



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Unit 1 - Peace

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.

© 2019 Association for Living Values Education International



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

Unit 1. Peace

DEVELOPED AND WRITTEN BY

Diane G. Tillman and Diana Hsu

WITH ADDITIONAL ACTIVITIES AND STORIES FROM

Dominique Ache, Encarnación Royo Costa, Dina Eidan, Tea Lobjanidze, John McConnel, Marcia Maria Lins de Medeiros, Max and Marcia Nass, Madeline C. Nella, Peter Williams and other educators around the world **www.livingvalues.net**

Living Values Education Activities for Children Ages 3–7, Book 1 / developed and written by Diane G. Tillman with additional stories and activities from Dominique Ache . . . [et al]. Includes bibliographical references

ISBN: 9781731087775

Copyright © 2000 – 2018 Association for Living Values Education International

This RAINBOW LIBRARY BOOKLET is a simple individual Values introduction with information taken from the *Living Values Activities for Children Ages 3–7 Book 1. 2019*, by the Association for Living Values Education International (ALIVE), a non-profit Swiss Association.

Registered address: c/o ABR Attorneys at Law LLC,
Rue du Général-Dufour 20, 12014 Genève, Switzerland.

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

**PLEASE REFER to the "Overview and Introduction" book for the
full information of Living Values Education to maximise your
classroom Values delivery and implementation opportunity.**

C O N T E N T S - Activities Pages 19-44

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.

Assemblies and Songs

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

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

Is there a recommended order of values units?

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

Do I need to do every activity?

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

Share Your Values Creations with the World!

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

Send us your favorite values stories and activities to content@livingvalues.net!

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.

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 ONE: PEACE I

Peace I Lessons

Please begin with the Peace Unit. This is recommended as the activities in this unit create the opportunity for children to use their imagination to think about what a peaceful world would be like, play with peace puppets, contrast peace and violence, fill the self with peace, and learn conflict resolution skills. Our experience is that young people care deeply about peace.

Beginning with this values unit helps children build intrapersonal and interpersonal skills which contribute to a values-based atmosphere. And, their conflict resolutions skills will soon make the life of the educator easier!

Please play a song about peace every day at the beginning or end of “Living Values Education time”. Playing and singing songs builds the feeling of community and belonging is a great time to relax and build the feeling of the value being explored.

Peace Points can be used to help define this value. They are often used as the first focus during values time or can be a discussion point as part of language arts. Ask the children to share their thoughts and experiences. With very young children, you may wish to use a hand puppet to share the Peace Points.

For five- through seven-year olds, the educator can choose to use some of the words and sentences as content for reading, spelling, and writing. As the students continue with the unit, they can create their own Peace Points. They can draw or write the points, or make up short stories about them.

Peace Reflection Points

- ◆ Peace is being quiet inside.
- ◆ Peace is having good feelings inside.
- ◆ Peace is feeling relaxed and safe.
- ◆ Peace is when people get along and don't argue or hit.
- ◆ Peace is having positive thoughts for myself and others.
- ◆ Peace begins within each one of us.

Peace I Unit Goals and Objectives

Goal: To increase the experience of peace. Objectives:

- To enable children to quiet down easily, cooperating with a quiet signal within one minute.
- To enable children to enjoy being quiet and peaceful by participating in Quietly Being Exercises.
- To help children increase their ability to concentrate.
- To express peace artistically.
- To blow bubbles and share a peaceful thought that they are sending up with the bubble.
- To sing a song about peace.

Goal: To increase knowledge about peace. Objectives:

- To imagine a peaceful world and be able to communicate through words and/or drawing what it would look and feel like.
- To play with peace puppets, enacting peaceful interactions.

- ❑ To be able to talk about one or more Peace Points.
- ❑ To hear a story about their natural goodness and how they can contribute to peace through good feelings and actions.

Goal: To build emotional literacy skills regarding their feelings.
Objectives:

- ❑ To understand that we all feel sad or hurt when others are mean.
- ❑ To understand that sadness, hurt and or being scared can be under anger.
- ❑ To share and or listen to others share their feelings about peace versus when others hit or argue.
- ❑ To hear a story about different ways to not buy into being bullied.
- ❑ To identify through words and/or drawings what they do and do not like others to do.
- ❑ To identify through words and/or drawings kind things they can do.

Goal: To build conflict resolution skills. Objectives:

- ❑ For children who are able to verbalize complete sentences to say the phrase: “Arms are for helping, not for hurting.”
- ❑ To be able to listen to others during a conflict resolution exercise and repeat key phrases of what they say.
- ❑ To learn the three questions used during conflict resolution and be able to participate in a conflict resolution exercise.

