

OVERVIEW

Making Values Education in Your School a Practical Reality

1. Teaching Values

The choices of young people are critically important, not only for their own happiness and well-being at this vulnerable time in their lives, but also for their future. Living Values Education values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways.

The Association for Living Values Education believes that:

- *Learning about values helps students develop respect for each and every person. Adopting and living by positive values reinforces awareness of human worth and promotes the well-being of individuals and society as a whole.*
- *Each student does care about values and, when provided with the right opportunities, has the capacity to learn about, develop and express them and make socially-conscious choices.*
- *Students thrive in a values-based atmosphere, a nurturing, safe environment of mutual respect and care.*

In ***Living Values Education Activities for Children Ages 3–7, Ages 8–14, and Living Values Education Activities for Young Adults***, reflective and imagining activities encourage students to access their own creativity and inner gifts.

Communication activities teach students to implement positive, constructive social skills. Artistic activities, songs, and movement inspire students to express themselves while experiencing the value of focus.

Game-like activities are thought provoking and fun; the discussion time that follows those activities helps students explore effects of different attitudes and behaviours.

Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and tolerance continues throughout the exercises.

Educators are encouraged to utilise their own rich heritage while integrating values into everyday activities and the curriculum.

Living Values Activities for Children – 3-7, 8-14, and Young Adults are designed to be individually downloaded from the website and copied in-school for teacher and classroom use. <https://livingvalues.net/values-for-schools/>

2. Making Values Education a Practical Reality

Step One

A first step you may wish to do while considering the implementation of Living Values Education is inviting interested teachers and principals, or the leadership team of the organization, to reflect on and discuss the purpose of education. What values do you feel would benefit the students or group of people with whom you work?

What values do you feel are needed in society and the world? What values would you like to part of the culture of your school or organization?

Perhaps discuss the vision statement of the LVE Approach. Share that education has always been the primary method of change for society. What change would you they like to see in your community and the world? Do you agree that the way to peace is peace? What would a culture of peace, respect, love, tolerance/acceptance of all, and honesty create in your community? Perhaps define together the culture or ethos you would to create.

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

Step Two:

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

Step Three:

Find time slots to integrate LVE Activities. It is hoped that the activities in this resource generate further ideas from teachers in all subject areas, for all educators within the school can contribute to the exploration of values. Values education is most effective when the entire school community is engaged and values are integrated throughout the curriculum.

The staff of each educational community implementing LVE will need to decide how, when and by whom the LVE lessons will be taught. This is more easily done in primary schools, and with middle schools that have ample homeroom periods or dedicated periods for social skills development, citizenship, civil leadership, moral education, social responsibility or ethics. Schools without such time slots, are advised to creatively find a place to integrate two core lessons a week, at least for the first several months. For example, as many of the activities for peace and respect contain discussion and writing activities, they could be integrated and/or done during literature or language classes. The lessons in the honesty unit could be done in history classes. The cooperation lessons could be done by physical education teachers.

Two or three lessons a week, suitably adapted to the age and background of students, are highly recommended during the first four months of LVE in order to obtain student “buy-in.” This may not be possible for all educators to do, especially when only one teacher or a few teachers are implementing LVE within a school. Do not be concerned if you are the only educator doing values education. Many educators implementing LVE are in a similar situation. They have found that their way of being, and their passion for values, creates the needed “buy-in.”

Implementation Details

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

The universal values explored in all three books are peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity and caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity. The value unit exploring freedom for children ages three to seven is titled “Brave and Gentle”. Another unit is titled “Another Value We Love”. This offers activities on a few values and an invitation to educators to explore a value they feel is needed locally or nationally. The values units include many related values such as kindness, fairness, determination, integrity, appreciation, diversity, human rights, valuing education, trust, gratitude, inclusion, equality and social justice.

There are two values units on both peace and respect as these values are so important to young people and present the opportunity to help them build important intrapersonal and interpersonal social and emotional skills. It is recommended that educators begin with the Peace I and Respect I values units in Book 1 during the first year of implementation and Peace II and Respect II values units in Book 2 during the second year, rotating through eight values each year.

This book contains at least three values activities for each week. Facilitating at least two values activities a week is highly recommended to create student “buy in”. Young people also benefit by relaxation/focusing times several times a week, or daily.

