



# LIVING VALUES

an educational program

## Values Education for Children and Young Adults

[home](#) | [news](#) | [aims](#) | [context](#) | [resources](#) | [reference](#) | [introductions](#) | [parents](#) | [impact values](#) | [children](#) | [training](#) | [events](#) | [support](#) | [sitemap](#) | [about lv](#) | [contact us](#)

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### Living Values e-News

Living Values: An Educational Program Newsletter

**March to April 2002**  
Issue Number Seventeen

[In this Issue](#)

[Previous Issues](#)

**Focusing on the Value of: [Cooperation](#)**

**From the [Editor's Desk](#)**

**Forthcoming Events**

- [Australia](#): LVEP Teacher and Parent Training
- [Canada](#): LVEP Educator Workshop
- [Colombia](#): LVEP Educator Training
- [UK](#): Sixth Annual Oxford LVEP TTT
- [USA](#): Educators' Reunion and Retreat
- [USA](#): Living Values Weekend Family Funshop
- [Vietnam](#): Training for agencies working with street children

**Worldwide Happenings**

- [International](#): New! Living Values Activities for Street Children
- [China](#): Living Values in Beijing classrooms
- [South Africa](#): Translation into Zulu - and that makes 26 languages!
- [Seychelles](#): Living Values gets off to a flying start!
- [International](#): Teachers' Experiences of LVEP with Children Ages 3-7
- [Brasil](#): Children Draw Peace
- [Thailand](#): Successful training at University in Bangkok

## Coming soon to Living Values e-News ....

- Focus on [Happiness](#) - in our next issue

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- [Subscribe](#) to e-News
- [Thank You!](#)
  
- [Previous Issues](#) of Living Values e-News



### **To Our Readers**

[news@livingvalues.net](mailto:news@livingvalues.net)

Welcome to the seventeenth issue of Living Values e-News, the electronic newsletter of the [Living Values Educational Program](#).

In families around the world, it is almost invariably, and rightly so, the children and youth who are at the focus of their parents' attention. As it becomes increasingly apparent that our diverse world is one interdependent whole and all its peoples members of just one large human family, it is timely for the children of the world to be truly at the focus of international attention. Indeed, it is more that just timely: it is a critical need as a matter of moral duty as well as pragmatic reality.

As was recently pointed out at the United Nations General Assembly Special Session on Children in New York it is to humanity's credit that much has been achieved in this regard. Yet achievements in some areas also highlight the tremendous amount that remains to be accomplished in crucial areas such as true quality education.

Just as the human family is an integrated whole of many parts, so too the individual is comprised of different dimensions including the emotional, moral and spiritual as well as the intellectual and physical. Our efforts to promote and secure children's well-being must take account of all these dimensions, and children's corresponding rights thereto, if we are really to ensure that children are at the heart of all that we do.

The fulfilment of rights, and the building of a better world, is ultimately based on the bringing back into daily life of a culture of thinking, attitudes and behaviour based on human values such as respect, responsibility, love and peace. As beings endowed with inherent worth, reason and conscience we all have within us the seed of such values and the potential for good. The key to the long-term fulfilment of the goals that we have set ourselves must therefore be founded in an education that will foster such values and reinstate the awareness that as members of one family, the world's children are our children and that there is something all of us can do to fulfil

the responsibility that this brings. The road ahead of us is still long and uphill but for as long as we remember this there is still light to guide our way.

The LVEP website - at [livingvalues.net](http://livingvalues.net) - warmly welcomes hearing from educators with one or two success stories (or even not-so-successful stories!) of values activities that they've tried in their classroom. So read on .... and, as ever, we hope that you'll do more than just read: please also send us your news - and go out and make some news!

