



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children Ages 3-7 - Unit 5 - Honesty

For Educators and Parents Everywhere

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

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

Unit 5. Honesty, 1

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

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

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VALUES ACTIVITIES IN THIS BOOKLET SERIES

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

A note from the author

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

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

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

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

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

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

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

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

Diane G. Tillman

SETTING THE CONTEXT

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

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

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

The Need for Values and Values Education

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

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

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

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

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

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

LVE's Purpose and Aims

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

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

The aims are:

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

The Living Values Education Approach

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

Vision Statement

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

Core Principles

Living Values Education is based on the following core principles:

On the learning and teaching environment

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

On the teaching of values

5. The development of a values-based learning environment is an

integral part of values education, not an optional extra.

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

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

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

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. T

The lessons can be done in a classroom

Exploring and Developing Values

Teaching Values

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

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

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

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

Three Core Assumptions

LVE resource materials are built on three assumptions. The first assumption is

drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person"*

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

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

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

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

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

Real Learning Comes Alive in a Values-Based Atmosphere

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

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

Modeling the Values from the Inside

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

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

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

Skills for Creating a Values-based Atmosphere

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

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

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

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

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

Bringing in the Values of Your Culture

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

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

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

Please begin with the Peace Unit!

Beginning with the Peace Unit is always recommended. Young people are often concerned about peace – even at such a young age. At the beginning of the unit, facilitators are asked to engage them in imagining

a peaceful world. This allows children to look inside themselves and explore what they would like their world to be like. After a visualization, they are asked to express their ideas verbally and artistically. The opportunity to explore what they would like in the world creates interest and happiness.

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

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

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

Wonderful practices daily . . .

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

Quietly Being Exercises. Do a Quietly Being exercise once a day. Initially you may wish to alternate daily between the *Peace Star*

exercise and the *Respect Star* exercise. After the class has completed the Love unit, do the *Filling Up With Love* exercise every third lesson. For your convenience, these exercises are also in the Appendix. As the values lessons proceed, other exercises are introduced — and perhaps

the children would like to make up some of their own.

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

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

Adapt the Level of Language to Different Ages

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

Creative Expression

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

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

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

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. As this happens the ability to concentrate grows again.

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

Annual Evaluation

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



UNIT FIVE: HONESTY

Honesty Lessons

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

For five- through seven-year olds, the teacher can choose to use some of the words and sentences as content for reading, spelling, and writing. As the students continue with the unit, they can create their own Honesty Points. They can then draw or write those, or make up short stories.

Honesty Reflection Points

- ◆ Honesty is telling what really happened.
- ◆ Honesty is telling the truth.
- ◆ Honesty is when you don't tell a lie and you don't cheat.
- ◆ Honesty is keeping your promises.
- ◆ When I feel honest, I feel clear inside.
- ◆ When I am honest, I can learn and help others learn to be giving.
- ◆ The heart of honesty is fairness.
- ◆ Honesty creates trust.

Honesty Unit Goals and Objectives

Goal: To increase appreciation of honesty.

Objectives:

- To become aware of an example of being rewarded for honesty by hearing and/or acting out the story, “The Emperor and the Flower Seed.”
- To talk or draw about feelings when someone breaks a promise.

Goal: To increase understanding about honesty.

Objectives:

- To talk about one of the Honesty Points, such as honesty means telling the truth or honesty means telling what really happened.
- To be able to distinguish between telling the truth and not telling the truth when the adult demonstrates by saying what he or she is doing with an object.
- To participate in a discussion after playing the Croak or Buzz game to explore how cheating would ruin the game.
- To think about how they would feel if there were half the number of cookies as children in the room and how they would like them distributed; to hear that honesty is being fair and greedy is being unfair.
- To understand that being sneaky is part of dishonesty after hearing “Jade and the Giant” story.
- To think about honesty as being true to oneself and to answer the question: What qualities or values make me feel true to myself?

Goal: To build honesty skills.

