



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Unit 6 - Happiness

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 6. Happiness

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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.

Quietly Being Exercises

Quietly Being exercises help children enjoy “feeling” the value. Very often children do not like “having to be quiet” in school. They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests. Teachers have found that doing Quietly Being exercises helps students quiet down, be less stressed, and concentrate more successfully during lessons, in addition to feeling the value.

While there may be initial resistance, usually that resistance disappears after several trials, and our experience has been that students begin to request quiet time.

A variety of songs are included. However, since some of your children may not speak English, you may wish to translate the words or use songs from your own culture or different cultures from around the world.

Ask the children to create their own plays and songs. They might even want to do a skit. Perhaps older adults can tell traditional tales and teach ancient forms of music.

Please begin with the Peace Unit!

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

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

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

Our internal research shows that educators working with three- to seven-year olds have excellent results when they do three Living Values Education Activities a week and do most or all of the lessons within the values units. It is easier for the children to carry new positive behaviors to

the playground when other classes are also implementing LVE. As you integrate the activities into your curriculum, bring values and what the children are learning and discussing into story discussions, social interactions and playground activities. Soon they will be using the language of values to discuss things, and solve many of their challenges independently.

Wonderful practices daily . . .

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

Quietly Being Exercises. Do a Quietly Being exercise once a day. Initially you may wish to alternate daily between the *Peace Star*

exercise and the *Respect Star* exercise. After the class has completed the Love unit, do the *Filling Up With Love* exercise every third lesson. For your convenience, these exercises are also in the Appendix. As the values lessons proceed, other exercises are introduced — and perhaps the children would like to make up some of their own.

Circle Time. Providing Circle Time or sharing time daily, or if not possible, once or twice a week, is a wonderful support in creating a values-based atmosphere. It is also a great beginning for values time. The children can sit in a circle if there are less than 15, or if more, they can be grouped in front of the teacher.

Ask what they feel good about today, or what they are proud of. Ask them to tell how they showed love or peace to someone, or how they lived the value of focus.

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

Adapt the Level of Language to Different Ages

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

Creative Expression

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

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

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

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.

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

Annual Evaluation

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

We hope you and the young people with whom you work enjoy Living Values Education. Thank you for your dedication to nurturing hearts and educating minds.

UNIT SIX: HAPPINESS

Happiness Lessons

Happiness Points can be used in talking about what makes us happy and how we can give happiness. The points can be used as the first focus point during values time, or can be a discussion point as part of language arts. Allow the opportunity to share.

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

Happiness Reflection Points

- ◆ When I have love and peace inside, happiness just comes.
- ◆ Happiness is having fun with my friends.
- ◆ Happiness is knowing I am loved.
- ◆ When I do good things, I am happy with myself.
- ◆ Good wishes for everyone make me happy inside.
- ◆ I can give happiness to everyone with my good wishes.
- ◆ I can give happiness to others with words that are like flowers, not thorns.
- ◆ I can give happiness to others by sharing.

Happiness Unit Goals and Objectives

Goal: To enjoy the experience of happiness.

Objectives:

- ❑ To enjoy the Imagining a Happy World exercise.
- ❑ To enjoy games with the children in the class.
- ❑ To sing three songs that generate a happy feeling.
- ❑ To sing a happy song and dance.
- ❑ To paint happiness or the feelings of happiness.

Goal: To increase knowledge about happiness.

Objectives:

- ❑ To be able to communicate in words or through drawing what a happy world would look and feel like.
- ❑ To identify several good things he or she does as part of participating in a discussion on the Happiness Point: “When I do good things, I am happy with myself.”
- ❑ To explore our feelings when people say mean things or nice things.
- ❑ To generate at least three ideas about how we can give happiness.

Goal: To build social skills for happy relationships.

Objectives:

- ❑ To identify words or phrases which hurt others, and other words or phrases which give happiness.
- ❑ To participate in class discussions on how we can be patient with the self and with others.
- ❑ To practice having good wishes for everyone in the class during Quietly Being exercises.

- ❑ To be able to use an assertive phrase, such as “Give me flowers, not thorns,” if a classmate says something unkind.
- ❑ To learn about happiness as sharing and participate in an activity of sharing with happiness.

HAPPINESS LESSON 1

Act It Out

Begin with the Filling Up with Love exercise.

Explain: “In the next few weeks, we’re going to learn more about happiness. Our first Happiness Point is:

- When I have love and peace inside, happiness just comes.

Discuss/Share

Ask:

- What does that mean?
- Can anyone tell me about that?
- Can you think of a time that happened?

