Palace. The next morning, we enjoyed scenes of boats along the river behind the hotel before meeting with Cambodian UNESCO officials, Dr. Suporte Prasertsri and Sambo Tey, and lead teachers organizing the training.

It was a surprise to learn that they wanted to focus on the Living Values Activities for Children Affected by War. During the process of translating the LVEP materials, they had decided it was important to engage their memories, explore the process of healing and develop a voice for peace and against war.

The next day, 55 teachers from the Ministry of Education began the training. UNESCO did a wonderful job organizing the training. It was a special experience to work with Sambo Tey, an elegant, soft-spoken woman with great inner strength and dedication, and the dedicated teachers. They were surprised at first to be asked to participate actively. As the training

continued, it became apparent that the teachers were carrying many painful memories of the war and Pol Pot's regime. Although there was considerable sadness, teachers later said that they felt a sense of lightness. They found the activity of sending love to those who had died in the war poignant but healing. Mind-mapping honesty was an eye-opening experience for some as they explored how corruption leads to violence and anarchy. The teachers made up poems and songs about honesty, peace, and love.

It was a difficult experience for the teachers in many ways, with such pain being remembered, but it was also a powerful, loving experience. What incredible people they are. I know you all will join us in wishing them well."



▶ **Senegal** LVEP represented at UNESCO's Experts' Meeting on Primary Education

content@livingvalues.net

Living Values was represented at the "Experts' Meeting on Improving the Performance of Primary Education" on the invitation of the event's organiser, Winsome Gordon, Director of Primary Education Unit, UNESCO, Paris, who has been a loyal supporter of LVEP since its early days. Held at UNESCO's Regional Headquarters in Dakar, Senegal, from 9th to 13th July 2001, the conference was hosted by UNESCO and was officially opened by Mr Armoogum Parsuramen. Currently Director of the education section of UNESCO for Africa, Mr Parsuramen played a key role in the development of LVEP in Mauritius where he was Minister of Education for a number of years.

There were about 60 participants from over 20 countries in Africa. Some were high level delegates in the field of Primary Education, including representatives from ministries, chief school inspectors and directors of teachers' training institutions. Also invited were representatives of UNICEF, the World Bank, the World Food Programme and other international agencies committed to improving education in Africa.

The meeting focused on schools and the local environment and was organised around four themes:

1. Improving the pedagogy of teachers – focusing on the adaptation of the curriculum at the level of the classroom;
2. Local Governance – strategies and options;
3. Care and education for all children – the school as a supportive environment; and
4. Monitoring progress and evaluation in primary education performance in efforts to achieve Education for All.

The presentations were generally inspiring, the workshops purposeful and the atmosphere warm and friendly. There was a high level of commitment and determination to find solutions to problems and to come up with concrete plans of action. It was evident that in most African countries there is a growing tendency for increasing self-determination in formulating and implementing education policies, whilst looking to the international community for technical and financial aid where needed. It was encouraging to hear that although the main focus of primary education is the basic "three Rs", there is a move towards a more holistic child-centred approach, with increasing importance being given to non-academic subjects and

greater adaptability to suit local cultural influences. There is also a trend away from a traditionally rigid curriculum dictated by ministries to one where there is increased decision-making input from parents and community.

Social and economic problems place huge pressures on schools (e.g. malnutrition, poor sanitation, lack of resources, large class-sizes and increasing numbers of orphans due to HIV/AIDS). In addition, many teachers tend to suffer from low morale which in turn affects their performance and ultimately the educational standards of the schools. Inadequate salaries, low status in society and a variety of problems in the classroom are contributory factors. Delegates stressed the need to empower teachers to gain self-respect, enthusiasm and creativity: to see themselves positively as role models in a profession that was once referred to as “the noble profession”.

Living Values contributed to the workshop “Care and education for all children – the school as a supportive environment” and the programme was given a brief presentation slot at the plenary session. There were also many informal opportunities to discuss the programme in smaller workshops, as well as through networking between sessions. LVEP videos were shown to interested individuals and information packs were distributed to all participants, together with details of forthcoming training courses for teachers in the African region.

Throughout the conference comments were made on today's crisis of values in society as an issue that needs to be urgently addressed and given high priority in the field of education. LVEP was seen as a programme that can draw out and strengthen shared values, not only in children but also in parents, teachers and the whole community. Participants expressed interest in the Programme's potential for developing countries, noting that it is inexpensive and easily integrated into on-going curricula.



