



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 8 - Responsibility

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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Living Values Education Activities for Young Adults, Book 1

Unit 8. Responsibility

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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?

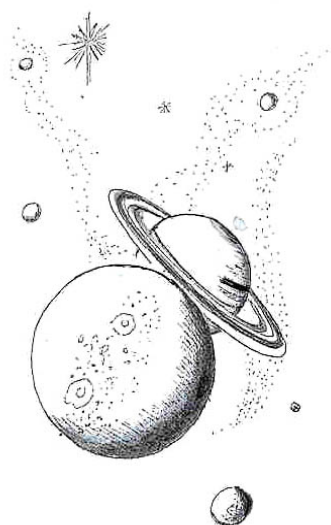
No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free 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.*



UNIT EIGHT: RESPONSIBILITY

Responsibility is a value important for society, and for the wellbeing, productivity and happiness of the individual. It allows young people to build good habits and relationships, and grow toward their potential.

In this values unit, responsibility is looked at from different angles, from the serious to the ridiculous, in an attempt to engage students in seeing the relevance and benefit of this value for the self, others and the world — and how they can make a positive difference.

Please feel free to add to the list of Reflections Points your favorite sayings from different cultures, legends or admired individuals. The values planning team may wish to choose one subject area, daily, to play a song. Select songs you feel the students will relate to; ones that are appropriate for their age. You may want the students to bring in songs that evoke the desire to fulfill a responsibility, such as “Circle of Life” by Elton John. Perhaps play the song, “Conviction of the Heart,” by Kenny Loggins. Some students enjoy learning traditional songs.

Occasionally include a Relaxation/Focusing Exercise during values time.



Responsibility Reflection Points

- ◆ Responsibility is doing your share.
- ◆ Responsibility is accepting what is required and carrying out the task to the best of your ability.
- ◆ A responsible person fulfills the assigned duty by staying true to the aim. Duties are carried out with integrity and a sense of purpose.
- ◆ If we want peace, we have the responsibility to be peaceful.
- ◆ If we want a clean world, we have the responsibility to care for nature.
- ◆ When one is responsible, there is the contentment of having made a contribution.
- ◆ As a responsible person, I have something worthwhile to offer — and so do others.
- ◆ A responsible person knows how to be fair, seeing that each gets a share.
- ◆ With rights there are responsibilities.
- ◆ Responsibility is not only something that obliges us, but is also something that allows us to achieve what we wish.
- ◆ Each person can perceive her or his own world and look for the balance of rights and responsibilities.
- ◆ “The test of our progress is not whether we add to the abundance of those who have much; it is whether we provide enough for those who have too little.” — *Franklin D. Roosevelt*
- ◆ Global responsibility requires respect for all human beings.
- ◆ Responsibility is using our resources to generate positive change.

RESPONSIBILITY LESSON 1

Trust Walk

Play a song as the students enter. Introduce the unit on the value of responsibility by asking the students what responsibility means. Accept all responses.



Activity

Say, “Today, we will play with responsibility by having a trust walk.” To do a trust walk, half the class wears blindfolds. One partner is responsible for carefully leading his or her blindfolded partner around, guiding physically as well as offering verbal information to manage uneven areas and to help the partner feel safe and comfortable. Do this for 10 minutes, then reverse roles.

– *Contributed by Pilar Quera Colomina*

Discuss/Share

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

Ask the entire group:

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

Ask each person to come up with a definition of responsibility and write it at the top of a page as the first entry of each one’s Personal Responsibility Journal.

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

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

➤ Ask:

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



“Well done! Now let’s know that they heard you all . . . and let’s continue with the story! (One in which the people heard the message and are responsive to it, that is, are responsible.) Lead the applause when they are done.
Close with a song or a relaxation/focusing exercise of their choice.

RESPONSIBILITY LESSON 2

Mind Mapping Responsibility and Irresponsibility

Begin with a song.

Discuss the Reflection Points.

