



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Unit 4 - Tolerance

For Educators and Parents Everywhere

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

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

Unit 4. Tolerance

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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.

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

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VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty
Happiness - Optional Unit on Substance Abuse - Responsibility*

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars – at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles.

I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups.

Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world.

Diane G. Tillman

SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a

caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

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

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

The Need for Values and Values Education

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

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

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

arrogance and negative behavior rewarded with admiration and status.

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

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

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

LVE's Purpose and Aims

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

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

The aims are:

- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in

relation to themselves, others, the community, and the world at large;

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

The Living Values Education Approach

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

Vision Statement

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

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

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

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.
7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.

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

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

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

Exploring and Developing Values

Teaching Values

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

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

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

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

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

Three Core Assumptions

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

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

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

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

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

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

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

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

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

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

Real Learning Comes Alive in a Values-Based Atmosphere

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

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

Modeling the Values from the Inside

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

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

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

Skills for Creating a Values-based Atmosphere

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

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

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

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

Bringing in the Values of Your Culture

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

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

Please begin with the Peace Unit!

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

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

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

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

Wonderful practices daily . . .

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

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

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

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

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

Adapt the Level of Language to Different Ages

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

Assemblies and Songs

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

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

Is there a recommended order of values units?

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

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

Do I need to do every activity?

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

Share Your Values Creations with the World!

Adults and children using Living Values Education are invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values Education web site. Visit www.livingvalues.net. 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.



UNIT FOUR: TOLERANCE



Tolerance/Appreciation Lessons

The Oxford Dictionary defines tolerance as “The ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with.” The Random House College Dictionary, defines tolerance as “a fair and objective attitude toward those whose opinions, practices, race, religion, nationality, or the like, differ from one’s own; freedom from bigotry.” This values unit includes this meaning and adds the broader dimension of actively respecting and appreciating other cultures.

Tolerance is used by the United Nations and in political arenas as the name of the value which allows people of different cultures to coexist with mutual understanding, dignity and respect. “The United Nations is committed to strengthening tolerance by fostering mutual understanding among cultures and peoples. This imperative lies at the core of the United Nations Charter, as well as the Universal Declaration of Human Rights, and is more important than ever in this era of rising and violent extremism and widening conflicts that are characterized by a fundamental disregard for human life.”

On November 16, 1995, “UNESCO's Member States adopted a [Declaration of Principles on Tolerance](#). Among other things, the Declaration affirms that tolerance is neither indulgence nor indifference. It is respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse; only tolerance can ensure the survival of mixed communities in every region of the globe.” (Source: United Nations website)

Some educators have shared that students relate more easily to the word appreciation. This is especially true for young children.



If children are raised by parents who are not prejudiced, they relate beautifully to children of all races, religions and cultures. Educators are immensely important in contributing to the fabric of social cohesion in society by modeling acceptance and appreciation of all.

Very young children usually assume that everyone is like them and are generally not aware of many aspects of their life being part of their culture. Hence, this unit will start with activities to build knowledge and appreciation of their own culture. While in this unit on tolerance the appreciation of others' cultures is the primary focus, a couple of lessons also take up another meaning: the ability to endure a hardship, or something unpleasant or difficult.

Continue to play a song daily if you and the students are enjoying this. When studying different cultures, perhaps bring in some of that culture's songs and music at the beginning of the lesson. Perhaps sing or listen to songs that speak of the world's peoples as family. For example, "One Family" by Red Grammer speaks of the human world family as "sisters and brothers, a coat of many colors."

Do one of the Relaxation/Focusing exercises every day or every several days, as suitable for your class.

Tolerance/Appreciation Reflection Points

- ◆ We are all unique and have something valuable to offer and share.
- ◆ Tolerance is appreciating differences.
- ◆ Appreciating our differences grows peace.
- ◆ Tolerance is being open to everyone's beauty.
- ◆ Tolerance is respecting each other's culture.
- ◆ Tolerance grows with respect and understanding.



- ◆ Love for all others grows tolerance.
- ◆ We are all part of one human family.
- ◆ We know how to appreciate the good in others.
- ◆ Tolerance is the ability to stay light.
- ◆ Tolerance is accepting myself, even when I make mistakes.
- ◆ Tolerance is accepting others, even when they make mistakes.