In a circle group, ask the children to share the things that make them happy. Ask each child to act it out from his or her chair or in the middle of the circle. Their responses might include a smile, a hug, or a fun game. Acknowledge their responses. Lead the applause.

In a circle group, ask the children to share how they give happiness. Ask them to act it out with the child sitting next to them.

Sing a song on happiness from your culture, or you might want to sing the following song. It is available on the LVE international website, www.livingvalus.net under For Schools/Children Ages 3–7/Download Free Songs.

Song: Happy Children

^DDo you see the happy children,
 ^{A7}Getting up to dance around,
^DAll they want is to be happy,
 And to ^{A7}swing and swing around.

^GBend right down and ^Dtouch your toes,
^{A7}Touch your knees and ^Dtouch your nose,
^GClap your hands and ^Dshake them out,
^{E7}Stand upright and ^{A7}turn around . . .

(Repeat)

HAPPINESS LESSON 2

Using Our Imagination

Begin with a song.

Imaginative Activity

Ask the children to sit comfortably or lie on the floor. Say, “Today we’re going to use our imagination again to make a picture in our mind. Let yourself get comfortable and let the body be very still. . . .”

“Imagine a big, beautiful butterfly. It can be any color you like. This butterfly likes to fly to places where only happy people live. Do you want to go there, too? . . . Okay, close your eyes and listen. Imagine you are sitting on the wings of this big, beautiful, colorful butterfly and are flying to a place where children are happy. . . . The butterfly begins to come down. You have arrived. . . . Can you see the happy faces of the children? . . . Now the butterfly comes to rest on the grass in this beautiful world, and all the children come to welcome the butterfly and to welcome you. . . .

What do they say to you? . . . The children ask you to play with them . . . What are you playing? . . . Now they call you to join a picnic on the grass. . . . What do you eat? . . . What do you say to each other? . . . Now you look around. . . . You see trees, flowers . . . birds . . . the sun. . . . Is your face looking happy? . . . Now it's time to come back to school (or camp or wherever the setting is). You sit on the wings of your loving butterfly, and off you fly back here. Now open your eyes, and we will share."

Share: Ask the children to share their experiences.

Activity

Three to Four Activity: Tell the children that they get to pretend to be happy butterflies. Perhaps they can go outside and run around and wave their arms as though they are wings, and interact with the other butterflies with happy smiles and words.

Five to Seven Activity: Provide the opportunity for children to make butterflies or a picture of a happy world. Paper wings of a butterfly can be painted or colored and attached to an ice cream stick. The butterflies can be used as a Quietly Being symbol, or used to role play conversations.

Close with a Quietly Being Exercise.

HAPPINESS LESSON 3

Happiness Is Knowing I am Loved

Begin with a song.

Discuss/Share

Say, "When we did the unit on respect, we learned that part of respect is knowing we are lovable and capable. Each one of us is loved. But, let's talk about who loves you.

One of the Happiness Points is:

♦ Happiness is knowing I am loved.”

Ask:

- What does that mean?
- Why do you think that’s true?
- Who loves you?
- Does everyone need to be loved?
- How do people let others know they love them?
- How do you let people know you love them?
- How do you love yourself?

Activity

Ask the children to draw a picture of themselves with someone who loves them.

Homework: Tell the children that their homework for today is to give someone at home one extra hug.

Follow-up to Hug Homework: When they come back the next day, ask the children to tell what happened with their hug homework. Ask, “Is giving a hug to someone we love one of the ways we can give happiness?” If you get a resounding yes, tell the children that their homework for today again is to give someone at home one extra hug. When they come back the next day, ask them what happened, and give them the same homework every day for that week.

Close with a Quietly Being Exercise.

HAPPINESS LESSON 4

Happy Games

Begin with a song.

Discuss the following Happiness Point:

♦ Happiness is having fun with my friends.

Activity

Play a game that everyone loves which brings lots of laughter. You know the ones they love. Many children enjoy Duck, Duck, Goose. In this game, all the children sit in a circle. One child walks around the outside of the circle and gently taps the other children on the top of the head. Each time the child taps, she or he says, duck or goose. The child may say duck one or ten times, but as soon as she or he says goose, the child tapped gets up to chase the tapping child around the circle. The tapping child tries to run all the way around the circle to sit in the place of the child who was called goose. The tapping child may stay there if she or he reaches there without being tagged. Then the other child continues the game by tapping children and saying, duck, duck, duck . . . goose. If tagged, the child must take a turn tapping again.

