



Living Values™  
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



# Living Values Activities for Children Ages 8-14 - Unit 2 - Respect

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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Education

## **Living Values Education Activities for Children Ages 8-14, Book 1**

### **Unit Two: Respect**

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## Living Values

Peace, Respect, Love and Caring, Cooperation, Happiness, Honesty,  
Humility, Responsibility, Simplicity and Caring for the Earth and  
Her Oceans, Tolerance, Freedom and Unity

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## **A note from the author**

I have had the privilege of being involved with Living Values Education (LVE) for 21 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-one 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 villagers, 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 educating hearts and 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 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 Tillman*



## **SETTING THE CONTEXT**

Living Values Education is a global endeavor dedicated to educating hearts as well as 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, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values. 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**

### **Vision Statement**

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



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

## **Core Principles**

Living Values Education is based on the following core principles:

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

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

### ***On the teaching of values***

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.



6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.
7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

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

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



## EXPLORING AND DEVELOPING VALUES

### Teaching Values

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.

### Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . . ."*

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



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.

## **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.

### *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. 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.

### Components of Living Values Activities Units

There are twelve values units in *Living Values Activities for Children Ages 8 – 14*. Each unit is designed for all students with the well-being 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 and respect 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.

*We hope you and the young people with whom you work enjoy Living Values Education.*

*Thank you for your dedication to educating hearts as well as minds.*







## 1. RESPECT UNIT

Reflection Points

Objectives

### RESPECT LESSONS

Lesson 1	Respect, Disrespect and Qualities
Lesson 2	Story
Relax/Focus	Respect Relaxation Exercise – Garden Image
Lesson 3	Mind Mapping a Culture of Respect and a Culture of Disrespect
Lesson 4	Talking to Myself
Lesson 5	Colors of Respect and Disrespect and Me Mobile
Lesson 6	Colors of Respect and Disrespect Continue
Lesson 7	Colors of Respect Continue
Lesson 8	Colors of Respect Continue
Lesson 9	Colors of Respect Continue
Lesson 10	Stories
Lesson 11	Greetings of the World
Lesson 12	A Difference of Opinion
Lesson 13	Strategies to Stop Conflict
Lesson 14	A Tree
Lesson 15	Different Ways of Giving Respect
Lesson 16	Respect for Friends
Lesson 17	Situation Cards
Lesson 18	Respect for the Environment
Lesson 19	Making a Difference
Lesson 20	Making a Difference
Lesson 21	Our Qualities



## **Respect Lessons**

In addition to the below list of Reflection Points, use favorite sayings from your culture, from legends, or quotes from respected individuals.

Play a song every day as “values time” begins. You may want to teach traditional songs or ask students to bring songs that relate to the theme. Students may want to make up their own respect points or slogans.

## **Respect Reflection Points**

- ◆The first respect is to respect myself – to know that I am naturally valuable.
- ◆Part of self-respect is knowing my own qualities.
- ◆Respect is knowing I am unique and valuable.
- ◆Respect is knowing I am lovable and capable.
- ◆Respect is listening to others.
- ◆Respect is knowing others are valuable, too.
- ◆Respect for the self is the seed that gives growth to confidence.
- ◆When we have respect for the self, it is easy to have respect for others.
- ◆Those who give respect will receive respect.
- ◆To know one’s worth and to honor the worth of others is how one earns respect.
- ◆Everyone in the world has the right to live with respect and dignity, including myself.
- ◆Part of respect is knowing I make a difference.

## **Respect Unit**

**Goal: To think about and experience self-respect.**

**Objectives:**



- To state and be able to discuss two Respect Reflection Points about respect for the self.
- To identify times when they have a feeling of respect for the self.
- To identify six qualities of the self.
- To enjoy the Respect Relaxation Exercises by the end of the unit, as demonstrated by sitting quietly during it and appearing content to do so.
- To identify positive and negative examples of self-talk and how it feels.
- To learn that it is okay to make a mistake; it is an opportunity to try and learn something new.
- To participate in a group story game and gain more awareness about the impact of respectful versus disrespectful self-talk.
- To make a tree of their qualities and related successes.
- To paint respect or be part of a dance portraying respect.

**Goal: To increase knowledge about respect.**

**Objectives:**

- To state and talk about two Respect Reflection Points on respect for others.
- To participate in a discussion about feelings when people give respect and disrespect.
- To identify how people give respect and disrespect.
- To write a few lines of advice on how people should treat each other.
- To learn several greetings or polite phrases in other languages.
- To identify different ways to give respect to adults.
- To write a story or cartoon on giving respect to the environment.



