



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 8-14

Introduction and Overview

For Educators, Parents and Principals Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Children Ages 8-14, Book 1* by Diane G. Tillman and educators around the world.

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Email: distance@livingvalues.net – Web: www.livingvalues.net/distance



Introduction & Overview for Children Ages 8-14, Book 1

Developed and written by **Diane G. Tillman**

*With additional activities and stories from
Paulo Barros, Sabine Levy, Ruth Liddle, Marcia Maria Lins de Medeiros,
Natalie Ncube, Pilar Quera Colomina, Trish Summerfield, Eleanor Viegas,
and educators around the world*

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ALIVE Address - Registered address: Rue du Général-Dufour 20,
c/o ABR Attorneys at Law LLC, 12014 Genève, Switzerland.

*For information about professional development workshops and LVE
Resources, please visit ALIVE's website at www.livingvalues.net*



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

ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that has no particular or exclusive religious, political or national affiliation or interest.

The development and implementation of Living Values Education has been supported over the years by a number of organizations, including UNESCO, governmental bodies, foundations, community groups and individuals. LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

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A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars — at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups. Many of these young people are marginalized and want to belong to a larger "family", to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the



development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world.

Diane G. Tillman



Living Values™
Education



SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values.

The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude, inclusion and social justice. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

The Need for Values and Values Education

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....?

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere.



A culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient.

Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status.

Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens. Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase. As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world.

As Aristotle said, "Educating the mind without educating the heart is no education at all."

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.



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 knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage and support 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.

The Living Values Education Approach

After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

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
7. 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.

8. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
9. 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

10. 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 wellbeing of the individual.
11. 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.

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 for LVE 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 the original 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 explore and develop widely-shared human values. This series of books, now updated and expanded, plus Living Green Values and an additional 11 values-education resources for young people at risk, are specified in the following LVE Resource Materials section. 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.
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 website*, www.livingvalues.net, with materials available for downloading free of charge, including songs, posters and a distance program for adults, families and study groups.



LVE Resource Materials

Designed to address the whole child/person, Living Values Education 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 Living Values Education Series

The Living Values Education series, a set of five books first published in April of 2001 by Health Communications, Inc. (HCI), was awarded the 2002 Teachers' Choice Award, an award sponsored by *Learning* magazine, a national publication for teachers and educators in the USA. Materials from the books, and in some cases up to all five of the books, were published in a dozen languages.

The original Living Values Education Series

- ◆ *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*
- ◆ *LVEP Educator Training Guide*

In 2018, the Association for Living Values Education International began updating this initial set of five books. Building on the original material, updated information, an expansion of activities and additional values units were added.

Because of the amount of added content, the Living Values Education Activities books are published by ALIVE as two volumes,



Book 1 and Book 2. ALIVE's intent in separating from HCI, our esteemed publisher, was to make these educational resources more accessible to educators in all continents by offering the series not only as regular books but as eBooks and small free downloadable units.

The updated and expanded Living Values Education Series

- ◆ *Living Values Education Activities for Children Ages 3–7, Book 1*
- ◆ *Living Values Education Activities for Children Ages 3–7, Book 2*
- ◆ *Living Values Education Activities for Children Ages 8–14, Book 1*
- ◆ *Living Values Education Activities for Children Ages 8–14, Book 2*
- ◆ *Living Values Education Activities for Young Adults, Book 1*
- ◆ *Living Values Education Activities for Young Adults, Book 2*
- ◆ *Living Values Education Parent Groups: A Facilitator Guide*
- ◆ *Living Values Education Training Guide*

Living Values Education 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.

Reflection points teach the importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolution 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, acceptance and inclusion of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

Sixteen Values Units – and Related Values

The updated Living Values Education Activities books have sixteen values units, eight in Book 1 and eight in Book 2. This allows schools to easily plan to implement one value a month during the school year, rotating through eight values a year. The universal values explored in all three books are peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity and caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity.

The value unit exploring freedom for children ages three to seven is titled “Brave and Gentle”.

There are two values units on both peace and respect as these values are so important to young people and present the opportunity to help them build important intrapersonal and interpersonal social and emotional skills. It is recommended that educators in schools begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and Peace II and Respect II values units in Book 2 during the second year, rotating through eight values each year.

The sixteenth values unit is titled “Another Value We Love”. This offers activities on a few values and an invitation to educators to explore a value they feel is needed locally or nationally.

The values units in the updated Living Values Education Activities books also include many related values such as kindness, fairness, determination, integrity, appreciation, diversity, human rights, valuing education, trust, gratitude, inclusion, equality and social justice.



Living Values Education Parent Groups: A Facilitator Guide —

This book offers both process and content for facilitators interested in conducting LVE 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. Parent group facilitators are encouraged to use *Nurturing with Love and Wisdom, Disciplining with Peace and Respect: A mindful guide to parenting* in conjunction with the parent group facilitator guide.

