



Creating a Welcoming Atmosphere

Your 'Approach' is all important.

Your face, words and how you act defines how your living values are felt and define the 'authentic you'.

Be yourself. Be natural. Your presence, energy, intention, eye contact, range of vision, voice, tonality and invitational style is part of the subtle message of Living Values Education. Values are found in the spaces between the words. Your words will confirm the silent feelings that you give to others.

Before the first session – avoid assumptions - assess the needs of the group.

- Open networks with other educators committed to positive self development for children.
- Everyone's presence and contribution matters. Place all training in context.

After each activity – explain the rationale from a position of their experience.

- Create a values-based atmosphere of respect and love during the teaching and learning process.
- Engage positive group process skills – dialogue is key. Engage open questioning techniques.
- Engage empathy with an invitational rather than 'this is the way' style.
- Help everyone to truly **feel** LVRUS – Loved, Valued, Respected, Understood and Safe.
- Keep the training informative yet light and positive.

Warm Up activities

- Introduce one another.
- *If I were an animal* – which animal would you be? What is its quality?
- *Calling Card of Values* – writing the value of someone you meet on their calling card.

Activities – optional/ any time

- Fill the Bin with rubbish – leave all everyday 'problems' outside.
- Honor the Culture by inviting in Cultural Stories eg. Bowl of Light from Hawaii,
- Ubuntu from Africa, Ey-zhn from Greece, The Pond of Values from Lebanon.



The Heart of Living Our Values

Values Awareness – Getting in Touch with your feelings – to soft music.

Settle yourself comfortably into your chair, without tension, yet feeling alert. Feel your back resting against the back of the chair (no slouching!). Feel your feet resting on the floor. Become aware of your breathing. Let it become slower, deeper. Let your mind become light, let thoughts come and go, like white clouds floating across a blue sky.

In your imagination, go to your favorite place, that you really enjoy being in. Maybe it's at the seaside, or in the mountains, or in a field (give examples).

- What is it about this place that you like so much?
- What are the qualities of this favorite place of yours that makes you feel so good?

Maybe it's a quiet place and it makes you feel peaceful; or perhaps it's someone that makes you feel energetic, ready to take on new challenges (adapt language for age of participants).

Feel that you are really enjoying it.

Now, we're going to leave our favorite places.....Imagine now that someone who you like very much is sitting beside you. Perhaps it's your grandmother, whom you love a lot, because you feel happy when you're with her; she takes time to listen to you; she makes delicious cakes for you. Just feel that person with you.

- What is it about that person that makes you feel so at ease with them?
- What are the qualities that they express that make you feel happy?

(In a similar manner, invite in – a work of art you like very much, a song, a picture, a piece of music, a poem.)

Finally - a positive moment in your life where you really felt good about something.

You ask:

- What values or qualities made a difference to you?
- What values are important to you?
- What values do they bring to you?
- What are the values in your society/ culture that you treasure?
- What values would you like to share with the world?

Share thoughts with each other. Record values on a chart. Display them.

Whose values are they? Key Point: Our Values

Optional Activity: Values Balloons

Inflate a balloon. Write your favorite value on the balloon. Punch the balloon around the room.

What was the first value you remembered?

(Values are caught, not taught). Our presence is the living example.

As a child – what would you like to tell the adults of the world?

Draw a picture to express your feelings. Invite sharing. Be accepting and non-judgmental. Be a mirror.

Explore values as teachers – Mind Map

What values do you transmit to students through words?

What values do you transmit to students through actions?

What do you have that you would like to model more than you are doing now?

Reflect on answers.

Insight: You can't change other people. You can only model.

Rekindle the Dream – Visualize school/ work place of the future - to soft music

Relax.

A large bubble comes next to you.

Step inside to go to the school/ work place of your dreams.

The balloon leaves the ground.

Enjoy the scenery/ journey.....the bubble lands.....walk to school describe the nature, buildings, people's faces, expressions, greetings.

Enter the class – describe what you see.....describe the faces of colleagues and children – their smile, their presence.

Describe the attitude to school learning.

Return to the bubble and slowly.....carefully.....return.....to the room.