With warmest wishes  
The Editor



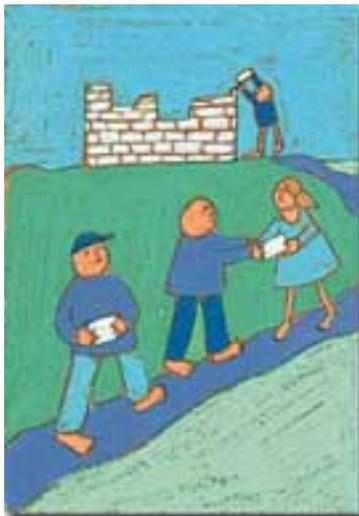
## ► Focusing on the Value of: COOPERATION - Activities for Parents, Children and Young Adults

[content@livingvalues.net](mailto:content@livingvalues.net)

Living Values: An Educational Programme (LVEP) is a comprehensive values education Programme. This innovative global character education Programme offers teachers and facilitators a variety of experiential values activities and practical methodologies to enable children and young adults to explore and develop **12 key universal values**: Cooperation, Freedom, Happiness, Honesty, Cooperation, Love, Peace, Respect, Responsibility, Simplicity, Tolerance, and Unity. LVEP also has special materials for use with parents and caregivers, children affected by war, street children and children affected by earthquakes.

LVEP's **Living Values Activities series of books** is published by Health Communications, Inc. In each newsletter we bring into focus one of the values explored by LVEP, excerpting from this award winning series selected ideas and activities on each value. In the last edition the focus was on **humility**; this edition focuses on **cooperation**.

Cooperation



*One who cooperates receives cooperation.  
The method to give cooperation is to use the energy of the mind to create vibrations of good wishes and pure feelings for others and for the task. By remaining detached, objective and influenced by innermost values and not external circumstances, subtle cooperation in the form of wisdom emerges.*

From **Living Values: A Guidebook**

please click for further excerpts to stimulate thought.

Think of a time in your life when you wanted or needed cooperation and someone was cooperative. What did it feel like? . . . . . When have you been cooperative? . . . . . When cooperation is giving in a natural, caring way, it feels completely different from when we try to extract cooperation and it is finally extended in a begrudging manner. The lightness and love within real cooperation fills a relationship with respect. Begging for cooperation in a relationship of power and victimization demeans both participants – and only adds to the world of pain. Real cooperation is filled with affection and creates the space for a world of dignity.

Reflection Points from Living Values Activities for Young Adults, Cooperation Unit.

- Cooperation exists when people work together toward a common goal.
- Cooperation requires recognizing the value of everyone's part and keeping a positive attitude.
- One who cooperates creates good wishes and pure feelings for others and the task.
- When cooperating, there is a need to know what is needed. Sometimes we need an idea and sometimes we need to let go of our idea. Sometimes we need to lead and sometimes to follow.
- Cooperation is governed by the principle of mutual respect.
- One who cooperates receives cooperation.
- Where there is love there is cooperation.
- Courage, consideration, caring and sharing provide a foundation for cooperation.
- By staying aware of my values, I can give cooperation.

You can read an excerpt on [cooperation](#) from Living Values: A Guidebook to stimulate thought; please click as indicated below for activities on Cooperation for Parents, Children and Young Adults. Young adults may wish to explore a few of the ideas with family or friends while parents may wish to take up some of the activities with their children. And do [let us know](#) how you get on or if you've got other experiences or activities you'd like to share!

- ▶ Excerpts from [Living Values Activities for Young Adults](#)
- ▶ Excerpts from [Living Values Activities for Children Ages 8-14](#)  
**Cooperation** Ideas at Home for [Parents](#)
- ▶ Excerpts from Living [Values Activities for Children Ages 3-7](#)  
**Cooperation** Ideas at Home for [Parents](#)

"However, it is here, in this hall, that we have all come together- that we must all come together - to make known our differences, examine our motivations and, if possible, find solutions. For there are, beyond all that can divide us, common purposes, common objectives, to which we have all promised to adhere and which our charter proclaims in Article 1 in an order which it is worth recalling on this thirtieth anniversary. We have in fact solemnly undertaken to 'Maintain international peace and security,' to 'Develop friendly relations among nations,' and to 'Achieve international cooperation.'"



## Forthcoming Events

[training@livingvalues.net](mailto:training@livingvalues.net) - Online [Calendar of Events](#)

### **Australia: LVEP Teacher and Parent Training**

14th to 16th June 2002, [Leura, Blue Mountains, NSW](#)

This two-day event for principals, parents, Education Department officials, university lecturers and teachers will offer two streams - one for teachers and one for parents - and make use of reflective exercises, group discussions, structured information sessions, scenario enactments and small group work. Commencing on the evening of Friday 14th June, it will conclude after lunch on Sunday 16th June and take place at the Brahma Kumaris' Centre for Spiritual Learning in the midst of spectacular Blue Mountains bushland.