LVE Educator Training Guide — formerly known as *LVEP Educator Training Guide*, this updated guide contains the content of sessions within regular LVE educator workshops as well as staff building activities. It contains the content of sessions within regular LVE educator workshops. This includes 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 Green Values

Living Green Values Activities for Children and Young Adults

— A special Rio+20 edition, this supplement is dedicated to the Earth in honor of the United Nations Conference on Sustainable Development convened in Rio de Janeiro, Brazil, in June 2012. Living Green Values activities help build awareness of the importance of taking care of the Earth and her resources.

Materials for Young People At Risk

There are special LVE programs for young people at risk. These materials are restricted, made available only to educators who



undergo LVE training for these particular modules. The ability to create a values-based atmosphere, and use active listening and validation skills, are an important part of the process. These educational resources are:

- ◆ *Living Values Education Activities for At-Risk Youth*
- ◆ *Living Values Education Activities for Children Affected by Earthquakes Ages 3–7*
- ◆ *Living Values Education Activities for Children Affected by Earthquakes Ages 8–14*
- ◆ *Living Values Education Activities for Drug Rehabilitation*
- ◆ *Living Values Education Activities for Refugees and Children Affected by War Ages 3–7*
- ◆ *Living Values Education Activities for Refugees and Children Affected by War Ages 8–14*
- ◆ *Living Values Education Activities for Street Children Ages 3–6*
- ◆ *Living Values Education Activities for Street Children Ages 7–10*
- ◆ *Living Values Education Activities for Street Children Ages 11–14*
- ◆ *Living Values Education Activities for Young Offenders*
- ◆ *Living Values Education Supplement, Helping Young People Process Difficult Events*

Note: More information on this “At Risk” group of publications are available on www.livingvalues.net

LVE Distance for Adults, Families and Study Groups

Living Values Education Distance for Adults, Families and Study Groups — Several activities have been selected from each of the 12 value units featured in *Living Values Activities for Young Adults*, along with additional material from *LVEP Educator Training Guide*, to provide a *Living Values Education Home Study Course for Adults* who wish to explore their values in a personal, family or community environment.

Using both enjoyable practical values activities and awareness building techniques for which LVE is known, these attractive downloadable booklets make LVE accessible to adults, families and



groups. The LVE Distance webpage also includes supporting audio files, a guide to *Running an Effective Group*, together with the *LVE 12-Week Self Reflection for Adults*. All are available free of charge on the LVE international website.

Extent and Variety of Use ... and some of LVE's partners in different countries

The Living Values Education approach and materials are producing positive results in more than 40 countries at thousands of sites. While most implementation settings are schools, others are day-care centers, boarding schools, community centers, centers and informal settings for children in difficult circumstances, drug rehab facilities, centers, camps, homes, and prisons. The number of people doing LVE at each site varies considerably; some involve a few people with one teacher or facilitator, other sites involved 3,000 students.

In some countries LVE is implemented by a small number of dedicated educators who feel values education is important for the wellbeing of students, the community and the world. In other countries, ALIVE Associates have expanded into several areas while other ALIVE Associates have found partners to implement LVE widely, serving local and country-wide needs.

Results — Reports, Evaluations and Research

Educator evaluations collected from teachers implementing LVE in countries around the world frequently note 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, concentration, and the ability to solve peer conflicts on the part of the students. Within a matter of months, educators note that students spontaneously begin to discuss challenges in the language of values, become aware of the effects of values on the self, others and the community, and strive to live their values by making



positive socially-conscious choices. Bullying and violence decline as positive social and emotional skills increase. Research also notes academic gains. LVE helps educators co-create with students safe, caring, values-based atmospheres for quality learning.

A Few Observations and Stories

From Kenya: Catherine Kanyi noted, “With LVE the children changed so quickly you could notice which value worked well. Parents also notice the difference in schools implementing LVE. 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.”

From Malaysia: Shahida Abdul-Samad, the Focal Point for LVE in Malaysia, wrote about an educator’s reaction to an LVE workshop she and Diane Tillman facilitated in 2002. Shahida wrote: “I remember vividly Rahimah’s comments after the LVE training ended. She said, ‘Shahida, I promise you I will try and implement what I have learnt from you and Diane and see if it works. I will do that. If I see results, I will let you know. That’s my commitment to you.’”

Every school Rahimah Sura headed she implemented LVE school wide. From inner city schools with major disciplinary problems, to rural schools with drug addiction problems, to the best boarding schools with teachers challenging her positive teaching strategies, she was able in every instance to turnaround each and every school to become the best schools in Malaysia attaining national awards. Children who were drug abusers became actively involved in drama and dance and won competitions locally and nationwide. Teenagers who used to destroy toilets and common facilities changed over a new leaf and took responsibility for the cleanliness of their toilets. They took pride in what they did. Destruction and vandalism dwindled down to zero.



