



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children

Ages 8-14 - Unit 8 - Responsibility

For Educators, Parents and Principals Everywhere

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

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Living ValuesTM
Education

Activities for Children Ages 8-14 Book 1

Unit 8. Responsibility

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LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

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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.

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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



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SETTING THE CONTEXT

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

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

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

The Need for Values and Values Education

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

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world. As Aristotle said, "Educating the mind without educating the heart is no education at all."

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996.

The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

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

The aims are:

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

The Living Values Education Approach

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

Vision Statement

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

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

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection 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.
9. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

Exploring and Developing 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 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.



Unit Seven - Responsibility

Responsibility is a value important for society, and for the wellbeing, productivity and happiness of the individual. It allows young people to build good habits and relationships, and grow toward their potential. In this values unit, responsibility is looked at from different angles, from the serious to the ridiculous, in an attempt to engage students in seeing the relevance and benefit of this value for the self, others and the world – and how they can make a positive difference.

Please feel free to add to the list of **Reflections Points** your favorite sayings from different cultures, legends or admired individuals.

Continue to **play a song daily**. Play songs that touch on responsibility, perhaps ones from your cultural heritage. Older students respond well to Circle of Life by Elton John or Conviction of the Heart by Kenny Loggins.

Do one of the **Relaxation/Focusing** Exercises every day or every several days, as suitable for your class. The students may enjoy making up their own.

Responsibility Reflection Points

- ◆ If we want peace, we have the responsibility to be peaceful.
- ◆ If we want a clean world, we have the responsibility to care for nature.
- ◆ Responsibility is doing your share.
- ◆ Responsibility is accepting what is required and carrying out the task to the best of your ability.
- ◆ Responsibility is carrying out duties with integrity.
- ◆ When one is responsible, there is the contentment of having made a contribution.
- ◆ As a responsible person, I have something worthwhile to offer — so do others.
- ◆ A responsible person knows how to be fair, seeing that each gets a share.
- ◆ With rights there are responsibilities.
- ◆ Responsibility is not only something that obliges us, but also something that allows us to achieve what we wish.
- ◆ Each person can perceive his or her own world and look for the balance of rights and responsibilities.

- ◆ Global responsibility requires respect for all human beings.
- ◆ Responsibility is using our resources to generate a positive change.

Responsibility Goals and Objectives

◆ Goal: To feel good about being responsible.

Objectives:

- To enjoy being responsible during a trust walk.
- To enjoy songs that link responsibility to caring.
- To enjoy participating in a play about responsibility.
- To think about which value they wish to partner with responsibility to help others.

◆ Goal: To increase knowledge about responsibility. Objectives:

- To participate in discussions about the Responsibility Reflection Points and be able to talk about two or more of them.
- To make an “I Believe in . . .” booklet, exploring what they believe in, their rights, and their responsibilities.
- To explore the concept of “walking my talk.”
- To participate in a discussion about responsibility for the self.
- To think about how they are responsible for themselves in many different ways.
- To participate in Mind Mapping the consequences of responsibility and irresponsibility.
- To discuss their contribution to their family, and to make a card or poem for a parent or write a personal journal page on showing responsibility.
- To discuss global responsibility and how they can make a positive difference in their daily life.

◆ **Goal: To develop skills for responsibility and participate responsibly in projects.**

Objectives:

- ❑ To participate in a class responsibility project.
- ❑ To think about their goals as adults, and to develop at least two immediate, small, practical actions in relation to that goal.
- ❑ To participate in a class discussion on how to encourage the self to be more responsible when one has not been.
- ❑ To make an image of what they believe in, and to carry through on one new action toward that goal.

RESPONSIBILITY LESSON 1

Trust Walk – and Advice

Play a song as the students enter.

Introduce the unit on the value of responsibility by asking the students what responsibility means.

◆ **Activity**

Say, “Today, we will play with responsibility by having a trust walk.”

To do a trust walk, half the class wears blindfolds. One partner is responsible for carefully leading his or her blindfolded partner around, guiding physically as well as offering verbal information to manage uneven areas and to help the partner feel safe and comfortable.

Do this for 10 minutes, then reverse roles.

