



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Unit 7 - Responsibility

For Educators and Parents Everywhere

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

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

Unit 7. Responsibility

DEVELOPED AND WRITTEN BY

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For information about professional development workshops and LVE generally, please visit ALIVE's website at www.livingvalues.net
The full book with all the Values activities can be found on the website and is available through Amazon. This Booklet may be shared.

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

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VALUES ACTIVITIES IN THIS BOOKLET SERIES

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

A note from the author

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

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

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

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

Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts.

The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

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

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

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

Diane G. Tillman

SETTING THE CONTEXT

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

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

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

The Need for Values and Values Education

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

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

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

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

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

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

LVE’s Purpose and Aims

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

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

The aims are:

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

The Living Values Education Approach

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

Vision Statement

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

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

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

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.

6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

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

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

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

LVE Supplement, Helping Young People Process Difficult Events – Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death.

Designed to be used with *Living Values Education Activities for Children Ages 8–14*, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom

Exploring and Developing Values

Teaching Values

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

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values.

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

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

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person"*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care — where students are regarded as capable of learning to make socially conscious choices.

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

As values must be caught as well as taught, the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

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

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

Real Learning Comes Alive in a Values-Based Atmosphere

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

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

Modeling the Values from the Inside

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

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

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

Skills for Creating a Values-based Atmosphere

Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills,

and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

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

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

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

Bringing in the Values of Your Culture

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

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

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

Please begin with the Peace Unit!

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

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

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

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

Wonderful practices daily . . .

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

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

Circle Time. Providing Circle Time or sharing time daily, or if not possible, once or twice a week, is a wonderful support in creating a values-based atmosphere. It is also a great beginning for values time. The children can sit in a circle if there are less than 15, or if more, they can be grouped in front of the teacher. Ask what they feel good about today, or what they are proud of. Ask them to tell how they showed love or peace to someone, or how they lived the value of focus.

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

Adapt the Level of Language to Different Ages

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

Creative Expression

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

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

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

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

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

Annual Evaluation

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



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



UNIT SEVEN: RESPONSIBILITY

Responsibility Points can be used to help define that value. The points can be used as the first focus point during values time or can be a discussion point as part of language arts. Allow the opportunity to share.

For five- through seven-year olds, the teacher can choose to use some of the words and sentences as content for reading, spelling, and writing. As the

students continue with the unit, they can create their own Responsibility Points. They can then draw or write those, or make up short stories.

Responsibility Reflection Points

- ◆ Responsibility is doing my job.
- ◆ Responsibility is caring.
- ◆ Responsibility is trying my best.
- ◆ Responsibility is doing my share of the work.
- ◆ Responsibility is taking care of things.
- ◆ Responsibility is helping others when they need help.
- ◆ Responsibility is being fair.
- ◆ Responsibility is helping to make a better world.

Responsibility Unit Goals and Objectives

Goal: To increase the experience of responsibility.

Objectives:

- To state what they feel proud of doing.
- To feel they are caring when doing the seeing guide dog activity or another one of the activities.
- To experience satisfaction helping somebody with something.
- To play pretend or draw a picture about something for which they would like to be responsible.

Goal: To increase knowledge about responsibility.

Objectives:

- To identify one responsibility of a student at school and at home.
- To identify one responsibility of a teacher.
- To be able to talk about one or two Responsibility Points.
- To be able to identify the main responsibility of a fireman and nurse.
- To identify one way the child helps to make a better world.
- To think about a new way to help at home.
- To make a card for a parent about something the parent does which the child appreciates.

Goal: To build responsibility.

Objectives:

- To do an exercise cleaning and caring for materials they use.
- To put back the toys they use when asked individually or in a group.
- To think about responsibility as something good by thinking about how a responsible owner would take care of an animal they like and sharing about that or drawing a picture.
- To participate in a classroom project that requires responsibility for success such as planting and caring for flowers or growing sprouts.
- To say something positive to the self when a task is experienced as hard.
- For children who usually make little effort, to increase effort and persistence by at least 20%.

RESPONSIBILITY LESSON 1

I Feel Proud When

Begin with a song about love or respect.

