



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children

Ages 8-14 - Unit 6- Honesty

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 6. Honesty

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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

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

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

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

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter,

"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person"

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

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

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

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

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

Real Learning Comes Alive in a Values-Based Atmosphere

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

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

Modeling the Values from the Inside

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

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

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

Skills for Creating a Values-based Atmosphere

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

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

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

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

Do I need to do every activity?

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

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



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



Unit Five: Honesty

The importance of honesty and integrity is becoming ever more apparent as dishonesty and corruption grow in many lands across the world. This unit brings forth the easiness and building of trust and good relationships through honesty, and contrasts the effects of honesty and dishonesty in individuals, friends and families, as well as the effects of dishonesty and corruption in businesses, society and the world. The lessons offer educators activities to go as deep into the subject as they wish, in accordance with the age and interest of their students. Thank you for your willingness to help students understand the impoverishment that dishonesty brings, and the beauty and benefit for all inherent in honesty and fairness.

Continue to play a song daily. Do one of the Relaxation/Focusing Exercises every day or every several days, as suitable for your class. The students may enjoy making up their own exercises.

Honesty Reflection Points

- ◆Honesty is telling the truth.
- ◆Integrity is part of honesty, it means doing what is right.
- ◆Integrity is part of honesty, it means being fair.
- ◆Integrity is part of honesty, it means keeping your word, keeping your promises.
- ◆Integrity is part of honesty, it means being true to yourself and your values.
- ◆When I am honest, I feel clear inside.
- ◆A person who is honest and true is worthy of trust.
- ◆Honesty and kindness build trust.
- ◆There is a deep relationship between honesty and friendship.
- ◆Honest thoughts, words, and actions create harmony.
- ◆Honesty is to use well what has been entrusted to you.
- ◆Honesty allows me to be free of worries.
- ◆When I am honest, I can learn and help others learn to be giving.
- ◆Greed is usually at the root of corruption.
- ◆There is enough for man's need, but not enough for man's greed.
- ◆When we are aware we are interconnected, we recognize the importance of honesty.

Honesty Unit Goals and Objectives

Goal: To increase knowledge about honesty.

Objectives:

- To participate in discussions about the Honesty Reflection Points and be able to talk about three or more.
- To learn about integrity as part of honesty: it is doing what is right, keeping your promises, being fair, and being true to yourself and your own values.

- ❑ To express and/or hear others express their feelings about when people are honest and keep their promises.
- ❑ To understand the relationship between honesty and trust.

Goal: To develop awareness about the effects of dishonesty and corruption.

Objectives:

- ❑ To express or hear others express their feelings about when people are dishonest, don't keep their promises and are unfair.
- ❑ To create and then participate in a skit on the theme of honesty and dishonesty, placed within a period of history the students have been studying, or in a local context for younger students, and to discuss the effects on the people of that time economically and socially.
- ❑ To understand different ways in which people can be corrupt.
- ❑ To Mind Map the effects of honesty or dishonesty/corruption.
- ❑ To participate in lessons and discussions about why people lie, how we feel when we lie, how we feel about others when they lie, and how others feel about us when we lie.
- ❑ For older students to examine the effects of dishonesty and corruption in a real-world event.

Goal: To learn social skills that can help one be honest.

Objectives:

- ❑ To participate in lessons about "one minute of courage."
- ❑ To discuss and practice communication skills when we have done something we regret.
- ❑ To make up Honesty Situation Cards and act out honest and dishonest responses and the consequences.

Goal: To value being honest.

Objectives:

- ❑ To enjoy "The Emperor and the Flower Seed" story and be

asked to think of a time when they were loved for their honesty.

- ❑ To understand that when I am honest, I will be clearer and happier inside.
- ❑ To write three guidelines for being a good friend.

HONESTY LESSON 1

Honesty and Trust

Begin with a song.

Introduction: “Today we will begin to explore the value of honesty.”

Discuss/Share

Ask:

- What does honesty mean to you?
- What are different ways people show their honesty?
- Do you like it when people tell you the truth?
- Do you like it when people keep their promises?
- How do you feel when they break their promises?
- If they break their promises more than once, do you trust them to keep their promise the next time?
- Do you like it when people are fair?
- Do you trust people who are honest? Why?
- Do you trust people who lie to you or try to cheat you? Why not?

