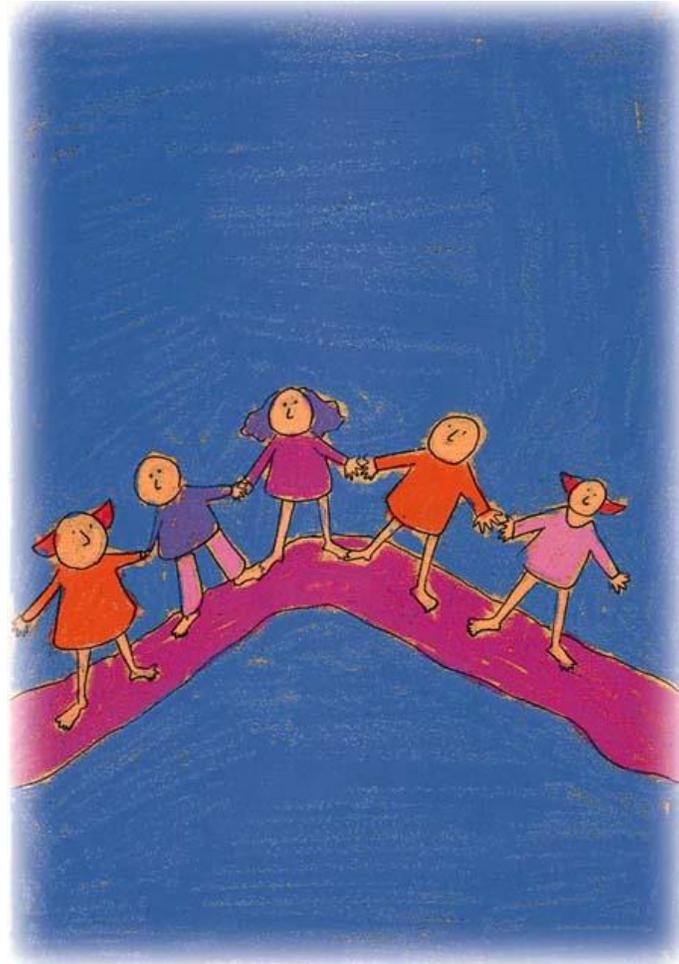


# Living Values Education



## Living Values Activities for Children Ages 8–14

**Diane Tillman**

With Activities from Educators Around the World



**This file has been made available  
to educators and parents  
as a courtesy of Health Communication, Inc.  
and the Association of Living Values Education International.**

**This file contains the Peace Unit of  
*Living Values Activities for Children Ages 8–14*.  
The full book in English with 12 values units is available through  
HCI and amazon.com.**

(Published in 10 languages. See page 8 for a list of which languages.)

**Values posters are available  
for free download on the [www.livingvalues.net](http://www.livingvalues.net) website.**

Please note that the Setting the Context and Introduction sections are updated. These updated chapters will be in the new edition of the book, when HCI reprints. This edition made available on the international Living Values Education website. (May 2012)

## C O N T E N T S

<b>Setting the Context</b>	3
The Need for Values Education	3
The Living Values Education Approach	4
LVE Resource Materials	8
Purpose and Aims	9
The Living Values Series	9
For Children and Youth At-Risk	11
History of Living Values Education	12
Acknowledgement	13
Results	16
<b>Introduction – Exploring and Developing Values</b>	21
Teaching Values	21
The Developing Values Schematic – The LVEP Method	22
Bringing In the Values of Your Culture	35
Making Values Education a Practical Reality	36



Incorporating Values Into the Existing Curriculum	40
<b>One: Peace Unit</b>	43
Reflection Points	43
Objectives	43
PEACE LESSONS	44
Lesson 1      Imagining a Peaceful World	44
Lesson 2      A Peaceful World	45
Lesson 3      A World of Peace Versus a World of Conflict	45
Lesson 4      Time Capsule	46
Lesson 5      If We Were All Peaceful	46
Lesson 6      Baking a World Cake	47
Lesson 7      Baking a World Cake Continues	48
Lesson 8      A Special Place	48
Relax/Focus    Peaceful Star Relaxation Exercise	48
Lesson 9      Increasing Peace at School	49
Lesson 10     Feelings of Peace Collage	49
Lesson 11     Words of Peace	50
Lesson 12     Arms Are For . . .	50
Lesson 13     Peace Slogans	51
Lesson 14     Remembering War	51
Teacher Notes Conflict Resolution	52
Lesson 15     Conflict Resolution	54
Lesson 16     What We Like and Don't Like – Under the Anger	55
Lesson 17     Conflict Resolution and Listening	56
Options        A Peace Circle and/or A Peace Club	58
Lesson 18     Conflict Resolution – Peers as Mediators	58
Lesson 19     Interviews	59
Lesson 20     Interviews	59
Lesson 21     Peaceful Colors, Angry Colors	60
Lesson 22     Contrast and Solve	60
Lesson 23     Peace Heroes	61
Lesson 24     Collaborative Painting	61
Option        Additional Peace Activities	62
Additional 8–11   Dove Game	62
Additional 12–14   Manifestations of Peace in the World	63



## SETTING THE CONTEXT

### The Need for Values Education

*Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them, while their teachers and parents are impacted by new challenges and pressures. The educators involved in Living Values Education invite you to join us in a global endeavor to help children and youth explore and develop positive values and move toward their potential. We are creating caring, respectful environments where students feel safe and want to learn. Living Values Education Program is effective in decreasing violence and bullying, and creating safe, caring school climates which are conducive to quality learning.*

*As educators, we are not only implementing Living Values Education to improve student behavior and create a caring school climate that enables quality learning. We feel that the cognitive thinking skills and social and emotional skills that students are exposed to and asked to explore and develop will help them make positive socially-conscious choices, grow toward their potential, and help them engage in the community with respect, confidence and purpose. What children and youth learn is later woven into the fabric of society. Education must have positive values at its heart and the resulting expression of them as its aim if we are to seek to create a better world for all.*

The challenge of helping children and youth acquire values is no longer as simple as it used to be when being a good role model and relating moral stories was sufficient. Violent movies and video games that glorify violence are attractive, and desensitize youth to the effect of such actions. Youth often see people who display greed, arrogance and negative behavior rewarded with admiration and status. As they grow, apathy and resentment can



wash away their idealism with each wave of broken promises and news about violence and injustice. “Good” students may adopt values-based behaviors when exposed to awareness-level values activities, but do they base decisions in their personal and professional lives on values years later when they become adults? “Good” students benefit when guided through an exploration of values and their implications for the self, others and the larger society; many are eager to reach out and make a positive difference. “Resistant” students or marginalized youth who turn away angrily from a moralizing approach to character education also benefit when guided through an exploration of values where their voice is heard and the process of one of facilitation. It is important to teach values education in such a way that each young person can be reached; each person is important in the creation of safer, more positive communities.

As Jacques Delors noted in *Learning: The Treasure Within*, we must not just educate our children and youth “to know” and “to do”, we must also educate them “to be” and “to live together” (1996). Quality education recognizes the whole person and promotes education that involves the affective domain as well as the cognitive. Values such as peace, love, respect, tolerance, cooperation and freedom, are cherished and aspired for the world over. Such values are the sustaining force of human society and progress.

Educators, and activities, that actively engage and allow students the opportunity to explore and experience their own qualities are of crucial importance. Students benefit by developing skills to cognitively explore and understand values. For students to be motivated to learn and utilize positive and cooperative social skills, the creation of a values-based atmosphere in which they are encouraged, listened to and valued is also essential. It is in this context, and in response to the call for values to be at the heart of learning, that Living Values Education (LVE) was developed.

## **The Living Values Education Approach**

### **Vision Statement**

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person



involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

### **Core Principles**

Living Values Education is based on the following core principles:

#### *On the learning and teaching environment*

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

#### *On the teaching of values*

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.
7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.



8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

*On the nature of persons within the world and the discourse of education*

9. Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical well-being of the individual.
10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

## **Structure**

The implementation of Living Values Education is facilitated by the Association for Living Values Education International (ALIVE International), a non-profit-making association of organizations around the world concerned with values education.

Drawing on a strong volunteer base, the advancement and implementation of Living Values Education is supported by UNESCO and a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. It is part of the global movement for a culture of peace in the framework of the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World. ALIVE groups together national bodies promoting Living Values Education and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest.

ALIVE is registered as an association in Switzerland. In some countries national Living Values Education associations have been formed, usually comprised of educators, education officials, and representatives of organizations and agencies involved with student or parent education.



## Activities

In pursuing its mission and implementing its core principles, the Association for Living Values Education International and its Associates and Focal Points provide:

1. ***Professional development courses, seminars and workshops*** for teachers and others involved in the provision of education.
2. ***Classroom teaching material and other educational resources***, in particular an award-winning series of five resource books containing practical values activities and a range of methods for use by educators, facilitators, parents and caregivers to help children and young adults to explore and develop twelve widely-shared human values. These five resource books are *Living Values Activities for Children Ages 3–7*, *Living Values Activities for Children Ages 8–14*, *Living Values Activities for Young Adults*, *Living Values Parent Groups: A Facilitator Guide* and *LVEP Educator Training Guide*. There are also educator resource books for children in difficult circumstances/street children, young people in need of drug rehabilitation, children affected by war, at-risk youth and young offenders. The approach and lesson content are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances. The approach and materials may also be used systematically in alignment with the above principles as the *Living Values Education Program (LVEP)*.
3. ***Consultation to government bodies, organizations, schools, teachers and parents*** on the creation of values-based learning environments and the teaching of values.
4. ***An extensive multi-lingual website*** ([www.livingvalues.net](http://www.livingvalues.net)) with materials available for downloading free of charge.

## Extent of Use

The Living Values Education approach and materials are currently being used and producing positive results in more than 60 countries at thousands of sites. While most such settings are schools, others are day-care centers, youth clubs, parent associations,



centers for children in difficult circumstances, drug rehab facilities, health centers and refugee camps. The number of students doing LVE at each site varies considerably; some involve 10 students with one teacher while others involve 3,000 students. At least some LVE materials are available in about 30 languages. The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students.

### **LVE Resource Materials**

Living Values Education Program is a comprehensive values education program. This innovative global program offers training, a practical methodology and a wide variety of experiential values activities to educators, facilitators, parents and caregivers to help them provide the opportunity for children and young adults to explore and develop universal values. Educators are asked to think about their values, use their creativity to see how they can incorporate values into their curriculum in a practical way, and create a values-based atmosphere. The resource materials include Living Values Activities for peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.

Designed to address the whole child/person, Living Values Activities build intrapersonal and interpersonal social and emotional skills and values-based perspectives and behaviors. Students are engaged in reflection, visualization, and artistic expression to draw out their ideas; cognitive and emotional skills grow as they are engaged in analyzing events and creating solutions. The approach is child-centered, flexible and interactive; adults act as facilitators. During LVE training, educators are asked to create a values-based atmosphere in which all students can feel respected, valued, understood, loved and safe. Part of LVE educator excellence is viewed as modeling the values, respecting student opinions, and empowering young people to enjoy learning and implement values projects.

### **Purpose and Aims**

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions. The aims are:



- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ◆ To deepen understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To inspire individuals to choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

### **Resource Materials — The Living Values Series**

The initial materials developed for LVE, the *Educators' Kit*, began to be piloted in March of 1997. Brazilian educators involved with LVE developed more materials, and the *Manual para Educadores II*, containing Living Values Activities in Spanish, was printed with the cooperation of the National Committee for UNICEF in Spain in 1998.

As more materials were requested and educators around the globe contributed ideas and activities, ALIVE's Living Values Series came into being. This set of five books was published by Health Communications, Inc., in April of 2001. The series was awarded the 2002 Teachers' Choice Award, an award sponsored by *Learning* magazine, a national publication for teachers and educators in the USA. The Living Values Education Series consists of the following books.

- ◆ *Living Values Activities for Children Ages 3–7*
- ◆ *Living Values Activities for Children Ages 8–14*
- ◆ *Living Values Activities for Young Adults*
- ◆ *LVEP Educator Training Guide*
- ◆ *Living Values Parent Groups: A Facilitator Guide*



LVE Educator Workshops are available around the world and are recommended in order to implement LVE most effectively. Educators, facilitators, parents and caregivers are important role models; the creation of a values-based atmosphere is the first step for values-based education and values education.