Objectives:

- To have fun practicing telling the truth with body movements; for ages five to seven to tell the truth about the movement they just did after they did it.
- To participate in a discussion about why people sometimes don’t tell the truth, the consequences when we don’t tell the truth, and how telling the truth takes one minute of courage; to practice telling only the truth for one morning.
- To play a game in the classroom in which the children find a drawing of someone’s favorite toy, report it missing, and

return it to the owner.

- To tell a real story or share something that really happened when interviewed on the pretend television.

HONESTY LESSON 1

A Mirror

Begin with a song.

Discuss/Share

Introduce: “In the next few weeks, we’re going to learn about honesty.”

Ask, accepting their responses.

- Who can tell me about honesty?

Share the Honesty Reflection Points:

- ◆ Honesty is telling the truth.
- ◆ Honesty is telling what really happened.
- Say, “I’m going to do a few things, and then tell you the truth about what I did.”

Model several actions, telling the children what you did after each one. For example:

Pick up two blocks and say, “I picked up two blocks.”

Pick up a doll and say, “I picked up the doll.”

Say, “My name is ____.”

Hug Maria and say, “I hugged Maria.”

- Tell the class what honesty means again — telling what really happened, telling the truth.

Practice in pairs: Ask each child to practice the same thing with a partner.

- Tell the children that not being honest means not telling the truth, not telling what really happened. “I’m going to do something, and not tell you the truth about what I did.”

Demonstrate:

For example, pick up a book and say, “I picked up a table.”

Ask:

- Did I tell the truth?

Pick up a doll and say, “I picked up a truck.”

Ask:

- Did I tell the truth?
- Tell the class what honesty means again — telling what really happened, telling the truth.

Activity

Three and Four Activity: *Practice Telling the Truth with a Mirror.* Little children, ages three and four, like this game. Provide a mirror. Describe the arm movements you are making, and what you see when you look in the mirror. Allow the children to do the same. This allows language development as well as a lesson on what honesty means.

— Contributed by Encarnación Royo Costa

Five to Seven Activity:

Step 1. Have fun practicing telling the truth with body movements. Lead by telling them what you are going to do and asking them to do the same. Move your arms, skip in place, turn in circles, etc.

Step 2. Then say “I’m not going to be honest now,” and say something about what you are going to do with body movement and do the opposite.

Step 3. Return to telling the truth about your body movements and then ask the children to tell you the truth about what they did just after you do it.

Step 4. Invite children to take turns leading the class in movement.

Close with a Quietly Being Exercise.

HONESTY LESSON 2
A Reward for Honesty

Begin with a song.

Please read the following story to the children. There are many versions of this ancient tale. The original author is unknown.

Share a Story: The Emperor and the Flower Seeds

Long ago, in this very kingdom, 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 from here, 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 thought.

There then came 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 flowerpot 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 the story, asking comprehension questions.

Activity

Arrange for the children to make props for acting out the story, such as a crown for the king, a pot for Serena, a little box, and flowers.

Close with a Quietly Being Exercise.

HONESTY LESSON 3

Acting Out “The Emperor and the Flower Seeds”

Begin with a song.

Activity

Re-tell “The Emperor and the Flower Seeds” story, and as you do so, allow half the class to act it out. Re-tell the story, and as you do so, allow the other half of the class to act it out.

Close with a Quietly Being Exercise.

HONESTY LESSON 4

Croak or Buzz – An Honesty Game

Begin with a song.

Activity

Step 1. In an open area, gather the students.

Step 2. To determine the “It”, the teacher can invite the students to draw from the rolled papers prepared. One of these papers has a different color and whoever picks it will be the “It”.

Step 3. The “It” plays the role of the frog and the other players play the role of the bees. The bees are to make a “Buzz sound” and the frogs are to make a “Croak sound”.

The rule for the game is: The bees are to run around and the frog is to attempt to catch them. A bee touched by the “It” frog will turn into a frog and is to then produce the croaking sound. The last bee to

become a frog is the winner and will choose the next “It”.

Discuss/Share

Ask:

- What did you feel during the activity?
- What did you learn being an “It”? Being a bee?
- What value/s did you learn about?

Honesty Reflection Point:

◆ Honesty is when you don’t tell a lie and you don’t cheat.