PEACE I LESSON 1

Imagining a Peaceful World

To introduce the first lesson on peace, the teacher may wish to play a song about peace or play peaceful but happy music as the students enter.

Say, “In the next few weeks, we’re going to learn about something very important. We will learn about peace.”

Discuss/Share

- Who can tell me about peace?
- What is peace?
- What does peace feel like?
- What does it mean to have a peaceful world?

Say, “Wonderful answers.” Acknowledge all responses and thank the children for sharing.

Share and discuss the following Peace Reflection Points.

- ◆ Peace is being quiet inside.
- ◆ Peace is having good feelings inside.
- ◆ Peace is when people get along and don’t argue or hit.

Imagining a Peaceful World

Lead the children in this imagining exercise. Say the following, pausing at the dots:

“Each one of you is smart. An interesting thing about children is that each child already knows about peace. Today, you can use your imagination to make a picture of a peaceful world in your mind. But to do that you have to be very still for a few minutes.

“Let your body be comfortable and very still . . . Imagine a world in which all the people in all the towns of the world like each other and get along very well. There is only peace. And imagine in one of those towns a pretty garden, with trees, and flowers. . . . It’s very nice in the garden, the grass is soft, and you can hear birds singing. . . . You watch the birds fly slowly across the sky. . . .

There is a safe and peaceful feeling here. . . . There is a little pond nearby with golden fish swimming slowly. . . . You watch the fish . . . they are swimming slowly and peacefully. . . . Now, in your mind, picture a swing (or a hammock; whatever the children are familiar with). . . . You sit on the swing. . . . Now one of your

favorite people comes up a path, and is happy to see you. . . . That person is very peaceful today . . . and that person slowly pushes you on the swing. . . . You enjoy watching the pretty garden from up high. . . .

When you get off the swing, feeling peaceful and full inside, you see yourself in this room. . . .”

Ask the children to share their experiences. Acknowledge their responses.

Activity

Ask the children to draw what they imagined. For three- and four-year olds, ask them to make a picture of one thing that they imagined. For example, they could draw a flower or a fish.

Sing a Peace Song

There are many children’s songs about peace in different languages around the world. Pick one of your favorites to teach the children. Or, make up a song with a simple tune and words, such as the one below. Children really enjoy singing. Sing a peace song every day.

Note to Educator: All the songs in this book can be downloaded free of charge from the *www.livingvalues.net* site. You can listen to the songs to hear the tune, or the children could sing along with the recording.

Song: I Am a Peaceful Star

I am a peaceful star, I am, I am a peaceful star, I am, When we care together, When we share together, We are peaceful stars, we are!
(Repeat)

PEACE I LESSON 2

Peace Stars

Educator Preparation: Make a Peace Star out of blue, yellow or rose-colored paper — or any color that symbolizes peace in your

culture. (Use thick paper, or glue several pieces together so it is thicker.) Sprinkle the star with glitter — or decorate it in any way you wish. With young children you may want to put in facial features and use the Peace Star as a puppet to say the Peace Point. Begin with the peace song the class sang in Lesson 1.

Tell the children you are going to read them a story about stars.

Share a Story: The Star Story

Once upon a time, there was a lovely, bright, shining family of Peace Stars. The head star of the family was the smiling Sun Star. He was a very special star. He had so much love for all the other stars, and he would send loving beams of light to them. The stars liked this very much, and so they were peaceful and happy. The Sun Star was happy that they were happy, and he smiled day and night. He loved to look at his Peace Star children.



The children of Earth were pleased that all the stars were happy — they liked to look up at the stars and see them sparkle. The children of Earth liked to see the Star children play with each other, sometimes shooting across the sky. Sometimes the stars would play with the Earth children!

One day the friendly stars in the sky saw two Earth children fighting with each other. “Oh,” one of the Peace Stars said to another, “Let’s go quickly and help those two children before they hit each other!”



As fast as lightning they flew to the two children and sent them peace beams and friendly beams. They even tickled their noses with their beams so the children had to laugh.

Meanwhile, the Fearless Star had noticed what was happening on Earth, and since he was without fear, he and the Courageous Star flew down to the children. They introduced themselves, and the Courageous Star said: "I am called the most courageous star in the Star family because I never quarrel or fight with anyone. Not to quarrel or fight is the most courageous thing to do."

By then, the Loving Star and the Laughing Star had noticed the group, and they focused their bright beams on the children, so the children forgot their anger.

The big Helper Star and the Patient Star had also arrived.

"Children," said the Helper Star, "isn't it lovely how all these stars have come down to Earth to help you? Shall I tell you a secret?"

"Yes, yes!" exclaimed the children.

"The greatest secret," said the Helper Star "is patience. Look at the Patient Star! Nothing can upset him. He is always patient with others. Everyone loves him."



