



Living Values™  
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



# Living Values Activities for Children Ages 3-7 - Unit 8 - Simplicity and Caring for the Earth and Her Oceans

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.

© 2019 Association for Living Values Education International

Email: [resources@livingvalues.net](mailto:resources@livingvalues.net) – Web: [www.livingvalues.net/download](http://www.livingvalues.net/download)





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

**Unit 8. Simplicity and Caring for the  
Earth and Her Oceans**

DEVELOPED AND WRITTEN BY

**Diane G. Tillman and Diana Hsu**

WITH ADDITIONAL ACTIVITIES AND STORIES FROM

Dominique Ache, Encarnación Royo Costa, Dina Eidan, Tea Lobjanidze, John McConnel, Marcia Maria Lins de Medeiros, Max and Marcia Nass, Madeline C. Nella, Peter Williams and other educators around the world [www.livingvalues.net](http://www.livingvalues.net)

Living Values Education Activities for Children Ages 3–7, Book 1 / developed and written by Diane G. Tillman with additional stories and activities from Dominique Ache . . . [et al]. Includes bibliographical references

ISBN:9781731087775

Copyright © 2000 – 2018 Association for Living Values Education International

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.

ALIVE Registered address: Rue du Général-Dufour 20,  
c/o ABR Attorneys at Law LLC, 12014 Genève, Switzerland.

For information about professional development workshops and LVE generally, please visit ALIVE's website at [www.livingvalues.net](http://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.

## C O N T E N T S

### C O N T E N T S - Brief Introduction

Setting the Context	5
LVE's Purpose and Aims	6
The Living Values Education Approach	5
Exploring and Developing Values	7
Values-based Atmosphere	11
Bringing in the Values of Your Culture	14

**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.**

### C O N T E N T S - Activities Pages 19-44

#### VALUES ACTIVITIES IN THIS BOOKLET SERIES

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

---

## **A note from the author**

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

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

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

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

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

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

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

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

*Diane G. Tillman*

---

## SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a

caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

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

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

### **The Need for Values and Values Education**

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

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

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

arrogance and negative behavior rewarded with admiration and status.

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

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

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

## LVE's Purpose and Aims

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

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

The aims are:

◆ To help individuals think about and reflect on different values and the practical implications of expressing them in

relation to themselves, others, the community, and the world at large;

◆To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;

◆To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and

◆To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

## The Living Values Education Approach

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

### **Vision Statement**

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

### **Core Principles**

Living Values Education is based on the following core principles:

*On the learning and teaching environment*

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

*On the teaching of values*

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.
7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.

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

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

*LVE Supplement, Helping Young People Process Difficult Events* – Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death. Designed to be used with *Living Values Education Activities for Children Ages 8–14*, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom

## **Exploring and Developing Values**

### **Teaching Values**

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

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience

of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values.

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

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

### **Three Core Assumptions**

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

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

◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes wellbeing for individuals and the larger society.

◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.

◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care – where students are regarded as capable of learning to make socially conscious choices.

## **Values-based Atmosphere**

*Feeling Loved, Valued, Respected, Understood and Safe*

**As values must be caught as well as taught**, the adults involved are integral to the success of the program, for young

people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

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

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

### ***Real Learning Comes Alive in a Values-Based Atmosphere***

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

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

### ***Modeling the Values from the Inside***

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

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

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

### **Skills for Creating a Values-based Atmosphere**

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

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

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

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

## **Bringing in the Values of Your Culture**

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

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

### **Please begin with the Peace Unit!**

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

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

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

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

### **Wonderful practices daily . . .**

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

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

**Circle Time.** Providing Circle Time or sharing time daily, or if not possible, once or twice a week, is a wonderful support in

creating a values-based atmosphere. It is also a great beginning for values time. The children can sit in a circle if there are less than 15, or if more, they can be grouped in front of the teacher. Ask what they feel good about today, or what they are proud of. Ask them to tell how they showed love or peace to someone, or how they lived the value of focus.

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

### **Adapt the Level of Language to Different Ages**

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

### **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](http://www.livingvalues.net). Or send in your contribution to the nearest LVE Associate or Focal Point.

Send us your favorite values stories and activities to [content@livingvalues.net](mailto: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](mailto:lve@livingvalues.net) or send us your comments.

---



## UNIT 8. Simplicity and Caring for the Earth and Her Oceans

Caring for the Earth and Her Oceans has been added to this updated Simplicity Unit, as simplicity is a value that allows us to recognize the beauty and importance of nature and our animal friends, and honor our planet.

The six Living Green Values lessons for children ages three through seven, drawn from *Living Green Values Activities for*

*Children and Young Adults, A Special Rio+20 Edition*, are included in this unit.

These lessons are intended to help children be more aware of the importance of taking care of the Earth and her resources. Part of that process is awakening love for nature and her creatures and learning about specific ways that they can help be a friend to the Earth. Enjoy doing the activities with the children. Thank you for helping take care of our Earth – and the children. If you wish, send us your comments and news about their activities!

Simplicity Reflection Points are used to 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 Simplicity Points. They can then draw or write those, or make up short stories.