Tolerance/Appreciation Unit Goals and Objectives

Goal: To build a feeling of comfort, belonging or inclusion with the understanding that all people are part of one human family.

Objectives:

- To hear from the teacher that we are all part of one human family.
- To have the feeling that any child could be their friend by singing the song “Friends Make the World Go Round”.
- To hear from the teacher that all races and cultures are important for the beauty of the human rainbow.
- To reflect on and finish the root sentence, “Human being are one family because _____,” and hear the all of their classmates’ responses.

Goal: To increase appreciation for their own culture and different cultures.

Objectives:

- To learn about the majority culture in the local area through being part of a discussion on the language and race of that culture as well as discussing the common greetings, food and music, etc.



- ❑ To participate in an activity of the majority culture, be it making a craft, dancing a traditional dance, hearing stories or eating some of the favorite foods.
- ❑ To learn about a minority culture or two through being part of a discussion on the language and race of that culture as well as discussing the common greetings, food and music.
- ❑ To participate in an activity of a minority culture or two, be it making a craft, dancing a traditional dance, hearing stories or eating some of the favorite foods.
- ❑ To be happy about their own culture by bringing a cultural item from home and sharing it with the class.
- ❑ To understand through the “Josh the Dragon” story that it is okay to not be the same as everyone else; it is okay to be unique – or “different”.
- ❑ To understand that all races and cultures are important for the beauty of the human rainbow.
- ❑ To hear stories from three different cultures.

Goal: To increase tolerance through compassion.

Objectives:

- ❑ To understand that people often feel sad when others are mean to them or exclude them because they are different.

Goal: To build tolerance/acceptance/patience with the self.

Objectives:

- ❑ To not be frustrated when making a small mistake on classwork.
- ❑ For children with sufficient language ability to state the rule, “It’s okay to make a mistake; all I have to do is correct it.”

TOLERANCE LESSON 1

Learning About the Majority Culture

Note to Educator: In some countries, and in certain areas of



other countries, there is one culture, one race and one religion. In other countries, there are many races and cultures. In a monocultural society, very young children assume that everyone is like them and are not aware of many aspects of their life being part of their culture. Hence, it is important to build knowledge and appreciation of their own culture before venturing into building knowledge and appreciation of other cultures.

For educators who are in multicultural societies, please start with the culture of the majority of children in your class/school.

Educator Preparation: Please plan to do a traditional or folk dance with the children from their culture, using music from their culture.

Begin with a song about love, togetherness or being one world family.

Discuss/Share

Introduce: “In the next few weeks we are going to learn about tolerance. Adults sometimes use the word tolerance to mean appreciating everyone’s culture and race.”

Ask:

- What does appreciating mean? Great. Give me an example.

Tolerance/Appreciation Point:

- ◆ Tolerance is respecting each other's culture.
- ◆ Love for all others grows tolerance.

Say, “Let’s start understanding tolerance by looking at our culture (or, the culture of most of the people in this room).”

Ask:

- Today we will talk about the _____ culture. What is the language of the _____ culture?
- What language do your parents speak?



- What language do your grandparents speak?
- What is the traditional dress in the __culture? (Discuss and go into depth in this area, in an age appropriate way. Is there a traditional dress that is only worn on certain occasions?)
- What are some of the traditional festivals or holidays? (Discuss and go into depth in this area, in an age appropriate way.)
- How do you greet your elders?
- What is the race of the people of the _____culture called?
- What are some of the favorite foods in the _____culture?
- What artistic things are created in the _____culture?
- What else do you like about the _____culture?
- What are the traditional musical instruments in the _____culture?

Activity

Begin to play some of the music from the culture of the children, and invite them to dance. They may need to be taught a traditional or folk dance.

Homework: Ask the children of the _____culture to bring something from home that is traditional in that culture. This might be a picture of their parent in the traditional dress, a traditional piece of clothing, a food item, an ornament, a musical instrument, etc. If you are not in a monocultural setting, tell the children that they will all have the chance to bring in something from their home when you are studying their culture.

Close with a Quietly Being Exercise.



TOLERANCE LESSON 2

Something that I Like About My Culture

Begin with a song from the _____ culture which you focused on during the last lesson.

Activities

Show and Tell Activity: Invite each of the children from the _____ culture to show the item they brought from home to the entire group and tell about it.