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

[The full set of the LVE Values Activity book series including the LVE Training Guide are provided to you for Library and Research use on request.](#)

Assemblies and Songs

When the entire educational community is exploring the same value at the same time, assemblies are an excellent way to sustain the enthusiasm. Different classes or various clubs can take turns presenting values creatively at assemblies through drama, music, art, poetry, etc. Allow them to share their concerns about values and anti-values, and the service-learning projects with which they become involved.

Please begin with the Peace Unit!

Beginning each school year with a Peace Unit is always recommended. Young people are deeply concerned about peace — even those who may be externally aggressive. At the beginning of the unit, facilitators ask them to imagine a peaceful world. This allows them 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 in words and artistically. What they create is always beautiful. The opportunity to explore what they would like in the world creates interest ... and a bit of needed hope for the cynical or marginalized youth.

While young children are then engaged in activities with stories and the making and playing with peace puppets, older students are led in mind mapping peace and violence. Lessons with relaxation/focusing exercises and art allow students a chance to explore peace at a personal level before a series of conflict resolution activities are begun. Discussions in those lessons help build understanding of others and allow them to further their communication skills.

Throughout each values unit, reflection points educate in a universal manner, that is, in a manner which models respect for all. Usually within two months, with just two or three lessons a week, students are doing conflict resolution successfully. Teachers report that students find the peace unit relevant; they note reduced resistance in students often considered unmotivated.

Is there a recommended order of values units?

We suggest beginning with the Peace I and Respect I Units as they build intrapersonal and interpersonal social and emotional skills in a sequential manner. Conflict resolution and Bullying No More lessons begin in the Peace I unit and are revisited in the Respect I Unit. Mind mapping peace and conflict, relaxation/focusing exercises and conflict resolution skills developed during the Peace I and Respect I 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.

You may wish to do further values units in the order presented in the book, or you may wish to decide a different sequence depending on perceived needs. The Love Unit continues to reinforce communication and conflict resolution skills. For example, in the Love Unit, students are asked, “What was the starting point of the conflict? How will a loving attitude change the situation?” The Tolerance Unit invites appreciating each other and other cultures.

The Honesty Unit is also important, especially as it is helpful for older students to begin to comprehend the why's and how's of corruption. Young adults are asked to engage in activities about social justice in several of the values. Each one of the values units are designed to build personal skills as well as understanding of the value and the effects of the anti-value on the self, others and the community.

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

Do I need to do every activity?

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

Values Activity Booklets

The Living Values activities bring up truth and awareness offering the potential to improve relationships, know ourselves better and discover what drives our behaviour and makes us conscious of the effect we have on others and our environment.

Recognising the many challenges faced by teachers today with all ages of young people we have created the **Rainbow Library of Values Activity booklets** which are essentially 'teacher aids' providing ideas, using activities to assist in dealing with specific classroom issues, capturing student imagination, participation and discussion, perhaps bringing our young people to a different; more caring and responsible space.

Each Value booklet of approx. 40-56 pages is easily printed on school printer as A5 booklet/pocket book size, landscape, 2 up. The booklets have colour front and back and can be printed in black and white to save on ink costs. Perhaps you have a machine that staples, if not a long-nose stapler will do the trick. Alternatively, you could order your choice of booklets from your local photocopy shop (one colour) for about \$2 each. Simply download the booklet you want for a particular Value for the relevant age group from the website.

Teacher aid Booklets, Values Reflection Posters, Values based Stories and Values based Songs can be downloaded for each age group on the relevant age pages – 3-7, 8-14, Young Adults from: <https://www.livingvalues.net/values-for-schools/> All LVE resource materials are available to schools free of charge.

3. Introducing Your School to the Living Values Education Approach

We offer you support with our Values books, activities, display materials and Accreditation as a Living Values Education-based Model School together with ongoing online and where possible face-to-face personal assistance with our country Associates and Focal Points.

We have many Living Value trainers and facilitators in over 40 countries who give workshops, teacher training sessions. You can request assistance where possible with in-school visitation or the popular, online Zoom meetings.

Our on-line monitoring and evaluation teams are available to provide assistance.

To meet the certification criteria for a Living Values-based Model School it is a requirement that at least two of the School faculty undertake and become certificated in the free of charge 12 week LVE Distance Facilitator Training Course - DFT. This will provide the school with staff members who can share comprehensive practical understanding of Values delivery techniques, understanding of the LVE Self Reflection and children/student Values activities and extend the benefits of bringing values into the school environment among other members of the faculty.

