



Living Values™
Education



DISTANCE ONLINE COURSES



In-Community Study Group Guidelines

Creating an LVE Distance Study Group
Widening the Reach - Supporting our Global Community

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in support of



Email: distance@livingvalues.net – Web: www.livingvalues.net/distance



Living Values™
Education

Living Values Education STUDY GROUPS

In-Community Guide

'coming together to find ourselves'

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How 'In-Community' came about:

A young man who runs a school in Uganda contacted us and asked for help for his community in which prejudice, jealousy, separation between and within families, squabbling and fighting among children was rife. He asked for a simple Living Values context that could bring his community to a place of peace and love, harmony and happiness.

Explanation for the LVE 'In-Community' Course

A multi-stage Living Values Course for communities in a study group environment to explore and discover individual and collective community Values. Designed to allow participants to go to the level they choose, from personal development, to being able to guide others in their own discovery.

Some of the aims of the Course to help each individual:

- To live and experience the present moment, moment to moment
- To refresh the mind and experience peace
- To be an observer; our ability to listen to the self and others
- To increase creative potential
- To restore the balance between what we think and do
- To increase the quality of whatever we do
- To rediscover our own values and qualities
- To express with confidence and security the values we have
- To empower our morals and ethics, individually & In-Community

"Just let the Values nurture you".

This is a phrase used in the LVE workshops - *"Because Values create an atmosphere of Love, Safety, Understanding, Respect and Value, living in them nurtures us and everyone around us. Life is softer, safer, more nurturing and we flourish."* I came to realise the essence of each of the Values had to embody the qualities of natural Love, as such it is the stepping stone to spiritual awareness, and in that moment my heart awoke.

Roger Miles, LVE Australia

Creating a Values-based Atmosphere

A Values-based Atmosphere is an environment where people experiencing being loved, valued, respected, understood and safe rather than shamed, inadequate, hurt, afraid or unsafe. It is an atmosphere where all the elements of each Value are clearly evident in the behaviour of each person involved creating a Values based Community.

Skills for Creating a Values-based Atmosphere

- Recognising the underlying need of each individual - to feel safe, to feel loved, to be heard, to be respected, to be understood.
- Encouraging self respect by building the ability to analyse their own behaviour and develop good self-assessment and motivation.
- Listening, to what others share, allowing honest reflection and expression of unspoken pain and hurt, giving voice to the needs of the individual, encouraging feelings of peace and respect; values- based discipline.
- Encouraging inclusive collaborative rule-making as the method to increase participant involvement and ownership in their study environment.
- Allow participants to feel involved in the process of creating guidelines, they are more observant, involved and willing to be responsible in monitoring their own behaviour and encouraging positive behaviours in the group.
- Provide the space for openness to conflict resolution through creating space hearing what each side needs to share, encouraging a collective plan using the Values as a guideline to support building positive behaviour for both sides.
- Relate to participants in such a way that they feel motivated to be responsible in regulating their own behaviour and cooperation.
- Transform negative attitudes, replacing fear by experiencing a space where peace and love, generates the acknowledgment of self worth and gratitude, delivering feelings of safety, respect, love, being valued and understood - the most important facets of life we all deserve.

The development of a Values-based Atmosphere within a group activity environment is ultimately beneficial to all concerned. Therefore the highest priority of the local Study Group convener is to create this dynamic from the outset, setting collective rules and always avoiding any 'teaching' style of explanation that creates the impression that the guide is the authority, which fosters separation.

A Study Group Guide acts in a facilitator role when engaging the meetings, that role is from the spirit of inclusive discovery.

Guides allow the essence of all the Values to provide the guidance for their personal behaviour and the example by which we can all live in the Values both inside the group and outside of the group environment.

Understanding LVE Education Principles

Knowledge Vs Knowing

When we are taught by the process of someone else sharing their ideas or information, often we forget that information or never really embody it.

As we go through life we find better knowledge and we discard the prior information we were taught and that's a natural process,

HOWEVER.....When we learn from our own experience at an emotional level, we are more likely to live by and trust that knowing.

This is why it is vital to let each person discover their own innate Values rather than us telling them what they should think or feel.

In-Community Study Groups use the "**LVE Self-Reflection**" booklet and values activities drawn from the "**LVE Values Distance Activities for Families, Groups and Individuals**" book.

These resources can be downloaded free from
www.livingvalues.net/distance

The LVE IN-COMMUNITY - OPERATIONAL STRUCTURE

Definition of the role of a LVE In-Community Study Group Convener:

The initial person in a Region or Community, who undertakes to introduce LVE awareness to their community, bringing together and managing the first LVE Study Group as Community Guide, upon successfully completing the requirements is eligible for the role, as the Convener and as a Study Group Guide trainer.