The content of the Teacher Training stream will include:

- Creating a vision of a values based education setting;
- Exploring the LVEP Material;
- Teaching the LVEP Material;
- Evaluating LVEP (current research in progress);
- Support and networking; and
- Implementation Strategies.

The parent stream will demonstrate how a personal understanding of values, and how they influence behaviour, is an important part of being a parent. Participants will have the opportunity to explore and identify their own values in a non-threatening and safe environment; methods to help put those values into practice, and values-based parenting, will be profiled in the context of LVEP.

For further information, please contact:

[australia@livingvalues.net](mailto:australia@livingvalues.net) | Phone: 02 4784 2500



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### **Canada: LVEP Educator Workshop**

22nd to 24th August 2002, [Surrey, BC](#)

This three-day educator workshop will be conducted by Diane Tillman, LVEP International

Coordinator for Content and Training, and will be followed by an extra day for those who wish to help with Training.

For further information, please contact:

[canada@livingvalues.net](mailto:canada@livingvalues.net)



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### **Colombia: LVEP Educator Training**

16th to 19th May 2002, [Villa de Leyva, near Bogota](#)

This three-day training will commence on the evening of Thursday 16th May and conclude after lunch on Sunday 19th May. Held at the Hospederia Centro de Convenciones El Duruelo at Villa de Leyva, near Bogotá, it will aim to help educators:

- Explore skills to create and sustain a values-based atmosphere;
- Work with teams to experience values activities for students;
- Learn techniques for active listening and conflict resolution; and
- Network with other educators committed to positive self-development for students.

For further information, please contact:

[colombia@livingvalues.net](mailto:colombia@livingvalues.net)



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### **UK: Sixth Annual Oxford LVEP TTT**

24th to 28th July 2002, [Nuneham Courtenay, near Oxford](#)

The sixth annual International LVEP Train-the-Trainer session will take place from 24th to 28th July 2002. Held at the Brahma Kumaris Global Retreat Centre, a few miles outside Oxford, it will begin at 5:30 pm on Wednesday 24th July and will conclude with lunch on Sunday 28th July. People attending the LVEP Train-the-Trainer will include educators, teacher-trainers, education officials and psychologists. The TTT is not a values conference; it is a workshop on how to implement LVEP. Attendance at this TTT is by invitation only and, if you are interested in attending, please contact the [LVEP Country Coordinator](#) for your country of residence.

For further information, please contact:

[training@livingvalues.net](mailto:training@livingvalues.net)



## **USA: Living Values Weekend Family Funshop**

28th to 30th June 2002, [Haines Falls, NY](#)

This Living Values Retreat for parents and children aged 4 and older will include LVEP activities such as the following for different age-groups:

- Imagining exercises;
- Relaxation/focusing exercises;
- Artistic and creative expression;
- Learning to communicate with each other better;
- Creative play; and
- Outdoor fun!

Created for parents and caregivers who are conscientiously working to raise children with values and looking to explore ways to deepen their own existing values and share them with their children, the event will take place at the Brahma Kumaris' Peace Village Learning & Retreat Center in the beautiful Catskill Mountains of upstate New York. Arrivals are from 4.00 pm on Friday 28th June and departures from 2.00 pm on Sunday 30th June.

For further information, please contact:

[usa@livingvalues.net](mailto:usa@livingvalues.net)



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## **USA: Educators' Reunion and Retreat**

6th to 12th August 2002, [Haines Falls, NY](#)

This year marks the fourth year of Living Values Teachers' Retreats in the USA and 6th to 8th August are dedicated to bringing together all the special people who have been a part of the first three years in a sharing of stories, resources, and ideas.

A Retreat for educators wishing to find out more about LVEP will then be held from 8th to 11th August, followed by a Train-the-Trainer (TTT) session on Monday 12th August for educators who have attended two previous LVEP Seminars.

For further information, please contact:

[usa@livingvalues.net](mailto:usa@livingvalues.net)



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## **Vietnam: Training for Agencies working with Street Children**

October 2002

This training coincides with the new LVEP Activities for Street Children as described below. Details for this training will be released later.