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

Mind Mapping Activity

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

Mind Map: Begin by drawing a large circle on the white board, putting Responsibility on the right side and Irresponsibility on the left side. Start with a branch for Self on the Responsibility side of the circle, asking them what happens when there is Responsibility in the Self and writing in brief their responses. Then ask them what happens when there is a lack of responsibility in the Self. The students are to supply all the answers. Also do separate branches for Families, Friends, Education, Business, Society and International Relationships on both responsibility and irresponsibility. Perhaps they would like to add caring for the environment.

Creative Activity

Divide the students into groups of six to eight. Ask each group to create a song or poem about responsibility or responsibility versus



irresponsibility. It could be a rap song. Allow them to perform their creation for the group.

RESPONSIBILITY LESSON 3

I Believe In . . .

Begin with a song.

Discuss/Share

➤ Ask:

- What do you believe in?
- Do you believe in peace?
- Do you believe in caring for the environment?
- Using the value of responsibility, what does it mean if we really believe in these things?
- What kinds of actions does someone do who cares for the environment? (Make a list on the board as they call out answers.)

➤ Take another item that several young adults say they believe in and Ask:

- If you believe in this, what type of behavior supports that belief? What would you do?
- Does responsibility mean that your beliefs and actions are consistent?
- What else does it mean?

Write the following Reflection Points on the board. Ask what they think about the points. “Are they true?” Discuss them in light of the previous questions.

- ◆ Responsibility means that you try your best to do what you believe in.
- ◆ If we want peace, we have the responsibility to be peaceful.
- ◆ If we want a clean world, we have the responsibility to care for nature.
- ◆ With rights there are responsibilities.



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

Share concept: If we believe in certain principles or values, then what we do or how we act should support our beliefs and values. For instance, if someone believes in caring for the environment, but then pollutes a stream and wastes water, then that person is not walking their talk.

Activity

Step 1. Play some relaxing music and instruct the young adults to write their responses as you slowly ask the following questions. Allow them sufficient time to reflect and write.

- What else do you believe in?
- Do you believe in loyalty?
- Do you believe in being a good friend?
- Do you believe in being a good student?
- Do you believe in loving families?
- What rights and contributing actions (responsibilities) go with each “I believe . . .” statement you have made?

Step 2. Invite students to form small groups and share some of the things they believe in.

Step 3. Invite each individual to choose three of their most important “I believe in . . .” statements. Ask them to follow each sentence starting with “I believe in . . .”, with a sentence starting with, “I want the right to . . .”, and then, “My responsibilities are . . .”

Step 4. Ask students to stand in a circle to share one of their “I believe in . . .” statements.

Close with a relaxation/focusing exercise.

Homework: Ask the young adults if they would like to select one or more actions in support of their “I believe in . . .” statements to do daily while doing this values unit on responsibility. Ask them to



note those actions in their Personal Responsibility Journal, any consequences of doing that action, and how they felt.

RESPONSIBILITY LESSON 4

People Who Made a Difference

Educator Preparation: Select a short story, essay or article about a person who has made a positive difference for your country, heritage, or the region through personal commitment and responsibility. Or, ask a few students to bring in their favorite reading about this topic.

Begin with a song.

Write the following Reflection Points on the board:

- ◆ Responsibility is not only something that obliges us, but is also something that allows us to achieve what we wish.
- ◆ Responsibility is using our resources to generate positive change.

Activity

Step 1. Provide paper and colored pencils or crayons and ask the young adults to artistically write and decorate one of their “I believe in . . .” statements while several students and/or the teacher reads orally from their favorite passages about a person who has made a positive difference through their personal commitment.

Step 2. Discuss any reactions to the readings. Ask about the second Reflection Point on the board in relation to a person featured in the readings: “What were this person’s resources?” Perhaps that person’s only resources were his or her personal energy of commitment, the ability to speak persuasively, or . . . ?

Step 3. Put all the decorated statements on the bulletin board or wall, slightly overlapping them.

Close with a relaxation/focusing exercise.



RESPONSIBILITY LESSON 5

Responsibilities in the Home

Begin with a song.