An adaptation of the game Hide-and-Seek is fun. One person hides and all the rest look for him or her. When the hiding person is found by one child, instead of that ending the game, that person also hides with the hiding person. The game is over when all the children are hiding together. With small groups of little children, the end of the game is a perfect time for forming a circle, holding hands, and singing a song!

The following song is available on the LVE international website under For Schools/Children Ages 3–7/Download Free Songs.

Song: Smile

Chorus: ^AThe world needs your ^Esmile
To ^{Db}remind ^Aeveryone
That we're ^{Db}here to be ^Ahappy
So ^{E7}smile and have ^Afun
The ^Aworld needs your ^Esmile
^{Db}Smile all day ^Athrough
^{Db}And watch the ^Awhole world
^{E7}Smile back at ^Ayou.

Verse: DbSmile, Asmile, DbSmile at Aeveryone
DbSmile, Asmile, DbSmile and have Afun
DbSmile, Asmile, DbSmile all day Athrough
DbSmile, Asmile, Dbthe world smiles at Ayou.

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

– Contributed by Max and Marcia Nass

HAPPINESS LESSON 5

Words Can Be Like Flowers or Thorns

Begin with a song.

Introduce the topic, “Part of happiness comes with words. You were telling me the other day that . . . (Give some examples of what they shared in the circle group: that they feel happy when their mother says she loves them, when their uncle says they’re special, etc.) . . . I notice that Jamie likes it when Mario says . . . (Give more specific examples.)

So words can give happiness. It’s almost like giving a flower . . . or sometimes words can hurt like a thorn.”

Ask:

- What kinds of words make you feel bad or sad?
- What kinds of words make you angry?
- What kinds of words can you say to others that give happiness?

Say, “Those are some nice things to say. One of the Happiness Points is:”

- ◆ I can give happiness to others with words that are like flowers, not thorns.
- Would anyone like to share about that?

➤ Say, “This week, I’d like us all to pay special attention to giving flowers. If someone does say something mean, you can just say, ‘Give me flowers, not thorns.’”

- Ask the children to repeat the phrase several times.
- The adult can reinforce this, encouraging children to use this as a verbal skill, rather than hitting or saying something mean when others say something negative.

Activity Options

Three to Five Activity: Provide the opportunity for the children to make flowers out of colored paper or paper and colors, or if flowers are plentiful, allow them to go outside and each pick a flower. Then invite them to mill around the room, thinking of words that give happiness. When you give a signal, each child can pair up with the child closest to him or her and exchange their flowers and words of happiness.

Six to Seven Activity: Ask the children to draw or paint a picture about the lesson today. Some children may wish to draw a time when they felt bad, or paint their feelings, while others may draw about feeling happy. Allow them to draw whatever they wish.

Close with a Quietly Being Exercise.

HAPPINESS LESSON 6

The Heart School

Begin with a song.

Review: Talk about the phrase the children learned in the prior lesson: “Give me flowers, not thorns.” Ask them to repeat the phrase several times.

Read the first part of “The Heart School” story by Diana Hsu to the children.

Share a Story: The Heart School (Part 1)

Marc lived in a small town not far away from here. He lived with his mother in a small apartment (flat). The house was surrounded by grassy fields and huge trees, and the school he went to was within walking distance. Marc sometimes thought how lucky he was not to

have to live in one of those large cities, where there were hardly any parks in which he could play with his friends.

Besides playing outside a lot, Marc liked to spend time in his room. He was always busy. He liked to collect stamps from all over the world, play with his cars and buses, legos and airplanes. But one thing he did not like very much was going to school.

One Monday morning, as he started to walk to school, he somehow felt this would be a very special day. It was a bright day, the sun was shining, the birds were singing, beautiful butterflies were flying by, and the air was filled with the sweet fragrance of colorful flowers. He felt as if this would really be the most special day in his whole life.

Marc stopped walking. He lay down on the grass and closed his eyes. As he started to enjoy this, he relaxed. Then suddenly, with his eyes still closed, he saw himself walking ahead and reaching a heart-shaped house. As he came nearer to this house, he could feel that this was a very special place. Now he could read the letters above the door:
The School for Loving Children.

As if by a magnet, Marc was drawn to look through the window and . . . “Ooohh!” he exclaimed, “. . . what a wonderful world!” He saw a classroom decorated with light-colored paintings of butterflies, rainbows, flowers, and happy children playing. He saw mobiles of angels, stars, and hearts. The curtains and furniture were brightly-colored, and in the windows were transparent pictures and collages through which the light was shining like a rainbow.

