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Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 5 – Simplicity and Caring for the Earth and Her Oceans - Part B

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.

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Education

**Living Values Education
Activities for Young Adults, Book 1
Unit 5. Simplicity and
Caring Our Earth and the Oceans**

Part B Activities 11 – 25

DEVELOPED AND WRITTEN BY

Diane G. Tillman

WITH ADDITIOANL 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

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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.

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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.

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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. 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.*

LIVING VALUES EDUCATION

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS

ACTIVITIES PART B (11-25)

Continues from Part A

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 11 Reducing Your Carbon Footprint

Play a song with lyrics about nature.

Lesson Content

To reduce your **carbon footprint** means you are reducing your negative effect on the Earth. While technically a carbon footprint means the sum of all emissions of carbon dioxide that humans create in the use of products, the real intent is to reduce the sum of all emissions of greenhouse gases.

In caring for the Earth and her oceans, we can not only decrease our use of products that create greenhouse gas emissions but we can



offset our carbon footprint by doing something “green” to negate the effect of the emissions.

Discuss/Share

➤ Ask:

- What would happen if everyone on Earth reduced their carbon footprint to zero by both reducing their use of products that create greenhouse gas emissions and doing something green?
- What are the things you can do to reduce your carbon footprint?

Activity Options

Option One: Ask the students to draw a large footprint on a piece of paper. Inside the footprint they are to write all the things that contribute to their carbon footprint. Ask them what things they think they can do to reduce their carbon footprint. For example, they can walk or bicycle more or not buy so many material things. They can repair or recycle their toys and other material things. They can also reduce their footprint by planting a tree or _____? Ask them to make another picture with another footprint that is smaller, writing all the things they can do to make that happen.

Option Two: Each individual could calculate his or her carbon footprint using one of the internet carbon footprint calculators. Do this for one year ago, and what it will be in one month.

Option Three: Divide the class into groups to calculate the percentage of reductions different changes would make. Make a graph or a poster with a footprint showing the different reductions. What offsetting changes will change your footprint from black into green? Invite them to present their poster to the entire group. Close with the Sending Peace to the Earth Relaxation/Focusing exercise.

Thinking Homework: I would like all of you to think of one thing you could do that would make a positive difference for the Earth and her oceans — and the amazing things that would happen if everyone on Earth did that one thing. Tell them you know they will do many things to reduce their carbon footprint, but that you want them to think about some of the most important things humans can do.



SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 12

Systems Thinking – One amazingly helpful thing to do . . .

Play a song with lyrics about nature.

Share

- Please tell me about your thinking homework. What one thing you could do that would make a positive difference for the Earth and her oceans – and what amazing things would happen if everyone on Earth did that one thing?
- I'm going to ask you to put your idea in a circle in the middle of a piece of paper and mind map all the effects if everyone in the world were to do that thing.

Examples:

- ❖ What would be the many benefits of solar and wind power? What changes would be made in terms of cleaner air, the savings of not moving entire island-based communities, and health benefits with less lead poisoning near freeways?
- ❖ If you chose picking up trash, do you want to define trash as anything harmful to humans or animals, such as land mines? What else would be affected by that?
- ❖ Or, do you think organic farming might make an amazing impact on the land and the ocean?
- ❖ If you were to choose being vegetarian, what would the many effect be? What would be the impact on biodiversity? How would it positively impact the migration of different species?
- ❖ Or, how would the practice of one value effect our Earth and her oceans and all humans and animals?

Activity Options

Option One: Ask the students to mind map their idea individually.



Option Two: Invite the class to select different ideas that they feel would be amazingly helpful and form small interest groups to mind map that action and its effects. Invite each group to share their mind maps.

Close with the relaxation/focusing exercise, Sending Peace to the Earth.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 13 Choosing and Carrying Out an Ecological Project

Play a song with lyrics about nature.

Choosing an Ecological Project

Step 1. Ask the students if they would like to do an ecological project to benefit the school, organization or community — and if so, what they would like to do.

Step 2. Present some of the ideas below that you think might be pertinent to the students' areas of interest or important for the community. Or, they may have other ideas.

❖ **Agriculture:** Is there a space to have an organic garden in your location? Are there others interested in the school? Could some of the fresh produce be served for lunch? What organic fertilizers are available which could replace chemical fertilizers and pesticides? What changes occur in the soil when organic fertilizers are used? What challenges are there? Why do organic vegetables have greater nutritional value?