Requirements for becoming a Convener. On completion of the first 12-week Group, Group Evaluation forms must be completed by the participants outlining their experience. The guide is also required to create an evaluation of his/her experience running the group. These are sent to their LVE Distance Mentor who evaluates and qualifies the Guide to become a Convener, registered to offer training for LVE Study Group Guides in their region or local communities. The forms can be found at the back section of this book.

The Convener Role covers:

Ensuring that In-Community Values Study Group are conducted within the Course guidelines laid out in the LVE In-Community Guidebook.

Evaluating the effectiveness of the Course for both individuals and the Community.

Authorizing accreditation of new Study Group Community Guides.

Ensuring the Course stays on track as it grows and that it maintains the quality of Values training laid out in the Guidebook, reflecting the qualities inherent in the Values themselves.

Communicates with LVE Distance for the purpose of clarifying any areas of inquiry, to ensure that the Course is run in accordance with the principles of Living Values, providing regular reports (minimum every six months) on the local Study Group Course activity in their area for the ALIVE International website and newsletter inclusion.

LVE In-Community Study Group Guide

Is a person who has undertaken the Study Group Guide Training and has been authorised to conduct their own Group community meetings.



In-Community Study Group Course Values Introduction Activity

The Quiz

"Awakening interest in my Values"
for use to experience Values in an open Public Meeting

The Quiz always forms the introduction to LVE Self-Reflection Study Group.

It can be offered as a experiential activity in any public meeting when people may come to hear about the Values Course, to see if they would like to be part of a Self-Reflection - Community Study Group, and perhaps with a view to continuing to participate in LVE Guide Training where they can assist others.

*When a consensus of agreement confirms that the world has lost its values,
it is time to look at what I value in my life.*

"IS YOUR LIFE RUNNING SMOOTHLY?" - Or does it feel bent out of shape?

We realise that many people lead unhappy and unfulfilled lives but cannot discover why. The first step is to gain awareness of our dysfunctional attitudes and behavior, and to accept that we could change the way we are living and relating to others, then be willing to embrace those changes.

This Course leads all ages in the Community through a pathway to those changes.

It is a process of self-evaluation of 12 basic Values common to all humanity to bring us to greater self-awareness, through making a personal commitment to be increasingly honest to discovering the layers of truth about our life; our relationship with ourselves, others, and our environment.

As we dive deeper into our life looking through the lens of these 12 simple Values with realisation, comes the potential for us to change, and change we must, because it is our Values that shape us and how we live our lives.

Part 1: The Values Quiz Sheet - answer the 12 Values questions.

Feel, think, and write your thoughts, being completely honest. Engaging the Values questions, see if you get a feeling about your level in each Value, then using the numbers 1 – 7 score yourself to reflect the degree of each Value present within you at this time. *For example; always = 7, sometimes= 5, seldom= 3, never= 1.*