Discuss/Share

Share that you will be exploring responsibility for the next few weeks.

Ask:

- What is responsibility?
- What does that mean?

Responsibility Reflection Points:

- ◆ Responsibility is doing my job.
- ◆ Responsibility is taking care of things.

Ask the following questions, acknowledging their answers.

- As the teacher, what is my job? What am I responsible for? (“That’s right. I come to school to teach you. And I teach you your numbers and letters, and _____. Yes, and I _____.”)
- Can you think of other things teachers are responsible for? (“Yes, helping children, giving grades, _____.”)
- And you are the students. What are you responsible for? What is your job as a student?
- Very good. Who can think of another responsibility?
- How do you feel when you do a good job?

Say, “It’s a good feeling to feel happy and proud of yourself. Each one of you is capable, lovable, and knows how to be responsible.”

Root Sentence: *Ask the children to think about a time when they were proud of helping, that is, proud of being responsible. Ask them to stand in a circle. Ask each child in the circle to take a turn saying the root sentence, “I feel proud when I_____.”*

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 2

The Seeing Eyes

Begin with a song.

Discuss the Responsibility Points:

- ◆ Responsibility is doing my job.
- ◆ Responsibility is caring.

Activity

Step 1. Explain to the children how a seeing eye dog (a guide dog) helps a blind person. The dog is very responsible and acts in a caring way for the blind person. He guides him or her down a safe path and stops at the streets and the stairs. He does not run after rabbits or squirrels or other dogs when it is time to help the blind person. The dog only runs and plays when it is time to play.

Say, “To practice being responsible and to know how important that is, let’s play seeing eyes.”

Step 2. Ask each child to pair up with another child. One pretends to be the seeing eye dog, and the other pretends to be the blind person. (Older children may use blindfolds. With very young children, do not use a blindfold, but tell them to close their eyes and pretend to be a blind person. In this way, they can open their eyes if they do not feel safe.) The “blind” child can put his or her hand on the shoulder of the “pretend dog.”

Instruct the pairs to walk around. A couple of minutes is good for children three and four. Allow older children a little more time.

Step 3. Instruct them to change roles and give them a little time to walk around.

Step 4.

Ask:

- How did you feel as the “pretend guide dog”?
- How did you feel as the blind person when the “pretend guide dog” was careful and responsible?

- Was anyone afraid the “pretend guide dog” would not be responsible?
- What kinds of things do you want your guide dog to do?

Acknowledge, “Yes, we feel safer when people around us are responsible.”

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 3

Advice to Pet Owners of the World

Begin with a song.

Discuss/Share

Say, “In the last lesson, you took turns being the pretend guide dogs.” Ask:

- If you were a guide dog, how would you want your owner to treat you?
- What things would a responsible pet owner make sure to do? (Feed the dog. Make sure it has water. Make sure the harness is not too tight.)
- If you were to tell all the dog owners of the world what dogs needed, what would you tell them? (Make sure petting them and playing with them is included!)
- What other animals do you like?
- How would a responsible owner take care of that animal?

Activity

Draw a picture of a dog or another animal they like and all the ways they think the animal would like its owner to be responsible. Older children can write under it: Be responsible. The teacher of younger children may want to make a sheet for the children to cut out and/or color, including a dog and various items such as a food bowl, etc.

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 4

A Better World

Begin with a song.

Discuss the Responsibility Point:

◆ Responsibility is helping to make a better world.

Ask, acknowledging their replies.

- What does that mean?
- What can we do to make a better world?

Say, “I want you to think of a person that you like very much. What is it about that person that you like? . . . (Acknowledge their replies.) Yes, it can be their smile, or the love they give, or _____. You all have wonderful smiles — each smile makes it a better world, doesn’t it?”

Ask:

- Part of our world is our class (or our school). What can we do to make a better class (school)?

Activity

Think about which project(s) you would like implemented in the class. A project that reinforces the above idea is planting a few flowers or doing something to make the school nicer.