Discuss/Share

Please write the Reflection Points on the board.

- ◆ Responsibility is doing your share.
- ◆ Responsibility is accepting what is required and carrying out the task to the best of your ability.
- ◆ When one is responsible, there is the contentment of having made a contribution.
- ◆ With rights there are responsibilities.

Please use the following questions to generate a discussion. Please actively listen and validate as appropriate.

- How did you learn about responsibility as a child?
- Do you consider yourself responsible now?
- Sometimes people are responsible in some areas, and not others. In what areas are you responsible?
- How would you teach your children responsibility?
- What responsibilities do parents have?

Some parents do not teach their children to be responsible. For example, they do not give them chores to do and do not allow them to take the consequences for their actions. Such children often end up feeling “entitled”, that is, that the world should serve them and they shouldn’t have to work hard or do their share.

One of the consequences of being raised in this way is they are not grateful for what they have or what others do for them. Another is that they do not develop many of the living skills needed for life. Have you ever met someone who feels “entitled”? What are the pros and cons of being raised in such a way?

- If you choose to be a parent, what kind of parent will you be when you are an adult? What responsibilities will be important to you?



- What advantages will your children have if you teach them to be responsible?
- What happens when parents do not fulfill their responsibilities?
- How do you feel when other people do not do what they say they will do?
- What responsibilities do sons or daughters have?
- What happens when children do not fulfill their responsibilities?
- What are your responsibilities at home?
- What feelings do you have sometimes that interfere with you wanting to be responsible?
- How do you show your parents you are responsible?
- What contributions do you make to your family?
- What contributions do you feel proud of?

Reflective Activity

- Sometimes people don't feel like being responsible. Perhaps they are tired, they are overwhelmed with too much to do, or angry at someone and resent doing something for him or her, or they are out of balance and aren't getting enough fun time or time to themselves. When we are happy and in balance and relationships are good, it is easy and fun to be responsible. Please reflect and then write down ways to help you take care of yourself and stay in balance. (Give them several minutes.)
- If there is something that you want to be responsible about, what kinds of statements do you say to yourself or could you say to yourself that help you do the action you need to do to be responsible? Please write those down. (Give them two or three minutes.)
- Please reflect for a moment about your home life. Is there a responsibility you would like to take up? It may be something simple, such as playing or spending time with a younger sibling every day, or it may be a commitment to help with one or two meals a week, or a commitment to be more green at home. . . . Think about what your family needs . . . and imagine what that would look like and feel like . . . and what will change as a result. (Give them two minutes to reflect.)



Activity

Step 1. Divide the class into small groups of three or four. Ask them to share some of their thoughts during the reflective exercise, that is, how to care for themselves and stay in balance, what empowering thoughts help them be responsible and an activity they would like to be responsible for.

Step 2. Invite them to individually write an appreciative poem or note to someone in their life that has helped them be responsible.

Close with the Flowers of Respect Relaxation Exercise.

RESPONSIBILITY LESSON 6 **A Class Project, Being Responsible**

Note to Educator: Your class may already be involved with an ongoing Caring for the Earth and Her Oceans project. If so, that's wonderful. Please continue and simply tie in bits of information from the lessons in the unit that are relevant and appropriate as you continue with the environmental project, and positively affirm their efforts to take responsibility. If you are not engaged in an ongoing project, you may wish to continue with this lesson.

Begin with a song.

Discuss/Share

➤ Ask:

- One definition of responsibility is doing our share. What would happen if everyone in the world decided to work together to end the climate change crisis? Do you think we would be able to do it?

Possible comment: If there are naysayers, tell them that it is possible. For example: "It has been said that if everyone were to adopt a vegetarian diet, we would be able to end the climate change crisis within two years. It is possible to do, it is just about enough



people developing the will to do it, and then having the power to be responsible and carry out the necessary action.”

➤ Ask:

- Shall we take up a class project? What would you like to do?

