



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 8-14 - Unit 3 - Love and Caring For Educators, Parents and Principals Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Children Ages 8-14, Book 1* by Diane G. Tillman and educators around the world.

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Living Values Education Activities for Children Ages 8-14, Book 1

Unit 3. Love and Caring

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Peace, Respect, Love and Caring, Cooperation, Happiness, Honesty,
Humility, Responsibility, Simplicity and Caring for the Earth and Her Oceans,
Tolerance, Freedom and Unity

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A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 21 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- one 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 villagers, 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 educating hearts and 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 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 Tillman

SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to educating hearts as well as 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, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values. 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. Cyber-bullying and sex-ting 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 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.

On the nature of persons within the world and the discourse of education

9. Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical well-being of the individual.

10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

Structure

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, including 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.

ALIVE is registered as an association in Switzerland. In some countries national Living Values Education associations have been formed, usually comprised of educators, education officials, and representatives of organizations and agencies involved with student or parent education.

Activities

In pursuing its mission and implementing its core principles, the Association for Living Values Education International and its Associates and Focal Points for LVE provide:

1. *Professional development courses, seminars and workshops* for teachers and others involved in the provision of education.
2. *Classroom teaching material and other educational resources*, in particular an award-winning series of five resource books containing practical values activities and a range of methods for use by educators, facilitators, parents and caregivers to help children and young adults to explore and develop twelve widely-shared human values. This series of five books, plus Living Green Values and an additional 11 educational resources for young people at risk, are specified in the following LVE Resource Materials section. The approach and lesson content are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances.
3. *Consultation to government bodies, organizations, schools, teachers and parents* on the creation of values-based learning environments and the teaching of values.
4. *An extensive website*, www.livingvalues.net, with materials available for downloading free of charge, including songs, posters and a distance program for adults, families and study groups.

LVE Resource Materials

Designed to address the whole child/person, Living Values Activities engage young people in exploring, experiencing and expressing values so they can find those that resonant in their heart, and build the social and emotional skills which enable them to live those values. The approach is child-centered, flexible and interactive; adults are asked to act as

facilitators. The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students.

The 12 universal values explored are of peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.

LVE utilizes a wide range of modalities and activities, with the hope that each young person will be inspired to love values and experience their strength and beauty. Reflections points teach the importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolutions skills and a myriad of facilitated cognitive, artistic, and experiential activities increase positive intrapersonal and interpersonal social and emotional skills. Reflective, imagining and artistic activities encourage students to explore their own ideas, creativity and inner gifts. Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions.

Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self- esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

Living Values Parent Groups: A Facilitator Guide

This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an

introductory session, and a six-step process for the exploration of each value. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed, and parenting skills to deal with those concerns.

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

Unit 3. Love and Caring

Love and Caring Lessons

Love is at the core of the human being and an essential part of our human experience. Nurturing love in the home helps children thrive. Educators are valued and prized by untold millions around the world as providers of not only knowledge but love, and creators of nurturing, caring and safe places to learn.



In this updated book, we have re-titled the Love Values Unit as the Love and Caring Values Unit. While caring and kindness are always part of love, in some cultures it is easier to talk about love by using the word “caring”. Please feel free to use the word that you feel is most appropriate for your culture or the culture of the young people with whom you work. You may simply wish to substitute the word “caring” for “love”.

Songs: Play a song about love each morning as students are entering class or at the beginning of values time. Pick out some songs about love that students like. This will vary in different countries and with different languages. “Heal the World” by Michael Jackson one choice. The lyrics and chords for “Someday” are below. There are lots of wonderful songs and videos of young people singing on YouTube. The teacher may want to have a Love Reflection Point already on the board so students can enter silently and reflect as they listen to the music.

Please include a relaxation/focusing exercise during “values time”. Many students greatly value this time to relax and “be”, hence you may wish to do one daily. You may wish to use relaxation/focusing exercises from the Peace and Respect units. All of the exercises can be found in the Rainbow Booklet of consolidated *“Living Values Relaxation & Focusing Exercises for All Ages.”*

Love and Caring: *Reflection Points*

- Everyone in this room is lovable and capable.
- When I am full of love, anger runs away.
- Love is the value that makes our relationships better.
- When my words give flowers instead of thorns, I create a better world.
- I can have love for myself, love for my family, love for others, love for my country, love for my goals, and love for the world all at the same time.
- Love for others means I want what is good for them.
- Love means I can be kind, caring, and understanding.
- When we feel strong inside, it’s easy to be loving.
- Love is caring, love is sharing.
- Love is being a trustworthy friend.

