



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Values Appendix

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
RAINBOW BOOKLET
Activities for Children
Ages 3-7, Book 1 Part
B - APPENDIX

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Living Values Education Activities for Children Ages 3-7, Book
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stories and activities from Dominique Ache . . . [et al].

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This RAINBOW LIBRARY BOOKLET is a simple individual Values introduction with information taken from the *Living Values Activities for Children Ages 3–7 Book 1. 2019*, by the Association for Living Values Education International (ALIVE), a non-profit Swiss Association. 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 NOTE:

THIS BOOKLET - PART B IS TO PROVIDE FURTHER ACTIVITIES AND CREATE A DEEPER SHARING OPPORTUNITY FOR THE 3 - 7 AGE CHILDREN.

PART B IS AN INTEGRAL ASPECT OF THE VALUES ACTIVITIES FOR THIS AGE GROUP

THE FIRST SECTION IS A REPEAT OF THE VALUES DELIVERY FOUND IN ALL BOOKLETS. IF YOU ARE ALREADY FAMILIAR WITH THESE PLEASE GO DIRECTLY TO PAGE 22.



Living Values[™]
Education

EXPLORING AND DEVELOPING VALUES

Toddlers and young children love to explore. They are naturally receptive, enthusiastic about learning, and spontaneously caring and creative. They thrive in a positive, nurturing, values-based atmosphere where they feel safe, and easily assimilate learning about peace, conflict resolution and the giving of respect and love. Consciously modeling peace, respect, caring and honesty, and teaching about values is increasingly important as children in today's world are exposed to violence and inappropriate models of behavior at younger and younger ages.



The Living Values Education Activities in this book incorporate a variety of ways to introduce, explore and teach values. Learning new concepts, sharing and thinking, creating, and teaching social skills are combined with playing, art, singing, movement, and imagining.

In the process, personal social and emotional skills develop as well as positive, constructive social skills. The values activities can be used by elementary school teachers, nursery and pre-school teachers, parents, caregivers and day-care center staff.

As values must be “caught” as well as “taught,” the adults involved are integral to the success of the program for children learn best by example and are most receptive when what is shared is experienced. Patience, love, and seeing the beauty of every child are important and invaluable aspects. These will be your gifts to the children as you do these activities – and your behavior will enable the children to experience these values as their own and to use them in their interactions with others.

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.

Components of Living Values Education Activities Units

The sixteen values units in *Living Values Education Activities for Children Ages 3–7*, Book 1 and Book 2, allow schools to easily plan to implement one value a month, that is, eight values a year. Peace and respect are important to children and provide a wonderful opportunity to build intrapersonal and interpersonal emotional and social skills as well as a solid basis for understanding and loving values. As the values of peace and respect provide such a rich perspective from which to view the self, others and the world, and develop the social and emotional skills to live those values, there are Peace I and Respect I units for the first year of implementation and Peace II and Respect II units for the second year.



If you are in an organization that invites people to explore and develop values for twelve months a year, simply facilitate a value a month.

Each unit takes up a different value and is designed with the wellbeing of all students in mind. The sequence of activities maximizes the path of least resistance – making the value relevant and beneficial to the child and his or her life. For example, lecturing to children about not fighting in school is an ineffective method to create peace and respect and can serve to further feelings of inadequacy or resentment of already disenfranchised students. In contrast, beginning a lesson on peace with an imagination exercise elicits the natural creativity of students. Once students develop a voice for peace they are more empowered to discuss the effects of peace – and violence. Each value unit is designed to begin with a values stimulus to create relevance or meaning.

The Living Values Education Activities resource books are arranged to present a series of concepts and skills that build sequentially. Pre-school and primary educators will easily be able to find a place for the values activities in their teaching day as they can fit into language development, literature, art or discussion time slots. As children’s backgrounds and needs vary, please feel free to adapt the activities to their needs and your style.



Values Stimulus

Each LVE Activity begins with a values stimulus. The three types of values stimuli noted in the schematic are receiving information, reflecting internally, and exploring values in the real world.

Receiving Information

This is the most traditional way of teaching values. Literature, stories and cultural information provide rich sources for exploration about values. Care is taken in the LVE Activities to provide stories about the use of holding or developing a positive value. Stories about failures because of holding an anti-value can be instructive, but are not sufficient; students feel more motivated by hearing positive examples of people succeeding with values.

Within each value unit there are reflection points which provide information about the meaning of the value being explored. The reflection points are at the beginning of every unit, and are incorporated in the lessons. “Understanding core values is essential to teaching values if students are to develop lifelong adherence to high principles (Thomas Lickona, 1993).” The reflection points are intended to be universal in nature, while holding an interdependent perspective of the importance of dignity and respect for each and every one. For example, a point in the unit on Respect is: *Respect is knowing I am unique and valuable.* Another is: *Respect is knowing others are valuable, too.* This universal perspective is important if we wish to



create a better world for all. The teacher may wish to add a few of his or her own reflection points, or use favorite sayings from the culture of the community.

