



Living Values Education

Living Values Rainbow Booklet Series

Living Values for Young Adults

For Parents, Principals and Teachers Everywhere

*Material and Activities in this Rainbow Values
booklet are adapted from Living Values
Activities for Young Adults by Diane Tillman.
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LIVING VALUES EDUCATION

- A Way of Life

The thing that makes Living Values different to every other approach to human development is that it is not a teaching. It does not rest fundamentally on ideas or, in ideals...

...It offers the notion of what might be embodied in a Value, but it totally acknowledges that these qualities are beyond words or ideas, they are innate in the heart and soul of every man, woman and child and the journey to their fully lived expression comes through ‘feeling’.

Consequently Values cannot be extended, only discovered and revealed. They cannot be contained in philosophy or doctrine, espoused by gurus, or extended through religion.

They are already ours!

The fully lived expression of Values can only come through feeling. Every individual expresses and knows them in their own unique way.

That is why this Program is such a refreshing experience. It is about each of us. It enables us to take time for ourself to discover the Truth of us, the beauty we have inside us, revealing what we already know.

Bringing it to the light of our own conscious awareness to enable us to live and extend it in totality,

***And the lived expression of these Values changes everything....
In honour of each of us and our fundamental perfection.***

Living Values Education provides guiding principles, tools and methods for the development of the whole person, recognising that each individual is comprised of physical, intellectual, emotional and spiritual dimensions.

Peace, Respect, Love, Tolerance, Happiness, Responsibility, Cooperation, Humility, Honesty, Simplicity, Freedom, Unity

How To Use This Booklet

DISCOVERING VALUES AWARENESS

This "Values Activities for Young Adults" booklet is designed to provide an overview and introduction and while useful we do encourage use of the matching master volume be used for full Values understanding and education in the classroom and with groups.

Living Values Study is a Self-Development program for people of any age who want to create change in their lives and in the lives of those around them. These 12 Values are chosen to represent the core values of all humanity.

In each of the modules there will be various activities for you to complete. They are designed to get you thinking about and feeling the various facets of the value. The activities are easy and enjoyable, and the simplicity of the activities encourage you to explore the values in your life to the depth that you wish. Think of the value as an onion; you can peel back a layer, another, or even more, and get to the core of what that value means to you. Add more activities as you feel appropriate.

At the end of each module, a series of Evaluation Questions are included. A Journal is suggested for you to record your thoughts and ideas, you will want to revisit your discovery.



- *Peace is more than the absence of war*
- *World peace grows through nonviolence, acceptance, fairness, and communication*
- *Authenticity of action depends on an authenticity of person*
- *If everyone in the world were peaceful, this would be a peaceful world*
 - *Peace is a calm state of mind, a qualitative energy*
Peace is inner silence, filled with the power of truth
 - *To stay peaceful requires compassion*

Introduction

I believe that to meet the challenges of our times, human beings will have to develop a greater sense of universal responsibility. Each of us must learn to work not just for oneself, one's own family or nation, but for the benefit of all humankind. Universal responsibility is the key to human survival. It is the best foundation for world peace.

- H. H. the Dalai Lama

The amazing thing about human beings is that we all want to be peaceful, loved and happy and live in a healthy, clean, safe world. It seems human beings in all cultures share universal values. We do not share the same customs, but we all want a peaceful world. So why don't we have it?

Many people around the world are concerned about the state of the world. While we share universal values, we are not *living* the values we share.

It is the premise of the Living Values Education project that if we did live our values, we would create a better world. This is a program about values – thinking about them, expressing ideas, exploring what we can do to make a better world. It is a program to empower people to create more peace and happiness in their own lives, and make a difference in the world.

Activity 1

Many people in the world today feel very stressed. One way to help get rid of stress and feel more peaceful is doing a Physical Relaxation exercise. When we get rid of some of the tension, we can be at our best. *Let's try it.*

Quiet music that is soothing will help you drop into a peaceful state. Close your eyes and allow your mind to imagine sitting by a slow moving stream, look at the leaves floating by and remember a time when you had a lovely experience. Just feel what that was like. You only need to do stay in this space for a few moments whenever you feel stressed or uncomfortable. This could be your personal 'prayer'. Just say "Thank You" to the peace that you now feel.

If you practice this for a few days, you will be able to relax and unwind at any time during the day, just by remembering the relaxation technique, whatever situation you are in. It is important that we are able to find a place and space that we can be peaceful. Peace comes from within each of us. Try to do this relaxation exercise at the same time each day. If it is possible to do it first thing in the morning, the intention will be set to have a peaceful day. At night before sleep is good too, to express Gratitude for your day.

Activity 2

“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, Former Secretary-General of the United Nations.

In the world today there are many conflicts, some are on a small scale and affect only individuals, but some affect whole nations. It can be daunting to think of how we can individually contribute to making this world a better place, but it is possible. All we need to do is make a difference in our own lives, as we impact other people or communities, we affect their lives, they affect others and the ripples can be felt on a much wider scale than we could ever imagine.

Think of a situation of peacelessness or conflict that concerns you.

- What was the original seed of the conflict?
- What made the conflict grow?
- How can we explore angry feelings to find what the root cause of the anger is, and replace them with calmer peaceful ones?

Think of different ways that you can create peace. You can begin by thinking of ways that you can remain peaceful in different situations; interacting with family and friends, situations at work etc. Look at ways that you can change situations by your attitude.

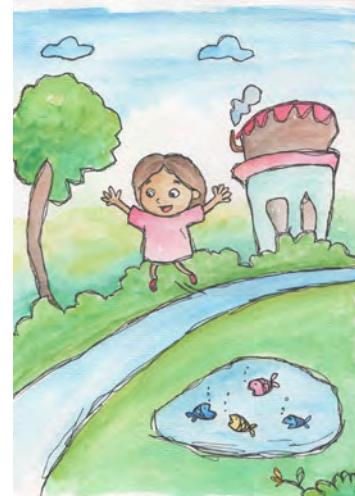
This could be with the help of friends, doing relaxation exercises, recognizing times of tiredness or stress etc.

Activity 3

Interview one or two family members or friends and ask the following questions:

- When do you feel most peaceful
- How does it make you feel
- If you could feel more peaceful more often, would it make a difference in your life
- What can you do to feel peaceful more often

Record all of these observations in your Journal.



