



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Unit 3 - Love and Caring

For Educators and Parents Everywhere

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

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Education

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

Unit 3. Love and Caring

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

C O N T E N T S

C O N T E N T S - Brief Introduction

Setting the Context	5
LVE's Purpose and Aims	6
The Living Values Education Approach	5
Exploring and Developing Values	7
Values-based Atmosphere	11
Bringing in the Values of Your Culture	14
Quietly Being Exercises	16

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 17 - 40

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

SETTING THE CONTEXT

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

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



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

The Need for Values and Values Education

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

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

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status.

Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

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



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

LVE’s Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF’s headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

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

The aims are:

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



The Living Values Education Approach

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

Vision Statement

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

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

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



On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.

6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.

8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

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.

Creative Expression

The arts are a wonderful medium for children to express their ideas and feelings creatively – and make a value their own. Dance, movement and music allow expression and build a feeling of community. Children are invited to make peace stars, draw simplicity, paint the values and their feelings and dance cooperation. In one activity, children make wings representing humility and self-respect, then sing a related song as they move in a circle. There is a CD of 16 of the songs in this book titled *Living Values Songs for Children Ages 3–7*.



The songs are also available to download free of charge on the international LVE website, livingvalues.net. Singing and playing are healing for children. Educators are encouraged to bring in the traditional songs of their culture or the cultures represented in the area and to sing those with the children.

As small children create and enjoy doing values activities, the feelings of being peaceful, loving and happy are important for well-being, development and the process of identifying the self as one who loves values. The completion and beauty of the finished products can be a source of pride and enhance self-esteem. A variety of creative arts can serve to let different children shine at different times. A school climate that can allow each person to shine at different times is a place where all can move toward their potential.

Quietly Being Exercises

Quietly Being exercises help children enjoy “feeling” the value. Very often children do not like “having to be quiet” in school.

They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests.

Teachers have found that doing Quietly Being exercises helps students quiet down, be less stressed, and concentrate more successfully during lessons, in addition to feeling the value. While there may be initial resistance, usually that resistance disappears after several trials, and our experience has been that students begin to request quiet time. The ability to self-regulate one’s emotions and “de-stress” is an important skill in adapting and communicating successfully. As this happens the ability to concentrate grows again.

Send us your favorite values stories and activities to 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 or send us your comments.

*We hope you and the young people with whom you work
enjoy Living Values Education.*

*Thank you for your dedication to nurturing
hearts and educating minds*



UNIT 3. LOVE AND CARING

Love and Caring Lessons

The Love and Caring Reflection Points can be used to help define loving and caring behavior and how it works inside. The points can be used as the first focus point during values time, or can be a discussion point as part of language arts.

Allow the opportunity to share.

For five- through seven-year olds, the teacher can choose to use some of the words and sentences as content for reading, spelling, and writing.



Love and Caring Reflection Points

- ◆ Love is caring.
- ◆ Love is sharing.
- ◆ Love is being kind.
- ◆ I am good. I am love. All children have love inside.
- ◆ We are always connected to everyone we love.
- ◆ Love means I want what is good for me.
- ◆ Love means I want what is good for others.
- ◆ Safe adults are loving and want what is good for me.
- ◆ Love makes me feel safe.
- ◆ When there's lots of love inside, anger runs away.

Love and Caring Unit Goals and Objectives

Goal: To increase the experience of love.

Objectives:

- To enjoy the Filling Up with Love Quietly Being Exercise, as demonstrated by sitting quietly during the exercise and appearing content in doing so.
- To hear and perhaps begin to believe, if they do not: "I am good. I am love. All children have love inside."
- To experience feeling love as they listen to "The Invisible String" story.
- To enjoy expressing and receiving love nonverbally from their classmates when playing the sponge game.
- To paint their feelings of love.

Goal: To increase knowledge about love.