- “Our task must be to free ourselves . . . by widening our circle of compassion to embrace all living beings and all of nature.” — Albert Einstein
- “The real law lives in the kindness of our hearts. If our hearts are empty, no law or political reform can fill them.” — Tolstoy

Love and Caring Unit Goals and Objectives

Goal: To increase the experience of love and caring. Objectives:

- To listen to stories about caring and love, to tune to the value and create an affinity for love and caring.
- To think of kind ways to relate to the self.
- To think about widening their circle of compassion.
- To participate in relaxation/focusing exercises on sending love and on experiencing the self as lovable and capable.
- To participate in creating a mural as a group, staying in the experience of love or caring.
- To create three of the following on the values of love and caring: a story, song, dance, slogan, banner, or poem.

Goal: To increase knowledge about the effects of the values of love and caring.

Objectives:

- To participate in discussions about the Love and Caring Reflection Points and be able to talk about three or more of them.
- To imagine a loving world and discuss the elements of that world.
- To identify what leaders/rulers in a loving world would want for the citizens.
- To think about and express their ideas about the components of a loving world versus the components of a non-loving world by making a Mind Map as a group. To think about the

different ways the opposite of love can exist: as lack of love, unkindness, meanness, fear or hate.

- To generate combined words to do with the quality of the heart and do a follow-up activity.
- To hear a story about drugs and those who sell drugs, to understand the harmful effects of drugs, learn that those who sell drugs may act friendly but do not care about the people to they are selling; they are selfish and care about money.
- To understand the importance of our words, i.e., “When my words give flowers instead of thorns, I create a better world.”
- To identify loving and non-loving actions through discussions.
- To participate in a group story,

Goal: To exhibit caring and kind social skills. Objectives:

- To identify caring and kind things to do and to carry out at least three of their ideas.
- To see part of caring as listening to others and listen to a peer and to listen with appreciation to someone in their family.
- To generate ideas about appropriate or more loving and caring behaviors during a conflict resolution exercise once the starting point of the negativity is identified.
- For students using social media, to generate kindness guidelines for young people their age in relation to the social media used locally.

LOVE LESSON 1

Imagining a Loving World

Begin with a song.

Introduce the new values unit on Love and Caring. Ask:

- Who thinks love is important? Why?
- Would it be a different world if everyone were loving towards everyone else?

Imagining a Loving World

Lead the students in this imagining exercise. Say the following, pausing at the dots. “Today, I would like you to think about someone who is loving and kind. It can be a real person in your life now, or a person who helped you before, or it can be a person that you have seen in the movies. Think about that person’s attitude. . . . Picture that person helping. . . . Now, I want you to imagine that everyone in the world was that loving and kind. . . . What would the world be like? . . . Now, relax and step into your imaginary bubble — this bubble is so big that you can step inside — it’s like a small, silent plane that you can travel in to imagine going into the future, to a world full of caring and kindness. . . . Step inside the bubble and float to that world. . . . The air inside the bubble is clean and fresh as you and your balloon float above different cities . . . and the countryside . . . and now you are floating over different countries. . . . Picture leaders of different nations and how they treat each other. . . . How would they be with the citizens of their countries? . . . Picture friends playing. . . . See students on a playground and in the neighborhood . . . How do they act? How do they feel? . . . Please begin your journey back to our place. . . . Fly the plane over your own neighborhood . . . and now over this school . . . and imagine what would be happening if every person was caring and kind to everyone else. . . . Now the bubble begins to descend . . . it comes into this room . . . and you are relaxed and in your place here again.”

Discuss/Share

Give the students time to share what they pictured and experienced. With a class of younger students, the teacher might want to lead this activity. With older students, the teacher may wish to ask them to form small groups to share.

Ask:

- In a loving world, what would everyone want for his or her family?
- In a loving world, how would everyone get along?
- What would be happening in families, schools and neighborhoods?
- In a loving world, what would the rulers/leaders want for the citizens?
- In a loving world, would anybody be interested in war? Why or why not?

Activity

Invite the students to draw a symbol or picture of a loving world or to make up a poem or song about the world they imagined. Allow them to share their songs, poems, symbols or drawings.

Close with a relaxation/focusing exercise.

LOVE LESSON 2

Story – The Four Thrones

Begin with a song.

Read “The Four Thrones” by Wendy Marshall, or another positive story from your culture.

Share a Story: The Four Thrones

Once upon a time there were four benevolent sovereigns who ruled the earth. Each had great respect for the other, and the world was in harmony. At the top of one of the highest mountains, overlooking their kingdoms in all four directions, was their place of four thrones. The four rulers would meet to exchange news of their kingdoms. But a time came when their people became bored with noble qualities. They wanted the thrill of winners and losers, the contrast of rich and poor. The four sovereigns decided to leave

their kingdoms and let their people rule themselves. They all agreed

to silently wander the earth and return as sovereigns only when their people wanted to live in peace again.

Many years later, when the earth and its people had become spoiled by greed, ego, and selfishness, a young girl read the story of the four sovereigns. She realized this was not a fairy tale. She vowed that when she grew up, she would search for the four sovereigns and ask them to return to their kingdoms so that harmony could prevail once again.

