



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 3 - Love and Caring

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Young Adults, Book 1* by Diane G. Tillman and educators around the world.

© 2019 Association for Living Values Education International

Email: resources@livingvalues.net – Web: www.livingvalues.net/download



Living Values[™]
Education

Living Values Education Activities for Young Adults, Book 1

Unit 3. LOVE AND CARING

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 other educators around the world

www.livingvalues.net

Includes bibliographical references

ISBN: 9781731097590

Copyright © 2000 – 2019 Association for Living Values Education
International

This is a sampling of the larger book , *Living Values Activities for Young Adults*,. The expanded version has two volumes, Book 1 and Book 2, and is published independently by the Association for Living Values Education International (ALIVE), a non-profit Swiss Association, through Kindle Direct Publishing.

ALIVE 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 generally, please visit ALIVE's website at www.livingvalues.net.

Cover design: Ris Design, Gold Coast, Qld Australia.

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 does not have any 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; 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.

C O N T E N T S - Brief Overview and Introduction

Setting the Context	5
LVE's Purpose and Aims	6
The Living Values Education Approach	5
Exploring and Developing Values	7
Values-based Atmosphere	11

PLEASE REFER to the "Overview and Introduction" book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

C O N T E N T S - Activity Lessons Pages 14 -57



VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty
Happiness - Optional Unit on Substance Abuse - Responsibility*

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 reserve 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 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.

suggestions for greater community involvement in the area of vocational training as well as educating the community about AIDS and other relevant issues through dramas/skits.

LVE Supplement, Helping Young People Process Difficult Events
— Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death. Designed to be used with *Living Values Education Activities for Children Ages 8–14*, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom

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.



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.

Why were these five feelings — loved, valued, respected, understood and safe — chosen? 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?

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.

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

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.

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.

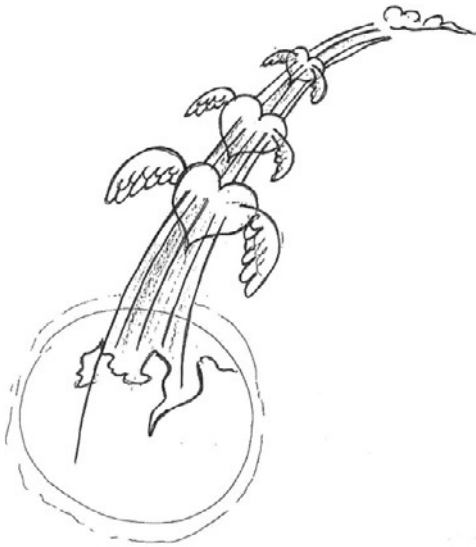
Do I need to do every activity?

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.

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

*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.*



LOVE

UNIT THREE: LOVE AND CARING

Love is at the core of the human being and an essential part of our human experience. Nurturing love in the home helps children thrive. Educators are valued and prized by untold millions around the world as providers of not only knowledge but love, and creators of nurturing, caring and safe places to learn.

In this updated book, we have retitled the Love Values Unit as the Love and Caring Values Unit. While caring and kindness are always part of love, in some cultures it is easier to talk about love by using the word “caring”. Please feel free to use the word that you feel is most appropriate for your culture or the culture of the young people with whom you work. You may simply wish to substitute the word “caring” for “love”.

Songs: Play songs about love, caring, belonging or harmony each morning as students are entering class or at the beginning of values time. Pick out songs about love which students like or ask them to select songs. There are lots of wonderful songs and videos of young people singing on YouTube. Some students enjoy learning traditional songs.

Please include a relaxation/focusing exercise during “values time”. Many students greatly value this time to relax and “be”, hence you may wish to do one daily. You may wish to use relaxation/focusing exercises from the Peace and Respect units. All of the exercises can be found in the Appendix.



Love and Caring Reflection Points

- ◆ In a better world, the natural law is love; and in a better person, the natural nature is loving.
- ◆ Universal love holds no boundaries or preferences; love emanates to all.
- ◆ The real law lives in the kindness of our hearts. If our hearts are empty, no law or political reform can fill them. – *Tolstoy*
- ◆ Self-love is not selfish; you cannot truly love another until you know how to love yourself.
- ◆ If you are gentle with yourself, you can be gentle with others. If you are harsh with yourself, your harshness will spill onto others.
- ◆ When you care for yourself, you will naturally be able to care for others.
- ◆ To love yourself is to accept yourself unconditionally.
- ◆ To love yourself is to understand you don't need to be perfect to be good.
- ◆ To love yourself is to know you are naturally good.
- ◆ A flower does not think of competing to the flower next to it. It just blooms.
- ◆ The opposite of fear is love.
- ◆ Love is not simply a desire, a passion, an intense feeling for one person or object, but a consciousness which is simultaneously selfless and self-fulfilling.
- ◆ Our task must be to free ourselves . . . by widening our circle of compassion to embrace all living beings and all of nature. – *Albert Einstein*
- ◆ Love can be for one's country, for a cherished aim, for truth, for justice, for ethics, for people, for nature.
- ◆ Love is the principle which creates and sustains human relations with dignity and depth.
- ◆ Love means I can be kind, caring, and understanding.
- ◆ Love is the basis for a belief in equality and goodwill toward all.
- ◆ When we feel strong inside, it's easy to be loving.
- ◆ Love is a catalyst for change, development, and achievement.
- ◆ Love is seeing each one as beautiful than the next.



- ◆ Real love ensures kindness, caring, and understanding and removes jealous and controlling behaviors.
- ◆ No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.
– *Nelson Mandela*

LOVE LESSON 1

Imagining A Loving World

Begin with a song of love for humanity or love for the world.

Explore general concepts of love through questions and discussion:

Ask:

- Why is love important?
- Do you think love is a universal value? Why, or why not?
- Do you think love is a human need?
- Would it be a different world if everyone were loving or caring towards everyone else?
- What do you think it would be like?

Imagining a Loving World

Commentary: Lead the students in this imagining exercise, adapting it to your situation.

“Today, I would like you to think about someone who is loving and kind. It can be a real person in your life now, or a person who helped you before, or it can be a person that you have seen in the movies. Think about that person’s attitude. . . . Picture that person helping. . . . Now, I want you to imagine that everyone in the world was that loving and kind. . . . What would the world be like?.....Step into your imaginary plane of the mind, and fly through the blue sky. . . . Imagine leaders of different nations and how they would treat each



other. . . . How would they be with the citizens of their countries? Picture friends spending time together.....Imagine their faces as they have fun together.....Picture people in your neighborhood interacting. . . . See people in corporations..... picture scientists and what they are working on. Fly the plane over this country, and across the borders of nearby countries . . . now fly over this school. . . . Imagine what would be different. Now the plane circles and lands, and you are relaxed and in your place here again.”

Discuss/Share

- Give the students time to share in small groups what they pictured and experienced.
- Allow each group to share a few of their comments with the entire group.