The children could take responsibility for planting and watering the flowers. Or, they could learn to make sprouts to eat which they can then eat as nutritious snacks. (To make sprouts, soak lentils or mung beans in water for one day, then throw out that water on the second day. Fill the bowl with water and then drain that water and let the legume sit for another day.

The sprouts will be ready to eat the next day.)

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 5 **for Ages 3 to 5**

Caring for the Home Corner

Begin with a song.

Discuss the Responsibility Point:

- ◆ Responsibility is taking care of things.

Awareness: I have the right to play with and enjoy all the toys, but I also have the responsibility to keep everything tidy, clean, and in good condition. We can help each other to make things and keep them in good condition.

Activity

Ask the children to clean and care for the materials they use. For example, in nursery school, small groups of children with a teacher could wash the plastic dolls and doll clothes in a bowl and hang them out to dry. Others could wash the toy cooking utensils. Others could clean the playhouse. Children ages six and seven could mend the books, clean the paint or toy area, etc. At circle time, the children can share why they like the things they cared for, why those things are important to them, and what makes them break. They may choose to decide how to use and respect things.

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 5 **for Ages 6 and 7**

Preparing and Purpose

Begin with a song.

Discuss the Responsibility Point:

- ◆ Responsibility is taking care of things.

Read “The Seed”. This story was adapted from a story written by Encarnación Royo Cuesta.

Share a Story: The Seed

Once upon a time there was a boy named Juan. He was six-years old and lived in a small house next to a river at the foot of a mountain with his parents and a sister a little older than he. One day, when coming back from school, he heard a voice that cried, “Help, help! Please, help me!”

Juan listened and searched until at last he was standing in a spot where the voice seemed loudest. He looked around but could not see anybody. The voice said, “Look down. I’m here.” Much to his surprise, the voice seemed to be coming from a brown seed about the size of his thumb. This seed was lying on a stone.

Juan asked, “What’s wrong?” A sad voice came from the seed and said, “I am so glad you came along. I have been sitting and sitting on this stone for ever so long. Several other people came by, but they did not stop. I was afraid no one would stop.”

“Why, I’m surprised they didn’t stop!” said Juan. “Sometimes people get so busy they forget to listen,” he explained politely. The seed said, “I’ve been sitting here for a long time. I know there is something I must do, something I must know. But I’m not sure what it is. Do you know my purpose?”

Johnny was surprised at such a question. He looked at the seed very carefully and slowly said, “Well, I understand why you are sad if you do not know your purpose. That is very important. But, don’t worry! I will take you with me and I will look for the right place for you to live. I will try and help you figure out what you need. Then you will discover by yourself, little by little, your purpose. I do know that everyone can give something important to the world.

I bet you can, too.”

And that is how Johnny found the seed the size of his thumb and ended up taking it home. When he arrived home, he talked to his mother, and she told him what seeds need.

The next morning, he made a hole on the sunny side of the house.

He carefully loosened the soil and gently placed the brown seed inside. Then he covered the hole with soil and watered it.

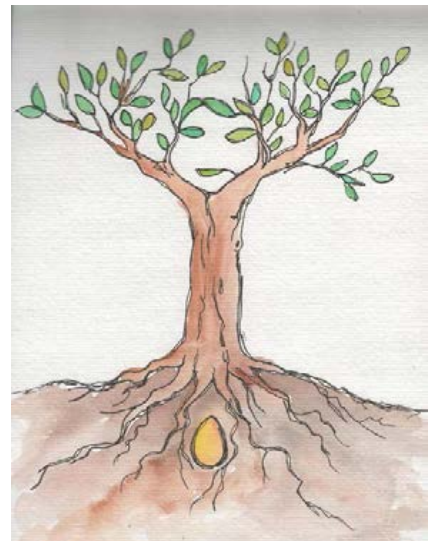
But the following day, the seed began to cry again, saying, "Help! am alone again and everything is dark! Why has Johnny left me here?"

When Johnny heard the seed crying, he apologized for forgetting to explain why he did what he did. Then Johnny said, "Don't worry and don't feel sad, it is necessary that you have some time to prepare for what you need to do. I will come to visit you every day, and I will take care of you. I will give you water every day, and you will see that in a little time, you will grow. Be happy inside and know that you are preparing to serve. Soon you will notice that you are growing little roots. And soon a stem will start to grow upward. That will be called your trunk."