Activity 4

In your Journal or on a separate piece of paper, draw or paint angry and peaceful colours, shapes or scenes, one on one half of the paper, the other on the other half. Compare how you feel about the two.

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## Evaluation Questions

- 15 In your own words, describe what Peace is.
- 16 How can Peacelessness be felt?
- 17 How does Peace feel to you?
- 18 Describe how you can create Peace in your own life?
- 19 How are you able to promote Peace in your Community?
- 20 Where do you think Peace begins?
- 21 List 5 words that make you feel peaceful.



- *The first respect is to respect myself – to know that I am naturally valuable*
  - *Part of respect is know my own qualities*
    - *Respect is listening to others*
    - *Respect is know that others are valuable too*
  - *Respect for self is the seed that gives growth and confidence*
    - *Those who show respect will receive respect*
    - *Part of respect is knowing I can make a difference*

## *Introduction*

*If one doesn't respect oneself one can have neither love nor respect for others.* - Ayn Rand

Every human being has the right to be respected. But what does respect mean? Respect can mean care shown towards someone or something that shows you value that person or thing. It means accepting different customs and cultures and behaving in way that will not cause offence,

treating people with dignity, and being considerate of their feelings, ideas and ideology.

How many times do we forget to treat people with respect?

We can begin with little things, ensuring that we listen carefully to our children, our families and friends, showing them that what they say is important and relevant. If we can ensure that we treat those in our close circle of family and friends with respect consistently, it spills over to our work life and our community. For us to truly live our values, we need to be a role model and an example to others. If we think of the analogy of tossing a pebble into a still pond, the pebble is small and it seems impossible that it could affect the pond, but as the pebble drops into the water, ripples extend out further and further from the splash. So too can we make a difference in our family and our community. We have the opportunity to affect change in the world by starting small, like a pebble in a pond.

## Activity 1

Read the following story, taken from the book *Living Values Activities for Young Adults* by Diane Tillman.

### **The Two Birds by H.Otero, from “Parabolas en son de paz”**

Two birds were very happy on the same tree, a willow tree. One of them rested on a branch at the highest part of the willow; the other one was down below, where one branch joined another.

After a while, the bird perched in the highest part of the tree said, to break the ice, “Oh, what beautiful green leaves these are!”

The bird resting on the branch below took this statement as a provocation. He replied in a curt manner, “Are you blind? Can’t you see they are white?”

The one in the highest part, upset, answered, “It’s you who is blind! They are green!”

The other bird, from below with his beak pointed upward, responded, “I bet my tail feathers they are white. You don’t know anything.”

The bird at the top felt his temper flare up and, without thinking twice, he jumped down to the same branch as his adversary to teach him a lesson.

The other bird did not move. The two birds were so close, they stood eye to eye. Their feathers were ruffled with rage. In their traditions, they both looked above before they started to flight.

The bird that had come down from above said with much surprise, “How strange! Look at the leaves, they are white!” And he invited his friend, “Come up to where I was before.”

They flew to the highest branch of the willow tree, and this time they said together, “Look at the leaves, they are so green!”

...

Can you think of instances where conflicts arose due to poor communication or a difference in perception?

Write these in your journal.

What could have been done differently?



## Activity 2

- When we have respect for ourselves, it is easy to have respect for others
- To know one’s natural worth and to honor the worth of others is the true way to earn respect
- Those who give respect will receive respect

Spend a day showing respect to yourself, others, animals, the environment.

Make a note in your journal about all the instances where because you showed respect, you received respect.

### *Activity 3*

Remember a time when you felt full of respect for yourself. What did you do? How did you feel? It might have been doing something little for someone.

- Write it down in your Journal.
- Now write down the qualities that you showed at the time.
- Now write down a time when someone showed you respect. What did they do? How did you feel?
- Now write down a time when someone showed you a lack of respect. What did he or she do? How did you feel?

### *Activity 4*

Why do you think people show each other disrespect? Write down as many reasons as you can think of in your Journal.

Usually people who show disrespect don't know better – they are ignorant. However, sometimes people show disrespect because of their own unresolved feelings of inadequacy and anger; deep inside there is a lack of love and respect for themselves. They attempt to overcome that by feeling better than someone else – in order to feel better about themselves. Often these types of people have been treated with disrespect.

If a situation such as this arises in future, stop and think that the person may behave differently if you treat them with love and respect.

## Activity 5

"A Me Tree" - In your Journal draw or create a tree where you write your personal qualities and talents in the roots, the positive things that you do in the branches, and successes of those things in the leaves and fruits. Use colours, fabrics, or any other available materials. Share this with your family or friends.



## Activity 6

Ask six young adults to stand in a row. Hand the first in the row a pencil and ask her or him to hand the pencil to the next person and so on down the line. Then take the pencil and ask the first one in the row to hand the pencil to the person again but this time hand the pencil with a lot of respect Ask the class - (List the answers and the next question on a board.) Is there a difference in how they handed the pencil to each other the second time?

What are the different ways people show respect to each other?

What are the different ways people show disrespect to each other?

How do you feel when that happens to you?

How do you feel when that happens to other people?

## Evaluation Questions

- When can conflict occur?
- What happens as a result?
- How can we develop self-respect?
- How will this help us when dealing with conflict?
- What are some ways that you have thought you would like to develop self-respect?
- Other than people, what do we need to show respect to?
- Give some examples of when you showed respect, you received respect.



*I am loveable and capable - and so are you*

*When I am full of love, anger runs away*

*Love is the value that makes our relationships better*

*Love for others means that I want what is good for them*

*When we feel strong inside it is easy to be loving*

## *Love is caring love is sharing*

*Love is being a trustworthy friend*

## *Introduction*

Mother Teresa

There are many different types of love, paternal love, romantic love, platonic love, universal love, love for humanity, love for animals, love for nature, love for your country etc. To truly understand the value of love, we can look at some of the different types of love that are present in our lives and examine our feelings for that aspect of love.

For example, the love of a parent for a child could be unconditional and could include feelings of responsibility, wonder, awe and understanding; wanting the best for that child. The feeling of love for a parent could include feelings of compassion, gratitude and respect. Love for humanity

could include feelings of the desire to be of service and to make the world a better place.

All of these aspects of love are valid and make up the value Love. It seems apparent however that if you have unconditional love for someone or something, other values need to be present – Respect, Tolerance, Humility, Happiness, Responsibility, Honesty, Cooperation, Freedom, Unity, Simplicity and Peace. Once we live our values, Love is unconditional.