"That's right," said the Cautious Star, "If you are careful about how you treat others and you treat them with respect – why then it's easy not to hurt or be hurt by others. Then you don't need to fight."

By now, almost all the Star children had arrived on Earth, and they were joined by many, many Earth children.

"We want to be like the Stars," said the Earth children. Suddenly they saw

something very bright shining in the sky. It was the Brightest Star together with the Happy Star and the Ever-laughing Star.

The Brightest Star beamed at the children, and the Laughing Star had such a funny laugh that the children simply couldn't help but laugh as well.

"Let's have a good time!" sang the Happy Star, and they started to play and sing. The Stars brought yummy treats. It was the best party anyone could imagine. Everyone was happy.

They danced, played, ate and laughed. "This is the best party ever!" they agreed.

Then it happened! Nobody had noticed the arrival of the Quiet Star, but then she spoke: "The great Sun Star has sent me to you," she said softly and sweetly. "It's time to go home now."

The children on earth had also been thinking about going home, for it was almost dark. They hugged the stars good-bye.

One of the Peace Stars said softly to the children, "Know that we are always here for you — even in the daytime when you can't see us. Just picture us in your mind, and you will feel our beams of love and peace."

Then the Star children beamed brightly at the children and flew back to the great Sun Star. It was a lovely sight. As the Peace Stars flew higher and higher, they sent bright beams and loving thoughts to the children below.

All the Peace Stars sent peace, and each Peace Star sent his or her own special quality as well. The Patient Star sent patience. The Laughing Star sent a happy laugh. The Quiet Star sent soft, quiet beams. And, the Loving Star sent lots and lots of loving thoughts. The children on Earth watched happily and waved to the stars, "Come back soon," they cried, and then returned home.

Do you think that the children and the Peace Stars ever met again? Do you think that we can become as peaceful, happy, and loving as the Star children?

When finished reading, say: "For a few moments, let's become like the Peace Stars. . . . Relax your body and sit quietly . . . Sit so quietly that you the little star can shine brightly. . . . Each one of you is a beautiful star. . . . When you shine with silence and peace, you bring love into the room. . . ."

Discuss/Share

“The Star Story” and the following Peace Point:

- ◆ One of the meanings of peace is having good feelings inside.

Ask:

- What were some of the names of the Peace Stars?
- Why did the Peace Stars come down?
- What did the Courageous Star say was the most courageous thing to do? (Not to fight or quarrel.)
- What do all the Peace Stars do when the children picture them?

Activity

Invite the children to color or draw a picture about “The Star Story”. The six- and seven-year olds could add a couple of sentences about their picture.

Close with singing the same peace song you sang in the first peace lesson.

PEACE I LESSON 3

Being a Peace Star

Peace Tent Preparation: You may wish to set up a Peace Tent in your room or a special Peace Place. A Peace Tent can be made simply with see-through material hung in one corner of the room, and fastened to the walls to create an opening. The children can sit there when they want to be peaceful.

Begin with a peace song. Share the Reflection Point:

- ◆ Peace is feeling quiet inside.

Ask, positively acknowledging all answers:

- Can someone tell me what that means?

Introduction to the Peace Star Quietly Being Exercise: Say, “One way to be peaceful is to be quiet inside. Today, let’s practice feeling peaceful. One of the ways we can feel peace inside is to think of the stars and imagine ourselves to be just like them. They are so beautiful in the sky, they sparkle and shine. They can be seen, but we cannot hear them. They are so quiet and peaceful. I want everyone to be very still . . .”

NOTE TO EDUCATOR

If you feel the children may have difficulty settling down to the following Quietly Being Exercise, lead them around the room first, inviting them to follow you in a line and imitate you as you make peaceful movements with your arms. Play some music and enjoy moving peacefully together. Many children love to lay on the floor when they do the quietly being exercises. If you wish to try this, ask them to make a circle. Everyone could lay down with their feet toward the middle of the circle. At other times, do the Quietly Being Exercises sitting. It may take them a few times before they settle in easily, but the more you do it, the more they will enjoy “quietly being”.

Peace Star Quietly Being Exercise

“For a few moments, think of the stars and imagine yourselves to be like them . . . quiet and peaceful. . . . Let the body be still. . . . Relax your toes and legs . . . relax your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . You are a peace star. . . . What color of peace do you shine with today? . . . Perhaps with a rose color that has a feeling of being safe and loved . . . perhaps a blue color that shines a light of kindness and courage. . . . Or perhaps are like a yellow peace star that shines with the light of peace and happiness. . . . We are peace stars . . . still . . . full . . . relaxed and peaceful. . . . Whenever you want to feel peaceful inside,

you can become very still and quiet inside and remember that you are a peace star. . . . Slowly take a big breath in . . . and now slowly breathe out. . . . Wiggle your toes . . and now look around and let yourself shine silently with peace for just a moment.”

