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Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



# Living Values Activities for Children Ages 3-7 - Unit 2 - Respect

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Children Ages 3-7, Book 1* by Diane G. Tillman and Diana Hsu.

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**Living Values Education  
Activities for Children Ages 3–7, Book 1**

**Unit 2. Respect**

DEVELOPED AND WRITTEN BY

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For information about professional development workshops and LVE generally, please visit ALIVE's website at

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

The full book with all the Values activities can be found on the website and is available through Amazon. This Booklet may be shared.

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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.**

### **C O N T E N T S - Activities Pages 19 - 43 -**

#### **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.

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

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

## **Exploring and Developing Values**

### **Teaching Values**

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

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience

of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values.

In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

### **Three Core Assumptions**

LVE resource materials are built on three assumptions. The first assumption is

drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . . ."*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.

- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.

- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care — where students are regarded as capable of learning to make socially conscious choices.

### **Values-based Atmosphere**

*Feeling Loved, Valued, Respected, Understood and Safe*

**As values must be caught as well as taught**, the adults involved are integral to the success of the program, for young

people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a “values-based atmosphere” is the first step in LVE’s Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel *loved, respected, valued, understood and safe*.

Why were these five feelings — *loved, valued, respected, understood and safe* — chosen? Love is rarely spoken about in educational seminars. Yet, isn’t it love and respect that we all want as human beings? Who doesn’t want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers. What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom?

### ***Real Learning Comes Alive in a Values-Based Atmosphere***

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own values, model their love of learning and nurture students and the development of cognitive skills along with values.

This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

### ***Modeling the Values from the Inside***

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

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent.

### **Skills for Creating a Values-based Atmosphere**

Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline.

Active listening is useful as a method of acknowledgement with resistant, cynical and/or “negative” students.

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

## Bringing in the Values of Your Culture

It is our hope that these activities will elicit ideas from teachers and parents as they explore with children the variety of ways to experience and explore values. This material is intended to be a stimulus. Adapt them to your group of students. Use your own resources and creativity. Bring in stories, songs, and games from your culture and the cultures within and around your country to illustrate values. Use materials that are easily available. Use your creativity, skills, and knowledge to continue values-based education.

A variety of songs are included. However, since some of your children may not speak English, you may wish to translate the words or use songs from your own culture or different cultures from around the world. Ask the children to create their own plays and songs. They might even want to do a skit. Perhaps older adults can tell traditional tales and teach ancient forms of music.

### **Please begin with the Peace Unit!**

Beginning with the Peace Unit is always recommended. Young people are often concerned about peace – even at such a young age. At the beginning of the unit, facilitators are asked to engage them in imagining a peaceful world. This allows children to look inside themselves and explore what they would like their world to be like. After a visualization, they are asked to express their ideas verbally and artistically. The opportunity to explore what they would like in the world creates interest and happiness.

Children are then engaged in activities with stories and the making and playing with peace puppets. Lessons with quietly being exercises and art allow them a chance to explore peace at a personal level before conflict resolution activities are begun. Discussions in those lessons help build understanding of others and allow them to further their communication skills.

**How many Living Values Education Activities would you suggest I do weekly?**

*Our internal research shows that educators working with three- to seven-year olds have excellent results when they do three Living Values Education Activities a week and do most or all of the lessons within the values units. It is easier for the children to carry new positive behaviors to the playground when other classes are also implementing LVE. As you integrate the activities into your curriculum, bring values and what the children are learning and discussing into story discussions, social interactions and playground activities. Soon they will be using the language of values to discuss things, and solve many of their challenges independently.*

**Wonderful practices daily . . .**

**Sing.** Begin or end with a song, as you prefer. Sing songs on the theme of the value with the children, but include the Peace, Respect and Love songs occasionally.

**Quietly Being Exercises.** Do a Quietly Being exercise once a day. Initially you may wish to alternate daily between the *Peace Star* exercise and the *Respect Star* exercise. After the class has completed the Love unit, do the *Filling Up With Love* exercise every third lesson. For your convenience, these exercises are also in the Appendix. As the values lessons proceed, other exercises are introduced — and perhaps the children would like to make up some of their own.

**Circle Time.** Providing Circle Time or sharing time daily, or if not possible, once or twice a week, is a wonderful support in



creating a values-based atmosphere. It is also a great beginning for values time. The children can sit in a circle if there are less than 15, or if more, they can be grouped in front of the teacher. Ask what they feel good about today, or what they are proud of. Ask them to tell how they showed love or peace to someone, or how they lived the value of focus.