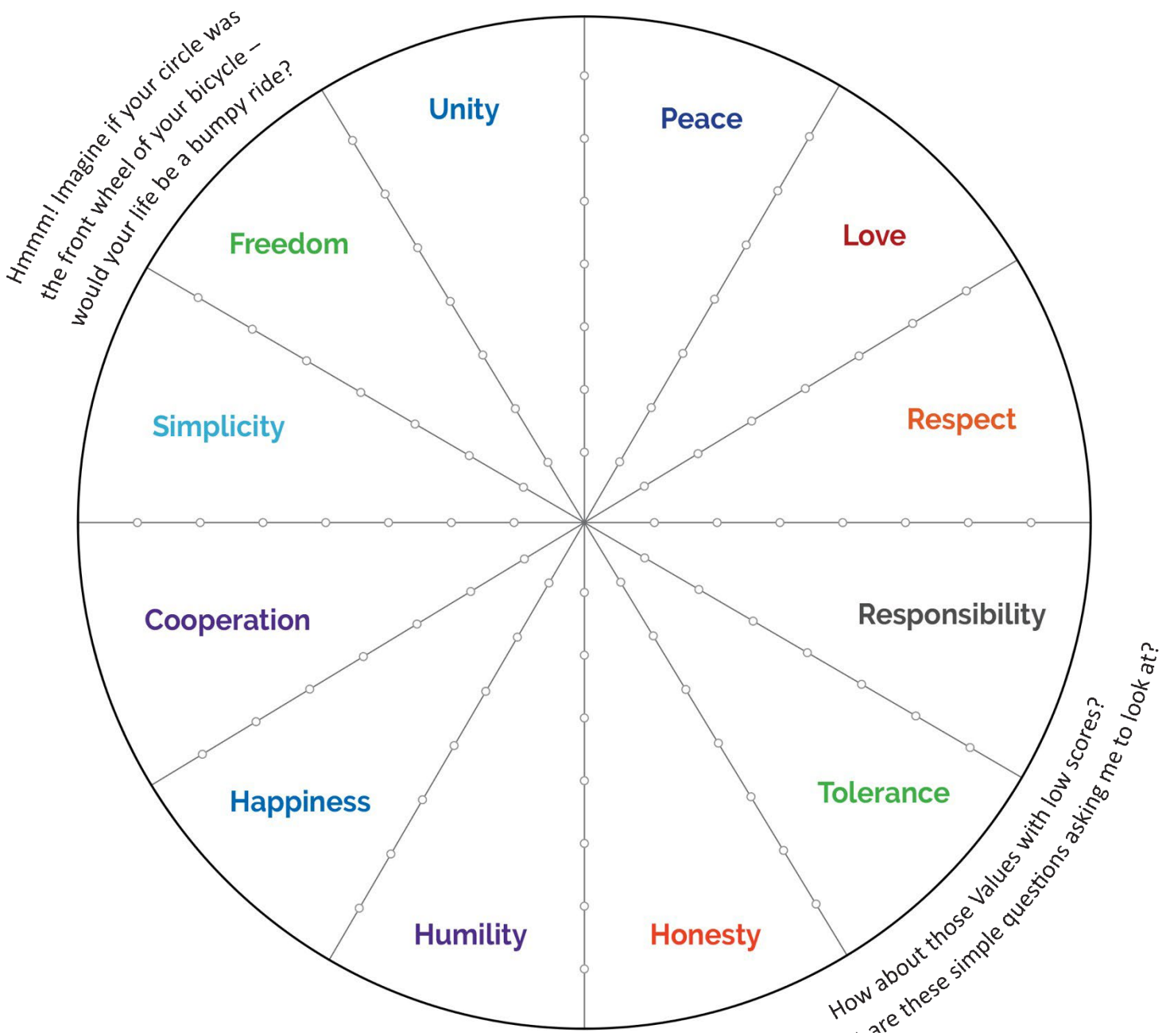
Look at each of the Values below, ask yourself honestly, 'how does my life score in this question?' Write your answer with a score of 1 to 7.

For example: always=7, sometimes=5, seldom=3, never= 1.

1. **Peace:** ()
Do I create a peaceful atmosphere in my home and my work?
2. **Love:** ()
Do I express my love toward myself and others, is my love unconditional?
3. **Respect:** ()
Do I honour the worth of others and myself in my day to day interactions?
4. **Tolerance:** ()
Can I be tolerant of others or circumstances in every moment?
5. **Responsibility:** ()
Do I take personal responsibility when things go wrong?
6. **Honesty:** ()
Am I willing to be honest even though I may be adversely affected by the outcome?
7. **Humility:** ()
Can I forgive someone who has hurt me?
8. **Happiness:** ()
Do I feel really happy in my life all the time?
9. **Cooperation:** ()
Can I accept help from others, whether I want it or not?
10. **Simplicity:** ()
Do I keep my life simple?
11. **Freedom:** ()
Do I feel free to make another choice in my relationships, in my work, in my life?
12. **Unity:** ()
Am I feeling connected to life, my environment and to those around me?

Am I living in my values? There is an easy way to discover where we are at any moment. Join the dots of these twelve core values. On a score of 1 - 7 with one being the lowest and closest to the centre and seven being the highest and furthest out, score yourself the degree that each Value is FULLY present within you now - at this moment in your life. Please start with PEACE.

Add the twelve numbers together – the greatest expression of LIVING VALUES you could be would total 84 – *(the outer circle where the angels live)*. Whatever you have is where you are now in your life. Using your own honest reflection will enable you to re-focus on those Values with the lowest score.



Values are about bringing your life into harmony and balance. If you wish to further expand your Values Awareness, engage in the FREE **‘Living Values Education Self Reflection 12-week Course ’**

Part 2 - Fill in the Wheel - just try it for yourself!

The dots on the borders run from One at the center to Seven at the outside of the Wheel. Start with Peace, take the number you gave yourself for that Value, count the dots, mark the dot, then draw a line across the Value going from one point to the next. This gives you a graph of your current relationship to each and all of your Values.

Am I Living My Values?