## **Goal: To build respectful relationship skills.**

### **Objectives:**

- ❑ To identify five or more qualities that they like in others.
- ❑ To write down one positive quality for each student participating in the “Our Qualities” activity.
- ❑ During a conflict resolution discussion, to be able to generate an alternative respectful behavior that would help solve the problem.
- ❑ To learn the response, “I don’t like it when you call me names. I want you to stop” and to be able to apply that response or another appropriate response if the situation arises.
- ❑ For students 10 and older, to be able to fill in the blanks to the problem-solving communication skill: “I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.”
- ❑ To give respect to others by listening when they are speaking, as demonstrated by being able to listen to others during the values discussion time.
- ❑ To give respect to others by listening and asking respectful questions when there is a difference of opinion.
- ❑ To understand how each person can make a positive difference, as demonstrated through his or her story, interview, or slogan.
- ❑ To develop problem-solving skills as demonstrated by discussing various sensible solutions to the Situation Cards.

## **RESPECT LESSON 1**

### **Respect, Disrespect and Qualities**

Begin with a song about respect or knowing yourself that the students like. Explain that in the next few weeks the school/class will be exploring respect.



## **Discuss/Share**

- Who can tell me about respect?
- Why is respect important?

## **Activity**

Ask six students to volunteer to come to the front of the class and stand in a row. Give a pencil to the first student and ask her or him to hand it to the next student and so on down the row.

Then, give the pencil to the first student again, and ask all the students in the line to hand the pencil to each other with respect.

Then ask the six volunteers to hand the pencil to each other with disrespect.

Ask:

- Was there a difference in the way the pencil was being given?
- What was different?
- How did you feel when the pencil was given with respect?
- How did you feel when the pencil was given with disrespect?
- What do you all prefer?
- Do you think everyone in the world would prefer respect?



Discuss the following two Reflection Points: The first respect is to respect my self — to know that I am naturally valuable.

Respect is knowing others are valuable, too.

Ask:

- When do you feel good about yourself?
- When do you have a feeling of respect for yourself?

Students will sometimes mention specific things they do that are helpful to others as a time when they feel good about themselves. Confirm that when we do good things we feel good about ourselves. They will often mention a time when they look pretty/handsome or have something new. If they are mostly focusing on times when they feel good when they look good or have something new, prompt for responses about how they feel when they are helpful, friendly, kind, giving, etc. Accept and acknowledge all responses.

Say, “Today, we are going to think about personal qualities, the things that are good about us. We all have many things that are the same, but one of the wonderful things about humans is that each has a personality of his or her own. Each person comes with a unique combination of qualities. Let’s start by listing good qualities that people can have.”

The teacher can lead the students in brainstorming personal qualities, such as friendly, loyal, sweet, nice, kind, caring and compassionate. Depending on the vocabulary of the students, you may want to include creative, gentle, witty, cooperative, confident, humble, loyal, trustworthy, hardworking, benevolent, artistic, generous, economical, sensible, sweet,



loving, caring, patient, and/or tolerant. Keep the list of qualities you create together on the board.

Ask the entire class the following questions, writing down the qualities they mention on the board.

- What qualities do you like in your friends?
- What qualities do you like adults to act with?
- Think about someone you admire. What qualities do you admire in that person?
- Who are your heroes? You may think of real people or characters in cartoons or movies. What positive qualities do they have that you like?

#### EDUCATOR NOTE

If some of the students mention negative qualities or actions as something they admire in people or their heroes, acknowledge their responses respectfully with actively listening. For example, “So you admire \_\_\_\_\_ when he\_\_\_\_\_.” Then ask: “What value or quality do you see in him/her that allows him/her to do that? (For example, “He is not afraid of what people think,” or “She has courage to fight for what is right.”)

### Reflect

Say, “Now, I would like you to think about three times when you felt really good about yourself. What quality or value were you showing at that time? Just write one line to remind yourself of that time. (Give them several minutes to do this.)

Now, I want you to think of the quality that you showed you had on each one of those times. (Give them several more minutes.) Give a few examples if they need it, such as: “If you remember a time when you helped someone, you might put down loving, caring, or compassionate. If





you remember a time you returned something to someone who lost it, you might put honest.”

I want you to add to the list of qualities that you are writing down by adding the qualities that you like in your friends, in adults, and in your heroes. (Give them three to four minutes to do this.)

*For eleven- to fourteen-year olds also ask:*

- Think about someone who made a positive difference in your life. (Pause) What quality did he or she have that made a positive difference for you? Please write down that quality.

Say, “It is said that any quality you admire is really yours. So, you have just written down a list of your qualities. Now I want you to write down six qualities that are most important to you.” Please give them a couple of minutes to do this.

Discuss the Reflection Points:

- ◆Part of self-respect is knowing my own qualities.
- ◆Respect is knowing I am unique and valuable.

*Eight to Nine Activity:* Instruct the students to draw a picture of a time they felt full of respect. Ask them to add their six qualities to the picture, writing, “I am \_\_\_\_\_.”

*Ten to Fourteen Activity:* Invite the students to draw symbols that represent some of the qualities and/or values that are important to them. Ask them to write their six qualities on their drawing, perhaps around the symbols or make them part of the picture.