Note to Educator: If you and the students are considering an environmental project, you may wish to look at the Simplicity and Caring for the Earth and Her Oceans Lesson 13 for some ideas. If they are already doing an environmental project, perhaps look at it in terms of taking up a short-term project that requires all being responsible.

Or, in accordance with your situation, you may wish to invite them to organize a meal together or plan and carry through on a flower or vegetable garden. Or, each student could take up a responsibility at school. Perhaps some of them could be conflict resolution mediators or some would like to tutor. Ask the students about tasks they would like to be responsible for. Be open to talking about their experiences and helping them generate solutions to any problems.

Activity

Once the students have decided what they would like to do, invite them to list materials needed and the tasks that need to be done. Suggest that teams accept responsibility for different tasks.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 7

Responsibility to the Self

Begin with a song.

Discuss/Share

Write the following Reflection Point on the board:

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



Discuss Homework Results: Ask students about their homework of doing one or more responsible actions each day.

➤ Ask:

- How do you feel when you fulfill your responsibilities?
- What have you enjoyed?
- Has anything been difficult?
- How do you feel and what are the consequences when you do not fulfill your responsibilities?
- How are you encouraging yourself?
- What responsibilities do we have to ourselves?
- How do we balance caring for others and caring for the self?
- Is part of taking care of the self being responsible?
- In the midst of being responsible to others, what things can you do to take care of you?

Activity

Step 1. In small groups, discuss the times when it is difficult to be responsible, and the emotion underneath.

Step 2. Invite them to generate things they can think or do to help them feel better in a healthy way.

Step 3. Ask them to present their findings in a skit or a song to the entire group.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 8

Responsibility as a Student

Begin with a song.

Discuss

- What responsibilities do you have as students?
- What responsibilities do teachers have?



- Imagine a school where none of the teachers carried out any of their responsibilities. What would happen?
- How do you feel when you fulfill your responsibilities as a student?
- How do you feel, and what are the consequences when you do not fulfill your responsibilities?
- What are your long-term goals?
- What are your short-term goals?
- Is there a hardest time of the year for you to want to fulfill your student responsibilities? When?
- What thoughts help you stay focused and responsible?
- What helps you be freer from stress?

Activity Options

After doing one of the following options, continue with their responsibility project.

Option One:

Step 1. Ask students to choose one subject in which they would like to improve. On a scale of 1 to 10, 10 being the highest mark – how do they rate themselves?

Step 2. Instruct the students to think about something they can do to improve in that subject to get nearer their goal. The students can form pairs to talk this over. Their new behaviors should be specific, practical, and easily observable. In this way, students can see when they are making progress toward their goal.

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

Step 4. In three days, ask students in each pair to review their progress, and encourage each other to continue working toward their goal.

Option Two:

Step 1. Invite students to form small groups of four to five and discuss methods to keep up their motivation during stressful times at



school. They may wish to include a variety of methods, such as empowering thoughts, one- or two-minute exercise breaks during class such as stretching, brain gym or jumping, or short relaxation/focusing exercises. Or, they may wish to suggest?

Step 2. Ask each group to prepare something to share with the entire class.

Step 3. Ask the class if they would like to try some of these options as a group. For example, would they like to do exercise for one minute after 20 minutes of sitting? Which of the empowering thoughts would they like as encouraging slogans on the wall?

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 9

Dealing with Guilt Constructively

Begin with a song.

Discuss/Share

Inform: Some people are very sensitive and others are not sensitive at all, they appear hardened or mean.

➤ Ask:

- Which one would you rather be and why?
- Which one do you think feels more guilt?
- What are the advantages of being sensitive to yourself and others?
- What are the disadvantages of being sensitive to yourself and others?
- What are the advantages of being not sensitive to yourself and others?
- What are the disadvantages of being hardened or mean?
- Which would you rather have as your best friend, a sensitive person or a hardened mean person?
- So, is it good to feel guilt sometimes?



- Do all of you sometimes feel guilty about something you did or did not do? (If the answer is yes, say: “Congratulations. That means you are all good people!”)

Inform: Guilt is very important when you do something wrong, for five seconds ... or until you realize what you would rather have done instead.