Objectives:

- To be able to talk about one or more Love Points.
- To hear that feeling sad, grumpy and angry is something that happens to everyone.
- To hear, understand and experience that love helps the feelings of sadness, grumpiness and anger go away and to experience being able to fill the self with love.
- To finish the root sentence, "I feel full of love when ____."



- ❑ To participate in a discussion about how love is caring for and helping our friends.
- ❑ To participate in a discussion about big-hearted people and make suggestions about what mean-hearted people need to know.
- ❑ To identify loving things people do during values discussions and activities.

Goal: To build sharing and caring social skills.

Objectives:

- ❑ To make a heart for parents or caregivers.
- ❑ For ages three to five to make love-filled sponges out of paper and play with them as puppets in a loving space with their classmates.
- ❑ To hear a song about sharing, to participate in a discussion about sharing and acknowledge that it is hard sometimes, and make a heart-shaped treat for the self and to share with a classmate.
- ❑ To give their big-hearted creation to someone and tell them why they think they are big-hearted.
- ❑ To discuss how to do something kind for someone, and to carry out the activity.
- ❑ To suggest a more appropriate or loving response once the initial negativity in a conflict is identified by others.

LOVE LESSON 1

Taking in Love

Begin with a song.

Say, “The value we will be exploring in the next few weeks is love.” Ask:

- What is love?
- What does love feel like?
- Who needs love?
- Who likes to get love?



The responses of the children are likely to be quick, affirmative ones. Acknowledge their responses. Say, “I think we all agree love is important.” Tell the children you are going to read them a story.

Read the “The Happy Sponges” story by Teresa Garcia Ramos to the children.

Share a Story: The Happy Sponges

Once upon a time there was an ocean where some very happy sponges lived. It was not just any ocean, but an ocean of love. That was the reason for their happiness — they were always full of love.

One day, one of the sponges approached the edge of the ocean. It decided to play with the waves and roll up to the beach. At last it reached the beach.



And what did it see? A girl sat on the sand. She did not seem to notice the beautiful ocean, nor the clear blue sky, but just looked down. She didn't seem very happy. The sponge was surprised to see such a sad face on such a sunny day. The sponge greeted her. “Hello, girl!

What's up? You seem unhappy. I have always heard that boys and girls constantly smile.”

The girl answered, almost reluctantly, “No. Many people feel sad.” She looked at the sponge carefully and said, “I am so surprised to see such a happy sponge. I haven't ever seen such a happy face. Why are you so happy?”

The sponge answered, “It is very easy. Since I live in the ocean of love, sponges like me constantly absorb love. We share that love with others.



And when any sponge is distracted and forgets to take love, then some accidents happen. Only then do some of the sponges get sad or angry.”

The girl sat up straighter and asked, “What do you do then?”

“Well”, answered the sponge, “then all the other sponges go to the sad or angry sponge. We fill ourselves with love, we squeeze ourselves, and then give love to the sad or angry sponge. It's easy!”

The girl said, “You are my friend, sponge. I think I would like to be like you. Do you think that it's possible for boys and girls to fill with love and be as happy as you?”



The sponge answered, “Of course!”

And the girl said, “But I am not a sponge! I am a girl. How can I do it?”

The sponge said, “It doesn't matter, you just have to believe in love and know you are love. You are like a sponge because you can feel your love, fill yourself up with love, and you can give that love to others.”

The girl exclaimed with joy, “That's great! I'm going to practice!”



She took a big breath and practiced filling up with love in her mind.

She smiled and said, “It is true! I feel happier already!”

The sponge said, “You see, it is easy. Regarding love, we are all the same.”

Discuss/Share

Ask:

- Where did the sponge live?
- What surprised the sponge when he saw the little girl?



- What did the sponge explain to Marion? When do sponges feel sad?
- What do the sponges do when someone feels sad or angry?
- How were the sponge and Marion the same?