For further information, please contact:  
[vietnam@livingvalues.net](mailto:vietnam@livingvalues.net)



## Worldwide Happenings

### ▶ **International** **New! Living Values Activities for Street Children**

[content@livingvalues.net](mailto:content@livingvalues.net)

Diane Tillman, the primary author of the Award-winning Living Values series of Activities books, has been busy over the past few months responding to repeated requests to extend LVEP's range of activities for children in special situations of risk to include street children, as she reports below:

"One of the tragedies afflicting today's world is the rapidly growing number of street children. The United Nations estimates that there are 150 million street children worldwide. These children are often abandoned, AIDS orphans or offspring of impoverished parents who have them live and work in the streets. Children are on the street at an increasingly younger age.

Street children are in special need of a values-based educational approach. Trust and caring may be very infrequent in their life, especially from adults. To establish a relationship of benign interest and then trust is the first step in relating to street children. Often it is adults who abandon, abuse or prey upon street children. Street children are often defenseless victims of brutal violence, sexual exploitation, abject neglect, chemical addiction and human rights violations. They are often used as objects. Street children vary immensely in their level of trust. Some have been nurtured before losing their parents to AIDS or other illnesses and are cared for by their older siblings. Depending on their current and prior relationships, they may be relatively unscarred. Others have been abused from an early age and may never have known a nurturing relationship. When children note an educator on the street who appears to have a friendly interest, they may assume that the adult has a vested interest, such as sex or selling drugs. Adults who are interested in them as people are all too rare in their world.

It should go without saying that children need to have an education and need to be cared for and nurtured. Education is a right. This fundamental human right is crucial for all children, their growth and realisation of their potential. The failure to fulfil this right to education has dire consequences for the child and negative consequences for society as a whole. In healthy family relationships children acquire constructive intrapersonal and interpersonal skills. Street children often learn patterns of behaviour that interfere not only with intrapersonal and interpersonal well-being, but also negatively affect later adaptation and contribution to a healthy, productive society. On the street they are taught ways of behaviour that inflict damage on the self and increase the likelihood of treating others the same way.

Living Values Activities for Street Children are written for use with small or larger groups of street children and can be used in different settings and at different tiers of service. They are

offered with the hope that more street children will receive care, nurturing and education; that the activities will give children tools to release and deal with their pain while developing positive adaptive and protective social and emotional skills; that these skills will elicit more positive experiences in their lives; and that together we will create a world of care and education for every child. The materials for children from three to six years of age contain adapted Living Values activities on peace, respect, love and cooperation and a series of thirty 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 and physical abuse. The stories are combined with discussions, activities and the development of positive adaptive social and emotional skills.

Living Values Activities for Street Children Ages 3-6 is now complete and the Activities book for Ages 7-10 is currently being written.

The first training for agencies providing assistance to street children will be held in Vietnam in October 2002."



## ▶ **China Living Values in Beijing classrooms**

[china@livingvalues.net](mailto:china@livingvalues.net)

Following the successful five-day training held in August 2001 for teachers from twenty local schools, a small Living Values delegation visited Beijing again in late March 2002 and the Beijing Institute of Education arranged for visits to be made to watch teachers from five schools conducting LVEP activities.

The Institute reported as follows:

"Five lessons on Living Values were conducted in Beijing on 29th March 2002. The first was a class meeting dealing with the value of cooperation conducted by Ms An Ying of Dayu No. 2 Primary School, Mentougou District, Beijing. She helped her students understand the value of cooperation through stories, pictures and the sharing of feelings.

The second was a Chinese language lesson "The windy road covered with snow in the Deep Mountain" conducted by Mr. Zhang Jiang from Dayu No. 1 Primary School, Mentougou District. Using background music and reflective questions he integrated teaching about the meaning of simplicity and responsibility into the class.

Love was the focus of the third lesson which was also in a class meeting and was conducted by Ms. Shi Lili of Xinfang Primary School, Mentougou District. In previous lessons she had dealt with what love is and how to show love to others and in this class students reflected on how they felt when they showed love to others. She helped the students deepen their understanding and appreciation of love by reading letters that their parents had written to them expressing their love and then letting the students share their feelings.