❖ **Energy:** Learn more about solar power, wind power or other renewal sources of energy. Is it possible for the school to actually save money by converting to solar? Perhaps making solar cookers would be of benefit in your community. Are there homes that do not have ovens? They might wish to study the new technology that converts plastic back into petroleum.

❖ **Forestry:** What about organizing planting of trees in the community with the help of businesses? What trees would be most



beneficial in your area? They might wish to study what types of trees can grow well when there is pollution if they are to plant in an area with heavy air pollution. What density of trees would compensate most for the poor air quality? Maybe the city would allow them to create a natural garden in a vacant lot. Perhaps they can inspire businesses to donate trees so the city can become more beautiful – and healthy. Or, perhaps it would be beneficial to plant fruit trees.

❖ ***Increasing Environmental Awareness:*** Spread the word about the importance of reducing our carbon footprint and sensible, constructive ways to achieve such. Perhaps share your mind maps of “one amazingly helpful thing to do” for our Earth and her oceans on social media or video your presentations. Begin planning skits/dramas and artistic presentation about conservation (lesson 16) to the wider community. Students may also wish to take and ask others to take a test to see how green they are. Perhaps include this in your skits/drama. Post your skits on line and let us know at www.livingvalues.net! Make up respect-for-the-Earth slogans and post them at school and at other appropriate locales in the community as well as on social media. Or . . . ? Your generation is tops at spreading the word – thank you for your help in caring for our Earth and her oceans, and its humans and animals.

❖ ***Recycling/Consumption:*** What about a project to recycle in order to reduce the need for buying new things? Perhaps some students would like to organize a drive to clean and repair older things rather than buying new things, such as bicycles. The students could do this for themselves and their families or donate needed things and toys to homeless shelters.

❖ ***Preventing Trash and Toxic Plastic Soup Build-up:*** What about keeping the shore of the ocean or a lake or a local river or waterway clean of trash? Perhaps combine beach or river clean-ups with an awareness campaign about the gyres of toxic plastic soup. Has your city banned plastic bags yet? Has the city asked local organizations and restaurants to stop using Styrofoam?



- ❖ ***Helping Whales and Dolphins:*** Research solutions to stop harming whales and dolphins. For example, “backing down” nets so dolphins can swim over the top, using advanced technology “pingers” so dolphins and whales are warned away from the nets, and providing human monitors on each boat to make sure that no dolphins are hauled up in the nets. Are these reasonable solutions being used in your area?
- ❖ ***Water:*** What is the quality of water in the river or ocean? How is it tested? Do all people in your area have clean drinking water? What are simple methods to purify water? Is there an ocean dead zone in your area? What can be done to help the ocean be healthy again in that zone? Are there marine protection zones in your area?
- ❖ ***Environmental Needs in the Community:*** What are the Earth’s needs in your community? If rubbish or waste are affecting the clean water supply, address those issues. Some students may want to research local usage of pesticides and natural and less expensive alternatives that do not pollute the Earth or its inhabitants. Get involved in creating organic gardens or change an empty space with rubbish into a garden or park. If a nearby river is being polluted, students can investigate alternative methods for the polluters to dispose of their waste safely and effectively. Thoroughly research the topic, plan a formal presentation, and then as a team discuss how you can present it to the polluting farm or company with your best “people skills.”

Step 3. Allow the students to create a number of project ideas and then select several that create the greatest interest. Do they wish to all do the same project as a class, or would they like to form groups and take on different projects?

Step 4. Students could choose to do a project for a week or two, or do a semester long service-learning project. Each group may wish to study further before creating a plan/proposal. Please allow them time to study and develop their plan. They may need a week or more. Please help them during this lesson and the next to make their plans practical, so it is possible for them to achieve their goal.



End each lesson with the relaxation/focusing exercise, Sending Peace to the Earth. The students may wish to add a few more lines. Or, they may wish to create their own relaxation exercise.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 14

Messages from the Media

Begin with a song.

Ask the students about their environmental project.

Lesson Content

Please share the following points, discussing them with students as appropriate.