Then the seed asked the boy, "Did you also have to take time to prepare?"

"Of course," answered Johnny, "Everyone has to prepare – that's part of being responsible. Now I am preparing at school. I know I'm smart and I know how to think and learn. Be patient. It takes time to prepare, and everything prepares in its own way." Just as Johnny had said, he came to visit the seed and give it water every day. The seed grew and grew. Soon a stem started to peek through the ground, and two little leaves began to unfold.

The sun warmed it and gave it light. It grew stronger and taller, and it became apparent that the seed was growing into a strong, wonderful tree! The boy and the tree continued to talk. After several years, flowers began to blossom all over the tree, and little green balls grew from them. These changed in color from green to blush



and finally to exactly the color of apricots. The now larger boy carefully picked the first ripe apricots and praised the tree. "You have grown into a strong apricot tree, and your apricots are delicious."

So this small seed, with the care of a boy who knew how to be responsible, became something very important. The tree said to Johnny, "Thank you, friend, for taking care of me with so much love. Now I know my purpose!"

Juan answered, "You are very, very important. As a tree you give us clean air, shade, beauty, and even fruit to eat. I am your friend, but you are a friend to the whole world."

And that's how this tale ends.

Ask:

- How was Juan responsible in the story? How did he help the seed?
- What was the seed's purpose?
- The seed was preparing to be a tree and give apricots by growing roots in the ground. How was Juan preparing?
- Juan said it takes time to prepare. In school when you learn and study you are preparing. What are you preparing for?
- Do you know like Juan that you are smart?
- Are you patient with yourself and others like Juan?
- What are you responsible for?
- What would you like to be responsible for?

Activity

Three to Five Activity: Play pretend with the things the children say they would like to be responsible for. Facilitate those who wish to be responsible for one thing to act that out that role, pretend helping the other children. Then allow the other children to act out another role.

Six and Seven Activity: Invite the children to draw a picture of what they would like to be responsible for and share that with others.

RESPONSIBILITY LESSON 6

Trying My Best

Introduce: “Sometimes people stop being responsible because they think something is hard and they can’t do it. But everyone has things that are hard for them to do. When you were much smaller you could not do the things you can do now. As you get bigger, you will be able to do even more things.

Let’s listen to a song about that!

Note to Educator: The following song can be downloaded on the LVE international website under For Schools/Children Ages 3- 7/Download Songs.

Share a Song: I’ll Try

What if a baby said, “I can’t crawl.”
Or a monkey, “I can’t climb.”
A morning dove, “I can’t sing.”
And they said, “I can’t” to everything?
The baby would get fat and bored.
The monkey sit and stare.
The morning dove, would feel left out,
And they’d say, “I don’t care.”
But, what if instead they said:

Chorus: “I’ll try. I won’t give up the ship.
Thought I may fall down, I’ll get right up.
I really, really, really, will try.”

The baby learned to crawl.
And the monkey learned to climb. Hip, Hip.
The morning dove sang this song.
And he wants you to sing along.

(Repeat chorus two times.) - contributed by Madeline C. Nella

Discuss/Share

Ask:

- What are your responsibilities at school?
- How do you feel when you do a good job?
- What do you say to yourself then?
- How do you feel about learning something new?
- How do you feel when something is hard?
- What do you say to yourself then?
- What positive things can you say to yourself when something is hard?

Add a couple of your own thoughts, or ask the children to repeat the following sentences as well as the sentences they contributed.

- ❖ I can learn this. I'll try.
- ❖ This is hard right now. But because I try, it will get easy.
- ❖ I can do it.

One of the Responsibility Points is:

- ◆ Responsibility is trying my best.

I'm going to tell you a story about someone who knew how to try."

Share a Story

Read "The Little Engine that Could," "The Tortoise and the Hare," or another story from your culture about someone who kept trying.

Discuss the story, and then ask:

- Did anyone think of something else positive you could say to yourself when something is hard?
- Anyone else?