Today these schools are the Exemplary schools. They are rated highest amongst school rankings. From being in the worst band, they moved to the highest band, i.e., from D to A. Not only did this positive environment impact the school and its inhabitants, the positive energy overflowed to their homes and communities, bringing parents, community leaders together – all lending their support to further Rahimah's effort in the 'magic' she created. It wasn't easy for her in the beginning. As usual there was resistance to change. She persisted in the belief that this was the way forward – to bring about change using LVE's Theoretical Model as her compass.

The use of canes was thrown out; students were given the freedom to move from classroom to classroom without being monitored; teachers who refused to follow the LVE approach were counseled and encouraged to use the techniques and activities from the LVE activity books.

With Rahimah's skill set and experience in implementing LVE through PBB, values activities and setting clear guidelines that everyone adhered to, the teachers' hearts and minds began to change. Rahimah once again proved that LVE wasn't just magic or something that happened by chance, it was actually a systematic and well-designed program that brings out the best that is in all of us – our innate values. Rahimah went on to be honored and recognized by the Ministry of Education and was awarded the highest award a civil servant can achieve due to her untiring efforts to bring about positive change through LVE."

From Egypt: A 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.

From Indonesia: An observation team wanted to know why corporal punishment was not used in an Islamic boarding school at



which LVE was being used. The reply: "If you want change for two days use physical punishment; if you want long-term transformation use LVE.

From China: Peter Williams worked with students for several months in a middle school in Beijing. 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.

From Canada: 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.

Walking the Talk: 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.”

Evaluations and Research Results

From 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 LVE 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.

From Vietnam: Axis Research Company conducted an evaluation on the effects of implementing LVE on teachers and students three months and one year after an LVE training. The summary showed:

- 100% students have more self-confidence, respect toward teachers/ adults, honesty, interest in school, and a safe feeling physically/emotionally.
- Considerable improvement in respect toward peers, ability to resolve conflict, ability to cooperate, responsibility, ability to concentrate in class, and ability to share/give opinion. Students are more united and care for each other.



- 90% of teachers see positive improvement in themselves, from better to much better. They can control emotions, feel more peaceful, lighter, and happier.

From Kuwait – A school which implemented LVE for 18 years: Peter Williams, the Head Teacher of Kuwait American School (KAS) and a former President of the Association for Living Values Education International submitted the following report.

“The K-12 Kuwait American School was founded on the Living Values Education Program in 1999 with the fundamental aim of helping to heal the trauma in the hearts and minds of children after the Gulf War. After 18 continuous years of implementing Living Values Education, the school’s vision and mission to ‘Build Minds, Characters and Futures’ within an international context of ‘Learning without Borders’ has gone from strength to strength.

In addition to delivering a fully accredited and rigorous academic curriculum, the Living Values Education Program with its vision, creativity, clarity, guidance and practicalities has enabled the school to identify and nurture three key principles.

1. The Loving Presence of the Educator in a Values-Based Atmosphere who models and lives their values with Kindness.
2. The Importance of Enabling a Community of Trust and a Family of Learners especially with parents in the promotion of wellbeing, care and high-quality education for their children.
3. The nurturing and education of the Healing Strength of Living Values Education for all through the education of the heart.

As the years progressed and as the school went deeper into the benefits of Living Values Education, we all began to wonder if Living Values Education could truly deliver what it set out to achieve. According to our Family of Learners, the answer was ‘Yes’.

Some of the evidence indicating the benefits of Living Values Education include:



- ❖ The school has grown to be a family – a community of learners.
- ❖ There is a strong feeling of welcome, joy and acceptance.
- ❖ There is a powerful and peaceful values-based learning atmosphere.
- ❖ The students express their values using their own moral compass
- ❖ The students became ambassadors of how to live their values.
- ❖ There are virtually no referrals for any form of physical violence.
- ❖ Peace Time and Mindfulness are widely practiced.
- ❖ The level of achievement and the academic standards are higher.
- ❖ Living Values Education lessons are supported by unique Etiquette, Public Speaking and Life Skills programs that are “taught” each week.
- ❖ The school’s student and teacher assemblies provide an essential focus for the Living Value of the Month.
- ❖ Values-based learning is incorporated into the Middle and High School years.
- ❖ For everyone, the school is a happy and hard-working place to be.

Living Values Education has helped the school to grow to a population of 600+ representing 33 nationalities who speak with one language – the language of values.

A recent visitor from the Ministry of Youth commented: ‘Why are these students so happy and learning so well? We responded: “It’s a Living Values Education School.”

The school is very grateful to the Living Values Education program for its vision, clarity, guidance and practicalities. It’s a great invitational model to explore, experience and express. Living Values Education invites in learning without borders and learning from the heart.”