Activity

Three to Five Activity: Instruct the children to make sponges by crumbling up a piece of paper and making two big dots on the outside for eyes. They can then be given five minutes or so to interact with other children, using their love-filled sponge as puppets.

Six and Seven Activity: Invite the children to draw a picture about “The Happy Sponges” story and write one sentence below their picture about the story or their feelings about the story.

Introduce the Filling Up with Love Quietly Being Exercise: Say, “Everyone has love deep inside. But sometimes people forget that it is there, and they don’t use it, and so it dries up. And they get sad or angry a lot, because they forgot how to feel all the love that is inside.

- Have you ever been sad? . . . (Wait for their responses and acknowledge.)
- Do you get angry sometimes? . . .

Yes, we all get sad and grumpy and angry sometimes — we forget how we can feel our love inside. So today, we’re going to practice feeling the love inside. When we feel lots of love inside, it can grow. This inside love is a special love because it makes us love ourselves and our family and friends even more. Ready to practice?

NOTE TO EDUCATOR *Dealing with a Grumpy Child*

If the children are having a grumpy day, you might say, “Do you know what I know when people are grumpy? . . . That there’s not enough love inside. Shall we choose love over being grumpy? Okay? . . . But first, does anyone want to share why he or she is grumpy? We’re all grumpy sometimes, and that’s okay. But, we can do something about it, because it isn’t much fun. Who would like to share why he or she is grumpy?” . . .



Acknowledge the responses, and take care of any real physical needs if there are such. For example, if someone is hungry, have snack time first. If someone was fighting, have the children tell how they feel, and resolve the problem using the conflict resolution methods in the Peace unit. Then proceed: “Let’s sit down and go to our inside love factory. I let the cloud of grumpiness start to go away as I picture a soft rose-colored circle of light all around us” . . . (Proceed as in the Quietly Being Exercise above).

Filling Up with Love Quietly Being Exercise

“Everyone sit comfortably and let yourself be still inside . . . Let’s pretend there is a soft rose-colored circle of light all around us. . . . That rose light is full of love. . . . That love is so soft and light and safe. . . . That light reminds the light inside of me that it’s full of love, too. . . .

I tune into that rose light inside me and enjoy the fullness of the love. . . . I am me. . . . I am naturally full of love. . . . I tune into the beauty inside myself. . . . This rose light of love is always there. . . . Whenever I want to feel more love inside, I can tune into that factory of love inside and make lots more.”

Note to Educator: The above exercise is also in the Appendix.

LOVE LESSON 2

The Sponge Game

Begin by teaching a song on love. Teach one from your culture or you may wish to listen to and sing the course of “The Light of Love” by Michael Turner. On his *Michael Turner and the Peaceful Stars* album, he kindly made it available on the LVE website, livingvalues.net. It can be found under For Schools/Children Ages 3 –7/Songs.

Discuss/Share

The following Love Points:

- ◆ Love is caring.
- ◆ Love is sharing.
- ◆ Love is being kind.
- ◆ Love means I want what is good for others.



Activity

Step 1. Read “The Happy Sponges” story again.

Step 2. Ask the children of ages six and seven to make sponges. They can use real sponges or make them out of crumpled paper. They can decorate them by adding facial features or whatever sparks their imagination. Children ages three through five already made sponges in the last lesson.

Step 3. Ask one-third of the children to form a circle with their sponges, facing outward. As the other children circle around them, they are to hold their sponges up and feel that their sponge is giving love to each child that passes. Play some happy music or have all the children sing as they do this.

Step 4. Give each one-third of the class a turn standing in the middle with their sponges – just two to three minutes or the length of one song. Have a good time.

Close with the Filling Up with Love Quietly Being Exercise

LOVE LESSON 3

Strings of Love

Begin with a song.

Share a Story: The Invisible String

“The Invisible String” by Patrice Karst shares a delightful and reassuring tale of how we are always connected to those we love with an invisible string. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools/Children Ages 3–7/Download Free Stories/Love 3–7.