Marc saw the teacher and her children sitting in a circle on a carpet. He looked at the faces of the children. They were sparkling with happiness. And then his eyes were drawn to one particular child. “It’s me! It’s really me!” he thought. “I am one of these happy, loving children, shining with so much joy!” Marc was surprised that suddenly he felt so light — it was as if his heart was saying, “I am a happy, loving child!” And then suddenly the school disappeared.

Marc got up from the grass and with light steps continued onward to school, wishing his own school was like the one he had just seen.



The next morning, Marc could hardly wait to reach that same spot on the grass again. He wanted to see that heart school again. He searched and searched, but the school was nowhere to be found. Was it all a dream? Somehow he knew it was not. He felt a sudden disappointment. "I feel . . . I feel . . . I want to cry!" thought Marc.

"Marc, Marc," he heard someone whisper. He looked up, and floating down from the sky, seated on a giant rainbow-balloon, was a

smiling Golden Bear. As the balloon landed, the heart-shaped school appeared behind him.

“Hello,” said the Golden Bear. Taking Marc’s hand, he whispered gently, “Come and see yourself, Marc.” And as he looked through the window, he could see himself standing with the others, holding hands in a circle, and listening to the teacher.

“Maria, can you please play the flute?” the teacher asked.

When Maria started to play her flute, they all started to dance. What fun they were having! And Marc noticed that no one was pushing, breaking the circle, kicking, or being nasty to the others, and no one was left out. The room was filled with magical sounds.

As Marc continued to watch, the children and the teacher were moving from one activity to another without any unkind words being spoken. A little while later, Marc saw himself drawing and sharing his pencils with the others. The teacher, with a smiling face and kind eyes, was going from child to child, listening quietly, while each child was telling her about his or her drawings. After all the drawings were finished, Marc saw the children packing away their things and then decorating the walls. Each child was admiring the work of the others. What harmony there was!

The children then sat in groups at their tables and took out their arithmetic books. Everyone quietly listened to the teacher who spoke in a clear, soft voice, explaining what needed to be done.

Marc watched as the teacher looked over the shoulder of the boy who looked like him and said, “Well done, Marc! All your sums are correct, and your work is neat.”

Marc looked up at the Golden Bear. “How can that be me? I am not good at arithmetic. My work is not neat and the teacher is seldom pleased with me!”

The Golden Bear just smiled and held Marc's hand tightly. "Just watch, just watch!"

When Marc looked up through the window again, he saw himself confidently reading aloud to the class. Much to his surprise, everyone was listening eagerly. "Look at that, I can do it, I can do it!" he said to the Golden Bear. "I can read without feeling scared and stumbling over the words!"

"Of course you can!" said the Golden Bear. He seemed to know Marc well. What a wonder!

Then the children sat down in a circle to have their lunch. As the food was passed around, Marc could see himself waiting patiently. No one was pushing and no one was calling out, "Me first! That's mine! Give that to me! I am not your friend anymore." And no one snatched the food away from anyone else.

Marc saw himself asking his friend, "Would you like a piece of cake?"

"Thank you" replied his friend, and he offered Marc some fruit and nuts.

After lunch, Marc noticed that the children seemed happy helping one another. No one laughed at other's mistakes. Everyone seemed to be friends – and happy to see one another succeed!

When it was time to go home, the teacher said, "It was fun being with you all! I look forward to seeing you again tomorrow. Every single one of you is very special to me!" As Marc saw himself leaving, the teacher turned and said, "Goodbye, Marc. Tomorrow we will have another happy day together!"

Marc turned to the Golden Bear, "How can I be like that?"

The Golden Bear just smiled and said, "If, from your heart, you really want to change . . . just wait and see . . . just wait and see! Goodbye, Marc." And off the Golden Bear floated.

Discuss the part of the story read with the children.
Begin learning the Rainbow Song.

Song: The Rainbow Song

^AA smile is like a rainbow
And thoughts like butterflies
And kind words are like flowers
When I am golden and ^Elight!

So ^Alet's slide up the rainbow
And let us butterfly
And shower all with flowers
Let's be golden and ^Elight!

Golden and ^Dlight
^EGolden and ^Alight
If you sing this song
You'll be like me

Nice to be so happy and free
Sing this song and be like me
^EGolden and ^Alight!

HAPPINESS LESSON 7

The Golden Bear

Begin with a song.

Finish reading “The Heart School” story to the children.

Share a Story: The Heart School (Part 2)

When it was bedtime, Marc thought about how wonderful it would be to dream of the heart-school again. Marc closed his eyes and waited. But, no heart-school appeared. He waited some more and nothing happened. “Oh well,” he thought. “It was nice while it lasted.”