The Wheel gives you a reference point to discover:

- Awareness about your life
- Which Values could be improved
- Whether my life could be better, if I changed.
- A contemplation point to consider my relationships

Ask yourself – ***“What could I change in myself?” and, “What might that change in my life?”***

1. By joining the dots you have your own circle and just imagine if that was the front wheel of your bicycle..... how smooth would your ride be?
 - You are beginning to investigate important questions perhaps you have never thought about before to see for yourself where the ‘bumps’ in your life are. Be honest with yourself.
 - Remember our Values shape us and our life experience.
 - By engaging the Living Values ‘Wheel of Life’ questions, see if you get a quick insight about why your life, your relationships are perhaps not as good as they could be.
 - We have discovered this is just like digging for gold, the deeper and more often we go the more will be revealed; it’s a Journey of Self Discovery.
 - Use “The Wheel” not just one time, use frequently, ask more questions, to see where you could make new changes, today, tomorrow, when life is tough going and when it is happy.



VALUES STUDY GROUP GUIDE AND DELIVERY INSTRUCTIONS 12 WEEK COURSE

LEVEL ONE - Self-Reflection & Values Activities

The Level One - Self Reflection & Values Activities meeting is run by the Study Group Guide who takes the role of reading the instructions and overseeing the meeting and where appropriate, participates along in the exercises.

Following your Introduction Quiz and having found some people willing to explore their values you can start your group -

We recommend one meeting each week, engaging one of the 12 Values, commencing the Course with Peace, completing the [Self-Reflection](#) for that Value and one matching Value activity chosen from the [LVE Values Activities booklet](#) at each meeting.

When we reflect on the discoveries found in the meeting and use them as observation points as we go through our daily life, they will reveal to us deeper truth about what is going on for us below the surface and the interactions in our life and community. It all depends on our degree of willingness to be aware of our feelings and be truthful with ourselves.

Values are a big part of the foundation on which our actions and behaviour are determined, and we will observe how that affects and manifest in the balance of our life.

*Love, Peace, Respect, Tolerance, Honesty, Humility,
Happiness, Cooperation, Responsibility,
Simplicity, Freedom, Unity*

"Change must begin with me, and how I extend my values will shape my life, influence how I embrace my friends, my intimate relationships, my children and my community. If I am not in integrity in my life, I cannot expect to be supported by the world around me. "

STUDY GROUP DELIVERY GUIDELINES

- The Study Group is closed once you start week one. Give yourself plenty of time to promote. Take names for the next group.
- Duration of Study Group is 12 consecutive weeks.
- Weekly event each of 2.5 hours, on a fixed time and day.
- Maximum group size is 12 persons.
- The venue should be local, easy to get to, available for the 12 weeks, free or inexpensive to rent.
- If you are paying for rent and/or providing books or materials you can ask a small amount each week to cover your costs.
- Guides can ask a small donation from each person towards their time
- The main resources required for the Course are:
 1. LVE In-Community Guidebook (for the Guide)
 2. LVE In-Community - Values Activities for Groups
 3. LVE In-Community - Self Reflection Book (for personal record)
 4. LVE Personal Journal (for Activities & Evaluation)

Materials required to conduct a Study Group:

Use big sheets of cheap paper (butcher's paper), colour felt pens so that ideas, sharing and comments from the group can be written up to assist discussion. The Guide can write them up, or request a participant to do so while the Guide engages the group. It's could to display them each week.

Each person needs a pen, pencil, eraser, crayons. As the Guide you can provide copies of each week's Value from 2,3,4 above. Give out at beginning of each Value and collect the previous week's filled in. Charge for the cost of the printing. At the end the participants will have their copies of the 12 weeks Self Reflection and LVE Activities which are required for certification.

Very important - arrange the seating in a circle, so everyone including the Guide can see each other and sharing is easy. Remember, there is no leader - just guidance. Participants, all with similar intent to embrace the concept of Values in their lives should experience friendship, mutual respect, fun and discovery, the the atmosphere should be seen as an experiential adventure.

General Meeting Guidelines: Start on time and end on time - it's a sign of Respect. Do not wait for people who are late, they can catch up. Don't let them disrupt with apologies, just come in quietly, take their place and join the group. It's a good idea to set this agreement at the start.

Stick to the timetable – nominate a time keeper to ensure that people stay on topic when sharing and keep their discourse to 2 minutes maximum, unless agreed otherwise beforehand.

Decide on Meeting Rules together at the first gathering. These can be added to if new things come up. Invite a collective creation of the group guidelines from the group – these might include:

- Be on time
- Foundation and subject for the group will be only be the 12 LVE Values
- All things shared in the meeting are confidential
- Don't give others advice
- Everyone is equal and deserves a voice
- One person speaks at a time - use a 'talking stick' if necessary to prevent interruptions
- There are no right or wrong answers in sharing time
- There is no judgment on what is shared
- Tears are allowed and welcomed

Go around the group and ensure that everyone is happy and verbally agrees after the list is proposed. Write the list as a poster - put the list where it can be seen at every meeting and added to if necessary. In this way if there is an issue during the meeting the list can be referred to.