- Appreciating the beauty of nature and the Earth sometimes allows us to appreciate the natural beauty of the self more.
- The more we appreciate natural beauty, the less we are fooled into thinking we have to own certain things or look a certain way to feel good about ourselves or be accepted by others.
- In order to sell things, businesses hire advertising firms to create impressive advertisements so people buy their products. Sometimes they imply you will be more attractive or “cool” if you use their product or own what they are selling.
- These advertisements fool people into thinking they need these things to be okay and for other people to consider them okay.
- When people hear many messages like that, they often forget about the importance of inner beauty. These messages do not encourage people to respect the Earth or the inner self.
- The self knows there is natural beauty inside. When we keep that awareness in mind, we can be content about our own value, enjoy others for who they are, and give happiness. Simplicity is being natural. Simplicity is beautiful.

Activity

Invite the students to do the following.

- ❖ Brainstorm messages from the mass media and advertisements. List those on the board.



- ❖ Choose one of the messages and discuss.
- Ask: Is this message true?
- ❖ Make another list of thoughts they think are closer to nature and natural beauty.

Select another message or two and do the same. Ask them to bring in examples of ads for the next lesson.

Discuss/Share

Invite the students to divide into groups of four to six to discuss one or two of the reflection points in regard to the messages from advertisers and peer pressure.

- ◆ Simplicity asks whether we are being induced to purchase unnecessary products. Psychological enticements create artificial needs. Desires stimulated by wanting unnecessary things result in value clashes complicated by greed, fear, peer pressure, and a false sense of identity. Once fulfillment of basic necessities allows for a comfortable lifestyle, extremes and excesses invite overindulgence and waste.
- ◆ Simplicity avoids waste, teaches economy, avoids value clashes complicated by greed, fear, peer pressure, and a false sense of identity.
- ◆ Simplicity helps create sustainable development.
- ◆ Simplicity is the precursor to sustainable development. Simplicity teaches us economy — how to use our resources with the needs of future generations in mind.
- ◆ Simplicity calls upon people to rethink their values.

Invite each group to share.

End with a song, dance simplicity or enjoy a relaxation/focusing exercise of their choice.

Homework: For one week, ask everyone to experiment with simplicity by wearing simple clothes to school or when out with friends. Suggest that rather than being so conscious of how they look,



that they keep in mind that simplicity is beautiful and that is being natural.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 15 More Ads

Begin with a song.

If they took up the last lesson's homework, ask for their feelings and reactions.

Ask the students about their environmental project.

Activity

Ask the students to share ads and other messages they have brought in.

For each ad, ask them what the message is, and if the message is true.

Also question:

- What is the advertiser valuing?
- Are there some ads that have beneficial messages? Which do and which don't?

Share: "Sometimes there are high prices to the Earth for the things manufacturers want us to buy. A short video from the World Economic Forum states:

Here are 7 astonishing facts on how our culture of fast fashion harms the environment.

1. The fashion industry causes 10% of all greenhouse gas emissions. Producing more emissions than all international flights and shipping combined.
2. Every second, one garage truck of textiles is burned or sent to landfills. And three in five items bought are thrown away in a year.
3. Washing one synthetic garment releases about 2,000 plastic microfibers which enter the ocean and the food chain.



4. It takes 2,700 liters of water to make a cotton shirt. That's what one person drinks in 2.5 years.
5. Making and washing one pair of jeans emits the same CO₂ as driving 69 miles.
6. 120 million trees are cut down every year to make clothes. And 30% of the rayon and viscose used in fashion comes from endangered and ancient forests.
7. Up to 16% of the world's pesticides are used in cotton farming every year. The chemicals degrade soil and pollute water as well as poisoning cotton pickers.

You can help reduce the impact of fashion by buying fewer clothes, choosing natural fibers, and recycling what you discard.

- Will you change your wardrobe to help the environment?"
- Invite their reaction. (Is there a possibility of not only buying less but recycling and reusing within the school or neighborhood?)
- Ask them to generate messages they believe in.

Discuss/Share

Divide the class into small groups and ask them to discuss one or more of the following reflection points.

Ask each group to summarize their discussion by creating a new reflection point or creating a slogan to display.

- ◆ Simplicity teaches us economy — how to use our resources keeping future generations in mind.
- ◆ Simplicity is appreciating inner beauty and recognizing the value of all actors, even the poorest and worst off.
- ◆ Simplicity helps decrease the gap between “the haves” and “the have nots” by demonstrating the logic of true economics: to earn, save, invest, and share the sacrifices and the prosperity so that there can be a better quality of life for all people regardless of where they were born.