After many years of searching, she reached the high mountain foretold. There she found the four thrones. She waited there, since in the legend it was said that each year the sovereigns came to the place where the four thrones faced outward over the mountains and valleys to meet and give news of their lands. Months passed.

One day, an old traveler came by and asked the young woman about her quest. The traveler listened intently. He then told her that the sovereigns would only meet her when she had learned to look within and let peace grow in her heart. They would meet her when her eyes radiated love, when her words were guided by wisdom, and when her actions brought only happiness to others.

The traveler agreed to teach the young woman these lost arts, and the young woman studied diligently. On the day she was ready, the old traveler took her leave. At sunrise the next morning, four figures approached. Queen Wisdom took her place on one throne, and then King Love, Queen Peace, and King Happiness assumed their thrones. The young woman entered the circle and told them of her quest.

As Queen Wisdom addressed her, she recognized that this was her teacher, the old traveler. "Go back to your land and teach all who come to you the things you have been taught here. You are the seed that will bear the fruit of harmony throughout the earth once again. Keep courage. There will be many tests. But the seed of hope will soon grow, and when all hearts are ready, we will return."

“Remember, all human hearts contain beautiful qualities. Don’t be fooled by bitterness and hatred. These treasures you have found within yourself will touch others deeply. Never stop believing in yourself and the task will be accomplished quickly.”

Perhaps read the story again, asking the students to listen for the lines that are most meaningful to them.

Discuss the story with the students, and then share the following Reflection Points to open up any additional discussion.

- *“The real law lives in the kindness of our hearts. If our hearts are empty, no law or political reform can fill them.”* – Tolstoy
- Love is the value that makes our relationships better.

Activity

Ask the students to act out the story, draw it or write a personal journal page in response to the story.

LOVE LESSON 3

Mind Mapping a Loving World and a Non-Loving World

Begin with a song.

Activity

“Today, let’s explore the differences between a loving world and a non-loving world.”

Mind Map: Begin by drawing a large circle on a white board, putting Love on the right side and Lack of Love, Fear and Hate on the left side. (If you are not familiar with Mind Mapping, you will find information in Item 1 of the Appendix.) Start with a branch for Self on the Love side of the circle, asking them what happens when there is Love in the Self and writing in brief their responses. Then ask them what happens when there is a Lack of Love in the Self. The students are to supply all the answers. Do the same for the branch of Family and Friends.

Say, “For the branch of the Self and Family and Friends, we looked at the difference of what happens when there is love and lack of love. It has been said that the opposite of love is fear. Some people act mean when they have fear inside. Let’s look at a school or a neighborhood that is full of love and caring, or full of fear and unkindness or meanness.”

Ask: “What branch would you like to do next, a school or a neighborhood?” Write the name of the branch the students select and continue, asking them several times, “What happens if there is fear in the ___?”, drawing out their responses. Then ask, “What happens if there is unkindness or meanness?”

Do the same process for the Country or World, but this time contrast love with hate. Say, “Sometimes when people are full of fear, their meanness can grow into hate.” If the students are older, you may wish to add other branches.

Discuss the following:

Reflection Point:

"Our task must be to free ourselves . . . by widening our circle of compassion to embrace all living beings and all of nature." – Albert Einstein.

Ask:

- What do you think Mr. Einstein meant?
- What happens when the circle of compassion is very small or does not exist?
- What would happen if people all over the world began creating circles of compassion?
- What changes would we see if there were only circle of compassion in our school/community?

Creative Expression

Divide the students into groups of four to six. Ask each group to create a song or poem about love, or love versus lack of love, fear, meanness or hate. It could be a rap song. Allow them to perform their creation for the group. End the lesson with the following Relaxation/Focusing exercise. You may wish to say, "Many people live in places in the world that are non-loving. Let's experiment with sending love with a relaxation/focusing exercise.

Sending Love Relaxation Exercise

"Let's be peace stars for a few minutes and send love to people all over the world. . . . Think of the stars and imagine yourself to be like them. . . . They are so beautiful in the sky, and they sparkle and shine . . . quietly and peacefully. . . . Relax your toes and legs
. . . relax your back . . . and your shoulders. . . . Relax your arms . .
. and your face. . . . We are safe . . . a soft light of peace surrounds you. . . .
Inside you are like a beautiful star . . . full of peaceful light . . . full of love. . .
. We can all send love and peace any time we want. . . . Let the self be still .
. . filled with the light of caring and kindness. . . . Allow that love to
automatically flow to people all over the world. . . . Let the body relax. . . .
Take in more love. .

.. You are focused . . . still . . . contributing to a kinder world. . . . Let the mind be still. . . . Begin to bring your attention back to this room. . . .

Wiggle your toes, move your legs and let yourself be content . . . powerful . . . and alert.”