Note to Educator: The Peace Star Quietly Being Exercise is also in the Appendix.

Activity

Ask each child to make a star. If they are toddlers, you may wish to cut out the stars beforehand. Or, the six-year olds can help the younger children cut them out. Print the first name of each child inside the star. (If this is a new class, you can use these as name tags for the next few days.) Ask the children to decorate the stars with the materials available.

Some educators supply little sticks so that the children can put their star at the top of the stick and wave them very slowly when the educator gives a quiet signal with his or her peace star — or wave them when they sing a peace song.

End with a peace song.

NOTE TO EDUCATOR

Putting Peace into Practice: When you want the children to pause quietly for a few moments, tell them, “For a minute, let’s be as peaceful and full of quiet happiness as the stars. . . .” This can be done several times during the day if you like. Wait until they are [all](#) quiet — and a few moments longer so they can become peaceful — then affirm their good efforts, saying quietly, “You are peace stars.”

Sometimes three- and four-year olds like to hug the Peace Star during the day. They can hug the one made as an example just before the teacher reads “The Star Story,” or a Star Pillow can be made.

PEACE I LESSON 4

Peace Puppets

Begin with a peace song.

Imagining Peaceful Children in a Peaceful World

Lead the children in this imagining exercise. Say the following, pausing at the dots:

“Today, you can use your imagination to make a picture of a peaceful world in your mind. Let your body be comfortable and very still. . . . Imagine a pretty garden, with trees, and flowers. . . . It’s very nice in the garden, the grass is soft, and you can hear birds singing. . . . Imagine the birds flying slowly across the sky. . . . There is a safe and peaceful feeling here. .

.. There is a little pond nearby with golden fish swimming slowly. .
.. As you walk by the pond, you see a couple of children your age walking toward you. They wave and say hello. . . . The children invite you to play. . . . You picture yourself playing with them. What game do you play? . . . You play for a while and talk for a while. . . . You see other children playing a game nearby, and everyone is happy. Everyone knows how to be kind in this place . . . You continue to have a good time with your friends. . . . And when it is time to go, you all say goodbye. . . . Now bring your attention back here to our classroom.”

Discuss/Share

- What was the peaceful world like that you imagined?
- How did the children act?
- What kind of things did they say?
- What game did you play?
- How did the other children get along?
- How did you feel imagining that world?

Share the Reflection Points and ask the questions below.

- ◆ Peace is feeling relaxed and safe.
- When you imagined the peaceful world, did you feel relaxed and safe?
- What helps you feel peaceful?
- What helps you feel relaxed and safe?
- ◆ Peace is having positive thoughts for myself and others.
- When you are worried, does your peace run away?
- When you argue or fight with someone does your peace run away?
- What else makes your peace run away?
- What kinds of thoughts help you feel peaceful?

- ❖ For a minute, tell yourself in your mind: I am good, I am loved, I am safe. (Pause for 10 seconds.)
- Can you feel that? I am good, I am loved, I am safe.
- Do you feel peaceful when you say that to yourself?
- What other positive thoughts help you feel peaceful? (Write down their responses on the board.)
- What about “I am kind.”?
- What about “I am a good helper.”?

Activity

Make peace puppets. Tell the children they are making peace puppets so the puppets can act out the peaceful world they imagined. Finger or hand puppets can be simple. They can be made with a little envelope of paper or cloth that fits over a finger or the hand. A face can be drawn at the top. Or, more elaborate puppets can be made, adding yarn as hair and tiny paper circles or buttons for eyes.

Song: Something Kind

Chorus: ^{Bb}Can you find the time to be a little
^Fkind.

It all comes ^{Bb}back to you

^{Eb}When you ^Fdo something kind.

Verse: Share a toy ^{Bb}or some food.

^FInside you'll ^{Bb}feel so good. ^{Eb}Remember to ^{Bb}hold the door. ^FPeople
will like you ^{Bb}more. ^{Bb}Draw a picture ^{Bb}for someone.

^FBeing kind is ^{Bb}so much fun. ^{Bb}Go out of your ^{Bb}way to say, ^FHow
are you today?

(Repeat chorus)

^{Bb}If a friend's ^{Bb}about to cry, ^FYou might stop ^{Bb}and ask why. ^{Bb}Let
him talk ^{Bb}it all out,

^FThat's what being kind's ^{Bb}about.

^{Bb}It won't cost ^{Bb}anything,

But ^Fbeing kind will ^{Bb}always bring ^{Bb}A happy smile on ^{Bb}your face.

^FYou'll make the world a better place.

(Repeat chorus two times.)

(Say) So remind everyone. Be kind.