Reflecting Internally – Imagining and reflective activities ask students to create their own ideas. For example, students are asked to imagine a peaceful world. Visualizing values in action makes them more relevant to students, as they find a place within where they can create that experience and think of ideas they know are their own. The process of creation, ownership, and a sense of hope are essential if students are to feel motivated about living their values. Living a particular value can become a powerful mutual purpose for children in a classroom. Little children can be excited, pleased and proud to be “peace stars.”

Reflective exercises ask children to think about their experience in relation to the value. They are also asked to reflect about different aspects at a later step within the lessons. It is important for children to be able to work as reflective learners if they are going to be able to discern and apply values most appropriately to a particular situation.

Exploring Values in the Real World – Many Living Values Education Activities use games, real situations, news or subject matter content to launch the lesson, especially in the activities books for older students. For young children, this is applicable when there



are school or local community events which concern them, such as the death of a classmate or a natural disaster. It is always good to provide a space to share their concerns and to explain the situation about which they are concerned in an age appropriate way to help them understand.

Discussion – Meaningful and validating sharing

Creating an open, respectful space for discussion is an important part of this process. Sharing is then validating. Talking about feelings in relation to values questions can clarify viewpoints and develop empathy. Discussions in a supportive environment can be healing; children who are often quiet can experience that others hold the same viewpoint. Shame can be released and/or diminished when children discover that others feel the same way. Those who bully can find out what others think about the behavior. Students who may be considered less intelligent by some often can add a caring perspective or a wise insight that has great benefit for the group. The discussion process is also a space within which negativity can be accepted and queried. When this is done with genuine respect, children often feel valued and accepted and drop their negative behaviors.

In many of the Living Values Education Activities, discussion questions are provided. Some of these are to query about feelings;



others are to open the cognitive exploration process and the generation of alternatives. Educators can use questions to delve into important emotional issues or alternative understandings. Feel free to adapt the questions to your personal style and the local usage of language.

One reason why LVE can be used in many different cultures is that the questions are open-ended. For example, “How do you give respect to your parents?” would be answered somewhat differently in different cultures, yet the desired outcome is the same. Within the activities there are only a few questions to which an absolute or “right” answer is given. The most important one is: “Is it okay to hurt others?” LVE’s answer is “no”. If a “yes” answer is given, the educator is to explain why it is not okay to hurt others. The other questions are truly open, allowing the students to discuss the values and their application in ways that are appropriate to their culture and way of life. The reflection points, however, create a standard of dignity and respect around which the activities are built.

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.

Skill Development

It is not enough to think about and discuss values, create artistically nor even to understand the effects of values. Emotional and social skills are needed to be able to apply values throughout the day. Children of today increasingly need to be able to experience the positive feelings of values, understand the effects of their behaviors and choices in relation to their own well-being, and be able to develop socially conscious decision-making skills.



Personal Social and Emotional Skills – There are a variety of intrapersonal skills taught within the LVE Activities. The Peace, Respect and Love units introduce Quietly Being exercises.

Quietly Being exercises help children enjoy “feeling” the value. Very often children do not like “having to be quiet” in school. They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests. Teachers have found that doing Quietly Being exercises helps students quiet down, be less stressed, and concentrate more successfully during lessons, in addition to feeling the value. While there may be initial resistance, usually that resistance disappears after several trials, and our experience has been that students begin to request quiet time. The ability to self-regulate one’s emotions and “de-stress” is an important skill in adapting and communicating successfully. Therapists are noting the importance of self-regulation or self-modulation, especially for children who are traumatized (Chapman, 2001). These children, among other symptoms, often have difficulty concentrating and become frightened, frustrated and/or angry quickly. Self-regulation or “self-modulation” is important in the recovery from trauma. It helps a person regain calmness more quickly when a danger signal is perceived and be able to stay more peaceful in daily life. As this happens the ability to concentrate grows again.



Other LVE Activities build an understanding of the individual's positive qualities, develop the belief that "I make a difference", enable exploring their own feelings and learning about the feelings of others and increase positive self-talk, and responsibility. Students are asked to apply those skills in a variety of ways.

Interpersonal Communication Skills – Skills for building emotional intelligence are included in the above set of activities and furthered in activities that build understanding of the roles of hurt, fear and anger and their consequences in our relationships with others. Conflict resolution skills, positive communication, cooperation games and doing projects together are other activities that build interpersonal communication skills. Conflict resolution skills are introduced during the Peace Unit and reinforced during the Respect and Love Units. During the Love Unit, children are asked to think back to when the problem began and imagine what would have happened if they had used the value of love. If they can think of how they could use the value of love they are invited to stand in a heart-shaped drawing in the classroom and share their idea. The development of cognitive skills paired with probable consequences is aimed to help children "think on their feet" when there are conflicts. In the unit on Love, children explore concepts such as "giving flowers rather than thorns." The Cooperation unit's games are fun yet also elicit social communication skills.



Combining creativity with discussion and direct instruction techniques help students become accustomed to using the new skills, such as responding to others who are name calling. This increases the likelihood that they may use their new skills.