Dance/Musical Activity: After they share, play the music you played at the last lesson and involved all the children in dancing the traditional dance.

Close with a Quietly Being Exercise.

TOLERANCE LESSON 3

Sharing Something from the Majority Culture *Educator*

Preparation:

If you are in a monocultural setting, plan to tell the children a little about their history, or invite special people from the community that can tell some of the traditional stories/tales, or demonstrate a special craft for which the culture is known.

If you are in a multicultural setting, it would be inclusive to involve all the children in learning a traditional craft, creating something artistic in the style or with the method of that culture, or making a special treat to eat from the majority culture. Perhaps a couple of the parents would like to help with this.

Begin with a song about love, togetherness or being one world family or a traditional song from the _____ culture.



Activity: Carry out the activity you planned after reading the Educator Preparation note above.

Close with the Garden of Respect Quietly Being Exercise.

TOLERANCE LESSON 4

All Kinds of Friends

Song: Friends Make the World Go Round

Begin by playing the following song. It can be downloaded free on the international LVE website, livingvalues.net under For Schools/Children Ages 3–7/Download Songs.

Chorus: ^{Bb}Friends Make the ^{Eb}World Go ^{Bb}Round
^{Eb}Friends Make the ^{Eb}World Go ^{Bb}Round
Friends Make the ^{Eb}World Go ^{Bb}Round
^{Eb}Friends Make the World Go ^{Bb}Round

^{Eb}They'll bring you a ^Fsmile
When ^{Eb}you've got a ^{Bb}frown
^{Eb}Give you a ^Flaugh
When ^{Eb}you're feeling ^{Bb}down
^{Cm}Friends come in ^Fred, yellow
^{Cm}Black, white and ^Fbrown

Yes, ^{Bb}friends make the ^{Eb}world go ^{Bb}round
^{Eb}Friends make the world go ^{Bb}round

Verse:

^{Bb}A new kid moves ^{Am dim}in one day.
^{Bb}I ask, would you ^{Am dim}like to play?
We ^{Bb}swing on the ^{Am dim}monkey bars.
^{Bb}Make believe we ^{Am dim}touch the ^{Bb}stars.
We talk about ^{Am dim}things we like.
^{Bb}Flying kites and ^{Am dim}riding bikes.
She ^{Bb}said I'm glad ^{Am dim}I met you.



I ^{Bb}said that I ^{Am dim}was glad ^{Bb}too. *(Repeat chorus.)*

Verse: ^{Bb}Eat ice cream and ^{Am dim}play some more,

^{Bb}Roam around like ^{Am dim}dinosaurs.

^{Bb}Make some funny ^{Am dim}faces too,

^{Bb}Acting like we're ^{Am dim}at the ^{Bb}zoo.

But ^{Bb}then we (both) have ^{Am dim}to go home,

^{Bb}So I call her ^{Am dim}on the phone.

Ask ^{Bb}if she can ^{Am dim}play again.

^{Bb}It's so much fun ^{Am dim}making ^{Bb}friends.

(Repeat chorus two times.)

– Contributed by Max and Marcia Nass



Read “Josh the Dragon” by Diana Hsu to the children. If you read that story to the children a couple of years ago, there is an alternative story in the Appendix, Item 2: “Who can I play with?”

Share a Story: Josh the Dragon

Once upon a time, there lived a big dragon. His name was Josh. One day while Josh was sitting under a big green tree, he thought, “Oh, how nice it would be to have a friend to play with.” So that sunny morning, Josh went away, far away, to look for another dragon to be his friend. On his way he met Ethan the elephant.

“Hi,” said the elephant with twinkling eyes, “my name is Ethan! What’s your name?”

“Josh,” he said, “and I’m looking for a friend – a dragon friend that is.” Josh examined Ethan for a moment and then said rather suspiciously, “You have big ears and a long nose. You are not a dragon, are you?”

“No” said the elephant, “but that does not matter, does it? I can still be your friend. You see, I’m looking for a friend, too. I’ve been feeling sort of lonely lately.”

But Josh was not listening to Ethan. He looked at Ethan with coolness and then turned around and trotted off. Ethan, with great sadness, watched Josh leave.

As Josh moved on, he saw a lion. The lion leapt forward with great eagerness. The lion then shook his brilliant mane and smiled at Josh. “What are you doing?” asked the lion.