- Contributed by Max and Marcia Nass

PEACE I LESSON 5

Playing with Peace Puppets

Begin with a song.

Ask:

- What do you think peace puppets would say?
- What would peace puppets do?
- What would they not do?

Activity

Step 1. Finish making the peace puppets, if they are not yet done.

Step 2. Demonstrate playing with the puppets with a peace puppet on each of your hands or go around the room with your puppet interacting peacefully with the peace puppets of the children.

Step 3. Allow time for the children to play together with their peace puppets, simply having a good time. Can they go outdoors and use leaves to pretend to sail down a river together, or ...?

Step 4. If some of the children act aggressively or non-peacefully, lightly (and peacefully) say, "Oops, peace tent time! Take your peace puppet to the tent to fill up on peace!"

Optional special activity: If there has been a problem in your area with bullies, civil conflict or war, the teacher could make a bully or war puppet and invite the children to use their peace puppet to tell the violent puppet what it needs to know. This can be a very powerful and empowering experience for children. Please acknowledge respectfully all of their comments and active listen and validate as appropriate.

End the lesson by sitting in a circle together with your puppets and doing the Peace Star Quietly Being Exercise. Perhaps some of the peace puppets would like to add a sentence to the Quietly Being Exercise.

PEACE I LESSON 6

Paint Peace

Lead the children in the Peace Star Quietly Being Exercise.

Discuss/Share

Ask, positively acknowledging all answers:

- What does being quiet feel like?
- When do you feel most peaceful?
- If peace were a color, what color would it be for you?

Activity

Provide finger paints and ask the children to paint peace. The teacher may wish to play relaxing, peaceful music as the children paint.

End with a peace song or two.

PEACE I LESSON 7

Arms Are for Helping, Not for Hurting

Begin with a peace song.

Discuss the following Peace Point:

- ◆ Peace is when people get along and don't argue or hit.
- ◆ Peace begins within each one of us.

Discuss/Share Lesson Content

Say, "I'm going to say three sentences that start with the words, 'In a peaceful world.'"

Say:

- ❖ In a peaceful world, people are kind to each other.
- ❖ In a peaceful world, arms are for helping.
- ❖ In a peaceful world, arms are for hugging.

➤ Say, "I would like you to start a sentence the same way, and finish it however you wish. Who is ready? "In a peaceful world. . . ." Invite the children to share a sentence beginning with "In a peaceful world".

➤ Then invite the children to finish the sentence: "In a peaceful world, there would not be _____."

Ask:

- How do you feel when you are hugged or spoken to sweetly?
- How do you feel when someone helps you?
- How do you feel when you are shoved, pushed, or hit?
- What would you like the person who shoved or pushed or hit to know?

Introduce the phrase: Arms are for helping, not for hurting.

- Ask: “What are arms used for?” . . . (Helping) “That’s right, helping.”
- Ask them to repeat: Arms are for helping, not for hurting.
- The teacher can give everyone a hug (if acceptable in your country) and/or ask the children to give each other a hug or ask the children to share some of their favorite ways to help others.

Additional Content for Children Three and Four: Read “The Way I Feel” by Janan Cain. Different emotions are named in the story. The Joy of Reading Project creators kindly gave permission to post this story on the LVE international website, *www.livingvalues.net* site. You will find it under For Schools

/Children Ages 3-7 / Download Free Stories / Peace I.

Allow the children to talk about their different emotions as you read the story.

Say, “Usually under anger there are feelings of sadness or being hurt. It’s good to give ourselves a hug when we feel sad or hurt or ask someone who loves us to give us a hug.

Ask:

- What else can you do when you feel sad or hurt? (For example, they might say they cuddle a favorite plush toy or play with someone or sing a song.)

Additional Content for Children Five to Seven:

- Say, “Usually under anger there are feeling of sadness or being hurt. Sometimes when people get scared, they get angry too.”
- Repeat what you just said and illustrate it on the board with words and/or emojis.

Anger Sadness, Hurt, Fear

Everyone wants to be valued, respected or loved.



Ask:

- Can you remember a time when you got your feelings hurt and got angry?
- Would anyone like to share?

Say, “So, when you are angry next time, you might ask yourself, ‘What’s under my anger? Am I hurt or afraid?’”

Activity

Activity for Children Three and Four: Lead the children in playing with their Peace

Puppets, practicing caring responses and the phrase “Arms are for helping, not for hurting.”

Activity for Children Five to Seven: Invite the children to draw a picture about the things discussed today. They may wish to draw a picture about how people feel when they are shoved or hit. Walk around the class, quietly actively listening to the content in the picture of each child.

Close with the Peace Star Quietly Being Exercise.

PEACE I LESSON 8

Arms Are for Helping Continues

Begin with a song.