Ms. Yu Dongmei of Beihai Primary School, Xicheng District conducted the fourth lesson which was a comprehensive activity class on Competition and Cooperation and was held in the gym. Engaging students in games such as tug of war and team-racing while wearing oversize wooden

shoes, she helped students appreciate that even competition depends on cooperation with others.

Lastly, Ms. Cao Yu of Xisibei Sitao Primary School, Xicheng District conducted an interactive class meeting about happiness, animated with music, story-telling and the expressing and exchanging of feelings and ideas."

Mr. Zhao Ying-han, the Vice-Director of the Education Committee of Xicheng District, observed the lessons conducted by the Xicheng District schools and commented favourably on them.

The Headmaster of Bei Hai Primary School, Mr. Zhang Minyuan, was also present and took the opportunity to make some introductory remarks, which included the following:

"Last summer, the teacher responsible for moral education at our school attended the Living Values training organized with the Beijing Institute of Education. What he had learned was passed on to all teachers of our school and, based on this, we have organized several seminars and discussions to look into the subject matter in detail bearing in mind our country's concrete plans in the development of education. Professor Li Jing of the Beijing Institute of Education explained it to us and we concluded that Living Values education is in line with China's move to collaborate with the world in developing contemporary talents to meet the need for high quality people with an international outlook.

We felt that the 12 Living Values are core values shared by humanity and that the Programme's teaching method fully reflects trust and respect for each and every child. The role of teachers and the teaching method needs to be changed, allowing for more participation on the part of the children. We also felt that values can only be instilled in our behaviour and attitude through repeated experiences and reflections. As the Living Values Educational Programme encourages educators to bear in mind their own national, culture and educational development, we felt that we need to build into the 12 core values, and the Programme's model of education, our own traditional culture in order to work hand in hand with other peoples for a better world."



▶ **South Africa Translation into Zulu - and that makes 26 languages!**

[southafrica@livingvalues.net](mailto:southafrica@livingvalues.net)

The Department of Culture and Youth Affairs and the Extra Curricular sector of the Education Ministry of Kwa-Zulu Natal in South Africa are working on the Zulu translation of Living Values Activities for Children Ages 3 to 7. The LVEP Coordinator for South Africa, Grace Grimsell, also reports that the Gauteng Department of Education has given acknowledgement to the relevance and usefulness of the LVEP Training Manual and that the Department's Training Support Centre is in the process of planning LVEP trainings to take place soon.

This brings to 26 the numbers of languages into which LVEP materials are now being translated!



Ruby Pardiwalla, the Director of the National Council for Children of the Seychelles, had attended the African Regional Conference on Values Education held in Mauritius in December 2001, as reported in Living Values e-News Issue 15. She had met with members of the LVEP team while there and expressed an interest in organising a Living Values training in Seychelles. Returning home, she soon put thoughts into action and a four-day Train-the-Educator seminar took place from 22nd to 25th April 2002 at the beautiful office building of the National Council for Children (NCC) in Mahe. The NCC is a non-governmental organisation primarily concerned with promoting the welfare and rights of children and its motto is "Reason to Hope".

The Seminar was opened by Mrs. Geva Rene, Former First Lady of Seychelles and now Chairperson of the NCC; also in attendance were about a dozen dignitaries including the Minister of Education, the Bishop of Victoria and a High Commissioner from the Diplomatic Corps.

In her opening remarks, Mrs. Rene observed that:

"At the NCC, we are forever receiving complaints from parents, from teachers, from the public that the children of today are rude, unappreciative, uncontrollable, violent and so on. Children should be beaten, they say; spare the rod, spoil the child!

What has eroded social values?

Who are our children imitating?

As far as I know, children learn by imitation.

This breakdown in the social fabric is not unique to the Seychelles; world-wide there is a call for help to re-instate basic social values which recognise the human worth and dignity of each one of us.

The question that arises is how do we proceed?

We all grow and develop as a result of our experiences, relationships, thoughts and emotions – the important things are what we remember after we have forgotten everything else – and what we remember is what influences our life most.

Perhaps the time has come when we should seriously start thinking of developing values in our young people through a sense of 'rightness' and 'wrongness' of actions within a belief system.