## **Simplicity and Caring for Our Earth and Her Oceans Reflection Points**

- Simplicity is enjoying simple things.
- Simplicity is natural.
- Simplicity is learning from the earth.
- Simplicity is beautiful.
- Simplicity is using what we already have.
- Caring for Our Earth and Her Oceans is important.
- Our Earth is our home and the home of animals.
- Nature is beautiful.
- We can all be Friends of the Earth by not littering.
- We can all be Friends of the Earth by not wasting.

## **Simplicity and Caring for Our Earth and Her Oceans Unit Goals and Objectives**

**Goal: To increase understanding about simplicity and appreciation of nature, birds and animals.**

### **Objectives:**

- To identify simple pleasures and simple things they enjoy.
- To enjoy playing with simple things.
- To think and be involved in a discussion about the things trees provide for humans and animals.
- To learn about where water comes from and to enjoy acting out that process.
- To be engaged in stories to develop more love for birds.
- To learn about how seeds grow into plants.

**Goal: To learn a few ways to help take care of the Earth and animals.**

### **Objectives:**

- To hear that trees give oxygen to humans and animals; to understand that trees are important and to participate in cooperatively planting a tree.



- To discuss the many ways water is important and to learn about the importance of not wasting water.
- To understand how birds and animals can be hurt by people's trash and plastic.
- To learn about the importance of not littering and reusing or limiting the use of plastic and be motivated by the activities to not litter and help care for the Earth.
- To plant flower or vegetable seeds and care for the plants as they grow.
- To send love and peace to birds, animals and the Earth and Her Oceans by engaging in Quietly Being Exercises.
- To understand that conservation is using what we have and not wasting.
- To practice conservation as part of class projects, for example, using the other side of a piece of paper and recycling paper.
- To make their own learning materials as part of one activity.
- To decide as a group to do one or two things to help nature, and to carry through on the ideas.

## SIMPLICITY LESSON 1

### Simple Pleasures

Begin with a song.

**Introduce:** “In the next few weeks we are going to learn about simplicity. Simplicity means valuing what is natural, what is simple. We will also learn about valuing our earth and her oceans. Today, I want you to think of things that are simple, things that are natural, things that you don't have to buy.

For example, a simple pleasure in life is enjoying a pretty flower, or getting a hug from someone who loves you.”



## **Discuss/Share**

Some of the Simplicity Points are:

- Simplicity is natural.
- Simplicity is enjoying simple things.

Ask:

- What simple pleasures do you enjoy? (Perhaps singing, being read a story.)
- What are simple things you enjoy doing? (Help the children think of things they enjoy in their location, such as making throwing snowballs or making sand castles.)
- What simple things do you like to play with? (Please help them think of things they can play with in their location, such as making a fort out of discarded boxes, toys out of bamboo or puppets out of sticks.)
- What is a simple game you can play that doesn't need anything you have to buy?

## **Activity**

Play something simple, that doesn't require buying anything or using anything mechanical. This could be enjoying a walk outdoors, lying on the ground outside and enjoying the clouds or the trees, playing a game, dancing together, etc.

Close with a Quietly Being Exercise if it wasn't part of your activity.

## **Homework:**

Ask them to think of more simple things they like to do when they go home.

Perhaps they can ask their parent or caregiver to do something simple with them such as reading them a story, or playing a game that they enjoyed as a child.



## SIMPLICITY LESSON 2

### Appreciating Trees

Begin with a song.

#### Discuss/Share

➤ Ask about their homework from the last lesson.

Discuss the Simplicity and Caring for Our Earth and Her Oceans Points:

- Caring for Our Earth and Her Oceans is important.
- Our Earth is our home and the home of animals.
- Nature is beautiful.

Ask:

- What do you think is beautiful in nature?

Say, “One thing that is beautiful and natural is a tree.” Talk about the beauty of nature and the importance of trees. For example, “Trees give us wood for our houses, oxygen for breathing, paper to write with, paper bags to carry things in, and wood for fires. Trees provide shelter for animals, too. Some trees give us food.” Ask:

- What fruits come from trees?
- What other foods come from trees? (nuts, olives, etc.)
- What else do trees give? (Food for animals, materials to make boxes, etc.)

#### Activity

Step 1. Ask the children to pretend they are different kinds of trees.

Step 2. Go out to the playground or a park to enjoy the trees and collect different types of leaves. Or, make leaves with paper and crayons or paint.

Step 3. Invite each child to take a turn stating what type of tree he or she is and what this tree gives to animals and humans.

Step 4. Invite the children to wander around the space/classroom and wave their leaves as they interact with the other trees and pretend to give them shade or food.



Step 5. Ask: “As trees, do you have a message to give to humans?”  
“What is your message?”

Step 6. Enjoy a minute of sending love and appreciation to the trees.

*Note to Educator:* If you wish, make a tree trunk and a few branches on a wall, with flat paper or by twisting old brown wrapping paper. The children could pin their leaves to the tree.

In later lessons, they can add cut-outs of birds and wishes for the world.

### SIMPLICITY LESSON 3

#### Helping Our Bird Friends

Begin with a song.

Tell the children that you are going to be telling them a story about taking care of our animal friends and the earth.