*Homework:* I would like you to quietly read your six qualities to yourself every day. Each person has wonderful qualities deep inside, and we can silently make them more present in our lives when we remember them.

## RESPECT LESSON 2

### Story

Read “Lily the Leopard” to the students ages 8 and 9 (Appendix) or another story that you like on respect. For older students, select another story from your culture or curriculum on the theme of respect or disrespect or refer to a movie they have all seen.

Mention the following Reflection Point in relation to the story:

Respect is knowing I am unique and valuable.

“Lily knew she was unique, but at first she did not realize she was valuable.”

Discuss the story read. The first two of the following questions are for the story, “Lily the Leopard.” The other questions can be used with many stories.

- Why did they treat Lily (or the person from another story) without respect? (Lily was different.)
- How did Lily (or the person from another story) feel when the others were mean?
- How did the characters give disrespect?
- How could the other characters in the story have given respect?
- How do people your age sometimes give disrespect? What types of things do they do?



- Do you think everyone has times when they feel full of respect and other times when they feel down on themselves? (You might say something personal, such as, “Everyone I know feels like that sometimes.”)
- How do you feel when people give you disrespect?
- How do you feel when that happens to other people?
- What are some ways people give respect?
- Why do people sometimes not give respect?

Mention if they have not: “Sometimes kids who give disrespect don’t know better. Maybe someone older treated them with disrespect. It’s important to know that people who give disrespect don’t have real respect inside.”

Say, “One of the Reflection Points is: Those who give respect will receive respect.” Ask:

- Can you think of examples of that?
- What would be your advice to people who give disrespect? How would you like people to treat each other?

*Eight to Eleven Activity:* Divide the students into groups of three to five. Instruct the students to write a few lines of advice about how people should treat each other. Allow each group to share their sentences with the class. Younger students may enjoy illustrating their advice with a picture.

*Twelve to Fourteen Activity:* Discuss in small groups of four or five how you would like people to treat each other. Write up your advice on a poster and present it to the class.



**Introduce another Relaxation/Focusing exercise:** Say,

“Relaxation/Focusing exercises are one way to enjoy and strengthen the feeling of respect inside. The one we are going to do today uses the image of a garden. Perhaps later one of you would like to make up one using the image of an ocean or another image.”

**Garden Image Relaxation/Focusing Exercise**

“Sit comfortably and let your body relax. . . . As you breathe slowly, let your mind be still and calm. . . . Starting at your feet, let yourself relax. . . . Relax the legs . . . the stomach . . . the shoulders . . . the neck . . . the face . . . the nose . . . the eyes . . . and the forehead. . . . Let your mind become still . . . calm. . . . Breathe deeply. . . . Concentrate on stillness. . . . In your mind, picture a flower. . . . Imagine the smell. . . . Enjoy its fragrance . . . . Observe its shape and color. . . . Enjoy its beauty. . . . Each person is like a flower. . . . Each one of us is unique . . . yet we have many things in common. . . . We are all naturally good inside. . . . Picture a garden around you with many varieties of flowers . . . all of them beautiful. . . . Each flower with its color . . . each flower with its fragrance . . . giving the best of itself. . . . Some are tall with pointed petals, some with rounded petals, some are big and others little. . . . Some have soft colors and others have bright colors. . . . Some attract the eye because of their simplicity. . . . Each one of us is like a beautiful flower. . . . Enjoy the beauty of each one. . . . Each adds beauty to the garden. . . . All are important. . . . Together they form the garden. . . . Each flower has respect for itself. . . . When one respects the self, it is then easy to respect others. . . . Each one is valuable and unique. . . . With respect, the qualities of others are seen. . . . Perceive what is good in each one. . . . Each has a unique role. . . . Each is important. . . .



Let this image fade in your mind, and turn your attention to this room again.”

– *Reflection contributed by Amadeo Dieste Castejon*

## **RESPECT LESSON 3**

### **Mind Mapping a Culture of Respect and a Culture of Disrespect**

#### **Mind Mapping Activity**

“Today, let’s explore the differences between a culture of respect and a culture of disrespect through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Respect on the right side and Disrespect on the left side. If you are not familiar with Mind Mapping, you will find information in the Appendix (Item 2). Start with a branch for SELF on the Respect side of the circle, asking them what happens when there is Respect in the Self and writing in brief their responses. Then ask them what happens when there is a lack of respect in the SELF. The students are to supply all the answers. Also do branches for Families/Friends, Schools and Neighborhood Stores, and Stores/Businesses.

Discuss the Reflection Point:

Everyone in the world has the right to live with respect and dignity, including myself.

Respect for the self is the seed that gives growth to confidence.



## **Creative Activity**

Divide the students into groups of four to six. Ask each group to create a song or poem about respect versus disrespect. It could be a rap song. Allow them to perform their creation for the group.

# **RESPECT LESSON 4**

## **Talking to Myself**

### **Discuss/Share**

Say, “Everyone talks to themselves inside. Our talk to ourselves can be positive and respectful or negative and disrespectful.”