The Living Values Series was initially published in English. It is currently published in Arabic, Chinese, Dutch, Hindi, Indonesian Bahasa, Japanese, Polish, Portuguese and Spanish. One or more of the Living Values Activities books have been published in Bengali, Farsi, Icelandic and Serbian. The facilitator guide for parent groups is available in Kiswahili. Translation is ongoing in another 17 languages, with some values units or unpublished versions of the books (available only to LVE Training participants) in Bahasa Malay, French, German, Greek, Hebrew, Hungarian, Italian, Karen, Khmer, Korean, Papiamento, Romanian, Russian, Thai, Turkish, Urdu and Vietnamese.

In *Living Values Activities for Children Ages 3–7, Ages 8–14*, and *Living Values Activities for Young Adults*, reflective and imagining activities encourage students to access their own creativity and inner gifts. Communication activities teach students to implement positive, constructive social skills. Artistic activities, songs, and movement inspire students to express themselves while experiencing the value of focus. Game-like activities are thought-provoking and fun; the discussion time that follows those activities helps students explore effects of different attitudes and behaviors. Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and tolerance continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

***LVEP Educator Training Guide*** — This guide contains the content of sessions within regular LVEP Educator Workshops. Sessions include values awareness, creating a values-based atmosphere, and skills for creating such an atmosphere. LVE's theoretical model and sample training agendas are included.

***Living Values Parent Groups: A Facilitator Guide*** — This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and



positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. In this process, parents and caregivers reflect on their own values and how they "live" and teach those values. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home.

### **Resource Materials — For Children and Youth At-Risk**

There are special LVE programs for children in difficult situations/street children, young people in need of drug rehabilitation, children affected by war, at-risk youth, and young offenders. These materials are restricted, made available only to educators who undergo LVE training for these particular modules. LVE materials for children at risk consist of the following:

- ◆ *Living Values Activities for Street Children Ages 3–6*
- ◆ *Living Values Activities for Street Children Ages 7–10*
- ◆ *Living Values Activities for Street Children Ages 11–14*
- ◆ *Living Values Activities for Drug Rehabilitation*
- ◆ *Living Values Activities for Refugees and Children Affected by War Ages 3–7*
- ◆ *Living Values Activities for Refugees and Children Affected by War Ages 8–14*
- ◆ *Living Values Activities for Young Offenders*
- ◆ *Living Values Activities for At-Risk Youth*

***Living Values Activities for Drug Rehabilitation*** — The 102 lessons in this curriculum weave in values activities on peace, respect, love, cooperation, honesty, humility and happiness from *Living Values Activities for Young Adults*, with lessons related to drug use, emotional issues that arise with addiction and its concomitant behaviors, and the building of social and relapse-prevention skills. It is designed for use with young people 14- through 26-years old.

***Living Values Activities for At-Risk Youth*** — The 90 lessons in this educator resources weaves in values activities on peace, respect, love, cooperation, honesty, humility and happiness, with lessons related to positive choices, goals, violence, drug use,



gang involvement, negative influences and concomitant emotional issues, along with the building of positive social and emotional skills. This approach is based on Living Values Education Program’s methodology. Designed for young people 14-years old and above, participants are encouraged to explore and develop values in a group-facilitated process by first exploring their own dreams for a better world. Lessons on peace and respect build self-confidence and a supportive values-based atmosphere in the group, prior to beginning choice-related lessons in which participants are asked to explore and share their journey and explore consequences. The young people are invited to explore many aspects of their experience and build skills through discussion, art, role-playing and skits/dramas. Relaxation/focusing exercise are designed to help them deal with their anger and pain and learn to self-regulate more effectively. Participants are told a series of stories to engage them in a process of healing and to learn about a culture of peace and respect. Positive intrapersonal and interpersonal social and emotional skills are taught throughout the activities. New emotional and cognitive understandings are encouraged and related social and emotional skills practiced in a series of relapse prevention activities.

### **History of Living Values Education**

LVE was initially developed by educators for educators in consultation with the Education Cluster of UNICEF, New York, and the Brahma Kumaris World Spiritual University. Twenty educators from five continents met at UNICEF Headquarters in New York in August of 1996. They discussed the needs of children around the world, their experiences of working with values, and how educators can integrate values to better prepare students for lifelong learning. Using the values concepts and reflective processes within the BKWSU publication *Living Values: A Guidebook* as a source of inspiration, and the *Convention on the Rights of the Child* as a framework, the global educators identified and agreed upon the purpose and aims of values-based education worldwide — in both developed and developing countries.

### **Acknowledgements**



As noted on the LVE international website: “The Association for Living Values Education International (ALIVE), wishes to thank the numerous organizations and individuals who have contributed to the development of Living Values Education. The approach, materials, training programs and projects, that are continuously being developed, draw on input from educators from diverse cultures, religions and traditions, giving it universal appeal and an active presence in 65 countries.

We wish to acknowledge the Brahma Kumaris World Spiritual University for its extensive contribution to the early stages of development of Living Values Education, including the dissemination and support of LVE through their global network of centers and their relationships with educators. We would like to thank them for their continued cooperation in providing support or partnership when such is desired by a national LVE group.

We would also like to thank the many professional educators and artists who contributed to the initial LVE series of books, and the subsequent books for children at risk.

Our sincere appreciation is extended to the following organizations for their support of LVE in its beginning stages: UNESCO, the Educational Cluster of UNICEF (New York), the Planet Society, the Spanish Committee of UNICEF, the Mauritius Institute of Education and the regional UNESCO Office in Lebanon.

Special thanks goes to the many dedicated LVE coordinators and trainers around the world who served as volunteers, creating a strong foundation for the future.

Since the formation of the Association for Living Values Education International (ALIVE) in 2004, LVE has been able to benefit more educators, children, young adults and communities through the involvement of a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. The dedication of educators around the world has generated increased enthusiasm for Values Education, fostering children’s healthy development and quality based learning. ALIVE appreciates the additional specialized LVE resource materials that provide further avenues to contribute to the wellbeing of children and youth at risk.



We would like to acknowledge the following organizations for becoming ALIVE Associates, acting as the lead for LVE in their country and training educators in schools and agencies to implement LVE while fulfilling their broader mandate:

- Bond zonder Naam in Belgium
- the Jesuit and Brothers Association for Development in Egypt
- Club Avenir des Enfants de Guinée in Guinea Conakry
- Yayasan Karuna Bali in Indonesia
- Hand in Hand in the Maldives
- New Generation Vibe in New Zealand
- the National Children’s Council in the Seychelles.

There are many examples of collaborative partnerships. Only the ALIVE Associates and Focal Points for LVE know the full extent of cooperation and partnerships in their own country. However, we would like to acknowledge the partnerships that we are aware of, as follows:

Vietnam — LVE has been disseminated widely, to over 17,000 educators, through partnerships with: the Hanoi Psychological Association, PLAN International, World Vision International, the Ministry of Labor, Invalids and Social Affairs, Drug Rehabilitation Department and VTV2 Education Channel, a television station in Vietnam.

Israel — the ALIVE Associate works with: the Informal Education Department within the Ministry of Education, AMEN – Youth Volunteering City, and JOINT Israel. They have jointly developed a project to implement values in schools and in the communities and reinforce the values base of volunteering as a way of life.

Spain — the national LVE entity has had a collaborative contract with the Fundació Cultura de Paz since 2001. They are also in collaboration with the Faculty of Translation and Interpretive Practices of the Universitat Autònoma, Barcelona, and the Universitat Oberta de Catalunya with the Campus for Peace.

Paraguay — the ALIVE Associate has received cooperation from Universidad Nacional del Este (UNE), Diario ABC Color, the Ministry of Education and Culture, the National Commission of UNESCO in Paraguay and is in partnership with the Ministry of Education and Colegio Aula Viva to provide more training to educators.



Switzerland — when conducting its program in a number of countries in West and Central Africa, the Swiss Association for Living Values received collaboration from UNESCO/ BRED (Regional Office for Education in Africa) and a number of National Commissions for UNESCO, as well as cooperation from many other organizations and individuals. The following contributed through generous sponsorship: ACCENTUS Charitable Foundation, Karl Popper Foundation, Service Industriel Genève (SIG), Jersey (UK) Rotary Club and West African Cement (Togo).

Brazil — the ALIVE Associate, Instituto Vivendo Valores, has provided training to thousands of teachers, including street educators who work with children in difficult circumstances. The trainings have been made in three ways: for a specific school or NGO; open programs, where educators from some schools or NGOs participate; or collective programs for a town or a region of a city. Many large networks of regular schools or NGOs that work with children in difficult circumstances have received LVE training through these collective programs: São Sebastião, São José dos Campos, Itápolis, São Bernardo do Campo, Campinas, Valinhos, Guarujá, Araraquara, Limeira in the state of São Paulo, Três Corações, in the state of Minas Gerais, Recife, in the state of Pernambuco, and the social networks: Nossas Crianças, Rede Fiandeiras, Rede Oeste, Bompar – Centro Social Nossa Senhora do Bom Parto in the city of São Paulo. Also trainings have been held in São Paulo for the Young Offenders agency and the CASA Foundation. These educators from numerous outside agencies and private and public schools have facilitated the exploration and development of values with more than 500,000 young people in normal schools and 75,000 street children. We would like to thank each one of these agencies for their contribution to these children, and especially acknowledge the Itau Foundation, Santos Martires Society and the public regular schools Boa Esperança, Peccioli and Josefina for their assistance to children, young adults and the community through a new LVE project in an especially vulnerable neighborhood in Sao Paulo, and the Brahma Kumaris Organization for their permanent support and inspiration.

Other ALIVE Associates have received cooperation from national UNICEF committees and Rotary Clubs, and other organizations as well as individuals.



None of the above cooperation would have been possible without the dedication, work and love of the educators who believe in Values Education, the LVE national teams around the world, the ALIVE Associates and Focal Points for LVE, the LVE trainers and volunteers, and those who serve on the ALIVE board and International Advisory Committee. We would like to thank each one of you for your work towards safe, healthy, caring, quality learning environments for children and a better world for all.”

### **Results**

Educator evaluations have been collected from teachers implementing the program in countries around the world. The most frequent themes noted in the reports are positive changes in teacher-student relationships and in student-student relationships both inside and outside the classroom. Educators note an increase in respect, caring, cooperation, motivation, and the ability to solve peer conflicts on the part of the students. Aggressive behaviors decline as positive social skills and respect increase. LVEP helps educators create safe, caring, values-based atmospheres for quality learning. A few remarks from educators and students are below as well as more specific results.

In Lebanon, second-graders in a classroom at ACS learned conflict resolution so well that they solved all peer conflicts themselves; the teacher reported she is free to teach. In Bermuda, three primary schools implementing LVEP as whole schools achieved an 80% drop in school disciplinary referrals within their first year of implementing LVEP. In the USA, a K–8 school implementing LVEP as a whole school became rated as one of the top schools in Florida. The principal stated, “There simply is no bullying.”

Some wonderful LVE implementation stories from Egypt: One teacher in El-Menia explained that one day she had to leave her class of primary level children unattended for sometime. As she was walking back to the class she expected to hear a lot of noise, but to her surprise there was no sound coming from the class. When she reached the class, she found that one of the students was standing and conducting an LVE guided relaxation/focusing exercise for the rest of the class while all the other students were quiet and calm and enjoying the experience!



Another teacher reported that a girl in her class who used to have the highest record of absences in previous years, recorded the highest rate of attendance after using LVE activities with the children. Another student who was on the verge of leaving the school due to his poor educational performance, became attentive in class and scored better academic results after implementing the LVE program.

Lisa Jenkins, a grade 6 teacher from Canada, wrote: “I went to my first LVE workshop a few days before the most challenging school year I have ever faced, began. I knew the history of the class I was to have. There were eight students who were very challenging. The behaviour of this group had been a concern since grade one. They were routinely in the hall, or office, and many of the class members had been suspended on a regular basis. The many and varied discipline initiatives were done to them and had become a meaningless joke to the students. The other children in the school were unsafe and staff, parents and the members of the community were frustrated.