Ask:

- Were you tempted to keep buzzing when the “It” touched you? Why would that ruin the game?
- Is there anything else you would like to share?

*— Contributed by Jyza Johanne Quijano, Jeverlyn Mangkikis
and May Evelyn Catingub*

HONESTY LESSON 5

Stories

Begin with a song.

Tell your favorite story about honesty — perhaps reading from a children’s book, or recounting a personal story from your childhood.

Discuss

Honesty Reflection Points:

- ◆ Honesty is telling the truth.
- ◆ Honesty is keeping your promises.

Ask:

- Do you like it when someone tells the truth? One example of telling the truth is keeping your promises. I want you to think of someone who always tells the truth. How do you feel about him or her?

Say, “When people tell the truth and are honest, we feel we can trust them. That feels good.”

Ask:

- Do you know someone who does not tell the truth?
- How do you feel when someone breaks a promise?

If they share stories about people breaking their promises, acknowledge their feelings, such as, “Yes, it is very disappointing when people don’t keep their promises.”

Note to Educator: If some of the children share stories about parents not keeping promises, you may wish to say: “Sometimes adults forget how important it is to keep promises to children. Parents love their children very much — sometimes they forget to keep their promises because they are so busy thinking about other things.”

Activity

Draw a picture about something they talked about.
Close with a Quietly Being Exercise.

HONESTY LESSON 6 and 7

Only the Truth Is Spoken Here

Begin with a song.

Conduct a daily interview for two days, using an imaginary television — a cardboard frame is usually sufficient. Write “Only the Truth is Spoken Here” above the area where the interview takes place. Initially, the teacher can act as the interviewer. Later, as the children observe how interviewing is done, they can take turns as the interviewer. The children can bring in something to share for the interview, or the teacher can ask simple questions.

— *Contributed by Dominique Ache*

Note to Educator: If you are working with four- and five-year olds who are having difficulty distinguishing between “real” and “pretend,” you may wish to tell a couple real versus pretend stories. Make your pretend stories very obvious, and then ask them, “Was that real or pretend?” For example, “One day I was walking down the street and I saw Mohammed and his mother” versus “One day I was walking down the street, and all of a sudden I saw a big green foot! It was as big as a house!”

Close with a Quietly Being Exercise.

HONESTY LESSON 8

One Minute of Courage

Begin with a song.

Only do this unit if there are children in the group who are having difficulty with honesty and they are five years or older. Be light about this topic, and remember that developmentally most children do not have a firm grasp on the difference between reality and fantasy until they are about four or five years old.

Start by bringing up for discussion why people sometimes do not tell the truth. “We’ve been talking about honesty.”

Ask:

- Why do you think people sometimes don’t tell the truth?

Say, “Yes, often it is because they don’t want to get in trouble or because they don’t want somebody to get mad at them or be disappointed in them. We all want people to love us. It sounds like that is what happens with us sometimes, too. . . . So, we sometimes try to hide what happened so we don’t get in trouble and so they don’t get mad or disappointed.”

Ask:

- But what happens when people find out we lied?

Say, "Yes, that's right. They get even more angry and more disappointed, and we get in even more trouble. And although adults 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:

- Do we want people to trust us?

Say, "It's important to tell the truth so that our relationship has trust. When there's lots of truth in the relationship, we feel safe and very loved. But, it sometimes takes courage to tell the truth when, for instance, something goes wrong, or when we did something we weren't supposed to do, or when we didn't do something we were supposed to do. But let's see if we can practice telling the truth all morning."

Check in with the children at lunch and ask them to continue practicing the rest of the day. Positively reinforce their efforts. If a child looks like he or she is not going to tell the truth, use the reminder, "One minute of courage . . ."

Activity

Invite the children to draw a picture or write a story about their own experiences. They could also make up simple poems about honesty.

For example:

I am honest,

I am true.

When I'm

not,

I am blue.

Close with a Quietly Being Exercise.

HONESTY LESSON 9

Lost and Found

Begin with the song “Friends Make the World Go Round” or another one of your choice.

