



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 2 - Respect

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Young Adults, Book 1* by Diane G. Tillman and educators around the world.

© 2019 Association for Living Values Education International

Email: resources@livingvalues.net – Web: www.livingvalues.net/download



Living Values Education Activities for Young Adults, Book 1

Unit 2. RESPECT

DEVELOPED AND WRITTEN BY
Diane G. Tillman

WITH ADDITIOANL ACTIVITIES AND STORIES FROM
Paulo Barros, Sabine Levy, Ruth Liddle, Marcia Maria Lins de
Medeiros, Natalie Ncube, Pilar Quera Colomina, Trish Summerfield
Eleanor Viegas, and other educators around the world

www.livingvalues.net

Includes bibliographical references
ISBN: 9781731097590

Copyright © 2000 – 2019 Association for Living Values Education
International

This is a sampling of the larger book , *Living Values Activities for Young Adults*,. The expanded version has two volumes, Book 1 and Book 2, and is published independently by the Association for Living Values Education International (ALIVE), a non-profit Swiss Association, through Kindle Direct Publishing.

ALIVE Address: Rue Adrien-Lachenal 20, 1207 Genève,
Switzerland

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

Cover design: David Andor – Wavesource Design, Qld, Australia – admin@wavesourcedesign.com

The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International** (ALIVE), a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations; UNESCO, governmental bodies, foundations, community groups and individuals.

LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

C O N T E N T S - Brief Introduction

Setting the Context	5
LVE's Purpose and Aims	6
The Living Values Education Approach	5
Exploring and Developing Values	7
Values-based Atmosphere	11

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

C O N T E N T S - RESPECT Activities Pages 14 -58

VALUES ACTIVITIES IN THIS BOOKLET SERIES

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

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars – at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

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

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person

without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups.

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

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

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

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

Diane G. Tillman

SETTING THE CONTEXT

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

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

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

The Need for Values and Values Education

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

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A

culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

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

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

LVE's Purpose and Aims

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

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is

comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

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

The Living Values Education Approach

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

Vision Statement

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

values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

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

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking,

imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

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

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

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.

Do I need to do every activity?

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

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

*We hope you and those with whom you work
enjoy and benefit from Living Values Education.
Thank you for your dedication to young people
and nurturing hearts as well as educating minds.*

RESPECT

UNIT TWO: RESPECT I



The respect values unit builds on the concepts and intra- and interpersonal social and emotional skills in the peace unit. As before, it is suggested that each lesson begin with a song. Involve students in selecting songs. You may want them to bring in songs that relate to the theme. Many like “Hero” by Mariah Carey which is about seeing your own beauty, or “Behind the Wall” by Tracy Chapman which is about a lack of respect and physical violence. Many students enjoy learning traditional songs. Perhaps there are traditional musical instruments they could play.

Respect Reflection Points

- ◆ Every human being has innate worth.
- ◆ The first respect is to respect myself — to know I am naturally valuable.
- ◆ Respect is knowing I am unique and valuable.
- ◆ Part of self-respect is knowing my own qualities.
- ◆ Respect is listening to others.
- ◆ Respect is knowing others are valuable, too.
- ◆ Respect for the self is the seed that gives growth to confidence.
- ◆ When we have respect for the self, it is easy to have respect for others.
- ◆ Beauty is not in the face; beauty is a light in the heart. — *Kahlil Gibran*
- ◆ To know one’s natural worth and to honor the worth of others is the true way to earn respect.
- ◆ Part of respect for the self is taking care of the body.
- ◆ Part of respect is knowing I make a difference.
- ◆ Those who give respect will receive respect.

- ◆ The more respect is measured on the basis of something external, the greater the desire for recognition from others. The greater the desire, the more one falls victim and loses respect for the self.
- ◆ When there is the power of humility in respecting the self, wisdom develops and we are fair and just to others.
- ◆ Everyone in the world has the right to live with respect and dignity, including myself.

RESPECT I LESSON 1

Mind Mapping Respect and Disrespect

Begin with an uplifting song.

Let the students know you will explore the value of respect for the next few weeks. Begin to explore general concepts of respect through questions and discussion.

➤ Ask:

- What is respect?
- Imagine for a few moments what the world would be like if everyone had respect for each other. (Pause) What do you think it would be like?
- How would people feel?
- How would you feel inside if everyone only treated you with respect?
- Imagine for a moment how you would feel if you were in your self-respect all the time. What do you think that would be like?
- Imagine if everyone in this school were in their self-respect most of the time. . . . What might that look like or feel like?
- If everyone in the world treated each other with respect and dignity, what would not be happening that is happening?

Say, "One of the Reflection Points upon which Living Values Education is built is:"

- ◆ Every human being has innate worth.

- ◆ The first respect is to respect myself — to know I am naturally valuable.
- ◆ Everyone in the world has the right to live with respect and dignity, including myself.

Activity

Say, “Today, let’s explore the differences between a respectful world and a world of disrespect through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Respect on the right side and Disrespect on the left side. Start with a branch for SELF on the Respect side of the circle, asking them what happens when there is respect in the Self and writing in brief their responses. Then ask them what happens when there is a lack of respect in the SELF. The students are to supply all the answers. Also do branches for Relationships, Business, Community and Environment.

Creative Activity

Divide the students into groups of four to six. Ask each group to create a song or poem about respect or respect versus disrespect. It could be a rap song. Allow them to perform their creation for the group.

RESEPECT I LESSON 2

Qualities of My Heroes

Begin with a song. You may wish to have the group sing one of the songs created during the last LVE lesson.

Say, “In other lessons we will explore the effects of disrespect and why you think people choose to act without regard for others. In today’s lesson we will just explore respect — and what qualities each one of you feels is most important.”

“We all have many things that are the same, but one of the wonderful great things about humans is that each has a personality of his or her own. Each person comes with a unique combination of qualities. Let’s start by listing good qualities that people can have.”

Lead the students in brainstorming personal qualities, such as friendly, loyal, sweet, nice, kind, caring compassionate, creative, gentle, witty,

cooperative, fun, honest, confident, humble, trustworthy, hardworking, industrious, benevolent, diligent, artistic, generous, economical, sensible, loving, patient, and tolerant.

Reflection

Ask the students to write down the qualities they think of as you read the following, allow them two to four minutes to respond to each question. You may wish to play music in the background. Say:

- Think about someone you admire. Write down the qualities you admire in that person.
- Think about your heroes. Who are they? Write down what qualities make them your hero or heroine.

NOTE TO EDUCATOR

If some of the students mention negative qualities or actions as something they admire in people or their heroes, acknowledge their responses respectfully with actively listening. For example, "So you admire _____ when he _____." Then ask: "What value or quality do you see in him/her that allows him/her to do that? (For example, "He is not afraid of what people think," or "She has courage to fight for what is right.")

- Write down the qualities you admire in your friends.
- Write down the qualities you like in some adults.
- Write down the six qualities that are most important to you. Six qualities that you think are most important for a person to have.
- It is said that any quality you admire is really yours. Write down six or more positive qualities that you have.

Allow the students to share in small groups of three or four for 15 to 20 minutes, each person taking a turn.

Homework suggestion: Ask them to read their list of six or more qualities to themselves every day. "Each person has wonderful qualities

deep inside, and we can silently make them more present in our lives when we remember them.”