◆ Discuss/Share

Afterwards, give a few minutes for each pair to share their feelings with each other as the one trusting and the one responsible during the trust walk.

Ask the entire group:

- How did you feel when you felt your partner was responsible?
- How would you have felt if your partner were not responsible?
- Is there anything you would like everyone in the world to be responsible for? What might that be?

Group Story Game: Say, “Let’s do the group story game. Each person can say one, two or three sentences — no more — and then the next person continues the story. In this group story, I want you to make up something about a person or an entire community of people who are not responsible.” Ask one of the students to start. Allow them to continue to go around until everyone who wishes to do so has contributed to the story.

Then say, “The character (or the community) is now sleeping.”
Ask:

- What would you like to tell the character/people of the community? Please whisper to them what you think they need to know about responsibility.
- What other advice would you like to share so they get to know what they need to know?

“Well done! Now let’s know that they heard you all . . . and let’s continue with the story!” Lead the applause when they are done.

Close with a song or a relaxation/focusing exercise of their choice.

RESPONSIBILITY LESSON 2

Mind Mapping Responsibility and Irresponsibility

Begin with a song.

Discuss the following Reflection Points.

- ◆ Responsibility is doing your share.
- ◆ Responsibility is accepting what is required and carrying out the task to the best of your ability.
- ◆ As a responsible person, I have something worthwhile to offer — so do others.

◆ Mind Mapping Activity

“Today, let’s explore more differences between responsibility and irresponsibility through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Responsibility on the right side and Irresponsibility on the left side. If you are not familiar with Mind Mapping, you will find information in the Appendix (Item 1). Start with a branch for Self on the Responsibility side of the circle, asking them what happens when there is Responsibility in the Self and writing in brief their responses. Then ask them what happens when there is a lack of responsibility in the Self. The students are to supply all the answers. Also do branches for Families, Friends, Schools and the Neighborhood on both responsibility and irresponsibility.

One student can be adding drawings and emojis to both sides of the mind map as you facilitate to illustrate the consequences.

◆ Creative Activity

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

RESPONSIBILITY LESSON 3 for Ages 8 and 9 **Mini Plays of “Right” and “Wrong” Ways of Doing Things**

Educator Preparation: Kindly note that Step 1 asks for teachers to create mini plays which show “right” and “wrong” ways of doing things.

Begin with a song.

◆ Activity

Step 1: As teachers, create mini plays which show “right” and “wrong” ways of doing things. Prepare and act out two opposites. For example:

Eating Healthy Food versus Eating Junk Food

Coming to school on time versus Coming to school late

Going to bed on time versus Going to bed late.

Playing alone with an electronic game too much versus

Being and sharing with others.

(You may wish to include a responsible versus irresponsible teaching scenario as one of the mini plays!)

Step 2: Invite the children to view the play and choose the action they prefer.

Step 3: Enable the children to design and act out their own play.

Step 4: Let the children choose two or three they would like to share with the whole school in an assembly.

Reflection:

We all can make responsible choices.

What would you choose?

- *Contributed by Ioanna Vasileiadou and Velina Andreeva*

RESPONSIBILITY LESSON 3 for Ages 10 to 14
Responsibility Is “Walking My Talk”

Begin with a song.

◆ **Discuss/Share**

Ask:

- Do you believe in peace? What do you believe in? (Write peace and their other ideas on the board.)
- Do you believe in caring for the environment?
- Do you believe in loyalty?
- Do you believe in being a good friend? Why?
- Do you believe in being a good student? Why?

Say, “Responsibility means that you try your best to do what you believe in. Let’s look at some of the Reflection Points.”

Discuss:

- ◆ If we want peace, we have the responsibility to be peaceful.
- ◆ If we want a clean world, we have the responsibility to care for nature.
- ◆ Responsibility is carrying out duties with integrity.
- ◆ With rights there are responsibilities.

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

Concept: One responsibility we sometimes overlook is doing what we say. If we believe in certain principles or values, then what we do or how we act should support our beliefs and values. “For instance, if I believe in caring for the environment, but I throw the candy wrapper on the ground, then I am not ‘walking my talk.’

- Say, “Let’s consider one of these.” Make a separate heading for Caring for the Environment on the board. Ask: “If you believe in this, what type of behavior would you have? What would you do? . . . Good answers. Let’s consider another one.”