LOVE LESSON 4

Stories about Caring

Begin with a song.

Share a Story

The teacher can select a story or two to read about people’s love or caring serving as inspiration to do something special – for another person, for someone who is ill, or for an animal. There are many books. Pick one popular in your culture or one easily accessible. After reading the story, discuss it with the students. Point out how the person’s love motivated him or her to act in a courageous or kind way.

A couple of stories about love were selected from The Joy of Reading Project, those creators kindly gave their permission to post them on the international LVE site, www.livingvalues.net. You will find under For Schools / Children Ages 8–14 / Download Free Stories / Love 8–14, “Chicken Sunday” by Patricia Polacco and “The girl with a brave heart: A Tale from Tehran” by Rita Jahanforuz.

In Zimbabwe, LVE educator Natalie Ncube’s class of high school boys read Valentin Katayev’s short story, “Rainbow Flower.” This story is about a girl who became lost and met an old woman. The old woman gave her a magic Rainbow Flower that could make any wish come true. The flower had seven petals, each allowing a wish. The girl wasted six of them and used the seventh, the last one, to cure a crippled boy.

Mrs. Ncube noted: “After the story had been read in class, the development of the girl’s character was discussed. The pupils noticed that with the first six petals the girl’s character deteriorated because of jealousy, envy, and unnecessary pride. Only when she

was left with one petal did she become more thoughtful and try to use the petal ‘wisely’. While she was wishing for material things, she felt unhappy, dissatisfied, and unfulfilled. When she saw the lame boy, many values emerged.”

Discuss/Share

Discuss the story read. Then ask them to name caring things people can do in daily life.

Activity Options

Draw a table of the negativities and virtues of the central character(s) in a story selected by the teacher. Or, write a story, “What I Would Do if I Had the Rainbow Flower” or draw the Rainbow Flower and write your words on the petals. Or, write a poem or a story about caring or giving love. Allow those who wish to do so to share.

Close with a relaxation/focusing exercise.

LOVE LESSON 5

Words of the Heart

Begin with a song.

Say, “The value that we will continue to explore today is Love. Let’s start by playing with some of the combined words having to do with the heart.”

Ask:

- Have you heard of hard-hearted, soft-hearted, big-hearted?

What does each mean?

- Can you think of anymore? Great!

(If not mentioned, you may want to add small-hearted, mean- hearted, half-hearted.)

Eight-Year-Old Activity: Instruct students to make a “heart person” from pipe cleaners and to tell their parents what the heart person would say. If

there is time, they can draw a couple of heart people and write down what each one would say.

Nine to Eleven Activity: Instruct students to make a small storybook with the characters as hearts of different kinds. They can illustrate the different heart characters on each page and write a statement about what that heart would say. You may want the students to share one page of their completed book in front of the class or group.

Twelve to Fourteen Language Arts Activity: Continue the above discussion by asking students to think of characters in literary works they have been studying recently, movies they have all seen or video games with which they are all familiar.

Ask: What actions of the characters reveal they are mean-hearted, big-hearted, etc.?

- Which of those characters would you like to join you in the world now? Why?
- Which characters would be able to introduce more love and caring into the world?
- What are the values or qualities of that character?

If time allows, they could write a short essay on this topic.

Close with a relaxation/focusing exercise, asking those who wish to contribute a sentence one of the characters might say.

LOVE LESSON 6

Selling Drugs – Caring or Selfishness?

Begin the session with a song about peace or love.

Note to Educator: The following story was adapted from “The Street-Children Family” stories in *Living Values Activities for Street Children Ages 11–14*. It has been adapted in such a way that the characters in the story

Could be living in homes. In the story, the youngest character is fooled into sniffing glue. You may wish to substitute a drug that is common in your area. While many children eight- and nine-years-old in some areas have the fortune of not being exposed to drugs, it is sensible to do this lesson with young people ages ten and above. If drugs are a pervasive problem in your area, the story has been adapted to be suitable for eight-year-olds as well. If you would like to continue with drug prevention, please see Love Lesson 18: Drug Sellers Pretend to Be Nice at First.

Share a Story: Joe Got Fooled

Nelson came up to the big tree on the corner just as Joe was racing back with his sister, Marion. "I won, I won!" Joe yelled.

Marion laughed, "Yes, you did!"

"Hey, Marion," said Nelson, "Fred and I get to come to school with you and Joe early this morning."

"Wow. That's great," smiled Marion.

"Joe, run down to the next corner and see if you can find Mohammed. Maybe he can come early too," said Nelson to his little brother. "I'll go look in the other direction."

Soon Nelson was back. "Where is that kid?" asked Nelson.

"The one day we get to go early!"

Ten minutes went by and then another ten. What was taking Joe so long? Fred and Nelson and Marion chatted as they waited. Marion caught a glimpse of Joe before Fred and Nelson did. Her face stopped smiling and became pale. She spoke softly but there was an odd serious tone in her voice, "Joe, what is that?"