But then, right in front of him, slowly and gently, the Golden Bear floated down to the foot of his bed, holding onto his rainbow-balloon. Marc gave him a big smile and said, “It’s you! I was wondering whether I would ever see you again!”

“Hello!” said the Golden Bear, “I was listening to the thoughts of your heart. You want to be the happy you, the real you. Everyone likes to be loved by all.”

“Yes” said Marc slowly, “it’s like magic how you seem to know everything!”

“Well,” said the Golden Bear, “it is not as difficult as you think! Shall I help you a little? I am going to show you a secret. Look, here are two boxes. Read what is written on them.”

H A P P Y

U N H A P P Y

The Golden Bear took the UNHAPPY box and asked, “What do you think is in this box?”

“I don’t know” replied Marc, “but it can’t be anything good!”

The Golden Bear opened the UNHAPPY box and took out four cards.

“What’s written on them?” Marc asked the Bear impatiently.

“Guess first!” said the Golden Bear.

“Mm, mm . . . I don’t know!” responded Marc.

The Golden Bear looked amazed. “But you *do* know what makes you unhappy, don’t you?”

“Well, yes,” Marc started slowly, “when I push or hurt others, or if they push or hurt me, that makes me unhappy!”

“That’s right!” said the Bear. “Now I will read what is written on the cards: *pushing and kicking others, speaking harsh and hurtful words, thinking ‘I can’t do it;’ and being impatient.*”

“Is that what makes me really unhappy?” asked Marc. “When I hurt others or when I am impatient?”

“Yes, that’s right.” said the Golden Bear, “and then everyone is unhappy with you as well!”

“Please take the cards from the HAPPY box now,” Marc asked the Bear.

The Bear took four cards from the HAPPY box and read them to Marc. *"Be patient, say only kind words, help others, and always have good thoughts about yourself and others."*

"Is this the secret of being happy?" Marc asked.

"Yes," explained the Bear, "and when you are happy, that is when you are the real you! That is why it is so easy to change. "I'll help you!" he added, seeing the look on Marc's face.

"Listen very carefully now," said the Golden Bear. "Tomorrow, when you pack your school bag, open the HAPPY box and take out one card. Read the message carefully, and when you're in school, just do what the card says. If you follow it, it will work! I'll see you tomorrow evening to hear how your day went."

And swiftly the Golden Bear lifted off and floated away with his rainbow-balloon, waving and smiling as Marc waved and smiled back.

The next morning, Marc got out of bed early and got ready quickly. This was going to be the first day of happiness at school. When everything was ready, Marc took a card out of his HAPPY box. As he was taking the first card, it seemed that he could hear the voice of the Golden Bear. "What have you picked Marc? Tell me."

Astonished, Marc looked around but could not see the little Bear. "Strange" he thought, but he really had heard his voice. "Tell me what you have picked," Marc heard again."

"Okay, I took a card and it says, '*Do everything with a smile.*'" Marc said out loud.

"Oh, that is wonderful," Marc could hear the Bear saying. "It is easy! Tell me, what are you going to do?"

Marc started slowly, "I will . . . I will . . . I will say good morning to everyone with a smile. If someone is unfriendly, I will smile instead of hitting him or saying something mean. If my teacher tells me to write neater, I will smile at her instead of getting upset, and . . . " he finished in a rush, "anyway, I will do everything with a smile today."

"Okay," smiled the Golden Bear, "see you this evening!"

When Marc came home from school that day, he could hardly wait to see the little Bear to share all the news with him. Marc looked around and soon the Bear appeared, floating down on his rainbow-balloon.

“I could see your happy face from afar,” the Bear said lovingly.

“Yes, Bear, oh, it was a wonderful day! I did everything exactly as I told you this morning and guess what? Not only did I smile,” Marc said proudly, “but others started to smile too and seemed to get on better with each other.”

“Well done!” said the Bear.

“Yes,” added Marc. “And, Hugo wanted to kick me. But I just stood there fearlessly and smiled . . . and you know what happened then? He forgot about kicking me! He sort of looked at me in a funny way and turned around and walked away. I think he forgot about kicking altogether today. It is amazing!” exclaimed Marc. “Oh, I am looking forward to taking another card from the HAPPY box tomorrow. Will you come tomorrow to hear about my happy day?”

“Yes, I will come! Good luck for tomorrow, and be strong!” said the Bear. As the Golden Bear was flying off with his balloon, Marc ended the day happily. Oh, how exciting life can be when you discover something new!