Reflection Points:

- ◆ *Honesty is telling the truth.*
- ◆ *Honesty is being true to yourself and your values.*
- ◆ *A person who is honest and true is worthy of trust.*

Read “The Emperor and the Flower Seeds” or another story in which honesty is rewarded. There are many versions of the ancient tale below; the original author is unknown.

Share a Story: The Emperor and the Flower Seeds

Long ago there lived an Emperor who loved nature. Anything he planted burst into bloom. Up came flowers, bushes, and even big fruit trees, as if by magic! Of everything in nature, he loved flowers most of all, and he tended his own garden every day. But the Emperor was very old, and he needed to choose a successor to the throne. Who would his successor be? And how would the Emperor decide? As the Emperor loved flowers so much, he decided that flowers would help him choose.

The next day, a proclamation was issued: “All men, women, boys, and girls throughout the land are to come to the palace.” The news created great excitement throughout the land.

In a village not far away, there lived a young girl named Serena. Serena had always wanted to visit the palace and see the Emperor, and so she decided to go. She was glad she went. How magnificent the palace was! It was made from gold and was studded with jewels of every color and type — diamonds, rubies, emeralds, opals, and amethysts. How the palace gleamed and sparkled! Serena felt that she had always known this place. She walked through the palace doors into the Great Hall where she was overwhelmed by all the people. It was so noisy. “The whole kingdom must be here!” she said to herself.

There then boomed the sound of at least 100 trumpets announcing the arrival of the Emperor. All fell silent. The Emperor entered, clutching what looked like a small box. How fine he looked — so noble and elegant! He circled the Great Hall, greeting each and every person and presenting something to each one. Serena was curious about the small box. “What was inside?” she wondered.

“What was he giving to everyone?”

At last, the Emperor reached Serena. She curtsied and then watched as the Emperor reached into the small box and presented her with a flower seed. When Serena received the seed, she became the happiest girl of all.

Then the sound of trumpets filled the Great Hall once more, and all became silent. The Emperor announced: “Whoever can show me the most beautiful flowers in a year’s time will succeed me to the throne!”

Serena left for home filled with wonder over the palace and the Emperor, clutching the flower seed carefully in her hand. She was certain she could grow the most beautiful flower. She filled a flower pot with rich soil, planted the seed carefully, and watered it every day. She couldn’t wait to see it sprout, grow, and blossom into a magnificent flower!

Days passed, but nothing grew in the pot. Serena was worried. She transferred the seed into a bigger pot, filled it with the best quality richest soil she could find, and watered it twice a day, every day. Days, weeks, and months passed, but still nothing happened. By and by the whole year passed. Finally Spring came, and it was time to return once more to the palace. Serena was heartbroken that she had no flower to show the Emperor — not even a little sprout. She thought that everyone would laugh at her because all she had to show for the whole year’s effort was a pot of lifeless soil! How could she face the Emperor with nothing?

Her friend stopped by on his way to the palace, holding a great big flower. “Serena! You’re not going to the Emperor with an empty pot, are you?” said the friend. “Couldn’t you grow a great big flower like mine?”

Serena’s father, having overheard this, put his arm around Serena and consoled her. “It is up to you whether you go or not,” said her father.

“You did your best, Serena, and your best is good enough to present to the Emperor.”

Even though she felt reluctant to go, Serena also knew she must not disrespect the Emperor’s wishes. Besides, she also wanted to see the Emperor and the palace again! And so, Serena traveled once more to the palace, holding the pot of soil in her hands.

The Emperor was happy to see the Great Hall filled with his subjects, all proudly displaying their beautiful flowers, all eagerly hoping to be chosen. How beautiful all the flowers were! Flowers were of every shape, size, and color. The Emperor examined each flower carefully and thoroughly, one by one. Serena, who was hiding in a corner with her head bowed down, wondered how he could choose, since they were all so lovely. Finally, the Emperor came to Serena. Serena dared not look at the Emperor. “Why did you bring an empty pot?” the Emperor asked Serena.