Discuss/Share

Ask:

- What did you like about the story?
- Do you have any questions about the story?
- In the story, could the invisible string of love travel to any person the mother loved?



- In the story, could the invisible string of love travel to any person the children loved?
- When does that string exist? . . . Yes, whenever there is love in your heart.
- Is love stronger than anger? . . . Yes, as long as love is in your heart the string of love will always be there.
- Think for a moment of all the people you care about. . . .
(Pause.) Do you have lots of invisible strings? . . . Imagine them. . . . (Pause.) What color might they be?

Say, “One of the Love Reflection Points we can take from the story is:”

- ♦ We are always connected to everyone we love.

Say, “Another Love Reflection Points is:”

- ♦ I am good. I am love. All children have love inside.

Ask, accepting whatever answers they give:

- Did you know that all children are naturally good and loving?
Comment: “It’s true. All children are naturally good and loving. Each child is born that way. All children have love inside.”

Activity Options

String of Love Activity: If you experience a lot of love for the children and they are already at the point of caring and harmony with the other children in the class, play with the string of love idea by interacting with string, yarn, ribbon or long thin strips of paper with the children. Perhaps just play and have fun as you all hold onto the same string in a circle or move/dance in a line or toss the small ball of yarn or string from one to another.

Making Strings of Love Activity: Make strings of love to hang from the ceiling. One way to make them is to use of piece of paper in a circle and then cut a continuous circular pattern closer and closer to the center until it is a long curvy string. Children can imagine what color their string of love would be and pick that color to cut, or color the paper the color they wish. They may wish to decorate it with words or drawings.



Drawings of My Strings of Love for Ages Six and Seven:

Children could draw a picture of their strings of love with the people with whom they feel connected and write their feelings about this in sentences below or around the drawing.

Close with the Filling Up with Love Quietly Being Exercise or the Peace Star Quietly Being Exercise.

Homework: If the children's parents have a computer or cell phone at home, perhaps they would like to download "The Invisible String" story from the LVE international site and read it with their children.

LOVE LESSON 4

I Feel Full of Love When . . .

Begin with a song.

Discuss/Share

Ask:

- Do you remember the Love Reflection Points from our last lesson?
- ◆ We are always connected to everyone we love.
- ◆ I am good. I am love. All children have love inside.
- Say, "Please repeat the last reflection point."

Read "The Invisible String" story, if they would like to hear it again.

In a circle group, ask the children to share the things that make them feel loved or full of love. Positively affirm their ideas.

Root Sentence: Ask the children to stand in a circle and say one sentence beginning with the words, "I feel full of love when _____."



Activity

Provide the opportunity for the children to paint the feeling of love. Ask them to stay in the feeling of being full of love while they paint.

Close with a Quietly Being Exercise.

LOVE LESSON 5

Three Heart Balloons

Educator Preparation: Collect three heart-shaped balloons.
Begin with a song.

Activity: How much love is in your heart?

Step 1. Put or blow air into the three balloons.

For one balloon: Fill it completely with air.

For one balloon: Half fill it with air.

For one balloon: Put in a little air.

Step 2. Ask the children which balloon they prefer. (Most children will say the full balloon.)

Step 3. Share times when you put in full effort with a big heart full of love.... Share times when you are half-hearted and put in a little love... Share times when you don't really care with little or no love at all.

Step 4. Make a collage of full-hearted balloons full of love.

Step 5. For humor — let the air out of the balloons, one by one.

Reflection: Today, choose to live today with a full heart full of love.

Examples: Talk to someone you usually don't talk to and make a new friend.

Water the plants with love.

Recycle used items with love.

Thank your body for taking care of you.

- *Contributed by Eman Arjomand and Peter Williams*



LOVE LESSON 6

Hearts and Qualities

Begin with a song.