The next morning, Marc got up early again and picked his card for the day from the HAPPY box. “Little Bear, can you hear me? Today I’ve picked, *be patient*. I’ve thought about what I will do. Shall I tell you?”

*I will let others go first,
I will not rush to finish my work too quickly,
(I always want to finish first, so that I get praised)
I will help others patiently and will wait happily, when others
are speaking,
I will listen carefully to what my teacher is telling me.*

“Oh, I can hardly wait to get to school today!” said Marc.

Marc had a long day at school. His face was not so happy when he got home. He finished his dinner slowly and went to bed early.

“Oh, I almost forgot, the little Golden Bear wanted to come,” thought Marc. It was as if the Bear heard his thoughts, for he was suddenly standing right in front of him.

“It wasn’t so easy today, was it?” gently asked the Bear, looking at Marc’s face.

“Well, do you know what happened? I did everything as I said this morning, but I forgot one thing, and that was to be patient with myself,” said Marc. “I rushed to finish quickly, and because of that, I dropped some paint and it splashed all over the floor! And only then did I remember that I wanted to be patient with myself. Bear, it wasn’t pleasant at all! You know why? Not only did I drop the paint, but when one of my classmates started to laugh at me and made fun of me, I said some hurtful words to him. And then I felt awful afterwards.”

“Cheer up, Marc! You’ve only just started to become the happier you! That needs a little time, and these things happen sometimes. Just try not to make the same mistake again,” the Bear said in his most encouraging manner.

“I’m glad to hear that, Bear. It makes me feel a lot better!” said Marc.

With a big smile the Bear opened the UNHAPPY box and turned to Marc saying, “Write down your unhappiness about the spilled paint and about being angry with your classmate, and slip it into the UNHAPPY box. Then close the box, and it is over and done with! As easy as that! What’s past is past. There’s no need to worry or to be upset about it! Try to understand what went wrong, tell yourself that you won’t make the same mistake again, and then forget it completely. Remember only what went right today and what made you happy, and think about what you are going to do tomorrow to be happy!”

The Golden Bear paused a moment, and then he added, “Tomorrow you will try again and you will succeed, and that’s a promise! You are loving and very special, Marc!”

Marc suddenly felt so light and full of confidence. “Yes, tomorrow I will try again and succeed! Oh, I can hardly wait until tomorrow to take the next card!”

Marc laughed happily as the Bear grabbed the string of his rainbow-balloon and got ready to float away. The Bear looked at him. His eyes were full of love and hope. Suddenly, Marc felt that his heart too was filling with love and hope. He could feel the great confidence the Bear had in him. “He believes in me and I know it will work! With the help of the little Bear I will be victorious and become the real me, happy and loving!”

- Dear children, now that you have just listened to this story, how do you think it will end? Share your ideas with others in your class or with your family.

Note to Educator: Please invite the children to share their ideas about how the story with end.

Okay, listen now to what happened. Day by day, Marc would take a card from his HAPPY box and think about how to use it at school. Most of the time he was good and successful, but sometimes he would make a mistake. When he made a mistake, he would not get upset or worry. Instead, he would try to understand what went wrong, write it on a piece of paper, and tell himself he will not let the same mistake happen again. Then he would slip the paper into the UNHAPPY box and close the lid and forget about it!

And so, day by day Marc grew stronger and stronger and happier and happier. The amazing thing was that after a while, the other children in the class changed too, because he was such a good example to them and his growing happiness worked like magic!

Do you want to know what happened in the end?

Gradually all the children in the class discovered the secret about the HAPPY box and asked every day, “Marc, what are you doing today to become happier?”

Marc would share with them what was written on the card. Do you know what happened next? They joined in. In a short time all the children were becoming happier and happier until in the end all the children in the class were treating each other like friends and being loving and caring for each other.

It was such a joy to see this happen!
It was just like magic!

Discuss

- What does patience mean?
- How can we be patient with ourselves?
- How do we feel when others are not patient with us?
- How can we be patient with others?

Activity

Three to Four Activity: Ask the children what they think the Golden Bear would say to them. Perhaps they can all share one thing they think the Golden Bear would say – and then walk around and say those things to each other.

Five to Seven Activity: Ask the children what they would like the Golden Bear to say to them and what they would like to tell the Golden Bear. Ask them to draw a picture of that and write their sentences below their drawing. Invite them to share.

Close with the Peaceful Star Quietly Being Exercise.

HAPPINESS LESSON 8

Happy Boxes

Begin with the Rainbow Song.