From Brazil: Hundreds of organizations in Brazil have implemented LVE over a 14-year period. Paulo Sérgio Barros, one of the leaders of the ALIVE Associate in Brazil, shares some of the results in the article *Atmosfera de Valores: O Princípio do Programa Vivendo Valores na Educação* (Values Atmosphere: The Principle of Living Values Education). A few excerpts from his article follow; further excerpts are on the Research page of the LVE international website. The full article in Portuguese is available on the Brazil Country Report page, as are other research articles.

“The educational institutions that have effectively inserted LVE methodology into their classes have been surprised at the positive effect on the personal and academic life of students. There are many successful experiences in schools developed from the partnership with LVE recorded in surveys and reports, in reports submitted to the coordinators of the program, or in educator reports during our LVE events in various parts of the country.

After activities with values at the Center for International Education (CEICOC) in Sao Luis, students/boosted their solidarity, cooperation, respect and love and started volunteer activities in the school’s project of Action and Social Responsibility. They organized exhibitions on values, produced peace manifestos, etc., and became involved with other activities such as values classes, round-tables on ethics, collective meditation and art events. Motivated by these activities and by the much more humane awareness of their children, many parents were attracted to the school and stressed the importance of an education based on values for the formation of children and youth.

The PH3 Educational Parnamirim Center in RN inserted into its pedagogical program for employees, teachers, students and the community in general the implementation of LVE activities, training courses and seminars. The constant and effective practice of values in the school environment, the subject of academic research (ALVES, 2005; HENRY & ALVES, 2008), has provided



clear changes in the ethos of PH3. Deeper experiences and higher-level sharing of values has enabled a dynamic school atmosphere that is more positive and involves everyone who participates in the school. In addition, there has been an increase in concentration, interest, and consequently the students' academic performance and more involvement of parents, etc.

Also noteworthy are the examples of Maria José Medeiros and John Germano schools, both in Fortaleza. The latter is a good example of holistic education that met in LVE a partner to strengthen current projects, inspire others, and systematize the school's educational policy on values that relied on: teacher training, the implementation of LVE activities in the classroom, daily collective moments to strengthen the atmosphere, mediation of everyday conflicts between children, ethos meetings to keep the link alive between the teachers, and the school and community, and various projects within the school and community. Among these projects are: A Values Fair, a human values bank, a loving school honesty bar and a child disarmament campaign.

This group of experiments and the support of LVE have proven effective in the development of values for students, and vital for maintaining the direction of the educational policy of the Institution, established in a region with high social exclusion and marked by great violence.

At the School Maria José Medeiros, a group of educators has been devoted to the implementation of LVE activities with some classes. Pereira (2006) and Barros (2008) reported the positive effect of activities on behavioral change for many students. They noted progress in students' cognitive skills. They developed a better aesthetic sense in their assignments when they were able to express their ideas and feelings, their creativity in individual and collective activities their skills in intrapersonal and interpersonal relationships, and interest in issues like human rights and sustainability associated with collective projects at school. The authors concluded that students care about their values and develop them when they have



opportunities. Their way of living, their experiences, their individual transformation, their work/products and the student evaluations at the end of academic year, led us to infer that students have developed many skills such as: deeper concentration, greater self-esteem, more harmonious living, an understanding and practice of greater peace, tolerance and respect, and knowing how to contribute to a better world.

A researcher from the Department of Foundations of Education, Federal University of Ceará, Dr. Kelma Matos, in a recent publication (MATOS, BIRTH, JR NONATO, 2008) recorded some experiments and inferences about the LVE proposal in some schools in Fortaleza, citing it as: "a new way to tune the school into a more welcoming and humanizing environment, where the aspect of emotion is the mediator in knowledge construction and the building of human relationships (BIRTH & Matos, 2008, p. 75), and as a way to recover the meaning of life," which is "the challenge for any education in values, and the act of driving students to regain their confidence and hope and sense of sacredness of life" (Mendoca, 2008, p.199).

Scholars of educational practices weave the web of "peace culture" in schools, and a significant number of the articles that make up the book, point out that LVE is an effective program for the process of both individual and social transformation."

"The experiments reported here illustrate a little of what has happened in hundreds of institutions where LVE is, or has been implemented in its 14 years in Brazil. ... The program is a live and effective magic for those who have worked with it.

LVE weaves a network of a 'culture of peace' for those who believe that sowing these seeds in education is essential if we are to harvest the changes that will create a better world. LVE has inspired schools and educators to continue to open doors and hearts of students with a humanizing education which focuses on an atmosphere of peace, cooperation, understanding, dialogue and



sharing. It is an invitation to the macro-structure of the education system to continue revising the curricula for the training of our children and youth; it is not focused exclusively on the rational, the "analytical thinking", but is in balance with emotion, intuition, spirituality — with all dimensions of our limitless human capacity."