Discuss the Reflection Points:

- ◆ Love means I can be kind, caring, and understanding.
- ◆ In a better world, the natural law is love; and in a better person, the natural nature is loving.
- ◆ Love is the principle which creates and sustains human relations with dignity and depth.
- ◆ Love is the basis for a belief in equality and goodwill toward all.
- Ask:
 - How would the world be different if the natural law was love?
 - In a loving world, would anybody be interested in war? Why or why not?
 - In a loving world, what would the all leaders and rulers want for their citizens?

Activity

Ask the students to draw a symbol of a loving world or make up a poem. Invite those who wish to share to do so.

Close with a relaxation/focusing exercise.



LOVE LESSON 2

Mind Mapping “Laws”

Play a song about love for the world.

Say, “In one of the Reflection Point from the last lessons, it stated: In a better world, the natural law is love.”

Ask:

- What types of laws do you feel we have in society or the world now? The law of love? The law of greed? The law of power over others? The law that the one with the most possessions wins?

➤ Encourage students to generate as many “laws” as they wish, writing the “laws” on the board. Acknowledge the problems and concerns that they perceive in the world.

Comment if there is cynicism: If you find the students are expressing a lot of cynicism, ask why they are cynical and/or state the following: Say, “Sometimes people your age are cynical. I think cynicism develops when someone really wants a peaceful world or a just world, a better world for all – and they are disappointed. So, in a way it means cynical people really care – they’re just disappointed.”

“You are the future generation. Other people have made the world the way it is now. What kind of world do you want? You need to deal with the present reality, but you are part of creating the future. What kind of world do you want? Each decision a person makes is choosing a value.”

Activity

Divide the students into groups of six to eight and invite them to mind map the rules for the “law of love” and another type of “law” they have generated. Provide large pieces of paper so they can show their work. Save these for the next lesson.

Creative Activity

Ask each small group to create a song or poem about the law of love versus the other law they have mind mapped. Invite each group



to share the “law” they have mind mapped and then perform their creation for the entire group.

LOVE LESSON 3

Values and Anti-Values Continuum

Begin with a song of love for humanity.

Discuss the Reflection Points:

- ◆ No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.
– *Nelson Mandela*
- ◆ Universal love holds no boundaries or preferences; love emanates to all.
- ◆ Our task must be to free ourselves . . . by widening our circle of compassion to embrace all living beings and all of nature. –
Albert Einstein
- ◆ The real law lives in the kindness of our hearts. If our hearts are empty, no law or political reform can fill them. – *Tolstoy*

Values and Anti-Values Continuum

Step 1. Ask the students to gather into the small groups they were in during the previous lesson and analyze the effects noted on their mind maps. Are these effects the results of values or a lack of values, that is, anti-values?

Step 2. Instruct them to write down the values and anti-values next to the relevant items on their mind maps.

Step 3. Gather all the students together as one group and draw a line several meters wide on the board, if possible. Facilitate the following process as you ask the questions below and write or have students help you write on the line, the continuum.

- Ask, acknowledging their responses:



- This end of the continuum is the values end and the other end is the anti-values end. What values did you talk about in your discussion that you think are the most important?

- What other values did you discuss that you would like at this end of the continuum? Where shall we put them on the line?

- This end of the continuum is the anti-values end. What anti-values did you talk about in your discussion do you think cause the most harm? When you tell us the anti-value, please tell us why it causes so much harm. (Great answers.)

- Say: “Each group, please write your anti-value ‘law’ in large letters on a piece of paper and ask one member of your group to come to the front of the room to hold that piece of paper.”

- Say: “Now class, please make your case for which ‘law’ should be nearest the anti-values end of the continuum.” Ask the individuals holding the signs to change places along the continuum in accordance with the discussion about the effects of the “law”. Actively listen to the discussion, acknowledging with respect all responses, and see if the group can reach consensus about the order of the “laws”. Once the order is agreed upon, the persons holding the paper can write the law on the appropriate place on the continuum. It may be that they decide three out of four are equally negative, or perhaps they will come up with a line order.

- Ask:

- What are the effects of the “law of love”? Invite the students to list some of the effects on the continuum, putting the most important toward the value end.

- Ask:

- What part of the continuum reflects today’s Reflection Points?
 - What happens when the circle of compassion is very small or does not exist?
 - How can we widen that circle of compassion?

Close with a relaxation/focusing exercise.



Homework: Invite them to look for and bring in songs, poems, symbols or pictures that represents widening a circle of compassion. Or, interview one of your favorite people and ask them about this topic. These items can be displayed when they bring them in; they will be used after a few lessons.

LOVE LESSON 4

Love for the Self

Begin with a song.

Discuss/Share

Note to Educator: As always when you ask questions, be mindful of the pacing. Allow several young adults to answer the question when they are eager to do so, then continue.

➤ Ask:

- Do you think most people love themselves? Why or why not?
- What do you think makes it hard for some people to love themselves?
- What types of experiences make us feel not loved?
- What types of experiences make us feel loved?
- What types of experiences make it easy to love ourselves?
- What would the world be like if everyone loved themselves?

Share the Reflection Points:

- ◆ Self-love is not selfish; you cannot truly love another until you know how to love yourself.
- ◆ If you are gentle with yourself, you can be gentle with others. If you are harsh with yourself, your harshness will spill onto others.
- ◆ When you care for yourself, you will naturally be able to care for others.
- ◆ To love yourself is to know you are naturally good.
- ◆ To love yourself is to accept yourself unconditionally.



- ◆ To love yourself is to understand you don't need to be perfect to be good.
- ◆ A flower does not think of competing with the flower next to it. It just blooms.

Activity

Step 1. Divide the class into small groups and ask them to pick one or more of the Love and Caring Reflection Points listed for this lesson.

Step 2. Ask them to discuss the points they have chosen and present a two to three-minute presentation from their small group about why that/those reflection points are true or not true and how to bring more love and caring into daily life.

Step 3. Invite each group to give their presentation.

Step 4. If there is time, invite each group to make and decorate a slogan and display it.

Close with the following relaxation/focusing exercise. Please read it slowly and play relaxation music, if possible.

Lovingly Accepting the Self Relaxation/Focusing Exercise

"Let the body be relaxed and still. Let go of thoughts about the world outside, and slow down within.....Allow yourself to be in the present, focusing on this moment in time Let the mind be still, and slowly absorb waves of peace.....Imagine being outdoors in a world where everyone is kind and caring..... Imagine a garden or a meadow . . . or an ocean or river . . . whatever you wish.....And in the picture of your mind imagine a world where everyone knows they are love . . . and are loved . . . and are capable.....Breathe in slowly and relax. . . . Let a light of love surround you..... Each child comes into the world with love and beauty Sometimes people around us forget to remind us of our love and beauty because they are stressed . . . or busy . . . or mean . . . or have too many burdens Or maybe they just don't have enough love inside themselves to let others know they are gorgeous and worthy of love I may not like what others do, but for now I let that goand I go into the truth that I have love at my core. . . . (Please pause for at least eight seconds.) Allow



yourself to breathe in love.....Allow yourself to know that you are good . . . you are worthy of love. . . . Lovingly accept the selfyour positive qualities . . . and even your negative emotionsAccept yourself exactly as you are Breathe in that loving acceptance of the selfEach person comes into the world to bring a special gift of his or her qualities . . . and his or her talents. . . . Be still..... quiet within . . . focused . . . and enjoy feeling full of love and peace..... As you begin to bring your attention back to this placeallow yourself to feel loving acceptance of yourselfWiggle your toes and move your shouldersand bring your attention fully back to this place, fresh and alert.”