Society, Environment and the World

It is important to help children learn to respect animals and the earth, and contribute to their well-being. Young children have a desire for things to be fair. Three to seven years is not too young to have them begin on the stepping stones toward social justice. They readily engage in seeing how individuals can make a difference and contribute toward the good.

The aim of developing social cohesion is constant throughout the material. The units on tolerance, simplicity and unity bring elements of social responsibility that are interesting and fun. Students explore the variety of cultures using the colors of a rainbow as an analogy. The unit on simplicity includes suggestions for conservation and respect for the earth. Students explore positive examples of unity, and then work together on a project of their choice.

Transfer of Learning – Integrating Values in Life

“Integrating Values in Life” refers to students applying values-based behaviors in their life – with their family, society and the environment. For example, LVE homework activities increase the



likelihood of students carrying new values behaviors into their homes. Children are asked to create special projects that exemplify different values in their class or school. Parents and businesses can be involved as resources, for example, helping students learn organic gardening or how to clean up a stream.

Students are encouraged to share their creative dramas and music with their peers.

Please do involve the children in service-learning projects. The ability to make a difference builds confidence and commitment to values.

Bringing in the Values of Your Culture

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

A variety of songs are included. However, since some of your children may not speak English, you may wish to translate the words



or use songs from your own culture or different cultures from around the world. Ask the children to create their own plays and songs. They might even want to do a skit. Perhaps older adults can tell traditional tales and teach ancient forms of music.

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

Making Values Education a Practical Reality

Step One:

A first step you may wish to do while considering the implementation of Living Values Education is inviting interested teachers and principals, or the leadership team of the organization, to reflect on and discuss the purpose of education. What values do you feel would benefit the children and the group of people with whom you work? What values do you feel are needed in society and the world? What values would you like to be part of the culture of your school or organization? Perhaps discuss the vision statement of the LVE Approach. What change would you like to see in your community and the world? What would a culture of peace, respect, love, tolerance/acceptance of all, and honesty create in your community? Perhaps define together the culture or ethos you would like to create.



“At the core of values education lies the establishment of an agreed set of principles, deeply held convictions, that underpin all aspects of a school’s life and work” (Hawkes).

Step Two:

Engage yourself and your entire faculty/all the adults in your learning community in an LVE Educator/Facilitator Workshop, to explore the kind of values-based atmosphere you would like to create, learn about skills to do such, and think about how you can make values an important, integral part of your school culture and curriculum. Plan to engage in an ongoing dialogue about values, as you make your organization one which thinks about values when making decisions about, for and with, students and teachers.

Step Three:

Find time to integrate LVE activities. Living Values Education Activities for children ages three to seven are short; 20 minutes is usually sufficient. The activities can be easily incorporated into opening time, circle time, or language arts. Values are naturally reinforced during the entire day when the whole school chooses to focus on one value and the educators are committed to a values-based atmosphere.



Implementation Details

LVE's sixteen values units are designed to allow you to easily plan values education at your site by focusing on one value a month during the school year. Book 1 includes eight values units for the first year of implementation and Book 2 includes another eight values units for implementation during the second year. A "value of focus" each month for the entire school facilitates planning for assemblies and special projects.

The universal values explored are **peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity and caring for the Earth and Her Oceans, cooperation, humility, compassion, brave and gentle, and unity.**

The "Brave and Gentle" values unit substitutes for freedom in the Living Values Education Activities books for older children. Another unit is titled "Another Value We Love". This offers activities on a few values and an invitation to educators to explore a value they feel is needed locally or nationally.

It is recommended that educators begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and Peace II and Respect II values units in Book 2 during the second year. The Quietly Being exercises and conflict resolution skills developed during the Peace I and Respect I values



units are important building blocks in creating both a values-based atmosphere and positive social skills.

This book contains at least three values activities for each week. Young people also benefit by songs and the Quietly Being exercise several times a week, or daily.

If a school is planning to begin values education with *only* two grades in a school, it is recommended that you start with the older students/higher grade levels. It is much healthier for younger students to “catch” values from older students who are benefiting from values education, than to have younger students who are into values education being bullied by older students who are not in the program. However, school-wide implementation is more effective and beneficial for all.

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.



Assemblies and Songs

If the entire school is exploring the same value for a period of time, a short assembly is often an excellent way to begin or end a values unit. A few teachers could create the first program. After that, different classes of children could take turns doing a song and a skit. Or, the Principal may wish to tell a story and involve a few children from the audience.

Is there a recommended order of values units?

We suggest following the Peace Unit with the values units on respect, love and tolerance/acceptance. The lessons found in the units on peace and respect contain valuable intrapersonal and interpersonal social skills. The quietly being exercises and conflict resolution skills developed during these lessons are important building blocks in creating a values-based atmosphere. If students are able to solve their own conflicts, peacefully and respectfully, there is much more time for teaching.

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.

Share Your Values Creations with the World!

Adults and children using Living Values Education are invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values Education web site. Visit www.livingvalues.net. Or send in your contribution to the nearest LVE Associate or Focal Point.