End with the following relaxation exercise.

Garden of Respect Relaxation Exercise

“Sit comfortably and let your body relax. . . As you breathe slowly, let your mind be still and calm. . . . Starting at your feet, let yourself relax . . . relax your legs . . . stomach . . . shoulders, neck . . . face . . . the eyes . . . and forehead. . . . Let your mind be serene and calm . . . breathe deeply . . . concentrate on stillness. . . In your mind picture a flower . . . enjoy its fragrance . . . observe its color . . . enjoy its beauty. . . . Each person is like a flower . . . each one of us is unique . . . yet we have many things in common. . . . Picture a garden around you with many varieties of flowers . . . all of them beautiful . . . each flower with its color . . . each flower with its fragrance. . . giving the best of themselves. . . . Some are tall with pointed petals, some have rounded petals, some are big and others little . . . some have soft colors . . . others have bright colors . . . some attract the eye because of their simplicity. . . . Each one of us is like a flower . . . enjoy the uniqueness of each one. . . . Each adds beauty to the garden . . . all are important. . . . Together they form the garden. . . . Each flower has respect for itself. . . . When one respects the self it is then easy to respect others. . . . Each one is valuable and unique . . . with respect the qualities of others are seen. . . . Perceive what is good in each one . . . each has a unique role. . . each is important. . . . Let this image fade in your mind, and turn your attention to this room again.”

– *Contributed by Amadeo Dieste Castejón*

RESPECT I LESSON 3

Problems of the World

Begin with a song.

Activity

Step 1. Ask the students to brainstorm the problems of the world. They might generate ideas such as war, global climate change, terrorism, sex trafficking, drug abuse, drug trafficking, poverty, etc. Use a whiteboard and write in a row all the problems they call out.

Step 2. When the list is completed, ask them to choose one of the problems. Circle that problem. Then ask what factors contribute to or cause that problem. List the factors they call out in a second column. Note: The lists may not be mutually exclusive, for example, poverty can be a cause of child prostitution and child labor, and it can also be a problem in and of itself.

Step 3. Then make a third column and ask the young adults to call out which anti-values contribute to each factor. (Such as greed, corruption, anger, racism, hate, violence, disrespect, etc.) List in a third column, lined up with the original problem and factors.

Step 4. Now make a fourth column and ask them which values would help create positive solutions to resolve the anti-values and factors contributing to the problem.

Step 5. As a class think of possible positive solutions based on those values that would help resolve that problem. Many problems are years in the making because of the deterioration of values.

What are proactive or preventative things that could be done with your age group to eliminate that problem developing in the future?

Small Group Activity

Step 6. Divide the class into small groups of four to five and ask each group to choose one of problems they previously identified in Step 1.

Step 7. Ask them to do the same process that you did earlier with the entire class. They may choose to take up the problem the entire class did earlier. If there is time, allow them to research some of the realities of the global problem they have chosen.

Step 8. Ask them to develop one or more ideas of positive proactive solutions or positive preventative actions. Ask each group to prepare a presentation for the class. (They may need an additional period of time.)

Note to Educator: If they develop a passion for a particular topic, please allow them to research it and create a service project.

Close with one of the peace relaxation/focusing exercises.

Homework: Say, "Please continue with your homework of reading your qualities every day. I also want you to notice your tone of voice as you internally talk to yourself during the day. Check and see if your tone of voice is kind and respectful. It's important to encourage ourselves and be kind to ourselves."

RESPECT I LESSON 4

Making It Personal

Begin with a song.

Activity

Ask six young adults to stand in a row. Hand the first one in the row a pencil and ask her or him to hand the pencil to the next person, and so on down the line. Then, take the pencil and ask the first one in the row to hand the pencil to the person again, but this time handing the pencil with a lot of respect.

➤ Ask:

- Was there a difference in the way the pencil was being given?
- How did you feel when the pencil was given with respect?
- How did you feel when the pencil was given with disrespect?

- What are different ways people give respect to each other? (List their answers to this and the next question on the board.)
- What are the different ways people “dis” each other, that is, give disrespect to each other? (“Dis” is common slang used by young adults.)
- How do you feel when that happens to you?
- How do you feel when that happens to other people?

Discuss the Reflection Points:

- ◆ The first respect is to respect my self — to know that I am naturally valuable.
- ◆ Respect is knowing others are valuable, too.

➤ Ask:

- When do you feel good about yourself?
- When do you have a feeling of respect for yourself?
- When do you have respect for another person?

Students will sometimes mention specific things they do that are helpful to others as a time when they feel good about themselves. Confirm that when we do good things, we feel good about ourselves.

They will often mention a time when they look pretty / handsome or have something new. If they are mostly focusing on times when they feel good when they look good or have something new, prompt for responses about how they feel when they are helpful, friendly, kind, giving, etc. Accept and acknowledge all responses.

Reflection

State the following, allowing two or more minutes for each item, and pausing for five or more seconds at the three dots. Play relaxing music during the activity if you wish.

- I want you to remember three times when you felt full of respect for yourself. What were you doing? . . . How did you feel inside? . . . It

might have been doing something little for someone. Write it down. . . . Now, I want you to write down the quality you showed at that time.

- Now, remember a time when someone gave you respect. What did they do? . . . How did you feel inside?
- Now, remember a time when someone showed you a lack of respect (“dissed” you). What did he or she do? . . . How did you feel?

Share

Ask the students to form groups of three and actively listen to each other’s stories and experiences. Please give them 15 to 20 minutes to do this. (Remind them of the agreement that all personal stories shared in class must be confidential, and not be retold to others.)

End with the following relaxation exercise.

I Am A Mountain Relaxation Exercise

“Allow yourself to relax and be aware of how you are feeling. . . . Take in a deep breathe . . . and release it, letting go of any tension. . . . Take in a deep breathe . . . and let the body relax. . . . Now visualize yourself as a mountain. . . . If you were a mountain what would that mountain look like? Would it be a large mountain? . . . Would it have lots of trees and foliage? . . . Would it have a granite cliff on one side? As you visualize yourself as a mountain . . . ground in your self-respect. . . . Think of two or three of your qualities or values. . . . You are stable . . . you are strong . . . you are powerful Breathe in and feel yourself to be like a mountain, stable, strong . . . connected to the beautiful Earth. . . . Sometimes in nature there are winds or rain or storms. . . . The rains are just rain, the wind is just wind . . . they do not affect the mountain. . . . Sometimes people are negative . . . they are like rain or wind when they are not happy with who they are at that moment . . . and don’t know how to stay in their self-respect. . . . If there is sometimes a person who is like rain or a wind . . . ground more deeply into your self-respect. . . . Visualize the self as a mountain, stable and strong. . . . You are beautiful. . . . The rain and wind will not last forever Observe the rain . . . observe the wind . . . feel your quiet yet awesome strength. . . .

As the rain stops, enjoy the warmth of the sun. . . . In the sunlight, across the valley, perhaps there are other mountains . . . family or friends. . . . Breathe in deeply . . . and relax. . . . I am a mountain. . . . I am connected . . . to me . . . to the Earth . . . to other beautiful mountains. . . . I ground in my self-respect . . . Breathe out and relax more. . . . Now . . . slowly bring your attention back to the room . . . feeling relaxed . . . and centered."