### *Activity 1*

Find a place where you can sit comfortably, for a few minutes without interruption. It frees your mind from the practical constraints of your reality, and allows you to imagine a different reality.

Every deed or thing in our world was first a thought, so by practicing this kind of imagining, we can create an alternate reality for ourselves. If you enjoy doing this type of exercise, try to imagine different scenarios – you will be amazed at how relaxing and happy it makes you feel. Too often we get bogged down in our day to day living that we forget to create an alternative. Write your thoughts in the Journal, and revisit it often.

### *Activity 2*

Draw a symbol of a loving world, or make up a poem. Write or draw this in your Journal in the middle of the page, leave some space around the border to add to the picture or poem at a later stage.

### *Activity 3*

Look at the following three reflection points and note your thoughts about them in your Journal.

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

What does it mean to you when Albert Einstein talks about the circle of compassion? It could be seen as the group of people, things or animals that we individually have compassion for. It could be that these are the things and people that you trust and love. It is easy to have compassion for our family and friends, even co-workers, but what about the wider community? How do we widen this circle of compassion?

Think of different ways that you can widen your circle of compassion to allow love to emanate to all, to ensure that our hearts are filled with kindness. How would it feel to do this? What problems could the value of love take care of? What changes do you notice in your life when you are being more compassionate? Record all of these observations in your Journal.

## Activity 4

Now that you have spent some time widening the circle of compassion, revisit the poem or symbol that you created in a previous exercise. In the border around the symbol or poem, add to the picture, thinking about what you have done during the week to widen your circle of compassion. You could do drawings around your symbol to depict this, or you could write some Love statements starting with “Love is.....” around the symbol. If you like, create a collage using different materials to indicate your feelings and ideas.

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## Activity 5

In your Journal or on a separate piece of paper, write a note of appreciation to someone you love.



## Activity 6

Discuss the following Reflection Points:

Real love ensures kindness, caring and understanding and removes jealous and controlling behaviours.

Love is a catalyst for change, development and achievement.

What do you love in yourself.

How can people be kind and loving to themselves.

Is there anything you would recommend avoiding if you wanted to be loving to yourself?

*Try this!* Do loving good deeds at home for a week ;Give your brothers and sisters an extra hug each day, spend ten minutes a day playing with a sibling, ask your mother if there is anything you can do to help put dinner on the table. Ask your Dad about his day at work and listen to what he shares.

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Evaluation Questions

- What is a circle of compassion?
- How can you widen your circle of compassion?
- What other values need to be present in your life for you to fully show unconditional love?
- Describe how you can show love in your own life?
- What will the world be like if everyone is loving and kind?
- Who teaches us about love?
- List 5 new ways you would like to show love in your family or community.

Tolerance



I am loveable and capable - and so are you

When I am full of love, anger runs away

Love is the value that makes our relationships better

Love for others means that I want what is good for them

When we feel strong inside it is easy to be loving

Love is caring love is sharing

Love is being a trustworthy friend

What is tolerance? It is the consequence of humanity. We are all

formed of frailty and error; let us pardon reciprocally each

other's folly – that is the first law of nature

- Voltaire

Introduction

Tolerance is defined as “a fair and objective attitude towards those whose opinions, practices, race, religion, nationality, or the like, differ from one’s own; freedom from bigotry.” - *Random House College Dictionary*

The first part of the definition is important, it points to a **fair** and **objective** attitude to those that are different from us. Realistically most people that we will come in contact with in our lives are going to have

some different ideas and opinions from us. It would be arrogant to think that our opinions and ideas are the “right” ones – we need to understand that they may be the right ones for us, but not necessarily for other people. When we are tolerant, and show tolerance, we are creating opportunities for Peace in our lives and in our communities.

Activity 1

Read the following reflection points

- Tolerance is mutual respect through mutual understanding
- Peace is the goal, tolerance is the method

Tolerance has been called an essential factor for world peace. What is the relationship between world peace and tolerance?

In the world today there are instances of a relationship between war and extreme intolerance. What are recent instances, or instances you can think of in history?

What have been the consequences of this conflict?

What are the material costs?

What are the human costs?

Is there a relationship between personal peace and tolerance? What do you think it might be?

Activity 2

Walking in your Moccasins

If you are working with someone else or others through this Program, pair up to do this Activity. If you are working alone, ask one of your friends or family to do this with you.

Pair up with someone. The first person is going to go for a walk for 10 minutes. The second person follows them and copies everything that they do: from the length, speed and rhythm of their stride and the way they place their feet, to the way they hold their hands and swing their arms.



They will look and listen to whatever the first person looks and listens to. In other words, the second person is going to spend 10 minutes discovering what it is like to be the first person.

After 10 minutes you can stop and talk to each other, and the second person will tell the first person what he or she discovered – what changed when pretending to be the other person.

Reverse the roles and repeat the Activity. Record all your thoughts about this activity in your Journal.

Activity 3

Collect symbols, news items, poems, pictures or song lyrics depicting Tolerance. Create a collage in your Journal to depict your thoughts on Tolerance.

Activity 4

People often compare themselves with others as they are trying to feel good about themselves. This is a natural thing to do and most of us do it. But there is always someone smarter, less smart, more handsome, less pretty, richer, poorer.

If we accept ourselves as valuable, there is no need to compare for the purpose of feeling good about ourselves. There is then no need to act superior. Babies are not prejudiced. Bigotry is taught. While there has been some change, it takes time to change people's attitude. Some people are prejudiced simply because they were taught that that is how things are. Some are not even aware that they are being discriminatory.

Research shows that people with high self-esteem are more tolerant than people with low self-esteem. In your Journal, make a list of the qualities

you have that make you valuable. Remember you are unique, beautiful and important in this world – make your list a long one!

Activity 5

Spend some time every day being tolerant to everyone you come in contact with. This could be in your workplace, your family life, shopping, or in the community. Make a note in your Journal of techniques you utilized to help you be more tolerant. Practice this regularly.

Activity 6

A Rainbow - Concept: Compare the variety of races, cultures, and individuals to a rainbow. The rainbow would not be nearly as beautiful if it were missing one or two colours - in fact, it would not be a rainbow with only one colour. The human family is like a rainbow; it comes with a rich variety of colours. Each culture and tradition has something important to contribute to the whole. Ask the group to create a rainbow of cultures rather than colours and discuss as a group the beauty that each part brings to humanity.