“Your Majesty,” said Serena. “I planted the seed you gave me and I watered it every day, but it didn’t sprout. I put it in a better pot with better soil, but still it didn’t sprout. I tended it all year long, but nothing grew. So today I brought an empty pot without a flower. It was the best I could do.”

When the Emperor heard those words, a smile spread slowly over his face, and he took Serena by the hand. Serena was frightened. She wondered if she were in some sort of trouble.

The Emperor led her to the front of the Great Hall, and turning to the crowd, he exclaimed: “I have found my successor — the person worthy of ruling after me!”

Serena was puzzled. “But your Majesty,” she said, “I have no flower, just this pot of lifeless earth.”

“Yes, I expected that,” said the Emperor. “From where everyone else got their seeds, I do not know.”

The seeds I gave everyone last year had all been roasted. It would have been impossible for any of them to grow. Serena, I admire your great courage and honesty to appear before me with the truth. I reward you with my entire kingdom. You will be the next Empress."

Discuss

Begin with the comments about the story, such as "Serena was loved for her honesty. She was true to herself and her values."

Ask:

- Why do you think the king wanted a successor with honesty?
- If you were old and had lots of money, why would you want people around you to be honest? Why or why not?
- Do you want honest or dishonest friends now? Why?

Share the Reflection Point: "A person who is honest and true is worthy of trust."

Activity

Eight and Nine Activity: Ask the students to draw a picture of one aspect of the tale or make a few props and act out the story.

Ten to Fourteen Activity: Ask older students to discuss in groups of five or six why they would want an honest successor if they were a king or queen. Would they also want honest advisors and subjects? Why or why not? What would some of the consequences be? Present their findings to the entire class in the form of a humorous dialogue or short skit/drama.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 2

Thinking about Corruption – Reflecting on Integrity

Begin with a song.

Discuss/Share

Say, “A really honest person is automatically considered to have a value called integrity. Integrity is part of honesty, it means doing what is right, doing what is fair.”

Discuss the following Reflection Points:

- ◆ Integrity is part of honesty, it means doing what is right.
- ◆ Integrity is part of honesty, it means being fair.
- ◆ Integrity is part of honesty, it means keeping your word, keeping your promises.
- ◆ Integrity is part of honesty, it means being true to yourself and your values.

Say, “Some of the people in the world have integrity and others are dishonest. Someone can be honest most of the time, but occasionally tell little lies. Some people are dishonest and lie whenever they find it convenient. But when people are so dishonest that they try to cheat others, they are being corrupt.

- Let’s say one of you wanted to be class president. What would be an honest way to try to get votes of your classmates? (To tell them why you want to be president and what you will work for if you are president, etc.)
- What would be an unfair or corrupt way of trying to get the votes of your classmates? (To tell them you will give them money if they vote for you.)
- If you were making something to sell so you could make money, would it be fair if your friend’s big brother told you

that you could only sell the things you made if you gave him one-third of your money? (No. That would be unfair, that is, corrupt. That would be taking something that is rightfully yours.)

- Would it be unfair or corrupt if someone told you she was selling you a certain bicycle and then gave you one worth only half that much?
- If someone had integrity would she sell you exactly what she told you she was going to sell you? Or would she try to trick you into paying more?
- What are other examples of corruption?
- What are other examples of integrity?

Reflective Activity

I'd like you to relax for a few minutes and reflect on people you know who are honest . . . people who are fair and do what they say . . . people with integrity.

- ❖ Please close your eyes and think about how you feel when you are with someone that makes a promise, and you know they will keep their promise. (Pause for 10 seconds.)
- ❖ How do you feel when you are with someone who tells you something and you know it is true? (Pause for about 15 seconds.)
- ❖ Think of some of the people in your life who always are fair and honest with you and everyone else. . . . What other values do they have? (Pause for 20 to 30 seconds.)
- ❖ Think of a few times when you were really fair with a friend or a brother or sister. . . . How did you feel?
- ❖ Now please imagine a world where everyone is honest and fair . . . where everyone is true to themselves and to their values. . . . Imagine such a world . . . and interacting with people in that world. (Pause for two minutes.)

- ❖ Now please think of two or three of your most important values. . . .
- ❖ What does it mean to be true to yourself? . . . (Pause.)
- ❖ What makes it easy to be true to yourself? (Pause for one minute.)