RESPECT I LESSON 5

Positive and Negative Self-Talk

Begin with a song.

Discuss/Share

Say, "Everyone talks to themselves inside. Our talk to ourselves can be positive and respectful or negative and disrespectful."

➤ Ask:

- What types of thoughts help you stay in self-respect? (So, remembering your own qualities helps?)
- What positive or respectful things can you say to yourself?
- Would it be respectful to tell yourself you did a good job or tried your best, if you did do a good job or tried your best? (Yes.)
- What disrespectful things do people say to each other?
- Name calling is disrespectful. What names do you not want to be called?
- Is it disrespectful to call yourself a name? (Yes.)
- If you didn't do a good job, what would be a disrespectful way to talk to yourself about it?
- If you didn't do a good job, what would be a respectful way to talk to yourself about it?
- What do you say to yourself when you're afraid that you'll miss the ball during a ball game or fail a test?

- If you make a mistake, do you feel better if you call yourself “Stupid,” or if you say, “It’s okay to make a mistake, all I have to do is correct it”?¹

Say, “There’s no need to feel angry or sad or like a bad person when you make a mistake — mistakes are simply things through which we learn.

➤ Ask:

- Does it help if you get angry at yourself?
- What happens to your emotions when you say, “I’ll never be able to do it” or “I’ll never make it”?
- Are the feelings different when you say, “This is a bit scary, but I’ll do my best”?

Say, “The mistake rule is: It’s okay to make a mistake, all I have to do is correct it.”

Say, “You’re all being asked to read or remember your positive qualities every day. We know we all have positive qualities, but sometimes when we get hurt, scared or angry, we don’t use them. That doesn’t mean we don’t have those positive qualities, it just means that we weren’t full of the strength of self-respect.”

Discuss the Reflection Point:

- ◆ Respect is knowing I am lovable and capable.

Activity

Say, “Group story time. Do you remember the rules? Each person can say one, two or three sentences — no more — and then the next person continues the story. In the first group story, I would like you to create a story about someone who uses negative or disrespectful self-talk.” As the facilitator, you can start: “One day there was a _____.” Or, ask a student to begin. Allow the students to continue to go around until everyone who wishes to do so has contributed to the story. (Have a good time! The story can be ridiculous and create a lot of laughter.)

¹ Thomas R. Bingham’s Program for Affective Learning.

Now do another group story, asking the young adults to use only positive or respectful self-talk.

Expressive Activity

Write a thought and feeling chain of positive self-talk versus negative self-talk. Starting from a mid-point on the paper, the positive chain can create an upward spiral and the negative chain a downward spiral. This can be done as an individual exercise.

End with a relaxation/focusing exercise of your choice.

RESPECT I LESSON 6

Disrespect, Discrimination and Advice

Play a song on respect as the students enter.

Discuss/Share

Write the following Respect Reflection Points on the board and discuss them.

- When we have respect for the self, it is easy to have respect for others.
- To know one's natural worth and to honor the worth of others is the true way to earn respect.
 - Ask:
- ◆ Why do you think people show each other disrespect?

Explore the reasons generated. You may wish to add the following:
"Sometimes people give disrespect or are mean because of their own unresolved feelings of inadequacy and anger; deep inside there is a lack of love and respect for the self. They attempt to overcome that by feeling better than someone else — in order to feel better about themselves. Often these types of people have been treated with disrespect or others have been mean to them."

"Often people who give disrespect don't know better — they are ignorant. Sometimes people give disrespect because they have been

taught to disrespect others because of their race, country, wealth or even their body weight.”

➤ Ask:

- How do people discriminate in our society? Do the rich get more respect than the poor?
 - How else do people discriminate?
 - Can anyone think of a time when they saw this happen? Can anyone give us an example?
 - How do you feel about that? Do you think it is fair / kind / nice?
 - What would you like to happen?
 - What do people give respect or disrespect for in our school / place?
- What would you like to happen in our space?

Say, “One of the Reflection Points is: Those who give respect will receive respect.”

➤ Ask:

- Can you think of examples of that?
- If you were in charge of this school / organization, what advice would you give to people who give disrespect?
- If you were in charge of a company, what advice would you give to people who give disrespect?
- How would you like people to treat each other?

Creative Activity

Step 1. Invite the students to form small groups and discuss how they would like people to treat each other, and the core values and qualities behind those behaviors.

Step 2. Ask them to create a slogan around those qualities or values. Provide the materials for each small group to artistically present their slogan.

Step 3. Invite each group to share their slogan and post it around the room.

Step 4. Ask if they would like to adopt living those slogans during this class.

End with the Garden of Respect relaxation exercise.

RESPECT I LESSON 7

Two Birds and Differences of Opinion

Begin with a song.

Read the following story by H. Otero or another story about a person taking offense because of a difference of opinion.

Share a Story: Two Birds

Two birds were very happy in the same tree, a willow tree. One of them rested on a branch at the highest part of the willow; the other one was down below, where one branch joined another.

After a while, the bird perched in the highest part of the tree said, to break the ice, "Oh, what beautiful green leaves these are!"

The bird resting on the branch below took this statement as a provocation. He replied in a curt manner, "Are you blind? Can't you see they are white?"

The one in the highest part, upset, answered, "It's you who is blind! They are green!"

The other bird, from below with his beak pointed upward, responded, "I bet my tail feathers they are white. You don't know anything."

The bird at the top felt his temper flare up and, without thinking twice, he jumped down to the same branch as his adversary to teach him a lesson.

The other bird did not move. The two birds stood eye to eye. They were so close; their feathers were ruffled with rage. In their tradition, they both looked above before they started the fight. The bird that had come down from above said with much surprise, "How strange! Look at the leaves, they are white!" And he invited his friend, "Come up to where I was before."

They flew to the highest branch of the willow tree and this time they said together, "Look the leaves, they are so green!"

Discuss/Share

Discuss the story. Ask them if they can think of instances when conflicts arose due to poor communication or a difference in perception.

Discuss the Reflection Points:

- ◆ Respect is knowing others are valuable, too.
- ◆ To know one's worth and to honor the worth of others is how one earns respect.

Activity

Step 1. Invite everyone to close their eyes and think of their favorite color. Tell them that you will be giving them directions in accordance with their favorite color. They are to follow the directions, and stay in the position indicated until they are asked to open their eyes again.

Say:

- If your favorite color is blue, stand up and keep both arms at your sides.
- If your favorite color is purple, stay in your seat and put both hands on top of your head.
- If your favorite color is yellow, stay in your seat and hold up both arms.
- If your favorite color is red, stand up and put your right hand out.
- If your favorite color is green, stand up and sway back and forth.
Keep doing that please!
- If your favorite color was not named, stand up and keep turning around.
- Everyone, please open your eyes and look around you.
- Ask with a smile: "Do you all have the same favorite color?"

Step 2. Share: "I could have asked you to do these things in accordance with your favorite food, music group or political party. I asked you to do this as some people think that everyone should have the same opinion or they can't be friends or have a have a friendly conversation. It is okay for people to have different opinions and preferences. We are

all different people and we have a right to a different opinion. Sometimes people want others to have the same preference as them.”