Every day, I see evidence all around our school and community that the anti-bullying programs are not effective. The kids realize it is the next bandwagon and go through the motions but don't put it into practice. After the workshop I felt hope. I began the year with the unit on respect and it took us almost five months to explore it fully. The changes were dramatic but came slowly. The language the children used to speak to each other was the biggest change I witnessed. Instead of ‘put downs,’ foul language and words of hate, they progressed to passionate debate. ‘I’m not attacking you, but I don’t agree with you...’ became regular conversation. The discussions we had were awe-inspiring. By naming violence, exclusion, etc. and talking about these kinds of behaviors in reference to respecting self and others, I think we are having more success with students. They see us living what we speak and seeing that peace can be attained, and that there are alternatives to aggressive behavior. When we treat children with respect, listen to them and ensure they have a loving and safe environment and actively name these things they may not be familiar with, we have more chance of reaching them and seeing them explore their own values and asking the difficult questions of themselves and others.

A lot of time was spent on discussing how our playground/school/community was unsafe. Eventually the realization hit that many of them were the cause of this. They began



to explore their behaviour choices in a whole new light and they initiated a peer helper program that spring. Our administration team noticed a significant drop in the number of visits these children were making to the office. There was only one suspension all year. Other staff members commented that ‘something big’ had changed the atmosphere of the school. The hallways, bathrooms, playground, bus stops and community hangouts were not seeing the violence and aggression they once had. These were the gauges I used to measure success.

The journey was a long one but well worth the effort. Every child had increased self-worth and self respect when the year ended. They were not perfect. They were more aware of how they affected the world around them and wanted that to be more positive than it had been. I wish that we could have stayed together another year. The LVE workshop I attended changed my attitude toward how the year was going to go and the LVE activities we did together changed all of us for the better.

The personal changes are major for me. They are a huge part of why I continue using the program. I know the difference it has made in my own life and the lives of my family. I am much more peaceful, and calm. I use the language of values and talk about them in daily life with my children and students. Through working with the LVE program I am more in tune with my own weaknesses and am practicing simplicity to balance things.”

Peter Williams worked with students for several months in a middle school in Beijing, China. When he asked his Chinese colleague, Ms. Ao Wen Ya, why she thought a peace visualization was successful, she said: "It helped the children to find peace by themselves. It helped the children to feel happy and relaxed. It made them really want to be happy and motivated to build a better world and be kind to each other." She additionally noted, "Sometimes the children can be naughty in class; they don't concentrate. Now they are more engaged in their subjects because they are interested. They are motivated to learn because they are valued as people ... they are now calmer and not as naughty. The quality and standards of work are higher. They are willing to take risks to express themselves well with more confidence." Mr. Williams added, "The lessons REALLY DID something. Their attitude is more positive, and they are better organized both individually and as a group."



An observer from the Chinese Academy of Sciences commented that the motivation of the children had been greatly enhanced, and it transferred to other lessons.

Catherine Kanyi, a teacher in Kenya, noted, “With LVEP they (children) changed so quickly that you can notice which value worked well. Parents also notice the difference in schools implementing LVEP. There is no fighting at school. The teacher-pupil relationship is good; there is polite language at school. The parent-teacher relationship is good. Children miss being at school all the time for there is love, peace, freedom and unity.”

In Paraguay, educators rated 3243 students from 4- to 22-years of age who were engaged in LVE. Despite being from many different schools with a variance in adherence to the LVEP Model, the educators found that 86% of the students improved in the conflict resolution skills and the ability to concentrate, 87% improved in responsibility, 89% improved in respect shown to peers and honesty, 92% improved in their ability to relate socially in a positive way, 94% showed an improvement in motivation and more interest in school, 95% showed more respect for adults, and 100% had more self-confidence and cooperated more with others.

There are also wonderful stories from educators in special circumstances. In Thailand, one year after implementing LVEP, nine out of 24 refugee-camp teachers working with children and youth, reported 100-percent improvement in violent behavior; the others cited an 80-percent reduction in aggressiveness. Within two years of initiating the program, the high frequency fights between young people from different sections of the camp had completely ceased.

The LVE program for street children is bringing in very positive reports. In Brazil, incarcerated youth that had been so violent that they were housed separately were able to return to the regular setting after three months of the *Living Values Activities for Street Children* materials. They were much more peaceful and compliant with authority. Other street children who were attending a government educational facility were able to obtain a regular job; others were able to learn to care for their children in a nurturing way. In Vietnam, educators reported considerable decreases in aggression and at-risk behaviors. They noted about the young people: “Now they are confident and friendly with adults and their peers. There is almost no conflict in the classes and they now do not get into trouble



after school either. The students have also developed many skits on how to keep safe from dangerous adults and really enjoy performing them. Now when they are on the streets and see children that are new to the streets they give support and advice to the new children and invite them to meet their teacher and join their classes.”

### **For Research Results and More Success Stories**

For research studies on LVE, and more success stories, kindly refer to those pages on the LVE international website: [www.livingvalues.net](http://www.livingvalues.net).



## **INTRODUCTION**

### **EXPLORING AND DEVELOPING VALUES**

#### **Teaching Values**

The choices of young people are often critically important, not only for their own happiness and well-being at this vulnerable time in their lives, but also for their future. Young people of today benefit by being able to cognitively discern the difference between the impact of anti-values and that of values on their lives, the community and the world, if they are to resist the powerful messages of negativity and move toward a love for values, and the value of positive and socially-conscious choices. LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world and values in ways that are relevant. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills.

The Living Values Activities resource books are arranged to present a series of skills that build sequentially. However, it is important to integrate values throughout the curriculum, for each subject opens a window to view the self and values in relation to the world.

#### **Three Core Assumptions**

LVE resource materials are built on three assumptions. The first assumption is drawn 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 . . . .*"



- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care – where students are regarded as capable of learning to make socially conscious choices.

### **Developing Values Schematic – the LVEP Method**

How are values “taught?” How do we encourage young people to explore and develop values and the complementary social skills and attitudes that empower them to reach their potential? We would all like our own children as well as our students to be peaceful, respectful and honest. How can we let them know they can make a difference in this world and feel empowered to create and contribute?

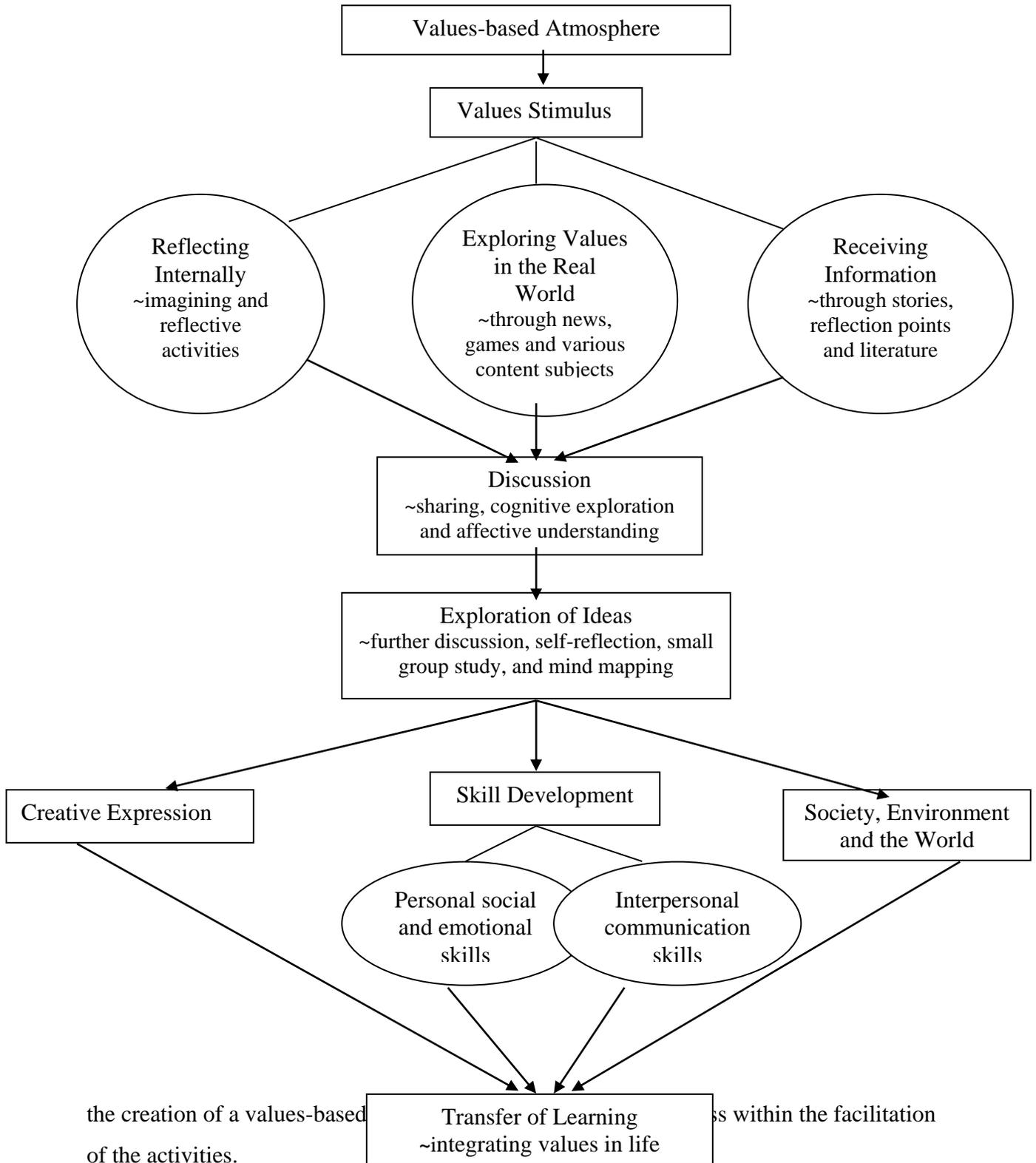
Living Values Education Program is a comprehensive values education program. Students need many different skills if they are to be able to love values, commit to them, and have the social skills, cognitive discernment and understanding to carry those values with them into their life. It is with this intention that the LVE Theoretical Model and the Living Values Activities were constructed. LVE provides methods and activities for educators to actively engage and allow students the opportunity to explore, experience and express 12 universal values. Students benefit by developing skills to cognitively explore, understand and apply values.

After a few months of implementing LVEP, dedicated educators find school cultures are infused with more communication, respect and caring. Often even students with very negative behaviors change dramatically. In an effort to understand why this approach works, some educators have asked to know more about LVE’s theoretical basis. What methods are used within LVEP? The schematic below describes the values exploration and development process. There are two complementary processes. The first is

### **Developing Values – the LVEP Method**



*Explore ... Experience ... Express*





## **Values-based Atmosphere**

### *Feeling Loved, Valued, Respected, Understood and Safe*

As values must be “caught” as well as “taught,” the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere in the educational setting is essential for optimal exploration and development of values. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a “values-based atmosphere” is the first step in LVEP’s Developing Values Schematic. During an LVE Educator Workshop, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe. As they discuss methods that help students experience those feelings in an educational setting, trainers simultaneously create that environment during the workshop.

The LVE Theoretical Model postulates that students move toward their potential in nurturing, caring, creative learning environments. When motivation and control are attempted through fear, shame and punishment, youth feel more inadequate, fearful, hurt, shamed and unsafe. Repeated interactions loaded with these emotions marginalize students, decreasing real interest in attending school and/or learning. Students with a series of negative school relationships are likely to “turn off”; some become depressed while others enter a cycle of blame, anger, revenge — and possible violence.

Why were these five feelings — loved, valued, respected, understood and safe — chosen for the LVE Theoretical Model? Love is rarely spoken about in educational seminars. Yet, isn’t it love and respect that we all want as human beings? Who doesn’t want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers.

What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom? Many people have had the experience as a child of an educator who they



found positive, encouraging and motivating. In contrast, how do we feel when an educator, at school or home, is critical, punitive and stressed or when the other students are derogatory or bully? While an interesting stimulus can heighten the creative process, high anxiety, criticism, pressure and punitive methods slow down the learning process. Simply the thought that others may be critical or have dislike can distract one from a task.