Discuss/Share

- How would you feel if you lost your favorite toy?
- How would you feel if someone found your toy 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 your money and returned it to you?
- How would you feel if someone stole your favorite toy?

Acknowledge the children’s feelings and responses.

Acknowledge that it is not nice for someone to do that.

Say, “Some people are not honest. 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.”

Activity

Step 1. Say, “Let’s have a lost-and-found game today.” Instruct each child to make a picture of his or her favorite toy on a colored piece of paper.

Step 2. Play a game in the classroom in which half the children close their eyes while the other half hides their colored piece of paper.

Step 3. The children who had their eyes closed now open their eyes and search the room to find one of the hidden drawings. As each one finds a drawing, he or she is to come up to the teacher and say, “Teacher, look what I found!”

Step 4. The teacher can thank each child and then ask the class whose it is. The “finder” can then hand it to the owner. (Encourage the owner to thank the “finder”.)

Step 5. Ask the children if they would rather have someone find their toy and keep it. Enjoy their responses.

Step 6. Invite the other half of the class to do the same game.

Discuss the following Honesty Points:

- ◆ When I feel honest, I feel clear inside.
- ◆ When I am honest, I can learn and help others learn to be giving.
- ◆ The heart of honesty is fairness.

Close with a Quietly Being Exercise.

HONESTY LESSON 10

The Heart of Honesty is Fairness

Begin with a song.

Discuss/Share

- ◆ The heart of honesty is fairness.

Say, “Let’s pretend we have 12 cookies. (Use a number that is half of the number of children in your class.)

Ask:

- If there were a really greedy person in the room, which might he or she want to do with the cookies?
- Would you like the greedy person to do that?
- Would that be fair or unfair?
- What would be a fair solution?
- What if there was a really generous person in the room and he or she had exactly the number of cookies as the people in this room.
- What might she do?

Say, “Let’s pretend we only have one box of crayons and we all want to use them.

Ask:

- What might a greedy person do?
- What fair solution could you suggest to the greedy person?
- What would you like the greedy person to know?
- How would you say that to him or her with kindness and self-respect?
- Great. Does anyone else have another solution to suggest to the greedy person?
- What would you like the greedy person to know?
- How would you say that to him or her with kindness and self-respect?

Activity

Group Story Game: Step 1. Tell the children that you will be making up a story together. You will start it, and then everyone will have a chance to continue the story. Begin with a story about a greedy person. For example: "Let's pretend there was a really greedy _____. (You can make it a princess, a king, a dragon or anything you think the children will enjoy.) His/her favorite words were 'Mine, mine!' Or, 'I want more.' One day s/he was. . . ." Stop and indicate to a child that it is his or her turn. Each child can contribute one to three sentences. Continue around the circle. It is good if the story is ridiculous. Have a good time.

Step 2. Then do a group story about a person with an honest and loving heart.

Step 3. Ask the children how they think the main character's friends felt in both of the stories.

Step 4. If there is time, ask the children to act out a little of each story.

Close with the Filling with Love Quietly Being Exercise.

HONESTY LESSON 11

An Honest Heart Creates Trust

Begin with a song.

Discuss/Share

- ◆ Honesty is telling the truth.
- ◆ Honesty creates trust.

Note to Educator: If the children understand English, listen to the story of “Jade and the Giant” by Todd Rice. In the story, Jade is honest with the Giant and thereby earns his trust and friendship. The voices in the story were performed by Kim Corbin and Robert Valin. The story can be downloaded from www.livingvalues.com. You will find it under For Schools/Children Ages 3 – 7. Or, you can read it below.

Share a Story: Jade and the Giant

“RUN AWAY! Great big rocks are falling from the sky!”

That’s right! Everywhere huge boulders were crashing down on the earth, destroying houses, carts and everything. Everyone was frightened and confused. Why was this happening? Could it be . . . giants?

Meanwhile, a little girl named Jade was trying to keep her mother calm. Jade and her mother lived together on a small farm. They had little money. Mother was very worried about the stones crashing from the sky.