In Seychelles, where we have Christian values, the development of self-discipline and moral code should eventually counteract the need to construct rigid frameworks through a legalistic approach, which, after all, does little to improve behaviour. At home and in schools, children require the sort of environment that, rich in experiences, would allow them to make choices that stimulate conscience, enable them to inch towards wisdom and maturity – and acquire values in the process.

I am sure that if teachers and parents work closely together they will find ways and means to bring back in our daily lives those important values to share in the community and to inculcate in children. 'Where there is a will, there is a way' the proverb says.

The Seychellois people on the whole is known to have a loving nature and a kind disposition. Love should consequently be the natural driving force behind all efforts to reach out to communities in all humility, to bring quicker and lasting results.

Through this workshop, you have the golden opportunity to verify and clarify your thoughts on values – values that would gradually become part of the spontaneous behaviour of young people, and hopefully a way of life in the whole of Seychelles.

I am honoured as Patron for Children to launch this most important workshop that brings us together in an attempt to equip our young people with tools for a brighter tomorrow."

The Seminar was attended by over 20 educationists including teachers, counsellors, NGO representatives and others in contact with children on a daily basis and they all responded very warmly to the ideas and approach of LVEP. Led through a range of activities by LVEP coordinators/trainers from Hong Kong and South Africa, participants enjoyed Living Values' experiential and participatory approach and made substantive plans to implement the Programme in the coming months.

Newspaper, radio and TV coverage was extensive and the message of Living Values was also conveyed to a meeting of senior members of the Seychelles Scouts Association, including its Chief Commissioner.

In a separate meeting with the Minister of Education, ideas were exchanged and plans discussed as to how LVEP could be implemented throughout the school system.

Warmest congratulations and hearty thanks are due to Ruby Pardiwalla (who graciously also agreed to serve as LVEP Coordinator for the Seychelles) and her team at the NCC - along with all others who worked hard and behind the scenes to make the event the great success that it was and get LVEP off to such a flying start. And special thanks to Mrs. Geva Rene for her enthusiastic support and involvement throughout.

Watch this space - and the forthcoming [Country Profile](#) - for more news and photos soon!



### ▶ **International Teachers' Experiences of LVEP with Children Ages 3-7**

[experiences@livingvalues.net](mailto:experiences@livingvalues.net)

The contexts that teachers are working in vary tremendously around the world and yet the issues that they face are remarkably similar. As teachers in nearly 70 countries implement Living Values activities in their schools and classrooms there is also a commonality apparent in the positive changes that they are finding in behaviour, relationships and overall school performance. Below are a sampling of experiences of teachers in Asia, Africa and the Middle East that reflect this in their own words:

"With LVEP the children changed so quickly that you can notice which value worked well. Parents also notice the difference in schools dealing with LVEP. There is no fighting at school. Teacher-pupil relationships are good. Parent-teacher relationships are good. Language at

school is polite. Children miss not being at school all the time for there is love, peace, freedom and unity.”

Catherine Kanyi, Skeats Junior School, Nairobi, Kenya - Ages 3-7

“LVEP provides a unique opportunity for children and adults to understand themselves and each other, thereby creating harmony and reverence.”

Christel Joseph, Kid-ee Pre-Primary, Pietermaritzburg, South Africa - Ages 3-6

“One student in my class was very aggressive at the beginning of the year. While working on LVEP he became a new boy. I can now count on him to help in class and resolve his own conflicts. This is a great programme.”

Jennifer Hart, Seoul International School, Seoul, Korea - Age 5

“I had one boy in class who was very mean and reserved. Every morning the children created stories and songs about love and sharing. Before going home we dramatized for 5 minutes. Within few weeks, the boy changed drastically, both in behaviour and academically. He is now one of the best-behaved in class.”

Mary Njuguna, Shah Lalji Nangpar Academy, Nairobi, Kenya - Ages 5-6

“Most of the students are more responsible and able to make peace amongst themselves. The children are happy in school which makes their academic work improve.”

Mercy Kate Mbayu, Shah Lalji Nangpar, Nairobi, Kenya - Ages 6-7

“There are many changes which appeared in some children through using the Living Values Programme which has a great effect with regard to the following characteristics: self-confidence, honesty and respect towards adults.”