Results in a Refugee Camp and with Street Children

There are also wonderful stories from educators in special circumstances. In Thailand, one year after implementing LVE in a Karen Tribe refugee camp, 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. In its place was spontaneous play, creative play, caring, happiness and cooperation.

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."



Results with LVE's Drug Rehabilitation Program

Living Values Activities for Drug Rehabilitation are used in many government drug rehab centers in Vietnam. The Ministry of Labor reported in March of 2008 that LVE's program for drug rehabilitation was the most successful program in government drug rehabilitation clinics. They had been using it for three years.

A story from Vietnam: "Visitors to Binh Minh Village Drug Rehab Center in HCMC are amazed to see patients reading in a relaxed manner and walking around with smiles on their faces. They feel the secret lies in the Living Values Education program which has been applied at PLV since 2006. This year (written in 2015) Binh Minh Village's English name is Peace and Light Village, or as they also call it, People and Living Values (PLV).

PLV is a private rehab center established in May 15, 2002. Using education as the key approach, the management here considers 80% of the success of the treatment process to be due to 'mental therapy'. Based on the results achieved since its inception, PLV now applies two education programs simultaneously to change the behavior of drug addicts: the 12-step program and the Living Values Education's program for drug rehabilitation. They have observed that these two programs together produce the best rehabilitation effect for even long-time drug users, especially during the two final stages of the rehab process: building a new life style, new behaviors, and helping peers. The LVE program has very practical skills which can be applied in reality.

The founders of PLV had attended LVE workshops conducted by Trish Summerfield since 2000. At that time, they found LVE a simple but scientific, highly educative method, which could fit quite well with Vietnamese culture, especially for drug addicts. *Living Values Activities for Drug Rehabilitation* was created in 2005. They



began implementing it in 2006. By the end of 2008, the positive results had won their hearts and infused them with inspiration. They then assigned a board member to focus on LVE to become PLV's trainer of LVE."

For More Research Results and Success Stories

For research studies on LVE, and more success stories, kindly refer to those pages on the LVE international website:

www.livingvalues.net

EXPLORING AND DEVELOPING VALUES

Teaching Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the opportunity to cognitively discern the difference between the impact of values and anti-values on their lives, the community and the world.

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their 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. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values throughout the curriculum; 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 wellbeing 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 LVE 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?

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 Education 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.

After a few months of implementing LVE, dedicated educators find school cultures are infused with more communication, respect and caring. Often even students with very negative behaviors change dramatically.

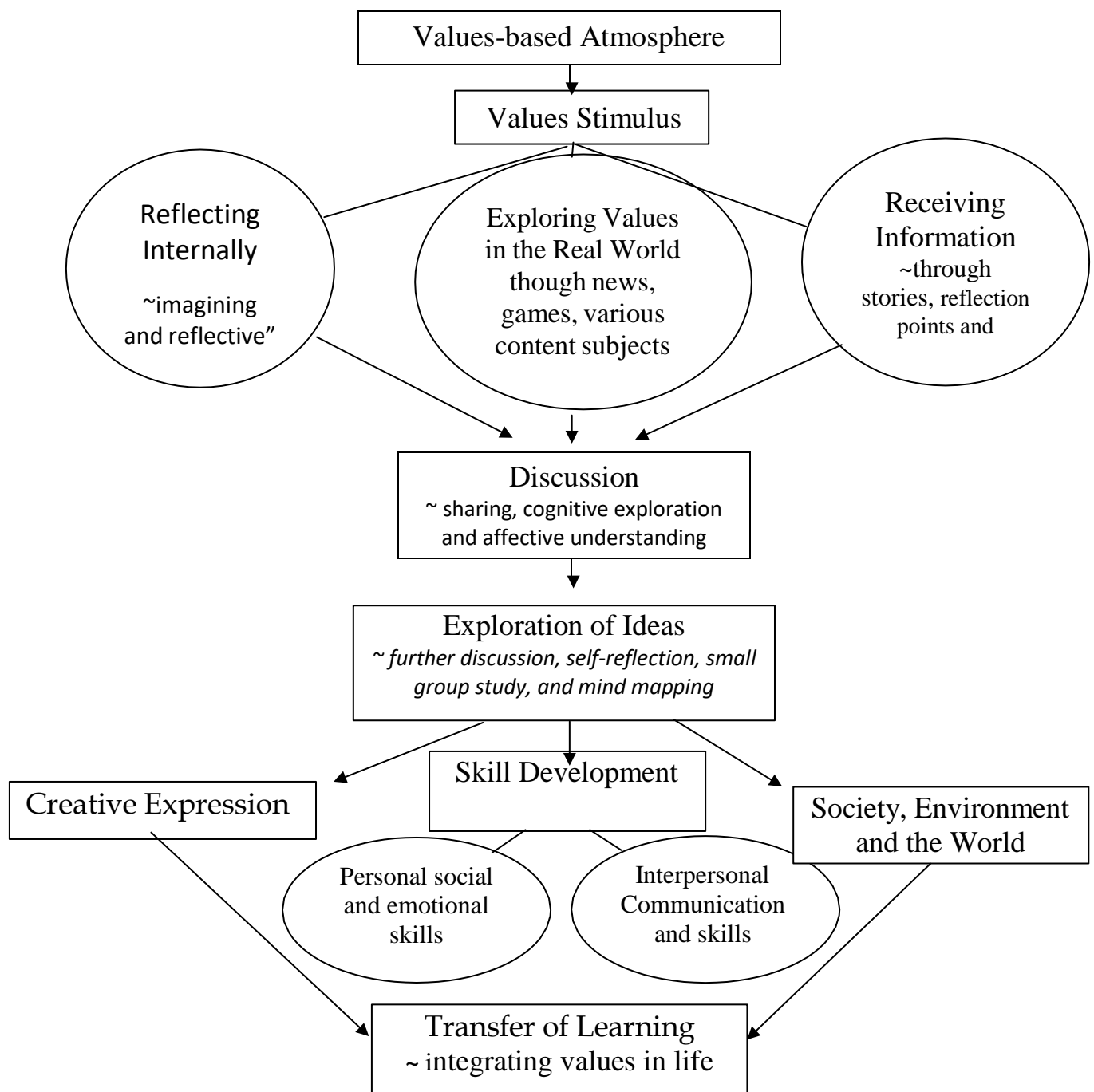
In an effort to understand why this approach works, some educators have asked to know more about LVE's theoretical basis. What methods are used within LVE?