LOVE LESSON 5

Dealing with Anxiety

Begin with a song.

Discuss/Share

Share: A lot of people experience anxiety. When we think of love and caring, we usually think that the opposite of love is hate. That is true. People can either love or hate something. But the opposite of fear is love.

➤ Ask:

- Describe anxiety to me. What does it feel like emotionally?
- What does it feel like physically?
- Any other answers?
- How does anxiety interfere with life?
- How does it interfere with thinking?
- Do people with anxiety worry?

Activity and Lesson Content

Step 1. Divide the class into small groups and ask them to make a list of the things which people their age have anxiety about.



Step 2. Ask them to go through the list as a small group and decide which ones they can do something about and which ones they cannot do anything about.

Step 3. Ask:

- Can you let go of the things you can't do anything about?
- If not: What is a thought you can think of that will counter/decrease your anxiety?

Step 4. ***Present Lesson Content on common ways to decrease anxiety.***

❖ Breathe and become present.

Take deep slow breaths and count from ten to one, visualizing yourself as a balloon with too much air with the excess pressure being released as you gradually count down. Let the pressure of fear go and turn the remaining air in the balloon into love. Love dissolves fear.

Invite them to practice this with you.

❖ *Make a list.*

Make a list of the practical things you need to do to make a task about which you have anxiety to be more manageable. Building a wall is done one brick at a time, one row at a time. Divide the task into manageable units. If the anxiety is great, make it ten minutes at a time and make the environment pleasant. Would music help you work? What positive thoughts would help?

❖ *Eat.*

Make sure you are not hungry when you are tackling a stressful task. Eat something healthy. Sugar will make your anxiety worse in 20 minutes.

❖ *Move.*

Dance for three minutes or do 50 jumping jacks and then do the task. While doing that, tell yourself: I can do this. I am good. I can do this. I am good.

❖ *Positively affirm you and your values.*

If you are feeling anxious about what someone thinks of you or has said about you, think of one of your favorite values. For example: I am one who believes in peace. What goes around, comes around. When I stay in my values, everything will be okay.

❖ Talk to a friend or a loving responsible adult if something is troubling you.



❖ *Communicate.*

In today's world, a lot of people are stressed, and when they are stressed, they put pressure on others. For example, sometimes people your age feel that parents or other adults put a lot of pressure on them to succeed. In response, people your age sometimes feel that they are not measuring up when they are not meeting those expectations and they feel they are not good enough. Sometimes when a parent is adding pressure, it may be useful to tell them how you are feeling and suggest a behavior that would be helpful. Example:

"Mom, it doesn't help me when you yell at me about studying. It would help me if you just gave me a hug and told me, 'I know you can do it.'"

➤ Ask:

- What other things might you say to a parent to point to a more helpful behavior than what they are doing?

Step 5. Ask them to come up with short skits about different situations people their age feel anxious about. Perhaps in the skit, one person voices an anxiety and two or three others help him or her deal with it by sharing a different perspective or breathing with them, etc., or one plays the young adults and another the parent.

Close with the following relaxation/focusing exercise.

Dissolving Stress with Love Relaxation/Focusing Exercise

"Be aware of your surroundings . . . be mindful of your emotions . . . and take in a deep breath of the light of love.....As you exhale, let any tension go out the bottoms of your feet.....Breathe in the light of love . . . breathe out any tension through the bottoms of your feet. . . . As you breathe in the light of love, let your muscles relax. . . . Sometimes we experience stress or tension or anxiety.....Be aware of where you hold that in your body Now breathe in the light of love . . . relaxing that area . . . and lovingly accept your emotions. . . . Perhaps that area has a dull gray light.....Accept that gray light and know that sometimes fear makes us doubt our ability or our worth. . . . Let the light of love begin to surround that area of gray and begin to dissolve the edges. . . . I am good . . . I am worthy of love I am worthy of respect . . . all will be wellI acknowledge my



goodness . . . and the vulnerability of myself . . . and all others. . . .
Each of us desires peace . . . and love..... and sometimes we are not
sensitive to our own needs . . . or the needs of others The light of
love surrounds all of me . . . and this area of gray and that area of
gray becomes smaller.....I lovingly accept my stress and my beauty.
. . . I now let the light of strength mix with the light of loveI am
capable to facing my challengeI have the strength to stay in the
present and enjoy doing one thing at a time..... I am loving, I am
strong, I am powerful . . . I am light. . . . Breathe in and now
gradually bring your attention back to this space, feeling light and
refreshed.”

LOVE LESSON 6

Advice to the Self

Begin with a song.

Discuss/Share

- ◆ Real love ensures kindness, caring, and understanding and removes jealous and controlling behaviors.
- ◆ Love is a catalyst for change, development, and achievement
- Ask:
 - What do you love in yourself?
 - How can people be loving or kind to the self?
 - How is your self-talk going?
 - What kinds of things can people say to themselves when they are discouraged to encourage themselves?
 - Is there anything you would recommend avoiding if you wanted to be loving to the self?

Activity

Write a short letter to yourself, saying what you appreciate about yourself and giving yourself your best advice.

– Based on a contribution by Marcia Maria Lins de Medeiros

Close with one of the relaxation/focusing exercises from the last two lessons.



Homework: Do loving good deeds at home for a week. Give your brothers or sisters an extra hug every day, spend ten minutes a day playing with a sibling, sew a tear in a torn stuffed animal, share your dessert, or _____?

LOVE LESSON 7

Widening the Circle of Compassion

Begin with a song.

Discuss/Share

The Reflection Points:

- ◆ Love is the principle which creates and sustains human relations with dignity and depth.
- ◆ Love means I can be kind, caring, and understanding.
- ◆ Love is viewing each one as more beautiful than the next.

Share Homework: Ask the young adults to share with the class the songs, poems, symbols, pictures and/or stories about widening a circle of compassion that they brought. There is time in the next lesson for sharing more of those.

➤ Ask:

- What would a place feel like if it always had a circle of compassion?
- What do you think about widening the circle of compassion in our school/at school/at our facility?
- What do you think are some things that could be done?
- What problems do you see that the value of love would take care of?
- Would you be willing to try an experiment for a week?

Accepting Environment Experiment: Tell the students that you would like them to experiment with something – to create the feeling of a circle of compassion at school. It might be in the form of maintaining good wishes for everyone. Or, of simply accepting everyone.



Activity

Ask them if they would be willing to create a completely accepting environment at school; to be aware of others and create an atmosphere where everyone feels they belong. Ask what they can do to create such an environment. They may suggest being sensitive or helping others, being mindful of words or using positive or encouraging words with everyone. Encourage them to express their ideas on how to achieve this.

Ask:

- Do you want to try this just in our classroom and with those of us in this class or would you like to experiment with this with everyone in the school?

Make a plan.

End the lesson with the following Relaxation/Focusing Exercise. You may wish to say, “Many people around the world live in difficult circumstances. The new relaxation/focusing exercise is one in which we send love.”