Marium Labib, Saint Mary Society, Cairo, Egypt - Ages 5+

“Children showed less aggression in class and in the playground. Children were very motivated in class and concentrated more on their work.”

Lina Nehme, Brummana High School, Brummana, Lebanon - Ages 4-5

“They reminded each other to be peaceful and quiet like the peaceful star.”

Jenny Sawaya, Brummana High School, Brummana, Lebanon - Age 5

“One of the children always used to hit others in the face. After sometime, I noticed that their behaviour changed and they started loving each other and respecting their peers and also respecting their elders. I also noticed more honesty and they always want to come to school.”

Girmin Francis Wahba, Jesuit & Frere Society in El-Menia, El Menia, Egypt - Ages 3-4

“In the beginning of this year a few boys showed bad behaviour. Having implemented the Programme and introduced a ‘star’ to them, they have forgotten the fighting, hitting, kicking and so on and are now either loveable, happy, respectful or tolerant stars. I am so excited that this Programme is working for me as I do not get so stressed out.”

Khatija Banu, Rangrage Pre-Primary, Pietermaritzburg, South Africa - Ages 4-5

“The changes were most evident on the playground and in group settings. The discussions were less biased towards one or another. The kids showed more respect and tolerance of differences.”

Nathalie Nassar, A.C.S., Beirut, Lebanon - Ages 6-7

“The children have become more attentive. They can accommodate one another. They have

become more respectful to their peers... Formerly the pupils were losing their things e.g. sweaters, books etc. Now hardly any child loses anything."

Raphael Ngigi, Hospital Hill School, Nairobi, Kenya - Ages 6-7

"One boy could not do anything in class because he feared the others who were doing better but the moment the class started practising the value of unity, and working together through the activities on it, the boy gained courage and believed in himself. Now he is doing very well academically and socially and also in speech. Thank you for the value."

Milka/Esther, Kings School Nairobi, Nairobi, Kenya - Ages 5-6

"My student pupils never respected their classmates before I taught them about the value of respect. To them only the junior people should respect the senior people, and not vice versa, and people of the same age should not respect one another. After teaching them about this value of respect, they have learned to respect their classmates, age mates and the rest. Cases of fighting, abusing stealing have really reduced."

Florence Adude, Kings School Nairobi, Nairobi, Kenya - Ages 7+



### ▶ **Brasil Children Draw Peace**

[brasil@livingvalues.net](mailto:brasil@livingvalues.net)

The Association of Assistance to Minors of Olinda, Pernambuco - Brasil has sent its first pictures from children participating in UNESCO's contest "Draw me Peace", which was profiled in [Living Values e-News Issue 16](#).

As Eliane Rangel, the LVEP Coordinator for this area reports: "The children who drew these are from the super-needy communities of Olinda; if they were not at the AMO school they would all be in the street. They are children from a neighbourhood with a highly violent atmosphere and are considered to be at high risk. Thanks to Living Values, they have become more aware of peace and started changing acts of violence into acts of peace. These drawings are from their own creativity, because they believe in Peace. All who visit the school are impressed to see such work. The children are now making a conscientious effort to work with their families. Our will is to show to the whole world that peace on our Planet only depends on each one of us becoming aware that we are beings of value."

A selection of the drawings can be viewed on the LVEP website by [clicking here](#).



### ▶ **Thailand Successful training at University in Bangkok**

[thailand@livingvalues.net](mailto:thailand@livingvalues.net)

From Bangkok, Dr Anchulee Suwandee of Mahidol University, Thailand's new LVEP coordinator, sent Living Values e-News the following report on a five-day Train-the-Trainer,

hosted by Srinakarin Virote University, Bangkok, from 22nd to 26th April 2002:

"The Training was a great success. About 70 participants attended including 20 from the University and 35 from Catholic schools. There was a good values-based atmosphere and many of the teachers said they felt peaceful and relaxed throughout the event. All of them enjoyed and benefited very much from the activities and realized that they themselves have to be, first of all, the embodiment of these values and a good example in order to make values-teaching effective. Some of the teachers from the Catholic schools committed to implement LVEP in their schools while one teacher from an international school will use it immediately and will help train other teachers as well. Some lecturers from the University requested that another such event be held in their campus. Many thanks to Trish Summerfield for coming to Thailand to lead the training."



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