The Living Values Education publication – “Training Guide” pages 240 – 283 relative to Values in Schools is highly recommended prior to application. Available online for www.livingvalues.net/download

Specific Steps to becoming a Living Values Model School:

Time Frame to commencement: six weeks from commencement of the nominated teacher training.

1. Make application provides your school Vision and Mission, location, contact details faculty and admin staff numbers, class structure, age group of students, etc.,
2. LVE review, on acceptance we provide an agenda of actions including the overview details for the online Distance Facilitator Training DFT requirement for a minimum of two or more nominated teachers.
3. On completion of the 12 week teacher training , the school becomes Accredited as an LVE Model School. The school nominates a liaison person between the school and Living

Values. Display materials – LVE logos, signage and accredited documentation are provided. The LVE Training Guide (360 page) and Children Ages 3-7,8-14, Young Adults Values Activity books are dispatched from Amazon.

A booklet for Parents on the LVE Model School is provided which can be duplicated and delivered to all student's parents/caregivers so that full understanding of their child's growth in values awareness and new behavioural patterns is understood.

Certificated DFT teachers can hold parent meeting using the LVE Guide for Parents and community LVE Study Groups using the LVE Study Group Guide.

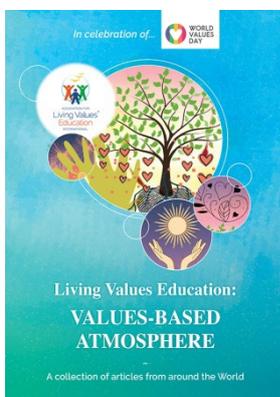
4. DFT Mentors (Certificated teachers and Distance Facilitator Trainers) who have certificated the teachers are available to the school and will undertake an evaluation each three months for the first year and bi annual evaluation to ensure the values activities in the school and the Living Values-based Atmosphere is being implemented. The evaluation fee of US\$100 per evaluation is payable direct to the school LVE Mentor.

Videos of Living Values in Schools

You are recommended to watch the 15 minute 'values in schools' video on our YouTube channel. <https://www.youtube.com/watch?v=WyDXZUSEwjs>

4. The Key Component of Living Values Education

Living Values-based Atmosphere - VbA



Recognising that it is our facilitators, trainers in the field and the ALIVE international Associates and Focal Points who are working on the ground with schools in practical Values application we asked for their input to create an overview of what is a Values-based Atmosphere and how it is delivered.

We highly recommend viewing this publication for an insight as to how your school may benefit from adopting this Living Values Education Approach.

3. Materials for Living Values Model Schools

Living Values Reflection Points for Age Groups Years 3-7, 8-14, Young Adults

Peace • Love and Caring • Respect • Responsibility • Tolerance • Honesty • Humility
• Happiness • Cooperation • Simplicity and Caring for the Earth • Freedom • Unity

Download Reflection Points Posters for in school use and display

- 📄 Please download from <https://www.livingvalues.net/reflection-points/>

When we began the initial pilot of Living Values Education in February of 1997, we asked educators for feedback. A few asked us about the meaning of the values they were exploring with the children. This prompted us to explore again the purpose of Living Values Education. As educators we felt strongly that we wanted to help create positive, supportive and safe quality learning environments for young people so they could grow toward their potential, but wasn't another aim to have peace and respect around the world?

Remembering that we began the creation of LVE with a tenet in the Preamble of the United Nations' Charter, we began to create Reflection Points based on that. Which tenet? "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, not just for those of a particular culture, race, background or religion.](#) If we are to promote wellbeing for individuals and the larger society, we needed to define values within this parameter.

In the "Living Values Series of Activity for Children" books, Reflections Points are included within each values unit. They provide information about the meaning of the value being explored and are incorporated in the lessons. ["Understanding core values is essential to teaching values if students are to develop lifelong adherence to high principles"](#) (Thomas Lickona, 1993).

The Reflection Points are intended to be universal in nature, holding an interdependent perspective of the importance of dignity and respect for each and every one, and our planet. For example, a point in the unit on Respect is: Everyone in the world has the right to live with respect and dignity, including myself. A Tolerance Reflection Point is: Tolerance is being open and receptive to the beauty of differences.

Educators are encouraged to add their favourite Reflection Points, or use favourite sayings from the culture of their community and historical figures. Students can make up Reflection Points or research favourite sayings of their own. Let us know if you would like to add a Reflection Point!