Neurophysiologists have found positive effects on brain development when a child is nurtured, and deleterious effects when there are traumatic experiences. Lumsden notes that a caring, nurturing school environment boosts students' motivation, that is, students' interest in participating in the learning process; their academic self-efficacy increases as well (Lumsden, 1994). A caring, nurturing school environment has also been found to reduce violent behavior and create positive attitudes toward learning (Riley, quoted in Cooper, 2000).

Currently in education, there is considerable pressure on teachers around the world to raise student achievement levels. Constant pressure and an emphasis on memorization and test scores often reduce “real” teaching as well as distract teachers from focusing on nurturing relationships with students. Much of the pleasure inherent in teaching well is lost. It is also harmful to levels of motivation and the classroom atmosphere. Alfie Kohn writes of “... fatal flaws of the steamroller movement toward tougher standards that overemphasize achievement at the cost of learning. Basically, Kohn argues that most of what the pundits are arguing for just gets the whole idea of learning and motivation wrong, and that the harder people push to force others to learn, the more they limit that possibility” (Janis, quoted in Senge, 2000).

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own values, model their love of learning and nurture students and the development of cognitive skills along with values. This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be an good teacher. However, as Terry Lovat and Ron Toomey concluded from their research: “Values Education is being seen increasingly as having a power quite beyond a narrowly defined moral or citizenship agenda. It is being seen to be at the centre of all that a



committed teacher and school could hope to achieve through teaching. It is in this respect that it can fairly be described as the 'missing link' in quality teacher . . . and quality teaching (2006).”

### *Modeling the Values from the Inside*

In LVE Educator Workshops, two sessions ask educators to reflect on the values in their own lives and identify which are most important to them, and then share the quality teaching methods they use to create their desired class climate. Many educators rediscover the beauty and importance of listening, allowing space, appreciation and being.

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances. Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent with students.

### *Skills for Creating a Values-based Atmosphere*

The Theoretical Model and LVE’s workshop session on “Acknowledgement, Encouragement and Building Positive Behaviors” combine the teachings of contingency management with the above humanizing approach, understanding that it is love and respect that we want as human beings. Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a



method of acknowledgement with resistant, cynical and/or “negative” students. Long a staple of counselors and therapists, active listening has been suggested as a tool for teachers by Thomas Gordon. Gordon’s understanding of anger as a secondary emotion is a concept that is useful to educators in dealing with resistant students.

Collaborative rule making is a method to increase student participation and ownership in the rule-making process. Many educators have found that when students are involved in the process of creating, they are more observant, involved and willing to be more responsible in monitoring their own behavior and encouraging positive behaviors in their peers.

LVE training in values-based discipline also combines the theories of contingency management with a humanistic understanding of students and the belief in the importance of healthy relationships and well-being. Some people use the methods of contingency management as though the young person is a machine; the need for feeling accepted and valued as a person — by teachers and/or peers — is not factored into the behavioral plan. When social and relationship needs are considered as part of the intervention plan, outcomes are far more successful.

With the LVE Theoretical Model, educators can assess the positive and negative factors affecting one student, a classroom, a school or an organization, and adjust the factors to optimize students experiencing being loved, valued, respected, understood and safe rather than shamed, inadequate, hurt, afraid and unsafe. In conflict resolution or disciplinary settings, the emphasis is on creating a plan which supports building positive student behavior. Educators focus on treating the student in such a way that she or he feels motivated to be responsible in regulating their own behavior. There are occasions when students hold onto a negative attitude and logical consequences are needed; during the time period in which that consequence is paid it is recommended that the student not be treated as a “bad person.” While at times an educator may find it best to be firm, serious or even stern, opportunities are looked for to build the young adult’s ability to self-monitor and build relationship while the consequences are being carried out. This reflects back to Virginia Satir’s work; people feeling full of love and well-being are more positive in their interactions and behaviors.



## **Living Values Activities Units**

There are twelve values units in *Living Values Activities for Children Ages 8–14*. Each unit is designed with the marginalized or resistant student in mind. The sequence of activities maximizes the path of least resistance — making the value relevant and beneficial to the student and his or her life. For example, lecturing to students about not fighting in school is an ineffective method to create peace and respect and can serve to further the apathy or resentment of already disenfranchised students. In contrast, beginning a lesson on peace with an imagination exercise elicits the natural creativity of all students. Once students develop a voice for peace they are more empowered to discuss the effects of peace — and violence. Each value unit is designed to begin with a values stimulus to create relevance/ meaning.

Far too often, values are only taught at the awareness level, without building the cognitive understanding and social and emotional skills important in being able to “live” those values. For this reason, it is recommended that educators use all or almost all the lessons found in each value unit that they wish the students to explore. They are more likely to develop a love for values and be committed to implementing them if they explore values at many levels and develop the personal and social skills that allow them to experience the benefits of living those values. As students’ backgrounds and needs vary, please feel free to adapt the activities to their needs and your style.

A lesson on values can be launched in many learning settings. Educators are encouraged to relate values to the subject matter they are teaching or relevant events. For example, a lesson on values can be launched in relation to literature, history, etc., or in response to current local or world news about which students are concerned.

## **Values Stimulus**

Each Living Values Activity begins with a values stimulus. The three types of values stimuli noted in the schematic are receiving information, reflecting internally, and exploring values in the real world.

**Receiving Information** — This is the most traditional way of teaching values.

Literature, stories and cultural information provide rich sources for exploration



about values. Care is taken in the LVE Activities to provide stories about the use of holding or developing a positive value. Stories about failures because of holding an anti-value can be instructive at this age level, if they are perceived as socially relevant by the students. However, it is important to also create motivation through positive examples of people succeeding with values. Educators are asked to find relevant literature or media that they feel the students will relate to, and will help them see the effect and importance of values and their own actions.

Within each value unit there are reflection points which provide information about the meaning of the value being explored. The reflection points are at the beginning of every unit, and are incorporated in the lessons. “Understanding core values is essential to teaching values if students are to develop lifelong adherence to high principles” (Thomas Lickona, 1993). The reflection points are intended to be universal in nature, while holding an interdependent perspective of the importance of dignity and respect for each and every one. For example, a point in the unit on Respect is: *Everyone in the world has the right to live with respect and dignity, including me.* A Tolerance Reflection Point is: *Tolerance is being open and receptive to the beauty of differences.* This universal perspective is important if we wish to create a better world for all.

The teacher may wish to add a few of his or her own reflection points, or use favorite sayings from the culture of the community and historical figures. Students can make up reflection points or research favorite sayings of their own.

**Reflecting Internally** — Imagining and reflective activities ask students to create their own ideas. For example, students are asked to imagine a peaceful world. Visualizing values in action makes them more relevant to students, as they find a place within where they can create that experience and think of ideas they know are their own. The process of creation, ownership, and a sense of hope are essential if students are to be motivated about living their values.

Reflective exercises ask students to think about their experiences in relation to the value. Students are also asked to reflect about different aspects at a later step



within the lessons. It is important for students to be able to work as reflective learners if they are going to be able to discern and apply values most appropriately to a particular situation.

**Exploring Values in the Real World** — Some Living Values Activities use games, real situations, news or subject matter content to launch the lesson. Too often in today’s world, local and national events can be of concern to students. Please look for areas in which they have concern or interest, be it bullying, poverty, violence, drugs or the illness or death of a classmate or neighbor. Providing a space to air their concerns is helpful and allows meaningful discussion about the effect of values and anti-values and how our actions do make a difference.

## **Discussion**

Creating an open, respectful space for discussion is an important part of this process. Sharing can then be validating. Talking about feelings in relation to values questions can clarify viewpoints and develop empathy. Discussions in a supportive environment can be healing; students who are often quiet can experience that others hold the same viewpoint. Shame can be released and/or diminished when students discover that others feel the same way. Children who think that everyone holds the same viewpoint can learn otherwise; those who bully can find out what others think about their behavior. Students who may be considered less intelligent can often add a caring perspective or a wise insight that has great benefit for the group.

The discussion process is also a space within which negativity can be accepted and queried. When this is done with genuine respect, students can begin to drop the defenses that necessitate their negativity. When the positive values under the negativity are understood and validated, a student can feel valued; gradually he or she can then experience the freedom to act differently.

In many of the Living Values Activities, questions to discuss are provided. Some of these are to query about feelings; others are to open the cognitive exploration process and the generation of alternatives. Educators can use questions to delve into important



emotional issues or alternative understandings. For values/character education to be effective, there must be “attention to the emotion side (self-respect, empathy, self-control, humility, etc.), what Lickona (1993) describes as the ‘bridge between judgment and action’” (Quoted by Shea, 2003). Feel free to adapt the questions to your personal style and the local usage of language.

One reason why LVE can be used in many different cultures is that the questions are open-ended. For example, “How do you give respect to your parents?” would be answered a little differently in different cultures, yet the desired outcome is the same. Within the activities there are only one or two questions to which a “right” answer is given. The most important one is: “Is it okay to hurt others?” The right answer is “no”. If a “yes” answer is given, the educator is to explain why it is not okay to hurt others. The other questions are truly open, allowing the students to discuss the values and their application in ways that are appropriate to their culture and way of life. The reflection points, however, create a standard of dignity and respect around which the activities are built.

### **Exploration of Ideas**

Some discussions are followed by self-reflection or small group planning in preparation for art projects, journaling, or dramas. Other discussions lead into mind-mapping values and anti-values. These methods are useful to view the effects of values and anti-values on the self, relationships and different segments of society. Contrasting the effects of values is an important step in seeing long-term consequences. Mind-mapping is also an introduction to systems thinking. Senge (2000) notes about systems thinking: “In this discipline, people learn to better understand interdependency and change and thereby are able to deal more effectively with the forces that shape the consequences of their actions.”

Discussions are often a lead-in to activities regarding the effects of values in different subjects. Values activities can often awaken real interests in students. To acknowledge their passion and to facilitate the exploration of the subject is the type of teaching that allows real learning and furthers intrinsic motivation. This is where a few questions from



an educator can create enthusiasm: “Why do you think that happens?” “What is the relationship between . . . ?” “What do you think should be done?”

### **Creative Expression**

The arts are a wonderful medium for students to express their ideas and feelings creatively — and make a value their own. Drawing, painting, making mobiles, games and murals combine with performance arts. Dance, movement and music allow expression and build a feeling of community. For example, students are asked to make slogans about peace and put them up on walls, sculpt freedom, draw simplicity, and dance cooperation. As they engage in the medium they often must refer back to the value and discern what they really want to say. The creative process can also bring new understandings and insights; the value becomes more meaningful as it becomes their own. A similar process occurs as students are asked to write creative stories or poetry. The completion and beauty of the finished products can be a source of pride and act to enhance the self-esteem of students. A variety of creative arts can serve to let different students shine at different times. A school climate that can allow each person to shine at different times is a place where all can move toward their potential.

Music is also an important medium. Not only can it act to build a sense of community, but it can be a healing activity. Provide the opportunity for students to create songs about values. Educators may wish to bring in traditional songs of their culture, or the cultures present in the area, and sing those with the students. Students can bring in popular songs which contain values themes or ideas.

### **Skill Development**

It is not enough to think about and discuss values, create artistically or even to understand the effects of values. Emotional and social skills are needed to be able to apply values throughout the day. The youth of today increasingly need to be able to experience the positive feelings of values, understand the effects of their behaviors and choices in relation to their own well-being, and be able to develop socially conscious decision-making skills.



**Personal Social and Emotional Skills** — There are a variety of intrapersonal skills taught within the Living Values Activities. The Peace, Respect and Love units introduce Relaxation/Focusing exercises. These Relaxation/Focusing exercises help students “feel” the value. Many young people do not like “having to be quiet” in school. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests. Educators have found that doing these exercises helps students quiet down, be less stressed, and concentrate more successfully on their studies. While there is usually initial resistance, usually that resistance disappears after several trials, and our experience has been that students begin to request the quiet time. Once they are familiar with this strategy they can make up their own Relaxation/Focusing Exercise. The ability to self-regulate one’s emotion and “de-stress” is an important skill in adapting and communicating successfully. Self-regulation or self-modulation helps a person regain calmness more quickly when a threat is perceived and be able to stay more peaceful in daily life.

Other LV Activities build an understanding of the individual’s positive qualities, develop the belief that “I make a difference”, enable exploring their own feelings and learning about the feelings of others and increase positive self-talk, and responsibility. Students are asked to apply those skills in a variety of ways.