#### **Share a Story: Rosa and David Help a Little Bird**

Rosa gave a big yawn and stretched. Oh, what a pretty morning. She could see the blue, clear sky through her bedroom window. There was a fresh breeze dancing in her room and she could hear the leaves rustling in the tree outside. It was a morning to wake up and be happy.

She could smell the breakfast her Mama was making and was

almost to the kitchen when she heard her big brother yell. “Rosa, quick, bring me the scissors – outside!” yelled David. “David?” called her Mama a little sternly.

“Please, Mama? A little bird is stuck!” yelled David.

Mama and Rosa went outside and there was David with a little bird in his hand. The bird had several long pieces of thread and yarn hanging from his foot and a piece of wire was attached to the little bird’s claw.

“He was caught in the tree!” David said. “With all this yarn and thread and stuff he got stuck. Do you think we can cut it off?”

“Why, it’s a Tern,” said Mama. She smiled at David.



Soon Rosa was holding the bird gently in her hand while David carefully cut off the yarn and the string.

“He looks scared,” Rosa whispered to David. “Don’t be scared,” she whispered to the bird. We like birds.”

“Okay, now the hard part,” said David softly. “I’m going to try and get the wire off.

The wire must have been there for a long time,” muttered David, “look, it’s hurt her claw.”



Part of the bird’s little claw was limp and just hung down. Rosa kept giving the bird love through her eyes and held it gently. It took a while for David to get off the wire. As soon as he was finished, Rosa opened her hand so her palm was flat and the Tern flew away.

It flew to a nearby tree and kept hopping from one branch to another, seeming surprised that it was free and not getting caught. Rosa and her brother just stood and watched happily to see the bird so happy, and then, much to their surprise, the little bird landed on a branch only two feet from them. It stretched out its neck and chirped and chirped and chirped at them.

“Wow,” said Rosa softly. “I think it is saying thank you.”

“Me too!” said David with an excited grin.

The little bird chirped for a whole minute, and then flew away. “I’ll race you to the kitchen – I’m hungry!” yelled David. “David,” said Mama after breakfast, “I want you to go to the little grocery store to get a couple of things, you know, the one with Mr. Ralph. You can take Rosa with you.”

“But, Mama, it’s Saturday,” said David with a little whine in his voice, “I have soccer!”

“You’ll be back in time to go to soccer,” smiled Mama. “But I want you to get a couple of things for dinner. You’re big now, you’re seven. Take Rosa with you and take very good care of her. Don’t leave her alone.”



David smiled in relief. “I will,” he said. He was a little proud inside. This was the first time Mama was going to let him go to the grocery store around the corner by himself. Rosa was only five, so she wasn’t big enough to stay alone.

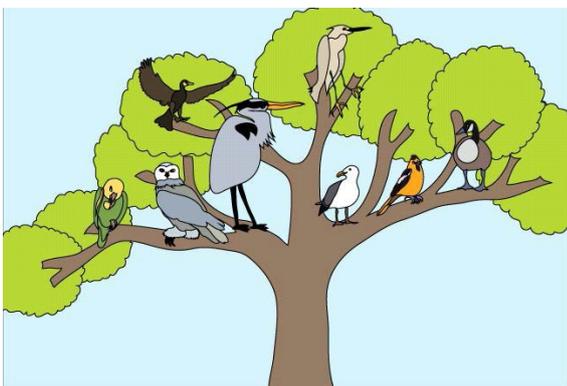
On the way to the store, a funny thing happened.

David was marching along, holding his little sister’s hand as if he was very important. All of the sudden he stopped and stared with his mouth hanging open. He dropped her hand and pointed. Rosa looked and saw the most unusual thing. There on this rather small tree right next to where they were walking, there were lots of birds.

Birds perching on a tree are very common. But usually when there are lots of birds on a tree, they are of one kind, like a flock of little finches that flutter away as soon as you’re close. But, not on this tree! On this tree there was a very big gray bird with a big beak, and a very tall white bird with a long neck, and a green and yellow and purple parrot, and a medium-sized black bird, and a little yellow bird with black wings, and a squat white bird with pink feet and a funny bird with a big head and feathers all around a rather big head, and a big gray and brown and white bird that was fat with a long curved neck!

The big fat gray and brown and white bird was so fat that it actually stood on the ground with its wide feet. They all seemed to be looking at Rosa and David.

And, they were all quiet and they didn’t move.



Except one. Right on a branch closest to them, there was a little bird that Mama had called a Tern. That little bird chirped at Rosa and then at David and then at all the birds in the tree. They all seemed to nod.

“Is that the little bird we helped this morning?” asked David slowly.

Rosa smiled a great big smile. “Yes, I think it is.”

Rosa and David stood and just looked and looked at the birds, and the birds just looked at them.



When David finally pulled Rosa away, she thought she heard the little Tern chirp, “Those are the two I told you about.” But that was impossible. Birds don’t talk.

### **Discuss**

Say, “We’ll continue the story about Rosa and David at our next Living Values lesson.”

Ask:

- Do you like birds?
- What other animals do you like?
- Did Rosa and David know how to be gentle with a little bird?
- Why did cutting off the thread, yarn and wire off the little bird’s claw help it so much?
- What values did Rosa and David show?
- Rosa and David had love for the little bird. What does love feel like?
- How do we show love to animals?
- Have you ever helped a bird or another animal? (If yes, “Please tell me about it.”)