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## Evaluation Questions

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Education

- 22 What ways can people be intolerant?
- 23 How can people change this to be more tolerant?
- 24 What can happen if people do not value themselves and compare themselves to others?
- 25 What 5 things make you unique and valuable?
- 26 How could you become more tolerant?
- 27 How would our world be if our leaders were more tolerant?
- 28 What one thing would you like to change in your life to promote tolerance and peace?



*I am loveable and capable - and so are you*

*When I am full of love, anger runs away*

*Love is the value that makes our relationships better*

*Love for others means that I want what is good for them*

*When we feel strong inside it is easy to be loving*

*Love is caring love is sharing*

*Love is being a trustworthy friend*

## *Introduction*

*Integrity is telling myself the truth. And honesty is telling the truth to other people.*  
- Spencer Johnson

How honest are we with ourselves, our friends, our family and our colleagues?

What constitutes honesty?

Is it when we tell the truth no matter if it hurts someone?

Do we temper our words and honest thoughts to spare others pain?

There is no easy answer to this, except that if we are able to be honest, while still being in a place of unconditional love, and remain free from deceit or fraud, we should be able to remain honest.

### Activity 1

Write down any thoughts that come to mind :

1. Can you think of a time when you really appreciated someone else's honesty?
2. Can you think of a time when you were appreciated for your honesty?
3. How did it make you feel?



### Activity 2

Think about the following questions, and write your thoughts in your Journal

4. Do societies run better when people keep their word?
5. What about personal relationships?
6. What kinds of words and actions break trust in relationships?
7. What kinds of words and actions build trust in relationships?

### Activity 3

Think about the building blocks of trust. Draw a “trust wall”, filling in bricks with different words or actions that build trust in relationships. What is important in the foundation? You can do this for personal relationships or business relationships.

### Activity 4

Write a short story or fairy tale for young children illustrating one on the following Reflection Points.

- Honesty is telling the truth
- Honest thoughts, words and actions create harmony
- Greed is sometimes the root of dishonesty

## *Activity 5*

Use your creative flair to make a page depicting Honesty. Use doodles, symbols, collage materials, stories, poems, drawings or colors to show what Honesty means to you.

## *Activity 6*

Values Contemplation - Five Key Questions to ask myself....

- Do I look for loopholes in order to avoid expressing my truth?
- Do I expect others to be honest with me
- when I am not honest with them?
- Am I willing to be honest even though I may be adversely affected by the outcome?
- Am I truthful with myself, my relationships and my environment?
- Am I willing to accept I may be wrong?

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Evaluation Questions

- What does it mean to be honest?
- How can we be truthful, but not hurtful?
- What other values should we be mindful of when we are honest?
- What strategies can you use to be consistently honest and truthful?
- Who in public life do you feel is honest?
- What makes you think that that person is honest?
- What qualities or traits do they consistently display?



Humility allows lightness in the face of challenges.

Humility as a value – at its highest –allows selflessness and dignity in working for a better world.

A person with humility listens to and accepts others.

Humility is staying stable and maintaining power on the inside and not needing to control others on the outside.

Humility eliminates the possessiveness that builds walls of arrogance.

“Humility does not mean thinking less of yourself than other people, nor does it mean having a low opinion of your own gifts.

It means freedom from thinking about yourself at all.”

~ William Temple

Introduction

A humble person is unpretentious and modest. They do not think that they are better or more important than others. Humility is the opposite of pride or arrogance.

People often believe that humility means putting themselves down or minimizing their talents and gifts, and maximizing their flaws or shortcomings. Genuine humility, however, is being truthful about your strengths and your weaknesses. It is having the self-respect to truly appreciate your own beauty in this world, being compassionate and avoiding being judgmental of others.

Activity 1

Read the following Reflection Points:

- *Humility is based on self-respect.*
- *With self-respect there is knowledge of one's own strengths.*
- *Humility allows the self to grow with dignity and integrity.*
- *Humility makes arrogance disappear.*

Write a list of your heroes and heroines who have the quality of humility and self-respect. These can be sport figures, dancers, historical figures, artists, authors, movie stars, characters in a movie or book, superheroes or people in your family or neighborhood. Now, choose one or two from your list to answer the following questions:

- *How do they demonstrate those qualities?*
- *What is the relationship between self-respect and humility?*
- *What do you think your heroine or hero would say if they were asked what they were most proud of in life?*
- *What are your strengths?*

*With the balance of self-respect
and humility there is an
acceptance and appreciation of
one's qualities from the inside.*

Activity 2

Interview someone in the community or in your life who has made a positive impact in your life, the lives of others or in the community. Discover what they are most proud of. Write that person's story.

Activity 3

People often have problems handling fame. This can occur in everyday situations, such as popularity of our sports stars, musicians or movie stars. Some of these people have shared that they felt the image of who they were was so important, if felt like nobody knew them anymore. There have been tragic examples of young actors committing suicide because of this. Others have enjoyed brief periods of fame but then felt devastated when the fame disappeared.

- *Why do you think some people want fame?*
- *Once they get it, what are the advantages?*
- *What are the dangers of fame?*
- *What are the disadvantages?*
- *What do you think one gets attached to with fame?*
- *What strategies would help a person stay content during times of fame and its disappearance?*

Activity 4

Do something kind for someone every day for one week – with the feeling of wanting to do it without needing recognition. Document how it made you feel in your Journal.

*Humility creates an open mind
and recognition of the strengths
of ourselves and others.*

Activity 5

Draw, paint or write a story or poem about the contrast of self-respect and humility versus arrogance.



Activity 6

Discuss together the meaning and truth behind the following statement with a friend -

"Humility creates an open mind and recognition of the strengths of the self and others. Arrogance damages or destroys valuing the uniqueness of others, and hence is a subtle violation of their fundamental rights."

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### Evaluation Questions

- What does genuine humility mean?
- How should we feel about ourselves to enable us to have humility?
- Do we feel self-respect because of what other people think of us?
- How can we ensure that we feel good about ourselves?
- How do you feel when you are kind to others without acknowledgement?
- What is the difference between false modesty and genuine humility?
- Is there anything that you would like to practice to expand the value of humility in your own life? If so, what?