Share: Ask the students to share their thoughts and feelings about a world where everyone is honest and fair, true to themselves and their values. What would it be like?

Reflective Writing: Invite the students to write some of their thoughts about what it means to be true to themselves and what makes it easy to be true to themselves.

Close with relaxing music as if you were doing a relaxation/focusing exercise. However, instead invite the students who wish to do so to share one word, phrase or sentence from their reflection as the music plays.

HONESTY LESSON 3

Mind Mapping Honesty and Dishonesty

Begin with a song.

Activity

“Today, let’s explore the differences between a world with all honest people and a world with many dishonest or corrupt people through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Honesty on the right side and Dishonesty/Corruption on the left side. If you are not familiar with Mind Mapping, you will find information in the Appendix (Item 1).

Start with a branch for Self on the Honesty side of the circle, asking them what happens when there is Honesty in the Self and

writing in brief their responses. Then ask them what happens when there is a lack of honesty in the Self. The students are to supply all the answers. Also do branches for Families and Friends. For Businesses and Government, please contrast honesty and corruption.

Discuss the Reflection Points:

- ◆ Honest thoughts, words, and actions create harmony.
- ◆ Greed is usually at the root of corruption.
- ◆ There is enough for man's need, but not enough for man's greed.
- ◆ When we are aware we are interconnected, we recognize the importance of honesty.

Creative Activity

Divide the students into groups of five or six. Ask each group to create a song or poem about honesty versus dishonesty/corruption. It could be a rap song. Allow them to perform their creation for the group.

HONESTY LESSON 4

An Honest Heart Benefits Many

Begin with a song.

Activity

Step 1. Ask the students to form groups of six to eight. Ask them to portray a situation in which a leader is dishonest or corrupt and the same situation in which the leader is honest. The students could take the context from a unit the class has been studying, such as a stockbroker's office and investors, a feudal lord of medieval times, a current conflict in the world, or a theme from a social studies unit. Younger students might wish to make the skits of the owner of a

pretend local store and his or her employees.

Step 2. Ask them to begin the skit with the dishonest or corrupt leader. Will the same leader change; will someone help his or her heart to change so that he or she is honest? Or, will a new person come in who is honest?

Step 3. Allow the different groups to put on their skits for the entire class.

Step 4. After the skits, ask the actors:

- How did you feel about working there when the leader was corrupt?
- How did you feel about working there when the leader was honest and kind?
- What was the effect on the people who were cheated?
- What was the effect of the dishonesty or greed on these people's lives?
- When the leader was fair what was the effect on people's lives?

Discuss the following Reflection Points:

- ◆Honesty and kindness build trust.
- ◆Honesty is to use well what has been entrusted to you.
- ◆When I am honest, I can learn and help others learn to be giving.

***Note to Educator:** Sometimes the students want to enact their skit again. If they do, allow each actor to have a "shadow," a person who speaks the actor's true feelings and responds to questions from the class about thoughts of the actor. An actor can have more than one shadow when other students have different ideas to share.*

***Twelve to Fourteen Homework:** Ask students to bring in a story on honesty or corruption from the media; it could be local, national or world news. Or, think about a historical example of corruption*

from a unit of history recently studied and be ready to discuss it during the next lesson.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 5 for Ages 12 to 14

Corruption Versus Honesty

Begin with a song.

Activity

Ask students to share the stories of honesty or corruption they have gathered, or discuss a historical example of corruption from a unit of history recently studied. Discuss the effects on the person, other people, and the effect on the general well-being of the country where the corruption occurs. Examine the short-term and long-term effects.

Ask:

- Would everyone in the country benefit if everyone were honest? Why or why not?
- What would happen to the safety level if everyone was paid well and had fair employers?

Activity

Ask students to form small groups. Ask them to choose one of the situations they have discussed and decide how honesty and a giving heart could resolve the situation. What understandings would people need to have?

Ask:

- What is your advice to the adults of the world?

Invite each group to share their resolution and their advice.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 6

Lying Versus One Minute of Courage

Begin with a song.

Share a Story

There are many classic tales of dishonesty. “Matilda” by Hilaire Belloc and “The Boy Who Cried Wolf” are about young people who came to misfortune because of lying. Teachers of older students may want to choose a real-life story about a person who was ruined because of lying.