### **Activity Options**

Provide the opportunity for the children to make birds out of paper or leaves. Some of them may wish to make one of the birds in the story or they may wish to make a picture of a local bird. The cut-out birds could be pinned to the tree, used to decorate the Peace Tent or hung from the ceiling with string.

End with the following Quietly Being Exercise. Please play some relaxation music.

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

Slowly speak the following, pausing appropriately. “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.”

*Note to Educator regarding Preparation for the Next Lesson:* Please plan to do some sort of ecological project with the children, such as an organic gardening project. Perhaps plant seeds in a small garden or plant seeds in individual cups inside the classroom. Think about if it would be best to plant flower or vegetable seeds. If there is not a little garden available, please make sure that you do not use Styrofoam containers to plant the seeds in, but recycle food containers or use natural materials such as paper or ceramic cups.

## SIMPLICITY LESSON 4

### Helping Our Animal Friends and the Earth

Begin by singing a song together. Please choose a song about peace, love, respect or caring for the earth.

#### **Share a Story: Rosa and David Find a Tree Full of Surprises**

Rosa and David left the little grocery store around the corner from their home. David was feeling proud of himself. He found the two things his Mama needed for dinner, with just a little help from Mr. Ralph. Mr. Ralph had even smiled and said, “My, you are getting big, David, shopping all by yourself.”

David remembered to take Rosa’s hand on the way back home, carrying the little bag of groceries in his other hand.



Rosa skipped a little she was so happy. “Do you think the birds will still be there?” she said.

“No,” said David, “of course not. Birds don’t stay still that long.”

They slowed down when they got to the corner near the tree with all the birds, and Rosa started to tip-toe. What if the birds were still there? They didn’t want to scare them away. As soon as they turned the corner, they stopped suddenly. All the birds were still there, and they were quiet! The birds looked at Rosa and David, almost as if they were waiting for them.

Rosa and David slowly approached the tree. Rosa smiled wider than she had ever smiled before. “Hello, little Tern,” she said softly. “It’s so nice to see you again.”

“Hello,” said the Tern. “It’s lovely to see you. Thank you both for your help this morning.”

“Did you just speak to me?” asked Rosa, shocked.

“Yes,” said the little bird. “I’ve never spoken to a human in their language before, but I am today because we need your help.”

All the birds on the tree, even the fat gray and brown one and the white one with the long curved neck that stood on the ground, solemnly nodded.

“Our help?” asked Rosa very surprised, “but we’re just little children.”

“Yes,” said the little bird, “but you have good hearts and you know how to hear us.”

“How can we help?” asked David hesitantly.

“Well,” said the little Tern, “we birds are having a lot more troubles lately. We’re getting hurt a lot more with all the trash. When the wire got caught around my foot, the thread and yarn got caught on that and then I would get caught on branches, and it would pull on my claw.”

“That must have hurt,” said Rosa softly. The little Tern nodded.

The squat white bird with pink feet cleared his throat. “Squawk!” He cleared his throat again. “Squawk! Excuse me, I’ve never talked before . . . but I wanted to say that my brother got really hurt by a hook. It got caught in his cheek . . . and he died after a few weeks.”



“I’m so sorry,” said David. “You must have loved your brother.”

The Western Gull nodded. “We all have stories,” said the big gray bird with the big beak in a deep voice. “Are you a Blue Heron?” asked Rosa. “Our Mama has told us about Blue Herons.”

“Yes, I think that is what you humans call me,” said the big tall bird with a kind look in his eyes. “We all decided to come and talk to you because the animals and the Earth need your help.”

“The Earth?” said Rosa and David together.

“The animals are getting sick,” nodded the Blue Heron, “and the Earth. The little Tern told the Earth that you were loving little humans, ones with good hearts. So she agreed that we could talk to you.” “Wow!” said David.

“How can we help?” asked Rosa.



All the birds started talking at one. Such a gabbler you have never heard! They were so excited to be asked that they all started talking in their own languages! The squawks, chirps, shrills and quakes were quite loud!

“Shhhhh,” said the Blue Heron in his deep voice, “you’ll attract attention.” All the birds instantly stopped.

“You tell them, little Tern,” said the Blue Heron, nodding encouragingly. “Okay,” said the little Tern with a little chirp. “Our Earth and the animals are getting sick because the humans have forgotten about love and respect for each other, and us, and the Earth. Maybe it’ll be easier if I say it in a poem (or a song) ...?”

**(Song: The Tern’s Song)**

Be friends with each other,  
Be loving and sweet,  
To girls and boys and all you meet!  
Be friends to the birds, the cats and the dogs,



The horses, the geese, the goats and the frogs,  
Pick up your trash. . . .  
Don't pollute the water, Don't waste things please,  
Don't poison the ground, the water, sky or trees . . .  
Pick up your trash. . . .  
Be a friend to each other, All countries and groups,  
Love and respect us animals, And the Earth, too.  
Recycle, don't waste, Pick up your trash....  
Humans are powerful and smart,  
But learn to be kind,  
Then we'll all live safely,  
And have a wonderful glorious time!