Josh watched the lion for a moment. Josh had never seen a lion before and was amazed by his beauty. “Oh” he finally replied, “I’m looking for a friend. My name is Josh.”

“Oh, I’m looking for a friend, too. My name is Ali, Ali the lion.



Come, let's play together. How about having a race or playing a game of tag?" Ali jumped and twirled in anticipation.

At first Josh felt a rush of happiness, but then he suddenly remembered that Ali wasn't a dragon. Josh looked into Ali's smiling face and said, "But you can't be my friend! You are not a dragon." And before the lion could say anything more, Josh turned and ran away.

As Josh was traveling down a country road, he met a little white rabbit. The little rabbit was a bit shy. It hid behind a huge tree, listening carefully with his big long ears and peeking out behind the tree with only one eye. When the little rabbit saw the dragon he thought, "What a big dragon. I hope it's a friendly dragon, otherwise I will have to run away and hide." As Josh came nearer, the little rabbit whispered, "Excuse me, are you a friendly dragon?"

Josh really was a friendly dragon, so the little rabbit did not have to be afraid. The little rabbit just sat quietly behind the tree and watched Josh. Josh also sat under the same tree where the little rabbit was hiding.

Something very amusing caught Josh's attention just a few trees away. There was a clown laughing with great heartiness as he toppled over his huge shoes. Every time the clown toppled over his feet, he lay on his back and laughed and laughed and laughed. Suddenly, Josh realized that he was laughing too and like the clown, Josh laughed and laughed and laughed. They both laughed until they had the hiccups, and that made them both laugh even harder. Josh finally got up and went over to the clown and said: "Hi there, you are a funny clown! I never ever in my whole dragon life laughed so much!"

"You are not the only one. Go ask the children, and they will tell you that I make children laugh and laugh and help them forget all their troubles!"



I love to make people happy. What do you like to do?” asked the jolly clown.

“Well, I’ll tell you what I’d like to do,” replied Josh in great seriousness. “I’d like to find a friend to play with – a dragon friend, that is.” The clown began to laugh again. “You must be kidding, the whole world can be your friend.”

The clown laughed and laughed and laughed. Josh suddenly felt embarrassed and a bit sad. He began to feel that no one understood him. Josh said to himself: “I only want a dragon friend. Is that too much to ask?” So Josh crept back and sat by himself under the tree. As he sat there, two large tears fell from his eyes and rolled down his cheeks. He tried to brush them away, as they began to sting his cheeks.

“Josh, Joshua.” He could hear his name being called in the distance. “Are you all right?” As Josh looked up in surprise, he saw Ethan the elephant, Ali the lion, the little white rabbit, and the clown toppling over his shoes and laughing and laughing and laughing. They all surrounded him.



Ethan the elephant gently patted his head. Ali the lion licked the salty tears from his red cheeks. The little white rabbit hopped into his lap and nuzzled up against him. And the clown made silly faces until Josh laughed with him. Suddenly, Ali the lion leapt into the air and said gleefully, “Come on, let’s hold hands and dance and be happy.” “Yes, let’s be happy. You are all my friends!” exclaimed Josh.

“You are all my special, special friends. We are all so different and lovely, like the colors of a great big rainbow.” And they all held hands and danced in a circle. From that moment onward, they were all the best of friends. They shared many wonderful times together. And Josh realized that he would have missed out on all the fun if he had only one dragon friend.



Activity

Ask the children comprehension questions about the story, and then ask them to draw a picture, or act it out.

Close with a Quietly Being Exercise.

TOLERANCE LESSON 5

Learning About a Minority Culture

Note to Educator: If you are teaching in a monocultural society, choose to study another culture that the children may encounter when they are a little older. If this is a culture in which prejudice for members is common, you will need to be careful to consistently model an appreciative attitude. As an educator, you are immensely important in contributing to the fabric of social cohesion in the society in which you are living, and to the world. Understanding and respect bring peace; intolerance creates bigotry, resentment and violence.

For educators who are in multicultural classrooms and societies, please start with the culture of the children of the largest minority. Or, if the children have done this unit before, choose another minority culture.

Educator Preparation: Please plan to do a traditional or folk dance with all the children from the culture of the minority, using music from their culture.