**Interpersonal Communication Skills** — Skills for building emotional intelligence are included in the above set of activities and furthered in activities that build understanding of the roles of hurt, fear and anger and their consequences in our relationships with others. Conflict resolution skills, positive communication, cooperation games and doing projects together are other activities that build interpersonal communication skills. Conflict resolution skills are introduced during the Peace Unit, and reinforced during the Respect and Love Units. During the Love Unit, students are asked to think back to when the problem began and imagine what would have happened if they had used the value of love. The development of cognitive skills paired with probable consequences is aimed to help students “think



on their feet” in difficult circumstances. Educators are encouraged to create the opportunity for students to be conflict resolution managers.

Students role play different situations about which they are concerned in order to apply values and explore the consequences of different actions. They may also make up their own situation cards. In the cooperation unit, students are asked to adapt their suggestions for good communication skills after games. One skill in the tolerance unit is to create assertively benevolent responses when others are making discriminatory remarks. Combining creativity with discussion and practice helps students develop comfort in using the new skills, increasing the likelihood that they will use them.

### **Society, Environment and the World**

To help youth desire and be able to contribute to the larger society with respect, confidence and purpose, it is important for them to understand the practical implications of values in relationship to the community and the world. One value can have a tremendous effect on the wellbeing of a community and social justice. A few activities are designed to do build emotional awareness and cognitive understanding of this relationship. For example, students mind map the effects of a loving world and a non-loving world, mind map the effects of honesty versus corruption, explore the effects of corruption on the wellbeing of different countries and collect examples and stories of tolerance and intolerance.

The aim of developing social cohesion is constant throughout the material. However, the units on tolerance, simplicity and unity bring elements of social responsibility that are interesting and fun. Students explore the variety of cultures using the colors of a rainbow as an analogy. The unit on simplicity includes suggestions for conservation and respect for the earth. Students explore positive examples of unity, and then work together on a project of their choice.

### **Transfer of Learning — Integrating Values in Life**



“Integrating values in life” refers to students applying values-based behaviors in their life — with their family, society and the environment. For example, LVE homework activities increase the likelihood of students carrying new positive behaviors into their homes. Students are asked to create special projects that exemplify different values in their class, school and/or community. Parents and businesses can be involved as resources, for example, helping students learn organic gardening or how to clean up a stream. Students are encouraged to share their creative dramas and music with their peers and younger students. Please do involve your students in service-learning projects. The ability to make a difference builds confidence and commitment to values.

### **LVE Workshops**

The creation of a values-based atmosphere facilitates the success of this program, making it more enjoyable, beneficial, and effective for both students and teachers. LVE Educator Training for all members of the school or educational organization’s staff is highly recommended whenever possible, however workshops are often given to educators from many different schools and educational organizations. Depending on the student population, consideration of some additional training for the use of the LVE at-risk materials could be considered.

### **Bringing in the Values of Your Culture**

The values activities contained in this section are only a beginning. We encourage you to add ideas generated from your own experience, creativity, and cultural and educational resources, to help students explore, experience and express values meaningfully.

A group of teachers may want to get together before the introduction of each values unit to share their own material and ideas for students about that value — traditional stories, fiction or non-fiction articles, salient history units, web research projects, news stories, or relevant movies. Insert cultural stories at any time within the units. The students may enjoy acting out the stories. Ask the students to create their own plays and songs. They might even want to do an informal skit where the lines are improvised and are used to dramatize the situation being discussed. Perhaps older adults can tell traditional tales and teach traditional forms of music. Service-learning projects help strengthen students’



commitment to values, and the understanding that they can make a positive difference. Educators are welcome to contribute the activities they create on the international web site, [www.livingvalues.net](http://www.livingvalues.net).

### **Making Values Education a Practical Reality**

**Step One:** The first step we would like to suggest in considering the implementation of Living Values Education is to have interested teachers, or the leadership team of the organization, reflect on and/or discuss the purpose of education and the purpose of values education. What values do you feel are needed in society and the world? What are the values you wish to impart to your students? Discuss the Vision Statement of the LVE Approach shared earlier: *Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.*

Education has always been the primary method of change for society. What change would you like to see in your community and the world? Do you agree that the way to peace is peace? That a culture of peace, respect, love, honesty, tolerance and responsibility will create the same? If so, the community may wish to define the culture or ethos that they would like to create in their learning community. “At the core of values education lies the establishment of an agreed set of principles, deeply held convictions, that underpin all aspects of a school’s life and work” (Hawkes).

**Step Two:** Engage yourself or your entire educational community, including a few parents, in a LVEP Educator Workshop, to explore the kind of values-based atmosphere you would like to create, learn about skills to do such, and think about how you can make values an important, integral part of your school culture and curriculum. Plan to engage in an ongoing dialogue about values, as you make your organization one which thinks about values when making decisions about, for and with, students and teachers.



**Step Three:** Find a time slot within which to integrate the Living Values Activities. It is hoped that the activities in this resource generate further ideas from teachers in all subject areas, for all educators within the school can contribute to the exploration of values. Values education is most effective when the entire school community is engaged and values are integrated throughout the curriculum.

The staff of each educational community implementing LVE will need to decide how, when and by whom the LVE lessons will be taught. This is more easily done in primary schools, and with middle schools that have ample homeroom periods or dedicated periods for social skills development, citizenship, civil leadership, moral education, social responsibility or ethics. Schools without such time slots, are advised to creatively find a place to *integrate two core lessons a week, at least for the first several months*. For example, as many of the activities for peace and respect contain discussion and writing activities, they could be done during literature or language classes. The lessons in the honesty unit could be done in history classes. The cooperation lessons could be done by physical education teachers.

Two lessons a week, suitably adapted to the age and background of students, are highly recommended when doing the first two values units of peace and respect in order to obtain student “buy-in.” This may not be possible for all educators to do, especially when only one teacher or a few teachers are implementing LVE within a school. Do not be concerned if you are the only educator doing values education. Most educators implementing LVE are in a similar situation. They have found that their way of being, and their passion for values, creates the needed “buy-in.”

If two lessons a week are possible in your situation, it will take two months to do the peace unit, and two months to do the respect unit. After the initial four months, the school staff may find it easier to do only one LV Activity a week; this works well when the entire educational community is focusing on the same value and educators are talking about that value as relevant to their area of the curriculum. Plan to explore four or five values during the school year.

If a school is planning to begin values education with only one age group, please start with the older students/higher grade levels. It is much healthier for younger students to



“catch” values from older students who are benefiting from values education, than to have younger students who are into values education being bullied by older students who are not in the program.

**At the beginning of each subsequent year of implementing LVE**, it is a good idea to begin with a few lessons on peace and conflict resolution. This will ensure that the necessary motivation and emotional and social skills are in place to build or maintain a harmonious school culture.

### **Assemblies and Songs**

When the entire educational community is exploring the same value at the same time, assemblies are an excellent way to sustain the enthusiasm. Different classes or various clubs can take turns presenting values creatively at assemblies through drama, music, art, poetry, etc. Allow them to share their concerns about values and anti-values, and the service-learning projects with which they become involved.

### **Recommended order of units**

It is important for each teacher, school, and/or educational community to look at the needs of students and develop a program tailored to the particular setting. However, it is recommended that the value of peace be integrated into the lessons at the earliest opportunity, selecting items from the LVE unit on peace which are relevant to the topic being studied, and adapting them according to the context. Young people are generally concerned about a peaceful world — even those who may be externally aggressive. Teachers using the unit on peace have reported that students find the content relevant and interesting; they note reduced “resistance” in students often considered “unmotivated”. It is also recommended to integrate the value of respect as early as possible after peace. Useful activities can be found in the respect unit. Teachers note that very soon, students become more confident, respectful to others, and motivated in class.

The lessons found in the units on peace and respect contain valuable intrapersonal and interpersonal social skills. The relaxation/focusing exercises and conflict resolution skills developed during these lessons are also important building blocks in creating a values-based atmosphere. If students are able to solve their own conflicts, peacefully and respectfully, there is much more time for teaching.



If the whole school is implementing LVE, it is then much easier to start with peace and respect, do the core lessons, and focus on the same value at the same time. However, if educators are implementing LVE independently and there is not a slot for values education, they are likely to find it easier and more natural to focus on the values that fit best into their curriculum, as their expertise and intuition dictates. A bit of reflection about values or an interesting discussion here and there, drawing out what the students think, or spontaneously dealing with a conflict, these are wonderful humanizing aspects of education.

### **How much time is necessary for values education to be effective?**

LVE's internal research, including interviews with educators, has shown that educators who engage students in values activities 90 minutes a week have considerably more success with students, in terms of students becoming committed to positive social skills and living their values, when compared to educators doing values lessons 45 minutes a week. When an entire school is implementing LVE, teachers can cooperate to engage students in two LVE lessons a week while other educators bring up values as relevant in their subject areas. If this can be done for four months, or until critical buy-in is achieved, then educators may wish to do only one LVE lesson a week and add their own activities. The first four months of the peace and respect units help students begin to view the world through a values lens, and learn social and emotional skills to maintain peace.

### **Do I need to do every activity?**

No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.

### **Incorporating Values into the Existing Curriculum**

All educators are encouraged to incorporate some values exploration into the regular curriculum. As the content expert, you know which materials on hand best portray the values or their contrast.



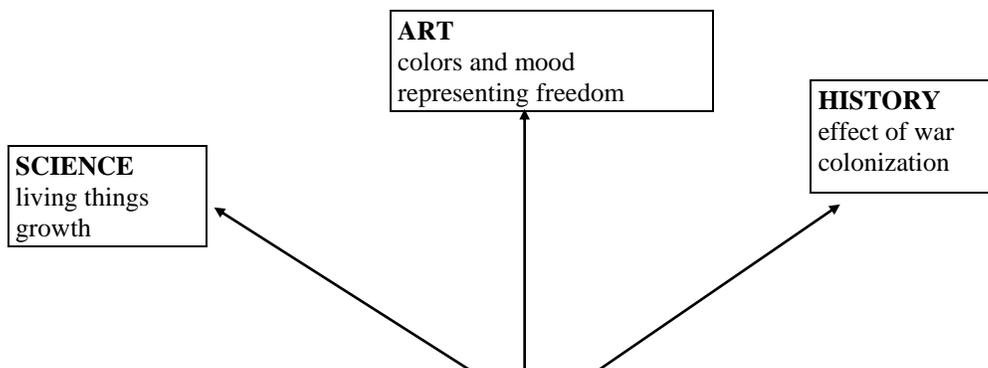
History and social studies easily lend themselves to values discussions. You may wish to stop at critical points during lessons when one individual or a group of people exercise choice. Ask students, “What is this person or group valuing so much that this choice is being made? What are the values of the other group? What are the consequences of having this value and the challenges in achieving it? How do you see a particular value or its lack being portrayed?” For example, a historical unit about independence is an ideal time to look at what kinds of freedom people want. Ask, “Did they hold that same value in their treatment of other groups?” Ask students to recognize and discuss the application of a particular value or the consequences due to lack of that value.

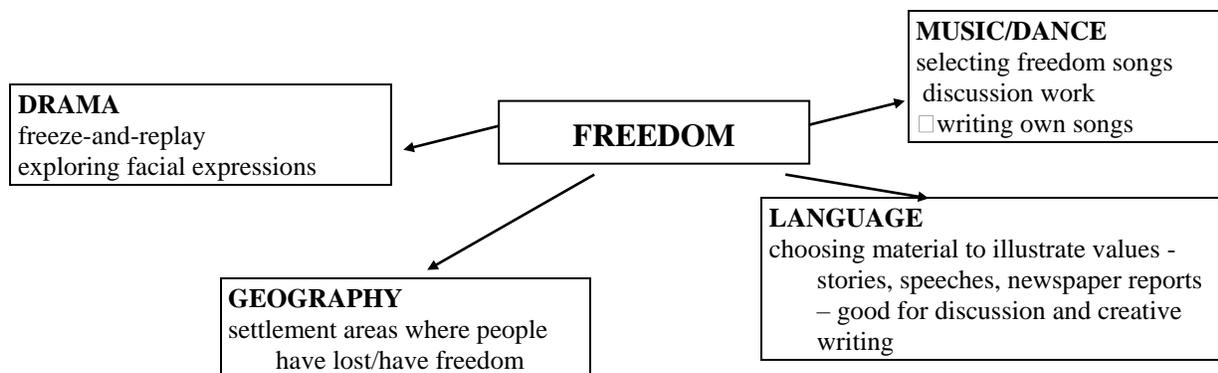
In literature and language classes, the teacher can select reading materials that relate to the value being explored. Ask students to react to the material they just read, write about the value, or create poems. You may wish to use journal writing to bridge students’ personal experience and the experiences of characters or themes in the text or ask them to write in the role of one of the characters to see what values motivate them.