The schematic below describes the values exploration and development process. There are two complementary processes. The first is the creation of a values-based atmosphere; the second is the process within the facilitation of the activities.



Developing Values Schematic – the LVE 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 is essential for optimal exploration and development. 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 LVE’s Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.

LVE Theoretical Model

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. In addition, evidence suggests that 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 peers 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, in many countries there is considerable pressure on teachers 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. 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).

Real Learning Comes Alive in a Values-Based Atmosphere

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 a good teacher.

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 the quality teacher . . . and quality teaching (2006).”

Modeling the Values from the Inside

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate.

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.

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 a humanizing approach, that is, 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. A key tool of counselors and therapists, active listening is an invaluable tool for teachers. Thomas 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 wellbeing. 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.

Educators can use the LVE Theoretical Model to assess the positive and negative factors affecting one student, a classroom, a school or an organization, and adjust the factors to optimize young people 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 wellbeing are more positive in their interactions and behaviors.



LVE Workshops

The creation of a values-based atmosphere facilitates success with young people, making the process of education more enjoyable, beneficial, and effective for both students and teachers. LVE Educator/Facilitator Training for all members of the school or an 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 additional training for the use of the LVE at-risk materials may be appropriate.

Components of Living Values Education Activities Units

The sixteen values units in *Living Values Education Activities for Young Adults*, Book 1 and Book 2, allow schools to easily plan to implement one value a month, that is, eight values a year. Peace and respect are important to young people and provide a wonderful opportunity to build intrapersonal and interpersonal emotional and social skills as well as a solid basis for understanding and loving values.

As the values of peace and respect provide such a rich perspective from which to view the self, others and the world, and develop the social and emotional skills to live those values, there are Peace I and Respect I units for the first year of implementation and Peace II and Respect II units for the second year. If you are in an organization that invites people to explore and develop values for twelve months a year, simply facilitate a value a month.

Each values unit is designed for all students with the wellbeing of marginalized and resistant students in mind. The sequence of activities is aimed to maximize the fullest engagement/path of least resistance — by 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 LVE 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 myself.* 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 LVE 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 – Meaningful and validating sharing

Creating an open, respectful space for discussion is an important part of this process. Sharing can then be more meaningful and 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. 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 LVE 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. 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 an absolute or “right” answer is given. The most important one is: “Is it okay to hurt others?” LVE’s 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.

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 value do you feel would help resolve this situation?” “What do you think should be done?” “How could you show this by Walking your Talk?”



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 and through different modalities 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 healing. 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 could 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 wellbeing, 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 LVE Activities. The Peace, Respect and Love units introduce Relaxation/Focusing exercises. These Relaxation/ Focusing exercises help students “feel” the value. Educators have found that doing these exercises helps students quiet down, be less stressed, and concentrate more successfully on their studies.

While there is initial resistance sometimes, usually that resistance disappears after several trials, and our experience has been that students begin to request quiet time. Once they are familiar with this strategy, they can make up their own Relaxation/Focusing Exercises. 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 LVE 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 are provided the opportunity to role play different situations about which they are concerned. 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 feel comfortable 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 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. Further activities are in Living Green Values.