Close with a relaxation/focusing exercise of their choice.



SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 16

Which Sustainable Development Goals are we making progress on?

Play a song with lyrics about nature, a better world or healing the world.

Lesson Content



Activity

Step 1. Look at the list of 17 Sustainable Development Goals. Go down the list, asking the class which goals they feel they are making progress on. They can evaluate this in terms of their own personal efforts and/or their effort as a class. Mark the goals with a plus mark if they affirm progress.

Step 2. Make Simplicity and Caring for the Earth and Her Oceans “Leaves” in an aqua for each one of the SDGs upon which their group is focused, writing specific ways that value is affecting the SDGs. Ask them to be specific about the ways they are making progress on each goal either as individuals or as a class.

For example, the relaxation and focusing exercises may be contributing to their wellbeing. Many of the actions they may have taken during this unit could be listed under Climate Action.

Step 3. Invite them to attach their Simplicity and Caring for the Earth Leaves on the class artistic presentation of the SDGs.

Step 4. Ask the students to look at each SDG on the class artistic representation and reflect on the possibility of making further progress on any one of these. Discuss specific options. Don’t feel like you need to do them all, but begin with verbalizing possibilities.



Examples:

- ❖ Is the quality of water good at your school?
Research simple ways to make it better if it is not.
A temporary method of putting water in glass bottles in the sunlight is one method to purify water and would help physical health.
- ❖ However, if the water quality is not good, research what is causing it to be of poor quality locally. What can be done about that?
- ❖ Is there a group of students in your class or school that would like to investigate or act to promote positive action?
- ❖ Are you helping Life Below Water with reduced use of plastic and chemical fertilizer run-off by using only organic foods?
- ❖ Can your physical facility use clean energy or reduce energy use of fossil fuels?

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

[Goal 13: Climate Action](#)

[Goal 14: Life Below Water](#)

[Goal 15: Life on Land](#)

[Goal 16: Peace and Justice Strong Institutions](#)

[Goal 17: Partnerships to achieve the Goal](#)



- ❖ Is there a school pantry or access to food for those who do not have sufficient or healthy food?
- ❖ Would you like to create an organic garden and use that food to help students or families who are hungry?

Step 5. Ask the class if they would like to put into action any of the possibilities they discussed. See what is practical, sensible and possible. Perhaps they would like to form several action groups.

Step 6. Invite the action groups to meet and form a plan.

Step 7. Invite each group to present their ideas.

Step 8. Congratulate them all for the progress they are making for a better world for all and put on some music to dance, inviting them to make movements they would feel if they were the Earth and knew the people of the Earth cared and were working to make her healthy again.

End with breathing with the Earth for two minutes in silence.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 17 An Artistic Creation and Presentation for Our Earth and Her Oceans

Play a song with lyrics about nature.

Reflect

Invite the young adults to reflect for a moment on the most important things they learned during this simplicity and caring for the Earth and her oceans unit. Ask them to write down two of these.

Creative Expression

Step 1. Invite the students to form groups and create songs, poems, dramas/skits about the Earth and her ocean, highlighting some of the things they think are most important.

Step 2. Give them time to perform. Enjoy.

Step 3. Think about sharing their creations at another time, perhaps with another class, at a special assembly, at another school



with younger students, or at a community gathering. Perhaps post some of the creations on social media.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 17 The Simplicity of Nature

Begin with a song with lyrics about nature.

Lesson Content

Read the following poem by Adelia Prado.

Anímico

A new tree was born in my garden,
Which gives a yellow flower,
Every morning I go there to hear the sounds,
Of the insect tapping and its party.
There are all kinds of sounds,
The indelicate, the refined, the learner's and the master's,
Sounds like feet, wings, mouths, beaks and of pollen dust,
In front of the heat of the sun.
It seems that the little tree is having a chat.

Discuss/Share

➤ Ask:

- How does the author describe the simplicity of nature?
- What helps you tune into the beauty of nature?
- What values can we learn from nature?

Activity

Step 1. If there is a garden or a small forest near the school, organize a short visit. Give the students the opportunity to practice silent observation. Allow them some time to sit silently and write some of their observations or begin to write a poem.