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**





Values Appendix to Book 1 Ages 3 - 7

Item 1: Peace

The Magic of Peace and Respect Puppet Theatre Script

By Deborah Burnham and Shivalaya D'Alessio

to support children and/or parents learning conflict resolution

INTRODUCER: Do you know how to settle upsets in a way that is full of love and respect? I'll give you a hint. It involves using words to say how you feel and listening very carefully to each other! People who care about peace learn how to solve conflicts. People who care about peace have the courage to come up with solutions.

We are about to peek in on a typical day in the home of five-year old Cindy and seven-year old Pam who live with their Dad. They are all in the back yard when . . .

(The Dad puppets walks on stage carrying a ladder. He stops and turns around to listen to the voices of his daughters, off stage.)

CINDY: Ouch! (off stage) Why did you do that?! Waaah . . .
Daaad.

PAM: What!?!



DAD: (Dad sets down the ladder and opens his arms as Cindy runs up to him on stage. Holds the crying girl and pats her head.)

PAM: (Hurrying toward them.) I didn't do anything!

CINDY: WaaAAHH!

PAM: We were just playing tether ball . . . and . . .

DAD: You girls seem upset. Do you want some help? Are you willing to work on a solution?

CINDY: YESSSS!

PAM: Yuh, I guess so.

DAD: Okay, let's sit down under this tree. (all move together) I am going to start by asking Cindy a question. (Turning to look at Pam) While she answers, please look at her and listen carefully. Then I will ask you to repeat to her what she said. Next I will ask you the same question. (Turning to look at Cindy) While Pam answers, please look at her and listen carefully. Then I will ask you to repeat back to her what she just said. Do you both understand?

CINDY: Uh, huh. (nodding her head yes)

PAM: Yes.

DAD: Cindy, would you start by telling your sister how you feel right now?

CINDY: Sore and very sad that you wanted to hurt me. . . . I am afraid you don't love me anymore. (as she rubs her tummy and wipes away a tear)



DAD: Good sharing how you feel, Cindy. Pam, tell her what you heard her say.

PAM: (Looking at Cindy) You said you feel sore and sad that I wanted to hurt you, but I . . .

DAD: (interrupting) Finish telling your sister what she said.

PAM: You are afraid I don't love you anymore. Wow, that is so not true. (turns to look at Dad)

DAD: (interrupting) Okay, good listening, Pam, and remember this is your turn simply to repeat what you heard Cindy say. Now, Pam, please tell Cindy how you are feeling.

PAM: (Looking at Dad) Well, I guess I feel worried. . . .

DAD: (gesturing toward Cindy) Please look at her and tell her, not me.

PAM: (Turning to look at Cindy) Yeah, I feel worried. You got so upset and stopped our game. (tenderly) And I feel confused. You know I could never stop loving you. . . .

CINDY: (sits up straighter)

DAD: (Looking at Cindy) Now, Cindy, please tell her what you heard her say.

CINDY: You feel disappointed cause I got upset and stopped our game . . . and you could never stop loving me. (happily)

DAD: Great listening, Cindy. Now, I have another question for you. What would you like Pam to do?

CINDY: I want her to be . . .

DAD: (interrupting) Remember to say it to Pam, Cindy.



CINDY: Oh, yeah. (to Pam) I want you to be kind and careful when we play.

DAD: Pam, please tell Cindy what she just said to you.

PAM: (looking at Cindy) You want me to be kind and careful when we play. I guess I was very excited playing tetherball. I didn't mean to hit the ball at you so hard.

DAD: Now, Pam, please tell Cindy what you don't want her to do.

PAM: (looking at Cindy) I don't want you to stop playing with me. . . ever!

DAD: Cindy, please tell Pam what you heard her say.

CINDY: (looking at Pam) You don't want me to stop playing with you . . . ever! (Cindy gives Pam a big hug and buries her head in Pam's shoulder.)

DAD: Wonderful work, girls. Now here is where it gets fun. Cindy, tell what you would like her to do?

CINDY: Pam, I want you to always love me.

DAD: Pam, what did Cindy just say?

PAM: (to Cindy) You want me to always love you!

CINDY: (Nodding vigorously.) Yea!

DAD: Pam, tell Cindy what you would like her to do?

PAM: (to Cindy) I always really love you and if you're not sure someday, ask me for a hug.

DAD: Cindy, what did she say?



CINDY: (to Pam) You always, REALLY love me and I can ask you for a hug anytime I'm not feeling sure about it.

DAD: (standing up) Girls, can you both agree to do what your sister said she would like you to do for the rest of the morning?

PAM: (jumping to her feet) For sure!

CINDY: (jumping to her feet) YES, Pam you are the best sister. (Cindy high fives Pam)

DAD: I just love seeing your courage and your focus as you work out of your upset! Let's share how the morning went at lunch. OK? Now, go enjoy your game.

GIRLS: Okay, Dad. Thanks, Dad.

CINDY: It's my serve! (Girls run off stage together.)