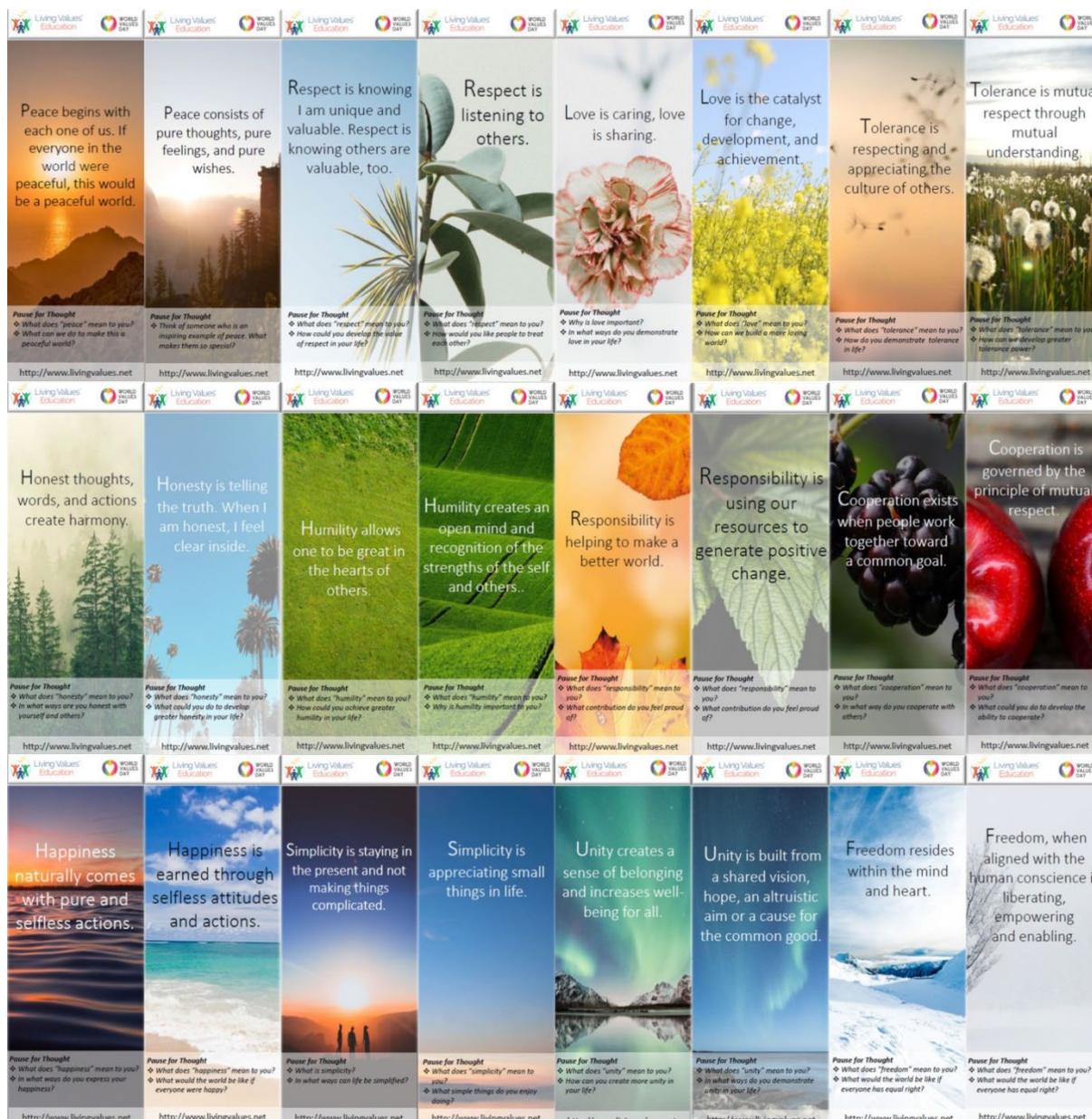
[Vibrant schools poster display in corridors and classroom of the Values Reflection Points for the relative class ages are vital in creating the ambiance for all-school Values-based Atmosphere.](#)

4. Living Values Education - Values Bookmarks

Values reminder cards and Power Point presentation available free for download in pdf - pptx