If this is not possible, do the Imagining a Peaceful World visualization from Lesson 3 of the Peace I values unit in this book. Please adapt it, including more nature images.



Step 2. Afterwards, divide the class into several groups.

Step 3. Ask them to read the same poem again and then create a collective poem about different experiences with nature. Allow them to write individual poems also, if they wish to do so.

Step 4. Finish the activity by asking the students to share their experiences and poems. The poems can be displayed in the classroom or in another area of the school.

– *Contributed by Paulo Barros, Brazil*

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 18 Stories and Interviews

Begin with a song.

Read a story about the theme of simplicity.

Discuss the Reflection Points:

- ◆ Simplicity is being natural.
- ◆ Simplicity is staying in the present and not making things complicated.
- ◆ Simplicity is giving patience, friendship, and encouragement.
- ◆ Simplicity is appreciating the small things in life.

Activity Options

Write a short personal essay or poem on one of the above Reflection Points.

Divide the students into small groups and ask them to make up a song. Allow them to share their song to the class.

Homework: Interview important people in your life about the simple things in their life that are most important.



SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 19 Simplicity Skits

Begin with a song.

Discuss/Share

Ask the young adults to share about the interviews they did as homework from the prior lesson. When several have shared, ask them which values are inherent in the simple things people felt were important.

Activity

Form small groups and invite them to make up a skit on making life simple. (Do they want to include the complexity of worry in their skit?)

Allow each group to present their skit to the class.

Close with a song or a relaxation/focusing exercise.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 20 Environmental History

Begin the activity with a song or music related to nature.

Lesson Content

Knowing and appreciating the history of individuals and organizations that have developed activities in favor of the environment leads us to develop a deeper social and environmental commitment and practice our love and respect for nature with greater intensity. Environmental issues directly affect the quality of life of society and contain facts and problems that can be analyzed through their history.

Discuss

Invite the students to comment on the following quotes.



- ◆ The use, on a wide and growing scale, of natural resources by industrial society has caused social and environmental imbalances that have made up the international political agenda in recent decades. — *Paulo Henrique Martinez*
- ◆ We're consuming 20% more than the earth can sustain. And more than that: if the entire population of the world consumed like North Americans and Europeans, who have the highest rates of consumption, today, we would need four planet Earths. — *Hélio Mattar*
- ◆ High levels of obesity and personal debt, less free time and a more damaged environment are all signs that excessive consumption is diminishing the quality of life for many people. — *State of the World 2004, Worldwatch Institute.*

Activity

Ask students to research the history of the commitment to the environment of people, communities, governmental and non-governmental organizations in their community, country and in the world. Some examples of wonderful projects are:

- ❖ Chico Mendes in favor of forest peoples in the state of Acre, Brazil;
- ❖ Wangari Muta Maathai, a Kenyan environmentalist awarded the Nobel Peace Prize in 2004 for recognition of her work in support of sustainable development, democracy and respect for human rights and peace in both Kenya and throughout Africa;
- ❖ Organizations such as Greenpeace and WWF and others known in their own country; and
- ❖ United Nations conferences on the environment.

Their research can be presented in the form of panels, exhibitions, videos, skits and sketches, etc. at a fair in the school or in a nearby square or public space.

— *Contributed by Paulo Barros, Brazil*



SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 21 Sustainable Consumption

Play a song with lyrics about nature.

Talk about organizations that work with sustainable development in your country and overseas, regarding organic agriculture, vegetable gardens, animal rights, alternative energy sources and so on.

Lesson Content

Kelma de Matos and Miguel Angel Bordas wrote the following in one of their books about the environment and sustainability.

“Media stimulates a consuming society and does not consider the consequences for future generations, and the planet as a whole. The fact that products do not last long makes them obsolete much faster, and creates the need for a consuming way of life that disregards the preservation of our planet. We live in a disposable society and we must follow the trends, otherwise we are out.

On the one hand, consuming is necessary for living but could be done in a sustainable and conscious way. On the other hand, aggressiveness is present and contributes with showing off, social injustice and conflicts. These external factors have an effect on our bodies and in our lives as a whole and can affect us negatively because we are part of the environment. ”

Discuss/Explore

➤ Ask:

- The media entices people to want certain things. Can you give me some examples from the advertisements you see?
- What do you think the consequences for future generations and the planet as a whole would be if people continue to disregard conservation and engage in excess consuming?
- What pressures do some young people experience from their peers when they do not follow the fashion promoted by the media?