Discuss

Talk about the story, and about all the things Marc did that helped him be happier. Then ask the children if they can think of things that would make them happier in class.

Write the suggestions down on a large sheet of paper and discuss them. For young children, draw a symbol next to the suggestion.

Planning Actions: Talk about all the suggestions from the former lesson's discussion. Focus your attention on the practical suggestions. Choosing one at a time, think and share your ideas about them, and then make a plan of how to put the ideas into action. Success is easily achieved if the whole class or group works on the same plan. That creates enthusiasm and a sense of unity.

Activity

The teacher can decide whether he or she wants the children to make individual Happy Boxes, or one Happy Box for the class. Help the children write their ideas for happiness on little slips of paper that go into the box or for children ages three and four write their ideas as they contribute them verbally.

Begin making the boxes.

Close with a Quietly Being Exercise.

HAPPINESS LESSON 9

Cards for the Happy Boxes

Begin with the Rainbow song.

Activity

Finish making the Happy and Unhappy Boxes and decorate them.

Discuss: In “The Heart School Story,” Marc learns that it is important not to get upset with himself or anyone else.

Ask:

- What did Marc learn to do? (To sit together, reflect briefly on what went wrong, and then focus attention on progress and not on mistakes made.)
- Shall we do that, too?

Activity

Ask the children to write cards for the Happy Box, putting a practical suggestion that would make them happier on each card. Help them as needed. You may want to put one-word suggestions for the youngest children, perhaps adding a little picture. Put them into the Happy Box.

Arrange for each child to select one card from the Happy Box — if it is a Happy Box for the whole class — or one child from each group if there are several boxes. Share ideas within your group or class, and make an action plan together in order to achieve what is written on the card.

Close with a Quietly Being Exercise.

Note to Educator: You may wish to keep the Happy and Unhappy Boxes for your class if the children like them and appear to benefit. Either daily or weekly, take one card out of the box. Try this for at least four weeks. At least once a week share your experiences and progress with each other, and also look for areas that need improvement. As the children discover new ways to be happy, ask them to write those down on new cards.

HAPPINESS LESSON 10

Giving Happiness

Begin with a song.

Share a Story

Three and Four Story: Ready the story, “What shall I give to Nini?” by Tea Lobjanidze. It is Item 3 in the Appendix.

Five to Seven Story: Read the story, “Billy the Bully,” by John McConnel. It is Item 4 in the Appendix.

Discuss the following Happiness Point in relation to the story:

- ◆ When I do good things, I am happy with myself.

Ask:

- What good things do you do that make you happy with yourself?
- What good things do you do at school?
- What good things do you do at home?
- What good things do you do for the world?

List the things the children say on the board.

Activity

Invite the children to draw a picture about the good things they do.
Close with a Quietly Being Exercise.

HAPPINESS LESSON 11

Sharing

Begin with a song.

Discuss/Share

Say, “Today we’re going to talk about sharing. Every day we share things at school – we share our smiles, and we share tables, and crayons and scissors.”

Ask:

- What else do we share?
- When do you like to share?
- Is it hard to share sometimes? When? (Affirm their responses, such as, “Yes, sometimes it’s hard to share our very favorite thing.”)
- When is it easy to share?

Discuss the following Happiness Point:

- ◆ I can give happiness to others by sharing.

Then ask the children what they would like to share. Perhaps they would like to:

- ❖ practice sharing during playtime
- ❖ think about another way to share the toys
- ❖ bring something to share from home, or
- ❖ make something in class they can share such as sweets or cards.

Keep in mind that many children are not ready to share developmentally until they are four or five years old. The teacher can make the sharing easy by having enough of the same things (such as crackers).

Activity

Practice sharing with happiness: Set up a situation for sharing inside or outside. Tell the children that you want them to practice sharing with happiness. When you sound the bell, you want them to go to the child closest to them and offer to share what they are using, playing with, etc. Ring the bell at least three times!

Close with a Quietly Being Exercise.

HAPPINESS LESSON 12

Good Wishes

Begin with a song.

Discuss/Share

Say, “A secret that hardly anyone knows is that it’s easy to be happy if you have good wishes for everyone.”

Discuss two Happiness Points:

- ◆ Good wishes for everyone make me happy inside.
- ◆ I can give happiness to everyone with my good wishes.

Ask:

- What does that mean?
- Can anyone tell us about a time when everyone had good wishes for you?
- What did that feel like?
- How do we give happiness to others with our good wishes?