The colors of the Earth will sparkle, The meadows and flowers will bloom,  
We birds will sing happily then, And not be in a state of gloom!

Rosa and David applauded and the birds all flapped their wings in approval. Well, all but the Blue Heron.  
He said in his deep voice, "Well done, little Tern." All the birds became very quiet. They all looked solemnly at Rosa and David and seemed to be waiting. "I promise to help," said Rosa. "Me too," said David.

### **Discuss**

Ask the following questions, acknowledging their answers.

- Were Rosa and David surprised that the birds talked to them?
- Why did the birds want to talk to Rosa and David?
- How were the birds getting hurt?
- Have you ever seen a bird that was hurt?
- What can we do to help the birds?

Say, "Let's listen to the little Tern's poem (song) again." Please read the poem or sing it as a song.

Ask: What does respect mean?

- How can we respect each other?
- How can we respect all animals?
- How can we respect the Earth?



- What can you do to help the Earth?
- What can we do in our classroom?
- What can you do at your home?
- What can we do on the playground?

Help the children come up with practical ideas that they can do to be a Friend of the Earth. Write down the ideas in a simple way, perhaps using pictures as symbols. Select a couple that you can do in your class.

### **Activity**

Implement one of the ideas. For example, if you don't yet have a trash can, trash box or place for recycling materials, perhaps now would be a good time to set one up. Children can also recycle sheets of paper by using the other side.

Begin an ecological organic gardening project with the children (or another ecological project). Perhaps plant seeds in a small garden or plant seeds in individual cups. Talk about how we can help our Earth by not littering and not putting poisons on the ground.

Close with the Quietly Being Exercise, Sending Love to the Birds and Animals.

## **SIMPLICITY LESSON 5**

### **Being a Friend of the Earth**

Begin with a song. Please choose a song about peace, love, respect or caring for the earth or sing the poem of the Tern in the last lesson.

#### **Share a Story: Rosa and David Help the Earth**

Rosa and David waved goodbye to the birds and ran all the way home. "Mama, mama!" they called out of breath when they opened the front door. Their words tumbled out as they told her what had happened.

Mama looked at them with surprise when they told her the story, then she looked puzzled. She sat silently for a while as though



she was really thinking before asking, “Can you tell me the poem (song) again?”

Rosa and David tried to remember it all.

“Well, children, this is amazing,” Mama said. “How is this possible? I don’t understand, but I do know the words are truth. Our Earth is sick and the animals are having many troubles . . . and it is the fault of humans for some humans do hurt the earth and each other with violence and meanness and pollution and waste.”

“Will you help us then?” asked David.

“Please, Mama?” said Rosa.

So, Rosa and David and their Mama, gathered a little circle of their friends. Another family joined them with their children. Their Papa was really surprised when he came home from being away at his job and heard all the things they were doing!

They started to walk more and bicycle when they wanted to go somewhere close by instead of using the car or the bus. That made it easier to notice what was on the ground. Rosa asked Mama, “Maybe we can pick up trash when we see it?”

“We could carry a bag for trash!” said David. “Great ideas,” said Mama. “Maybe we can especially pick up trash that hurts animals and the Earth.”

“Like Styrofoam and fishing hooks and wires?” asked David. “Yes, and plastic bags and trash near rivers and the ocean,” said Mama.

“Sometimes animals in the sea are hurt by plastic bags.”

They stopped buying water in plastic bottles, because making all the bottles was wasting. It was taking from the Earth something that was unnecessary. Instead they used one bottle and refilled it.

And they planted a little organic garden.

One day, Rosa and David were out in the garden. She and David had planted watermelon seeds and the green shoots were coming up. The sun shone on the green of the leaves, and on the red of the tomatoes



that Mama had planted. Rosa whispered to the Earth, “See Earth, we’re not using poison on you. We love you Earth ... and I love your flowers and the smells, and oh look how beautiful your sky is!”

David was digging in the dirt a few feet away. “Hey, these worms are happy. Look how many we’re getting. Papa said they help the dirt be healthier.”

Rosa and David loved being outside and playing in the garden. Mama and Papa were teaching them about the different kinds of birds and how to tell which kind they were from far away by watching how they fly. Almost all of their classmates at school were helping pick up

trash that could hurt animals or the Earth. And no one was littering.

Mama and Papa said they could have a special picnic with their friends to celebrate picking the first vegetables from their organic garden.

The day of the picnic, Rosa and David were outside picking flowers and vegetables when David noticed a Blue Heron flying overhead.



“Look, Rosa, does that remind you of anything?” Rosa laughed, and then gasped as the Blue Heron glided down, closer and closer and closer, and then landed just a few feet from her and David. The big bird nodded, just as a little Tern landed right in front of him.

“Little Tern and Blue Heron, is that you? Our friends?” asked

Rosa. David laughed and said, “I think so,” as the Blue Heron nodded solemnly and the little Tern seemed to dance as she happily hopped up and down. And then as the little Tern chirped, Rosa and David heard very clearly, “Thank you for being good friends of the animals and the Earth.”

## Discuss

Ask the following questions, acknowledging their answers.