Sending Love Relaxation/Focusing Exercise

“Allow yourself to be aware of how you are feeling at this present moment. Be aware of your breath and any tension in your muscles. Let yourself be surrounded by the light of peace. Breathe in the light of peace and relax. . . . Breathe out any tension. Breathe in the light of peace and let that peace sink into your muscles..... You are a peaceful and powerful light . . . full of love..... Be a star of peace for a few minutes and send love to people all over the world. Let the self be full of loving energy We can all send love and peace any time we want Concentrate on increasing the experience of the light of love . . . let the self relax more..... As you relax, that love will automatically extend to people all over the world..... Let the body relax more. . . . Take in more love. . . . You are focused you are contributing to a better world. . . . Let the mind be still Now, move your shoulders, wiggle your toes and bring your awareness back to your surroundings.”



LOVE LESSON 8

Listening with Love

Begin with a song.

Share Homework: Ask the young adults to share with the class the symbols, poems, songs, news articles and/or stories about widening a circle of compassion that they brought.

Discuss/Share

➤ Ask:

- How is the experiment going?
- What is going well?
- What do you like about it?
- Have you noticed a difference?
- Is there something that someone did that really stood out for you?
- Is anything difficult?
- If there are difficulties, ask: What might help with that challenge?

Discuss and problem solve regarding any difficulties.

Note to Educator: If someone complains that she or he does not want to be “best friends” with someone else, the following statement is appropriate: “Accepting, or having good wishes does not mean that everyone has to be your best friend. They can stay acquaintances. It means you are not rude or rejecting on the outside, and have clear or positive feelings for them on the inside. A simple smile, a hello, or a nod, and good feelings communicated through the eyes – wow – that alone would create a great, and accepting, atmosphere.”

Activity

Step 1. Mention to the students that in an earlier lesson, they practiced listening. Today, you want them to think of a time someone really listened to them. Ask if anyone would like to share a story about a time when someone really listened to them.



Step 2. Ask the students to form groups of three with others they do not know very well. One student is to share something she enjoyed doing when she was younger, or something that interested her. The other two students are to listen. They then exchange roles, giving each person a chance to share.

Step 3. Invite each person to share one or two qualities, values or virtues they observed in the person to whom they listened.

Close with a relaxation/focusing exercise of your choice or play a song and move with the music.

Homework: Listen to someone in your family and stay full of love as you listen. Listen to an adult one day and to a sister or brother another day. Listen to a friend.

– *Contributed by Marcia Maria Lins de Medeiros*

LOVE LESSON 9

Conflict Resolution and Love

Begin with a song.

Discuss the “Accepting Environment Experiment.”

➤ Ask:

- How did it feel?
- Was it easy to maintain good wishes?
- What helped?
- Are you happy with the results?
- Would you like to continue the experiment for another couple weeks?
- Are there any changes you would like to make? If so, what?

Discuss the ideas, and make a plan as a group. Try for consensus.

Activity

Step 1. Invite the students to form small groups of five or six and to make up three Situation Cards about current or imagined conflicts.

Step 2. Ask one of the groups to role play the situation using the conflict resolution skills in the Peace 1 unit.



Step 3. At the end of their conflict resolution role play, ask them to think about the value of love and come up with a loving action that would have stopped the conflict at an earlier stage or prevented it altogether.

Step 4. Ask all the groups to create a short skit about a conflict relevant at school or in the neighborhood. Ask them to introduce a “freeze-and-replay” element into the skit – in which the actors return to the actions and words in the play when the conflict started and when a loving attitude would have affected the outcome. They are then to inject that loving attitude into the replay.

Step 5. Invite each group to perform their skit for the class.

If another problem arises the next day or week, ask them to have a “replay.” Ask, “What was the starting point of the conflict? How will a loving attitude change the outcome?”

Close with the Lovingly Accepting the Self Relaxation/Focusing Exercise.

LOVE LESSON 10

Love is Kindness – and Social Media and Suicide Link

Begin with a song.

Discuss/Share

Discuss the following Reflection Point: Love is caring, love is sharing.

➤ Ask:

- What helps people feel cared about in our classroom?
- What helps people feel included or that they belong?
- How do you think people feel when they feel left out?
- How does it feel when everyone in the class is valued and safe?
- Is there anything you would like to suggest that would make our classroom a kinder place? (Follow-up on their ideas as appropriate.)
- What are kind things we could do in our school, in the community or at home?



- What percentage of the time do you see kindness in social media postings?
- What do you see that you feel is harmful?

Inform: “In recent years, the numbers of young people being depressed has increased. Suicide rates for young people eleven years old and older have also increased. Some of this is attributed to negative attacks on social media. Suicide is always a tragedy and is never ever an answer.

Love and kindness are essential food for all human beings. Being a teenager or a young adult is hard already, as at this age people are trying to figure out who they are and self-doubt is common. I think it is really, really important to support each other and be kind.”

➤ Ask:

- Your comments, thoughts?
- Have you or a close friend been affected by meanness on social media?
- How do you recover from that?
- What kindness guidelines would you like everyone to use on social media?” (Actively listen to their experiences and allow them to discuss what is currently happening locally.)
- What would you advise others your age to do when they are reacting to something mean that someone did and are tempted to respond with meanness?

Activity

Social Media Guidelines: Invite the students to form small groups and discuss what kindness guidelines they recommend for young adults. Invite them to create posters and present their creation to the class.

Close with a relaxation/focusing exercise.

LOVE LESSON 11

Trust, Friendship and Helping Those with Suicidal Thoughts

Begin with a song.



Discuss/Share

Talk about the following Reflection Points:

- ◆ Love is being a trustworthy friend.
- ◆ Love for others means I want what is good for them.

Lesson Content

Comment: In our last lesson we spoke a little about the fact that many young people struggle with depression and that suicide rates are increasing even for children as young as eleven. Attempting suicide can be a cry for help or an effort to get intense emotional pain to stop. Love and emotional support from friends is incredibly important. Suicide is never the answer.

- Ask the following questions, actively listening and validating as appropriate.
 - Do you know someone who has committed suicide?
 - *If the answer is yes:* Is there anything you wish you had said to them? (List their replies on the board.)
 - What would you like to say to any young person thinking about suicide? (List their replies on the board.)
 - When someone is considering killing themselves, what kinds of things might they say to others?
 - What would you like to tell them?
 - I'm going to say the things that we have listed on the board. Thumbs up if you think this would help you feel better. (Read the list created during the second question and/or third question above.)
 - What else can we do to help when someone is thinking of hurting themselves?

Allow them time to really talk about any concerns. Depending on the situation, friends can also apply the methods discussed earlier – listening, good wishes, identifying their good qualities. Other things to do to help follow.

- ❖ Listen to their concerns and offer loving support.
- ❖ Tell them they are valued and loved.



- ❖ Tell them you will support them through this and things will get better.
- ❖ Give them hope. Let them know that they can feel very differently about things soon.

Activity

- Ask them to draw a picture of what happens when people die. Allow them five to ten minutes to do so, calling time when almost all of them are finished.

Discuss/Share

- Ask:
 - What happens when people die? (If there are students of different religions in the room, listen respectfully to those of each religion.)