Tell a story about telling lies and have a discussion.

Say, “This story was a dramatic example of what happened with a lie. Today, let’s talk more about lying and examine what happens when someone tells a lie.”

Discuss/Share

- How does it feel to be honest?
- Is honesty valued?
- How does it feel to be caught in a lie?
- Do you know an honest person?
- How do you feel about him or her?
- What are the consequences of lying or other kinds of dishonesty?
- What makes us dishonest?

Contributed by Linda Heppenstall

Say, “Yes, occasionally people who tell a lie get away with it. But why do they lie in the first place? Usually people lie because they are afraid of being embarrassed, or they may try to avoid being punished for having done something wrong. Then, when they’re trying to cover the lie, things get very complicated because they have to remember what they said and what they did not say.”

Ask:

- What happens when children lie to their parents?
- What else happens?

“Yes, that’s right. The parents often get angry and disappointed, and the child gets in even more trouble. And although people may not look so clever sometimes, usually they can figure out the truth fairly well! And if we lie once, they may not trust us to tell the truth another time.”

Ask:

- How much energy does it take to cover the lie versus telling the truth?
- What might happen to a researcher working for an important chemical company who lies about his or her research results?

It takes one minute of real courage to tell the truth.”

Say, “Today’s Reflection Points are:

- ◆ When I am honest, I feel clear inside.
- ◆ Honesty and kindness build trust.
- ◆ Honesty allows me to be free of worries.

Activity

Group Story Game: Each person is to speak one, two or three sentences — no more — and then the next person continues the story. In the first group story, ask students to make up something about someone who lies. Allow them to continue to go around until everyone who wishes to do so has contributed to the story.

Then tell the students that the character about whom they have made up a story has had a change of heart. He or she has become honest. Ask them to continue the story, using honesty to try and make everything right. Ask them what the character learned.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 7

Films about Honesty

Begin with a song.

If possible, watch a film or discuss films students have recently seen where the protagonist has the courage to be honest and there is a positive outcome. For younger students, *Babe*, a story about a brave, honest pig is fun and can generate some interesting discussion. For students 11 to 14 you may wish to show, *How to Train Your Dragon*. This film is about a teen who is true to himself and finally honest about what is happening. With any film, please help the students look for all the values and qualities the protagonist displays.

Application: Help students evaluate their own efforts. Honest self-evaluation is important and useful in making progress.

– Contributed by Pilar Quera Colomina

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 8

Trust

Begin with a song.

Discuss/Share

- How would you feel if a neighbor wanted you to wash his car and said he would give you____, (Give an appropriate amount of money for the age of the students and the country.) but did not pay you when you finished?
- Was this man being honest? (No)
- What do you think the man should have done?

- How would you feel if a person said she would pay you for picking fruit from her orchard, but then only paid you half of what she said?
- Was this woman being honest?

Say, “Part of honesty is keeping our word. Our societies run much better when people keep their word.”

Ask:

- Can you think of other examples of people not keeping their word?
- Can you think of examples of people breaking their promises?
- How do you feel when people break their promises?
- Do you feel you can trust someone who keeps his or her word?
- Do you want people to trust you?
- Why?

Discuss the *Reflection* Points.

◆ *Honesty and kindness build trust.*

◆ *There is a deep relationship between honesty and friendship.*

Say, “It’s important to be honest because our relationships are then built on trust. When people are honest and trustworthy, we know we can depend on them.”

“In the same way that it sometimes takes courage to tell the truth – like when we did something we weren’t supposed to, or when we didn’t do something we were supposed to – it also takes courage to apologize for not keeping a promise.”

Ask:

- If someone did not keep his or her promise to you, what would you like her or him to say?
- If you did not keep your promise to someone, what could you say? Start your sentence with “I” and share your feelings.

With older students, ask them to use the previously presented communication skill of: “I feel/felt_____when _____ because_____.” For example, “I felt bad when I was late because I let you down and I really value your friendship.”

Practice in small groups: In groups of three, think of three different situations and practice using the above skill.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 9

Pressure to Be Dishonest

Begin with a song.

Read the story, “The Miner and the Prince”, by Lamia El-Dajani.