- What could a person do to resist this type of pressure?
- What values or qualities would help you resist this type of peer pressure?

Say, “Let’s make a list of what the media promotes and another list of what you need.”

Invite students to create two lists on the board or flipchart. Then ask:

- What kind of respect would you need inside to live with only the list of needs?
- What values would you need to be able to live only with this list of needs?
- How could teens help promote a culture of conservation?

➤ Invite students to make comments about the following quotes.

- ◆ The environment is inside our bodies and the health of the environment affects our physical, emotional and mental health. – *Maurício Andrés Ribeiro*
- ◆ There is enough in the world for human needs, but there is not enough for human greed. – *Mahatma Gandhi*
- ◆ How can we use our love for the environment and the world to help us assess our wants versus our needs?” *Living Values Activities for Young Adults*
- ◆ There is a sustainable bond among youngsters and the environment. – *Mateus Fernandes*

Activity

Ask the students to form groups of four or five to think about Kelma de Matos and Miguel Angel Bordas's thoughts: “Young people, regardless of social groups, are driven to unstoppable consumption by the media so they can fit in a mold and be recognized as successful citizens, and even experience the feeling of not being excluded from a society that excludes the overwhelming majority most of the time.”



After the discussion, ask each group to think about creating a project for sustainable consumption at school, taking into consideration books, food, water and so forth.

Finish the task by having each group present their ideas. The class as a whole can then select two or three ideas that they feel they can all carry out. If they would like the entire school to be involved, or need to obtain cooperation from the administration, they can create an essay and present their proposal to the school.

– *Contributed by Paulo Barros, Brazil*

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 22 Ethics and the Environment

Play a song with lyrics about nature. Ask how they are and if they have been thinking about the last lesson. Allow them time to share their thoughts and any related actions. Listen and acknowledge.

Lesson Content

Many feel that environmental education only concerns ecology. Is that true? Are there also social, economic, cultural and ethical aspects to consider? It can be said that the exploitation of the Earth is related to humanity's social problems, that is, the exploitation of some by others. The exploitation of the planet's natural resources has been driven by man's greed. This has had disastrous consequences for the environment as well as poorly treated laborers. These attitudes are the cause of different forms of exclusion and conflicts which affect our whole world.

Marcos Reigota, in his book *What is environmental education?* (original in Portuguese: *O que é educação ambiental*), argues that "ethics has a fundamentally important role in environmental education" for it is "imbued with the ideal of radically changing the relationships that we know today, whether between mankind itself or between mankind and nature."



In the book *Eco-pedagogy and Planetary Citizenship* (original in Portuguese: *Ecopedagogia e Cidadania Planetária*), Francisco Gutiérrez and Cruz Prado propose exploring the relationship between valuing our planet and each other.

Activity

Ask students to discuss these questions in small groups and then present their findings to the larger group.

- ◆ Environmental education proposes a just, equitable and peaceful world.
- It is impossible to create a sustainable society while there is social injustice, religious intolerance and racism?
- Do you believe ecology is promoting new values? If so, list some of them.
- What would society be like if solidarity, gender equality, kindness, and positive and harmonious life skills were valued?
- What values support both the health of the Earth and Society?
- In your involvement in caring for the Earth are there signs of change in your everyday family, institutional and social life?

– Contributed by Paulo Barros

Close with the relaxation/focusing exercise, Sending Peace to the Earth.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 23 Greed versus Simplicity as We Use the Earth's Resources

Begin with a song.

Discuss/Share

Read aloud and then discuss the following paragraph, taken from *Living Values: A Guidebook*.

“The ethic of simplicity is the precursor to sustainable development. Simplicity teaches economy. It teaches investment by example to those clear and honest about their needs and who



live accordingly. Simplicity is the conscience which calls upon people to rethink their values. Simplicity asks whether we are being induced to purchase unnecessary products. Psychological enticements create artificial needs. Desires stimulated by wanting unnecessary things result in value clashes complicated by greed, fear, peer pressure, and a false sense of identity. Once fulfillment of basic necessities allows for a comfortable lifestyle, extremes and excesses invite overindulgence and waste. While that approach can be defended as a means to build certain economies, it should not be used at the expense of pushing other economies into dire poverty. It should not be that imposed sacrifice of some brings great affluence to others. That is not a principle but an injustice.”