- Say, “Let’s fill ourselves up with love like we did last week.” Begin the Filling Up with Love Quietly Being Exercise.
- Say, “Now, I want you to walk around the room and look at everyone with good wishes. . . . Isn’t that easy? How does that feel? . . . Okay, let’s end with a happy song.”

Sing the following song or another song on happiness from your culture.

Song: The Happy Stars

^GI am happy, I am happy,
I am a ^{D7}star,
I am happy, I am happy,
I am a star.
I am happy to remember
to ^Csparkle forever,
I am ^Ghappy, I am ^{D7}happy,
I am a ^Gstar.

I give my love to ^Geveryone,
I give it ^{D7}from my heart.
I ^Ggive my sparkle to everyone,
and ^{D7}make them sparkle too.

(Repeat first verse)

Activity

Invite the children to use finger paints to make a picture of happiness or the feelings of happiness.

Close with a Quietly Being Exercise.

HAPPINESS LESSON 13

Making Washing Lines of Happiness

Begin with a happy song.

Activity

Step 1. Draw happy faces on paper using chalk, pencil, crayon, pastel.

Step 2. Cut the faces into lovely shapes of all different shapes and sizes.

Step 3. Hang the happy faces on a washing line inside the school or outside.

Reflection: Enjoy seeing happy faces.

Remember to remember that your face is the best face to show happiness. Smile and you will spread sunshine through your smile.

Share your happiness and tell if someone is hurting you.

– *Contributed by Hadeel Jarrar*

Close with a Quietly Being Exercise of your choice.

HAPPINESS LESSON 14

Happy Star Dance

Begin with a song.

Share: Invite each child to share his or her finger painting. Place them on the wall in the form of a star.

Sing the Happy Star song again.

Dance: Once the children know the Happy Star song and can sing it from memory, they can dance to it as well. You may wish to do the movements below, or a simpler version.

Dance Movement 1. Children skip around in a circle facing inwards.

Dance Movement 2. Turn outwards when singing the first “star” and skip in the opposite direction.

Dance Movement 3. Crouch down when singing the second “star,” then rise slowly bringing their arms up over their heads.

Dance Movement 4. Continue to skip around, stopping on “star” and turning to face inwards again.

Dance Movement 5. For the second verse, the children could sway from side to side, then turn around facing outwards, and slowly raise their arms toward the ceiling, twiddling their fingers at the same time. Children turn around to face inward again continuing to twiddle their fingers.

Close with a Quietly Being Exercise.

Additional Activities

HAPPINESS LESSON 15

Sing a Song that Makes You Happy

Activity

Step 1. Choose a happy song or sing the Butterfly song that follows.

Step 2. Sing it from your heart with a smile on your face.

Step 3. Add movement to your song — and maybe add instruments, too, especially percussion.

Step 4. Share your song at home and with others.

Examples of popular happy songs: “You Are My Sunshine” and “Baby Shark”. Or, perhaps sing a favorite national song. A Butterfly song follows if you would like to enjoy that.

Reflection: Your voice is the first form of Music. Let your words and song be happy.

– *Contributed by Alaa Abdullah*

Song: Butterfly

The following song by Madeline Nella can be downloaded on the LVE international website under For Schools/Children Ages 3-7/Download Songs.

I'm a happy little butterfly
Fluttering my wings, I touch the sky
I like every flower, every tree
I am feeling happy.
I like me.

Spanish:

Soy una mariposita feliz
Vuelo en el cielo azul o gris
Me gusta cada árbol, cada flor
Me gusto a mi mismo, que buen humor.

French:

Je suis un petit papillon heureux
En battant mes ailes, je touche les cieux
J'aime tous les arbres et toutes les fleurs
J'aime à moi-même, oh quel bonheur !

After the children learn the words, guide them through the signing of the song. They can sing and sign the song simultaneously. The signs are as follows.

Butterfly: Cross thumbs and flutter fingers.

Sky: Move butterfly sign upward.

Flower: Cup hand near nose as if to smell a flower.

Tree: Hold hand under the other arm's elbow and rotate the supported upright arm and hand.

I am feeling happy: Smile and point to your own smile with both index fingers.

I like me: Rest butterfly sign on shoulder.

Activity

Allow children to make individual butterflies out of tissue paper or make a butterfly mural, mobile or collage.

— *Contributed by Madeline C.*

Nella

Close with a Quietly Being Exercise.

HAPPINESS LESSON 16

Stories

Begin with a song.

Tell your favorite happy story when you were a child. Use stories from different cultures.

Close with a Quietly Being Exercise.



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Notes



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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