“Jade, take this money, go to town and buy a metal shield to protect our house,” her mother urgently commanded. “That’s all the money we have left, so be careful.”

So, Jade took the money and started into town. On the way she saw an old woman who looked weak and tired.

“Please little girl, won’t you give me some money for food? You see, I have nothing here now since a boulder destroyed my house and my poor dog. I have not eaten in two days. I’m going to my

sister to see if she's all right. I need money," the old whimpered.

Jade felt sorry for her. She looked at the smashed house that once belonged to this woman, and she remembered seeing the woman and her cute white doggie. With that, Jade handed the woman all the money, forgetting what her mother asked her to get.

"Oh, bless you, child! I have nothing to offer you except these magic peas. The peas are magic, because they will produce whatever is in your heart. It all depends upon you and the energy you put into it. I am old. You are young and have more energy than I." And she handed Jade the peas. Jade thanked the woman and wished her well.

Suddenly, Jade thought of her older cousin Jack. Years before, Jack had magic beans and ended up with a goose that laid golden eggs. He became a rich man. Unfortunately, he was also greedy and not very nice to most people.

Next, she walked home slowly. She was worried what her mother would say. No shield. No money! Now, what would they do?

As she expected, her mother threw the peas out the window while screaming at the top of her lungs, "How could you be so stupid? Magic PEAS??? Everyone's been trying to sell magic things since Jack got those beans," her Mother boomed.

Jade planted the peas anyway, still believing.

They stayed awake all night worrying about what they would do not with no money and no shield to protect them from the crashing rocks. When the sun came up, Jade looked out the window and was really surprised! There it was! A strange, tall pea pod that grew right up to the sky. She had never seen a pea pod like this before!

Once again she thought of Jack. Then of the huge pea pod. Then she had an idea. It was just a hunch, but she had to find out. So Jade ran into the barn and grabbed a hen, a piece of cheese and lots of eggs. She put them in a backpack and began her long climb up the pea pod into the sky!

She didn't realize just how high the sky actually was! Looking down, the houses were like tiny dots. And still she climbed. She climbed past the clouds and could no longer see the land below. Still she climbed up, up, up.

Finally, she saw a fantastically large house. And she heard BIG, LOUD VOICES! Jade knew she had come to the land of the giants! "I can't turn back now," Jade said aloud trying to gather her courage. Still she couldn't help thinking of how the giants supposedly ate people. "Yuck," she shuddered.

Jade walked carefully even though her legs were shaking. She walked right up to that incredibly big house. The door was so big that she could crawl under it and into the house. "Amazing," she said, "how big everything is!"

There was a vase with trees in it, palm trees, oak trees and pine trees; all clumped together as a bouquet. It was resting on a long wooden structure that must have been as big as Jade's whole house back home. It was a table, and everywhere there was gold. She heard loud footsteps approach. The ground began shaking.

"Ki, Kai, Ko, Kurl, I smell the blood of a little girl," said the voice of a giant. And he began searching the room. "What is a little girl doing in our icebox? Is she trying to steal food like that horrible boy did to my brother? Where are you?" The giant's voice was getting louder.

Jade was terrified. "Maybe this wasn't such a good idea after all." She summoned all her strength and called out. "M-M-Mr. Giant, I came here to talk to you! I want to be your friend," she said as confidently as possible.

"Let me see you. It's easier to talk that way." Jade was still hiding. She felt that she hadn't won his friendship yet, and he might just eat her. "I'll come out after you tell me why you are throwing rocks down at my town. You are hurting many people. Don't you prefer to be friends?" She was getting right down to the point.

"I came here to visit my brother," said the giant, "because I hadn't heard from him in a while. His wife told me what had happened with that rotten boy Jack. How he stole a goose and killed my brother when he climbed down the beanstalk after him. Humans are mean and nasty! Mean and nasty! So now I'm throwing rocks down to get that Jack."

"Wow! You must be very upset. I was so sad when my dad died. I know Jack. Everything you said is true and Jack is not a nice guy.

In fact, I have come to make peace and apologize for Jack. I have a gift for you.”