GIRLS: (return to stage)

ALL: (bow right, left and center, then drop behind the stage)

INTRODUCER, if parents are the audience: We CAN create win-win solutions. We CAN develop communication and thinking skills that move children from conflict to peace! Here is a way to take the adult out of the unenviable position of playing judge and to place them in the position of being a loving, peaceful caregiver. Who would really like to do that? This handout reviews the process you just saw that is great with young children. We would love to have you come to an LVE parenting group if you would like to discuss and practice these skills and more.



Item 2: Tolerance/Appreciation

Who can I play with?

By Tea Lobjanidze

The little rabbit was alone all morning and got bored.

“It’s so nice to play with a friend. I’m tired of being alone,” thought the little rabbit. And off he went to find a friend.

The little rabbit walked for a while and met a little mouse.

“Come play with me,” said the little mouse. “I am alone, too, like you and I am bored. What did you say? Do you want to play with me?!”

“You are small and cannot jump like me. We do not look alike! I would play with you if you were a rabbit, but you are not!” said the little rabbit and continued on his way.

The little rabbit walked for a while and met an ant.

“Come play with me, I am alone and bored,” said the ant.

“What did you say? You want to play with me?” said the rabbit.

“You are so little I can hardly see you. Even a grass stalk is taller than you, and you cannot jump like me. We do not look alike at all! I would play with you if you were a rabbit, but you are not!” said the little rabbit and continued on his way.

The little rabbit walked for a while and met a turtle.

“Come play with me, I am alone and bored,” said the turtle.



“What did you say? You want to play with me? You walk so slowly that playing with you would be even more boring, I will get tired of waiting for you, and you cannot jump like me. We do not look alike at all! I would play with you if you were a rabbit, but you are not!” said the little rabbit and continued on his way.

The little rabbit walked for a while and met an elephant.

“Come play with me, I am alone and bored,” said the elephant.

“What did you say? You want to play with me? I am looking for a friend as beautiful and elegant as I am. You have a long nose and you are fat! You cannot jump like me. We do not look alike at all! I would play with you if you were a rabbit, but you are not!” said the little rabbit and continued on his way.

The little rabbit walked and walked around the forest, but could not find a friend that looked like him. Right when he was going to have a rest in the shadow under a tree, he fell into a hole dug by a hunter. The hole was covered with grass and the little rabbit did not notice the danger.

The little rabbit tried hard to get out from the hole. He jumped and jumped, trying his best to get out of the hole, but it was too deep and he could not. The little rabbit got scared and started crying.

The ant heard the rabbit crying and came to the hole. He crawled part of the way down the hole. “Why are you crying?” asked the ant.

“What are you doing here? the little rabbit asked, surprised.



“I go into this hole quite often to collect food,” answered the ant.

“I will never get out of this hole! A hunter will come soon. He will catch me, roast and eat me,” said the little rabbit.

“Don’t be afraid little rabbit, I will help you!” the ant said to the little rabbit.

Though the ant was smaller than a grass stalk and did not know how to jump, he got out of the hole quite easily.

The ant went to the little mouse and told him what had happened to the little rabbit.

“If we do not hurry up, soon the hunter will come, catch the little rabbit, roast and eat him!” said the ant.

The little mouse pitied the rabbit and went to the turtle to ask for help.

“If we do not hurry up, soon the hunter will come, catch the little rabbit, roast and eat him!” said the mouse.

The turtle pitied the little rabbit and went to his neighbor the elephant to ask for help, but the elephant was not at home.

He probably went to the river for a swim! thought the turtle and went towards the river. The elephant was cooling off in the river.

The turtle told the elephant that the little rabbit was in trouble. “If we do not hurry up, soon the hunter will come, he will catch the little rabbit, roast and eat him!” said the turtle.

The elephant was kind. “I will help,” he told the turtle.



The elephant, turtle, mouse and ant all went to the hole that the little rabbit had fallen into. The elephant put his long trunk into the hole, picked the little rabbit and pulled him out of the hole. “Thank you, thank you, thank you!” said the little rabbit. Then he hung down his head. He was ashamed of what he had said before. He looked at the elephant, turtle, mouse and ant. “I am so sorry! Please forgive me! If you did not help me, the hunter would have taken me home and made a tasty meal out of me. Being friends with only rabbits is not interesting at all,” said the little rabbit.

“We are all very different from each other,” the animals agreed. “It’s wonderful that we are different,” said the rabbit. And it’s good that we are together! And the happy little rabbit invited his new friends to his house for dinner.

From that day the ant, the mouse, the turtle, the elephant and the little rabbit enjoyed playing with each other.



Item 3: Happiness

A story for children ages three and four

What shall I give to Nini?

By Tea Lobjanidze

Today is Nini's birthday! I do not have a gift, what shall I do? What shall I give to Nini? thought Lali. She set off to find a present.

After a while she met a kitten.

"Kitty, kitty, will you come with me to Nini's birthday? I want to make her happy! asked the Lali. "It would be a nice present for her to meet you."

"I can't go with you today," said the kitten.

Saddened, Lali continued on her way. She walked for a while and met a turtle.

"Turtle, turtle, will you come with me to Nini's birthday? I want to make her happy!"

"No," said the turtle, "I can't go with you. I am going to the river to have a swim. My friends are waiting for me there."