Lesson Content

Step 1. Ask the children to stand in a circle, and tell them that today you would like to hear more of their ideas about a peaceful world.

Invite them to use the same root sentence they used in the last

Living Values Education lesson: "In a peaceful world,

_____."

Step 2. Ask everyone to repeat the sentence a couple of times:

"Arms are for helping."

Step 3. Ask everyone to repeat a couple of times: "Arms are for helping, not for hurting."

Step 4. Add that an important part of peace is knowing when to say "no." When someone is hurting you, it is a good idea to let that person know you do not like that and want him or her to stop. Tell the children they can say, "I don't like it when you do that. I want you to stop. Arms are for helping, not for hurting."

Step 5. Lead them in repeating the above sentences several times.

Activity

Instruct the children to write the word "PEACE" in large letters on colored paper and to decorate it with pictures of flowers or whatever they wish. For younger children, lightly draw the letter "P" or the word "PEACE" and ask them to trace it and then decorate it. Hang up the pictures around the class. Perhaps some could go in the Peace Tent.

Close with the Peaceful Star Quietly Being Exercise if there is time.

PEACE I LESSON 9

No Bullying

Begin the session with a song.

Note to Educator: A wonderful story I was introduced to by The Joy of Reading Project is "Simon's Hook" by Karen Gedig Burnett. Suitable for young children and beautifully illustrated, it introduces the concepts of not buying into being bullied in the same way that some fish learn to not bite a hook. The message: Be a free fish and

learn to not react, by agreeing, distracting or using humor. The Joy of Reading Project creators kindly gave LVE permission to post this story on *livingvalues.net* site. You will find it under For Schools / Children Ages 3-7 / Download Free Stories / Peace I.

Share a Story: Simon's Hook

- Read the story to the children, taking time to read each cartoon illustrating different taunts and ways to deal with them two or three times. Please do ask the children how they feel when that happens to them, and actively listen to their responses.
- Lead them in role playing the responses given in the cartoons in "Simon's Hook".

Introduce the Quietly Being Peace Exercise: Say, "You've been practicing being Peace Stars. Today let's do another quietly being exercise that has us fill up with peace too."

Quietly Being Peace Exercise

"As you allow your body to be still, take in a deep breath, and breathe in peace. . . . Breathe out. . . . Let yourself sense how your body feels . . . and how you are feeling. . . . Breathe in peace. . . . Breathe out any worries Breathe in peace. . . . Let your body relax . . . and let all your muscles enjoy the feeling of peace . . . of feeling relaxed and safe. . . . Let your muscles relax more . . . and enjoy the feeling of peace as you slowly breathe in . . . and out. . . . If you like, imagine yourself in a very peaceful place . . . perhaps sitting under a tree, looking at the sky . . . or lying in the grass watching the clouds . . . or being by the ocean . . . or in a meadow. . . . (Pause for a 20 seconds.) As you imagine being in a peaceful place . . . absorb more peace. . . . You are naturally peaceful . . . still. . . . Now surround the self with love . . . surround the self with peace. . . . You are valuable . . . you are part of creating peace. . . . Now bring your attention back to this place. . . . Wiggle your toes . . . move your shoulders . . . and enjoy being alert and full of peace. . . ."

NOTE TO EDUCATOR

Please read prior to Peace Lesson 10.

Putting Conflict Resolution into Practice

If the adult observes one child pushing another, firmly but patiently say:

❖ “Tell him/her what you don’t like. Say, ‘I don’t like it when you hit me. I want you to stop. Arms are for helping, not for hurting.’”

If you encourage the children to use this phrase, they will soon be able to apply it independently. Conflicts will decrease as their appropriate communication skills develop.

If there is a more serious conflict, ask both children to sit down.

➤ Ask one child to say how he or she feels while the other listens. Ask the second child, “What did he or she say?” After it is repeated, ask that child the same question (how he or she feels) and have the first child repeat that.

➤ Then ask each one to tell the other what he/she would like the other not to do. Ask the listener to repeat what the speaker says.

➤ Then, ask them each to say what they would like the other to do.

Each listener is to repeat what the speaker says.

➤ Ask if they can do that for a certain amount of time. Set a short enough time so they will be successful. For very young children, ask, “Can you do that while you play with the blocks?” Or, “Can you do that until recess or break?”

➤ Praise them for playing peacefully when they have been doing that.

In the above interaction, it is important for the adult to encourage the children to speak directly to one another and repeat what the other says. As each child voices her or his feelings, the intensity will decrease automatically as each child repeats how the other feels and

the teacher listens, too.

As the adult, do not adopt the position of “judge.” Instead focus on providing a space of peace and safety where they can share. Comments that criticize, moralize, and judge decrease the effectiveness of the above process. One of the purposes of the process is for the children to learn to communicate and come up with appropriate solutions.