Joe was walking a little funny and holding a jar in his hand. He lifted it up to his nose and sniffed and gave Marion and Fred a smile.

"My new friend gave me this," he said with a silly look at this face. He stumbled as though he was dizzy and gave them another smile. Marion's eyes filled with sadness.

Fred jumped up. "What, are you crazy?" he yelled. Fred grabbed the jar from Joe. He threw it on the ground.

Joe looked at him with a shocked look in his eyes and began to cry. "That's mine!" he protested.

For once, Marion did not reach out to comfort Joe. "I do hope this is the first time he's tried that," she muttered to Nelson and Fred.

"I saw some new kids on the street yesterday," said Fred, "but I didn't know they were dealing drugs."

"But, he's so little," said Marion, "only six."

"They don't care how little they are. They only want their money."

"They don't want my money," laughed Joe. "Ha, ha, you're wrong. They gave it to me free. Free!"

"No use talking to him now," said Fred quietly. "He can't think now . . . and won't remember what you say."

Nelson said, "You guys go to school. I'll stay with him." Nelson looked really upset.

"Joe, don't you know any better?" he was saying as Marion and Fred left for school. Joe was giggling and acting goofy. Joe went to sleep after a couple hours. His legs would sometimes jerk. He didn't feel so good when he woke up a few hours later.

"I have a headache, Nelson," he whined. "You deserve it, taking drugs," said Nelson. "Drugs? I didn't take any drugs."

"What do you think sniffing glue is?" asked Nelson.

Later after school, the kids gathered around the tree. They had decided to try to explain to Joe why sniffing glue is such a rotten idea.

"Sniffing glue is a drug, Joe. Drugs are things that people put in their bodies to get high," said Nelson. There are many kinds of drugs. Today a drug seller gave you some glue to sniff. Sometimes they have pills or sell _____." (Note to Educator: Kindly fill in the blank with whatever drug is most common for children in your area.)

"He wasn't a drug seller," pouted Joe. "He's my friend. He

gave it free. It was a present.”

“Some present,” growled Fred. “Makes you dumb for free.” “I’m not dumb. Don’t call me dumb,” cried Joe.

“Fred’s right,” said Marion. “You’ll be dumb if you take them.”

“Why shouldn’t I take them, Marion?” asked Joe. “My friend said I would feel happy

— and I did!”

“Yes,” said Marion slowly. “Sometimes a person feels good for a little while. But the

drugs make you feel much worse after a while. It ruins your body and your life. Nelson, how did Mama explain it to you?”

“Mama was great at explaining,” Nelson said. He sat down next to Joe and said, “Mama explained about drugs to me when I was about your age.”

“Those kids that gave you the glue free today aren’t really your friends. No kid is your friend that gives you drugs.”

“Why are drugs bad?”

“I want you to pretend that you have a glass ball around you,” said Nelson.

“A glass ball?” asked Joe.

“Yes,” said Nelson, “all around you so even your hands and feet are inside.”

“When you take drugs, it’s like having a glass ball around you.

The person starts looking at the glass ball and watches how the light shines on it. It looks pretty. And because it feels like there is something between that person and the world, sometimes the person feels safer. But, it is much safer not to be in the glass ball. What would happen if you were in the glass ball when a car comes by? You might not notice it’s close enough to hit you because you are only looking at the light on the glass ball.”

“Oh” said Joe, “so if I’m on drugs I won’t see the things I need to see?”

“That’s right,” said Nelson.

“And if you stay in the glass ball,” he continued, “you can’t play ball because your arms don’t work well. And you can’t learn to read because

your mind doesn't work well. People get a spacey feeling inside and only focus on little things."

"And after a while, the mind gets really slow and it's hard to learn anything. The person slowly gets dumb and then dumber. And then," continued Nelson, "when you want to get out of the ball you can't, because your body and mind only want the drug. So, you take more drugs and you get trapped in the glass ball."

Joe said, "I don't want to be trapped in a glass ball!"

"Then don't take drugs! It's no fun inside a glass ball after a little while — because you are trapped," said Nelson. "When you are outside the glass ball you are free to grow and are much safer."

Discuss/Share

Questions for ages 8 to 10:

- How did the kids selling drugs get Joe to sniff glue?
- What did Marion say about drugs?
- What did Nelson explain taking drugs was like?
- What can't you do if you are trapped inside a glass ball? (You aren't as safe as you don't notice the things you need to notice.)

Questions for all:

Actively listen to their stories.

- Why do some people take drugs?
- What happens to your mind when you are on drugs?
- Do drug dealers care if you get dumber when you take drugs?
- What do drug sellers care about?
- Does anyone know someone who took drugs? What happens to them when they take drugs for a long time?
- What drugs are sold in our neighborhood?
- What are the effects of _____ and _____? (The drugs commonly sold in your neighborhood.)