► **Japan** Publication of article on LVEP in Human Rights Education book

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The Asia-Pacific Human Rights Information Centre in Osaka, Japan recently published Volume Four of its respected publication "Human Rights Education in Asian Schools". This includes a substantial article entitled "Values Education and Human Rights: The Living Values Educational Programme in Asia" which reports on LVEP and its contribution to Human Rights education. This volume is available on the web at http://erc.hrea.org/Library/curriculum_methodology/hurights01.pdf



► **Australia** Report on implementation of LVEP in NSW Primary School

australia@livingvalues.net

Rosa Tham, Living Values coordinator in Singapore, filed this report following her visit to Newcastle on 26th July 2001:

"Mrs. Maria Williams, the principal of the Glendale East Primary School in Newcastle, NSW, is a warm woman with 23 years of teaching experience, including five years as principal while still teaching some periods. She is steeped in values herself and I observed that she was very attentive to children who came to her office just to say hello to her or who called in sick. I really enjoyed the visit, my conversation with her and the school atmosphere - despite the winter cold it was easy to feel the warmth and caring in the air!

Glendale started LVEP in 1999 October in two classes which were taken by Maria and two like-minded teachers. In 2000, all the teachers knew of the two classes and wanted to try Living Values, on a trial basis, in their classes. They liked it. There was no adverse feedback from parents or children.

This year, the teachers requested that funds be set aside for two teachers to integrate LVEP values activities into their curriculum. They now cover seven values: first peace, then respect followed by responsibility, tolerance, love, honesty and happiness. The values coincide with themes in the school syllabus and extracurricular activities such as drug education and child protection. Living Values lessons are taught twice a week and each session lasts 20 to 30 minutes. Sometimes the LVEP sessions are combined with, for example, an art or music class and in this way the students experience the value for up to one hour.

I observed three classes; the kindergarten kids did a follow-up session on peace while the Primary 1 and Primary 5 did responsibility. It was interesting to see in this way how LVEP takes into account varying levels of comprehension and maturity of students as they grow older. In the Primary 1 class the students were asked to identify the responsibility of a teacher, principal, fireman, doctor, nurse, and so on, and then to choose one of these roles and draw that person's responsibility on paper for presentation to the teacher. In Primary 5 the students worked on responsibility for the environment. There was a brainstorming session on what actions are now being done worldwide to keep the environment clean, safe and green, what the school does and how one can be responsible for the environment. Students gave solid answers.

Maria could not give tangible statistical results but she noted that the suspension rate of students had drastically reduced since 2000. This meant that the teachers spent less time in disciplining and counselling children and that the children were more responsive and focused. The teachers said they like the Living Values programme because they can take lessons right out of the Activities Books and teach them immediately. They find it easy and convenient and their enthusiasm was high.

The Ministry of Education in Newcastle was interested in how Maria was able to introduce the Programme without giving away time designated for covering the school syllabus. She said she "squeezed time here and there" to be able to include the values classes for the week."



► **Australia Educator Training; Research project to evaluate LVEP**

australia@livingvalues.net

Twenty-two educators, mainly from schools in the Sydney area, braved the winter chill to attend a two-day residential LVEP training at Leura in the Blue Mountains, NSW, Australia from 2nd to

3rd July 2001. The training took participants through activities and discussions that generated powerful realizations about themselves, their values and their approach to teaching.

Peter Shaw, who helped organize the training, was so deeply touched that he decided to attend the international Train-the-Trainer programme in the UK in August to explore the Programme further and become an LVEP trainer himself. A slide-show presentation and talk by Rachel Flower - who has been involved with LVEP activities for Burmese refugees in Thailand - gave participants a deeper understanding of the scope of LVEP and the powerful impact it has had on children, teachers and families.

Kellie Morrison, research assistant of Prof Terry Lovat in the Department of Education, University of Newcastle, and part-time teacher, shared her experiences of LVEP in Australian schools. She also presented a current research project of Newcastle University in which data collected from children and teachers in the form of pre- and post-event questionnaires will be used to assess the impact of LVEP on student attitudes, values and behaviour. Several principals have expressed interest for their schools to be involved in the first phase of this research, and a second grant from the Ministry of Education is awaited. Anyone else interested in participating in the research project is invited to contact Kellie at <kamorris@mail.newcastle.edu.au> .

The event was led by Ruth Liddle, LVEP coordinator for Korea, who commented: "It is clear from the feedback received that the LVEP teaching approach is unique and very powerful. Educators not only felt reaffirmed in their belief in and commitment to values-based teaching but also empowered to go back to their work places and make a real and lasting difference."