Summarizing the Steps of Conflict Resolution:

The teacher questions each of the two children, asking the children to listen when the other speaks so he or she can repeat what was said.

Questions to each child:

How do you feel?

What did he/she say? (*Repeat*)

What would you like (*name of child*) not to do? What did he/she say? (*Repeat*)

What would you like _____ to do?

What did he/she say? (*Repeat*)

Can you both do that? (Set a short amount of time for them to do that, and praise them both at the end of that time for doing that.)

A Puppet Theatre Script on Conflict Resolution: Item 1 in the Appendix offers a script to help parents or children see what happens in this win-win approach to conflict resolution. “The Magic of Peace and Respect Puppet Theatre Script” was created by two LVE facilitators who conduct parent groups.

PEACE I LESSON 10

Introducing Conflict Resolution

Begin with a song.

Practice: Ask students to repeat the sentences they learned last time.

- ❖ Arms are for helping.
- ❖ I don't like it when you do that, I want you to stop. Arms are for helping, not for hurting.
- Invite the children to practice the above lines several times, encouraging them to say it clearly and firmly.

Explain:

- Sometimes it is important to talk to people when we feel sad, angry, or upset. If someone has a problem with someone else, you can talk to your mommy or daddy, or me or ____, and we can help you think about good things to do.
- When we talk to each other, then we understand each other, and we can solve the problem. When there is a problem, three questions help:
 - ❖ How do you feel?
 - ❖ What would you like the other person not to do?
 - ❖ What would you like the other person to do?

Discuss/Share

Post the first question on the board: How do you feel? (Or, draw a heart.) Ask:

- How do you feel when someone hits you?
- How do you feel when someone calls you a name?
- What else don't you like other students to do?
- How do you feel when they do that?
- Listen and acknowledge their responses. As they give you their answers, the educator may wish to draw a sad face by the question, or an angry face, etc.
- Post the second question or draw a minus sign: What would you like the other person not to do? Repeat what they have already told you they don't like during the last set of questions.

➤Ask: Is there anything else you don't like other students to do?

Post the third question or draw a plus sign: What would you like the other person to do? Ask the questions below, positively affirming their answers:

- What do you like other students to do instead?
- What are friendly things you can do?
- What are kind things people can do?
- What are peaceful things people can do?

Demonstrate Conflict Resolution: Ask two students to volunteer to enact a “pretend” problem-solving demonstration. Explain the process — that each student will be asked the same question. Each student needs to listen carefully so he or she can repeat what the other student said. Model the process, asking the three questions and asking each child to repeat the other person's answer. (See Summarizing the Steps of Conflict Resolution on the prior page.) Sing a peace song together or the following song.

Song: Monster

Chorus: ^AI don't want to be a monster.

I want peace today.

I don't want to be a monster. Monster go away!

Verse: When the monster comes out, scream and shout.

How can I make it go a-^Away? If I cool off awhile,

And put on a smile,

Soon everything will be okay.

The monster in me Is always angry,

It wants to fight and never cares.

So I give myself a hug. Out comes the love.

And the monster disappears.

(Repeat chorus two times.) — Contributed by Max and Marcia Nass

Close with the Quietly Being Peace Exercise.

PEACE I LESSON 11

Kindness and Feelings

Begin with a song.

Discuss/Share

Discuss the following Peace Point:

- ◆ Peace is having good feelings inside. Ask:
- How do you feel when another child calls you names?
- How do you feel when another child says something nice to you?
- What do you feel when someone does something kind?
- What kind things do you like others to do?
- What kind things do you like to do?
- Do you think your peace puppets have any more ideas about being kind?

Activity

Demonstrate Conflict Resolution: Ask two students to volunteer to enact a pretend problem-solving demonstration.

Ask the children to work in groups of two. Ask each pair of children to draw one picture about the kind things the children like to do and like others to do.

Close with the Peace Star Quietly Being Exercise.

PEACE I LESSON 12

Make Peace Bubbles

Begin with a peace song.

Activity

Part 1. Make a bowl of soapy water and give each child a “bubble

maker” to blow bubbles. One by one, each child will blow Peace Bubbles with a Peaceful wish inside. Watch the bubble rise and the pop!

As each bubble pops — ask the child to have a Peaceful Wish maybe for themselves, others, animals, birds or nature.

When all the children have blown their bubbles, ask them to share their Peace wishes.

Close with more bubble blowing as a group, and then with the Quietly Being Peace Exercise.

Part 2. Create a picture of a tree at the children's height with plenty of branches and draw Peace Bubbles. Add their wish to each bubble and invite other children and parents to view the Peace Bubbles.