Activity - allow plenty of time

Draw a chart/ columns/ mind map/ pictures – as preferred.

What did the environment look like?

How did you feel?

What are the adults like?

How did the students/ others behave?

What were their attitudes?

What did you enjoy about the students?

As a child.....in a school of their dreams.....visualize, describe or draw

Think of the atmosphere you are going to.

What is the first thing you do in your free time?

What is the teacher like?

What does the teacher do?

How does the teacher look at you?

What is the teacher's tone of voice?

How do you feel as a child/ young adult?

What work do you do?

How do you feel?

What do you tell your friends about school?

Activity

Share what you experienced.

Do an LVRUS (Loved, Valued, Respected, Understood, Safe)

column/ graphic activity to show it visually.

Share the attitude behind how you felt.

Optional Activity

Who am I?

Draw a head and body.

Write around the head and body all the hopes, wishes, values and dreams that are important to you.

Join up each word to either the 'head' or the 'heart'.

Discuss the outcomes.



Practicalities

Feeling Loved, Valued, Respected, Understood and Safe (LVRUS) Activity

Create 5 groups – one group each for feeling **loved, being valued, understood, respected, safe.**

The **feeling** of safety is paramount.

Each group invited to discuss/research how to practically show LVRUS.

Individual groups to record the ways on poster sized paper. Share and open for discussion.

Option: Generate other 'group setting' values and 'how to practically show them'. Discuss.

Theoretical Model – Essential

Explain the rationale and start drawing the model.

Explain/Invite in the positive values of LVRUS.

Explain/Invite in the anti-values of LVRUS.

Invite in the additional positive qualities found in a school.

Explore techniques to avoid the negative spiral.

Invite each educator to choose their favorite 3 values.

Invite them to secure these values – no matter what.

Discuss.

Optional: For Students

Follow the same process.

Invite them to choose their 3 favorite values – this is an expression of who they are inside – and write them down. Share.

Create a small thin desk sized poster of the three values.

Put it on the top of their desk to remind themselves who they are when they become unsettled – a positive quieting technique.

Building Positive Behaviors – the rationale

Draw the step model of positive reinforcement

Explore why praise doesn't always work. Explore the ways to:

- Give Believable Praise that is specific.
- Give Specific Praise and name the quality.
- Be genuine with the intention and sincerity of presence.
- Leaving a positive feeling in the receiving person.
- Praise a new behavior immediately.
- Generate cooperation and ownership at all levels.

On Rules and Expectations

How to establish Classroom and School Rules/ Expectations

Explore techniques and proven success of 'how to':

- Devise the learning climate rules with collaboration.
- The use of subtle signals – your presence, your eyes, the 'look', etc.
- The creation of different Peaceful/ Quiet signals.
- Time out techniques.
- Know the difference between responding and reacting
- How to keep calm and clear.

Optional: Techniques to devise a school wide Honor Code.

Components

Explain briefly, with a simple example, the components that go to make up the LVE activities:

- Reflection, Imagining, Relaxation/ Focus exercises
- Social Cohesion activities
- Self Development techniques
- Metaphors and Stories from real life situations
- Judging between right and wrong

Create an everyday example from each component that will make sense in the local context.

(Experiencing them brings them to life)

Practical Activities

Choose up to 4 Peace and Respect, or culturally appropriate activities. Be well prepared.

Assure activities for 3-7, 8-14, young adults and parents/ other audiences as appropriate.

Eg: Peace

3-7 : Peace Puppets, 8-14 : World Cake, Young Adults : Advice from a Peaceful World

Eg: Respect

3-7 : My Hands, 8-14 : Lily the Leopard, Young Adults: Respect Mind Maps

Generate your own using local values and/or values that are a priority for the nation/ participants.

Active Listening

Explore and experience the techniques and subtle languages of active listening including:

- Acceptance and acknowledgement of a situation
- Discerning genuine listening v just hearing
- Discerning advising v giving solutions
- Discerning moralizing/ judging v empowering
- Managing non-standard responses
- Knowing when to choose reflection and quiet time
- The impact of your face and subtle intention

Two rows activity – an experience in non active listening

Sit face to face in along row – a speaking group and a listening group

One group is given instructions to speak on a given topic

One group is given instructions to respond in a given way – either negative or positive

The group instructions alternate from row to row

Record outcomes on two columns on flip chart of

The wrong way of listening. Invite in the positive way.