► **China** Five-day seminar and training in Beijing

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From 10th to 14th August 2001, LVEP and the Beijing Institute of Education co-hosted a five-day seminar and Train-The-Trainer for over thirty teachers from local kindergarten, primary and middle schools in Beijing. The Seminar was also the occasion for the launch of the Chinese editions of LVEP's books of Values Activities for Children Ages 3-7 and 8-14, which were edited and published by the Institute. The training segment of the Seminar was led by LVEP International Trainer Peter Williams (who had done values work in a Beijing school some years ago) and the various academics and researchers from Beijing who also participated in the Seminar joined the teachers in their enthusiasm for the Programme and desire to see it implemented. A full report will follow in a later edition of Living Values e-News but in the meantime a photograph of participants appears on LVEP's China homepage at <http://livingvalues.net/china>

An evening seminar was also held for over 60 educators and parents at the Zejingtang Learning Centre and, again, both the Programme and its activities met with a very warm response and the desire to implement the Programme as soon as possible.



Thanh Da Drug Rehabilitation Centre in Ho Chi Minh City is a privately run establishment that seeks to help youth recover from heroin addiction, which, unfortunately, is an increasingly common affliction in this beautiful country. Miss Van, a dedicated and easy-natured educator at the Centre, sent Living Values e-News the following report:

“Thanh Da Drug Rehabilitation Centre in Ho Chi Minh City has been implementing LVEP since the beginning of July 2001. We are finding that it has many advantages for both the clients in recovery and the educators. For the facilitators, LVEP is a complete programme – it contains ready-to-use lesson plans and so we are able to save planning time. While teaching LVEP, we, the facilitators also have the opportunity to learn values and improve ourselves. We teach the values and develop them more fully in our own lives.

For the clients, LVEP helps them to become more open because the teaching method and discussion questions encourage them to share their own ideas. They gradually they become more confident in themselves and about life in general and are able to share their ideas; they feel happy to see that their opinions are accepted. Sometimes, if they feel we, the facilitators, are talking too much they turn their faces down or look away. The clients also enjoy seeing the slogans and pictures they have drawn being displayed on the walls. They behave better among themselves and towards others, including the guards and other rehabilitation staff.

Emotionally, before he left the Centre, one client, Phong, told us that the Programme had awakened something beautiful inside him. He was very happy to learn that positive values are inherent in everyone and that, although they may get covered over by negative layers, we can wake them up again through LVEP. Phong also said that the classes had enabled him to change a lot – he was now happier, more confident, more self-satisfied and as a result he enjoyed having fun with his roommates, he laughed more, felt lighter, more comfortable, his friendships improved a lot and his room was now full of laughter and happiness.”

Miss Tuei, another educator at Thanh Da, said:

“Living Values has offered the clients a fresh and new approach to exploring values; the majority of the clients have accepted this very openly. The activities where the students work in groups has helped to foster close trusting relationships among clients and also the development of better relationships between the clients and educators. The lessons include a wide variety of participatory activities such as games, drawing, songs and role plays, which the clients enjoy and which makes the lessons fun. Some of the clients initially find it difficult to concentrate in the reflection and stress relaxation exercises but gradually they begin to relax and enjoy them. The activities are divided into clear lesson plans and so it saves the educators planning time. I have noticed that since learning Living Values the clients are better behaved and more mature and the atmosphere in the Centre has become calmer. A few clients are reluctant to participate at first but usually, with a little encouragement, join the classes. I feel the Living Values activities help awaken the positive values in the clients and bring them to life again.”

This positive assessment of LVEP's values activities is well-supported by the clients themselves, as witness the following two experiences:

“The course woke up the values that I already have inside. Those are the point of life: love, respect for others, self-respect and valuing the goodness that people give to me. Out of the

values that I have learned, such as peace, responsibility, love etc., I feel that responsibility is the one I like the most. I have a responsibility towards myself and towards everyone else. My relationship with the facilitator is closer: there is more understanding, it's easier to share, not only in the class but also out of the class. I can share my feelings with the facilitator more openly. This is also a 'Living Value' that I learned. There is no such programme in High School and University. But when I entered Thanh Da Centre, I was given deep knowledge of the outside world as well as my inner world. I would like to study this Programme more for the rest of the time. Thank you very much for the zeal and enthusiasm of our facilitator."

"Two months is a short time but through this course I feel somehow that my words, thoughts and actions have changed. Everyday I go to the class for a short time but I experience a lot in the lessons. Through these classes I really realized the value of life and the value of myself. Values that were sleeping for a long time in my mind, such as responsibility, love, determination, effort making etc., have been awakened. I worry about whether or not these values will stay awake forever or will go back to sleep one day. These are very practical things that are useful for my life both in the present and in the future. I am grateful to the people who guided me and supported me."



► **What's New @ livingvalues.net**

webmaster@livingvalues.net

- On-line ordering of LVEP books
The five main LVEP books are now available for purchasing on-line. You can link to the Publisher's site through <http://www.livingvalues.net/books/>



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