



LIVING VALUES

<http://www.livingvalues.net/index.html>

The implementation of Living Values Education is facilitated by the **Association for Living Values Education International (ALIVE)**, a non-profit-making association of organizations around the world concerned with values education. Drawing on a strong volunteer base, the advancement and implementation of Living Values Education is supported by UNESCO and a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. It is part of the global movement for a culture of peace in the framework of the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World.

Living Values calls us to be radically honest with ourselves and how we respond to everyday situations. It is as if the values are rekindled within, providing the keys enabling us to face and overcome the challenges of daily life. The workshops provide such a deep infusion of how to respond with values at the heart of every decision, that it is undeniably noticeable when they are temporarily absent. It is really **feeling** the difference in the body and state of being when we choose arrogance over humility, conflict over peace, disrespect over respect, complexity over simplicity and in-authenticity over honesty. We come to see that the choice really is ours and how it feels not to respond in a loving way. It is as if time slows down and we can see the path one is choosing. Therefore, when we stand at a crossroad of life, we have the power to choose which road to take – the one that leads us to love and loving experiences or the opposing path of hardship and pain. Through the teachings of Living Values, we learn that this choice can be both empowering and incredibly profound.



Materials — The Living Values Series

<http://www.livingvalues.net/common/about/LVEP%20Overview,%20Oct%202010%20s.doc>

- ◆ *Living Values Activities for Children Ages 3–7*
- ◆ *Living Values Activities for Children Ages 8–14*
- ◆ *Living Values Activities for Young Adults*
- ◆ *LVEP Educator Training Guide*
- ◆ *Living Values Parent Groups: A Facilitator Guide*

In *Living Values Activities for Children Ages 3–7*, *Ages 8–14*, and *Living Values 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 utilize their own rich heritage while integrating values into everyday activities and the curriculum.

LVEP Educator Training Guide — This guide contains the content of sessions within regular LVEP Educator Workshops. Sessions include values awareness, creating a values-based atmosphere, and skills for creating such an atmosphere. LVEP's theoretical model and sample training agendas are included.

Living Values Parent Groups: A Facilitator Guide — This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. In this process, parents and caregivers reflect on their own values and how they "live" and teach those values. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed, as are particular skills to deal with those concerns. There is a small section on the needs of children from ages 0 to 2.

Materials — For Children and Youth At Risk

These LVE materials are restricted, only made available to educators who undergo training for these particular modules as the children are at risk. As special healing activities are included, it is essential to facilitate the activities in a values-based atmosphere. LVE materials for children at risk consists of the following.

- ◆ *Living Values Activities for Refugees and Children Affected by War Ages 3–7*
- ◆ *Living Values Activities for Refugees and Children Affected by War Ages 8–14*
- ◆ *Living Values Activities for Street Children Ages 3–6*
- ◆ *Living Values Activities for Street Children Ages 7–10*

- ◆ *Living Values Activities for Street Children Ages 11–14*
- ◆ *Living Values Activities for Drug Rehabilitation*
- ◆ *Living Values Activities for Young Offenders*

Living Values Activities for Refugees and Children Affected by War — This supplement contains activities that give children an opportunity to begin the healing process while learning about peace, respect and love. Designed to be implemented by refugee teachers of the same culture as the children, there are forty-nine lessons for children three- to seven-years old and sixty lessons for students eight- to fourteen-years old. The lessons provide tools to begin to deal with grief while developing positive adaptive social and emotional skills. A section on camp-wide strategies offers suggestions for creating a culture of peace, conducting values education groups for parents / caregivers, cooperative games, and supporting conflict resolution monitors. Teachers continue with the regular living values activities after these lessons are completed.

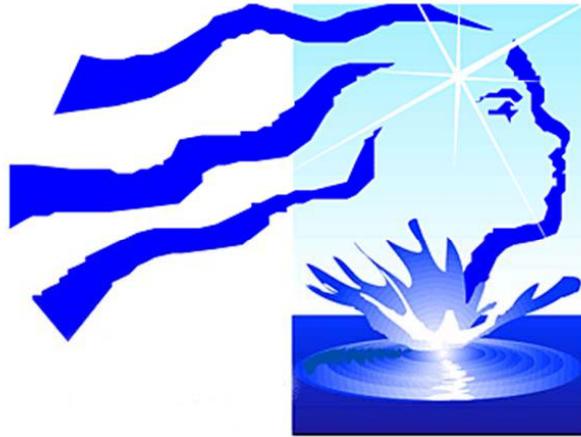
Living Values Activities for Street Children (LVASC) — These materials contain adapted living values activities on peace, respect, love and cooperation and a series of stories about a street children family. The stories serve as a medium to educate about and to discuss issues related to domestic violence, death, AIDS, drug sellers, drugs, sexual abuse, physical abuse, hygiene and healthy eating. LVASC 11–14 also includes the issues of emerging sexuality, sex and labour trafficking, and a further exploration of human rights. The stories are combined with discussions, activities, and the development of positive adaptive social and emotional skills and protective social skills.