Comment: “In some traditions, the body of the person is buried, in other traditions the body is cremated.” (Add what happens in other traditions if there are different rites that have been mentioned.) “So that is what happens with the body.”

- Ask:
 - Is there another part of the human being? (Even children of eight will say yes, there is a spirit or a soul. Accept whatever term they say and use it in the rest of the discussion.)
 - What happens to the spirit/soul? (Accept all answers with respect.)
 - Which part of the human being feels emotions, the body or the spirit/soul?

Lesson Content Comment: “Yes, it is the spirit/soul that feels. **If someone kills themselves, they won’t feel better, they will feel the same way.** So, it is very, very important to live. People’s view of what is happening changes. It is very important for people to know that things can and will change, and they will feel better again. It is also important for people to know that you love them and they are important.”



Share Information: Some students have a common misperception that part of being trustworthy is to hide information from adults when a friend is in serious trouble. Friends who are trustworthy also want what is good for their friends. That means if a friend is in serious trouble, one should take action to help. This would mean contacting a responsible adult if suicide is a concern or if the person has a plan for killing themselves.

➤ Ask:

- Who could you tell or call for help? (Help them come up with a few appropriate people they could contact. This may include their parent, the parent of the friend, a teacher, a school counselor or psychologist, the local emergency number or . . . ?

❖ Don't be sworn to secrecy – confidentiality doesn't ever apply to suicide.

➤ Ask:

- How would you feel if you didn't reach out for help and your friend killed him or herself?
- ❖ Stay with the person if you consider the risk of suicide to be high or try to arrange that someone to be with them while they get through the immediate crises.

Creative Activity

Instruct the students to form small groups of five to eight and create a song or poem about the importance of living.

Close with a relaxation/focusing exercise.

LOVE LESSON 12

Appreciating the Self

Begin with a song.

Discuss/Share

Ask, actively listening as appropriate.

- Is love the natural nature of children?



- Is love your natural nature?
- What do you think makes some people hardened, not able to feel their love?
- What would our behavior be like if we experienced love in our minds all the time?
- If you could feel any way you wanted to any time you wanted to, what value or feeling would you like to feel?
- What kinds of things can you do that create those feelings?
- What kinds of things can you say to yourself to help you feel this way?

Share a Story

Read the short story or ask the students to read “Ginger Beer” by Louise Johnstone. This is a story about being belittled, forgiveness and appreciation of the self. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools/Young Adults/Download Free Stories.

Small Group Activity

Step 1. Invite students to discuss any of the questions in small groups of four or five, making a list of thoughts and a list of actions that promote the feeling of staying valued and full of love – or another feeling or value they would like to feel.

Step 2. Ask each person to write a sentence of appreciation about each other person in the small group, noting a positive quality, action or value. Each person is also to write two sentences of appreciation for the self. This can be on one piece of paper or on small slips of paper.

Step 3. If there is time, paint an abstract picture of feeling valued and full of love on one part of a sheet, and feeling inadequate or angry on another part.

Close with a relaxation/focusing exercise of their choice. Ask them if they would like to experiment with a relaxation/focusing exercise on forgiveness. This can be found in the Appendix.



LOVE LESSON 13

Understanding and Managing Depression

Begin with a song.

Lesson Content

Share: We human beings are interesting. We all need to be loved. Sometimes people of all ages feel sad because they don't feel they are loved or respected. We all like to be loved and respected and we all like to be successful. Yes?

When people feel sad or low for a few weeks and don't feel like they want to do their usual activities in life, that is what is usually called being depressed.

Depression is a major concern around the world, affecting about 300 million people at a time, according to the World Health Organization. There are mild, moderate and severe degrees of depression.

"The Diagnostic and Statistical Manual of Mental Disorders (DSM-V) defines a **major depressive episode** as at least two weeks of a depressed mood or loss of interest or pleasure in almost all activities, as well as at least five other symptoms, such as:

- Sleep issues on an almost daily basis (either difficulty sleeping or sleeping too much)
- Changes in appetite and weight (change of more than 5 percent body weight in a month) or a decrease or increase in appetite nearly every day
- Decreased energy or fatigue almost every day
- Difficulty concentrating, making decisions, and thinking clearly
- Psychomotor agitation or retardation that is observable by others (slow physical movements or unintentional or purposeless motions)
- Recurrent thoughts of death or [suicide](#), a suicide attempt, or a specific plan for suicide"

To be considered a major depressive disorder, "the symptoms must cause significant distress or impairment in a person's social, occupational, or educational functioning. There's no single cause of depression, according to research. It can be the result of brain



chemistry, hormones, and genetics, as well as life experiences and physical health.

‘A great deal of mental health conditions are both preventable and treatable, especially if people start looking after their mental health at an early age.’” (Mr. Guterres)

Source: <https://www.verywellmind.com/depression-statistics-everyone-should-know-4159056>

Share a Story

Read “Can I catch it like a cold? coping with a parent’s depression” by the Centre for Addiction and Mental Health. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Children Ages 8-14 / Download Free Stories / Happiness 8-14.

Discuss/Share

Invite the students to discuss the story, ask any questions and share whatever they wish. Actively listen and validate as appropriate.

Share: We all feel sad sometimes. Sometimes we are reacting to something someone said that was mean, or feel sad about a friend moving away or another loss. That is completely normal. But to have a persistent feeling of sadness and feel down for a couple of weeks at a time, to the extent that it is causing a change in sleep and an inability to think clearly and not wanting to do anything is considered depression.

Usually people who tend to get depressed have a negative view of themselves, others or the world. So, one of the things we can do, and are doing during these lessons, is to develop an ability to see our own qualities, values and strengths.

➤ Ask:

- We all feel sad sometimes. Yes?
- How can we make ourselves feel better when we are sad?

(Reinforce concepts learned/presented previously, such as talking to



the self in an encouraging and kind way, knowing that you are lovable and capable, talking with a friend, doing relaxation/focusing exercises and surrounding yourself with love, telling a safe adult about the difficulty, eating healthy foods, etc. Please write them down on the board, repeating each suggestion as it is written.)

- ❖ Daily exercise also helps. 30 minutes of walking a day helps the neurotransmitters in the brain rebalance when they get out of balance with negative thinking or too much sugar.
- ❖ Eating healthy foods is a wonderful way to avoid getting depressed. Refined sugars rob your body of needed B vitamins.
- ❖ Another thing we can do when we are feeling sad is to lovingly accept our emotions. When we accept what we are feeling, we are accepting the self. It is important to love the self and to accept the self.

➤ Ask:

- When you are feeling sad, what have others done that help?
- Do you have any other ideas about how friends or family could help when you or someone else is depressed?
- What doesn't help?
- Do you like to receive a friendly smile?
- Would you like a friend to listen to you if you wanted to talk?
- If you don't want to talk, do you want them to tell you that you must talk? (No)
- Would you sometimes like a hug from a special friend?
- Would you want people to include you and just act normal around you?
- Is there anything else you would like people to do or not to do?