Feeling sad, ashamed or guilty about a mistake you have made is natural. It simply means you regret what happened and would have liked to have done something different. Sometimes we also feel bad when we are irresponsible, that is, about not doing something we know in our heart was important to do. It might have been something like not visiting a relative when they were ill or not sticking up for a friend or an animal when they were bullied.

Ask the following question and discuss, actively listening and validating as appropriate.

- How do you feel when you do not do something you thought you should do?
- What kinds of things do you feel a little bad about if you don't do?
- What kinds of things do you feel very bad about?

Inform: We all make mistakes sometimes. We are all human. But feeling guilty or sad for a long time takes away our energy.

A constructive thing to do instead is:

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



Activity

Write the five steps on the board. Ask the students to write a personal essay in their Personal Responsibility Journal, applying those five steps to a situation they would like to change.

After doing the above, continue with their responsibility project.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 10

Responsibility Builds Trust

Begin with a song.

Discuss

- How do you feel when people do not do what they say they will do, that is, act irresponsibly?
- How do you feel when your friend gossips about you or lets you down?
- How do you feel when your friend is trustworthy?
- How does responsibility build trust?
- What can we say to friends when they are irresponsible or let us down?

Activity

Step 1. Ask the students to form groups of five. Each student in the group is to generate two situations in which he or she feels someone has let him or her down or has been irresponsible in some way.

Step 2. They are to role play those situations, coming up with two solutions for each problem. Suggest they begin communicating with an "I" message, that is, "I feel _____ when _____." Another definition for responsibility is the ability to respond. Ask them to express their feelings, explain and encourage rather than blasting with anger the other person playing the irresponsible role.



Use communication skills learned during the Peace, Respect and Happiness Values Units.

Step 3. After each role play, discuss the consequences of their actions, that is, the consequences of doing nothing or of communicating well.

Step 4. Ask if there are real problems they are currently confronting and invite them to create Situation Cards and discuss and role play them as part of generating positive, appropriate solutions.
Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 11

Global Responsibility

Begin with a song.

Discuss the following Reflection Points:

- ◆ Global responsibility requires respect toward all human beings.
 - ◆ A responsible person knows how to be fair, seeing that each gets a share.
 - ◆ Responsibility is using our resources to generate a positive change.
 - ◆ A responsible person fulfills the assigned duty by staying true to the aim. Duties are carried out with integrity and a sense of purpose.
- Ask, actively listening and affirming as appropriate:
- If you could tell every person in the world that he or she had to be responsible, in what ways would you want people to be responsible?
 - Would those changes bring about the changes you think would benefit the world?
 - What is our global responsibility?
 - What changes do you think would benefit our community/school?
 - What would you like everyone to be responsible for?
 - What would you want them to do?
 - What would you want them not to do?



- As a person, what responsibilities do you have to others? To society?
- What is our societal responsibility?
- What is our moral responsibility?

Activity

Ask students to form small groups and write responsibility guidelines for each person in the world – the Global Citizen.

If there is additional time, continue with the class responsibility project or do the next lesson.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 12

Rights of the Global Citizen

Begin with a song.

Activity

Step 1. Form the same small groups as in the previous lesson. Each group is to discuss what they feel the rights of a global citizen should be – that is, the rights of every person in the world. Write these Rights of a Global Citizen on a poster.

Step 2. Next, each small group is to examine their Responsibility Guidelines for the Global Citizen and compare it with their list of Rights. Do these support each other? Do any of the responsibilities need to be changed so that each person could have the rights? Make a poster of these responsibility guidelines.

Step 3. Invite each group to share their poster. They may wish to give a voice to the rights, as a group or as members of different cultural groups.

Step 4. Put up their posters.

Close with a relaxation/focusing exercise.



RESPONSIBILITY LESSON 13

Working for a Better World

Ask the students to share their reactions to the posters.