Share a Story: The Miner and the Prince Ali was a miner who used to live with his family in a small house near the jungle.

One day, Ali had an accident in the mine. His injuries prevented him from working in the mine. Life then became hard for him and his family. After his injuries began to heal, he started going to the jungle to find a way to feed himself and his family.

One day, Ali was in the jungle sitting below a tree, when suddenly he heard the sound of horses running very fast. He saw the Prince riding a horse and behind him a group of soldiers on their horses. They were chasing a deer. As they disappeared and the forest became quiet again, he saw something on the path. He picked up the object and found it was a very fine leather wallet. The Prince’s name was embossed in gold on the front of the wallet. He slowly opened the wallet and saw a large amount of money. Ali remained where he was in the jungle, waiting for the Prince and his soldiers to return so he could give back the wallet. Gradually it grew dark. When the moon rose and there was still no sign of the

Prince, Ali decided to return home.

Ali's wife hurried to meet him, worried that he was coming home so late. He excitedly told her what happened and showed her the wallet. She too became very excited and happily said, "This is a gift from God to us."

Ali was surprised. He protested, saying, "This money is not for us. It belongs to the Prince. I found it so I must return it."

His wife became furious and replied, "The Prince has a lot of money! We are in sore need. We should keep the money for ourselves." She added, more softly, "Especially since we did not steal the money. We found it in the jungle."

Ali decided not to argue with his wife. He put the wallet in the cupboard and sat with his family and listened as they continued to fuss about the event.

The next day, Ali woke up very early in the morning and slipped from the house before the rest of the family woke up. He took special care not to awaken his wife. He took the bus to the city and searched for the palace. When he reached the palace, the guards stopped him at the gate and prevented him from entering. He had no appointment to meet the Prince. They asked him why he wanted to meet the Prince, but he refused to tell them the reason. He just said that he needed to meet the Prince immediately about an important matter.

"I must meet with the Prince. I will not leave without seeing him," he said. They pushed him away, but he insisted on seeing the Prince. As the guards began to shout, suddenly the car of the Prince approached the gate. Ali threw himself on the car and called out to the Prince. The Prince opened the window of the car and asked what he wanted. Ali handed the Prince his wallet.

The Prince, looking very surprised, asked Ali where he found it. Ali told him the story of the previous day in the jungle. The Prince then opened his wallet.

One could see that he was astonished to find the money untouched. The Prince asked Ali, "Why didn't you take the money?"

Ali replied, "I cannot take something that does not belong to me."

A gleam of respect appeared in the Prince's eye. The Prince took a large amount of money from the wallet, and with a nod of thanks, gave it to Ali.

Discuss the story and its implications. Then say, "Sometimes there is pressure to be dishonest."

Ask:

- Can you think of any examples?

Say, "Sometimes it is difficult to resist that pressure."

Ask:

- What things can you think of that would help you resist the pressure to _____. (Insert one of the examples the students gave you. It might be about lying, cheating, or stealing, etc.)
- What kinds of things could you say to yourself or to a friend if there is a temptation to be dishonest?
- Would it help you resist the temptation if you looked at the consequences? What could happen as a result? (Teachers might want to question further about consequences, such as the feelings over time of the one who has cheated, the effect on relationships with friends, trust and loss of trust, hurt or harm to others, belief in the self, etc.)

Eight to Nine Activity: Draw your favorite scene from "The Miner and the Prince", and below the picture write why you like that scene.

Ten to Fourteen Activity: Organize students into groups of five to seven. Ask each group to make up two or three Situation Cards on honesty and dishonesty. It might be a situation about lying, cheating or stealing. Instruct each group to act out a situation, acting out the

dishonest and honest responses and the consequences. The “actors” may freeze the skit at times to share their thoughts in an aside to the audience.

Honesty Situation Card

Situation:

Act it out:

1. Lie about the situation and act out what consequences develop.

2. Be honest about the situation and act out what happens.

The characters are to occasionally freeze their actions so they can tell the audience what their thoughts and emotions are.

As the educator, you know the students and the local situation. If you feel it would be helpful to the students to consider another consequence, say, “I’m putting on my Director hat,” and ask for a volunteer to play the part of a policeman, friend, victim, parent, etc. For example, if one group of students seems to feel justified in doing a harmful prank, they may need to develop a little empathy. If so, ask for a volunteer to play the part of coming up and discovering what someone had done. Lead the applause for each role play.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 10

Lost and Found – and Consequence Maps

Begin with a song.