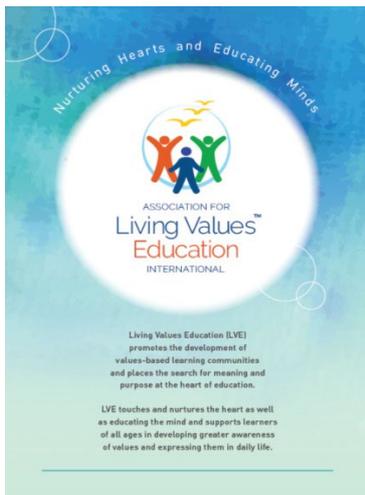
A 24 set card series we can all use in a multitude of ways;

Focus points in workshops, large and small display for reflection, daily questions to ask ourselves, gift set for practical use, use as is or blow up for posters for home or, classroom display. From [https:// livingvalues.net/resources/](https://livingvalues.net/resources/) go to values-bookmarks



5. ALIVE Vision, Mission and Aims

The **Association for Living Values Education International** (“ALIVE”) is a collective of organizations and associations and individuals in over 40 countries that provide professional development workshops and curriculum resources to educators around the world. Working with a strong spirit of volunteerism, they offer students and teachers, children and adults alike, a message and experience of personal empowerment and practical skills and materials for use in a diverse range of learning environments through a vision of education called [THE LIVING VALUES EDUCATION APPROACH](#).



Association for Living Values Education International Brochure

The directors of the board of ALIVE, the Association for Living Values Education International are pleased to present this overview of the 20 year-old organisation, we are proud to be able to share the many aspects, resources, peoples and opportunities that comprise Living Values Education.

The brochure supports our 40 plus country Members and Focal Points. The ALIVE brochure is for use by members to support their own credibility with Living Values and provides the general public with a full understanding of the history of Living Values, the extensive resource material and activities

they can access to join with us in the creation of a better world for all.

📄 Download ALIVE eBrochure print version from the website:

[https:// livingvalues.net/resources/](https://livingvalues.net/resources/)

OUR VISION

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 values 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.

Our vision is the emergence of a better world in which values such as: • Love & Caring • Peace • Respect • Tolerance • Responsibility • Cooperation • Happiness • Honesty • Humility • Simplicity and Caring for the Earth • Freedom • Unity

become the compass with reference to which all people chart the journey of their lives and the development of humanity as a whole. We believe that education is an essential part of the journey to such a better world.

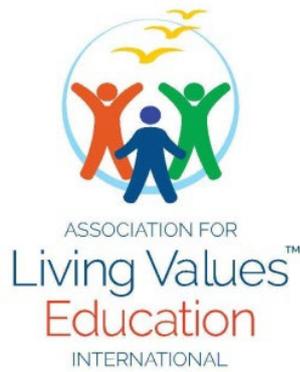
OUR MISSION

ALIVE's mission is to support teachers, facilitators, trainers and learners, wherever they are, who wish to place and keep values at the heart of their work and life. This is based on the premise that:

- It is inherent in what it means to be human to want to feel valued, understood, loved, safe and respected.
- People around the world share basic human values and have the potential for self-development and positive interaction with others and their environment.
- Education is an inherently values-based enterprise and students thrive in a caring and values-based atmosphere in which mutual respect and responsibility are embraced.
- Constructive solutions to many of the challenges facing communities will emerge more easily when there is an emphasis on a values-based approach to life.
- Providing appropriate opportunities and an enabling values-based environment can make a decisive difference to children and adults in setting and maintaining a positive direction in their lives.

OUR AIMS

- To provide educators and learners with guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of the physical, intellectual, emotional and spiritual.
- To provide professional development workshops, curriculum resources and support to educationists wishing to embrace values as the heart of their practice.
- 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 understanding, motivation and responsibility with regard to making positive personal and social choices.
- To inspire individuals to choose their own personal, social, moral and spiritual values and be aware of practical methods for developing and deepening them.
- To encourage educators, caregivers and parents to provide students and those in their care with a philosophy of living, thereby facilitating their overall growth and personal development so they may integrate themselves into the community with respect, confidence and purpose.
- To advance the awareness that values are the sustaining force of society and the foundation of human progress.



Living Values is dedicated to offering a medium to change lives and communities through extending Values Awareness and Education. Living Values based Model Schools are a significant way in which young people can engage values at an early age.

LVE Model Schools Application from:
distance@livingvalues.net

We are here to help. You are invited to connect with our International team of values representatives – our Associates and Focal Points in your country or, contact us at:

communications@livingvalues.net