The arts are a wonderful medium in which to incorporate values while teaching skills the students need to learn. Select plays that have to do with the value of focus. In music, while teaching students how to play and harmonize their instruments, discuss, for instance, the value of unity. In art class, ask students to express the values while learning how to paint, draw, and sculpt.

Values webs are useful. Ask the team of teachers planning the values program to discuss the value in the context of their culture and the subjects in which they are planning to teach values. An example of a value web on Freedom follows.

### Values Web





— Value web contributed by Samantha Fraser

### Students and Educators – Share Your Activities with the World!

#### Students

Students usually enjoy sharing their creations. Students around the world are invited to share their thoughts, poems, essays, songs, drawings, activities and experiences with students of similar age through the Living Values web site. Visit [www.livingvalues.net](http://www.livingvalues.net). Or, send in your thoughts and a digital file of your artwork to the ALIVE Associate or LVE Focal Point in your country or the LVE International Office at [lve@livingvalues.net](mailto:lve@livingvalues.net).

#### Educators Share

Adults using LVE are also invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values web site. Or, send in your contribution to the nearest ALIVE Associate or LVE Focal Point.

#### Annual Evaluation

An important part of any program is evaluation. Your evaluation of the program and observations about changes with students are very important. Please do request an evaluation form at [lve@livingvalues.net](mailto:lve@livingvalues.net) or send us your comments.

We hope you enjoy Living Values Education. Thank you.





## LIVING VALUES ACTIVITIES FOR STUDENTS Ages 8–14

### PEACE UNIT

**Goal: To experience peace for the self.**

**Objectives:**

- To think about and appreciate peace.
- To experience what peace feels like and to draw or write about it.
- To identify what allows the students to feel peaceful.
- To write a poem or short story about their most peaceful moments.
- To enjoy being quiet and peaceful during Relaxation/Focusing exercises in the classroom.
- To help students increase their ability to concentrate.
- To express peace artistically.
- To sing two songs about peace.

**Goal: To increase knowledge about the components of a peaceful world.**

**Objectives:**

- To imagine a peaceful world and communicate their ideas through words and a drawing or a short essay.
- To identify differences between a peaceful world and a world of conflict.
- To select ten items which represent a peaceful world.
- To participate in making a World Cake of human qualities, choosing the qualities that they think are most important for a Peaceful World and sharing the results with their family.
- To participate in making a “Feelings of Peace” collage.

**Goal: To build positive, peaceful methods of dealing with conflict, including conflict resolution skills.**

**Objectives:**

- To participate in a discussion about how they feel when people are mean or hurtful.
- To think of consequences of peace and war.
- To be able to listen to others during a conflict resolution exercise and repeat key phrases of what they say.
- To participate in a conflict resolution exercise, stating how they feel and identifying what they would like others to do and not do. They may participate by playing a role in the exercise, or as a participant in a real conflict, or as a peer mediator.
- To demonstrate understanding of how hurt or fear moves into anger by being able to state two examples.
- To identify two thoughts or actions that allow negativity to grow.
- To identify two thoughts or actions that allow peace to grow.



- To create a story or study about peace heroes.

## PEACE LESSONS

Peace is often the first value introduced in a school or classroom. If the entire school is doing a values program, your school may wish to have an assembly on peace.

Play a song about peace every day at the beginning of “values time.” Choose a song you feel the students will relate to; and one that is appropriate for their age. One peace song is “Teaching Peace” by Red and Kathy Grammer. Favorites with older students are “Imagine” by John Lennon and “We Are the World” by USA for Africa. You may want the students to bring in songs that relate to the theme.

### Peace Lessons 1 Imagining a Peaceful World

Play a song on peace. Explain that in the next few weeks the school/class will be exploring something very important, peace.

Discuss

- ◆ *Who can tell me about peace?*
- ◆ *What is peace?*
- ◆ *What does it mean to have a peaceful world?*

Acknowledge all responses and thank them for sharing. Continue with *Imagining a Peaceful World* exercise.

### Imagining a Peaceful World

Lead the students in this imagining exercise. Say the following, pausing at the dots: “*A wonderful thing about people your age is that each one knows about peace. I’d like to start our unit by asking you to use your mind to imagine a peaceful world. Let yourself be very still. I want you to picture in your mind a beautiful, big bubble – this bubble is so big that you can step inside – it’s like a small, silent plane that you can travel in to imagine going into the future, to a better world . . . You step inside the bubble and float to that world that is completely peaceful . . . The bubble rests on the ground of this world, and you step out . . . What does it look like there? . . . Imagine how you would feel . . . How does nature look? . . . What is the air like? . . . How do the houses look? . . . As you take a walk around a lake, let yourself feel how peaceful that place is and how you feel . . . Look in the lake and see your reflection . . . You can feel your body relaxing in this peaceful place . . .*”



*As you pass by a group of people, notice the expressions on their faces and how they relate to one another. . . A group of people smile and wave as you step back into your bubble plane to return here . . . The bubble floats back to this time and this class . . . As you experience yourself seated here, the bubble disappears, leaving you with a feeling of stillness within.”*

Share: Give the students time to share their visualization. Some may wish to share their experience. Or, the teacher may wish to ask them to share first about nature, then the self, and then about what they imagined about relationships with others.

## **Peace Lesson 2 A Peaceful World**

Begin with a song on peace. You may want to teach a song to the younger students. Play a song for the older students to which they will relate. Ask them to bring in a couple of their favorite recordings.

Explain that you would like them to imagine a peaceful world again, and then write or draw their experience.

Do the *Imagining a Peaceful World* exercise again.

8–11 Activity: Divide the class into small groups of students, so each group can draw a large picture of a peaceful world. If this is done just after the above visualization, it is sometimes interesting for them to do it silently. Ask the students afterwards, “*What kind of words and behavior helped everyone stay peaceful?*” Ask each group of students to bring its large picture up to the front and talk about it to the rest of the class.

12–14 Activity: Ask them to share their thoughts about a peaceful world in writing. Or, they may write a few lines and illustrate it.

## **Peace Lesson 3 A World of Peace Versus a World of Conflict**

Explain: “*Today I would like you to think about the differences between a peaceful world and a world of conflict. What kinds of things exist in a world of conflict that do not exist in a world of peace?*” Students are likely to name war, guns, gangs.

Activity: Make two columns on the board and label them Actions in a Peaceful World and Actions in a World of Conflict. Generate ideas for each list.

Activity: Facilitate a Mind Map of a Peaceful World with the students, or if they are familiar with mind maps, instruct the students to make a Mind Map of a Peaceful World. They could make a Mind Map of a World of Conflict the next day. To begin a Mind Map, each student makes a small image or picture in the middle of a blank piece of paper. They



then draw several lines outward, adding smaller lines to those. On each line, students are to put different aspects of their image/concept in the center of the page. Ask them to make one sheet for a Peaceful World and another Mind Map for a World of Conflict.

Play or sing a peace song.

Discuss the Reflection Points

- Peace is more than the absence of war.
- Peace is living in harmony and not fighting with others.
- If everyone in the world were peaceful, this would be a peaceful world.

#### **Peace Lesson 4 Time Capsule**

Say, “*Today, let’s pretend that you are living in the peaceful world that you imagined the other day, and you are asked to make a time capsule to let future generations know your world. What 10 items would you choose to put in that time capsule to let them know more about a peaceful world?*” The students could work individually, in pairs, or in small groups.

#### **Peace Lesson 5 If We Were All Peaceful**

Song: Play, teach, or sing with the students a peace song from your particular culture, or share your favorite peace song.

Write the Reflection Points on the board:

- Peace is being quiet inside.
- Peace is a calm and relaxed state of mind.
- Peace consists of positive thoughts, pure feelings, and good wishes.

Discuss

- ◆ *If every single person in this world were peaceful inside, would this world be more peaceful? How?*
- ◆ *What does peace feel like?*

Introduce the Physical Relaxation exercise: Say, “*Many people in the world today feel very stressed. Have you ever heard any adults say they are stressed? Well, one of the ways to help get rid of stress and feel more peaceful is doing a Physical Relaxation exercise. When we get rid of some tension, we can be at our best. Let’s try it.*” Play some relaxing music, if possible.

#### **Physical Relaxation Exercise**



*“Sit comfortably . . . and relax . . . As you relax, let your body feel heavy and focus your attention on your feet . . . Tighten all your muscles for a moment . . . and then relax them . . . Let them stay relaxed . . . Now become aware of the legs, letting them be heavy . . . tightening the muscles . . . and then relaxing them . . . Now the stomach . . . Tighten the muscles for a moment . . . and then relax them . . . Free any tension . . . Be aware of your breathing, and let yourself breathe slowly and deeply . . . Breathe deeply, letting the air out slowly . . . Now tighten the muscles in the back and the shoulders . . . and then relax them . . . Let the hands and arms tighten . . . and then relax them . . . Gently move the neck . . . first to one side, then the other . . . Relax the muscles . . . Now tighten the muscles of the face . . . the jaw . . . and then relax the face and the jaw . . . Let the feeling of well-being flow through the body . . . Focus again on breathing, taking in clear air, letting out any remaining tension . . . I am relaxed . . . in a state of well-being . . . and ready to be at my best.”*

– Contributed by Guillermo Simó Kadletz

8–10 Activity: Choose one color and draw peace.

11–14 Activity: Write about a time you felt really peaceful.

## **Peace Lesson 6** **Baking a World Cake**

Make a World Cake of human qualities and characteristics. This activity provides an opportunity for students to think about a better world, create, and discuss what they think is important with their peers, parents, and teachers. (Students can work individually, in pairs, or in small groups to bake the cake.)

### Discuss

- ◆ *What are the finest human qualities you think should be in the “World Cake”?*
- ◆ *Would all the ingredients be pure, or would you include some “not so good” ingredients to remind us we need to work together to remove those items that cause harm or hurt?*

### Activity

**Step 1** – Choose the ingredients: Make a list of the finest human qualities you would like to put into your World Cake.

**Step 2** – Choose the amount of each ingredient: The amount of each ingredient can be measured in grams, kilograms, tons, percentages, or any other suitable way.

**Step 3** – Mixing and baking the cake: Describe the order in which you would put the ingredients into the cake mix and explain how you would mix and bake the cake. (The evening before Lesson 6, younger students may wish to look at a recipe book with their father or mother.)



For an example of a World Cake created by a student in China, see Item 1 in the Appendix. End Lesson 6 with a peace song.

### **Peace Lesson 7** **Baking a World Cake Continues**

Activity

**Step 3 continues** – Continue creating the ingredients and writing down their order.

**Step 4** – Presenting your work: You can record your work in any way you wish. Your presentation can be as simple, imaginative, creative, and illustrated as you wish. (If the students have worked individually, an extra day may be needed.)

**Step 5** – Sharing your work: Talk about your World Cake with family and friends. Explain that the ingredients and the way it is baked make it taste the way it does. Invite them to share their feelings about your cake.

Display: – Put your work in a folder, on the wall, or in shop windows in the community.

Another possibility: Send copies of your recipes to the World Peace Messenger

Organization at the United Nations.