Saddened, Lali set off to the park. By the lake, flowers were growing. Lali sat down in the flowers and went deep into her thoughts. What can I do? she wondered. Suddenly she noticed a ladybird bug on a flower.



The ladybird was slowly moving along the stalk of the flower. Lali touched the ladybird with her finger.

“Do not crush me!” the ladybird cried. She quickly spread her wings and flew away.

“Wait for me! cried the little girl. “Please make my one wish come true!” The girl ran after the ladybird.

The ladybird turned around and landed on Lali’s nose with her little feet.

“What did you say?” asked the ladybird. “I love making dreams come true. But, I crawl slowly, so do not push me with your finger or I shall fly away again!”

“I’m sorry I scared you. I thought I would help you walk up the flower stalk. Please do not fly away. Please help me make my wish come true.”

“What is your wish?” asked the ladybird.

“Today I am going to my friend Nini’s birthday. I want to make her happy. Please come with me.

“What will I do there? the ladybird asked, surprised.

“We will all dance together, sing, play with balloons and drink lemonade! Lali said.

“But I don’t drink lemonade,” said the puzzled ladybird.

“You will be Nini’s birthday surprise! You and I together will congratulate her on her birthday.

“I will come with you if you promise me two things!”

“What?” asked Lali.



“You have to invite my friends. I will come if you invite my friends and if the party is outside! Does your friend have rose bushes?”

Lila nodded her head yes and gave the little ladybird a big smile. The ladybird flew away. When she returned, suddenly there were a lot of tiny ladybirds in the field.

“Come! Would you all like to sit on my palm? Then we can go together! said Lali.

The group of ladybirds sat on Lali’s palm like tiny dots.

The ladybirds sang, “We are all going to Nini’s birthday! We shall all congratulate her with her birthday!

Lali set off to Nini’s, with all the ladybirds sitting on her palm.

Nini’s house was at the end of the road. Lali came to the house and knocked on the door, hiding the ladybirds behind her back.

Nini’s mother led Lali to the back garden with the pretty rose bushes. “Happy birthday, Nini,” said Lali, then she opened her palm and a group of ladybirds flew out. “Awesome! I have

never seen so many ladybirds together!” Nini was amazed and she embraced Lali. “Happy birthday to you! sang the ladybirds.

The ladybirds started fluttering. They sat on Nini’s shoulders and hair, adorning her, before happily going to sit on the rose bushes.

The children enjoyed the lemonade, the cake, and counting the ladybirds on every rose bush! They all had so much fun together at Nini’s birthday.



Item 4: Happiness

A story for children ages five through seven

Billy the Bully

By John McConnel

Billy was a bully. He was selfish and uncaring and did not think of anyone but himself. He bullied his parents when he wanted an expensive pair of sneakers or a cool new video game. He bullied the other children in school, demanding sweets and money in return for his “protection”. He was cheeky to his teachers and often did not do his lessons. And because people were afraid of him, they disliked him, and that made Billy even more miserable and quarrelsome.

One day when Billy was chasing some boys down the street, he ran smack into Mrs. Johnson and knocked her to the ground. Mrs. Johnson, a frail and elderly woman, was on her way home with a bag of groceries. As she fell to the ground, all of her groceries spilled out – milk splattered and apples rolled every which way. At first, Billy charged onward, ignoring the mess he had made. However, when Billy glanced backward, he noticed something about the way Mrs. Johnson picked herself up off the ground that made him stop and walk back to help her.

Mrs. Johnson didn't shout or cry. Instead, she smiled at him and said, “You must be in quite a hurry!” Billy was surprised by her



cool attitude and found himself apologizing to her and helping her gather her scattered groceries. Her warmth and gentleness reminded him of his grandmother, who had died when he was a very little boy. He offered to carry her bag, and she gratefully accepted.

Mrs. Johnson lived in a small house, which was clean and tidy but needed some fixing up. The garden had grown into a jungle. Because Mrs. Johnson had arthritis, she was no longer able to bend down and pull the weeds or mow the lawn. She invited Billy to stay for a cup of cinnamon tea and a piece of homemade cake. “Okay,” he said shyly, as he looked around to make sure no one was watching. He was afraid one of his classmates would see him and think that he had gone soft.

Mrs. Johnson introduced him to Skippy, her friendly little dog, and to Tiger, her fat fluffy cat. Before long, Billy was thoroughly enjoying himself, playing with Skippy and Tiger and talking with Mrs. Johnson as if she were his own grandmother. When it was time to leave, Billy was sorry he had to go. This was one of the nicest times he had had in a long time. He tried to think of reasons to stay. Mrs. Johnson also seemed to be thinking as she watched him fumble with his shoestrings. She finally asked, “Would you like to come and visit us again, Billy?”

“Yes. I’d like that,” said Billy softly.

As he looked up, Mrs. Johnson’s eyes seemed to radiate love and kindness. “You can come by any time, dear,” said Mrs. Johnson.