Positively acknowledge whatever they share. It is also a good time for children to share any concerns and to engage in group problem solving.

### **Adapt the Level of Language to Different Ages**

Educators will need to adapt the level of language, directions, and the amount of adult assistance to the age of the children. This is especially important for this age range, as language and directions for a three-year old are simpler and more concrete than for a seven-year old. Some of the activities can be adapted for two- year olds.

### **Assemblies and Songs**

If the entire school is exploring the same value for a period of time, a short assembly is often an excellent way to begin or end a values unit. A few teachers could create the first program.

After that, different classes of children could take turns doing a song and a skit. Or, the Principal may wish to tell a story and involve a few children from the audience.

### **Is there a recommended order of values units?**

We suggest following the Peace Unit with the values units on respect, love and tolerance/acceptance. The lessons found in the units on peace and respect contain valuable intrapersonal and interpersonal social skills. The quietly being exercises and conflict resolution skills developed during these lessons are important building blocks in creating a values-based atmosphere. If students are able to solve their own conflicts,

peacefully and respectfully, there is much more time for teaching.

### **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.

### **Share Your Values Creations with the World!**

Adults and children using Living Values Education are invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values Education web site. Visit [www.livingvalues.net](http://www.livingvalues.net). Or send in your contribution to the nearest LVE Associate or Focal Point.

Send us your favorite values stories and activities to [content@livingvalues.net](mailto:content@livingvalues.net)!

### **Annual Evaluation**

An important part of any program is evaluation. Your evaluation of the program and observations about changes with children are very important. Kindly let the LVE Associate or Focal Point in your country know you are implementing LVE, and request an evaluation form at [lve@livingvalues.net](mailto:lve@livingvalues.net) or send us your comments.

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## UNIT TWO: RESPECT I

The Respect I Unit builds on the social and emotional skills begun in the Peace I Unit to help build a culture of peace, respect and caring. The Reflection Points help define the value. With young children, the teacher may wish to use a hand puppet to share the Respect Points.

Ask the children to share their thoughts and experiences. It is a perfect time to positively reinforce the respect of listening. For five-through seven-year olds, the teacher may wish to use some of the words and sentences as content for reading, spelling, and writing. As the students continue with the unit, they can create their own Respect Points. They can then draw or write those, or make up short stories. As in the Peace Unit, please play or sing a song at the beginning of “values time”. You may want to teach traditional songs. Include a Quietly Being Exercise daily if you can.

### Respect Reflection Points

- ◆ Respect is feeling good about myself.
- ◆ Respect is knowing I am unique and valuable.
- ◆ Respect is valuing myself.
- ◆ Respect is knowing I am lovable and capable.
- ◆ Respect is liking who I am.
- ◆ Respect is taking care of myself.
- ◆ Respect is listening to others.
- ◆ Respect is knowing others are valuable, too.
- ◆ Respect is treating others nicely.

## **Respect Unit**

### **Goal: To increase the experience of self-respect. Objectives:**

- ❑ To experience the self as valuable during the Mirror, Mirror lesson.
- ❑ To state something good that they do.
- ❑ To enjoy the Respect Star exercise, as demonstrated by sitting quietly during it and appearing happy to do so.
- ❑ To identify the self as lovable and capable.
- ❑ For each child to name two or more positive qualities about himself or herself.

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

- ❑ To understand that we are different from each other, just like Lily the Leopard was different than the other leopards; to understand that respect is knowing each one of us is unique and valuable; to identify a quality Lily has.
- ❑ To be able to talk about one or more Respect Points.
- ❑ To share a story about respect through words or a picture.

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

- ❑ To be able to name three or more qualities they like in their friends; to participate in a discussion about qualities they like all people to have.
- ❑ To tell a classmate one or two positive qualities the child sees in him or her.
- ❑ To give respect to others by listening to others when they are speaking, as demonstrated by being able to listen to others during the values discussion time.

- To identify and make a picture of nice behaviors toward others.
- To speak with respect to teachers and peers during conflict resolution exercises.

## RESPECT I LESSON 1

### Mirror, Mirror

**Educator Preparation:** Place a mirror in a corner of the room with a curtain around that area.

Begin with a song.

**Introduce:** Tell the children that for a few weeks, you will be exploring the value of respect. Discuss the following Reflect Points.

- ◆ Respect is feeling good about myself.  
Respect is knowing I am unique and valuable. (The teacher will need to define the words unique (one of a kind; you are the only you) and valuable.)
- ◆ Respect is knowing I am lovable and capable.