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, how to clean up a stream and assist in the promotion of entrepreneurship and ethical leadership skills. 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.

Bringing in the Values of Your Culture

As you take LVE Training and facilitate LVE activities, you will understand the LVE methodology more deeply. At that point, you may wish 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. Community



based 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. Kindly send them to content@livingvalues.net

Making Values Education a Practical Reality

Step One:

A first step you may wish to do while considering the implementation of Living Values Education is inviting interested teachers and principals, or the leadership team of the organization, to reflect on and discuss the purpose of education.

What values do you feel would benefit the students or group of people with whom you work? What values do you feel are needed in society and the world? What values would you like to be part of the culture of your school or organization?

Perhaps discuss the vision statement of the LVE Approach. Or, share that 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? What would a culture of peace, respect, love, tolerance/acceptance of all, and honesty create in your community? Perhaps define together the culture or ethos you would like to create.

“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 and your entire faculty/all the adults in your community in a LVE Educator/Facilitator 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 time slots to integrate LVE 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 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 integrated and/or 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 or three lessons a week, suitably adapted to the age and background of students, are highly recommended during the first four months of LVE 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. Many 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.”

Implementation Details

LVE’s sixteen values units are designed to allow you to easily plan values education at your site by focusing on one value a month during the school year. Book 1 includes eight values units for the first year of implementation and Book 2 includes another eight values units for implementation during the second year. A “value of focus” each month for the entire school facilitates planning for special subject areas, assemblies and special projects.

The universal values explored are peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity and caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity. Another unit is titled “Another Value We Love”. This offers activities on a few values and an invitation to educators to explore a value they feel is needed locally or nationally.

There are two values units on both peace and respect as these values are so important to young people and present the opportunity to help them build important intrapersonal and interpersonal social and emotional skills. It is recommended that educators begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and the Peace II and Respect II values units in Book 2 during the second year.

This book contains at least three values activities for each week and ideas for values-activities in different subject areas of the curriculum. Facilitating at least two values activities a week is highly recommended to create student “buy in”. Young people also benefit by relaxation/focusing times several times a week, or daily.

If a school is planning to begin values education with *only* two grades in a school, it is recommended that you 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. However, school-wide implementation is more effective and beneficial for all.

Assemblies and Songs

When the entire educational community is exploring the same value at the same time, assemblies are an excellent way to begin or end a values unit or 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. Assemblies are also a great way to introduce peace or an anti-bullying message to other schools or community groups.

Please begin with the Peace Unit!

Beginning each school year with a Peace Unit is always recommended. Young people are deeply concerned about peace — even those who may be externally aggressive. At the beginning of the unit, facilitators ask them to imagine a peaceful world. This allows them to look inside themselves and explore what they would like their world to be like. After a visualization, they are asked to express their ideas in words and artistically. What they create is always beautiful. The opportunity to explore what they would like in the world creates interest ... and a bit of needed hope for the cynical or marginalized youth.

Older students are led in mind mapping peace and violence. Lessons with relaxation/focusing exercises and art allow students a chance to explore peace at a personal level before a series of conflict resolution activities are begun. Discussions in those lessons help build understanding of others and allow them to further their communication skills.

Throughout each values unit, reflection points educate in a universal manner, that is, in a manner which models respect for all. Usually within six weeks, with just two or three lessons a week,



students are doing conflict resolution successfully. Teachers report that students find the peace unit relevant; they note reduced resistance in students often considered unmotivated.

Is there a recommended order of values units?

We suggest beginning with the Peace I and Respect I Units as they build intrapersonal and interpersonal social and emotional skills in a sequential manner. Conflict resolution and Bullying No More lessons begin in the Peace I unit and are revisited in the Respect I Unit. Mind mapping peace and conflict, relaxation/focusing exercises and conflict resolution skills developed during the Peace I and Respect I lessons are 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.

You may wish to do further values units in the order presented in the book, or you may wish to decide a different sequence depending on perceived needs. The Love Unit continues to reinforce communication and conflict resolution skills. For example, in the Love Unit, students are asked, “What was the starting point of the conflict? How will a loving attitude change the situation?” The Tolerance Unit invites appreciating each other and other cultures.

The Honesty Unit is also important, especially as it is helpful for older students to begin to comprehend the why’s and how’s of corruption. Young adults are asked to engage in activities about social justice in several of the values. Each one of the values units are designed to build personal skills as well as understanding of the value and the effects of the anti-value on the self, others and the community.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.



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.