◆ Activity

Ask students to make an “I Believe in . . .” booklet. At the top of each page, write one sentence starting with “I believe in . . .” Down a few lines, write, “I want the right to . . .” Down a few lines, write “To have that right, my responsibilities are . . .” Each student is to complete each sentence.

Say, “Each of us can create our own life. We can claim many rights, but with those rights come responsibilities.” Ask students to share one or more of their “I believe in . . .” statements.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 4

I Want Responsibility’s Partner Value to Be . . .

Begin with a song.

◆ Activity

Inform the students that they will be doing another trust walk today. This time two members of the team are to guide, only with

words, one student whose eyes are covered. Allow each student to take a turn with the blindfold for six minutes. Suggest that the more responsible the guides are, the more easily the blindfolded person will navigate the path. Are we using our best ability to give accurate directions?

Ask the students if they would like to partner the value of responsibility with another value for the trust walk. In addition to experiencing responsibility, would he or she like the directions to be given with love, with peace, with respect or with_____?

Allow each group to share their experiences in their group of three for a few minutes.

◆ Discuss/Share

With the entire group, ask:

- What was your experience?
- What did you learn?
- What value did you choose to partner with responsibility?
- If you could make the world anyway you wanted it to be, and in this world all people were responsible, what value would you want to use to partner with responsibility?

◆ *Please reflect for a moment:*

- What would happen if you wanted responsibility and love only for your family?
- What might happen if you wanted responsibility and love only for the people in your town or in your country?
- What might happen if you wanted responsibility and love for all of humanity?
- What would you pair with responsibility if you wanted all the children of the world to be able to reach their potential?

- Ask everyone to close their eyes and call out the values they feel are great partners to responsibility. When you have their list of partner values, choose the top few and allow them to form groups based on the one partner value.

◆ Activity

Ask each group to create a mind map with pictures, or a picture or poster of what that world would be like. Invite each group to share their creation with the class.

Close with a relaxation/focusing exercise of their choice.

RESPONSIBILITY LESSON 5

Responsibilities in the Home

Begin with a song.

◆ Discuss/Share

- What responsibilities do mothers have?
- What responsibilities do fathers have?
- What would happen if parents did not fulfill their responsibilities?
- What kind of parent would you like to be when you are an adult? What responsibilities will be important to you?
- What responsibilities do you have as a son or daughter?
- What contributions do you make to your family?
- What contributions do you feel proud of?
- Are there any other things you can think of that you could do to contribute to your family life?

Write the following Reflection Points on the board and discuss them with the students if you wish:

◆ Responsibility is accepting what is required and carrying out the task to the best of your ability.

◆ When one is responsible, there is the contentment of having made a contribution.

Note to Educator: The story, “TC Wants a Dog” by Ruth Liddle, may be a little young in tone for some of the older students. However, it is helpful in looking at how some young people don’t do their chores at home. If your students have this tendency, the story would be appropriate to share. The story can be found in the Appendix, Item 8. However, if your students tend to be very responsible in doing their chores, kindly skip the story. If the case is the latter and your students are older, you may wish to share “Rickshaw Girl”, listed at the end of this unit.

◆ Share a Story

If you are reading “TC Wants a Dog,” please say, “The first part of the story I am going to read you may remind you of something that goes on in countless homes around the world, perhaps even your own.”

Read the story and discuss it afterwards. Ask younger students how TC proved he was responsible to his mother.

◆ Ask:

Does this story remind you of you sometimes? How?

How does TC feel when he knew he should have taken care of his animals and he didn’t?

What are you responsible for at home?

What could you say to yourself to help you fulfill your responsibilities?

How do you show me, your teacher, you are responsible?

How do you show your parents you are responsible?

- Sometimes most of us occasionally don’t do things we know

we should do. How do you feel when you do not do something you think you should do?

- What kinds of things do you feel a little bad about if you don't do?
- Is there anything you feel very bad about?
- Is it important to feel bad? (Answer: Say, "Sometimes feeling bad is the way people know that it would be better to act in a different way. We all make mistakes sometimes. We are all human. But, feeling bad a lot does not help us do the positive things we really want to do.")