# Cooperation

- Cooperation exists when people work together toward a common goal.
- Cooperation requires recognizing the value of everyone's part and keeping a positive attitude.
- Cooperation is governed by the principle of mutual respect.
  - One who cooperates receives cooperation.
    - Where there is love there is cooperation.
  - Courage, consideration, caring, and sharing provide a foundation for cooperation

*No man is an island, Entire of itself.*

*Each is a piece of the continent, A part of the main.*

*If a clod be washed away by the sea, Europe is the less.*

*As well as if a promontory were. As well as if a manner of thine own Or of thine friend's were. Each man's death diminishes me,*

*For I am involved in mankind. Therefore, send not to know*

*For whom the bell tolls, It tolls for thee. ~ John Donne*

## Activity 1

1. *Answer the following questions quickly without thinking too long about each one.*

- If you had a car and it was stuck in the mud, how many people would you like cooperation from?
- If you wanted to paint your home, how many people would you like cooperation from?
- If you wanted an extra-delicious lunch, how many people would you like cooperation from?
- If you wanted a passport in 2 days, how many people would you like cooperation from?

2. *Then answer these questions – this time, take your time to think about each one.*

- What is cooperation?
- Do we all need cooperation sometimes?
- What do you need cooperation with?
- What would you like more cooperation with?
- How do feel about the task when the person helping is happy to help and when the person helping is grumpy or angry?
- Who do you cooperate with?



## Activity 2

Listen to the recording of John Denver's song, It's about time.  
It is available on You Tube – [www.youtube.com](http://www.youtube.com). These are the lyrics:

### ***It's About Time, ~ Composed by John Denver***

*There's a full moon over India and Gandhi lives again.  
Who's to say you have to lose for someone else to win?  
In the eyes of all the people, the look is much the same,  
for the first is just the last one when you play a deadly game.  
It's about time we realize it, we're all in this together.  
It's about time we find out, it's all of us or none.  
It's about time we recognize it, these changes in the weather.  
It's about time, it's about changes, and it's about time.*

*There's a light in the Vatican window for all the world to see  
and a voice cries in the wilderness and sometimes he speaks for me.  
I suppose I love him most of all when he kneels to kiss the land, with his  
lips upon our mother's breast, he makes his strongest stand.  
It's about time we start to see it, the earth is our only home.  
It's about time we start to face it, we can't make it here all alone.  
It's about time we start to listen to the voices in the wind, it's about time  
and it's about changes and it's about time.*

*There's a man who is my brother, I just don't know his name.  
But I know his home and family because I know we feel the same.  
And it hurts me when he's hungry and when his children cry.  
I too am a father, and that little one is mine.....*

*Continued on Page 31*

*Continues:*

*It's about time we begin it, to turn the world around.  
It's about time we start to make it, the dream we've always known.  
It's about time we start to live it, the family of man.  
It's about time, it's about changes and it's about time.  
It's about peace and it's about plenty and it's about time,  
It's about you and me together and it's about time.*

**In the first verse, the second line “Who’s to say you have to lose for someone else to win” epitomizes the Value of Cooperation.**

Make notes in your Journal of all the reasons you can think of why we should cooperate to make this world more peaceful. List 10 ways you personally can give cooperation to improve our world.

### *Activity 3*

Think about an area of concern where you think more cooperation is needed. This could be between individuals, companies, groups, government agencies or countries.

- What ways would the groups be able to resolve the challenge?
- What values or qualities would they need to display?
- How would they need to behave towards each other?
- What would help the process?
- What would hinder the process?



*When cooperating, there is a need to know what is needed. Sometimes we need an idea, sometimes we need to let go of our idea. Sometimes we need to lead and sometimes to follow.*

## *Activity 4*

Using a board ask your group to think up what slogan(s) depicting cooperation could be beneficial in your home, your community and your workplace.

A picture tells a thousand words, extend your slogan with a drawing, then offer it to the person responsible for harmony and efficiency in your house, your community, your workplace.

## *Activity 5*

Invite your group to split into two, one group represents the positive side of the Value of Cooperation, the other, the negative side of the Value.

Give them 15 minutes to create a skit or play that will demonstrate the qualities and benefits of their respective aspects. About 5 - 10 minutes long. Then have them enact their play in front of the other group.

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Evaluation Questions

- What makes cooperation easy?
- Define cooperation in your own words. What happens as a result?
- What values or qualities need to be displayed when working cooperatively on a task?
- What are some ways that you have thought you would like to develop self-respect?
- What difference will that make in your family, work or community? might not want to give cooperation?
- How do you feel when you have worked cooperatively within a group, and the groups aims or objectives have been reached.



- *When there is love and peace inside, happiness automatically grows.*
- *When there is a feeling of hope and purpose, there is happiness.*
- *Happiness cannot be bought, sold, or bargained for.*
 - *Happiness is earned through pure and selfless attitudes and actions.*
- *Kind and constructive words create a happier world.*
- *When one is content with the self, happiness comes automatically.*
- *Values help people assess priorities and allow for proactive and preventive measures to take place at opportune moments.*

“Most folks are about as happy as they make up their minds to be.” ~ Abraham Lincoln

Introduction

Happiness sometimes appears elusive to people. Is this because we are so busy chasing it, that we fail to realize that if we just open our hearts and be grateful for everything that we have in our lives, we could be happy? Is it a conscious decision that we make? Do we need other people to make us happy?

The reality is that poverty or wealth can make us happy, or unhappy. According to wordnetweb.princeton.edu\



Activity 1

Answer the following questions:
in your Journal:

- Would you like to be happy?
- How do people create happiness?
- What do you think works?
- What doesn't work?
- What gives happiness for only a little while?
- What can give contentment that lasts for a long time?
- Can we create our own happiness?
- What feelings are inside when you think about happiness?
- When do you experience those?

Happiness is “a state of well-being, characterized by emotions ranging from contentment to intense joy”.

Activity 2

Now that you have given some thought to the value of Happiness, answer the following questions in your Journal:

- Make a list of things that give happiness.
- Think about times of happiness in your life. What was going on inside and around you?
- Write down a few experiences in your Journal. Add to your list if you have found more things that give happiness
- Note down next to each item on your list the qualities or values that you experience during those activities or times.
- Now write a poem or short passage about the quality or value that appears most often on your list.