Note to Educator: Some young adults may be cynical, feeling it would never be possible to achieve on our planet all the rights and responsibilities they recommended on their posters. Cynicism is the result of disappointment at not having the world the way we know it can be. Acknowledge their feelings and concerns. Then point out that human beings make a difference. Humans created the type of world we have now, and the youth of today will create the world of tomorrow. They are taking an important step in that process by understanding what type of world they want and the rights and responsibilities it entails.

Begin with a song.

Activity

Look for examples in the real world of people achieving those rights, and of others behaving responsibly. Many people are working for a better world. For example, free and fair elections are now taking place in many more countries, apartheid has ended, strong efforts to work for protecting and caring for our planet are happening in some countries of the world, and literacy is increasing in many countries. What are effective people, programs or policies that are creating positive change? Perhaps look at the twelve examples of best practices from the United Nations Global Conference on Habitat for Humanity or ways in which the poorest of the poor are helped through United Nations Development Programs and non-governmental organizations (NGOs). Are there NGOs in your area working to improve education, health or human rights of people?

Discuss the Reflection Point:

- ◆ A responsible person fulfills the assigned duty by staying true to the aim. Duties are carried out with integrity and a sense of purpose.



Plan: Ask the class to think of their posters, and select one small achievable project for which they could take responsibility. It may be a project that each one could do individually, such as treating each person they meet with dignity. Or, it could be a project where they provide a service to children in the neighborhood, or . . . ? Ask the students about tasks they would like to be responsible for. Be open to talking about their experiences and helping them generate solutions to any problems.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 14

Responsibility Is Integrity – and Sustainable Development Goals

Begin with a song.

Introduce the topic: “It seems that much of what has gone amiss in history is people having selfish aims based on greed or an arrogant desire for power. We discussed some examples of this when we examined the value of honesty. Let’s build upon the idea.”

Reflect on the points:

- ◆ There is enough for man’s need, but not enough for man’s greed.
- ◆ A responsible person fulfills the assigned duty by staying true to the aim. Duties are carried out with integrity and a sense of purpose.
 - Ask:
 - Can you think of any more examples?
 - If you were in charge of our country’s money, what would be your aim?
 - What do you think the responsibility of a country leader should be, serving the people of the country and the planet or enriching his own pocket?
 - If someone urges you to cheat on your job by taking some money, and that person tells you it’s only a little bit of money, what would be your responsibility?



- Is cheating being true to your values?

Activity (Sustainable Development Goals)

Step 1. Invite the students to form the same groups they were with during the previous SDGs lessons.

Step 2. Ask them to explore the effect of responsibility on the SDGs. If everyone in the world were able to be responsible with integrity how would the SDGs be affected? Do any more SDGs need to be added?

Step 3. Ask them to write specific ways holding the value of responsibility would affect the SDGs on which their group is focused and write those on white Leaves.

Step 4. Invite them to share their Responsibility Leaves with the entire group.

Step 5. Invite the groups to attach their white Responsibility Leaves to the class artistic presentation of the SDGs.

Step 6. Look at your artistic creation of the SDGs and how many leaves are attached to the SDGs. How many SDGs are affected if these eight values were lived?

Step 7. Congratulate the students on their efforts.

Close with a relaxation/focusing exercise.

RESPONSIBILITY LESSON 15

An Image or Skit

Begin with a song.



Activity

Ask the students to create an image of what they believe in. Below the image, each one is to write four new ways they have become responsible.

Alternative Activity: Divide the students into groups of 8 to 10 and ask them to create a skit demonstrating irresponsibility and/or responsibility. It can be a comedy or a drama.

Perhaps they can use as props some of the slogans or posters created during this values unit.

Responsibility Activities in Subject Areas

Language/Literature

Add to the Reflection Points using wisdom from your own culture, quotes, and your own slogans.

Study folk tales about responsibility. You may have favorites or know of others of different cultures.

Read stories about people who have made sacrifices in order to be morally or personally responsible and thereby saved the lives of many.

History/Social Studies

Explore responsibility through the regular curriculum, for example, learning about the different governing roles, public service, the functioning of associations, or the content of the Convention on the Rights of the Child.