– Contributed by Peter Williams

### **Peace Lesson 8** **A Special Place**

Discuss

- ◆ *Do you have a special place where you can sit quietly and think?*
- ◆ *Why do we need to be quiet and peaceful sometimes?*
- ◆ *How do you feel inside when you are quiet and peaceful?*
- ◆ *What sorts of things prevent us from feeling peaceful?*

– West Kidlington School

Discuss the Reflection Point: *Peace consists of positive thoughts, pure feelings, and good wishes.*

### **Peaceful Star Relaxation Exercise**

Read the following slowly, pausing at the dots. *“One way to be peaceful is to be silent inside. For a few moments, think of the stars and imagine yourselves to be just like them. They are so beautiful in the sky, and they sparkle and shine. They are so quiet and peaceful. Let the body be still . . . Relax your toes and legs . . . Relax your stomach . . . and your shoulders . . . Relax your arms . . . and your face . . . Let the feeling of being safe emerge . . . and a soft light of peace surround you . . . Inside you are like a beautiful little star . . . You, the tiny star inside, are full of peaceful light . . . This light is soft and safe . . . Relax into that light of peace and love . . . Let the self be still and peaceful inside . . . You*



*are focused . . . concentrated . . . Whenever you want to feel peaceful inside, you can become still . . . content . . . a star of peace.”*

Activity: Ask students to write a short story or a poem about their most peaceful moments. *“I feel most peaceful when . . .”*

### **Peace Lesson 9 Increasing Peace at School**

Introduction: *“The other day we made a list of the differences between a peaceful world and a world of conflict. Today, I’d like you to think about the differences between a Peaceful School and a School with Conflict.”* Ask:

- ◆ *What kinds of things would happen in each of those schools?*
- ◆ *How do the people feel who are fighting?*
- ◆ *How do the people feel in the peaceful school?*

Say, *“Just as people create their world and students create what happens on the playground, so we are creating what happens here in this class.”* Ask:

- ◆ *What kind of classroom do you want?*
- ◆ *Is there anything you would like to try to make our class more peaceful?*

Listen respectfully to all their suggestions. Ask them to select one they would like to try. For younger students, help them make the suggestions practical, e.g., after lunch, we could play a peace song, or we could really listen when other people are sharing. Try the idea and ask the students to evaluate the process. Allow them to decide if they want to try it for another day.

### **Peace Lesson 10 Feelings of Peace Collage**

Begin with the *Peaceful Star* exercise.

Discuss: *What symbols represent peace to you?*

Activity: As the students think about what peace means to them, instruct them to make an image or an object or to search through magazines they have collected for photos, pictures, or symbols that illustrate a world of peace. Tell them this is the start of building a collage. Ask them to begin a collage with images, drawings, and photos. Suggest they continue to add new symbols, details, and words that illustrate this world of peace.

– Contributed by Sabine Levy

### **Peace Lesson 11 Words of Peace**



Discuss the Reflection Points

- Peace is a qualitative energy that brings balance.
- World Peace grows through nonviolence, acceptance, fairness and communication.
- Peace is the main characteristic of a civilized society.

Activity: Continue work on the collage. Some students may have brought things from home to add.

Allow students to generate their own commentaries about how they see peace, contributing images that express peace. Post their commentaries or short poems on the collage.

Do one of the relaxation exercises or use one or two of the commentaries created by the students.

– Contributed by Pilar Quera Colomina

## **Peace Lesson 12 Arms Are For . . .**

Tell the students that today you would like them to think about arms.

- ◆ *What are arms? What are they used for?*

They will probably tell you about their two bodily arms. So talk about what those arms can do. *“They can hug, pick up things, cook, paint beautiful paintings, throw footballs, work to make homes and tall buildings, help sick animals, etc. Linking arms is a sign of closeness and being friends. Arms can also push, shove, and fight. How we use our arms is what creates peace or conflict. How we use our arms makes a difference.”* Ask:

- ◆ *How do you feel when others use their arms to hurt you or someone you care about? (Acknowledge and accept all answers and reflect their feelings. Comment, “Yes, it is painful when others hurt us.”)*

If one of the students has not already mentioned it, tell them the word *arms* is synonymous with the word *weapons*. Human arms have been used to make guns and weapons of war. Arms to destroy things are simply an extension of the person who has the bodily arms and decides to create something that can destroy. Ask:

- ◆ *Why do you think people start wars?*
- ◆ *What would you like to tell them?*

Acknowledge all their ideas.

Say, *“There’s a slogan: Arms are for hugging, not for shoving.”* Ask:



- ◆ *Can you think of other slogans about arms?* (Give an example or two if they do not generate some. Examples are: Arms are for giving, not for grabbing. Arms are for use, not for abuse. Arms are for holding, not for hurting. Have fun making some up.)
- ◆ *Can you think of a slogan you could say to someone if someone was bothering you?*

Comment: *“People need to know that it is not right to hurt others.”* Write down what they come up with and save it on the board for use in another lesson. Ask:

- ◆ *Can anyone think of another slogan for peace?*

Activity: Ask them to make a peace poster. Examples: arms joined, a gun turning into a dove, arms of students linked across an outline of the shape of your country, etc.

End with the *Peace Star Relaxation Exercise*.

### **Peace Lesson 13** **Peace Slogans**

Play a peace song as the class begins.

Discuss the Reflection Point

- Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all peoples. *Mr. Javier Perez de Cuellar, Secretary-General of the United Nations*

Activity: Ask the students if they have thought of any other peace slogans. Provide the materials for painting their slogans on pieces of paper. Their work could initially decorate the room. Later, during school assembly, posters and slogans could be moved to the larger gathering place.

Admire the peace slogans around the room.

End with a relaxation exercise.

### **Peace Lesson 14** **Remembering War**

Choose subject content: Teachers at West Kidlington School used Remembrance Day poems about war as the content for the discussion. Choose something relevant in your curriculum.

Discuss: The language and feelings in the poems – or whatever content you have chosen. Then ask:



- ◆ *What are the causes of war?* (often desire for power, wealth, and territory)
- ◆ *What happens to people when there is war?*
- ◆ Find war-torn countries in the atlas. (two for younger students, more for older students.)
- ◆ *How do you feel about other people fighting?*
- ◆ *What does peace in your country mean to you?*

Activity: Write a poem in any style on your own thoughts about war and/or peace.

– Contributed by West Kidlington School

### **Teacher Notes Prior to Lesson 15**

#### **Conflict Resolution**

If students are not resolving conflicts in an optimum manner, conflict resolution strategies might be considered for the class or the entire school. Lessons in conflict resolution are simple, develop good communication skills which are useful in life, and have proved to be successful. There are many excellent resources, each one varying to some degree. In some schools, students serve as peer conflict resolution managers during break and playtime. The students often wear a special sash, cap, or armband to identify their role.

**The Conflict Resolution Process:** First, the students in conflict are asked if they want help in resolving the problem. If they do, one or two conflict managers sit with them. One can sit by one upset student, the other by the other upset student. It is more comfortable for two conflict managers to be together so they can give each other moral support. If one or both students say they do not want help, they are not willing to listen and talk, then they are both sent to the school office, to the supervising adult, or to whomever the usual disciplinary procedure identifies.

The “conflict resolution managers” or “peer mediators” are there to help the students solve the conflict. They listen to their replies and direct them to listen to each other rather than interrupting. The peer mediators encourage the students to listen carefully without interruption, and then repeat to each other what they heard the other say. Their job is to appreciate the disputants’ listening and problem-solving skills and to avoid taking sides. They are not to blame, accuse, moralize, or judge. They are there to help the students resolve the conflict. It is easy to slip into old verbal patterns, so be careful!

- ❖ A conflict resolution manager starts with the more visibly upset student, asking him or her to state what happened.
- ❖ Ask the second student to listen and repeat back what he or she heard. (He or she is not to contradict, argue, or blame, but simply repeat.)
- ❖ The same question – what happened? – is then posed to the second student, and the first student listens carefully and repeats.
- ❖ The next question asked each student is, “How were you feeling?”
- ❖ Again, each listens and repeats what the other said.



- ❖ Next, they are asked what they would like to stop happening.
- ❖ After they each answer and have repeated back what the other said, then they are asked what they would like to happen instead.
- ❖ The students are then asked if they can agree to do what the other suggested.
- ❖ If they are not happy with that suggestion, they are asked to generate other solutions.
- ❖ They are then asked if they can make a firm commitment to try to behave in the way they both agreed.
- ❖ When both have agreed to another behavior, the conflict resolution managers compliment them and tell them to return to the regular school activity.

**Starting Up Conflict Resolution in Schools:** All students are taught the same communication process. Tell the students about the process, demonstrate it for them, and lead them in practice. One person may want to visit the different classes and do all the training, or teachers can be taught how to do this at a teacher training session. Post the conflict resolution questions/process in each classroom. These are listed in the summarizing steps below and are also contained in the Appendix, Item 3.

Conflict resolution managers might want to take the questions with them to the playground and even take notes during the process. Let all students know that if they have a conflict on the playground, they may go to the student conflict resolution managers, or other students can call the managers to come over. As part of giving the students more ownership in this process, you may wish to have a contest for re-naming the conflict resolution managers. Perhaps you would get suggestions to call them peacemakers, stars, or ? The students could submit possible names, and there could be a schoolwide selection of the name.

Conflict resolution has had dramatic effects in teaching students how to mediate disagreements and fights. Several teams of students can rotate as conflict resolution managers. Adults should positively comment on the courage and qualities of the students – both of the conflict resolution managers and of the students who are willing to communicate and listen to help resolve a problem.

#### Conflict Resolution Process: Summary of Steps

The mediator asks each student the question:

*Are you willing to work on a solution?* If the answer is “yes,” continue.

Ask each student one question at a time, waiting for his/her response.

The other student listens and repeats what was said.

*Please tell us what happened.*

*How did you feel when that happened?*

*What would you like to stop?*

*What would you like him/her to do instead?*

*Can you do that?*



*Can you make a firm commitment to try to behave in the way you both have agreed?*

Compliment them for the qualities they showed during this peace process.

### **Peace Lesson 15 Conflict Resolution**

Teacher preparation: Be familiar with the above information, and list the six questions used during conflict resolution on a poster or board.

*Are you willing to work on a solution?*

Each person has to be willing to  
**LISTEN** to Each Other  
and repeat what the other says.

*Please tell us what happened.*

*How did you feel when that happened?*

*What would you like to stop?*

*What would you like him/her to do instead?*

*Can you do that?*

*Can you commit to trying to behave in the way you two have agreed?*

Begin the session with a peace song.

Ask: *“What would happen in the world if everyone learned to communicate and solve problems instead of fighting?”*

Acknowledge their responses.

Say, *“People all over the world are learning about conflict resolution. The more people learn it, the more there is hope for peace. I really believe that people can solve their problems.”*

Say, *“Today, we’re going to learn one method of conflict resolution. These are the steps.”*  
Review the 6 steps you have written on a poster or board.

Go back to the first question and the sentence under it. Ask:

- ◆ *Willingness to work on a problem really helps, doesn’t it? Why?*
- ◆ *What does it mean about you as a person if you are willing to work on a problem? (If they have not included the following answers, please do include them: “It takes courage to work on a problem. It means that you believe you are capable of finding a solution, and it means you believe other people are capable, too.”*

Say, *“It’s good to start with the problems we know about. Let’s list them:*



- ◆ *What kinds of things do people your age fight over?* Listen and list their responses. (In classes with older students, ask them to write the responses on the board.)
- ◆ *How do you feel when \_\_\_\_ (one event mentioned) happens?*
- ◆ If the feeling is anger, ask: *What feeling is underneath that feeling?*
- ◆ *How do you feel when \_\_\_\_ (another event mentioned) happens?*
- ◆ If the feeling is anger, ask: *What feeling is underneath that feeling?*
- ◆ *How do you want to feel?* Accept all responses. Ask them if they want to feel valued, respected, and loved (if they have not given those responses).

Demonstration: Ask for two volunteers to try the conflict resolution exercise. Let them pretend to have a common conflict or else enact a recent conflict. The teacher models asking each student the six questions and asks them to listen to each other.

Note to the teacher: Actively listen to their replies, direct them to listen to each other, and repeat what the other says. Appreciate their listening and coming up with solutions. If a student blames, interrupts, or accuses the other during the dialogue, say “*Please listen*” or “*Please answer the question*” and restate the question again: “*How did you feel when that happened?*”

Ask for two more volunteers and demonstrate the conflict resolution process again. Thank the volunteers. Ask for questions or reactions.

The students may want to learn the peace rap song “Cool Off” in the Appendix, or make up their own song.

End with a relaxation exercise.

## **Peace Lesson 16** **What We Like and Don’t Like – Under the Anger**

Begin with a peace song.