Ask:

- What positive or respectful things do people say to each other?
- What positive or respectful things can you say to yourself?
- Would it be respectful to tell yourself you did a good job or tried your best, if you did do a good job or tried your best? (Yes.)
- What disrespectful things do people say to each other?
- Name calling is disrespectful. What names do you not want to be called?
- Is it disrespectful to call yourself a name? (Yes.)
- If you didn’t do a good job, what would be a disrespectful way to talk to yourself about it?
- If you didn’t do a good job, what would be a respectful way to talk to yourself about it?
- What do you say to yourself when you’re afraid that you’ll miss the ball during a ball game or fail a test?
- If you make a mistake, do you feel better if you call yourself “Stupid,” or if you say, “It’s okay to make a mistake, all I have to do is correct it”?<sup>1</sup>



Say, “There’s no need to feel angry or sad or like a bad person when you make a mistake – mistakes are simply things through which we learn.

- Does it help if you get angry at yourself?
- What happens to your feelings when you say, “I’ll never be able to do it” or “I’ll never make it”?
- Are the feelings different when you say, “This is a bit scary, but I’ll do my best”?

Say, “Repeat the mistake rule with me, please: It’s okay to make a mistake, all I have to do is correct it.”

Say, “You’re all being asked to read or remember your positive qualities every day. We know we all have positive qualities, but sometimes when we get hurt, scared or angry, we don’t use them. That doesn’t mean we don’t have those positive qualities, it just means that we weren’t full of the strength of self-respect.”

Discuss the Reflection Point: Respect is knowing I am lovable and capable.

### **Activity**

Say, “Let’s do the group story game. Each person can say one, two or three sentences – no more – and then the next person continues the story. In the first group story game I want you to make up is about someone who uses negative or disrespectful self-talk.” As the facilitator, you can start: “One day there was a little \_\_\_\_\_.” Allow them to continue to go around until everyone who wishes to do so has contributed to the story. (Have a good time! The story can be ridiculous and create a lot of laughter.)

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<sup>1</sup> This useful rule is from Thomas R. Bingham’s Program for Affective Learning. © 1985.





Now do a group story game asking the young people to use only positive or respectful self-talk.

### **Expressive Activity**

*Eight to Nine Activity:* Paint/color respect, paint/color respect on one side of a piece of paper and disrespect on the other side, or draw a picture about one of the stories you created.

*Ten to Fourteen Activity:* Write a thought and feeling chain of positive self-talk versus negative self-talk. Starting from a mid-point on the paper, the positive chain can create an upward spiral and the negative chain a downward spiral.

End with the Respectful Star Relaxation/Focusing Exercise.

## **RESPECT LESSONS 5 through 9**

### **Colors of Respect and Disrespect and Me Mobiles**

Begin each day with a song.

### **RESPECT LESSON 5**

Say, “In the next couple days we’re going to experiment with respect and disrespect. I’m going to give half of you these strips of green paper to wear around your upper arms, and half of you purple strips to wear around your upper arms.” Tell them in this experiment a “pretend” government has declared the green group to be the elite group. Elite means the best.

The government notices that the greens have a disrespectful attitude toward the purples.



## Activity

For a limited time period (perhaps one period in middle school or half of the morning in primary school), instruct the green group to only give respect to other greens, while being disrespectful (in attitude, not words) to the purples.

*Please note:* If you have children who are very sensitive in your class or group, allow the greens be the elite for the first half of the time you have that day, and the purples be elite for the second half of the time you have.

At the end of the session, remind them that this was for the purpose of exploring the topic of respect and disrespect. Inform them that tomorrow the pretend government will be changing and the purples will be the elite!

Create the opportunity for students to make Me Mobiles for three sessions of Living Values time as they do the “Colors of Respect and Disrespect” exercise.

## Mobiles

Say, “Part of learning to have respect for yourself is knowing your qualities and knowing yourself. This week, during Living Values Time you are invited to make a mobile about yourself. Over here there is string, paper, colored pens, colored paper, and little sticks. You can bring in tin cans or cartons to hang, and decorate them with colored paper. Each object on the mobile is to represent an aspect of you.

- Favorite pastimes.
- Your qualities.
- Your family.
- What you like about nature.
- Your favorite animals.
- How you give to others.



- What you believe in.
- Your favorite food.

List the above categories on the board.

Ask: “Does anyone have another area to add?”

Review the list. Do this slowly for younger students so they have time to think about their answers in each area. Circulate among the student as they work on the mobile, listen, and positively affirm their output.

An easy way to construct the mobile is to tie two sticks together in an “x” and then hang objects from the ends of the sticks at different lengths. Students can use three sticks if they wish. A string from the middle — where the two or three sticks are tied — then goes to the ceiling. A coat hanger may be used instead of the sticks.

Close with the Garden Image Relaxation/Focusing Exercise.