– *Contributed by Pilar Quera Colomina and Sabine Levy*



Government Architects

Ask students to design two types of government. In both governments, there are Prime Ministers, and the citizens are peaceful and responsible. 1) Design one government where ministers operate on the laws of accumulating power. 2) Design another government where there is a balance of law and love and absolute respect for the human rights of all.

Discuss:

- How do the two societies differ?
- What are the benefits of each society, both to the citizens and to the world at large?
- Which government is more responsible in terms of caring for its citizens?
- What are the responsibilities of the citizens in a better world for all?

Science

Read a current work or United Nations report or agreement on ecological responsibility.

Preventable Mishaps

There have been many scientific mishaps because a number of individuals did not take responsibility and stay true to the aim. Think of industrial accidents that have taken place or airplane accidents in which people died because of technical faults. Another example: Because some lab technicians did not take proper care with tests, some people have thought they had a disease when they did not; others have thought they were healthy when they needed immediate treatment.

Consider the following additional Reflection Point and discuss in context of the above:

- ◆ A responsible person perseveres, not stubbornly with a blind focus, but with the motivation of fulfilling the assigned duty by staying true to the aim. When the role is played accurately, there is



efficiency and effectiveness which result in satisfaction and contentment at having made a significant contribution.

- Can you think of other scientific mishaps because of one person's lack of responsibility?

Speaking Out

- What type of scientist would you like to be?
- What would help you do that?
- What would you like to say to the scientists of the world?

Economics

A Responsible Business

Consider the following Reflection Point:

- ◆ A responsible person fulfills the assigned duty by staying true to the aim. Duties are carried out with integrity and a sense of purpose.

➤ Ask:

- If you were in charge of a business or corporation, what would your aims be?
- What is our global responsibility?
- What is our societal responsibility?
- What is our moral responsibility?

Ethics of Responsible Businesses

Investigate the message of high-level seminars for businesses that work to encourage businesses to build a better world.

Art

Discuss responsibility, using Reflection Points of your choice. Discuss how responsibility plays a role in the context of art. Ask students to make an art project of their perceived responsibilities. It could be a poster, a charcoal drawing, or something symbolic to them.



Create a project. Perhaps students would like to exhibit their work at a local shopping center. List various responsibilities to do with that endeavor. Ask for volunteers for the different tasks.

Music

Discuss:

- ◆ Responsibility is playing our role to the best of our ability.
 - Ask:
- What happens when we do this in a band or an orchestra?
- What happens to the band when someone does not act responsibly? For example, not learning a piece of music or not showing up on time for rehearsals or the performance.
- How would you feel as a member of the band or orchestra?
- What happens when we do not act responsibly as a student?
- As a parent?
- As a gardener?
- As an accountant?
- How do we feel inside when we take responsibility in our roles? What is the benefit?
- What attitude helps you enjoy being responsible?

Play some of the songs of your country or other countries which are evoking social change.

Home Economics

Say: “Today, let’s have fun with responsibility. As humans we are very lucky — we can create things — we do create our world. In responsibility, there is doing our share of a task. So, what would you like to create? (Offer possible options in your setting.) Shall we start with a meal? Shall we start with a vegetable garden? Shall we decorate the class? Shall we . . . ? Ask students to choose, then ask them to list materials needed and the tasks that need to be done.

Have teams accept responsibility for different tasks.

For example, if you decide to make a Mexican or a Moroccan meal (because that is the cultural unit you are studying), one small group



can work on decorations, another group on obtaining ingredients, etc.

Physical Education/Dance

Since students and cultures are different, the teacher can best assess areas in which responsibility needs to be addressed. Engage the students in a discussion about responsibilities and sports activities.

➤ Ask:

- Do you have a responsibility to the self? To the team?
- Why is each role equally important in a team?
- How can you best fulfill your responsibilities?
- What are the obstacles to fulfilling your responsibilities?
- What can you do to help overcome any obstacles?

Dance/Movement

Dance irresponsibility changing to responsibility.

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