➤ Ask:

- Do you feel like that sometimes — that you want other people to feel the same about things as you do? Why do you think people feel that way?
 - Are there other reasons why people feel that way?
 - People feel differently about foods, music, political parties — what other things do people feel differently about?
 - What other things might they have different “favorites” about?
- Record their answers on the board. The students might mention, depending on their age, things like: type of food, games, video games, television programs, favorite sports, sport teams, music, clothes, hobbies, hair styles, heroes, political parties, gender preference, or religion.

Step 3. Ask:

- Using the value of respect, what can you do when someone is expressing an opinion different than yours? (One answer would be to listen; another would be to say, “Cool”, “Oh, that’s interesting, tell me more,” or “Why do you feel that way?” Help them generate respectful comments and questions and allow them to come up with answers appropriate for their age.)

Step 4. Say, “Let’s practice listening with respect. Remember to stay okay with your own favorite when someone else has a different preference. We can all have different likes and dislikes and still have respect for each other.”

Divide the students into groups of four. Two students are to be the Talkers, and two students are to be the Observers who can also serve as “alter egos”, that is, supporting the Talker in listening and talking with respect. Ask the Talkers to pick one of the topics written on the board, taking different sides, and tell the other Talker about why that’s their favorite.

Step 5. Ask the Observers to tell the Talkers how they did in terms of listening and speaking to each other with respect. Then instruct them to repeat the activity, changing roles so that the Observers get a chance to be the Talkers.

Discuss/Share

- Was it difficult or easy to listen with respect?
- Was everyone able to stay okay inside even when the other had a different opinion?
- If you weren't able to stay okay inside, what was going on?

Say, "Very often people become best friends with people who share the same favorite things. But everyone can be at least civil with everyone when there is respect for others as human beings."

Ask:

- Why is civil discourse important in a society? (Civil discourse can be defined as the ability to discuss things in a respectful manner or to engage in a conversation to enhance understanding.)
- Some people call others names or are violent when they don't like the opinions or view of others. What could that lead to?
- What can civil discourse lead to?

Allow the discussion to continue in the direction of their concerns and the situation in your country. Discuss sensible methods to approach challenges.

Mind Map

Briefly mind map respectful dialogue versus disrespectful dialogue so the large consequences of this difference in approach can be clearly seen. As usual, you the facilitator are to ask the questions for the mind map and the students are to supply all the answers.

Smile at the students and say, "Each one of you is far more important than you know. Your smile, attitude and words can create a positive difference."

End with the following relaxation/focusing exercise.

Star of Respect Relaxation Exercise

“Think of the stars . . . imagine the self in the silence the stars seem to radiate. They are so beautiful in the sky, they sparkle and shine . . . quiet and peaceful. . . . Be very still. . . . Relax your toes and legs. . . . Relax your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . Feel safe . . . and allow peace to surround you Inside you are like a star . . . peace is at your core. . . . You are capable . . . you are who you are. . . . Each person brings special qualities to the world . . . you are valuable. . . . Enjoy the feeling of respect inside. . . You are stars of respect . . . let yourself be quiet and peaceful inside. . . . Focus. . . . You are concentrated . . . full of respect . . . content. . . . Slowly bring your attention back to the room . . . feeling relaxed . . . focused . . . and ready to be at your best.”

RESPECT I LESSON 8

Conflict Resolution – with Respect

Begin with a song about peace, respect or belonging.

Discuss/Share

Ask:

- How's it going with living the messages in the slogans you've put up?
- How is it going with the conflict resolution?
- What's working?
- Are there times when it isn't working? Why?

Question as appropriate to the situation, respectfully, while carefully listening to their answers.

Activity

Step 1. As you did in Peace I Lesson 13, ask four students to volunteer for a conflict resolution demonstration. Two are to act as mediators and two are to pretend to have a conflict. However, this time ask the

students to pay attention to staying in self-respect and giving respect to each other.

Before they begin the demonstration, ask:

- How can you show respect to each other during the conflict resolution exercise?
- Great. Can you think of other ways to show respect?
- Great. What about your attitude? Can people perceive your attitude?

Say: “Yes, attitude is easily perceived. So, breathe in, get in your self-respect, feel respect for the other person simply because they are valuable people, and begin.”

Step 2. When one demonstration is finished, ask the four students to reverse roles.

Step 3. Ask the volunteers to share their experience.

Step 4. Ask the class in general:

- Is it easy to give respect if you are feeling full of respect?
- Is it harder to give respect to others when you’re feeling bad about yourself?
- What values or qualities do you recognize inside yourself that make it easier to stay in self-respect?

Step 5. Pass out uninflated balloons to the young adults. Invite them to blow them up and write one value or quality on their balloon that helps them stay in self-respect.

Step 6. Play some fun music and invite everyone to hit the balloons around the room to each other — with respect.

Step 7. When the music/song stops, ask them to try on the value or quality on that balloon for the rest of the day as well as the one they first wrote on their balloon.

RESPECT I LESSON 9

Acting, Not Reacting – Communication Skills

Begin with a song about peace, respect or belonging.

Discuss/Share

Bring out the list of things people fight about that the teacher and young adults made during Peace Lesson 9.

Introduction: Say, “Very often conflict occurs when someone shows disrespect to someone else. Today we’re going to take a look at the list we made during the Peace Activities of the things people do that cause conflicts/fights. Very often when people do the things that are on this list we get hurt or angry. We feel bad when people treat us without respect. But who defines you? . . . Do you define who you are, or does someone else? . . . You are the one that knows your qualities. If someone calls you something horrible, does that mean you are? No. Are you valuable human beings? Yes. Okay, let’s look at this list in the light of respect — how to act and not react.”

Take one item on the list, and ask:

- Would this have occurred if the person were showing respect?
- What would you advise/like this person to do instead? What would have been a better way to handle it?
- How could that person use the value of respect?
- What would the consequences of that be?
- Would the problem have occurred then?
- If the person that this was done to stayed in self-respect, how could he or she handle it differently — so the problem does not build?

➤ Help them problem-solve. See what alternatives they generate. Ask them to generate the consequences of hurtful and kind acts — both short and long term. Ask them to come up with several ways to handle the situation. Help them create sensible strategies. For example:

★ When someone does something you don’t like such as calling you a name, what are words you can use? What can you say that is firm, clear and yet not aggressive? Perhaps, “Hey, that kind of language is out — chill,” to an acquaintance your age. Or, “I love you. Why are you saying that to me?” to a family member.

- Help them generate statements appropriate to their culture and situation.
- Teach the following formula. This is a good idea to use when somebody you know does something you do not like (such as gossiping, name calling, etc.).
 - ★ “I feel _____ when you _____ because _____.”

Give a couple of examples, such as:

- ★ “I feel bad when you talk to me about Marsha that way because she is my friend. I like you, and I like her, too. I think it’s okay to like both of you.”
- ★ “I feel pressured when you keep asking me to smoke that because I already told you I’m not interested. I know what I want to do, and not do, and I want you to respect that.”

- Ask the students to generate an example for each item you deal with, as appropriate. Take several more items from the list made during Peace Lesson 9 and ask the same four questions above, helping the students develop strategies.

Discuss the following Reflection Point:

- ◆ When we have respect for the self, it is easy to have respect for others.