### Activity

Tell the children there is someone very special they can see. The child they will see is sweet and strong and loved. This child is unique and very valuable. Tell the children they can meet this person. Tell the children you want them to not tell each other about who they saw behind the curtain until everyone has had the chance to see. If there is only a small group of children, wait until each child has had a turn to look behind the curtain.

### Share

Listen to their reaction about seeing their own reflection in the mirror. Repeat the Respect Points that each one is unique and valuable, and respect is knowing I am lovable and capable.

– *Contributed by Dominique Ache*

## Art Activity

Arrange for each child to make a star with her or his name on it and the words lovable and capable. They can cut, color, and decorate their star. Use materials that are available and perhaps some glitter. End with the Peace Star Quietly Being Exercise.

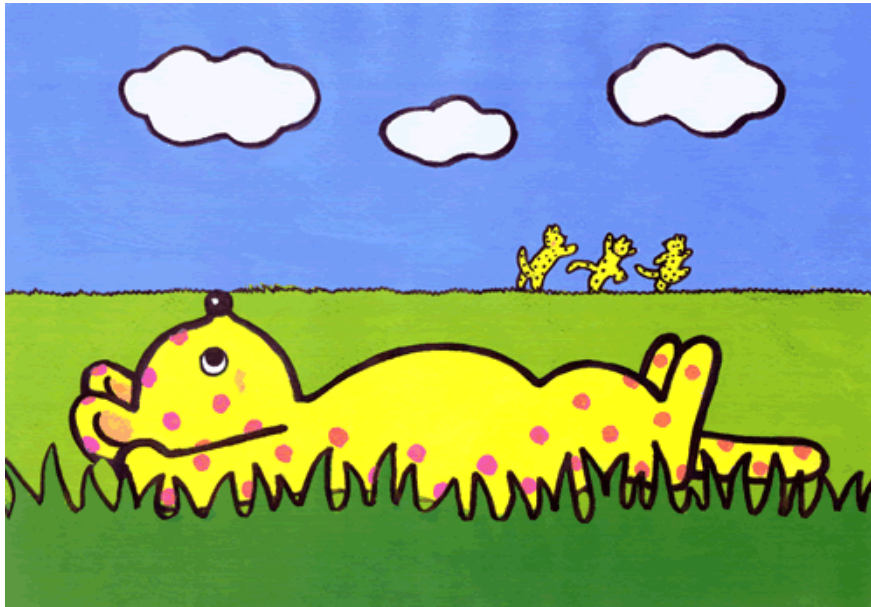
## RESPECT I LESSON 2

### Lily the Leopard

Begin with a song.

Review the Reflection Points from the last lesson.

- ◆ Respect is feeling good about myself.
- ◆ Respect is knowing I am unique and valuable.
- ◆ Respect is knowing I am lovable and capable.



Read “Lily the Leopard” by John McConnel.

### **Share a Story: Lily the Leopard**

Lily the Leopard thought there was something gravely wrong with her. Unlike all the other leopards she knew, her spots were not black but pink. It would not have been so terrible if the other leopards had accepted her. But the other leopards would not accept her. In fact, even her own family shunned her. Her mother had cried upon seeing her baby daughter covered in pink spots, and her father and two brothers, Julian and Ricky, were embarrassed to have such a strange looking leopard in the family.

The other leopards in the neighborhood ignored her, laughed at her, and even attacked her at times, just because her spots were a different color from their spots. Much of the time she felt afraid and sad, which at times made her very angry. She spent a great deal of time alone.

She spent her days lying in a bush, watching the other leopards frolic about. Even when they would occasionally call Lily to come play, she would remember their past insults and would growl low in response to their invitation.

It was not her fault.

She was different and could not help that. She often wondered why the other leopards did not understand. She had done her best to rid herself of her pink spots. Lily tried scrubbing and washing them away. She tried bleaching them. Once, she even painted them black, but the pink soon shone through the paint. It was no good. Nothing worked. After a while, she realized that she was stuck with them. What else could she do?

One day, after four young cubs tried to scratch her, Lily decided to run away from home. She had had enough. She ran off into the jungle as fast as she could. Lily ran for hours and hours, just stopping to rest now and then and to wipe the tears from her eyes. Eventually she came to rest in a clearing and fell asleep. She was awakened by the soft touch of a tongue on her nose. As she looked up, she saw the most amazing sight. Before her stood a great big leopard with bright green spots!

Lily was so surprised by what she saw that she blinked twice just to make sure she wasn't dreaming. She had often had dreams of other leopards with different colored spots, but she never imagined that there actually were such leopards. The great leopard with bright green spots told her his name was Lenny and asked her what she was doing so far from home. As he spoke, he seemed to glow with confidence and happiness. His eyes were filled with kindness, and so Lily felt safe and soon found herself telling her story.