Sing "*Friends Make the World Go Round*," from the beginning of the last lesson.

Discuss/Share

Explain: Compare a rainbow to human beings. The human race is like a rainbow in that there are many different cultures and races. We are all human beings.



We all have eyes, a nose, a mouth, hands with fingers, and feet with toes. But we speak different languages and come in different shapes and colors. Some eyes are oval and some eyes are round. Some skin is whiter and some more brown. Each culture and each race is important and unique – just like each color of the rainbow.

Ask:

- What would the world be like if everyone appreciated everyone else's culture and race?
- Acknowledge their responses and confirm. "Yes, we would have a peaceful world."

Tolerance/Appreciation Reflection Points:

- ◆ We are all part of one human family.
- ◆ Tolerance is appreciating differences.
- ◆ Appreciating our differences grows peace.

Ask:

- Today we will talk about the _____ culture. What is the language of the _____ culture?
- What is the traditional dress in the _____ culture? (Discuss and go into depth in this area, in an age appropriate way. Is there a traditional dress that is only worn on certain occasions?)
- What are some of the traditional festivals or holidays?
- How are elders greeted in the _____ culture?
- What is the race of the people of the _____ culture called?
- What are some of the favorite foods in the _____ culture?
- What artistic things are created in the _____ culture?
- What else do you like about the _____ culture?
- What are the traditional musical instruments in this culture?



Activity

Begin to play some of the music from the culture of the children, and invite them to dance. They may need to be taught a traditional or folk dance.

Homework: If there are children of the _____ culture in your class, ask them to bring something from home that is traditional in that culture.

Close with a Quietly Being Exercise.

TOLERANCE LESSON 6

Something that I Like About the Minority Culture

Begin with a song from the _____ culture which you focused on during the last lesson.

Discuss/Share

Tolerance/Appreciation Reflection Points:

- ◆ Tolerance is being open to everyone's beauty.
- ◆ Tolerance is respecting each other's culture.

Activities

Show and Tell Activity: Invite each of the children from the _____ culture to show the item they brought from home to the entire group and tell about it. Or, if there are only a few children in the class from that culture, you may need to supplement with a video or story.

Dance/Musical Activity: After they share, play the music you played at the last lesson and involved all the children in dancing the traditional dance.

Close with a Quietly Being Exercise.



TOLERANCE LESSON 7

Sharing Something from the Minority Culture

Educator Preparation: Plan to invite special people from the minority community that can tell some of the traditional stories/tales, or demonstrate a special craft for which the culture is known. Or, involve all the children in learning a traditional craft, creating something artistic in the style or with the method of that culture, or making a special treat to eat from the minority culture. Perhaps a couple of the parents would like to help with this.

Begin with a song about love, togetherness or being one world family or a traditional song from the _____ culture.

Discuss/Share

Tolerance/Appreciation Reflection Points:

- ◆ Tolerance is appreciating differences.
- ◆ Tolerance grows with respect and understanding.
- ◆ Love for all others grows tolerance.

Activity: Carry out the activity you planned after reading the Educator Preparation note above.

Close with the Garden of Respect Quietly Being Exercise.

TOLERANCE LESSON 8

Stories from Different Cultures

Begin with the Friends song.

Share a Story

Read stories from two or three cultures, including your own. Please point out the qualities of each culture and the similar



themes in each story. After you have read each story, ask the children to give examples of qualities. “In the story about _____, how was love shown? In the story about _____, how was courage shown?”

Joy of Reading Project creators kindly gave permission to post the following stories on the LVE international website, www.livingvalues.net site. You will find it under For Schools /Children Ages 3–7/Download Free Stories /Tolerance.

“Whoever you are” was written by Mem Fox and is beautifully illustrated by Leslie Staub. Appropriate for children ages three to five, this simple story shows a variety of differences while affirming our commonality . . . hearts, smiles, pains and joys.

“Suki’s Kimono” by Chieri Uegaki is a delightful story of a girl who decides to go to the first day of school in a kimono given to her by her grandmother from Japan. It is suitable for children ages five through seven.

Activity

Learn more about one of the minority cultures. This might be by doing a dance or doing an art project. For example, you could make an origami bird from the Japanese culture.

Homework for the next lesson: If the children in your class are from many different backgrounds, Tolerance Lesson 9 is an opportunity to celebrate many different cultures. If the children in your class are from one culture, vary the activity by asking them to think of another culture or country they have heard of, perhaps on the television or in a movie.