➤ Ask:

- What is the role of greed with overindulgence and waste?
- How does the value of simplicity help us avoid waste?
- What are the consequences for the environment when overindulgence and waste continue over time?
- What happens when we care for the Earth and her oceans?
- How can we use our love for the environment and the world to help us assess our wants versus our needs?

Activity

Step 1. Ask the young adults to reflect on their personal situation. Ask them to pretend that they have a wonderful position in the government or a company in twenty years. “You also have a terrific salary and an opportunity for more money on the side. What advice can you give yourself for the future? What suggestions would you like to make to improve the environment?”

Step 2. Invite them to write a letter to themselves for the future, and confirm their individual commitment for the health of the environment now.

Step 3. Invite the students to read one sentence from his or her letter to the self.

Close with a relaxation/focusing exercise of their choice.



SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 24

One Amazingly Helpful Thing I Can Do – and its Contrast

Play a song with lyrics about nature.

Discuss/Share

Share with the young adults: “This is now your third year (put in the appropriate number of years) working with Caring for the Earth and Her Oceans. In the first year, there was a lesson in which you were asked to think about one thing you could do that would make a positive difference for the Earth and her oceans – and what amazing things would happen if everyone on Earth did that one thing. I would like you to think about that again.

➤ Ask:

- Two years after that lesson, what do you think now is the most amazingly helpful thing one could do to help the planet – and what would happen if everyone on Earth did that?
- If you could get everyone to do three things to help our planet and all its inhabitants, both humans and animals, what would you suggest?
- Has everyone shared their suggestions? Please do.

Activity

Step 1. Invite the students to form interest groups, based on the suggestions they have made.

Step 2. Provide them with large pieces of paper and ask them to mind map their ideas, placing their positive suggestions on the one side of the circle in the middle and its opposite on the other side of the circle in the middle. They may choose only one suggestion and its opposite or up to three.

They are to create a mind map of all the consequences and ramifications of doing the positive action and its opposite negative



action if everyone on the planet did that. This is likely to take the rest of your time together.

Close with the Sending Peace to the Earth relaxation/focusing exercise.

SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 25 Continuing Lesson 24 . . .

Begin with a song and ask them how they are doing.

Discuss/Share

Ask the following questions, or other questions appropriate to the discussion.

- In regard to the last lesson's mind map that you created, are you doing what you suggested that others do? (If yes: Great!)
- If no, ask: What makes it hard to do?
- What thought would help you counteract that?
- Has anyone else felt that way?
- What do you think about that helps you do it?
- Are there other practical things that would help you do it?
- If we want others to do what we suggest, we have to be examples. I want you to think about what helps you be committed to carrying out these actions and create a campaign to get others thinking about doing this too.

Activity

Step 1. Instruct the young adults to form the same groups as in the previous lesson, look at the mind map they created together, and think about a way to convey their message to others.

Step 2. Invite them to work out a plan to convey their message.

Ask them: What medium would they use? Would this involve creating a video, doing rallies, creating skits or songs, writing letters or visiting legislators or local officials? Would it involve teaching younger students something or creating a model program to invite others to? Would it involve teaching organic gardening to the



community? Would it involve helping people become vegan to help free land so that biodiversity of plants and animals can flourish?

Step 3. Ask each group to present their mind map and action plan to the entire class.

Step 4. Ask the class if they would like to choose just one action plan to work on together, or if they would like to carry out some of their ideas as a smaller group. Discuss it as needed.

Close with a relaxation/focusing exercise of their choice.

Follow up: In subsequent lessons serve as a resource to help them make their plan a reality.

Simplicity and Caring for Our Earth and Her Oceans Activities in Subject Areas

Language/Literature

Write one Reflection Point on the board every day. Ask students to think about it briefly, then discuss it for a few minutes. Create your own Reflection Points.

Read stories or works on simplicity and ask students to write an essay, linking the story's message with one or more Reflection Points.

Read books by famous naturalists. Go for nature walks and experiment seeing the natural world through their eyes.

Read poetry about nature.