Living Values Activities for Drug Rehabilitation — The 102 lessons in this curriculum weave in values activities on peace, respect, love, cooperation, honesty, humility and happiness from *Living Values Activities for Young Adults*, with lessons related to drug use, emotional issues that arise with addiction and its concomitant behaviours, and the building of social and relapse-prevention skills. This approach is based on Living Values Education Program’s methodology. Lessons on peace and respect build self-confidence and a supportive values-based atmosphere in the group, prior to beginning drug-related lessons in which participants are asked to explore and share their journey into drugs and the consequences in their lives. The lessons include experiences to help them deal with their pain and shame, and learn the valuable life-lessons that pain can teach. Positive intrapersonal and interpersonal social skills are taught, encouraged and practiced. Participants explore many aspects of their experiences and build relapse-prevention skills through discussion, art, role-playing and dramas.

Living Values Activities for Young Offenders — The book combines values activities on peace, respect, love, cooperation, honesty, humility and happiness, with lessons related to crime, violence, drug use, gang involvement, negative influences and concomitant emotional issues, along with the building of social and relapse-prevention skills. This approach is based on Living Values Education Program’s methodology. Participants are encouraged to explore and develop values in a group-facilitated process by first exploring their own dreams for a better world. Lessons on peace and respect build self-confidence and a supportive values-based atmosphere in the group, prior to beginning choice-related lessons in which participants are asked to explore and share their journey into crime and the consequences in their lives. The 103 activities include experiences to help them deal with their pain, and learn life-lessons. Positive intrapersonal and interpersonal social skills are taught, encouraged and practiced. Participants explore many aspects of their experiences and build relapse-prevention skills through discussion, art, role-playing and dramas.

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Honesty



Honesty is telling the truth.

When I am honest, I feel clear inside.

A person worthy of confidence is honest and true.

Honest thoughts, words and actions create harmony.

Honesty is to use well what has been entrusted to you.

Honesty is the best policy.

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

When I am honest, I can learn and help others learn to be giving.

Greed is sometimes at the root of dishonesty.

There is enough for man's need, but not enough for man's greed.

*When we are aware we are interconnected, we recognize the
importance of honesty.*

From *Living Values Activities for Children Ages 8-14*. Copyright © Living Values: An Educational Program, Inc.
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History of Living Values

Living Values Education (LVE) was initially developed by educators in consultation with the Education Cluster of UNICEF, New York, and the Brahma Kumaris World Spiritual University (BKWSU). Twenty educators from five continents met at UNICEF Headquarters in New York in August of 1996. They discussed the needs of children around the world, their experiences of working with values, and how educators can integrate values to better prepare students for lifelong learning. Using the values concepts and reflective processes within the BKWSU publication *Living Values: A Guidebook* as a source of inspiration, and the Convention on the Rights of the Child as a framework, the global educators identified and agreed upon the purpose and aims of values-based education worldwide – in both developed and developing countries.

Roger (Raj) Miles – australia@livingvalues.net – based in Australia, enjoys conducting LVE workshops and developing ideas about making values more relevant to adults. He would like to attract more funding to LVE as he sees values education as an important means of building a better world for all. If you have any thoughts about this area, please contact him.

Roger is one of the seven current members of the board of directors of ALIVE from around the world.

ALIVE with PASCAS

Pascas Health Clinic, with Pascas Café and also Chaldi College form the structure of a Pascas Care Centre. Chaldi College is the educational unit. Chaldi College will provide short course education and support to children as well as adults.

Encapsulated within this support for children are to be the objectives of the ALIVE programs, as outlined above. Complementing the ALIVE programs are those of Divine Truth, The Journey Process, and also ChildSOS. ChildSOS is to be the equivalent of ChildHelp in USA.

ALIVE is already represented in 64 countries. The Pascas agenda is initially focused on countries in the southern hemisphere, or more accurately, Africa, Madagascar, India sub-continent, Australia, New Zealand, Pacific basin island nations, southern Asia, South America, Central Americas, Mexico, and the Indian nations within USofA.

Thus, it is considered that Pascas work together with ALIVE initially in the regions outlined and progress to bring these objectives and facilities into play where we are invited. Pascas is only to go where the local communities invite us. The presence of ALIVE in many regions of focus for Pascas will assist in bringing the awareness of Pascas programs into many communities.

Raj Miles, a director of ALIVE, is also a participant of the Pascas community. Raj has asked the Pascas community to assist with the ongoing activities and objectives of ALIVE. We welcome this request.