Jade came out of hiding and placed the hen and the eggs on the floor for him to see. “This hen does not lay golden eggs, I’m sorry to say. Jack still has that goose, and he left town a while ago. But regular eggs are all I can offer,” she exclaimed hoping it would be enough to make peace.

“What are regular eggs?” the giant asked.

“You don’t know?”

“All we have around here are golden eggs. That’s all any of our geese lay.”

“Oh, well, let me show you. Eggs are a delicious food,” and Jade happily came out and requested he take her to the kitchen. In the kitchen, she was glad she had brought a lot of eggs. She made an omelet with no less than 50 eggs. It came out very well, with cheese, mushrooms, and peppers. Jade was always great at making omelets. Even her mother usually let her make their breakfast.

The giant looked, sniffed and tasted.

“YUMBO,” he shouted. His excited voice was as loud as a ship’s foghorn. He kept right on eating, smiling and shouting, “YUMBO, YUMBO, YUMBO!”

Jade was so happy. Nobody had ever appreciated her cooking as much. So the giant and Jade became friends very quickly!

The giant was happy too. He thought Jade was wonderful, because of her giving nature. He thanked her very much for the melet and the hen. “Hmmm, perhaps humans aren’t so bad,” he thought. Then he went into the barn, got two geese that lay golden eggs, and presented them to Jade. He wanted to be giving too.

The giant picked Jade up and carried her outside so she could return home.

“Wow! Purple snow up on that hill! I wish it would snow in my town. We’ve been having such a hot summer.”

Then the giant and Jade said goodbye. She climbed down the pea pod with her two geese and an excited heart. Back home, she told her story to everyone. The whole town celebrated. Jade became a star for saving everybody from the falling rocks. Just then, it began to snow purple snow! Everyone began clapping and laughing.

Jade looked up to the sky, thought of the great big, new friend she had made and said, "Thank you, Mr. Giant!"

Ask:

- What was Jade honest about?
- Why do you think the Giant trusted Jade?
- What other qualities did Jade have?
- If you had tried to sneak some of the Giant's golden eggs, how do you think he would have felt? If someone gets into your lunch and sneaks one-half of it, how would you feel?
- What if the person was honest with you and told you they were hungry, and asked you to share your lunch, would you be angry then?
- Can you think of other times when people are sneaky and take something that is not theirs?
- What do you think the person who is sneaking things needs to know?
- Do you trust someone who sneaks things?
- When do you trust someone?
- What are the people you trust like? What qualities do they have?
- Why do you want to be able to trust someone?

Activity

Invite the children to think of someone they trust and make something for them, such as a flower out of tissue paper or making a star by folding a piece of paper several times and cutting holes in it to form a symmetrical design. Older children can write the qualities of the person that are thinking of that make them trust him or her.

Sing the "Friends Make the World Go Round" song.

Close with a Quietly Being Exercise of your choice.

HONESTY LESSON 12

True to Myself

Begin with a song.

Share a Story: One Seed

Read “One Seed” by Rosemary Phillips. One little seed knows it can become a tree in the desert. A story about making a difference, and knowing the beauty of who you are. The Joy of Reading Project creators kindly gave permission to post this story on the LVE international website, www.livingvalues.net site. You will find it under For Schools / Children Ages 3-7 / Download Free Stories / Honesty.

Discuss/Share

Ask:

- Do you think the little seed was brave?
- Do you think the little seed had courage?

Sometimes being honest means being true to yourself.

◆ An honest heart is a true heart.

◆ Honesty means being true to myself.

Ask:

- When you tell the truth do you feel true to yourself?
- When you are kind do you feel true to yourself?
- What other qualities or values make you feel true to yourself?
- What other things do you do that make you feel true to yourself?

Activity

Three and Four Activity: Ask the children to take out their Peace Stars or Peace Puppets, or something else they have made and allow them to play, knowing that when they are in their peace or their love they are being true to themselves.

Five through Seven Activity: Ask the children to be in a space of being true to themselves and create a story about someone who was honest and true to him or herself. They can do this individually or as a small group. Or, you can lead them in the group story game.

Close with a Quietly Being Exercise.



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