- How do you think Rosa and David felt when the Blue Heron and



- The little Tern came to visit them to say thank you for being good friends?
- What things did the children do to help the animals?
- What things did they do to help the Earth?
- Were they showing respect to the Earth?
- What are you doing to help the animals and the Earth? Caring for the Earth and Her Oceans Reflection Points:
- Caring for Our Earth and Her Oceans is important.
- We can all be Friends of the Earth by not littering.

### **Activity**

- Allow the children to paint or draw a picture of their favorite part of the story. Or they can draw a picture of what the world will look like when everyone learned to love and respect the animals and the Earth.
- Allow the children who wish to do so to share their picture if there is time. Each one can hold up his or her picture and say a sentence or two.

End with the following Quietly Being Exercise. Please play some relaxation music.

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

Slowly speak the following, pausing appropriately. “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 sitting . . . wiggle your toes . . . and bring your attention back to this room.”

## **SIMPLICITY LESSON 6**

### **Appreciating Nature – and Water**

Begin with a song.

Enjoy looking at the flower or vegetable seeds you have planted. Are they sprouting yet?

#### **Discuss/Share**

Ask, acknowledging and valuing their replies:

- Would anyone like to share about simple things you enjoyed doing at home or with your friends?
- Would anyone like to share how you were a Friend to the Earth?
- Let’s think about water for a minute. What do we use water for?
- Great. What else do people use water for?
- Do we need water every day?
- Do the seeds we planted the other day need water?
- What would happen if we didn’t give them water?
- Where does water come from? (From the ocean to clouds, from rain to rivers to us.)
- What happens if the water in the rivers is dirty (gets polluted)?
- How can we help the water stay clean?
- What other natural things are beautiful?

Continue the conversation with the natural things they bring up, ending with the note that nature provides us with simple but very important things.



## Activity Options

***Environmental Task:*** Do a task to help the environment, such as picking up trash from the playground or a river, or planting flowers.

***Dance/Movement as Water:*** Or, invite the children to pretend they are water. Put on some music and invite them to move around the room and be water in the ocean, then as the sun shines its rays and is nice and hot, the water begins to rise up in the sky to be clouds. Continue your commentary, asking the water (the children) to come close together in a group so they have enough water to make rain. Then let them be rain, showering trees, flowers and rivers. Slow them down to be gentle rain as you near the end of your commentary until they are giving rain and peace to the Earth.

## SIMPLICITY LESSON 7

### Using Water with Care

Begin by singing a song about the heart or the poem the Tern sang.

### Discuss

#### Simplicity Reflection Points:

- Caring for Our Earth and Her Oceans is important.
- We can all be Friends of the Earth by not wasting.

#### Ask:

- If you come inside after playing and getting really dirty, you would want to wash your hands. If there were no water, what would our life be like?
- Why do humans need water?
- What are some of the things we use water for? (Drinking, washing our food, washing clothes, putting out fires, etc.)
- What do animals need water for?
- What would happen if they did not have water?
- Why do plants need water?
- What would happen to nature and us humans if plants did not have water?



Say, “Yes, water is valuable. Humans and animals cannot live without water. If there were no water in the world, grasslands would turn to deserts, plants would wither, and animals could not survive. If there were no water in the world, we would be thirsty and hungry, and could not live either. If there were no water, we could not do cleaning, and firemen could not put out fires. Water is important.”

*Please read the following story submitted by Jiehua Kindergarten (author unknown) or another story about the importance of water.*

### **Share a Story: The Tap that Cried**

One day a mother in China cooked a delicious supper. When it was time to have supper, she called to her daughter, “Go and wash your hands!” Xiaohong had already been ready for supper. She hurried to the tap, washed her hands in haste and ran to supper without truly turning off the tap. She was in such a hurry that she did not hear a thin sound crying, “Hey, little sister, you haven’t yet turned me off truly, how wasteful it is.”

In the evening, Xiaohong fell into a sound sleep, while the tap was still crying in a tiny voice. Xiaohong had a dream in which the tap came to her and said, “Little sister, you forgot to turn me off and made me cry for a whole night.”

Xiaohong woke up. She really heard the tap crying. Drip.

Drip. Drip. Drip. She got up and ran to the tap and turned off the tap tightly. From then on, the tap did not cry any longer, and Xiaohong always reminded other children to turn off taps tightly and to use water with respect and appreciation.

Ask:

- Why did the tap cry?
- What did Xiaohong do at last?
- Where does tap water come from?

Inform the children about underground water pipes and reservoirs etc.

– *Contributed by Jiehua Kindergarten*

End with a Quietly Being Exercise, Sending Love and Peace to the Earth.



## SIMPLICITY LESSON 8

### Mother Earth

Begin with a song.

Discuss the following Simplicity Point:

- Simplicity is learning from the earth. Ask:
- What can we learn from Mother Earth?

### Share a Story

Read a story. There are many wonderful stories about Mother Earth and the lessons she teaches.

Enjoy one of those with the children, or pick one of the following stories which The Joy of Reading Project kindly gave their permission to post on the international LVE site, [www.livingvalues.net](http://www.livingvalues.net). You will find it under For Schools / Children Ages 3–7 / Download Free Stories / Simplicity. “Mortimer’s First Garden” by Karma Wilson is suitable for children three through five or six.