Ask the children to think of something from another culture. If they wish, they can bring something from home – or they can think about another culture in another part of the world.

Perhaps they can ask their parent about another country they like.

Close with a Quietly Being Exercise.



TOLERANCE LESSON 9

A Tree of Treasures

Begin with a song.

Discuss the Tolerance Reflection Points:

- ◆ We are all unique and have something valuable to offer and share.
- ◆ We know how to appreciate the good in others.

Activity

To accept “the universe” of each other, invite each child to bring from home something he or she likes. Or, depending on the circumstances, ask each child to make a small drawing of one of his or her favorite things – perhaps a toy, an activity, or a food.

Draw a tree on a large sheet of paper and allow the children to put their small drawing on the tree.

Help them learn about other countries by showing them where these countries are on a globe and celebrating how children around the world like many of the same things.

Talk about how each one is unique, and how wonderful the tree is because it has so many different types of treasures.

– *Contributed by Encarnación Royo Costa*

Close with a Quietly Being Exercise.

TOLERANCE LESSON 10

Dances and Foods from A Variety of Cultures

Begin with a song.

Activity: Look at the variety of cultures the class has studied. Revisit each culture, doing something from each culture, such as a dance, singing a song, or eating a special food.



Perhaps some parents could help.

If there is a small group, ask the children to share something they are proud of about their culture – or something they like about the culture of another. The group could make a television frame out of cardboard, and the children can share from behind the frame. Lead the children in applauding each child.

– *Contributed by Dominique Ache*

Close with a Quietly Being Exercise.

TOLERANCE LESSON 11

Liking Myself – Even When I Make A Mistake

Begin with a song.

Discuss/Share

Introduction: Talk about tolerance for the self – accepting and liking myself, even when I make a mistake. It is important to have tolerance and patience when mistakes are made.

Tell them a rule: “It’s okay if you make a mistake; just try to correct it. We don’t need to become angry or sad or to feel bad. Sometimes we do become angry at ourselves, or we feel sad or bad. That’s because we don’t know the rule: It’s okay if you make a mistake; just try to correct it.” This is a rule the adults can help the children use throughout the year, especially when the children are experiencing difficulty with a task.

– *Contributed by Thomas R. Bingham*

Discuss the Tolerance Reflection Points:

- ◆ Tolerance is the ability to stay light.
- ◆ Tolerance is accepting myself, even when I make mistakes.
- ◆ Tolerance is accepting others, even when they make mistakes.



Ask:

- Can you remember a mistake you made in math?
- Did you need to feel bad? (No.)
- Were you able to correct it?
- What are other mistakes have you made?
- Great example. Can you tell me what the correction for that mistake would be?

Generate another few examples, helping them see mistakes as part of the learning process. Mistakes means you are trying and making a correction means you are learning!

- What are other mistakes have you made?
- Great example. Can you tell me what the correction for that mistake would be?
- What if I accidentally bumped into you and you fell. What would I do?

❖ Yes, I would say, “Oh, I’m sorry. Are you okay? And if you are still sitting on the floor, I might help you up. Yes?”

- What if you accidentally step on someone’s toe? What would you do? (Yes, saying “I’m sorry. Are you okay?” is important.)

➤ Please teach them any other polite phrases in your culture that are appropriate for different circumstances in which mistakes are made.

Ask:

- What if someone accidentally bumps into you and then says they are sorry. What would be good to do?
- What other things do people do accidentally you don’t like?
- Can you forgive them and accept their apology?
- What thoughts help you do that?

Read a story from the children’s culture about something or someone with a tolerant and patient attitude.

Close with a Quietly Being Exercise.



TOLERANCE LESSON 12

Human Beings Are One Family Because . . .

Begin with a song from one of the cultures you have been exploring or sing the Friend song together.

Activity

Step 1. Review the cultures you have studied by asking the children what they liked about the unit on tolerance: the stories they remember, what they learned, and what they liked doing.

Step 2. Read one of the stories they want to hear again.

Step 3. Root Sentence: Ask the children to stand in a circle and finish the sentence, “Human beings are one family because _____.”

Step 4. Do one of the cultural dances together.

Close with a Quietly Being Exercise.



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