- Would anyone like to tell a story about someone you know that takes drugs?
- Would anyone like to share something else about drugs?

Activity

Invite the students to form small groups to make posters about the harmful effects of one drug and present it to the rest of the class. One group could focus on the effects of sniffing glue, another on speed or _____. Assign them to discuss the drugs sold locally on the streets or that some young people may find at home.

When each group presents, ask them to pretend the drugs can talk. What would the drugs say to you? And, what would you say back?

Close with the Respect Star relaxation/focusing exercise.

LOVE LESSON 7

I Am Lovable and Capable

Begin with a song.

Discuss/Share

Ask the students to think about the Reflection Point:

- Everyone in this room is lovable and capable. Ask:
- How do you feel when you feel lovable and capable at the same time?
- How would you feel inside if you felt that this was true for you all the time?
- What would you not worry about?
- Everyone in this room is naturally lovable and capable. What would our behavior be like if we all remembered this all the time?
- What kinds of things would we do?
- What kinds of things would we not do?
- When do you feel lovable?
- When do you feel capable?

- What kinds of things can you say to yourself to help you feel this way?

Activity

Paint an abstract picture of lovable and capable feelings, or write a short essay or poem entitled “I Am Lovable and Capable”.

Close with the following relaxation/focusing exercise.

I Am Lovable and Capable Relaxation/Focusing Exercise

“Let the body be relaxed and still. Let go of thoughts about the world outside, and slow down within. . . . Allow yourself to be in the present, focusing on this moment in time. . . . Let the mind be still, and slowly absorb waves of peace. . . . Imagine being outdoors in a world where everyone is kind and caring. . . . Imagine a garden or a meadow . . . or an ocean or river . . . whatever you wish. . . . And in the picture of your mind imagine a world where everyone understands that they are lovable and capable. . . . Breathe in slowly and relax. . . . Know you are lovable and capable. . . . All children are naturally lovable and capable. . . . Sometimes they forget this as sometimes the adults in the world forget that they are lovable and capable The truth is that you are lovable and capable. . . . Allow yourself to breathe in love. . . . Allow yourself to know that you are capable. . . . Sometimes we don’t always act loving to the self or others. . . . Allow yourself to think of a time you were not caring or loving . . . and what you would like to do instead. . . . Think of the quality you would like to have . . . or the value you would like to live. . . . Imagine yourself holding that quality or living your value in a similar situation in the future. . . . Breathe in that quality or value. . . . Enjoy feeling that quality or value. . . . If you can think of that quality or value it is yours. . . . Each child comes into the world to bring a special gift of his or her qualities . . . and his or her talents.

... Be still ... quiet within ... focused ... and enjoy feeling full of love and peace. ... As you begin to bring your attention back to this place ... know that you are capable and allow yourself to be alert and focused, concentrated ... ready to do well. ... Please wiggle your toes and move your legs ... and bring your attention fully back to this place."

LOVE LESSON 8

Kindness to the Self

Begin with a song.

Discuss/Share

Ask:

- What do you love in yourself?
- How can people be loving or kind to the self?
- How is your self-talk going? Are you remembering to talk to yourself in a kind way?
- What can you say to yourself when you are discouraged to encourage yourself?

Activity

Option One: Write a short letter to yourself, saying what you appreciate about yourself and giving yourself your best advice!

– Based on a contribution by Marcia Maria Lins de Medeiros

Option Two: Do the group story game. Each person can contribute one, two or three sentences – no more – and then the next person continues the story. In the first group story game ask students to make up something about someone who uses negative or self-doubting self-talk. Allow them 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.)

Now do a group story game asking the young people to use only positive or loving and encouraging self-talk.

Expressive Activity

Eight to Nine Activity: Paint/color kindness, or paint/color the value of caring and kindness on one-half of a piece of paper and its anti-value, meanness, on the other half. Or draw a picture about one of the stories you created.

Ten to Fourteen 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. If you wish, ask them to keep this and continue to add to it during the time you are working on love and caring.

Close with the I am Lovable and Capable Relaxation/Focusing Exercise.

LOVE LESSON 9

Love Is Understanding

Begin with a song.

Discuss the following Reflection Point:

◆ Love means I can be kind, caring, and understanding.

Mention to students that in an earlier lesson, they practiced listening.

Today, you want them to think of a time someone really listened to them.

Ask:

- How did they show they were listening?
- What was their attitude?
- What did that feel like?

Activity

Ask the students to form pairs with someone they do not know very well.

One student is to share something he or she enjoyed doing when younger, or something that interested the student. The other student is to listen. They then exchange roles. Each person can share what he or she discovered about the other person to the class or a small group.

Homework: Listen to someone in your family and stay full of love as you listen. Listen to an adult one day and to a sister or brother another day.