Ask:

- What kind of world would it be if everyone saw each one's good qualities?
- What kind of world would it be if everyone remembered each one's good qualities all the time?
- What would happen at school?

Activity

Step 1. Give the children materials to make a paper heart. Allow them to color it, or use colored paper. Play relaxing music as they make their hearts.

Step 2. Help those who need it to write their names on the back.

Step 3. Collect the hearts and put them in a box.

Step 4. Take a heart from the box and give one to each child. Each child should receive a heart that is different from his or her own.

Step 5. With five- through seven-year olds, ask them to write a quality of the person whose name is on the heart. For children ages three and four, discuss the qualities of each child and ask them to draw a picture on the heart before giving it back to the other child.

Step 6. Each child can then place the heart in the form of a big heart on the wall with the teacher's help.

Contributed by Dominique Ache and Encarnación Royo Costa

Homework: Let's practice seeing everyone's good qualities.

LOVE LESSON 7

Love Is Sharing – Heart-Shaped Treats

Share the Love Reflection Point:

- ◆ Love is sharing.



Then play or sing the following song. It can be downloaded free of charge from international LVE site, www.livingvalues.net, under For Schools/Children Ages 3–7/Download Songs.

Song: Share

Chorus: It's a beautiful feeling to
Share, share, share
To show someone you
Care, care, care.
You can make friends every where
When you learn to ^bshare.

Verse: ^{Ab}Will you share your ^{Db}toy with me?
^{Ab}And I'll share mine with ^{Db}you.
^{Gb}We can ^{Ab}play ^{Db}together
^{Eb dim}Instead of one toy ^{Ab}we'll have ^{Db}two!
^{Ab}Isn't that Johnny ^{Db}walking by?
^{Ab}Let's ask him to ^{Db}play.
^{Gb}We'll share ^{Ab}our toys ^{Db}with him
And ^{Eb dim}make a new ^{Ab}friend ^{Db}today.

(Repeat chorus, repeat verse, and repeat chorus two times.)

– Contributed by Max and Marcia Nass

Read "Piglet Has a Stomach Ache" by Tea Lobjanidze.

Share a Story: Piglet Has a Stomach Ache

Piglet was standing in the yard and eating corn.

"Yummy, yummy! I love corn so much!" piglet said.

"Give me some corn, please! We are friends, are not we?" said the rooster.

"Yes, we are friends. But I have only a little corn. If I had a lot I would offer you some," replied Piglet.

"Give me one grain at least!" said the rooster.

"No, I won't give you any. Even if you are my friend, it doesn't mean I should give you corn, does it? Why should I? I can eat it



alone and I will end up having more of it!” answered the piglet and he continued eating the corn.

Soon, Piglet’s friend the turkey came by. “Give me some corn! We are friends!” said the turkey.

“Yes, we are friends, but I love corn so much.”

“Give me at least one grain!” pleaded the turkey.

“No, I won’t give you any. Even if you are my friend, it doesn’t mean I should give you corn, does it? Why should I? I can eat it alone and I will end up having more of it!” answered the piglet and he continued eating the corn.

Soon, Piglet’s friend the goat came by. “Give me some corn please! We are friends!” said the goat.

“Yes, we are friends, but if I feed you, I will not have enough corn, and I love corn very much.

“Give me one grain at least!” said the goat.

“No, I won’t give you any. Why should I? I can eat it alone and I will end up having more of it! answered the piglet and he continued eating the corn.

The piglet did not share any of his corn with his friends.

Piglet thought to himself, I will go inside now as everyone is asking me for corn when I am in the yard. Should I share my corn with them just because they are my friends? Why should I? I can eat it alone! They all say “Give me one grain! Give me! Give me! Give me!” As if they don’t know any other word! I will go home and eat everything myself.

Piglet went inside and ate all of the corn. His tummy was so swollen he could not get up. Soon, his stomach was aching. It hurt and hurt and soon he began calling his friends for help.