Say, “In the examples we discussed, the talker is sharing their feelings and setting boundaries or limits, that is saying what they want the other person to do or not do. Some people are uncomfortable sharing their feelings and what they want the other people to do or not do, because they’re afraid the other person will get angry at them and not like them anymore. But then, sometimes they feel not cared about or understood by others because they haven’t shared what they want. It’s much easier to share how you feel and set a limit or a boundary if you stay in self-respect and come from a space of respecting the other person.

Role Play

Small group practice: Divide the students into groups of four and ask them to role play some of the examples or strategies or create new ones. Each person is to use at least one “I feel _____,” statement during the role play.

End with a relaxation/focusing exercise of your choice.

RESPECT I LESSON 10

Different Ways of Giving Respect

Begin with a song about peace, respect or belonging.

Discuss/Share

- Respect is knowing others are valuable, too.
- To know one’s worth and to honor the worth of others is how one earns respect.
 - Ask:
 - What are the different ways we give respect to adults?
 - What are the different ways we give respect to nature?
 - What are the different ways we give respect to objects?
 - What are the different ways we give respect to common spaces?
 - What can we do to help us stay in self-respect while we are doing the things we’ve talked about?

Ask the students to divide into groups to analyze one or two of the topics and make suggestions. They may wish to make explanatory posters.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

End with the Star of Respect Relaxation Exercise.

RESPECT I LESSON 11

Relationships and Setting Boundaries

Begin with a song about peace, respect or belonging.

Discuss/Share

Ask:

- How do you know when relationships are okay?
- What feelings come up when relationships are good?
- What feelings come up when you feel something is wrong?
- If appropriate: Is it ever okay for someone to hit someone else?
(There is an absolute answer for this one: No. Allow the students to really discuss this if this is of concern.)
- How can we use the value of respect in the different situations you have named?
- How can you positively set a limit or boundary, that is, communicate what you would like someone not to do, and what you would like them to do instead? (For example, "I love you to come over, but would really appreciate you calling me first." Or, "I don't feel like helping you when you talk to me like that. I'd appreciate another tone of voice.")
- What are situations in which it is being self-respectful to set a limit/boundary?
- Can you communicate a limit while internally staying in a place of peace and self-respect?

Share a Story

Option One: Ask students to share stories about situations related to someone not treating them with respect.

Option Two: Read a short story pertinent to peer pressure and the situation of the young adults with whom you work.

Option Three: Read the short story, "I Can't Believe I Did That" by Pam Depoyan, or another story to which you feel the students will relate.

The former in a story about a normally well-behaved girl feeling bullied into doing something she doesn't want to do is appropriate for 10- to 14-year olds. The Joy of Reading Project kindly gave their permission to post this story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Young Adults / Download Free Stories.

➤ After the story, ask:

- Why do we sometimes give into peer pressure even when we know we don't want to do something or are uncomfortable?

Activity

Step 1. Instruct the young adults to generate difficult situations in relation to the above discussion. Form small groups and generate situations.

Step 2. Then role play using communication skills and limit setting. Ask them to communicate a limit while internally staying in a place of peace and self-respect. At the same time, maintain an attitude of respect for the other person.

Close with I Am a Mountain Relaxation/Focusing Exercise.

RESPECT I LESSON 12

Bullying No More – The Art of Distraction and Nonviolence

Begin with a song.

Lesson Content

Inform: Some police departments use distraction as a method to help them deal with domestic-violence disputes. Tragically, sometimes policemen and policewomen are killed when they are called to a home to intervene. Using planned distraction, this police department was able to reduce mortality.

The example given was a policeman arriving as a couple were screaming and yelling. If the couple continued the argument after the police officer arrived, he would start talking about how tired he was, go into their kitchen and start rummaging through the cupboards to find a cup and some coffee. The couple would often stop their argument to follow him and ask what he was doing. One of them would usually help the officer make a cup of coffee. It changed the dynamics and decreased the level of violence.

When a person can stay calm and act in a non-threatening way, distraction can be useful as a method to decrease violence or the potential of violence. When people are fighting, fists are flying, hormones are pumping and peace and respect aren't anywhere in the picture. Trying to restrain someone can result in the helper being hurt, sometimes quite seriously. Joining a fight to stop it is dangerous and *never* recommended. For serious violence, the first action should be to withdraw to safety and call the emergency number for police intervention.

Living Values Education has activities for street children. is part of a series of stories about a street-children family. Distraction as an art of nonviolence is introduced as a method to stop violence. In this story, Mohammed is 17 years old, Fred is 14 and Marion is 12. Marion is a girl. They are a street-children family. Tony and Keemen are two other street children who are their friends."

Read or ask one of the students to read the following story.

Share a Story: Crazy Like a Fox

Mohammed, Fred and Marion decided to visit Tony and Keemen after their workshop at the street-children school. As they walked down the alley, they heard Tony's voice shouting, "You want to steal something? You thieves. I'll give you something!"

"Let's go," said Fred. Fred, Marion and Mohammed started running toward the sound of the yelling and fighting. Tony and Keemen were on the ground fighting three other boys as they rounded the corner. Fred, Marion and Mohammed stopped running as soon as they saw the boys.

"Hello, Tony. Hello Keemen," said Marion brightly.

"Hey guys, I got some tangerines. Want one?" asked Fred.

"You guys all look pretty good at what you're doing, maybe you can help us with our next play. We're doing it in the park on Saturday. How about it?" asked Mohammed.

"Yeah, it's a great play," said Marion. "Have you seen it, Tony? How about you, Keemen?"

"I think they would fit in really well in the second act, don't you Mo?" asked Fred. "You know, right after that terrific song."

Tony and Keemen had paused. The three boys they were fighting looked up, surprise and puzzlement on their faces.

"Well," said Mohammed, "do you think you could do this in one of our plays? It's a great scene."

"Are you putting me on?" asked one of the three strangers.

"Are you crazy?" asked one of the other boys.

Fred pulled out the tangerines, "Anyone want a tangerine?"

Tony started laughing. He reached his hand up for a tangerine.

Mohammed looked down at one of the three boys who were strangers. He offered him a tangerine and sat down beside him. He started to peel another for himself. "Being a street kid is hard enough without us fighting each other."

"These are the guys that stole our guitar!" said Keemen, anger rising in his voice.

"Okay," said Mohammed. "Let's be human beings for a minute and listen. These are our brothers. They probably had a real good reason for doing what they did. Do you know their story?" He looked at the boy who had accepted the tangerine. "My name is Mohammed. I bet you had a real good reason for taking the guitar. Would you like to share your story?"

The boy looked at Mohammed and shook his head. Another said, "Let's get out of here." The three jumped up and ran, but one paused before he rounded the corner and gave Mohammed a little nod, still holding the tangerine he had accepted in his hand.

"What's the matter with you?" Keemen asked Mohammed. "With you two we could have beat them up. It would have been four against three instead of two."

Mohammed looked at him in silence. He slowly ate his tangerine.

Fred said, "Great tangerine, Mo."

"Yeah, Mo, thanks," said Marion.

"I don't get you guys," said Tony. "You come and help and then don't help us beat them up."

“But we stopped the fight, didn’t we?” smiled Marion. “Distraction as an art of nonviolence.”