Say, "Feeling sad or ashamed about something is natural, but is not good to remain feeling like that. Instead:

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

◆ Activity Options

Eight to Ten Activity: Write the four steps on the board. Engage the students in using real situations to apply the four steps they would like to change. Then please ask those students who wish to share, kind things that one can say to the self.

Eleven to Fourteen Activity: Write the four steps on the board. Ask the students to write in their journal, applying the four steps to a situation they would like to change.

The teacher can ask the students to share, if they wish, kind things that one can say to the self.

Eight to Nine Activity: Invite the students to make a poem or write a card to their mother and/or father.

Ten to Fourteen Activity: Ask the students to reflect on the following questions and write a personal journal or a short essay on their reflections.

- What do you do that shows your mother you are responsible?
- What else could you do to show her your responsibility?
- What do you think might happen if you did that?
- What do you do that shows your father you are responsible?
- What else could you do to show him your responsibility?
- What do you think might happen if you did that?
- Is there anything you would like to be responsible for that would help your family?

Close with the Flowers of Respect Relaxation Exercise.

RESPONSIBILITY LESSON 6

Sharing Tasks

Begin with a song.

Say, “One basic definition of responsibility is doing your share. When you were little you may have heard a story about a hen who wanted to have bread, but did not have any wheat. So, she decided to plant some wheat. She asked someone to help, and he would not. At each step — when it came to watering the wheat, cutting it down, grinding the wheat, building a fire, and making the bread — she continued to ask people if they wanted to help. Each time, no one did. But, when it came to eating the bread, what happened? . . . That’s right — everyone wanted to eat it! And she said, ‘When I asked you to help me plant, water, and harvest, grind, and bake . . . you said no, no, no, no, and no. And so, I made it myself and I’ll eat it myself!’”

Say, “As humans, we are very fortunate – we can create things – we do create our world. To be responsible, we have to do our share of a task. So, what would you like to create? (Offer possible options in your setting. Offer something to do that is enjoyable.) Shall we start with a meal? Shall we start with a flower or vegetable garden?”

Ask students to choose, and then ask them to list materials needed and the tasks that need to be done. Suggest that teams accept responsibility for different tasks. For example, if you decide to make a Mexican or a Moroccan meal (because that is the cultural unit you are studying), one small group can work on decorations, another group on obtaining ingredients, etc.

◆ **Activity**

In addition to a class responsibility activity, create the opportunity for each student to take up a responsibility at school. Perhaps three pairs of students can be conflict resolution mediators at lunchtime for a week and another three pairs at recess. The next week, other students can take turns. Or, perhaps some students would like to tutor, etc. Ask the students about tasks they would like to be responsible for. Be open to talking about their experiences and helping them generate solutions to any problems.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 7

The Right to Education – and My Responsibility

Begin with a song.

◆ **Share a Story: Running Shoes**

Read “Running Shoes” by Frederick Lipp. 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 / Responsibility 8-14. It is a story about a girl who is determined to go to school.

◆ Discuss/Share

Discuss the story afterwards, noting that while almost all countries in the world have agreed that education is a right of all children, in some countries, poor children and girls are denied the right to go to school.

For older students, you may wish to mention Malala Yousafzai, who was a young girl when she was shot in 2012 for speaking out for the right of girls to attend school in Pakistan. Her story and that of Iqbal Masih are shared in the unit on Freedom.

◆ Ask:

- If education is a right, what is my responsibility?
- How do you feel when you fulfill your responsibilities as a student?
- How do you feel, and what are the consequences when you do not fulfill your responsibilities?

Note to Educator: The situation for students varies greatly around the world. For some, there is little access to education while others have unlimited access but little motivation. The concept of it being part of a young person's responsibility to make effort to be a good student is appropriate when there is access.

For those students an appropriate message is to study well and be an excellent student for then they can work as an adult at something they love doing.

Working hard as a teen and young adult usually enables one to earn more and provide well for themselves and their family.

Eleven to Fourteen Question: “If you study well in middle school and high school (secondary school) what will you be able to do?” (Perhaps go to university?)