“Goat! Rooster, my friend! Turkey! Help me, help me, my stomach hurts and I think it will burst!

“I think Piglet needs our help!” his friends said to each other, and they came to help.

“Oh! Ouch! I shouldn’t have eaten so much corn! I thought if I ate a lot that I would be stronger and bigger. Oh! Ouch! What shall I do now? My stomach hurts so much!”

“Don’t be afraid!” said the turkey. “My mother has medicine for a stomach ache. I’ll go and get it. As soon as you drink it, the pain



will go.” Soon the turkey returned with the medicine. “When I have stomach ache, my mom gives me this medicine and it helps. It will help you too!” and he gave the one tablespoon of medicine to the piglet.

Soon Piglet’s stomach stopped hurting.

“I’m so happy my stomach does not hurt anymore!” said Piglet. “Thank you for taking care of me. If you love your friends, you should know how to share with them, then you won’t eat so much and your stomach won’t hurt!”

“Yes,” said his friends. “Love is sharing. And love is taking care of each other.

“Now, you need to exercise a little, so your tummy feels all better,” said the rooster.

“Let’s turn the music on and dance!” said the goat.

And Piglet, the rooster, the goat and the turkey all went outside to dance.

Discuss/Share

Ask:

- Did Piglet have a hard time sharing?
- What did he learn?
- Do you think he will share next time with his friends?
- I would like you to remember a time when someone shared something with you. How did you feel?
- What do you like other children to share?
- What do you like your mother (or father or caregiver) to share?
- What do you like to share?
- Is it hard to share sometimes? (If the reply is “yes,” acknowledge the response, “Yes, it is hard to share sometimes. What is easy to share?”)

Today you all will share something, and you all will receive something, too, because we are going to make _____.



Activity

Create the opportunity for the children to make something to eat which is heart-shaped. You could help them make cookies if there is an oven, or if there is not, they could cut out pieces of bread in heart shapes and spread on a topping. Ask each child to make one for herself or himself and one for someone else. In order to make sure everyone gets one, they could sit in a circle and give one to the person next to them. Or, they could visit another class, sharing their heart-shaped treats.

Close with the Filling Up with Love Quietly Being Exercise.

LOVE LESSON 8 Caring and Friends

Begin by playing one of the following songs, or another song about friends. The “If Someone Says I Love You” and the “True Blue Friend” songs can be found on the LVE international site, www.livingvalues.net site under For Schools/Children 3–7/Download Free Songs.

Song for Ages Three to Five: If Someone Says I Love You

^DIf someone says, “I love you,
^GI want to be your ^Dfriend,”
^GThen my heart is ^Dhappy,
 And ^Aalso ^Dcontent.

^DLa, la, la, ^Ala, la,
 La la la ^Dla la
 La, la , ^Ala, la, la
 La ^Dla la la

^DWhen someone says, “You are a lovely star,
^GI want to sparkle like ^Dyou,”
^GThen my heart is ^Dhappy
 And ^Aalso ^Dcontent.



Song for Ages Six and Seven: True Blue Friend

Chorus ^CA true blue friend will ^Falways care
 And ^Gbe there for you ^Ctoo.
 A ^A true blue friend is ^Dwhat I think of ^Gyou,
 ^FMy ^Gfriend.

Verse: ^FWhen I feel ^Csad, ^Fyou always ^Csay,
 ^FLet's take a ^Cwalk ^For sit and ^Ctalk,
 And ^Dthen my sadness goes ^Gaway.
 ^FYou share ^Ccookies, ^Fyour toys and ^Ccake.
 You ^Fnever make ^Cfun if I ^Ftrip when I ^Crun,
 Or ^Dif I make a silly ^Gmistake.