Mortimer, a little mouse, is quite excited about planting a seed. It is a wonderful story for children who are planting flower or vegetable seeds. “A Caterpillar Grows Up”, adapted from *The Family Finds Out* by Edith Hunter, is a story about a little girl and her parents who watch a cabbage caterpillar grow into a butterfly. Perhaps you would like to allow the children the opportunity to watch that in your classroom.

“Anju and the Stream” by R. P. Subramanian, with illustrations by Tamal Basu, is suitable for six- or seven-year olds. It is tale of a stream being polluted by a factory and the owner and the villagers working together to stop the pollution.

Enjoy discussing the story you choose and perhaps creating an activity around it.

Close with the Quietly Being Exercise, Sending Love and Peace to the Earth.



## SIMPLICITY LESSON 9

### *Not Wasting – Conserving*

Begin with a song.

#### **Discuss/Share**

- Simplicity is using what we already have.
- We can all be Friends of the Earth by not wasting.

*Explain:* One way we can be simple is by using what we already have and not wasting the earth’s material. Nature gives generously to us, and we must be careful so there will always be enough.

Talk about conservation. “Conservation means we don’t waste what nature gives us. We plant one or two trees when we use one, and we re-use the resources they give.

Ask:

- How can we conserve the things that come from trees in the classroom? (paper, boxes, sticks)
  - What kinds of things do people waste sometimes?
  - What are other ways you can conserve?

➤ With your guidance, help the children pick one or two things you can do in the classroom to conserve.

#### **Creative Activity**

Make up a song or poem about conservation. The following poem points out that one way of conserving is not needing to have one of everything!

It’s okay to be simple, It’s okay to be kind. I love the earth –  
I don’t need one of every kind!

If you are in a community where the children have an abundance of things, perhaps talk to the parents and children about “recycling” some things to those in need.

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



## SIMPLICITY LESSON 10

### Making Our Own Learning Material

Begin with a song.

*Awareness:* We can create our own learning material in a simple way.

#### Activity

Ask the children to create their own number or alphabet books.

*Three and Four Activity:* The teacher will need to trace the numbers 1 through 5 or 1 through 10, each number on a separate piece of paper. The children can then put the corresponding number of happy faces or flowers or stars on those sheets of paper.

*Five through Seven Activity:* Think about what the children need or want to learn and create the opportunity for them to make a little booklet or visual aid. Or, small groups of children can create a poster. Perhaps some would like to learn the name of trees. They could put leaves on a paper with the name of the tree or label different pine cones, etc. Close with one of the Quietly Being Exercises.

## SIMPLICITY LESSON 11

### Making Our Playthings

Begin with a song. Perhaps use objects found in nature to make music to go with your song.

*Awareness:* When we play with simple things, we can be creative and use our imagination. We are also recycling by using those things again.

#### Activity

Place before the children during playtime cardboard boxes collected from the grocery store or fruit stand or other types of containers that are available free of charge. Children at ages three and four will often start playing spontaneously with the boxes, sometimes two or three



squeezing inside one box and using another box as a lid, saying “This is our house.” Or, they can pretend it is a train and sing, “The wheels on the train go round and round.” They can make a tower, etc.

Close with a Quietly Being Exercise of your choice.

## SIMPLICITY LESSON 12

### Planting Trees

**Preparation:** Let the children prepare by collecting containers for water, small spades, pieces of paper, saplings and so on.

Sing a song about the beauty of trees or nature.

#### Discuss

Tell the children that we need to help the environment by planting trees. Say, “Trees help human beings as when we breathe out, the trees take our old air and make oxygen so we can breathe new air. Trees also help the Earth in other ways. They help the land stay moist and healthy and help the air by taking in some of the pollution and giving healthy air. Trees protect our environment.”

**Planning:** Tree-planting needs cooperation from several children. Several can help dig a hole. One person can hold up the sapling/tree, one can cover up the roots of the tree with earth, one can tread on the soil, and the last one could fetch the water and water the tree.

Key elements in cooperation: through the practice of planting trees cultivate the children’s sense of protecting the environment and guide them to have a better understanding of division of work and cooperation among partners.

#### Activity

**Step 1.** At the planting place, let the children find their own partners and cooperate in planting trees.



**Step 2.** Invite the children to draw or write their wish for the Earth on a small piece of paper and hang the papers on the tree.

**Step 3.** After the tree-planting, let the children in different groups sing the song “Saplings” while moving around the trees.

Through this they can experience the joy of the cooperation in planting trees and express their hope to grow up with the trees together.

*Note to Educator:* The tree-planting can take the form of cooperation between parents and children.

### **Song: Saplings**

The lovely saplings wear colorful clothes and green hats.

We sing and they dance with us.

We grow up together under the sun.

We sing and they dance with us.

We grow up together under the sun.

– *Contributed by the Jiehua Kindergarten*

## **SIMPLICITY LESSON 13**

### **Shining Hearts**

Begin by singing a song.

Check with them about the seeds they planted and the trees. Do they need watering? Tell them that today you want them to use their imagination to think about their hearts and taking care of nature.