Lenny quietly listened to her story. When she finished, he

gave her a warm hug and helped her dry her eyes. He then smiled at her and said, "What you need is some self-respect."

"I do?" asked Lily. "What's that?"

"Self-respect means liking yourself, even when others do not. It means appreciating all the special things about yourself."

"There's nothing special about me, except these pink spots and I hate them" she cried. "I am so strange and ugly. I wish I was never born!"

"Don't be silly" said Lenny. "You're very special. There is no one like you in the whole world, and I can see that you have many good qualities." Lenny paused for a moment. He seemed to be thinking.

"I have an idea," he said. "Let's make a list of all the things you like about yourself."

"Okay" said Lily, brightening a little. She sat for a few moments thinking, and then said: "Well, I'm kind and caring and I try to be friendly. I help my mom and dad, and I'm very loving

..." Lily paused for a moment, her voice trailing off. Lenny nodded his head eagerly in order to encourage her. Lily felt safe again, and so



she continued, "I have beautiful gold eyes, and I'm a real fast runner. I'm brave and strong and . . ."

Just then Lucy the Leopard appeared with Laura the Leopard. Lucy was covered with blue spots and Laura in purple spots.

As soon as they saw Lily, they were delighted. They smiled grandly and leapt into the air. "What a lovely leopard you are, and what a beautiful coat you have." "Thank you" Lily replied, smiling as she remembered that

there was much more to her than met the eye. Suddenly, she felt much better. "It's okay to be different," she thought. "In fact, I think my spots are rather pretty! If other leopards do not like me because of my pink spots, that's because they don't know better. I'm okay. I'm glad I'm unique."

Lily spent a few more hours playing with her new-found and brightly colored friends. But as the sun began to set, Lily began to think about her family. They might be worried about her, she thought. Lily waved goodbye to Lenny and Lucy and Laura. She promised them, however, that she would visit them again soon and off she went. As she walked home, she watched the sun set. For the first time, she noticed the many brilliant colors in the sky. The sky was pink, blue, green, purple, and orange. "How beautiful," she thought. "I wonder why I never noticed all those colors before."

When Lily finally arrived home, her mom and dad and two brothers ran to meet her. As they came closer to Lily, they noticed that there was something different about her. She seemed to shimmer and glow. She held her head high as she trotted forward and smiled at them warmly. "She is really quite beautiful," they thought. And they wondered why they had never noticed before.

### **Discuss/Share**

Ask:

- Why did Lily feel sad, and sometimes afraid and angry?

- Comment: “Yes, we all feel sad or hurt when people are mean to us.
  - Why did Lily run away?
  - Who did she see when she woke up after her nap?
  - Was she surprised to see a leopard with green spots?
  - Was she surprised to see two more leopards — one with blue spots and one with purple spots?
  - Lily thought she was the only one that was different. Was that true?
- 
- Comment: “Lily, Lenny, Lucy and Laura were all leopards, but they each had different color spots. Each one of you is a child, but no one is exactly the same. Respect is knowing each one of us is unique and valuable.”
  - What qualities was Lily able to share about herself? (kind, caring, friendly, loving, brave, and strong) (For five- to seven-year olds, write down the qualities they name on the board as they name them.)
  - What qualities do you like in your friends?
  - What qualities do you like all people to have?
  - Was Lily happy to discover that she had those qualities?
  - What is one of the qualities that Lily had that is also one of your qualities?

## Activity

- Invite the children to draw or write one of the qualities that Lily had that is also one of their qualities on a little piece of paper. Little children can just draw a mark on the paper or the first letter of the quality.
- Ask some of the children to act out the story. Assign roles and slowly read the story as they act it out. When Lily starts to list her qualities, ask the children:
  - Who say tell Lily that she’s kind?

❖ Comment: Everyone who wrote kind on your paper come up and tell Lily she is kind! Enjoy them doing so, and then say: You are all kind.

- Who can tell Lily that she's caring?

❖ Comment: Everyone who wrote caring on your paper come up and tell Lily she is loving! Enjoy them doing so, and then say: You are all loving.

➤ If no one has noted down one of the qualities, say: Whoever is, come up and tell Lily she is \_\_\_\_\_.

➤ Please repeat the above process for each one of the following qualities.

- Who say tell Lily that she's friendly?
- Who say tell Lily that she's caring?
- Who say tell Lily that she's brave?
- Who say tell Lily that she's strong?

Close with the Quietly Being Peace Exercise.