Verse: ^FWhen I feel ^Csad, ^Fyou always ^Csay,
 ^FLet's take a ^Cwalk ^For sit and ^Ctalk,
 And ^Dthen my sadness goes ^Gaway.
 ^FAnd when ^Cwe play, ^Fyou're always ^Ckind.
 You ^Flet me go ^Cahead ^For be the color ^Cred,
 A ^Dfriend like you is hard ^Gto find.

Ending lines: You're the best friend in the whole world.
 You're a True Blue Friend.
 (Or, substitute when you sing: We're True Blue
 Friends.)

– *Contributed by Max and Marcia Nass*

Discuss/Share

The Reflection Point:

- ◆ Love means I want what is good for others.

Ask:

- What makes people friends?
- What are ways we show we care about our friends?
- What do friends do that show they care?
- What happens when we give someone a smile?
- How do you feel when you help someone?



- How do you feel when you need something and someone helps you?
- What do you like to do with your friends?
- Do you like to tell your friends silly jokes?

Activity

Do one of the things they mention liking to do with friends for a few minutes, such as telling silly jokes.

Teach the children the song you have shared. As you sing it together a few times to learn the words, add hand movements.

Close with the Flowers of Respect Quietly Being Exercise.

LOVE LESSON 9

Stories

Begin with a song.

Share a Story

Read stories about loving people and loving acts — stories in which love triumphs. Each culture has many stories of that nature. Choose your favorites or pick one of the following stories which The Joy of Reading Project kindly gave their permission to post on the international LVE site, www.livingvalues.net. You will find it under For Schools / Children Ages 3–7/Download Free Stories/Love. During discussion time, ask the children ways love was shown in the stories.

Ages Three to Five Story: “Little Mouse, I Love You” by Dugald Steer is suitable for children ages three to five. In the story, a little mouse asks his grandmother what love is. The story goes through a day and its many examples of love.

Ages Five through Seven Story: “Library Lion” by Michelle Knudsen, and illustrated by Kevin Hawkes, is a delightful tale of a lion who wanders into a library and is allowed to stay — when he



follows the rules. A bond of love grows between him and the librarian.

Ages Six and Seven Story: “Lin Yi’s Lantern” by Brenda Williams is about love and sacrifice, suitable for children ages six and seven.

Activity

Allow the children to act out the story, draw a picture of the story, or make lanterns.

Close with a Quietly Being Exercise of your choice.

LOVE LESSON 10

Different Kinds of Hearts

Begin with a song.

Discuss/Share

Talk about what it means to be big-hearted, soft-hearted, sad-hearted, and mean-hearted. Ask the children what it means to them, acknowledging their responses.

Ask:

- How do you feel when you are big-hearted?
- How do you feel when you are sad-hearted?
- What kinds of things do soft-hearted people do?
- What do mean-hearted people need to learn?

NOTE TO EDUCATOR

If the children are expressing anger or sadness, stop the lesson here and ask them what mean-hearted people need to learn.

Take a heart and draw a mean face on it, and ask the children to tell your “mean-hearted puppet” what he or she needs to learn.

- What kind of heart do peacemakers have? . . . Yes, you children are big-hearted.
- Are you soft-hearted, too?



- What kinds of things do big-hearted children do? . . . (Help them come up with many different actions they could do, such as, give a smile, hold someone's hand when that person feels bad, get water for someone when that person is thirsty, help their mother or grandfather or friend. . . .)

Activity

Ask each child to draw or paint a big-hearted heart. They can give it arms and legs and make it do things in their picture or write words around it. Ask them to think of someone to whom they would like to give the picture.

Homework: When they give the picture to that person, ask them to tell that person why they think she or he has a big heart.

Close with a Quietly Being Exercise of your choice.

LOVE LESSON 11

A Heart Book

Begin with a song.

Discuss

Say, "In our last lesson we talked about different types of hearts: big-hearted, soft-hearted, sad-hearted, and mean-hearted."

Ask: "Can you think of another type of heart?" (Happy-hearted, hard-hearted, etc.)