Activity

Ask the students to write a journal entry, essay or poem on "When I am feeling sad, it helps me feel better to . . ." Invite those who wish to share their poems, or a few ideas from their journal or essay. Play some relaxing music and close with the relaxation/focusing exercise below. You may wish to play this special healing music



published by ZenLifeRelax on YouTube. It is a Solfeggio frequency of 528Hz. <https://www.youtube.com/watch?v=tnKBUDVh02s>

Taking Care of Me Relaxation/Focusing Exercise

“Let the body be relaxed and still. Slow down within Breathe in deeply . . . and as you exhale, begin to relax..... Be aware of how you are feeling. . . . Breathe in deeply. . . and relax as you exhaleAre your arms tight or your chest?Is there a feeling of sadness or hurt inside?..... Allow yourself to feel where you are holding emotion in your body . . . perhaps in your throat . . . perhaps in your chest . . . perhaps in your stomach . . . perhaps in your gutBreathe in deeply . . . and exhale slowly. . . . Lovingly accept your emotions. . . . Be in the present . . . and lovingly accept how you feelPay attention to that feeling . . . accept it with love and it will quiet down a little..... Surround your sadness or hurt with the light of love. . . . Visualize the light of love surrounding that pain.....and feel that love. . . . Breathe in . . . and relax as you breathe out..... Let the mind be still . . . and absorb the light of love Perhaps that area of pain is getting smaller as you absorb the light of love Feel that light of love. . . . You are lovable and capable.....Breathe in slowly and relax. . . . Know you are lovable and capable Allow yourself to breathe in love Think for a moment of what quality or value would help you now Imagine that quality or value taking the form of a jewel and let that jewel appear in front of you It may be a jewel of love . . . or courage . . . compassion for yourself..... or others . . . patience . . . or fearlessness. . . . You are a beautiful jewel You have the courage to be kind to yourself . . . and to live your truth. . . . Be still . . . quiet within . . . focused.....absorb the light of love and peace. . . . Gradually begin to bring your attention back to this place . . . Wiggle your toes and move your legsand bring your attention fully back to this place.”

Close with a nurturing song of peace or love and invite everyone to stand up and move around the room with the song.

Note to Educator: An Additional Lesson on Depression and/or Suicide



If some of the students are concerned about depressed parents or friends, or the suicide of someone they know, perhaps take another period to allow them to draw a picture of what happened, discuss it, and ask any questions. You will need to lovingly and sincerely active listen to and/or validate their comments. Creating a safe and understanding space for them to share is important.

Share: “It is very important for people to know that they are important, they are good, they are special to you, they are loved – and that it is very, very, very, very important to not kill themselves. If anyone ever tells you that they want to kill themselves, please tell them how important they are, and ask them to promise not to kill themselves. Promise them that things will get better.”

Also, it is essential to tell a responsible adult so they can get help.”

➤ Ask:

- Can we change things for the better if we are alive? (Yes)

Promise them that you will work with them with whatever the concern is to make it better. Know what resources are available and ask the school or organization for help from the school counselor, psychologist or social worker if needed – or an outside organization.

Expressive Activity: Invite them to paint their feelings. Allow them to share their artistic creations.

Close with the Taking Care of Myself When I Feel Sad Relaxation/Focusing Exercise.

LOVE LESSON 14

Dating Violence

Begin with a song.

Lesson Content

Inform: Today our topic is dating violence. Very, very unfortunately young people from 12 to 19 years of age experience the highest rates of rape and sexual assault. Dating violence may be emotional, physical, sexual or stalking. Many adolescent girls are subjected to



physical, emotional or verbal abuse from a dating partner.¹ Dating violence is always wrong.

Let's read a story and then we can discuss it.

Share a Story: A Wolf in Sheep's Clothing

Read this short story or ask the students to read on line "A Wolf in Sheep's Clothing" by Kristine Elias. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools/Young Adults/Download Free Stories Or, read "Real Men Do Not Hit" by Beatriz Moncó.

Discuss/Share

Allow them to share and actively listen and validate as appropriate. Ask:

- Would anyone like to comment about the story?
- Do you know someone who has been subjected to physical, emotional or verbal abuse from a dating partner?
- Would anyone like to share?

Lesson Content

Inform: There is usually a pattern in abusive relationships. Initially, the abuser is very nice. The first warning sign is that the abuser attempts to control the social activities of the victim. Beware if someone you are dating tries to control who you talk to and tries to keep you away from your friends. They may even try to get you to not like your friends by saying bad things about them.

Step One of the three-step abuse cycle: Tension builds. The abuser may call names or threaten violence. The victim may try to get the abuser in a good mood by avoiding the situation where the abuser gets upset.

Step Two of the three-part abuse cycle: Abuse. The tension grows and the abuser explodes with verbal and/or physical violence.

¹ <http://www.futureswithoutviolence.org>



Usually the abuser blames the victim, making it sound like it is her or his fault. “If you hadn’t done_____, I wouldn’t have_____.”

Step Three of the three-part abuse cycle: Honeymoon Phase. The abuser excuses his own behavior, sometimes apologies and often says it won’t happen again. He/she is usually extra nice and wants to be close. The steps then repeat.

Discuss/Share

Comment: Abuse is always wrong. The abuser tries to fool the victim into thinking that he or she is to blame. For example, “If you hadn’t talked to him, I wouldn’t have hit you.” You have the right to speak to anyone. No one has the right to hit you.

Let’s look at some Love and Caring Reflection Points.

- ◆ Love is the principle which creates and sustains human relations with dignity and depth.
- ◆ Love means I can be kind, caring, and understanding.
- ◆ Love is the basis for a belief in equality and goodwill toward all.
- ◆ When we feel strong inside, it’s easy to be loving.
- ◆ Real love ensures kindness, caring, and understanding and removes jealous and controlling behaviors.

➤ Ask:

- Comments? Questions? Thoughts?
- What is the first warning sign of an abuser?
- What are the three stages or steps of the abuse cycle?
- What would you like to tell all abusers?
- If you are in a relationship with an abuser how would you be able to exit safely?
- Where are safe places to go when you want to protect yourself from an abuser?

Activity

Step 1. Divide the class into small groups and ask each group to create a skit based on some the things happening locally, and role play what things they can do to avoid being trapped in a relationship with an abuser. Inform them that it is important to recognize the



warning signs of an abuser and to leave the relationship as soon as possible.

Step 2. Invite each group to act out their skit/drama.

Step 3. Invite them to share their feelings.

Close with a relaxation/focusing exercise.

LOVE LESSON 15 – Optional

Trust, Friendship and Drinking and Driving

Note to Educator: This lesson may or may not be relevant to the culture or circumstances of the young adults with whom you are working.

Begin with a song.

Discuss/Share

The following Reflection Points:

- ◆ Love is being a trustworthy friend.
- ◆ Love for others means I want what is good for them.
 - Ask:
 - What do you want in a friend?
 - What makes a friend trustworthy?
 - What makes us think we cannot trust someone?
 - How do you show you are a trustworthy friend yet still do what is good for others?

Share: “Friends don’t let friends drink and drive” incorporates the above two points. (Or, use an example that is relevant to your situation.)

- Ask:
 - Is part of trust helping your friend make good choices and helping them get the help needed when he or she is in danger?
 - What can happen when friends drink and drive?