## **RESPECT I LESSON 3**

### **My Hands**

Begin with a song.

### **Discuss/Share**

Discuss the following Respect Points.

- ◆ Respect is feeling good about myself.
- ◆ Respect is valuing myself.
- ◆ Respect is knowing others are valuable, too.
- ◆ Ask:
  - When do you feel good about yourself?

Children will often mention specific things they do that are helpful to others as a time when they feel good about themselves. Confirm that when we do good things, we feel good about ourselves.

They may mention that they feel good about themselves when they feel peaceful. Acknowledge their responses.

### **Art Activity**

In this activity, each child is to make hand prints of both of their hands in a circle on a large sheet of paper.

**Three to Four Activity:** Invite the children to make hand prints by dipping their hands in finger paints and pressing them on the sheet of paper.

**Age Five Activity:** The children can make their own hand prints by tracing the outside of their hands on paper and then cutting them out. Help the children arrange them on a large sheet of paper in a circle and glue them down. Each child can write their name by their paper hands.

### **Discuss/Share**

In a circle or with the children sitting in a group, the teacher can talk about the activity and draw the children's attention to the reality of hands doing actions that create good or hands doing actions that create sorrow, e.g., hitting or pinching others. Ask every child what nice things or what good actions they would like their hands to do. Write down their answers within the circle of cut-out hands.

Do the following Respect Star exercise.

**Introduction:** Say, "We've been singing about some of the good things that you do. Doing good things helps us respect ourselves. It is also important to know what we were talking about the other day — that each one of us is unique and valuable, and lovable and capable. Filling yourself up with those feelings is what respect feels like inside. Let's have the Respect Star join us Peaceful Stars."

**Note to Educator:** The Respect Star Quietly Being Exercise can also be found in the Appendix.

## **Respect Star Quietly Being Exercise**

“For a few moments, be very still. . . . Relax your toes and legs . . . relax your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . The Respect Star knows each person brings special qualities to the world . . . You are a beautiful peace star . . . you are lovable and capable . . . you are who you are. . . . You are unique and valuable. . . . Enjoy the feeling of respect inside . . . . Each person has special qualities. . . . Perhaps you are courageous and kind . . . perhaps you are friendly and helpful . . . perhaps you are honest and responsible . . . perhaps you give happiness. . . . You are all stars of peace that are lovable and capable. . . . Let yourself be quiet and peaceful inside. . . . Whenever you want to feel especially good inside, be very still . . . and remember you are a star full of peace, a star full of respect.”

## **RESPECT I LESSON 4**

### **My Hands Song**

#### **Creative Activity**

Make up a simple song or poem using the words written from the My Hands activity of the previous lesson. Have a good time, making hand movements to go with the words of the song. The following song was created by children in a nursery in London.

#### **These Little Hands**

These little hands, what can they do?  
They can paint a picture for Mummy and for you.  
These little hands, what can they do?  
They can hug you and show I love you.  
These little hands, what can they do?  
They can play the drums one and two.  
These little hands, what can they do?  
They can blow a kiss to show I love you.  
These little hands, what can they do?  
They can gently stroke your cheek and wave hello.

## Activity

Invite the children to make a card to show their parents by using the hand prints they made in the last lesson.

**Three to Four Activity:** Help the children write the following with felt tips on the card: My little hands do good things. They \_\_\_\_\_. (Write out the child's answer.)

**Age Five Activity:** Invite the children to write some of the good things their hands do. The children may wish to further decorate their card with shapes of hearts or small drawings.

Close with the Respect Star Quietly Being exercise.

## RESPECT I LESSON 5

### Each One of Us is Unique

#### Song: You're Tops

Begin by playing the "You're Tops" a couple of times.

It is available for free download on the international LVE site, [www.livingvalues.net](http://www.livingvalues.net), under For Schools/Children Ages 3–7/Download Songs.

Moaned the lion, "I can't swing from my tail." Wailed the hippopotamus, "I can't fly." Grumbled the giraffe, "I can't hop." And they all wondered why.

Then the lion shook his head. "I know." The giraffe nodded. "Me too."

The hippopotamus chuckled bubbles.

The whole zoo knew.

"I can ROAR," said the lion.

"I can reach treetops," said the giraffe. "I can swim," said the hippopotamus. "In our own way, we're each tops!"