## **RESPECT LESSON 6**

Reverse the students’ roles the next period, or the next day if you have the students for only one period. (“The government has now changed hands and the purples are the elite.”) Follow this with a class discussion on the students’ feelings and perceptions.

### **Discuss/Share**

- How did you feel when you were the elite?
- How did it feel to be the "non-elite"?
- What didn’t you like?



- Would you like a world in which everyone has respect for all?
- How would the world be different?

End with the Peaceful Star Relaxation/Focusing Exercise.

## **RESPECT LESSON 7**

The next session, randomly distribute a whole rainbow of colored armbands. Tell them that now they are all princes and princesses from different kingdoms, princes and princess who are known for their kindness. Ask the students to give respect to everyone through their looks, attitudes, and behavior. Perhaps they could each make something for another person's mobile if they are done with their mobile.

### **Share**

Allow each person to share their mobile in a small group of five or six.

Ask the class what happened to the respect level in the room when they were all asked to consider themselves and everyone else a prince or princess. At the end of the session, do the Star of Respect Relaxation Exercise.

### **Star of Respect Relaxation Exercise**

“Let's think of the stars and imagine ourselves to be just like them. . . . They are so beautiful in the sky, they sparkle and shine. . . . They are so quiet and peaceful. . . . Be very still. . . . Breathe in peace. . . . Breathe out any tension. . . . Relax your toes and legs. . . . Relax your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . Feel safe . . . and allow a soft light of peace to surround you. . . . Inside you are like a beautiful little star. . . . You are a star of respect. . . . You are lovable and capable. . . . You are who you are. . . . Each person brings special qualities to the world. . . . You are valuable. . . . Enjoy the



feeling of respect inside. . . . You are a star of respect. . . . Let yourself be quiet and peaceful inside. . . . Focus . . . . You are concentrated . . . full of respect . . . content. . . . Now, slowly bring your attention back to the room.”

## RESPECT LESSON 8

Students continue to wear the variety of armbands. However, tell them that blue means they are people working for healthy rivers and oceans, green means they are medical people working to prevent disease, orange means they are peace makers working to create a peaceful world, and purple means they are musicians creating songs about respect and dignity for all, etc.

### Activity

Ask the students to divide into groups based on the color of their armbands. Give them ten minutes to prepare a short two or three minute presentation to the entire class about how their group contributes peace and respect to their community based on the profession indicated by their armband. The rest of the class may ask them questions after their presentation. Remind them to stay in their self-respect and have respect for all others.

### Discuss/Share

Ask:

- How did you all give respect? (Listening carefully to what others said, etc.)
- Where you all able to give *everyone* respect?

Say, “In classrooms, schools, neighborhoods and communities around



the world, often some people are given respect and others are not. This is called discrimination. Sometimes people judge other people as better than them, or less than them, based on skin color, if they wear nice or not-so-nice clothes, or if they're skinny or fat."

Ask: What else do people discriminate about?

Acknowledge their answers and write a list on the board. Then ask:

- What are we learning in class? What did you learn this last few lessons?
- What does it feel like when you get disrespect?
- What does it feel like when you get respect?
- What does it feel like when everyone respects everyone else?
- What does this group, and all of humanity, have in common? (All are human beings, each one has something to offer, etc.)

Say, "Sometimes people don't give respect to themselves. Do you sometimes discriminate against yourself by judging yourself and talking mean to yourself rather than talking respectfully to yourself?" Ask:

- Would calling yourself a name be respectful to yourself or disrespectful?
- Has anybody ever called yourself stupid?

Say, "I want you to continue with your homework of reading your eight qualities every day. But, I also want you to notice your tone of voice as you talk to yourself inside during the day. Check and see if your tone of voice is kind and respectful. It's important to encourage ourselves and be kind to ourselves."

## Written Expression

Ask the students to write a short personal essay on their experience. How did they feel when receiving disrespect, how did they feel when



receiving respect, how did they feel when everyone was a prince or princess? Or, what would they like to tell the world about respect?

End with a song.

## **RESPECT LESSON 9**

### **Creative Expression Activity**

Divide the students into groups of five to eight. Invite them to write a poem, a song or create a small play/drama to express their feelings about and reactions to any part of the Colors of Respect experiment. Give them the opportunity to share their artistic creations in class.

End with the Star of Respect Relaxation Exercise.

## **RESPECT LESSON 10**

### **Stories**

Read stories about people who learn to have self-respect or who maintain their self-respect. Ask older students to bring in their favorite books or stories, including real stories from the newspaper, web or social media. Or, investigate real stories of your culture's heroes.

### **Discuss/Share**

- What qualities or values did the hero in the story have that allowed him or her to act with self-respect?

End with the Physical Relaxation Exercise.

## **RESPECT LESSON 11**

### **Greetings of the World**



Begin with the Peaceful Star Relaxation Exercise.

Introduction: One way of showing respect to others is learning about their culture and learning to say things in their language. Learn about different ways around the world of greeting others with respect.