Observe the simple things: the light on the leaf, a tree, a small flower, a bird, or whatever element of nature you notice. Lie under a tree and watch the leaves. For a few minutes, simply be in the space of an observer, free from desires. Then, write a poem as though it were from part of nature.



Experiencing Nature

Plan a venture to a natural wonder near the school. Spend a day there, half in nature study and half in silence. Invite a naturalist, aborigine, or someone from a native culture to teach you about plants of the area. Perhaps someone from a native culture can teach you from their wisdom. Write about your experience.

History/Social Studies

Discuss the following Reflection Point in relationship to the cultures and/or historical period the class has been studying in the last few months or semester.

- ◆ Simplicity helps decrease the gap between “the haves” and “the have nots” by demonstrating the logic of true economics: to earn, save, invest, and share the sacrifices and the prosperity so that there can be a better quality of life for all people regardless of where they were born.
- How has the value of simplicity or its lack been demonstrated, and with what consequences?

Science

Study solar power, a simple alternative for dwindling nonrenewable energy sources. How can solar power be used in your local setting?

Study a local environmental problem that was identified during the Simplicity Lessons. Research options and select those that are most natural and environmentally friendly.

What inventions are helping clean up the toxic plastic soup of the ocean’s gyres?

Some landfill companies are drilling into the trash to extract methane gas and use it to generate electricity.



In some areas this supplies more than half of an area's electricity.
Study this. Is this being done in your country?

Study ozone depletion through human production of CFCs and related halocarbon gases and its relationship to cancer, mutation and decreasing crop yields.

Economics

Cost It Out

- Step 1. Consider some of the concepts stated in the above Science section and/or ask students to state some of their ecological concerns.
- Step 2. Ask them to form small groups and create a simple and effective environmental project and "cost it out". For example, they could think about solar heating systems in the homes if you are in a warm climate. What is the cost of that over 10 years versus the cost of the heating system in existence? If deforestation is occurring in your country, would simple solar stoves be better than using wood for fires?
- Step 3. Make a plan. Include in the plan, for instance, the benefits of planting trees throughout the country over a five-year period. Note how it would save by reducing erosion, etc.
- Step 4. Invite them to share their ideas.

Think of a project for your country that would be simple, economical, and good for all children and/or people. "Cost it out." Share your ideas with the class.

Mathematics

Simplifying Rational Expression

Start with the statement: Numbers can take different forms. For example, $\frac{4}{5}$ can be expressed as $\frac{8}{10}$; 15 can be expressed as $-1 + 16$, etc.



➤ Ask:

- Can people like numbers take many different forms? Let the students cite examples. For example:
People are like numbers because a person can have different names, positions, and characteristics.
A person can be positive or negative.

Discuss the Simplicity Reflection Points:

- ◆ Simplicity is finding one's original value and identifying with it.
- ◆ Simplicity is beautiful. Simplicity is being happy and peaceful.

➤ Ask:

- Of the different forms that a person takes, which is the most comfortable or natural? Why?
- What are the personal benefits?
- What are the benefits for others?

– *Contributed by Vicky Calicdan*

Art

Explore works of art, historical pictures, or magazines for examples of simplicity versus something gaudily or excessively adorned. What famous artists were recognized for their simplistic style? Make a collage or picture of your own allowing simplicity to inspire your work.

Collect a few leaves and items from nature and make an artistic creation.

Draw simplicity, using only two colors.

A *Still Life*: Ask the students to set up a still life which expresses simplicity. It could be a small table with a vase of flowers against a white wall, or something else that is easily obtainable. Let them experiment with light falling on the objects. Allow them to draw or paint the still life using only a few colors.

– *Contributed by Eleanor Viegas*



Dress simply tomorrow.

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

– Contributed

by Marcia Maria Lins de Medeiros

Music

Use native instruments to play music. Study the compositions. Are they closer to the rhythms of nature than many current compositions?

Make your own native instruments.

Home Economics

Think about the simple practices of the native cultures in your land or other lands. Which customs are still practiced? Think of what was eaten, ways of carrying babies, breast feeding, etc. Ask, “Which of these practices do you want to continue?”

Physical Education/Dance

Dance simplicity. Experiment with keeping your mind simple when you dance and play sports. Keep your mind in the moment. How does this effect your game? Do you enjoy the game more?

*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.*





NOTES

NOTES



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