– Contributed by Madeline C. Nella

## Discuss/Share

Ask:

- When the lion moaned, “I can’t swing from my tail,” what animal do you think he was thinking of that can swing from his or her tail?
- What can the lion do that the monkey can’t?
- What can the monkey do that the lion can’t?
- When the hippopotamus wailed, “I can’t fly,” who do you think he was thinking of that can fly?
- When the giraffe grumbled, “I can’t hop,” what animal do you think she was thinking of that can hop?
- Are all lions the same exact color and are they all the exact same size?
- What about monkeys? Are all their tails the same length?”

Say, “Today’s Respect Point is:

- ◆ Respect is knowing I am unique and valuable.

Share: “Everyone is unique and valuable. No one is exactly the same. We are all different.”

Ask: What are some of the ways people are different?

Ask the following questions at a quicker pace than usual. The children can raise their hands instead of answering.

- Let’s think of what you are good at.
- Who likes math more than reading?
- Who likes reading more than math?
- Who likes reading and math the same?
- Who loves swimming?
- Who is great at climbing trees?
- What loves to make food in the kitchen?
- Who loves music?
- Who can tap out a rhythm with drums?

- Who can tell what bird is singing by just listening to their song?
  - Who loves to dance?
  - Who loves to sing?
  - Who loves to paint and draw?
  - Who loves to make things?
  - Who can do four cartwheels in a row?
  - Who is a great helper?
  - Who is a great listener?
  - Who loves to ride a bicycle or a scooter?
- 
- Can you think of other things children can be great at that I forgot to mention?
  - Great! And let's not forget the most important things — your qualities! Who's sweet and kind?

Say, “The point is . . . everyone is unique and valuable. No one is exactly the same. We are all different. And that is a good thing, because we need people who can do many different things in the world.

Know what you are good at, but don't compare yourself with others. Be happy you are good at some things and others are good at other things.

## **Activity**

***Five to Seven Activity:*** Ask the children to make a drawing of things they love and things they are good at.



**Ages Three to Four:** Continue to the following song. Play it for the children three times so they can begin learning it. Make up hand motions to go with the words.

### **Song: Each One of Us Is Beautiful**

Teach the children the following song, or another song on valuing each one. This song can be downloaded free of charge from the [livingvalues.net](http://livingvalues.net) site.

Each one of us is beautiful, As beautiful as can be

If you can see my beauty

You know how to look at me. I'm full of love and laughter

I have a smile for you I'm smart and friendly

You're smart and friendly, too.

Each one of us is beautiful Like a little star,

I'm so happy we can see How beautiful we are.



## ***NOTE TO EDUCATOR***

### **Affirming Qualities**

Of course, regularly reinforcing positive qualities is important and something that most educators do. It is especially important when a child is first learning to acquire a new skill, such as carefully listening to others. All humans like warm regard, an extra smile, and hearing about their positive qualities. While recognition is good to give immediately during the acquisition of a new skill, the adult can also keep a sheet of paper for noting down positive behaviors of the children.

Write good things you observe the children saying or doing during the day/week. Share your comments during circle time or sharing time when you have at least one comment for each child. (It is easiest if you have the children's names listed in a column already.)

Add a quality to each one of the specific behaviors you noted down. For example, "Mario helped Lin when the juice spilled. That was helpful and gave respect to Lin. And Lin used good manners with our new member, Sherry. That was friendly and gave respect to Sherry. Dana remembered to use his arms for helping. That was being a great model of peace and showed that he has respect for himself. Mohammed listened so well during . . ."

If there is time, close with one of the Quietly Being Exercises.

## **RESPECT I LESSON 6**

### **Play Microphone**

Begin with a song.

## **Activity**

Step 1. Make a play microphone with the children.

Step 2. Discuss the following Respect Point: Respect is listening to others.

Step 3. Ask:

- When you are talking, what do you like others to do?
- How do you feel when other don't listen to you?
- How do you feel when others talk over you?
- How do you feel when others listen?
- Do you think we all like to be listened to?

Step 4. Model introducing themselves and you, using the play microphone.

Step 5. Allow the children to take turns introducing each other, using the play microphone while practicing giving respect while speaking and giving respect while listening (that is, taking turns listening before speaking). If there is a real microphone available, allow the children to use it after they have practiced with the play microphone.

*– Contributed by Encarnación Royo Costa*

Sing one of the respect songs together and perhaps dance or move in a circle at the same time.

Please close with the following Quietly Being exercise.

## **Flowers of Respect Quietly Being Exercise**

“Sit comfortably and let your body relax. . . . Breathe in slowly and let yourself enjoy being all still inside. . . . Wiggle your toes and let your feet relax. . . . Take another big breath . . . and let your shoulders go up . . . and down . . . and relax. . . . Breathe in slowly . . . and enjoy getting all still inside. . . . Now in your mind, picture a flower. . . . Imagine the color . . . and shape. . . . Enjoy how pretty it is. . . . Each person is like a flower. . . . Each one of us is unique . . . we are all naturally good inside. . . . Picture a garden around you now with different kinds of flowers . . . of many colors. . . .