As Henry Ford put it...“Whether you think that you can, or that you can’t, you are usually right.”

Activity 3

Start a Gratitude Journal. Get a small notebook or diary, and every evening, make a note of one or more things that you are grateful for.

These might have been something that happened during the day, or just an appreciation of something that has been in your life for a while. This routine allows you to increase the feeling of happiness and contentment, after all with so many things to be grateful for in your life, why wouldn't you be happy?

Notice how the feelings of happiness increases over time, and if you ever feel a bit out of sorts, read your Gratitude Journal to remind yourself of the good things in your life.

You might like to share this with your friends.

Activity 4

In your Journal or on a separate piece of paper, write a note of appreciation for your happiness.

Activity 5

Write a list of at least 12 things that give you happiness. Look at them again, and think about whether they are needs or wants. What is the difference between a “need” or a “want”. If fishing makes you happy – is it a “need” or a “want”. Does your new car make you happy? Is it a “need” or a “want”?

Reduce your list down to 6 items that you really feel that you need to make you happy. Look at these again, and reduce your list down even further to 3 items, and then pick the one item that gives you the most happiness.

Do you do this often enough to refresh you and make you feel joy? If not, try to find some time in your life to do this more often.

Write a letter of appreciation to a person connected to that item or activity, and if it is only you, then write a letter of appreciation to yourself.

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## Evaluation Questions

- Where does happiness come from?
- To be truly happy, how do we need to feel about ourselves?
- What makes you happy?
- How can you personally create more happiness in your life?
- What is self-talk or internal dialogue?
- How can we use self-talk or internal dialogue to make us happier?
- If you are happy, how will it affect your family and friends?

*“Work like you don’t  
need money,  
Love like you’ve  
never been hurt,  
And dance like no  
one’s watching.”*

*"We are made wise not by the recollection of our past, but by the responsibility for our future."*

*~ George Bernard Shaw*



- *Responsibility is doing your share.*
- *If we want peace, we have the responsibility to be peaceful.*
- *If we want a clean world, we have the responsibility to care for nature.*
- *When one is responsible, there is the contentment of having made a contribution.*
- *A responsible person knows how to be fair, seeing that each gets a share.*
- *With rights there are responsibilities.*

## *Introduction*

*Responsibility is the state of being dependable, accountable or answerable. We all have some responsibilities. These might be in our family – we are responsible for the financial decisions, health and wellbeing of our children. It could be in our workplace, we are responsible for making sure the documents are processed in time, or we are responsible for the running of the company.*

*Even children have some responsibilities from an early age, whether it is doing chores around the house such as making their beds or washing the dishes, or whether later on they are contributing financially to the household by working. We all have global responsibility to the environment and to our planet.*

## Activity 1

If we believe in certain principles or values, then what we do or how we act should support our beliefs and values. For instance, if a person believes in caring for the environment, but then pollutes a stream or wastes water, or if a person believes in being a good friend but gossips to one friend about another, then that person is not acting in a way that supports that belief.

Think of 5 things that you believe in. Write a sentence in your Journal beginning each sentence with “I believe in...” Follow each “I believe in...” sentence with a sentence starting with “I want the right to...” and then “My responsibilities are...” So if we take the example of caring for the environment the sentences could read: I believe in caring for the environment. I want the right to be able to walk in nature that is free from pollution.

*If we are irresponsible, our planet  
could suffer, and our children  
will inherit problems.*

My responsibilities are to ensure that I recycle waste whenever possible; refrain from littering and teach my children how to treat the environment with respect.

## Activity 2

Choose one of your “I believe...” statements and artistically write and decorate the statement.

Use pictures, colors, doodles, and drawings to illustrate your feelings about what you believe in.

*A responsible person fulfills  
the assigned duty by staying true to the aim.*



## Activity 3

*Read the following Reflection Point:*

*"Each person can perceive her or his own world and look for the balance of rights and responsibilities"*

In the first exercise of this Module, you were asked to think about your beliefs and your responsibilities each day. Answer the following questions in your Journal regarding one of the beliefs and responsibilities.

- How do you feel when you fulfill your responsibilities?
- What have you enjoyed?
- Has anything been difficult?
- How do you feel, and what have been the consequences when you did not fulfill your responsibilities?
- How are you encouraging yourself?
- What responsibilities do we have to ourselves?
- How do we balance caring for others and caring for ourselves?
- Is part of taking care of ourselves being responsible?

*Responsibility is not only something that obliges us, but is also something that allows us to achieve what we wish.*

## Activity 4

*How do you feel when you do not do something that you thought you should? Feeling sad, angry or guilty about a mistake or a responsibility that you have not fulfilled is natural. It simply means you regret what happened and would have liked to have done something different. We are all human. We all make mistakes sometimes.*

*But feeling guilty or sad for a long time depletes our energy. A constructive alternative would be to do the following instead:*

1. *Think of a situation where you wish you would have done something.*
  2. *Identify the value or quality that you need for that.*
  3. *Imagine that quality and feel it in your mind.*
  4. *Talk kindly to yourself. Know that the next time that circumstance occurs; you will have the power to do what you want to do.*
-

## Activity 5

Read the following Reflection Points and discuss with your group:

*Global responsibility requires respect toward all human beings. Responsibility is using our resources to generate a positive change.*