“Thanks,” said Billy, and off he strolled with a smile on his face and a warm glow in his heart. For the first time in longer than he could remember, Billy felt truly happy. For some reason, he felt like singing and being nice to everyone. He even found himself smiling and waving at his arch rival, Wayne, who was passing by the other side of the road. At first, Wayne seemed a bit startled, but then smiled back at Billy.



Billy returned to see Mrs. Johnson the next day and the next day after that. Soon his visits became part of his daily routine. He would pop in on his way to school to say “good morning” and to take Skippy for a walk around the block. Mrs. Johnson and Skippy even began to wait for him on the front porch. As Billy approached, Mrs. Johnson would always smile in her warm way and Skippy would bark eagerly. On his way home from school, Billy would stop by to play with Skippy and Tiger and to have a chat with Mrs. Johnson. He would run small errands for her as well. Nothing was too much trouble, as it gave him great joy to help Mrs. Johnson, and she always appreciated his efforts. Over time, he transformed her garden into one of the prettiest in the neighborhood. He was always careful to listen to suggestions and comments.

The more Billy helped Mrs. Johnson, the happier he felt, and the more he wanted to help others. This happy feeling seemed to bubble up inside him and flow outward. He could hardly contain it. He felt so filled with happiness inside that he wanted to “give it away,” to share it with others. Billy even started helping out at home, much to his parents’ surprise. At school, he stopped his bullying ways and showed himself to be kind, caring, and thoughtful. Eventually, he gained everyone’s trust, respect, and love. He became an example to many. In giving to others, Billy had found a key to happiness.



Item 5: Happiness

Live Your Life

A skit about the effects of Social Media to share with parents

By Dina Eidan

The following skit can be done by parents for other parents or by child actors in the role of adults at a values day or a parent and teacher meeting. Four actresses, one actor and a narrator will be needed.

NARRATOR: It was a beautiful Spring Day – a perfect day to enjoy the simple outdoors. Nada (the child appears on stage) was very excited and anxious to go out and play. She ran to her mum who was sitting on the park bench.

“Mum, mum . . . Look at my picture”, she said.

Mum was too busy looking at her mobile phone and ignored her daughter.

Mum replied: “Send me an email.”

“Mum. Mum,” continued Nada, “But you’re right here!”

Nada continued speaking to herself: “Oh!” I just knew it! Never time for me . . . always on the phone!”

Poor Nada was so disappointed. She looked at her teacher who was sitting next to her mum.



“Hello Ms Maria”, she said to her teacher. But there was no response.

It’s not surprising. She had one eye on her laptop and one on her i-pad and was checking her phone in-between time!

Nada tugged at her teacher to get her attention, but this only caused her teacher to get angry!

Nada knew it was no use. She just sat down in the grass.

A few minutes later when along came her dad. All his concentration was on his phone as he passed his daughter without even a glance and sat on the bench.

Nada was so happy to see her dad. She immediately jumped up and ran to him. His face was blank as he stared into his phone. He couldn’t be bothered to even look at Nada for more than a second.

Well, Nada knew exactly what to do. She went to her Grandma. As soon as Nada asked her grandmother to look at her picture, there was no hesitation. Grandma gave her a big smile and she talked about all the details of Nada’s lovely picture.

“Let’s see what else we can do today,” said Grandma. “We could blow bubbles, play ball or read a story.”

And that’s exactly what they did!

“Look, Granny! Come and look at these ants . . . aren’t they amazing?”

Grandma never hesitated to do anything Nada wanted to do, or look at anything Nada wanted her to see.



“Yes, they are amazing, dear!” said Grandma.

It wasn’t long before laughter came roaring from Nada and her grandmother. It actually got her mother’s attention, who joined them and also began to laugh. That had a domino effect on her teacher and father, who also joined in. It wasn’t long before they all were playing a game of catch. Afterwards read a story together.

End Piece:

Keep this in mind!

You can’t upload love – You can’t download time!

You can’t Google all of life’s answers!

You must actually live some of your life!

Consider closing the play with everyone singing “It’s a Wonderful World”.



Item 6: All Values

Quietly Being Exercises

Peace Star Quietly Being Exercise

For a few moments, think of the stars and imagine yourselves to be like them . . . quiet and peaceful. . . . Let the body be still. . . . Relax your toes and legs . . . relax your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . You are a peace star. . . . What color of peace do you shine with today? . . . Perhaps with a rose color that has a feeling of being safe and loved . . . perhaps a blue color that shines a light of kindness and courage. . . . Or perhaps are like a yellow peace star that shines with the light of peace and happiness. . . . We are peace stars . . . still . . . full . . . relaxed and peaceful. . . . Whenever you want to feel peaceful inside, you can become very still and quiet inside and remember that you are a peace star. . . . Slowly take a big breath in . . . and now slowly breathe out. . . . Wiggle your toes . . . and now look around and let yourself shine silently with peace for just a moment.