Maybe some are blue and others are pink, maybe some are yellow or purple or red. . . . All of them are beautiful. . . . some may be tall with pointed petals, some with rounded petals, some are big and others little. . . . Each one of us is like a beautiful flower. . . . Each adds beauty to the garden. . . . All are important. . . . Together they form the garden. . . . Each flower has respect for itself. . . . and respect for all the other flowers. . . . Now take in a slow happy peaceful breath . . . and bring your attention back here.

## **RESPECT I LESSON 7**

### **Feelings of Respect and Disrespect**

Begin by singing “Each One of Us is Beautiful” or another respect song.

### **Discuss/Share**

Ask, acknowledging all responses and actively listening as appropriate.

- Do you remember the story we read the other day, “Lily the Leopard”?
- Would you like me to read it again? (Children of this age will usually say “yes”. Please read the story again.)
- What color spots did Lily have?
- What color spots did Lenny have?
- Do you ever feel sad or get your feelings hurt like Lily did?
- What did the other leopards do that hurt Lily’s feelings?
- How do you feel when people are mean?
- What don’t you like people to do?
- What do you like people to do?
- How did Lenny show Lily respect?
- How did Lucy and Laura show Lily respect?
- How do you like people to show you respect?
- How do you give respect to your friends?
- How do you give respect to me, your teacher?

### **Share a Story**

The Joy of Reading Project kindly gave their permission to post the following stories on the international LVE site, [www.livingvalues.net](http://www.livingvalues.net). You will find it under For Schools / Children Ages 3-7 / Download Free Stories / Respect I.

Say, “Sometimes children don’t know how to give respect to others. Sometimes they are full of fear, sadness or anger and they hit or say mean things. I’m going to read a story about that.”

**Story for Ages Three through Six:** “Hands Are Not for Hitting” by Martina Agassi, with illustrations by Marieka Heinlen is suitable for children ages three through six. As you read the story, please have the children act out some of the things in the story, such as snapping, clapping and tapping out a beat.

**Story for Age Seven:** “Bully B.E.A.N.S.” by Julia Cook is a story about cooperatively standing up to children who are bullying.

## **Activity**

**Three through Six Activity:** After the story, put on music and ask the children to walk around the room giving respect to everyone. Model giving respect as you walk among them and interact. Perhaps have them bring out their peace puppets

**Age Seven Activity:** Discuss the story afterwards and allow any children who wish to share to do so. Ask them to repeat the phrase, “I don’t like it when you do that, I want you to stop.” Then talk to them about grouping together when someone is being mean. Role play with you being a bully to a plush animal and four children coming over to join the plush animal being slightly bullying to say together, “We don’t like it when you do that. We want you to stop.”

Close with the Flowers of Respect Quietly Being Exercise.

## **RESPECT I LESSON 8**

### **Giving Respect at School**

Begin with a song.

### **Discuss/Share**

#### **The Respect Points:**

Respect is treating others nicely.

Respect is knowing others are valuable, too.

Ask:

- What does that mean?
- What are ways we can treat others nicely at school?
- What are ways you like to be treated by your classmates?
- How do we give respect when we talk to someone?
- What words do you like to hear that give respect?
- Can anyone think of more words that give respect?
- What do others do that shows they respect you?

### Activity

*Who can show me?* Ask the children to demonstrate some ways of treating others with respect. Make it fun — provide contrast by asking them to demonstrate doing the same thing with disrespect. For example, ask children to demonstrate a respectful and a disrespectful way to:

Ask for something.

Talk to someone. Thank someone. Hand something to someone.

Exaggerate it a little! How would they ask a pet dragon to do something with respect?

### Song: Nice Words

Learn another respect song. You might want to try the following. The below song is available for free download on [livingvalues.net/For Schools/Children 3 to 7](http://livingvalues.net/ForSchools/Children3to7).

*Chorus: I say nice words to you;*

*You say nice words to me. Can you find a nice word For everyone you see?*

*Everyone you see?*

*You're funny. You're happy.*

*You're always very kind.*

*Nice words make you feel good; Say them all the time.*

*You're smart, I like you;*

*You're a friend of mine.*

*Nice words make you feel good; Say them all the time.*

*(Repeat chorus two times.)*

*— Contributed by Max and Marcia Nass*

## **RESPECT I LESSON 9**

### **Giving Respect at Home**

Begin with a song. Perhaps sing “Nice Words” from the last lesson.