– Contributed by Marcia Maria Lins de Medeiros

Close with the Sending Love Relaxation/Focusing exercise.

LOVE LESSON 10

Conflict Resolution and the Effect of a Caring Attitude

Begin the lesson with a song on Love.

Then refer to the content of Peace I Lesson 9 by putting up the poster or drawing on the board the diagram used during the lesson on feeling valued, hurt, or angry.

Ask:

- Do you remember this diagram? Who can tell me about it?
- Can you think of some examples when you've seen this happen?

Discuss the following Reflection Points in relationship to the diagram:

- ◆ When I am full of love, anger runs away.
- ◆ When my words give flowers instead of thorns, I create a better world.
- ◆ When we feel strong inside, it's easy to be loving.

Activity

Assign small groups of students to create a short skit about a conflict relevant at school or in the neighborhood. Ask them to introduce a

"freeze-and-replay" element into the skit — in which the actors return to the actions and words in the play when the conflict started and when a caring or loving attitude would have affected the outcome. They are then to inject that loving attitude into the replay. Allow them to do their skits/sketches for the entire group.

Note to Educator: If the students enjoy doing this, the technique can be used when something is going amiss on the playground or in the classroom. The teacher can say: "Freeze — let's have a replay. What was the starting point?" This is an interesting element to include when doing conflict resolution.

Close with a relaxation/focusing exercise of your choice.

LOVE LESSON 11

Love is Caring, Love is Kindness

Begin with a song.

Discuss/Share

Discuss the following Reflection Point: Love is caring, love is sharing.
Ask:

- What helps people feel cared about in our classroom?
- What helps people feel included or that they belong?
- How do you think people feel when they feel left out?
- How does it feel when everyone in the class is valued and safe?
- Is there anything you would like to suggest that would make our classroom a kinder place? (Follow-up on their ideas as appropriate.)
- What are kind things we could do in our school, in the community or at home?

➤ **For students involved with social media, ask:** "What are kindness guidelines you would like everyone your age to use on social media?" (Actively listen to their experiences and allow them to discuss what is

currently happening locally.) What would you advise students to do when they are reacting to something mean that someone did and are tempted to respond with meanness?

➤ **For younger students, not involved with social media, read “Enemy Pie” by Derek Munson.** The Joy of Reading Project’s creators kindly gave permission to post the story on the international LVE site, www.livingvalues.net. You will find it under For Schools / Children Ages 8–14 / Download Free Stories / Love 8–12. After reading the story, ask the students: “What secret did the Dad in the story know?” “What was the secret ingredient that got rid of enemies?”

Activities

Social Media Kindness Guidelines Activity:

Invite the students to form small groups and discuss what kindness guidelines they recommend for people their age. Allow them to create posters and present their views to the class.

Helping Others Activity:

Invite the students to select something to do. You may wish to have them do this as an individual project, such as making cards for their parents on special days, making cards for a child who has moved, sharing a meal or dessert, help someone. Or, you could invite small groups to discuss other activities. For example, several students who are friends could befriend a new student in their class, showing him or her around, and playing or spending time with him or her at break. Perhaps there are students who need tutoring. The class may wish to select a Secret Friend for the remainder of the week.

Secret Friend Activity:

Each student can write his or her name on a small scrap of paper and put it in a box. Allow each student to choose one name from the box, being careful not to select his or her own name. During the week, each student is to note down positive behaviors and qualities about the student whose name they have chosen.

At the end of the week, each student can make a card (younger students may wish to make a picture of the other student) and write down some of his or her positive notes. If a respectful atmosphere already exists within the class, allow each student to share what is written. The students in the class can guess for whom it is written.

– *Contributed by Pilar Quera Colomina and Sabine Levy*

Close with a relaxation/focusing exercise.

LOVE LESSON 12

A Trustworthy Friend

Begin with a song.

Discuss/Share

Discuss the following Reflection Point: Love is being a trustworthy friend.

Ask:

- What does that mean?
- What do we want in a friend?
- What makes a friend trustworthy?
- What does someone do that makes us think we cannot trust that person?
- How do you show that you are a trustworthy friend?

Bring up another *Reflection Point*:

- ◆ Love for others means I want what is good for them. Ask:
- What does that mean?
- How do you show your friends you care and want what is good for them?

Some teachers may want to link the above two Reflection Points. That will depend on your students and whether you feel they need to hear the following. Concept: Some students have a common misperception that

part of being trustworthy is to hide information from adults when a friend is in serious trouble. Friends who are trustworthy also want what is good for their friend. That means if a friend is in serious trouble, one should take action to help.

An example of this is telling the teacher or a parent that someone is thinking of hurting himself or herself. Ask: "Can you think of any other examples when a friend should take action to help?"

Point:

When we love someone, we want that person to be safe.