Acknowledge their responses and list them on a board.

Activity

Ask the children to draw a picture about the story, or the teacher can draw a picture for the children to color and cut out. Or, ask the children to act out the story.

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 7

Good, Responsible Helpers

Begin with a song.

Review the children's favorite positive sayings from the prior lesson. Write them on a poster.

Discuss the following Reflection Point:

- ◆ Responsibility is doing my share of the work.

Activity

Ask the children to help you think of all the things they can help with in the classroom. Think of age-appropriate tasks, such as getting the materials, passing around materials, stirring things, wiping the tables, and putting away toys.

The children can help identify other tasks; and responsibility for carrying them out can be rotated amongst the children.

A light attitude on the part of the adults and positive affirmation of the children as “good, responsible helpers” builds a cadre of enthusiastic, willing workers.

Give children the responsibility of taking out their toys and putting them away. For very small children, you can start with one toy taken from one place.

Initially it will be necessary to prompt them to take it down and put it back.

As they develop the routine, offer a choice of two toys or games. Praise or positively notice their tidying efforts.

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 8

Thinking About Responsibilities

Begin with a song.

Discuss the following Responsibility Point:

◆ Responsibility is doing my job.

Talk about how people in a school or a day-care center share the work.

Ask:

- What is the responsibility of the teacher?
- What is the responsibility of Mr. (or Ms.)__?
- What is the responsibility of a fireman?
- What is the responsibility of a doctor?

Activity

Select various professions that you think children of that age would know about in their community, such as firemen, police, nurses, etc.

Select elements of their uniform for the children to make, such as a fireman's hat.

Or, improvise uniforms from your "dress up" area if there is one in the classroom.

Or, ask the children to make pictures of a profession and share with the rest of the class, "If I were a fireman, look at what I would do . . ."
"If I were a nurse, my responsibility would be to _____."

– Contributed by Encarnación Royo Costa

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 9

Appreciating My Parent's Responsibility

Begin with a song.

Discuss/Share

Say, “In families, the members of the family share the work, too. Sometimes that means going to work to earn money to pay for the house and food, and sometimes that means cooking and cleaning, fixing things, and taking care of the children.”

Ask, acknowledging with respect the variety of answers:

- How are mothers responsible?
- What kinds of things do they do?
- How are fathers responsible?
- What kinds of things do they do?
- What kinds of things do your mother and father both do?
- Who else is responsible for things in your family?
- What do they do?

Activity

Ask the children to make a card for a parent(s)/family. Perhaps they can make a picture of their parent doing something the child appreciates.

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 10

My Responsibilities at Home

Begin with a song.

Discuss/Share

Ask:

- What is your responsibility at home?
- Is your chore putting away your toys?
- Are you old enough to make your bed?
- How else do you help?
- Can you think of a new way you could help?

Activity

Create the opportunity to have the children make cutouts of the activities they described. These can begin to make a mural, entitled “We Are Responsible.”

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 11

Responsible Choices

Begin with a song.

Discuss the Responsibility Point:

◆ Responsibility is being fair.

Then, talk about the rules in the classroom and discuss them.

Ask:

- Which rules are fair?
- Which ones do you like? Why?
- Which ones don't you like? Why?
- What would happen if we didn't have that rule?
- What are the good things that happen because we have the rules?
- What things might happen if there was the rule_____?
- Are there other rules you would like?
- Are there other things you think we should do? (And if so, what are they?)
- How do you think we could do that?
- Would that solution work? Why? Why not?

– *Contributed by Dominique Ache*

Follow up on your discussion and decisions the next week at circle time. How is it working?

Close with a Quietly Being Exercise.

RESPONSIBILITY LESSON 12

Helping Others

Begin with a song.

Discuss the Responsibility Points:

- ◆ Responsibility is being caring.
- ◆ Responsibility is helping others when they need help.

Activity

Develop a sense of responsibility in the older children by allowing them to help the younger ones. In a day-care center, four-year olds can be very helpful with three-year olds. Create an opportunity for the children to help others.

Close with a Quietly Being Exercise.

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nurturing hearts and educating minds*

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