#### **Discuss/Share**

- How do you give respect at home to your mother?
- How do you give respect at home to your father?
- How do we give respect when we ask for something?
- How do we respect our home?
- How do we respect animals?
- When do you feel respected?
- What makes you feel respected?
- How do you respect to yourself?
- If the Respect Star were to visit us, what advice do you think he would give us?
- Sometimes some people don’t give us love or respect. Do you think the Respect Star could tell us why that happens? What would he say?
- Do you think the Respect Star and the Love Star would tell us to always respect ourselves?

#### **Activity Options**

Finger paint the feelings of respect or finger paint the feelings of respect on one side of a piece of paper and disrespect on the other side.

Or, draw a picture of the Respect Star and his advice to the children of the world.

Close with the Respect Star Quietly Being Exercise.

## **RESPECT I LESSON 10**

### **You’re Wonderful, Too!**

Begin with the song, Each One of Us Is Beautiful.



## Discuss/Share

Step 1. Say, “Part of self-respect is knowing the wonderful things about yourself. Today, as we sit in the circle, I want you to think about some of the good things that you know about yourself, like we did the other day.

Step 2. Can anybody tell me some things? . . . Yes, you are lovable, smart . . . you like to do\_\_\_\_\_.

Step 3. Now, I want each of you in the circle to take a turn saying one good thing about yourself. You can say, for example, ‘I’m smart, or I’m lovable, or I’m helpful.’ Okay? Everyone think of one good thing about yourself. Okay, let’s go around the circle. . . Great.

Step 4. “Once we know some of the wonderful things in us, then it is easy to see the wonderful things in others, too. Respect is knowing that others are valuable, too. Now, I want us to take turns around the circle again, but this time I want you to say something good about the person sitting next to you.” (indicate right or left)

Close with the Garden of Respect Quietly Being Exercise.

## RESPECT I LESSON 11

### Conflict Resolution with Respect

Begin with a respect song.

### Activity

**Note to Educator:** This lesson is to reinforce the conflict resolution skills taught in Peace I Lesson 10.

➤ Say, “When we have a conflict or misunderstanding with our friends or sisters and brothers, and we have the courage to be willing to talk and understand each other, and we can solve any problem.

Ask: Do you remember the three questions that help in understanding and solving the problem?

❖ How do you feel?

- ❖ What would you like the other person not to do?
- ❖ What would you like the other person to do?

Say, “Today, we’re doing to practice conflict resolution again, but this time I want you to pay special attention to listening with respect, and repeating what the other person said with respect.”

*Demonstrate* the conflict resolution skills with two students, as was done during Lesson 10 of the Peace I Unit. With seven-year olds, ask two more students to come up to be peace monitors, and instruct them to ask the three questions. They can practice asking the questions with respect. Positively acknowledge their successes.

Close with a Quietly Being Exercise of your choice and a peace or respect song.

## RESPECT I LESSON 12

### A Story from Your Culture

Begin with a song.

Read a story from your culture about valuing or respecting someone or something. Then discuss the story and draw it or enact it.

Close with the Respect Star exercise.

## RESPECT I LESSON 13

### What I’m Proud Of

Begin with a song.

**Discuss the following Respect Point:**

- ◆ Respect is valuing myself.
- ◆ Ask: When do you value yourself? When do you feel proud of yourself?

Listen and acknowledge their responses. Tell them each person is valuable, and it is okay to value themselves because they are valuable.

**Activity:** Ask the children to draw a picture of him or herself doing something each one feels good about or is proud of — or just a picture of the self when he or she is feeling valuable.

Allow each child to share if they wish to do so.

Close with a song.

## RESPECT I LESSON 14

### Crowns

Begin with a song.

#### Activity

Tell the children that today for the ending activity they can make crowns of their qualities. Provide a piece of paper wide enough to wrap around a child's head. Draw a crown on it with tabs on each end. Draw triangles and diamonds for jewels on another piece of paper. The children can color the crown and the virtue "jewels" and cut them out. The adults can write in the qualities that each child identified if the children are too young to do that for themselves. The jewels can then be pasted on the crown. Help the children make the right size crown by taping or stapling the two end tabs together.

#### Discuss/Share

With all the children wearing their crowns, ask what they enjoyed during the lessons on respect, and what they learned.

**Dance:** End with a circle dance while singing "Each One of Us Is Beautiful" or another respect song.

Close with the Respect Star Quietly Being Exercise.



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## Notes

## Notes





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