Activity

Three and Four Activity: Invite the children to make heart puppets by placing a cut-out heart on a little stick — or make heart figures out of pipe cleaners. The children can play with their heart puppets, giving them different voices depending on which type of heart puppet it is.

Five through Seven Activity: Instruct the children to fold a piece of paper in half twice, thus making a little book. Ask them to draw or paint the four different types of hearts and write underneath what each one says. Allow them to share their books.

Close with the Filling Up with Love Quietly Being Exercise.



LOVE LESSON 12

Conflict Resolution – Thinking with Your Heart

Begin with a song.

Discuss the following Love Point:

- ◆ When there's lots of love inside, anger runs away.

Ask:

- Can you think of a time when that happened to you?
- What happened?

Activity

Step 1. Say, "Today, we will look at how we can use our hearts and our heads together to learn. It's easy to solve conflicts with a little love."

Step 2. Draw a big heart on the floor, large enough for two children to stand in.

Step 3. Bring up a conflict that occurred, or create a pretend situation. Ask the children involved to think back to the first thing that started the conflict. Do this in a very non-judgmental manner. Praise them for thinking back to identify when the negativity started.

Step 4. Say, "Now I want you to think of something different that you could do at that very moment the conflict started (first negative statement). When you think of something, step into the heart." Compliment the children when they come up with a loving alternative behavior: "Good thinking with your heart."

Note to Educator: Continue to use the heart drawn on the floor for any conflicts that occur during the time you are doing this unit.

- *Contributed by Pilar Quera Colomina*

Continue the discussion: Ask, acknowledge the children's responses:

- What types of things start a conflict on the playground?



- What types of things start a conflict in the class?
- Who can think of solutions with your heart? . . .

Creative Activity

Tell the children that you would like them to make a symbol for the solution they thought of. It might be a heart or a dove etc.

Invite the children to come and stand in the large heart drawn on the floor and share their symbol and solution.

Close with the Garden of Respect Quietly Being Exercise.

LOVE LESSON 13

A Flower of Love

Begin with a song.

Discuss/Share

The following Love Points:

- ♦ Love means I want what is good for me.
- ♦ Love means I want what is good for others.

Ask:

- What do you love?
- Who do you love?
- What do you love about yourself?
- What do you do that is good for yourself?
- How do you take care of something you love?
- How do you take care of someone you love?
- How do you speak with people you love?

Activity

Create flowers, and write or draw on the petals of the flower things each child loves.

– Contributed by Marcia Maria Lins de Medeiros

LOVE LESSON 14

I Want What Is Good for You

Begin with a song.



Discuss/Share

The following Love Points:

- ◆ Love makes me feel safe.
- ◆ Love means I want what is good for me.
- ◆ Love means I want what is good for others.
- ◆ Safe adults are loving and want what is good for me.

Ask:

- What does that mean?
- Think of someone that's loving. What is he or she like?
- What kind of things does that person do?
- Think of loving, safe adults. What do they want for you?
- What do you want for the person you love?

Acknowledge their responses and expand on this theme.

- Does your mother (father, caregiver) want you to eat things that are good for you? Why? (That's right. She or he loves you and wants you to be healthy. She or he wants what is good for you.)
- Does your father (mother, caregiver) want you to smoke? Why not?

Activity

Ask the children to role play as the loving safe person who wants something good for them. They can enact various roles: mother and child, father and child, child and child, etc.

Note to Educator regarding unsafe adults and inappropriate touching: If you are concerned about unsafe teens or adults touching children inappropriately, this is a good time to bring up the topic. One helpful story for children of this age is "My body belongs to me from my head to my toes" by Pro Familia. The Joy of Reading Project kindly gave their permission to make it available on the international LVE site, livingvalues.net. It is under For Schools/Children Ages 3–7/Download Stories/Love 3–7.

Close with a Quietly Being Exercise of your choice.



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Notes



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Education

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