### **Taking Care of Nature Visualization Exercise**

Play some relaxation music and say, “Let's imagine that peoples’ hearts are like tiny lights that turn on and off. . . . For a few minutes, close your eyes and imagine that you are walking slowly in a beautiful place . . . perhaps through a meadow . . . or in a beautiful forest . . . perhaps a park. . . . What does it feel like to be there? . . . Perhaps there is a fresh breeze . . . perhaps there is a pretty lake. . . . What is the sky like? . . . Are there clouds? . . .



Perhaps there is a little group of boys and girls your age that are doing things to help nature. . . . What are they be doing? ... Maybe this is a place where everyone knows how to take care of the Earth. . . . The people of this place have shining faces ... because their hearts are lit with light. . . . As you sit and relax with your eyes closed and still imagine yourself in that meadow or forest or park, I am going to tell you a secret. . . . When we are happy and act with love with our family and friends . . . when we are taking care of our beautiful planet ... not littering and not wasting water ... our hearts are bright. . . . They light up and shine. . . . Sometimes when nature is sad, we get sad too. . . . We are ones with shining hearts . . . ones that care for the Earth and Her Oceans. . . . ”

### **Discuss**

Sit in a circle with the students. Ask:

- Did you enjoy imagining? What did you imagine?
- How did you feel when you imagined yourself in beautiful place with other children that love nature?
  - Is the tiny light of your heart on or off at this moment?
  - What can we do here in school to help our planet?
  - Can anyone think of anything else you can do?
- Discuss the practical things that they are already doing and help them understand why they are doing that. Look at the plants they have planted in their organic garden.

### **Activity**

*Friend of the Earth Social Skill:* We are all learning how to be friends of the Earth by helping our planet. Sometimes you may notice things people are doing to help or hurt nature. If you know the person really well, you might want to say to them:

❖ The light of my heart is happy to see you helping our planet.

Or,

❖ It's better for our Earth when we don't litter.



➤ Ask the children to pair up with another child and tell them one thing they like about how they are a friend of the Earth. **Artistic Activity:** Ask students to draw or paint their heart when the light is on and when it is off. Or, finger paint a happy Earth.

– *Contributed by Aldenora*

*Uchôa*

## SIMPLICITY LESSON 14

### A Play and Our Message

#### Discuss/Share

Ask:

- What did you enjoy learning in the Simplicity and Caring for Our Earth and Her Oceans lessons?
- What did you enjoy doing in the Simplicity and Caring for Our Earth and Her Oceans lessons?
- Is there a message you would like to give to the Earth if you could?
- Is there a message you would like to give to all children about taking care of the Earth?
- Is there a message you would like to give to the adults?

#### Activity

Provide the opportunity to put on a play. They could act it out in class, or do it as a sharing with other classes or with their parents. Perhaps you could take the third Rosa, David and the Tern story and allow them to act it out, making simple head pieces as costumes.

All the children could sing The Tern's Song. All the children could also give their messages at the end.

---



*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*

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



*We hope you and those with whom you work enjoy and benefit from Living Values Education.*

*Thank you for your dedication to young people and nurturing hearts as well as educating minds.*



# Rainbow Booklet Library

*Reaching and Supporting the Greater  
Community*

Adding another dimension to Values Awareness is the Living Values Rainbow Library providing activities for everyone - Teachers, Care Givers, Parents, Individuals; Living Values for Self and Community Development. Available online under Resources on website – [www.livingvalues.net/resources](http://www.livingvalues.net/resources).

## GENERAL SERVICES LIBRARY:

- LV Home Study for Adults, Families -.pdf
- LV Home Study personal journal- Word
- LVE Study Groups for Adults - .pdf
- LVE Self Reflection booklet - .Word
- LVE Distance Facilitator Training Guide - .pdf
  - LVE School Experience – The Kuwait Model - .pdf
- LV Criteria for Schools , Kuwait and Bali - .pdf
- LVE Improve Facilitation Skills - .pdf
- LVE Funding Guide for Members – .pdf
- LVE in Business -. pdf

## LIVING VALUES ACTIVITY LIBRARY:

- LVE for Young Adults (taken from LVE activity books)
- LVE 8-14 - 8 values books taken from LVE activity book
- LVE 3–7 – 10 values books taken from LVE activity books

**DISTRIBUTION:** Read Online or Download the E-Booklet FREE, PRINT YOURSELF.

Created specifically for those desiring to share LIVING VALUES activities who do not have access to formal Values print resources or access to Living Values Associates and Trainers. These simple booklets most with between 48 – 56 pages can be photocopied for classroom or home use in “booklet” A5 form – ie regular A4 folded (to half size) and stapled. Booklets as in the **“LV Home Study”** and accompanying **“Journal”** with more than 80 -100 pages are required to be copied as A4 (full page) on both sides.

Each booklet is created with activities for the age or community group and /or the ALIVE membership information that it features. Booklets also support the ALIVE Distance Online Courses. This series will be continually expanded to meet needs of ALIVE membership and public benefit. [distance@livingvalues.net](mailto:distance@livingvalues.net)



Living Values™  
Education

## THE LIVING VALUES EDUCATION APPROACH

Living Values Education (LVE) 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 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.

Further information on the Living Values Education

Rainbow Booklet Library Series and

all Living Values materials is available at:

**[www.livingvalues.net](http://www.livingvalues.net)**