Quietly Being Peace Exercise

As you allow your body to be still, take in a deep breath, and breathe in peace. . . . Breathe out. . . . Let yourself sense how your



body feels . . . and how you are feeling. . . . Breathe in peace. . . .
Breathe out any worries Breathe in peace. . . . Let your body
relax . . . and let all your muscles enjoy the feeling of peace . . . of
feeling relaxed and safe. . . . Let your muscles relax more . . . and
enjoy the feeling of peace as you slowly breathe in . . and out. . . .
If you like, imagine yourself in a very peaceful place . . . perhaps
sitting under a tree, looking at the sky . . . or lying in the grass
watching the clouds . . . or being by the ocean . . . or in a meadow.
. . . (Pause for a 20 seconds.) As you imagine being in a peaceful
place . . . absorb more peace. . . . You are naturally peaceful . . .
still. . . . Now surround the self with love . . . surround the self
with peace. . . . You are valuable . . . you are part of creating a
peace. . . . Now bring your attention back to this place. . . .
Wiggle your toes . . . move your shoulders . . . and enjoy being
alert and full of peace. . . .

Respect Star Quietly Being Exercise

For a few moments, be very still. . . . Relax your toes and legs . . .
relax your stomach . . . and your shoulders. . . . Relax your arms . . .
. and your face. . . . The Respect Star knows each person brings
special qualities to the world . . . You are a beautiful peace star . . .
you are lovable and capable . . . you are who you are. . . . You are
unique and valuable. . . . Enjoy the feeling of respect inside
Each person has special qualities. . . . Perhaps you are courageous



and kind . . . perhaps you are friendly and helpful . . . perhaps you are honest and responsible . . . perhaps you give happiness. . . . You are all stars of peace that are lovable and capable. . . . Let yourself be quiet and peaceful inside. . . . Whenever you want to feel especially good inside, be very still . . . and remember you are a star full of peace, a star full of respect.

Flowers of Respect Quietly Being Exercise

Sit comfortably and let your body relax. . . . Breathe in slowly and let yourself enjoy being all still inside. . . . Wiggle your toes and let your feet relax. . . . Take another big breath . . . and let your shoulders go up . . . and down . . . and relax. . . . Breathe in slowly . . . and enjoy getting all still inside. . . . Now in your mind, picture a flower. . . . Imagine the color . . . and shape. . . . Enjoy how pretty it is. . . . Each person is like a flower. . . . Each one of us is unique . . . we are all naturally good inside. . . . Picture a garden around you now with different kinds of flowers . . . of many colors. . . . Maybe some are blue and others are pink, maybe some are yellow or purple or red. . . . All of them are beautiful. . . . some may be tall with pointed petals, some with rounded petals, some are big and others little. . . . Each one of us is like a beautiful flower. . . . Each adds beauty to the garden. . . . All are important. . . . Together they form the garden. . . .



Each flower has respect for itself. . . and respect for all the other flowers. . . . Now take in a slow happy breath . . . and bring your attention back here.

Filling Up with Love Quietly Being Exercise

“Everyone sit comfortably and let yourself be still inside . . . Let’s pretend there is a soft rose-colored circle of light all around us. . . . That rose light is full of love. . . . That love is so soft and light and safe. . . . That light reminds the light inside of me that it’s full of love, too. . . . I tune into that rose light inside me and enjoy the fullness of the love. . . . I am me. . . . I am naturally full of love. . . . I tune into the beauty inside myself. . . . This rose light of love is always there. . . . Whenever I want to feel more love inside, I can tune into that factory of love inside and make lots more.”

Sending Love to the Birds and Animals, A Quietly Being Exercise

Sit comfortably and let yourself be still inside. . . . Let all your muscles relax. . . . Let’s pretend there is a soft rose-colored circle of light all around us. . . . That rose light is full of love. . . . This love is so soft and safe . . . the light reminds me that I am full of love inside. . . . Let yourself feel that rose light inside . . . be very still and think . . . I am me . . . I am naturally full of love. . . . That love naturally goes outward to the birds in the trees . . . and the birds flying in the sky . . . and to the animals large and small. . . .



I am one who gives love and respect . . . I am one who has love and respect for animals. . . . I know how to be gentle. . . .

Whenever I want to feel love inside, I can tune into the factory of love inside me and make lots more. . . . Now be aware of where you are sitting and bring your attention back to this room.

Sending Love and Peace to the Earth, A Quietly Being Exercise

Everyone, please sit comfortably and let yourself be still inside. . . . Take in a big deep breath . . . and as you breathe out, relax your feet and your tummy and your shoulders. . . . Take in another big deep breath . . . and relax all your muscles. . . . Now let the light of peace surround you . . . breath in the light of peace. . . . This peace is quiet and safe . . . it reminds me that I am full of peace and love inside. . . . Let yourself be very still and think . . . I am me . . . I am naturally full of peace and love. . . . When I am full of love it naturally goes outward to the birds in the trees . . . and the birds flying in the sky . . . and to the animals large and small. . . . I am one who gives love and peace . . . I let myself be full of peace . . . and that peace naturally goes outward to the Earth . . . to the rivers and ocean . . . to the trees and the meadows . . . to the mountains and the sky. . . . I am full of peace. . . . I picture the light of peace all around the Earth. . . . Now be aware of where you are . . . wiggle your toes . . . and bring your attention back to this room.



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