Share a Story – Choices

Read the short story or ask the students to read “Choices” on line by Makaila Fenwick. A true story about drinking and driving, Makaila’s friend is killed. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools/Young Adults/Download Free Stories

➤ Ask:

- How would you feel if a friend died?

➤ *Comment:* Each one of you is very, very important. Your lives are precious. Take care of yourselves.

Note to Educator: If the young adults have known someone that has died because of someone being under the influence of alcohol or drugs and want to discuss it extensively, allow them to do so. Stay steady and actively listen.

Activity

Invite them to form small groups and make slogans to post. Or, perhaps a group would like to make a card or send a letter to the parents of one of the young people that was killed.

Close with a relaxation/focusing exercise.

LOVE LESSON 16 – Optional Love Never Includes Abuse

Begin with a song.

Share a Story

Read the short story about abuse that you are familiar with or read or ask the students to read on line “Real Men Do Not Hit” by Beatriz Moncó. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Young Adults / Download Free Stories



Discuss/Share

➤ Ask:

- Why is domestic violence always wrong?
- How would you feel if your partner hit you?
- In an ideal world, how would you like all families to show their love to their partners and children?
- Would abuse of children exist in such a world?
- Is abuse of children ever right? There is a correct answer for this question: No. Abuse of children is never right.
- What types of abuse are there? (Yes, physical abuse like beating a child, sexual abuse, and emotional abuse.)
- What are the danger signals of a toxic relationship?
- What boundaries can you set when someone is behaving badly?
- Is each of you worthy of real love? (There is a correct answer to this question – “yes.” If they say “no,” discuss why or why not, but tell them each one is worthy of real love.)
- What does real love look like? How would a parent give real love?
- How would a boyfriend/girlfriend, husband/wife give real love?
- How can you give real love to others?
- How can you give real love to yourself?

Activity

Step 1. Form small groups and ask the students to generate several examples of inappropriate, toxic or abusive behavior they have encountered. They are to prepare a skit/drama of one of those situations and how it usually proceeds, then call a stop and re-play, enacting a protective strategy such as setting boundaries or another action to stay safe.

Step 2. Ask each group to present their skit/drama. After each skit, lead the applause. Then ask the audience if they have other ideas of other boundaries to set or other strategies.

Step 3. If there is time, ask all of them to enact another situation, doing steps 1 and 2 again.

Close with a relaxation/focusing exercise of their choice.



LOVE LESSON 17

Loving Relationships

Begin with a song.

Discuss/Share

Discuss the Reflection Point:

- ◆ Love is the principle which creates and sustains human relations with dignity and depth.
- Ask:
 - Think about the people you love and that love you for a few moments How do the people you love show they love you?
 - People in different roles in the family often show their love different to different people. How do(can) different people in the family show love?
 - How would you like to show love to your children if you were a parent?
 - How can you show love to your family?
 - What are the common ways we show love in all loving relationships?
 - What are the effects at home of doing loving deeds during the week?
 - What interferes with loving relationships? Does blame interfere? What else?
 - Do put-downs help or hinder?
 - Do constant corrections help or hinder?
 - What helps?
 - What else helps?
 - What are you grateful for?

Lesson Input

Research by Dr. John Gottman shows happy couples have five times as many positive interactions as negative interactions. When there are more negative interactions than positive, divorce is usually the result. This message is true for all relationships. Relationships thrive with positivity and become bitter, sad or full of anger with frequent



negativity. The message: be positive, spend time with each other, tell each other what you appreciate.

If those you are in a relationship with are negative, then let's talk some more about how to limit that and keep safe. Comments or questions anyone? (Allow them time to share and discuss and explore boundaries and options. Actively listen and validate as appropriate.)

Activity

Step 1. Ask them to list ten things they are grateful for in life, including in their family. Begin each sentence with "I am grateful for"

Step 2. Ask them to reflect on very small positive actions they can do during the next week at home. What would a loving or caring thing be to do in your family? It might be simple things such as saying good morning if they are not already saying good morning, it might be helping make dinner or helping with something else.

Step 3. Write a card or a note of appreciation to someone you love.

Close with a relaxation/focusing exercise.

LOVE LESSON 18

How would love effect the Sustainable Development Goals?

Begin with a song.

Lesson Content



Activity

Step 1. Invite the students to form the same groups they were with during Lesson 17 in the Respect I unit on SDGs.

Step 2. Ask them to explore the effect of love on the SDGs they have already looked at in terms of peace and respect. Would love make a difference? If everyone in one country had love for everyone else,



what policies would be different, for example, on hunger and poverty? Do any more SDGs need to be added?

[Goal 1: No Poverty](#)

[Goal 2: Zero Hunger](#)

[Goal 3: Good Health and Well-being](#)

[Goal 4: Quality Education](#)

[Goal 5: Gender Equality](#)

[Goal 6: Clean Water and Sanitation](#)

[Goal 7: Affordable and Clean Energy](#)

[Goal 8: Decent Work and Economic Growth](#)

[Goal 9: Industry, Innovation and Infrastructure](#)

[Goal 10: Reduced Inequality](#)

[Goal 11: Sustainable Cities and Communities](#)

[Goal 12: Responsible Consumption and Production](#)

Step 3. Ask them to write specific ways holding the value of love and caring would affect the SDGs on which their group is focused and write those on green Love Leaves. Step 4. Invite them to create a song or poem about love and the fulfillment of one of the SDGs. They may wish to contrast it with the lack of love and the current need. Step 5. Invite them to share their Love Leaves and creation with the entire group. Step 6. Invite the groups to attach their Love Leaves to the class artistic presentation of the SDGs.

Close with a relaxation/focusing exercise.

LOVE LESSON 19

If I could . . . Selfless and Self-fulfilling Love

Begin with a song and the Sending Love Relaxation/Focusing Exercise.

Discuss the Reflection Point:



- ◆ Love is not simply a desire, a passion, an intense feeling for one person or object, but a consciousness which is simultaneously selfless and self-fulfilling.
 - Ask:
 - If you could pick anything to do in the world, and there were no barriers to doing it, what would you like to do that would be selfless and self-fulfilling at the same time?
 - What kind of actions do you think might create those feelings?

Activity

Step 1. Invite the students to write a paragraph or two about their thoughts of doing something selfless and self-fulfilling in the world if there were no barriers of access or money.

Step 2. Invite the students to share their ideas. They could either share briefly to the entire class or in groups of eight to ten.

Step 3. Ask them to think of one thing they could do as a class that would generate benefit to others. The understanding is that when we are benefiting others, we create the feeling of being selflessness and self-fulfillment. Perhaps there is something they could do for a younger class or those in need. (Note: A real need in many schools and colleges is setting up a pantry with food items so that students can access food for themselves and their families.)

Step 4. Mention that when we do something selfless, it is also important to take care of the self. What things are they doing to take care of the self?

Close with a relaxation/focusing exercise of their choice.

LOVE LESSON 20

A Collage or a Skit/Drama

Begin with a song.



Activity Options

Option One: Allow students to work on the project they identified in the previous lesson.