◆ **Discuss the following**

Reflection Point:

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

◆ ***Eight to Nine Activity:***

Invite students to draw a picture of something they may wish to do when they are adults. Ask them to write two things they can do now that will help them to accomplish that goal. Help them make these actions specific, practical, and immediate – something they can do within the next day or two. They should be small, observable actions. In this way, students can see when they are making progress toward their goal.

◆ ***Ten to Fourteen Activity:***

Step 1. Ask each student to choose one subject he or she would like to improve in. On a scale of 1 to 10 – 10 being the highest mark – how do they rate themselves? Instruct the students to think about something they can do to improve in that subject to get nearer their goal. Their new behaviors should be specific, practical, and easily observable. In this way, students can see when they are making progress toward their goal.

Step 2. Invite the students to form small groups to share.

Step 3. Ask the students to write down three concrete things

they can do.

Step 4. In three days, ask students to share in groups of three to review their progress, and encourage students to continue working toward their goal.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 8

Global Responsibility and Making a Positive Difference

Begin with a song.

◆ Discuss the following Reflection Points:

- ◆ Global responsibility requires respect toward all human beings.
- ◆ Responsibility is using our resources to generate a positive change.
- ◆ A responsible person knows how to be fair, seeing that each gets a share.

◆ Ask:

- What would happen if everyone in the world respected all human beings?
- What do you think would happen if everyone was responsible and fair?
- If you could tell every person in the world that he or she had to be responsible, in what ways would you want people to be responsible?
- What would you want them to do?
- What would you want them not to do?
- What is our global responsibility?
- What is our societal responsibility?
- What is our moral responsibility?

Say, “Always know that you can make a positive difference. When we know that our actions affect others and are respectful, fair, kind and caring, we create safe and loving spaces for people. The more people do that the more we will create the world we want.

◆ Reflective Activity

Play some relaxation music and ask the students to reflect on the following statements and questions. Please give them time to reflect after each statement:

- ❖ Think of three people who are very important in the world.
- ❖ Think of three people who are famous.
- ❖ Now think of three people who are most important in your life. Who are they?
- ❖ It is not someone’s money, position or fame that make them the most important to you. What is it that makes those people important to you?
- ❖ What responsibilities have your three most important people taken up in your life that makes them so important?
- ❖ What other qualities or values do they have that makes them your most important people?
- ❖ Think about their qualities or values that empowers them to make a positive difference for others.
- ❖ Now please think about why you are so special to them.
- ❖ Who are you important to?
- ❖ How do you make a positive difference?

◆ Activity

Invite the students to form groups of three and share whatever they would like to share from the reflection. Then ask them to write about the qualities and values that empower people to make a positive difference in the world, and what would happen if everyone did that.

Close by playing some relaxation music and asking students to be in their relaxation/focusing silent space. Then ask those who wish to share to speak out one sentence, “We make a positive difference when_____.”

RESPONSIBILITY LESSON 9

My Responsibilities

Begin with a song.

◆ Discuss/Share

- What are you responsible for?
- Yes, all of you have responsibilities at home and school — and other things — but how are you responsible for yourself?
- You are responsible for breathing shallow breaths or deep breathes, aren't you?
- You are responsible for taking care of your body. How much do you exercise? How much food you eat?
- What else?
- Are you responsible for what you think?
- Are you responsible for what you say?
- Are you responsible for your actions?
- Are you responsible for your own feelings?
- Are you responsible for making good choices or bad choices?

Facilitate a conversation based on the above. You may wish to steer it in a direction where you know there is a need. For example, perhaps many of the students are overweight and not exercising, drinking sodas or eating too much sugar. This can lead to one group researching healthy food habits or foods to avoid or how to get more exercise.

It could lead to a discussion on emotions and how we are really responsible for our own feelings.

Perhaps contrast that with blaming others.

◆ Activity Options

Invite students to form small groups to discuss topics in which there was interest. They can research the topic, make a poster, and present their findings, thoughts and suggestions to the entire class. (You are likely to need more than one class for this.)

Or, ask students to make their own personal mind map of their responsibilities including the things they are responsible for. Ask them if there is anything they wish to refine or change. Ask: What thought about what you are doing would help all of this seem easy? An example of such a thought: I am growing in the direction I want.