- What changes do you think would benefit the world?
- In what way could everyone in the world be responsible?
- Would those changes bring about the changes you think would benefit the world?
- What is our global responsibility?
- What changes do you think would benefit our community?
- What would you like everyone to do?
- What responsibility do you have to others?
- What is our societal responsibility?
- What is our moral responsibility?

~~~

Evaluation Questions

1. *With rights comes responsibility. Name one right that you want, and the consequent responsibility.*
2. *Define what responsibility means to you.*
3. *How do you balance rights and responsibilities?*
4. *What way can you move forward from a mistake or when you did not fulfill your responsibility to improve the outcome in the future?*
5. *How do you feel when you fulfill your responsibilities?*
6. *What is global responsibility?*
7. *What changes would you like to make in your life to encourage more responsibility, either for yourself, your family, work or community?*



- *Simplicity is staying in the present and not making things complicated.*
- *Simplicity is learning from the wisdom of all cultures.*
 - *Simplicity is giving patience, friendship, and encouragement.*
 - *Simplicity is appreciating the small things in life.*
 - *Simplicity calls on instinct, intuition, and insight to create kind thoughts and empathetic feelings.*
- *Simplicity is appreciating inner beauty and recognizing the value of all people.*
 - *Simplicity calls upon people to rethink their values.*

Introduction

"To find the universal elements enough; to find the air and the water exhilarating; to be refreshed by a morning walk or an evening saunter... to be thrilled by the stars at night; to be elated over a bird's nest or a wildflower in spring – these are some of the reward of the simple life." ~ John Burroughs

In this busy life we lead in today's world, it reminds us of days gone by when life appeared simpler, more sincere and honest. How can we incorporate that feeling into our modern lives? Is it even possible? If we can ensure that we have some time to ourselves to ensure that we can enjoy some of the simple pleasures in life, we will find that it is very easy to jump off the treadmill of life and appreciate the beauty around us..

Activity 1

Read the following Reflection Points:

Simplicity is natural

Simplicity is learning from the Earth

Simplicity is beautiful

Simplicity is relaxing

Simplicity is being natural



With these Reflection Points in mind, discuss the following questions.

- What is simplicity?
- What are examples of art which have the beauty of simplicity?
- What simple things do you enjoy?
- What things do you enjoy that cost very little or no money?
- What can we learn from the Earth?
- When can life be too complicated?
- How do we make life overly complicated?
- What ways can life be simplified?

Activity 2

Listen to or watch some advertisements on radio or television.

Ask yourself if the message portrayed is true.

Remind yourself of the importance of simplicity and natural beauty and truth.

Create some examples of how to do it better using the Value of Simplicity as the foundation.

Activity 3

Spend 5 to 10 minutes in silence every day, either doing a relaxation or focusing exercise, going for a walk in silence, or in silent contemplation or reflection. After your quiet time, note your thoughts in your Journal.

Activity 6

Simplicity asks whether we are being induced to purchase unnecessary products. Psychological enticements create artificial needs. Desires stimulated by wanting unnecessary things result in value clashes complicated by greed, fear, peer pressure, and a false sense of identify. Once fulfillment of basic necessities allow for a comfortable lifestyle, extremes and excesses invite overindulgence and waste.

Ask yourself these three questions relative to your life right now

- *Where is any role of greed with overindulgence and waste?*
- *How does the value of simplicity help me avoid waste?*
- *What are the consequences for the environment when I overindulge?*

Write the answers in your Journal.

~~~

## Evaluation Questions

- What does the value Simplicity mean?
- How can we achieve a simpler life?
- What changes would you like to see in the world to help us live a simpler life?
- How do you feel when you silently reflect or contemplate?
- What is inner or natural beauty?
- How can we make changes in our life to help the environment?



- *Full freedom functions only when rights are balanced with responsibilities and choice is balanced with conscience.*
  - *Inner freedom is to be free from confusion and complications within the mind, intellect, and heart that arise from negativity.*
  - *Self-transformation begins the process of world transformation. The world will not be free from war and injustice until individuals themselves are set free.*
  - *Any act of freedom, when aligned with the human conscience, is liberating, empowering, and ennobling.*
  - *Freedom resides within the mind and heart.*

*“Freedom has its life in the hearts, the actions, the spirit of men and so it must be daily earned and refreshed – else like a flower cut from its life-giving roots, it will wither and die.”*

~ Dwight D Eisenhower

## *Introduction*

Freedom means many different things to many different people, and if we research definitions for “free” we can see how many different ways it can be defined.

From the Collins Dictionary: ***“able to act at will, not compelled or restrained... independent... generous, lavish..., tolerant...”***

From Wikipedia ***“Individual freedom, moral stance, political philosophy, or social outlook that stresses independence and self-reliance” and “Political freedom, absence of interference with the sovereignty of an individual by the use of coercion or aggression.”***

If we live in a relatively free society, our thoughts on freedom may be more focused on individual freedom or inner freedom; the freedom to make choices in our lives. If however we live in a country that has political freedom constraints, our focus may be on thinking about our own part in the liberty and rights of some or all the people in the community, region or country. You may even choose to look at the other concept to gain a better understanding of other people in the world.

## *Activity 1*

Check your music collection for songs about Freedom – or check the internet or YouTube. *Some examples include:*

Freedom ~ Richie Havens  
Freedom ~ Sir Paul McCartney  
Imagine ~ John Lennon  
Born Free ~ Andy Williams

Listen to the songs and pick out the different themes. Is the freedom in the lyrics that of freedom from political tyranny, freedom from beliefs that segregate our world, freedom to make your own choices in your life, encouragement to change your own perspective, or something else?

Write your own personal belief of what freedom means to you in your Journal.

---

## Activity 2

*Answer the following questions in your Journal:*

- What is freedom?
- What freedoms do you think all people should have?

*Make a list:*

- What have been the main events in your country's struggle for freedom? If your country has not had a struggle for freedom, what about freedoms that were initially denied to women?



*Choose one issue from the history of your country:*

- What freedoms were denied to some or all people?
- What kind of freedoms do you have now?
- How has this changed?

## Activity 3

• Make an artistic representation of the kinds of freedom that you want all people to have now. Use your list from the previous exercise and use some or all of the freedoms.

*• Check to see whether any of the freedoms on your list violate the freedoms of others?*

• Make a list of the responsibilities balanced with each of the rights or freedoms on your artistic representation and add this to your drawing/slogan/doodle.

*True freedom is exercised and experienced when parameters are defined and understood.*

*Parameters are determined by the principle that everyone has equally the same rights.*

*For example, the rights to peace, happiness, and justice – regardless of religion, culture, or gender – are innate.*

~~~

Activity 4

In 1948 the General Assembly of the United Nations proclaimed the Universal Declaration of Human Rights. The member states at the time were:

Afghanistan, Argentina, Australia, Belarus, Belgium, Bolivia, Brazil, Canada, Chile, Republic of China, Colombia, Costa Rica, Cuba, Denmark, Dominican Republic, Ecuador, United Arab Republic, USSR, Ethiopia, France, Greece, Guatemala, Haiti, Honduras, Iceland, India, Iran, Iraq, Lebanon, Liberia, Luxembourg, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Myanmar (Burma); Pakistan, Panama, Paraguay, Peru, Philippines, Poland, Saudi Arabia, South Africa, Sweden, Syrian Arab Republic, Thailand, Turkey, Ukraine, United Kingdom, United States of America, Uruguay, Venezuela.

Go to the United Nations website and read the Universal Declaration of Human Rights:<http://www.un.org/en/documents/udhr/>

and then think about whether the member states have all been true to the spirit of the declaration. Write some examples in your Journal.