Tony started to eat his tangerine and Keemen sat and just looked at them. His eyes looked like he was trying to understand something new.

“Do you want to be like them?” asked Mohammed quietly.

“I don’t know what you’re taking about,” said Keemen.

Mohammed was silent.

“I don’t want to be like them,” said Tony.

“What happens when you fight?” asked Fred. “They beat you up, you beat them up. They knife you, you knife them. They shoot you, you shoot them. It only gets worse. Gangs are like that. They just gradually kill each other off.”

“What comes around goes around,” said Mohammed.

“But how do you stay alive if you don’t fight?” asked Keemen.

“You use your head,” said Fred. “You got to be smart to survive on the streets. But to do better than survive is possible. You can create beauty. You can help others to see their beauty.”

“Are you crazy?” asked Keemen.

“Crazy like a fox,” smiled Marion.

Translator Note: A fox is considered clever in English. Please put in the name of an animal or mythical character which is considered clever in the culture of the students.

Discuss

Ask:

- What did Fred, Marion and Mohammed do instead of joining the fight? (They said hello, offered them tangerines, and said that the fight would fit into a drama they were doing at the park.)
- What methods did they use? (Distraction. Staying peaceful. Giving respect to all. Not taking the side of one over the side of another.)
- What other things do you think people could do to avoid fighting and create dialogue instead?
- In the story, Fred explained why they did not join the fight: “They beat you up, you beat them up. They knife you, you knife them.

They shoot you, you shoot them. It only gets worse.” Have you seen or read of examples of that?

- Mohammed said: “What comes around goes around.” What do you think that means?
- What values did Fred, Marion and Mohammed use?

Inform: Distraction can be used as a tool to stop low-level fighting and bullying, if you are comfortable doing so – and it is safe. Your protection is acting in a clearly nonthreatening manner. You are de-escalating tension, not increasing it. “

➤ Say, “I’d like one of you to read out some examples of distracting things to say, then I’ll ask you to make up some of your own.” Ask one or more students to read the following.

When someone at a distance is bullying someone you know – Call out to the target in a loud voice:

- ★ Dana, could you come over here? I need your help right away!
- ★ Hey, Dana! Mr. Murphy (name of a teacher) wants to see you right now!
- ★ Dana, have you seen Mrs. Tey? I can’t find her anywhere!
- ★ Hey, did you see the really cool _____ Sam has?
- ★ Hey, guys, is that a snake over there?

When someone close by is bullying someone you know – Call to the target:

- ★ I can’t find my phone! Have either of you seen it? If I lose it my father’s going to be soooooo upset. I’ll probably be working for a year to get another one. Have either of you lost your phone? Have you seen mine? Harry, would you help me look for it?
- ★ Hey, have you guys seen that really cool new movie, _____? The part I like best was _____.
- ★ Did you see the raccoon over by room 3? Awesome! Today it was just one, but the other day I saw one with two cubs....
- ★ Do either of you remember what Mrs. Rami said about the _____?

To strangers:

- ★ Do you know where _____ is?
- ★ Excuse me. I'm trying to find _____.

Activity

Divide the students into small groups and ask each one to select a situation that they would like to portray, and generate statements, questions or dialogues which could work as a distraction and allow them to be safe. Facilitate a learning process, helping them learn how to be safer in their local setting. Discuss their concerns and help them generate some practical, non-violent solutions. End with a respect relaxation/focusing exercise.

RESPECT I LESSON 13

Nonviolence – Keeping Your Head in the Face of Danger

Begin with a song.

Read or ask one of the students to read the following story.

Share a Story: Samosas and Peace in the Face of Danger

Nelson, Marion, Joe, Fred and Mohammed enjoyed putting on the AIDS skits at the park on Friday nights and at the community center on Saturday nights. The teacher thought that it was making a difference. Joe had a part in the play and was happy that he was part of helping. After the play, they walked home – a bit tired but happy. “Do we have enough money for something from the vendor tonight?” asked Joe. “I’m hungry.”

Marion whispered to her younger brother so only he could hear, “That was a nice way of asking, Joe. You have learned to ask without whining. Wow!”

Nelson said, “I think this is your lucky night, Joe. Fred and I had lots of customers today.”

Their favorite vendor stall was just up the street from the big tree. They had just reached the big tree and were just beginning to eat the hot corn on the cob and the samosas (Translator Note: Please substitute a

common local hot food that is not expensive.) when the feeling of danger intruded. Two youths came up out of the dark shadows with knives in their hands.

"Give us all your money," one said in a menacing tone.

"Quick," added the other. "Or you'll be sorry."

Marion took in a sharp breath. She tried to stay calm. What if they hurt Joe? She didn't move. Just stay peaceful she told herself. Be still. Be peace. Give peace. Be still, she repeated to herself. Be peace. Give peace.

The others must have been doing the same. Mohammed and Fred had trained them well.

Mohammed said quietly, "We just got some hot food from the vendor. We have enough to share. Would you like some?"

"Just give us your money," said the first youth in a threatening tone of voice.

"You look a little hungry," said Fred softly. "Please, do sit down and join us."

Joe surprised Marion, "You can have mine," he said. "My sister always shares with me."

"I'm not taking no food from a little kid," said the first youth angrily.

"It's a little cold out and the food is hot," said Fred. "Where are you from? Have you been living on the streets long?" Fred lifted up a samosa. The second youth grabbed it and stuffed part of it in his mouth. He wolfed down the samosa hungrily.

"It's tough living on the street. It's good you have each other as friends," said Mohammed.

"You guys are really strange," said the first youth and he sat down. He put his knife on the ground. "I'll have one too."

"Great," said Nelson. To the other youth he said, "Here, have another."

Marion smiled to herself as the boys started to chat. She had seen this happen many a time. But it worked. It always worked. Their street-children family must have more friends than anybody, she thought. When they treated others how they wanted to be treated — it seemed they were protected.

After the two youths left, fed by the warmth of the food and the company, Marion asked, “Mo, does that always work? It always seems to work out when you’re around.”

“Well,” said Mohammed, “I guess I’m lucky. I avoid trouble if I can. I think if you can truly stay peaceful and give them real respect almost all people come around. I think people get all nervous inside when they are about to rob you and are threatening you. So, if you get nervous or scared or angry it makes them feel more nervous. That’s when they can get violent. If you don’t get all scared – but stay peaceful and steady . . . and they don’t feel threatened . . . then they usually calm down.”

“That’s the hard part,” said Nelson, “staying all peaceful inside – and not losing your head.”

“Yes. If you can stay peaceful then your head works better. Then you can watch them. Be steady inside. You got to use your head and watch them – make sure they aren’t wound up too tight,” Mohammed said thoughtfully. “If they are too high on drugs and crazed – and have a knife or gun in that state – sometimes the best thing to do is to run. See how they are first. But if they get crazy or are mean through and through (Translator note: “through and through” means completely mean.) the best thing to do is run. Most people miss when they shoot when you’re running.”

“Another reason to eat well and not take drugs,” laughed Marion, “so you can run fast.”

“Great samosas and corn,” said Fred with a little light in his eyes. “I think I’ll run up and get some more. Imagine, we still have our money!”

“Great,” said Joe with a happy laugh.