### **Activity**

Depending on the age group and language skills of the class, learn several greetings and polite phrases in two to four languages. Perhaps students in the class have a variety of languages to share and can share gestures or a dance. Enjoy practicing. – *Contributed by Dominique Ache*

## **RESPECT LESSON 12**

### **Difference of Opinion**

Practice the greetings and phrases in the different languages from the last lesson.

Read a story about a person taking offense because of a difference of opinion.

### **Discuss/Share**

- Why did the person get upset?
- What did the other person say that made it worse?
- Do you ever feel insulted?
- What did both people find out? (Each one was seeing from his own perspective; hence, what each one saw was correct from his point of view.)
- What can we learn from this story?
- How could the people have responded differently so that they





weren't ready to fight? – *Contributed by Sabine Levy & Pilar Quera Colomina*

## Activity

Ask everyone to close their eyes and think of their favorite color. Then ask them to keep their eyes closed as you slowly read out the following, giving time for the students to follow the directions. Say:

- Stand up and keep both arms at your sides if your favorite color is blue.
- Stay in your seat and put both hands on top of your head if your favorite color is purple.
- Stay in your seat and hold up both arms if your favorite color is yellow.
- Stand up and put your right hand out if your favorite color is red.
- Stand up and sway back and forth if your favorite color is green.
- Stand up and keep turning around if your favorite color was not named.
- Everyone, please open your eyes and look around you.
- Ask with a smile: "Do you all have the same favorite color?"

Say, "I asked you to do this as some people think that everyone should have the same opinion or they can't be friends or have a have a friendly conversation. It is okay for you to have a different opinion or preference. We are all different people and we have a right to a different opinion. Sometimes people want others to have the same preference as them as then they feel more okay inside."

Ask:

- What other things do people feel differently about?
- What other things might they have different "favorites" about?



Record their answers on the board. The students might mention, depending on their age, things like: type of food, games, video games, television programs, favorite sports, sport teams, music, clothes, hobbies, hair styles, heroes, political parties, gender preference, or religion.

Ask:

- Using the value of respect, what can you do when someone is expressing an opinion different than yours? (One answer would be to listen; another would be to say, “Cool”, “Oh, that’s interesting, tell me more,” or “Why do you feel that way?” Help them generate respectful comments and questions and allow them to come up with answers appropriate for their age.)

Say, “Let’s practice listening with respect. Remember to stay okay in your own favorite when someone else has a different preference. We can all have different likes and dislikes and still have respect for each other.”

Divide the students into groups of four. Two students are to be the Talkers, and two students are to be the Observers who can also serve as “alter egos”, that is, supporting the Talker in listening and talking with respect. Ask the Talkers to pick one of the topics written on the board, taking different sides, and tell the other Talker about why that’s their favorite.

Ask the Observers to tell the Talkers how they did in terms of listening and speaking to each other with respect. Then instruct them to repeat the activity, changing roles so that the Observers get a chance to be the Talkers.

### **Discuss/Share**

- Was it difficult or easy to listen with respect?



- Was everyone able to stay okay inside even when the other had a different opinion?
- If you weren't able to stay okay inside, what was going on?

Say, "Very often people become best friends with people who share the same favorite things. But everyone can be friendly with everyone when there is respect."

End with the Garden Image Relaxation Exercise.

## **RESPECT LESSON 13**

### **Strategies to Stop Conflict**

Begin with a song.

Bring out the list of things students fight about that the teacher and class made during Peace Lesson 15.

Introduction: Say, "Very often conflict occurs when someone shows disrespect to someone else. Today we're going to take a look at the list we made of the things people do that cause conflicts/fights when we were exploring Peace. Sometimes when people do the things that are on this list, we get hurt or angry. We feel bad when people treat us without respect. But, always remember that you define who you are. You are the one that knows your qualities. If someone calls you "stupid," does that mean you are stupid? "No." Every single one of you is a valuable and worthwhile human being. Okay, let's look at this list in the light of respect."

### **Discuss/Share**

Take one item on the list, and ask:

- Would this have occurred if the person were showing respect?
- What would you like/advise this person to do instead?
- What would have been a better way to handle it?



- Would the problem have occurred then?
- If the person this was done to stayed in his or her self-respect, how could he or she handle it differently so the problem does not build?

Help the class problem-solve. See what alternatives they generate. Let them know when they come up with a good idea.

If someone offers an idea that is hurtful to someone, ask what the consequences might be of that action. Allow the students to supply the answers. If some feel that it is okay to hurt others, ask how they would feel if that were done to them.