Follow-up Activity: Is there a class project they would like to do? For example, perhaps they would like to improve their health with the Daily Mile. Many schools are allowing their students to do this. They benefit physically and socially. “The Daily Mile is a social activity, wherein the children run or jog – at their own pace – in the fresh air with friends. Children can occasionally walk to catch their breath, if necessary, but should aim to run or jog for the full 15 minutes.” (<https://thedailymile.co.uk/about/>)

Close with a relaxation/focusing exercise of their choice.

RESPONSIBILITY LESSON 10

Taking Responsibility Makes Me a Good Friend

Begin with a song.

Say, “To be responsible means that you are trustworthy.

We all want our family to be responsible for us. Parents are responsible for providing food and shelter — and love — and helping us grow up healthy and strong. What about a friend?"

◆ Discuss

- Do you feel a friend has the responsibility to be trustworthy?
- What does that mean? How does a trustworthy friend act? What do they do and not do?
- How do you feel when people do not do what they say they will do or are irresponsible? For example, they say they will meet you and then don't?
- How would you feel if a friend gossiped about you or let you down?
- How do you feel if someone is not responsible for their own feelings and blames you?
- How do you feel when your friend is trustworthy?
- What can we say to people when they are irresponsible or let us down?

◆ Activity

Ask the students to form groups of five. Each student in the group is to generate one situation in which he or she feels someone has let him or her down or has been irresponsible in some way and one situation in which he or she has been irresponsible or let someone down. They are to role play those situations, coming up with two solutions for each situation. Discuss the consequences of each. When students discuss real problems they are confronting, allow them to create Situation Cards and continue discussing, role playing, and generating positive, appropriate solutions.

Ask each group to make a slogan. Provide paper and paints and allow them to post them around the room.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 11

A Play

Begin with a song.

◆ Activity

Divide the students into groups of eight to ten and ask them to create a play demonstrating irresponsibility and/or responsibility. It can be a comedy or a drama. Allow them to share their skit/drama.

Close with a relaxation/focusing exercise.

RESPONSIBILITY

LESSON 12

I Believe

Begin with a song.

◆ Activity

Do the Peace Relaxation/Focusing Exercise with the students, and ask them to create an image of what they believe in. Below the image, each one is to write two new ways of being responsible or two things about responsibility that is most important, meaningful to them. Together make a collage on the wall.

Additional Responsibility Lessons and Activities

RESPONSIBILITY LESSON 13

A Program

Begin with a song.

Make plans in a group for a special program for other students or the school on what you have learned about two values.

Decide who will be responsible for each area of the program and carry it through. You may wish to include music, a play and your artistic creations.

RESPONSIBILITY LESSON 14

for Ages 11 - 4
Rickshaw Girl

Begin with a song.

Read the “Rickshaw Girl” by Mitali Perkins. 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 / Responsibility 12–14. A story about a girl in Bangladesh, it touches on Naima’s love and feelings of responsibility to help care for her family. Other themes in the story are poverty, gender inequality and the need for education. It is longer than most of the other stories on the site. Discuss the story with the students.

RESPONSIBILITY LESSON 15

for Ages 12 to 14
Would I like to be more committed?

Begin with a song.

◆ **Discuss the following Reflection Points:**

◆ Responsibility is carrying out duties with integrity.

◆ As a responsible person, I have something worthwhile to offer — so do others.

- Then, ask: As a person, what responsibilities do you have to others? To society?

Ask the students to make a list of all the responsible actions the class has been discussing during the unit on responsibility and to number each one. Ask each student to mark each act he or she believes in.

Then, ask each student to look at the list and circle the number if he or she does that action in an automatic way.

Compare the lists and see if you would like to be more committed in action to the things you believe in.

– *Contributed by Sabine Levy*

◆ **Activities: Community Project**

There may be a need in the class, school or community with which the students can help. Planting flowers or vegetables could be quite helpful to many. For example, LVE rural schools in South Africa created gardens. The produce grown went to grandparents who were caring for their school-aged grandchildren whose parents had died of AIDS.

*To those who have used these activities,
explored these Values ...*

“We would invite you to share with us your experience, both with yourself and those with whom you have shared. Can you tell us what you liked and what perhaps did not have the results you were expecting?”

We are continually updating and we hope improving how values can be un-covered and every suggestion – feedback we receive is carefully considered. Thank you“

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