Discussion: Say, “*Yesterday, we were discussing some of the things people have conflicts over and we made a list of those. Let’s look at them in relation to the questions asked during the conflict resolution process.*”

Take one item from the list, for example, name-calling, and ask the following questions:

- ◆ *How do you feel when that happens?* (If the response is anger, ask: *What feeling is underneath that?*)
- ◆ *What would you like the other person(s) to stop doing?*
- ◆ *What would you like the other person(s) to do/say instead?*

Repeat the above process with another couple of items from the list.



Say, *“In some ways, people are simple. When we get angry, there is hurt or fear or embarrassment underneath. The hurt and fear come first when people do not feel valued, respected, or loved. Some people stay feeling hurt and others handle it by getting angry.”* Repeat what you just said and illustrate it on the board:

Everyone wants to be valued, respected, or loved.

Hurt or Fear or Embarrassment

Anger

Apply concept: Ask the students to think of examples of things that happen or a time they felt this way when something happened to them. If they are unable think of an example, use examples from the list of conflicts made previously.

Activity: Instruct the students to form pairs or small groups and ask them to create a poster on what others should not do, or what behaviors they would like from others. The students may need another day to finish their posters and have those who wish to share do so.

### **Peace Lesson 17 Conflict Resolution and Listening**

Begin with a peace song.

Demonstrate the conflict resolution process one time with a couple of volunteers.

Discuss: Say, *“One of the most important things in solving problems is to listen to others and really hear what they have to say.* Ask:

◆ *How do you feel when you try to talk to someone and he or she turns away?*

Acknowledge: *“Yes, when people don’t listen and are rude, problems usually get worse.”*

*“Sometimes people do other things that interfere with solving a problem.”* Ask: *“Would anybody like to guess what some of those things could be?”* Acknowledge their responses and add any of the following not mentioned.

Blaming

Telling the person he or she is silly or stupid

Interrupting

Accusing

Contradicting (*“Wait your turn, and listen. This one takes patience and respect!”*)

Trying to make him or her feel guilty



### Getting angry because the other person is angry

Explain: *“For effective listening, it is important to do two things:*

- 1) To really (genuinely) pay attention to what the person is saying, and*
- 2) To let the other person know that you understand what he or she is saying.*

Listening activity: Form groups of three students. Ask them to count off 1, 2, and 3. For Round 1: Person 1 will be the talker, Person 2 the listener, and Person 3 the observer. See chart below.

	<b>Person 1</b>	<b>Person 2</b>	<b>Person 3</b>
<b>Round 1</b>	Talker	Listener	Observer
<b>Round 2</b>	Observer	Talker	Listener
<b>Round 3</b>	Listener	Observer	Talker

- For Rounds 1, 2, and 3, each Talker shares something positive that happened to him/her.
- Do the rounds again, this time asking each talker to share something that is important to him/her or something that makes him/her feel peaceful.
- Do the rounds again, this time asking each talker to share something that he or she feels angry or sad about. (If there is not sufficient time, continue this activity during the next lesson.)

During each round, the listener should be encouraged to listen, occasionally reflecting the feelings or emotions of the talker, or restating or paraphrasing the content of the message. The observer in each round can provide feedback.

#### Share

- ◆ *How did you feel when someone really listened to you?*
- ◆ *Did anyone notice that anger automatically started to decrease when the person was genuinely listened to?*

Say, *“Real listening is giving respect. People who listen well have self-respect.*

End with a relaxation exercise.

### Options

#### A Peace Circle and/or A Peace Club

A Peace Circle can be a regular time once a day or once a week when students and the teacher name actions they saw during the day/week that contributed to peace. It is also a



wonderful idea when there is a conflict in the classroom, or when students come into the classroom with an unresolved conflict. A Peace Circle can be “called into session” as needed. It is wise for the teacher to be the mediator of a real conflict in the classroom. While it may seem to some teachers that this would take time away from teaching, most teachers who try it report that dealing with the conflict ends up saving time. Students learn that real conflicts are very solvable. Additionally, the teacher is demonstrating that peace is important to him or her – and the feelings of the students. When there is harmony it is much easier to feel and do our best.

Students and a teacher who is willing to be an advisor can set up a Peace Club. Students can create their own activities. Peer mediators could continue to refine and practice their methods with the help of the advisor as well as share with other mediators. Members of the Peace Club could create assemblies and dramas, create messages of peace, give Peace Awards, and acknowledge others.

### **Peace Lesson 18**

#### **Conflict Resolution – Peers as Mediators**

Begin with a peace song.

Discuss the Reflection Points:

- Peace begins with each one of us.
- To stay peaceful requires strength and compassion.

Activity: Ask four students to volunteer for a conflict resolution demonstration. Two act as mediators and two pretend to have a conflict. The peer mediators will take over the role the teacher had been playing in asking the six questions and helping the students in conflict resolve the problem. Instruct each peer mediator to sit by the students who have the conflict. When one demonstration is finished, ask the four students to reverse roles.

Note: There is a conflict resolution sheet for the mediators to use in the Appendix.

Contrast poetry activity: If time remains, ask students to brainstorm vocabulary associated with the above activities. They can use a dictionary and thesaurus to find synonyms and antonyms. As a group, or as individuals, students can write poetry to take the reader from one feeling or idea to its opposite. The point is to use words to show a change in feelings as a conflict is resolved. For example:

Anger  
Hot resistance  
Eyes bright, throat too tight  
Nails digging deep into fists  
Itching to fight



Eyes meet  
A tear trickles down an inflamed cheek  
“I’m sorry”  
“Me too”  
Acceptance

– Contributed by Ruth Liddle

Homework assignment: Ask the students to do interviews during the next couple of days with adults. Review the following assignments.

### **Peace Lessons 19 and 20** **Interviews**

Begin with a peace song.

8–11 Activity: In the next couple of days, interview two adults to find out what peace means to them and how they find peace in their lives. Start off by asking each person to complete these sentences for you:

Peace is . . .  
If I want to feel relaxed and peaceful, I . . .  
The most peaceful place I can remember is . . .

12–14 Activity: Gather information from the TV, radio news, newspapers, or magazines about a couple of wars. Talk with an adult about what the people are fighting over. Ask yourself, is there an alternative to fighting? Write down your thoughts. Now ask this question to at least two adults and write down what they say.

Ask the students to share the results of their interviews in class.

–Contributed by Ruth Liddle

### **Peace Lesson 21** **Peaceful Colors, Angry Colors**

Choose subject content: Your country may have a holiday remembering veterans of war, or you may wish to use as subject content a violent event that the students know of or are concerned about.

Discuss: Talk about the subject content. Ask the students about the process involved within the content (as in the following questions), and then perhaps share some of your thoughts.

- ◆ *How can feelings escalate so that small upsets become big and out of control?*
- ◆ *How can we try and control these angry feelings and replace them by calmer, peaceful ones? (the help of friends, etc.)*



- ◆ *How does being at peace with oneself and one's friends make for a happier life?*

Activity: Draw or paint peaceful and angry colors and shapes – peaceful on one half of the paper, angry on the other half.

– Contributed by Linda Heppenstall

## **Peace Lesson 22** **Contrast and Solve**

Begin with a relaxation exercise.

Discuss the Reflection Points

- Peace begins within each one of us.
- If everyone in the world were peaceful, this would be a peaceful world.

Ask:

- ◆ *What allows the negative to continue to grow?*
- ◆ *What types of thoughts keep conflict alive?*
- ◆ *What allows peace to grow?*
- ◆ *What types of thoughts help peace grow?*

Activity: Create different stories. Instruct the students to start with a peaceful situation that changes to a negative situation. Then start with a negative situation that changes to a positive one. Find original ways to transform/solve the negative situations. The class may wish to create a reference book on solutions the students have found.

8–10 Variation: This could be done as a continuous verbal story. The students create the story themselves, with one person starting, the next continuing, etc.

11–14 Activity: Depending on time, you may want students to create a verbal story as above, or small groups could create and enact a play. After each play, ask the students to comment on what gestures convey negativity or aggressiveness and what gestures convey peace.

– Contributed by Sabine Levy and Pilar Quera Colomina

## **Peace Lesson 23** **Peace Heroes**

Discuss the Reflection Point: *To stay peaceful requires strength and compassion.*

8–11 Activity: Create a story on “The Peace Hero.” Divide the class into small groups. Allow the students to read their stories to each other. The group can then decide which story they would like to act out for the class.



– Contributed by Marcia Marie Lins de Medeiros

12–14 Activity: Study peace heroes of your culture(s). Make up a skit about them or share what interests you about their beliefs or methods.

### **Peace Lesson 24 Collaborative Painting**

Play a peace song.

Discuss: Ask the students what they enjoyed about the unit on peace and what they learned. Admire the work around the room and their accomplishments.

8–10 Activity: Discuss what the students would like to put on their collaborative painting – symbols of peace, peace star, a picture of a peaceful world? Provide students with a long piece of colorful paper and individual small pots of paint and a brush. Play peaceful music. As they stand close to each other, they can paint their own small planned pattern. When the music stops, each student moves one step to the left or right.

– Contributed by Linda Heppenstall

11–14 Activity: Divide the class into five groups of students. Each group is responsible for painting the sky, earth, buildings, people, and animals. Provide students with a long piece of paper and enough individual small pots of paint and brushes for two groups. Play peaceful music and begin the *Imagining a Peaceful World* exercise from Lesson 1. Start to read the visualization very slowly. Each group can get up in turn to draw and paint its part of the picture. One person from each group can add to the visualization – adding verbal commentaries that include descriptions of what the group is painting. Everyone should have a good time while enjoying the music and staying in a state of peace. (This is intended as an experience – not a polished piece of art!)

### **Option Additional Peace Activities**

Dance peace.

Write your advice to the adults of the world. Make a class book for the adults who visit to read. Or, send the books to adults in decision-making positions.

### **Additional Peace Activity for Students Ages 8 to 11 Dove Game**

Discuss the following Peace Point: *Peace begins within each one of us.*

Activity: Make squares for the Dove Game or for an adaptation of a children's board game in your country. The Dove Game is an adaptation of a game from Spain, called the



**Goose Game.** The Spanish board game has squares that form a spiral. Small groups of students can make the board game, drawing objects on small pieces of paper that can be later pasted onto a larger piece of paper in the form of a spiral. Or each member of the entire class can make one square, and then the squares can be laid on the floor of the classroom or outside in a large spiral. In the former, students would use dice and markers when they play. In the latter, they would use dice, but then stand by the square on the ground as they advance toward the finish.

**Discuss:** Ask the students to think about what pictures they would like to make for their game. There should be doves and other symbols of peace. One out of every five pictures should be a dove. Two out of every five pictures can be something that disrupts peace. For these, ask the students to draw pictures about what things they do not like other people to do. Arrange the pictures so that the fifth square is a dove, and then the tenth, fifteenth, and twentieth, etc. The last picture should be a picture of a completely peaceful world.

**Game Rules:** To play, the student rolls the dice. When a student lands on a picture of a dove, he or she says *“Dove to dove, I fly above,”* and then moves to the next dove (five spaces up). If a student lands on a disrupting-peace square, he or she gives a solution. For example, if it is a picture of someone calling a name, the student can say, *“I don’t like it when you do that; I want you to stop.”* Or, if it is a picture of someone gossiping, he or she can say, *“I feel \_\_\_\_\_ when you talk about me because \_\_\_\_\_.”* When a student thinks of a solution, he or she advances to the next peace square. The game is over when everyone reaches the last square of a peaceful world. Allow the students to encourage and help each other. The teacher can lead the applause when everyone reaches the last square.

– Adapted from an activity contributed by Encarnación Royo Costa

**Activity:** Play the Dove Game made in the previous lesson. First explain the rules, then ask the students to practice verbal responses in preparation for landing on the dove and conflict squares. Then ask them to play the game.

End with a peace song.

### **Additional Peace Lessons for Students Ages 12 to 14 Manifestations of Peace in the World**

What are different manifestations of peace in the world? How is peace expressed through the arts? What large organizations work for peace in the world? In different subject areas, use your standard curriculum for students to explore. This will require the student participation in researching information and sharing it with the class. They could create a paper on this theme.

– Contributed by Sabine Levy and Pilar Quera Colomina