Discuss

- How would you feel if you lost your favorite game/toy/phone? (Use the name of an object appropriate for the age of the students.)

- How would you feel if someone found your game and returned it to you?
- How would you feel if you lost your lunch money (or something equivalent)?
- How would you feel if someone saw you drop it and returned it to you?
- How would you feel if someone stole your favorite game/toy/phone?
- How would you feel if we all worked very hard earning money for a special project and then someone stole all of our money?

Acknowledge their feelings and responses. Acknowledge that it is not nice for someone to do that.

Say, "Some people are not honest. They steal. Some people are very greedy. What do greedy people say? They say, 'It's all for me! It's all mine!' and they take what belongs to others."

Say, "Let's imagine that you saw a friend drop some money. You pick up the money quickly and run up to her to give it to her."

Ask:

- What does she say?
- How do you feel?

Say, "Let's imagine that you saw a friend drop some money. You pick up the money quickly and then run the other way."

Ask:

- How do you feel?
- How do you feel after one hour?
- How do you feel after one day?
- What might you say to yourself to justify your action?
- What does your heart say instead?
- What can you do to solve the problem?

Say, “An interesting thing about human beings is that when we do something good, we automatically feel happy inside. When we do something wrong, we may try to justify it to ourselves — but we still feel badly because we cannot really fool ourselves inside for very long. It takes courage to admit a wrongdoing, return the object, apologize and ask for their forgiveness.”

Discuss the following Reflection Points:

- When I feel honest, I feel clear inside.
- When I am honest, I can learn and help others learn to be giving.

Continue to discuss situations that are relevant to the students and their situation. Actively listen to any concerns or questions and take time to properly respond.

Activity

Make a consequence map together as a class with younger students and in small groups of four to six with older students.

Step 1. Decide on a dishonest action together that a person their age might consider.

Step 2. Write that action in the center of a piece of paper. Then draw a line downward with one possible thought and the emotion as a result of that thought.

Step 3. Question the students: What might the next thought be? And the next emotion? Draw another line downward for the possible consequences. What would be the consequence if your parents find out? How would they feel? What would be the consequence if the authorities found out? Draw a line from that consequence for consequences of that on your future, etc.

Step 4. Then upward from the circle in the middle, draw another circle with the alternative honest action.

Step 5. What would the thoughts and emotions be?

Step 6. Each group can decorate their consequence map with emojis and drawings.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 11

In the Guise of Honesty . . .

Begin with a song.

Say, “Sometimes people can be mean or cruel under the guise of ‘honesty’.”

Ask:

- Can you think of some examples?
- Have you seen someone bully another person, saying something mean and pretending that they are “just being honest”?
- When is being “too honest” not really honesty, but a lack of love and respect for another person?
- What is the balance of love and “honesty”?
- Is an honest heart a heart full of love?
- How can you share something that needs to be said with a lot of love and honesty from the heart?

Activity

Gather in groups of three or four, or individually, and write poems or songs about sharing in an honest way with a friend, the value of an honest friend, or how relationships grow with kindness, honesty and_____.

Allow them to share their poems and songs.

Close with a relaxation/focusing exercise of your choice.

HONESTY LESSON 12

Honesty and Friendship

Begin with a song.

Discuss

Highlight the following Honesty Reflection Point: There is a deep relationship between honesty and friendship. Ask the students to think about a friend who always tells the truth and keeps his or her promises.

Ask:

- How do you feel about that person?
- How does that behavior affect your relationship?
- Have you experienced this Reflection Point: Honest thoughts, words, and actions create harmony?
- What makes a good friend?
- If you could write guidelines for being a good friend, what would you write?

Activity

Write guidelines for being a good friend — for yourself and for a friend. If the students are 12 and older, ask them to include social media guidelines.

Allow those who wish to share to do so. Is there a guideline that resonates with everyone? Invite them to gather in groups and make a few slogans to post around the class or the school.

Close with a relaxation/focusing exercise of your choice.

To whoever has used these activities, engaged these Values.

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