Creative Activity

Create a slogan on the value of Love. Groups of three students can work together to make banners. Hang them on the walls. Or, create a dance on universal love or create songs on love and caring.

Close with a relaxation/focusing exercise.

L LOVE LESSON 13
C Creating A Story

Begin with a song.

Activity

Step 1. Ask the students to write a story entitled “A Day in the Life of a Child in a World Full of Love.” What is the child’s morning like at home, his or her day at school, while with friends? What do people say to this child during the day?

Step 2. After the stories are written, students can read them aloud for a couple days. As they read, other students can record what people said to each other in their loving worlds. Create a list to post on the wall. The teacher may want to add a few.

Step 3. Say, “I would like you to think about which statements you would like to hear at home, and which statements you would like to hear at school.”

Step 4. Give students six dots or permission to make six marks by the remarks they would most like to hear at school and invite them to put those dots or marks on the list.

Step 5. Create small groups of three to write one or two of the preferred comments on long slips or pieces of paper and post them around the room. Invite them to use the statements they have created.

Close with a relaxation/focusing exercise.

Follow-up: During the next week or two, notice when the students are using some of the statements they have put on the walls. Ask how they feel about that.

LOVE LESSON 14

A Mural

Begin with a song.

Activity

Tell the students they can make a quick mural as a group. Divide the class into teams of students. One team can be responsible for the sky, another for the ground and trees, another for buildings, another for animals, and another for people.

When the teams are ready, being to very slowly read the “Imagining a Loving World” exercise again, inserting a little more dialogue on the beauty of the sky, meadows, trees, buildings, and animals. Tell them to pretend they are in that world of kindness and caring while they are painting.

– Contributed by Diana Hsu

Close with a relaxation/focusing exercise.

LOVE LESSON 15

Project

The class may wish to do a project of its own. Ask the students what they wish to do. What are the needs in the community? Would they want to rotate being tutors to younger students for 20 minutes a day? Would they like to create slogans on caring or kindness and making a difference in the community? Are there ways they can grow their circle of compassion?

Begin each session with a song and close with a relaxation/focusing exercise of their choice.

LOVE LESSON 16

Show and Tell

Begin with a song.

Activity

Step 1. The teacher brings something from home that they love and shares it with the class.

Step 2. Invite the children to bring, with permission, something small and non-living from home that they love.

Step 3. The children share their individual things that they love.

Reflection:

We all love different things. Let's remember to value them all.

– Contributed by Batool Arjomand

Close with a relaxation/focusing exercise or moving around the room to music and stopping when the music stops to share the thing they brought with one other person, until they have shared with three others.

LOVE LESSON 17

Kinds of Love

Begin with a song.

Discuss/Share

- What do you have love for? (love for family, the self, friends, girl/boyfriends, nature, animals, possessions, playing, sports, humanity, your own country, the world, peace, etc.)
- What is love?
- Let's see if we can name some different kinds of love. (self-love, brotherly love, platonic love, romantic love, love for the family, universal love, love for nature, love for humanity, etc.)

Discuss the following Reflection Point:

*I can have love for myself, love for my family,
love for others, love for my country, love for my goals, and love for the
world – all at the same time.*

Ask: "Is that possible?"

Eight to Ten Activity: The teacher can relate one of the kinds of love above to an aspect the students are studying — perhaps a story, poem, or social studies unit.

Eleven to Twelve Activity: Take up the aspect of “love for goals.”

Step 1. Ask the students what their goals are — in school currently or perhaps for their family or ask what goals they hope to achieve when they are older.

Step 2. Ask what they can do now that will affect obtaining those goals in the future

Step 3. Ask them to write down two things they can do this week toward achieving those goals.

Note to Educator: Do the above activity if the following activity is not appropriate for students of this age in your particular culture.

Thirteen to Fourteen Activity: Relate “romantic love” and “platonic love” to works recently studied in literature, or refer to classics, or literature, or oral stories from the culture of the students.

If the teacher is comfortable doing so, and it is appropriate for the culture, ask the students what they think the rules of platonic love should be now. What do they think the rules of romantic love should be? What should people never do? (This is an opportunity to confirm that any violence toward a boyfriend or girlfriend is wrong.) How old do they think people should be when they get married? (Students usually say an age which is older than one would expect!) What are the advantages of waiting to get married? (Students have more time for school; with a better education they can choose an occupation they enjoy; they can more easily provide for their families, etc.)

Close with a relaxation/focusing exercise.

To whom whoever has used these activities, engaged these Values...

“We would invite you to share with us your experience, both with yourself and those with whom you have shared. Can you tell us what you liked and what perhaps did not have the results you were expecting?”

We are continually updating and we hope improving how values can be un-covered and every suggestion – feedback we receive is appreciated and carefully considered.” *- distance@livingvalues.net*

Thank You



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Notes

Notes



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