Discuss

Ask:

- What did Marion think to herself to stay calm when the two boys with the knives appeared? (Just stay peaceful. Be still. Be peace. Give peace.)
- What do you say to yourself to keep calm or stay in your respect in difficult situations?

- What did Mohammed say happens with him when he stays calm and gives respect when someone threatens him? (The threatening one calms down.)
- What things can someone safely do to give time to others to calm down?
- What did Mohammed say happens when you get nervous, scared or angry at the threatening one? (It makes them feel more nervous. That's when they can get violent. If you don't get all scared – but stay peaceful and steady . . . and they don't feel threatened . . . then they usually calm down.)
- What did Mohammed suggest doing if they get “crazed” or are mean through and through? (Run.)
- What other things can you do to stay safe?
- When did Mohammed say your head works better? (When you can stay peaceful.)
- Have you ever had anyone threaten you before? How did you feel?
- What happens when you get scared or angry? Would anyone like to tell a story about that?
- What can happen when the threatening person gets angrier or more scared? (They get more dangerous and likely do something that is more violent.)
- Have you ever seen anyone stay calm in a dangerous situation and have it get better?
- What can you do better when you stay calm? (You can think better.)

Explain: “Your brain has a thinking part and an emotional part. The cortex, the thinking part, stops working when your emotions get all excited. If you stay calm and full of respect for yourself and the other person – your mind will be able to think clearly. When you can think clearly, you are more likely to be able to get out of a dangerous situation.”

➤ Ask:

- What are the dangerous situations that you have encountered or are likely to encounter on the streets around here?

Activity

Step 1. Divide the students into small groups and ask them to think about a situation they have encountered or are afraid of encountering.

Step 2. Invite them to create a beginning scene and then role play three different ways to respond to the situation:

- a. with anger;
- b. with fear; and
- c. staying calm and using their head.

Part of staying calm and using their head may be knowing when it is time to flee or protect themselves in another way. Ask them to apply a value if they can!

Step 3. Facilitate a learning process, helping them learn how to be safer in their local setting. Discuss their concerns and help them generate some practical, non-violent solutions.

End with a relaxation/focusing exercise.

RESPECT I LESSON 14

Dealing with Difficult Situations with Peace and Respect

Note to Educator: The following eight situations provide students with the opportunity to discuss various alternatives in dealing with real life situations. “Situation Six” allows students to make up their own situation.

Many classes really enjoy this activity as it provides another forum for students to discuss their real concerns, and apply the practical skills they have been learning through the values activities. The teacher is to act as a facilitator. Avoid moralizing and telling them what they “should” do. (Sometimes this is difficult.) Instead, listen and encourage them to respond.

Ask them about the consequences, both positive and negative, when their answers are appropriate and inappropriate. They will end up teaching themselves and each other. If their answers continue to be inappropriate ask them how they would feel if they were the other

person. Ask them to role play the situation, and then exchange roles. Ask the class if a “fair” solution has been generated.

Activity

Step 1. Read Situation One to the class and encourage them to generate responses. Additional questions are:

- What do you think would happen then?
- What else could you say or do?

Step 2. Read another situation or two and enjoy the class discussion.

Step 3. Then allow students to form small groups and discuss further situations. The students can take turns reading the situations and giving oral responses or role play the solutions. If the groups find one situation difficult, the class can share their solutions and discuss it as a whole group.

Situations

Situation One: An acquaintance has told you that someone else has been saying awful things about you. What they have said is not true.

➤ Ask:

- How do you feel?
- What could you do?
- How can you apply the value of peace?
- If you decide to talk with him or her, what would you say?
- What can you say to the “acquaintance?”
- How can you apply the value of respect?

Act it out.

Situation Two: Your Mom is a single parent. She has been working long hours at her job. She always seems to be in a bad mood and it feels like she never has time for you. You are spending more and more time with your friends, but there’s a nagging feeling that perhaps you could do something to improve the relationship with your mom.

➤ Ask:

- How do you feel?

- What are different things you could do?
- Which value(s) would help? How?

Situation Three: Two of your friends are really angry with each other. They are not talking to each other now, but both of them are talking with you. Now one of them is pressuring you to not talk to the friend with whom she (he) is angry.

➤ Ask:

- How do you feel?
- What can you do? What might help?
- If you decide to talk with the one who is pressuring you, what would you say?
- What value would help resolve the situation?

Act it out using the “I feel” formula.

Situation Four: Another student at school is being rude and mocking you.

➤ Ask:

- How do you feel?
- How could you respond using the value of peace?
- How could you respond using the value of respect?

Act out your responses.

Situation Five: Your best friend’s father has just died.

➤ Ask:

- How do you think your friend feels?
- What can you do to help him or her?
- Do you think your other friends could help too? How?

Situation Six: Make up your own situation.

Situation Seven: You’ve just failed an important exam.

➤ Ask:

- How do you feel?

- Are you still a good person? (There is a “right” answer to this question: YES.
- How would you have liked to do on the exam?
- What can you do next time to do better?
- What kinds of things do you say (to yourself) that discourage you?
- What kinds of things can you say (to yourself) to encourage yourself?
- What other things can you tell yourself to “keep this in perspective”?

Situation Eight: There is a student in your class who sometimes criticizes you. He or she has just criticized you again.

➤ Ask:

- How do you feel?
- What value(s) will help you resolve the situation?
- What thoughts can you say (to yourself) that will help you stay in self-respect?
- What could you say to the criticizing person while staying in self-respect?

Act it out.

Extension Activity

Students can make up their own situation cards and later exchange them with other groups.

– *Contributed by Trish Summerfield*

End with a song or a relaxation/focusing exercise.

RESPECT I LESSON 15

A Me Tree

Begin with a song.

Instruct each person to make a tree in which she writes her personal qualities and talents in the roots, the positive things she does in the branches, and successes of those things in the leaves and fruits. The trees could be drawn on paper or made of other available materials.

Each student could share his or her drawing in a group of five or six, the other students listening with respect and perhaps adding things that the creator had not included.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

Close with a relaxation/focusing exercise.

RESEPECT I LESSON 16

Respect for All

Begin with a song.

Activity

Step 1. Ask students to remember and share good experiences they have experienced with mates, family and other people they have made contact with during the week.

Listen to them with respect and consideration.

Step 2. Read the poem Peace of Mind by Robert M. Hensel from Spain. You may also wish to share other poems from your country or culture.

Peace of Mind

Carry me out to the ocean,
where my drifting thoughts flow free.
Guide them to a far distant land,
that only the mind can see.
There I shall paint a great portrait,
of what this world should be.
A place without senseless wars,
and human poverty.

Step 3. After reading the poem, reflect on the statement:

♦ Recognizing the uniqueness, wonder and beauty of our own being enables us to treat ourselves, others, animals and nature with consideration and care.

♦ There are many forms of life. All deserve our respect, compassion and love.

Step 4. Invite students to come together in groups of three and produce poems, drawings, songs, mind maps and prose on the theme of respect for all.

Step 5. Invite each group to share their creation with the class.

– *Contributed by Paulo Barros*

RESPECT I LESSONS 17

How would respect effect the Sustainable Development Goals?

Begin with a song.

Lesson Content



“[The 2030 Agenda for Sustainable Development](https://sustainabledevelopment.un.org/), adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries — developed and developing — in a global partnership.”