Option Two: Divide the class in groups of ten to twelve and invite them to make skits/dramas of something they felt was important during this love and caring unit. It could be about preventing dating violence or a comedy about healthy and caring relationships. Invite them to share their skits. Are there groups that would benefit by seeing these skits/dramas?

Option Three: Ask students to write five sentences beginning with the words, “Love is” Use some of the shared symbols and pictures that they brought in earlier in the unit and those sentences to make a collage.

Option Four: While some of the students are arranging items for the collage on the board, others can design small cards on various qualities and values. Paint one side and write a sentence about the quality on the other side. Share them with your family and friends or on social media.

Close with a relaxation/focusing exercise of their choice.

Love and Caring Activities in Subject Areas

Language/Literature

Write a Love Reflection Point on the board every day for students to reflect on as they enter the room. Perhaps play a song on love during those few minutes. Discuss for a few minutes. Assign essays and continue to teach writing skills and develop vocabulary at the same time.

Literary Works

Invite students to think of characters in literary works they have been studying recently. What actions of the characters create a loving world, and what actions destroy?

Ask which of those characters they would like to join them in their world now, and why. Write a short essay on this topic.



Ask the students to bring in their favorite stories about people's love serving as inspiration to do something special. Allow them time to read a few passages.

Rainbow Flower

In Zimbabwe, Natalie Ncube's class of high school boys read the short story, Valentin Katayev's "Rainbow Flower." This story is about a girl who became lost and met an old woman. The old woman gave her a magic Rainbow Flower that could make any wish come true. The flower had seven petals, each allowing a wish. The girl wasted six of them and used the seventh, the last one, to cure a crippled boy.

Mrs. Ncube noted: "After the story had been read in class, the development of the girl's character was discussed. The pupils noticed that with the first six petals the girl's character deteriorated because of jealousy, envy, and unnecessary pride. Only when she was left with one petal, did she become more thoughtful and try to use the petal 'wisely.' While she was wishing for material things, she felt unhappy, dissatisfied and unfulfilled. When she saw the lame boy, many values emerged."

Follow-up Activities

- Class Debate: Do selfish desires bring satisfaction and happiness in life? What is selfish and what is taking care of the self?
- Draw a table of the negativities and virtues of the girl (or the central character in a story selected by the teacher).
- Homework: Write a story, "What I would do if I had the Rainbow Flower."
- Draw the Rainbow Flower and write your words on the petals.

Different Kinds of Love

Ask students to generate a list of different types of love (paternal, maternal, fraternal, romantic, platonic, universal love, love for



humanity, love for animals, love for nature, love for your country, etc.) Ask students to read short stories on at least three kinds of love and then write a couple of poems depicting at least two types of love.

Discuss the Reflection Point:

◆ Love can be for one's country, for a cherished aim, for truth, for justice, for ethics, for people, for nature.

Romantic versus Platonic Love

Relate "romantic love" and "platonic love" to works recently studied in literature, or refer to classics, or literature, or oral stories from the culture of the students.

If the teacher is comfortable, ask the students what they think the rules of platonic love should be now. What do they think the rules of romantic love should be? What should people never do? (This is an opportunity to confirm that any violence toward a boy or girl friend is wrong.) How old do they think people should be when they get married? (Students usually give answers older than one would expect!) What are the advantages of waiting to get married? (Students have more time for school; with a better education they can provide more for their families, etc.)

The Chaser

Read "The Chaser," Part One. Draw attention to the words: "Young people who need a love potion very seldom have five thousand dollars. If they had, they would not need a love potion." Ask: "What do these cynical words tell us about the old man's attitude towards love?"

Discuss: "Can money buy love?" "What is real love?"

Continue the discussion after playing the songs, "Can't Buy Me Love" by the Beatles and "As Long As You Love Me" by Back Street Boys.

To conclude the lesson, the undersigned teacher brought the attention of her young adult students to the words from Deepak Chopra's book *Ageless Body, Timeless Mind*: "Being unattached means that you are free from outside influences that overshadow your real self. This lesson isn't something our culture teaches. Most people



place higher value on being committed, excited, passionate, deeply involved and so forth, failing to realize that these qualities are not the opposite of non-attachment.

To be committed to a relationship, ultimately means having the love and understanding to let the other person be who they want to be. The paradox that is to get the most passion from life you must be able to stand back and be yourself. Finding your own freedom is necessary and it involves letting go of expectations, pre-conditioned outcome and egoistic point of view.”

– *Contributed by Natalie Ncube*

Love Is Letting Go of Fear

Ask the class to read a book about love. The teacher may want to read excerpts from Gerald Jampolski’s book, *Love Is Letting Go of Fear*. Debate one or more of the Love Reflection Points.

History/Social Studies

As the class reads about different cultures, the teacher can point out different ways of showing love. Have a discussion, asking students to point out how love is shown in different cultures.

The Principle of Love

Pose these questions to the class:

- What differences would there be in the world if all governments operated on the principle of love?
- How would the current government change in our country if everyone in the government operated from the principle of love for all?
- How would we change if we operated from the principle of love for all?
- There is the saying: There is enough for man’s need, but not for man’s greed. How would you create fairness for all?
- What are a few things we could do that would reflect this love and fairness for all?

Science: Love has played an interesting role in science. At times it has been one person’s love for another which motivated a person to



research a disease and find its cure. It has been humanity's lack of love which has led to the invention of horrible instruments of war. \

- Ask: What other examples of love and science can you think of?
- Is there a role for love in science?
- Do scientists have a moral responsibility for what they create? Why or why not?

Art - Slogans

Do the Imagining a World of Love exercise in Love Lesson 1, then ask: "Can art play a role in bringing the quality of love into the world?"

Create slogans about love and incorporate those words into a poster.

Stay in the feeling of love as you create the poster.

Do kind, loving things artistically. Examples: Make cards for your parents, grandparents, or friends; make a card for a friend who has moved or a child in the hospital; etc.

Mural

Tell the students that they get to make a quick, spontaneous mural as a group. Divide the class into teams of students. One team can be responsible for the sky, another for the ground and trees, another for buildings, another for animals and another for people. Play some music and do the Imagining a Loving World exercise again, inserting a little more dialogue on the beauty of the sky, meadows, trees, buildings, and animals. Tell them to pretend they are in that world while they are painting.

– Contributed by Diana Hsu

Museum

Visit your local museum or art gallery to look at paintings and sculptures that express the quality of love. Or, ask local artists to come to the class to show some of their work. Using clay or plaster make a model of a figure which expresses love.

– Contributed by Eleanor Viegas

Music

Learn songs about love for each and every person, including the self. Select your favorites. Visit an orphanage or hospital to share your songs. Study love songs from different decades. Do the messages and



sentiments differ decade to decade for romantic love? Do songs about love for humanity differ decade to decade?

Home Economic

Do one of your home-economic projects in your own home. For instance, cook a meal or prepare a dessert with lots of love. Surprise your parent(s) with it! Discuss the central role of love in the home. How can we maintain our level of love in order to be able to give?

Dance/Drama - Create a dance of universal love.

Lead the students through the above World of Love visualization exercise. Use the “replay” process as part of a drama.

*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.*



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.

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

Notes



Living Values™
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