Sharing Examples of Good Practice – take pictures/ evidence with you

Share examples of good practice through local case studies, Canadian CD, Chinese CD, Photographs of LVE in action, Assemblies, Art Work, Community Outreach, Story Telling, Theatre, Environmental LVE, Global Linking, Journaling, Living Values Certificates, etc

Appreciation

Take time out to appreciate the little things in life.



Reaching Out

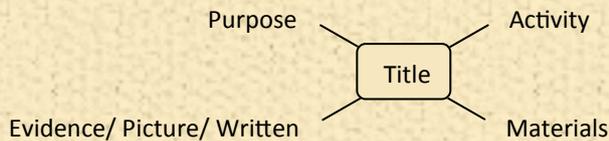
Action Planning

- What is easy to do? eg Share with someone, try something, bring plants to school.
- What will take a little longer? eg Start a new idea like Regular Assemblies, Peace Time.
- What will take a long time? eg. Reach out to all parents in the school community.

Caring for our Natural World— Green Living Values

Generating local resources

Template Mind Map



Linking Up Globally

To partake in practical intercultural and internationalism 'oneness' programs.

Connect to a school in a different culture.

Devise a joint project

eg Photograph the positives and negatives of your own area as you perceive them to be.

Share photographs with twinning school with comment.

The twinning school to view the photos and comments.

The twinning school to invite the fellow school to physically improve what they see as negative in their own area.

Both schools to photograph physical proof of their actions.

The International Dimension

Explore ways:

- To develop an understanding of yourself.
- To understand and model your identity with self respect.
- To reach out, connect and empathize with the intrinsic value of others.
- To create lasting harmony with all people, animals, plants and the elements.
- To promote interconnectedness, navigate change and diversity, and learn as they give and grow.
- To show and empathize that there's more than one way for each solution and for each individual.



Nurturing the Soul

- To return to natural peace.
- To educate for an inner power.
- To nurture the healing love of heart, mind and soul.
- To create spaces to re-juvenate, re-generate and re- invigorate.
- To refrain from dangerous places in our own personal landscape.
- To activate an inner wisdom to see what we are doing to ourselves.
- To take management and responsibility for our own energy and lifestyle.

Tracking Evaluation and Change over Time with Personal Reflection

Learning for Life Values Poster. Character Education - Scotland. Create mini achievable targets for yourself 3 or 4 times a year.

Starting Points include mini targets for:

The Self, Family, Friends, Environment, Community/ Relationships and World.

Measure success over time.

The Language of Silence

Still Time, Reflection Time, 'Me' Time, Close Your Eyes, Value of Presence.

The Language of Nature

Metaphors – The Tree always gives; The River always flows; The Sea always swallows; The Seasons come and go; Plants grow from seed to bloom to seed; There are families in nature as well as in humankind.

Finding time to be a Human Being and not just a Human Doing

Tips to Book an appointment with yourself
Appreciation of Educators as heroes and heroines

Sustaining Yourself as an Educator

8 steps to take care of the self and avoid burn out

- In silence, make a date with yourself. Appreciate your qualities. Congratulate yourself.
- In silence, visualize/ create positive mental images where you see yourself doing something perfectly. When you create it, you create the change.
- Enjoy these moments and increase your contentment.
- Take time to do what you like doing.
- Step away from problems that aren't your own. Trust the process. Trust life.
- Get organized. Get rid of useless things and thoughts that trouble you.
- Remember that no person, nor any situation, can take away your deep, inner joy, your qualities and your innate values
- Feel grateful and show it! Express gratitude.

Common Inheritance and Interconnectedness

As you sow, so shall you receive. What you give comes back to you.

Closure of All Sessions

Plenary. Essence of purpose. Quiet reflection of achievement.

Final Session: Sharing and Certificates.