~~~

## Evaluation Questions

1. *What different kinds of freedom are there?*
2. *What would freedom be like for you in your life?*
3. *Does everyone in the world have the opportunity for freedom?*
4. *What techniques could you utilize to enable you to have more freedom?*
5. *How can you make a difference in the lives of other people.*
6. *Does freedom mean that you can do what you like, when you like, to whomever you like?*
7. *What do you need to balance with freedom or rights?*



- *Unity is built from a shared vision, hope, an altruistic aim, or a cause for the common good.*
- *Unity creates a sense of belonging and increases well-being for all.*
- *Creating unity in the world requires individuals to see all of humanity as their family and to concentrate on positive directions and values.*
- *The stability of unity comes from the spirit of equality and oneness. The greatness of unity is that everyone is respected.*
- *Unity makes big tasks seem easy.*

*“Remember upon the conduct of each depends the fate of all.”*

~ Alexander the Great

## *Introduction*

We have come full circle with this program. **Unity** – the quality or value of being in unison and in harmony with one another.

---

In the human body each individual cell has its own intelligence, and each group of cells has its own function or purpose, and yet they all unite together to form a whole. We can think of humanity as being like the human body, each of us a single cell, unique and different, but part of the whole. We are all connected, and we affect each other. If some of us are hurt, in pain or joyful, that radiates out to the rest of humankind. *John Donne so eloquently put it.....*

### *Activity 1*

*“No man is an island, entire of itself; every man is a piece of the continent, a part of the main.”*

We can learn a lot from Nature. There are many stories of animals that practice unity. There are stories about dolphins saving humans. In one, a group of dolphins swam many miles, pushing a man on a raft who was lost at sea. The dolphins took turns pushing the raft with their noses.

When some of the dolphins were tired, others would take over. They were united in their goal of saving the man. They kept swimming together, and when others were tired the ones who were more rested would push again. They rotated for many, many miles, pushing the raft until it was close to a little village by the sea and the man could swim safely by himself to the shore.

Elephants have many similarities to humans. They live for seventy to eighty years. They love their children very much. When the elephants in the wild and are threatened by a tiger or lion, the large elephants form a circle around the baby and young elephants. The parent elephants face outward in the circle so that they can guard their children and keep them safe. The elephants are united; they act together with a shared goal.

If you know any firsthand accounts of how animals show support for their own kind, document it in your Journal. If not, have a look on the internet to see if you can find some examples or fiction stories that show Unity in the animal kingdom.

*One note of disrespect can cause unity to be broken.  
Interrupting others, giving unconstructive and prolonged criticism, keeping watch over some or control over others are all strident chords which strike harshly at relationships.*

---

## Activity 2

Humanity has not been able to sustain unity against the common enemies of civil war, ethnic conflict, poverty, hunger, violation of human rights.

Make a list of what you feel are the most important problems of the world and a list of what the world needs. If we accept the premise that the people of the world can solve the problems if they unite, do the following task: Select one of the problems from the list. Propose solutions, including which groups of people could work together in unity in order to solve the problem. These groups of people could be different businesses, professions, international institutions or organizations. as an example:

To combat a specific illness such as asthma, advertising companies and medical communities could work together to provide information about asthma, businesses and ecologists could work together to reduce the



pollutants which contribute to asthma. Or, to improve human rights and the standard of living of the poorest of the poor, successful business gurus could team up with the UNDP (United Nations Development Program) advisors to teach and persuade CEOs of multinational corporations about the importance of human development and human rights.

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Evaluation Questions

1. Where can we learn about unity?
2. What does unity mean, how does it feel to have a feeling of unity in your work, family or social group?
3. What helps the feeling of unity?
4. What destroys the feeling of unity?
5. What qualities do you need to have to work in unity on a task or project? How can you display unity in your life?

*ALIVE Associates and LVE Focal
Points Around the World Provide:*

Professional development courses, seminars, workshops for educators.

Learn how to create a values-based atmosphere and facilitate exploration and development of values.

Classroom teaching materials: An award-winning series of five books, Living Values Education Series, 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.

Educational resources: For young people-at-risk, resource books for children in difficult circumstances (street children), youth in need of drug rehabilitation, young offenders and children affected by war.

The Approach: The lesson content of our educational resources are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances.

Consultation: To government bodies, organizations, schools, teachers and parents on the creation of values-based learning environments and the teaching of values.

Provides: Our international website for Living Values Education. You may sign up for our newsletter as well as download selected materials, such as LVE Distance Programs for individuals, study groups and facilitator training free of charge.

Thank you exploring Values through this booklet.

Designed to address the whole child/person, Living Values Activities engage young people in exploring, experiencing and expressing values so they can find those that resonant in their heart, and build the social and emotional skills which enable them to live those values. The approach is child-centered, flexible and interactive; adults are asked to act as facilitators.

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. The 12 universal values explored are of *peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity*.

– Living Values Activities for Children -Ages 3-7, 8-14, and Young Adults

LVE utilizes a wide range of modalities and activities, with the hope that each young person will be inspired to love values and experience their strength and beauty.

Reflections points teach the importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolutions skills and a myriad of facilitated cognitive, artistic, and experiential activities increase positive intrapersonal and interpersonal social and emotional skills. Reflective, imagining and artistic activities encourage students to explore their own ideas, creativity and inner gifts.

Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions. Other activities stimulate

awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

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. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed and parenting skills to deal with those concerns.

LVE Educator Training Guide – This guide contains the content of sessions within regular LVE educator workshops. This include introductory activities, an LVE overview, values awareness reflections, the LVE Approach and skills for creating a values-based atmosphere. LVE's Theoretical Model, Developing Values Schematic, and sample training agendas are included.

- ◆ *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*
- ◆ *LVE Educator Training Guide*



Living ValuesTM
Education

The LIVING VALUES Vision

Living Values Education (LVE) 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 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.

Material & Activities in the Rainbow Values Series are adapted from:

Living Values Activities for Children Ages 8 -14 Diane Tillman Copyright © Association for Living Values Education International

Further information on more Living Values Rainbow Booklet Series is available at www.livingvalues.net

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Education™