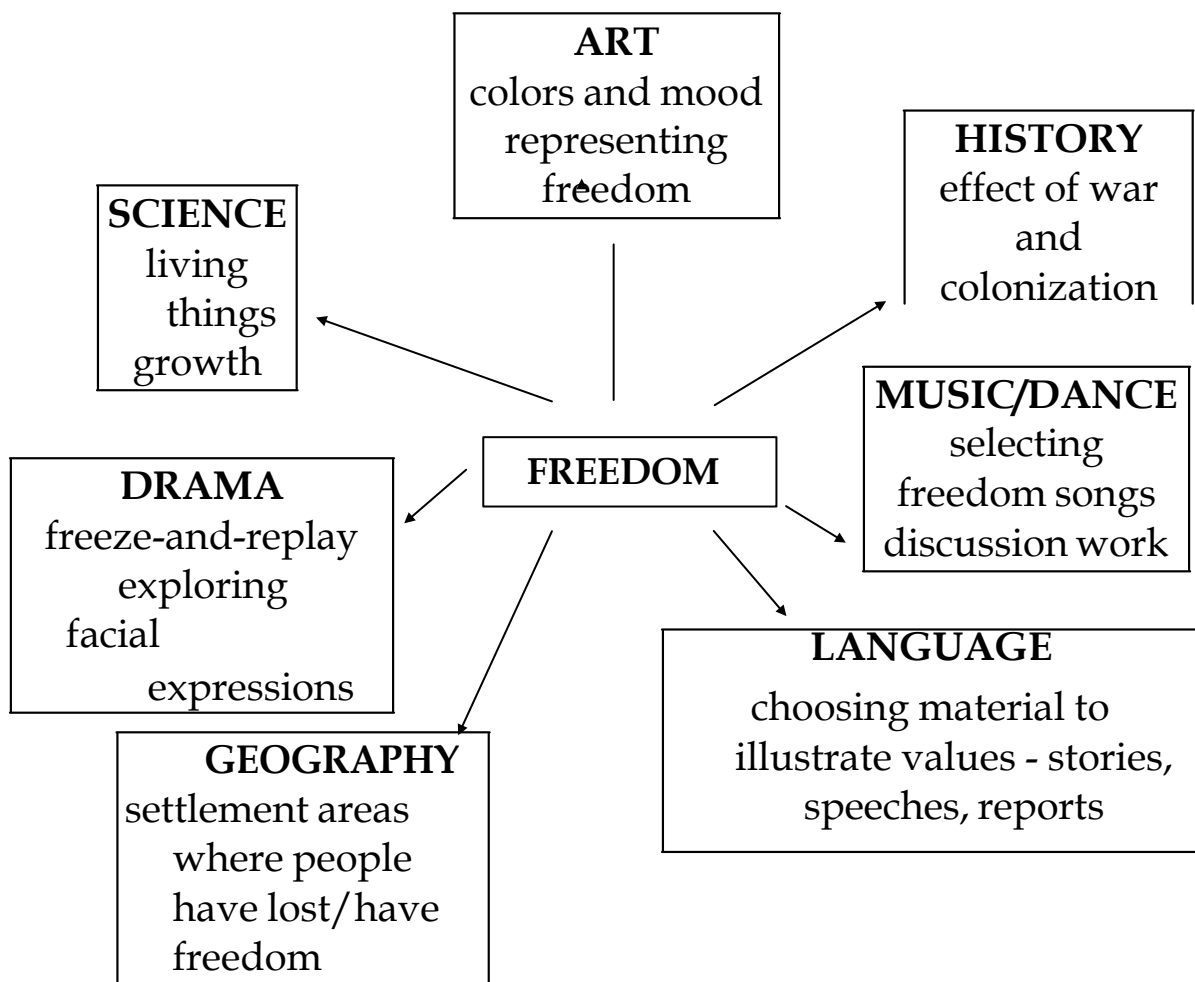
The arts are a wonderful medium in which to incorporate values while teaching skills the students need to learn. You may wish to select plays that have to do with the value of focus. In music, while



teaching students how to play and harmonize their instruments, discuss, for instance, the dynamics of unity. In art class, ask students to express the values while learning how to paint, draw, and sculpt.

Ideas for values activities in different subject areas are at the end of each values unit. Or, your school may wish to create values webs. 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



Share Your Values Creations with the World!

Students

Students around the world are invited to share their murals, videos, poems, essays, songs, drawings, activities and experiences with students of similar age. Ask your teacher if there is an LVE social media site in your country through which young adults can share. Or send in the digital files of your artistic creation for posting on an LVE website to lve@livingvalues.net.

Educators Share

Educators are invited to share their experiences or the artistic creations of their students with other educators around the world through LVE web sites. Please send in your contribution to the national ALIVE Associate, Focal Point for LVE or lve@livingvalues.net. Country Report pages, a Success Stories page and a Research page are on the livingvalues.net site.

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 or send us your comments.

*We hope you and those with whom you work
enjoy and benefit from Living Values Education.*

*Thank you for your dedication to young people
and nurturing hearts as well as educating minds.*



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THE LIVING VALUES EDUCATION APPROACH

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.

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all Living Values materials is available at:

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