Source: <https://sustainabledevelopment.un.org/>

The 17 sustainable development goals (SDGs) to transform our world:

Goal 1: No Poverty

Goal 2: Zero Hunger

Goal 3: Good Health and Well-being

Goal 4: Quality Education

Goal 5: Gender Equality

Goal 6: Clean Water and Sanitation

Goal 7: Affordable and Clean Energy

Goal 8: Decent Work and Economic Growth

Goal 9: Industry, Innovation and Infrastructure

Goal 10: Reduced Inequality

Goal 11: Sustainable Cities and Communities

Goal 12: Responsible Consumption and Production

Goal 13: Climate Action

Goal 14: Life Below Water

Goal 15: Life on Land

Goal 16: Peace and Justice Strong Institutions

Goal 17: Partnerships to achieve the Goal

Activity

Step 1. Invite the students to form the same groups they were with during Lesson 15 in the Peace I unit on SDGs. Ask them to work on the same SDGs that they did in that previous lesson. Are there other SDGs that no one included last time that would be positively affected by respect? Gender equality, for example, might be one. Allow the groups to add any SDGs that they feel would be affected that were not previously chosen.

Step 2. Ask each group to create purple Respect Leaves on specific ways respect would affect the SDGs they had selected.

Step 3. Invite each group to present their Respect Leaves to the class. They may also present a song or a poem about their findings if they wish.

Step 4. Invite each group to attach their purple Respect Leaves to the class artistic presentation of the SDGs which already has the green Peace Leaves.

Close with a relaxation/focusing exercise.

RESPECT I LESSON 18

My Qualities

Begin with a song.

Discuss the Reflection Points:

- ◆ Part of self-respect is knowing my own qualities.
- ◆ Respect for the self is the seed that gives growth to confidence.

Activity

Pass out paper to everyone. Ask each student to write her or his name at the top of the paper. The objective is for the students to pass around the paper, each writing the quality he or she sees in the person whose name is at the top. Everyone's paper should be passed to everyone else before being returned to the rightful owner. Allow the students to read their list of qualities for a minute or two in silence before continuing.

Discuss/Share

- What did you learn during the respect unit?
- What would you like to do with what you learned?

Listen to their ideas. Would they like to do something with what they learned inside or outside the school? Would they like to create a video about the importance of respect for social media? Would they like to encourage people to be able to have more civil dialogue? Would they like to create an assembly for their peers or younger students?

Expressive Activity

Create a respectful world commentary and paint a respectful world in the state of self-respect and respect for others. Or, put on music and dance respect for a few minutes, then disrespect, then respect, then peace. Perhaps perform a couple of the favorite songs or skits. End with the Garden Image Relaxation/Focusing Exercise.

Respect Activities in Subject Areas

Language/Literature

- Throughout the week, the teacher might quietly approach each student and note one of the student's qualities.
- Young adults in literature class may read and contrast stories of people with self-respect and people without regard for the self. Discuss different aspects of the story. Some of the following questions may be pertinent.
- How did the characters give disrespect?

- How did the protagonist feel?
 - How would you have felt if that happened to you?
 - How could the other characters in the story have given respect?
 - What would you have liked to do if you were there?
-
- Read stories of your culture's heroes.
 - Discuss one or more of the Respect Reflection Points every day. Write poems or essays on these points.
 - Respect for Friends: Discuss the Reflection Point: Everyone in the world has the right to live with respect and dignity, including myself. Create a cartoon or a story on respect for friends, or write an essay. – *Contributed by Marcia Maria Lins de Medeiros*
 - Ask students to list as many adverbs and adjectives as they can think of to describe positive traits of human beings. Ask each student to select from each list eight characteristics that describe him or her. Use those words in a written description of the self.
 - Divide the group into small groups. Keep the lists of positive adverbs and adjectives on the board. Ask each student to recognize and state three qualities in every other student in the small group.
 - Write a poem or an essay expressing feelings and reactions to respect or disrespect.
 - Add to the list of Reflection Points using favorite sayings from your culture, from legends, or quotes from respected individuals.

Write a personal or experiential essay addressing the following:

- What makes you respect your friends?
- What makes you respect certain adults in your life?
- What qualities do they have that you respect?
- What causes a loss of respect?
- When do you respect yourself the most?

Instruct students to write a short story on the difference someone made in their life, how they made a difference for someone else, or a story on the person they interviewed.

History/Social Studies

Look for examples in history or social studies lessons currently being studied, identifying ways governments or cultures give respect and disrespect. Correlate the different practices with economic development, distribution of wealth, education for all and/or human rights for all.

Science

Imagine that you live in a world where humanity respects all the peoples of the world as well as all animals and the environment. Ask, "What type of things would you create? What would you not create?" Think of 10 ecological practices you can do to show respect for the environment.

Art

- Paint respect. Perhaps add a theme that is especially important in your school or community . . . or a need you see in the world.
- Discuss respecting your own art work and that of others. List qualities that can be seen in your work and in the work of artists throughout history. Each period of art has its own qualities and worth. Ask, "How can we maintain our self-respect as artists?"
- Make a collage or wall hanging about who you are. Include symbols of what you believe in, your favorite pastimes, your qualities, perhaps your favorite foods and animals. Make it bright or subtle, big or small, dramatic or conservative, plastic or adorned with feathers.
- Collect articles and pictures about people who have made a positive difference and make a collage.

Drama

Make up a skit on respect and disrespect.

Music

Ask students to bring in songs about respect.
Play them in the group.

Home Economics / Home Sciences

Explore the theme of homemakers of the world being the keepers of the world — those who nurture and who are the first teachers. Look at the importance of the role of homemakers and caregivers. Ask, “How do they maintain self-respect?” Ask students to identify four values important to homemakers and caregivers. Stay in the feeling of self-respect while doing the homemaking assignment.

Physical Education / Dance / Movement

Discuss respect for our own body and what that means.

Discuss how we take care of the body.

Discuss the rules of good sportsmanship — of having respect for other players and other teams.

Discuss the statement: “Those with respect always give respect to others.”

- Ask, “If you could create any type of league you wanted, what would your relationship be with the other players and the other teams?”
- Ask students to observe their team’s words and actions the next time they compete.
- Have a group dance, with each dancer being fully aware of maintaining self-respect and having respect for every other dancer. Ask, “What happens to your eye contact and hand motions? What is your experience?”



*We hope you and those with whom
you work enjoy and benefit from
Living Values Education.*

*Thank you for your dedication to young
people and for nurturing hearts as
well as educating minds.*



Rainbow Booklet Library

*Reaching and Supporting the Greater Community
Values Activities for Children Ages 3-7, 8-14 and
Young Adults*

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

GENERAL SERVICES LIBRARY:

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

LIVING VALUES ACTIVITY LIBRARY:

- LVE for Young Adults 9 Values
- LVE 8-14 - 8 Values
- LVE 3–7 – 10 Values

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

Created specifically for those desiring to share LIVING VALUES activities who do not have access to formal Values print resources or access to Living Values Associates and Trainers.

www.livingvalues.net/resources



Living Values[™]
Education

THE LIVING VALUES EDUCATION APPROACH

Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education.

LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Further information on the Living Values Education

Rainbow Booklet Library Series and

all Living Values materials is available at:

www.livingvalues.net