Or, if your school has a tree outdoors, add the peace bubbles to the tree and invite parents and friends to view the children's Peace Bubbles.

– Contributed by Dina Eidan and Peter Williams

PEACE I LESSON 13

Conflict Resolution Practice and Posters

Begin with a peace song.

Lesson Content

Step 1. Review the sentence to use when a child is stopping a conflict with another child who is pushing, pinching or shoving:

- ❖ I don't like it when you do that, I want you to stop. Arms are for helping, not for hurting.

Step 2. Review the three things we talk about if there is a conflict:

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

Step 3. Discuss all three questions with the students as was done in Lesson 10. (Please refer to Lesson 10.) But, this time make a list of

all their answers.

Step 4. Demonstrate the Conflict Resolution process a couple of times with children volunteers with a conflict made up about one of the things they mentioned.

Activity

For little children, ask them to draw a picture about the things they want other people to do instead of fight.

For six- and seven-year olds, ask them to form small groups.

Each small group can make a picture or poster of things the children want other people to do and do not.

End with the Peace Star Quietly Being Exercise

NOTE TO EDUCATOR

Putting children in charge of the Conflict Resolution process: Please take time during the next week or two to use this process during the day when the children have conflicts. Then create a solving space for the children to go to when there is a conflict, where the three questions can be posted on the wall with symbols. It could be at a little table, by a little rug on the floor or in the peace tent. Choose one or two children who know the three questions and can listen respectfully, to be conflict resolution mediators. These “Peace Star Helpers” can go to the special solving place to help when others are having a conflict. When all the children have the process down, even the children who used to have more conflicts could serve as Peace Star Helpers.

PEACE I LESSON 14

I Help Create Peace

Begin with a song.

Share a Story: Because of You - Beautifully illustrated by Hiroe Nakata, “Because of you” by B. Hennessy ties together peace and kindness with what each child brings to the world simply by being born. 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 / Peace I.

Expressive Activities

One: Invite the children to finger paint the feelings of being one who creates peace.

Two: Play a peace song and ask them to dance the feeling of being peace.

Close with the Quietly Being Peace Exercise.

PEACE I LESSON 15

Animal Peace Masks

Begin with a song.

Activity: Tell the children that today they can make a mask of an animal (or a drawing if that is more appropriate for your culture). Invite them to think of why that animal would like peace.

Root Sentence: After the children make their mask or drawing, they can wear it and share standing in a circle: “I am a _____, and I like peace because _____.”

Play music and invite the children to dance peace with their masks on. Each animal is to be peaceful with the other animals.

Close with the Peace Star Quietly Being Exercise.



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



Rainbow Booklet Library

*Reaching and Supporting the Greater
Community*

Adding another dimension to Values Awareness is the Living Values Rainbow Library providing activities for everyone - Teachers, Care Givers, Parents, Individuals; Living Values for Self and Community Development. Available online under Resources on website – www.livingvalues.net/resources.

GENERAL SERVICES LIBRARY:

- LV Home Study for Adults, Families -.pdf
- LV Home Study personal journal- Word
- LVE Study Groups for Adults - .pdf
- LVE Self Reflection booklet - .Word
- LVE Distance Facilitator Training Guide - .pdf
 - LVE School Experience – The Kuwait Model - .pdf
- LV Criteria for Schools , Kuwait and Bali - .pdf
- LVE Improve Facilitation Skills - .pdf
- LVE Funding Guide for Members – .pdf
- LVE in Business -. pdf

LIVING VALUES ACTIVITY LIBRARY:

- LVE for Young Adults (taken from LVE activity books)
- LVE 8-14 - 8 values books taken from LVE activity book
- LVE 3–7 – 10 values books taken from LVE activity books

DISTRIBUTION: Read Online or Download the E-Booklet FREE, PRINT YOURSELF.

Created specifically for those desiring to share LIVING VALUES activities who do not have access to formal Values print resources or access to Living Values Associates and Trainers. These simple booklets most with between 48 – 56 pages can be photocopied for classroom or home use in “booklet” A5 form – ie regular A4 folded (to half size) and stapled. Booklets as in the **“LV Home Study”** and accompanying **“Journal”** with more than 80 -100 pages are required to be copied as A4 (full page) on both sides.

Each booklet is created with activities for the age or community group and /or the ALIVE membership information that it features. Booklets also support the ALIVE Distance Online Courses. This series will be continually expanded to meet needs of ALIVE membership and public benefit. distance@livingvalues.net



Living Values™
Education

THE LIVING VALUES EDUCATION APPROACH

Living Values Education (LVE) 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 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.

Further information on the Living Values Education

Rainbow Booklet Library Series and

all Living Values materials is available at:

www.livingvalues.net