Ask them to come up with several ways to handle the situation. Help them create sensible strategies. For example:

- *Ages eight to nine:* When someone does something you don't like (such as calling you a name), one thing you can do is tell him/her, "I don't like it when you to call me names. I'd like you to stop." Ask the class to repeat that several times with you, and then ask them to pair up and practice saying that in self-respect (firmly, clearly, but not aggressively).
- *Ages nine through fourteen:* Ask the students to generate clear and assertive things they can say in addition to "I don't like it when you call me names. I'd like you to stop." Perhaps, "Hey, it's not cool to do that," "I'm not into fighting," or (to a friend), "Are you angry today? What's the matter?" Let them pair up and practice saying that in self-respect.
- *Teach the following formula:* This is a good idea to use when somebody you know does something you do not like, such as gossiping, name calling, etc. "I feel \_\_\_\_\_ when you do \_\_\_\_\_ because \_\_\_\_\_."



Give a couple of examples, such as:

“I feel bad when you talk to me about Marsha that way because she is my friend. I like you and I like Marsha, too. I think it’s okay to like both of you.”

“I feel pressured when you keep asking me to smoke because I already told you I don’t want to do that. I know what I want to do, and I want you to respect that.”

Ask the students to create “I feel” strategies for each situation they bring up.

*Note:* The “I feel” communication skill may be a little difficult for eight- and nine-year olds. If necessary, begin by helping them identify their feelings, such as happy, angry, sad, or hurt.

Discuss the following Reflection Point:

◆ When we have respect for the self, it is easy to have respect for others.

Follow-up: Ask the students to use the “I feel \_\_\_\_\_ when you do \_\_\_\_\_ because \_\_\_\_\_” formula and fill in the blanks for two situations.

End with movement/dance around your space/room to a song or two – and then do a Garden Image Relaxation/Focusing Exercise.

## RESPECT LESSON 14

### A Tree

Begin with a song.

**Agenda - Let's make a tree....**



Each student can make a tree, writing his or her personal qualities and talents in the roots, the positive things he or she does in the branches, and successes of those things in the leaves and fruits. The trees could be drawn on paper or made of other available materials. Each student could share his or her drawing in a group of four, while the other students listen with respect and perhaps add things the creator had not included.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

## **RESPECT LESSON 15**

### **Different Ways of Giving Respect**

Discuss these Reflection Points and ask the following questions:

- ◆ Respect is knowing others are valuable, too.
- ◆ To know one's worth and to honor the worth of others is how one earns respect.
- What are the different ways we give respect to adults?
- What are the different ways we give respect to nature?
- What are the different ways we give respect to objects?
- What are the different ways we give respect to common spaces?
- What can we do to make sure respect is given?

Ask the students to divide into groups to analyze one or two of the topics and make suggestions. They may wish to make explanatory posters.

– *Contributed by Sabine Levy and Pilar Quera Colomina*



End with the Star of Respect Relaxation Exercise.

*Note: The teacher may wish to give the students another day to share their answers with the class and finish their posters.*

## RESPECT LESSON 16

### Respect for Friends

Discuss the Reflection Point:

- ◆ Everyone in the world has the right to live with respect and dignity, including myself.

### Activity

Create a cartoon or a story on respect for friends, or write an essay.

*– Contributed by Marcia Maria Lins de Medeiros*

## RESPECT LESSON 17

### Situation Cards

The “Situation Cards” provide students with the opportunity to discuss various alternatives in dealing with real-life situations. The teacher may provide some examples of ‘real life’ situations applicable to the age group and invite the students to use their imagination to create their own ‘situations’ onto card stock.

Many classes really enjoy this activity, as it provides a forum for students to discuss their real concerns and apply the practical skills they have been learning through the values activities. The teacher acts as a



facilitator. Avoid moralizing and telling them what they “should” do (sometimes this is difficult). Instead, listen and encourage them to respond. Ask them the consequences, both positive and negative, when their answers are appropriate and inappropriate. They will end up teaching themselves and each other.

If their answers continue to be inappropriate, ask them how they would feel if they were the other person. Ask them to role play the situation and then exchange roles. Ask the class if a “fair” solution has been generated.

Begin with a song.

### **Activity**

Read a Situation Card to the class and encourage them to generate responses. Ask:

- How could you use the value of peace?
- What could you do?
- What do you think would happen then?
- What else could you say or do?
- How could you use the value of respect?
- What could you do? (etc.)

Read another Situation Card or two and enjoy the class discussion. The next time you do Situation Cards, you may wish to allow students to form small groups. Identical Situation Cards could be given to each group. The students can take turns reading the cards and giving oral responses to the situations. If one group finds a situation difficult, the class could share or role play their solutions and discuss it as a whole group.

– *Contributed by Trish  
Summerfield*

End with the Physical Relaxation Exercise.





## **RESPECT LESSON 18**

### **Respect for the Environment**

#### **Activity**

Create a cartoon or a story on respect for the environment. Share your creations.

Perhaps some of the students would like to create their own relaxation exercise using images from nature.

*- Contributed by Marcia Maria Lins de Medeiros*

Or, you may wish to do an activity from the Living Green Values page, under Resources, on the [livingvalues.net](http://livingvalues.net) site.

## **RESPECT LESSON 19**

### **Making a Difference**

Begin with a song.

Read the tale, “Fire in the Jungle,” in the Appendix.

Discuss the Reflection Point:

- ◆ Part of respect is knowing I make a difference. Talk about the bird in the story in relationship to this point.

Perhaps the teacher would like to share a couple of positive stories about when he or she made a difference. Talk about the little things



that make a difference — a smile, someone listening or believing in you.

Ask the students to share a time when they made a difference in someone's life.

### **Activity**

A follow-up activity could be drawing a scene from "Fire in the Jungle," making masks of animals and doing a skit, or making slogans which communicate that what we do makes a difference.

Homework: Interview a person at home or in the community. Ask the person to share about a time when someone had a positive impact on his or her life. Then ask the person to share about a positive difference he or she has made.

## **RESPECT LESSON 20**

### **Making a Difference**

Begin with a song.

### **Activities**

Students ages eight and nine could orally share their stories based on the homework in the previous lesson. Another option is ask students to write a short story on the difference someone made in their life, how they made a difference for someone else, or a story on the person they interviewed.

Older students could also collect information from resources on the internet or magazines on people who have made a positive difference. Allow them to share the stories they have collected in groups of five or six. Each group can share a few highlight of their group sharing with the larger class.



Ask. How can we make a positive difference?

Acknowledge each answer as you write their responses on the board.

## **RESPECT LESSON 21**

### *Our Qualities*

*Begin with a song.*

#### **Activity**

*Make sure the list of qualities generated during the first Respect lesson is in plain view. Pass out paper to everyone. Ask each student to write his or her name at the top of the paper.*

The objective is for students to pass around the paper, each writing the quality he or she sees in the person whose name is at the top. Everyone's paper should be passed to everyone else before being returned to the rightful owner.

Allow the students to read their list of qualities for a couple of minutes before continuing.

Discuss with the students what they have enjoyed and learned about respect.

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*Thank you for exploring Values, You may enjoy our others booklets*

### **LVE Resource Materials**

Designed to address the whole child/person, Living Values Activities engage young people in exploring, experiencing and expressing values so they can find those that resonant in their heart,



and build the social and emotional skills which enable them to live those values. The approach is child-centered, flexible and interactive; adults are asked to act as facilitators.

The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students. The 12 universal values explored are of *peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.*

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

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

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

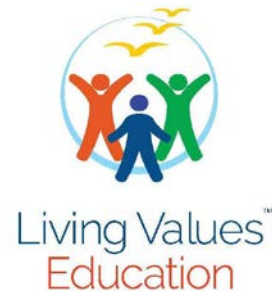
Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions. Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.



***Living Values Parent Groups: A Facilitator Guide*** – This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed and parenting skills to deal with those concerns.

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

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



All materials in greater detail can be found on our website  
[www.livingvalues.net](http://www.livingvalues.net)



# Rainbow Booklet Library

*Reaching and Supporting the Greater Community*

Adding another dimension to Values Awareness is the Living Values Rainbow Library providing activities for everyone - Teachers, Care Givers, Parents, Individuals; Living Values for Self and Community Development. Available online under Resources on website – [www.livingvalues.net/resources](http://www.livingvalues.net/resources).

## GENERAL SERVICES LIBRARY:

- LV Home Study for Adults, Families -.pdf
- LV Home Study personal journal- Word
- LVE Study Groups for Adults - .pdf
- LVE Self Reflection booklet - .Word
- LVE Distance Facilitator Training Guide - .pdf
  - LVE School Experience – The Kuwait Model - .pdf
- LV Criteria for Schools , Kuwait and Bali - .pdf
- LVE Improve Facilitation Skills - .pdf
- LVE Funding Guide for Members – .pdf
- LVE in Business -. pdf

## LIVING VALUES ACTIVITY LIBRARY:

- LVE for Young Adults (taken from LVE activity books)
- LVE 8-14 - 8 values books taken from LVE activity book
- LVE 3–7 – 10 values books taken from LVE activity books

**DISTRIBUTION:** Read Online or Download the E-Booklet FREE, PRINT YOURSELF.

Created specifically for those desiring to share LIVING VALUES activities who do not have access to formal Values print resources or access to Living Values Associates and Trainers. These simple booklets most with between 48 – 56 pages can be photocopied for classroom or home use in “booklet” A5 form – ie regular A4 folded (to half size) and stapled. Booklets as in the **“LV Home Study”** and accompanying **“Journal”** with more than 80 -100 pages are required to be copied as A4 (full page) on both sides.

Each booklet is created with activities for the age or community group and /or the ALIVE membership information that it features. Booklets also support the ALIVE Distance Online Courses. This series will be continually expanded to meet needs of ALIVE membership and public benefit. [distance@livingvalues.net](mailto:distance@livingvalues.net)



Living Values<sup>™</sup>  
Education

## 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.

Further information on the Living Values Education

Rainbow Booklet Library Series and

all Living Values materials is available at:

**[www.livingvalues.net](http://www.livingvalues.net)**