Setting the Context - On the First Meeting

Everyone should have completed **The Quiz**, using the Wheel before the first group meeting. This exercise will have given everyone a feel of how to address what might be the starting point of their further self-reflection exploration.

At the commencement of the 12 week new Study Group, it is essential to share the history and background of the Living Values Education Organization, so that each person understands the organization, its aims and purpose. Website - <https://www.livingvalues.net/resources/>- see international brochure. The official statement of the aims and purpose of Living Values Education is at the back of this Guidebook. (Page 9)

This provides credibility for the Study Group concept, the Guide's role, introducing and validating the Living Values Education materials and activities.

The Meeting

1. Introduce yourself and welcome everyone

2. Provide a short introduction to Living Values International -
(Located at the back of this Guidebook)

3. Refer back to the Quiz – Make sure that prior to attending each person have completed the Quiz and Wheel exercise.

4. **Activity 1 - Introduce the First Value – Starting with Peace.**

It's important at start of each Value to read and discuss the **Reflection Points** at the beginning of each Value chapter to help identify the nature of the Value and to point out the quality and benefit of the Value.

Example of the Peace Reflection Points: (from Page 9 - Values Activity book)

- *Peace is more than the absence of war*
- *World peace grows through nonviolence, acceptance, fairness, and communication*
- *Authenticity of action depends on authenticity of person*
- *If everyone in the world were peaceful, this would be a peaceful world*
- *Peace is a calm state of mind, a qualitative energy*
- *Peace is inner silence, filled with the power of truth*
- *To stay peaceful requires compassion*

Understanding these points may help others identify the Value in their life, where it is and where it is not. These can be used as a discussion item, each person being asked to describe a specific Reflection Point and the group can all engage.

Contemplation of these statements is also good for mid-week homework.

Activity 2: JOURNAL

Using the **LVE Self-Reflection book**, have everyone answer the questions asked for that Value, in their journal. Either write the questions on a board before the meeting or, read them out slowly one at a time, alternatively, provide the questions on paper.

The very best option is provide a complete 12-week Self Reflection booklet to each participant at the beginning of the Course. In this way they can have a record in their book to refer back to during each week.

Allow participants 2 - 3 mins to write some thoughts, feelings about how they relate to the Value relative to each question asked, and write down a score from 1– 7, relative to how in harmony they feel with the Value.

After 10 mins you can ask if anyone wants to share, (no pressure) being mindful of your time schedule and limiting to 2-3 mins per person.

(Overall 30 mins) It is good for you to play along, if others are not willing to share, you can offer your reflections. It's not about the score, there is no right or wrong. It's a personal thing so no need to have any conversation.

Activity Item 3: (after a short break - 5 mins stretch and breathe time)

Introduce an activity from the **LVE Activity book** that you have chosen in advance, make sure you understand the activities thoroughly yourself, ensuring it is suitable for the meeting environment, and that you, and the group have any materials necessary to complete the instructions. (30mins)

Sharing: At the completion of the exercise choose a method of sharing, so that each person in the group can express discoveries, thoughts and feelings. (30mins- max. 2mins per person)

This can be done in a number of ways:

- a. Have the group divide into pairs and share with each other.
- b. Invite people to share if they would like to within the group,
- c. Have specific questions relative to the Evaluation questions at the end of the Value Activities and direct these to the group as a whole.

Always encourage participants to make notes - either their own unexpressed thoughts and feelings, or on what someone in the group might have said they felt important - remember we are all exploring values This is good for referring back to later.

You can decide how you run this depending on time and perhaps at the second meeting ask people to share some of their answers. Try to cover all the questions over the two meetings.

OPTION: Give each person one question from these Evaluation Points to take home and think about, and prepare to share at the next meeting.

Thank everyone for their attendance; ensure to remind them of the next meeting time and place. Remind them of the need for daily self-reflection about their relationship with the Values between meetings and the confidentiality of each participant's comments and experience.

IMPORTANT NOTE: Departing after the meeting can become an issue. Some people want to talk to each other and prolonging the experience. Some want your attention or to impress you, some don't want to go home. If you are having two meetings a week our advice would be to avoid closing becoming a 'talk fest' of opinions. Closing exactly on time and asking people to leave the premises – they can talk outside. From our experience do not allow yourself to get sucked into informal discussion after the meeting, once this habit is established it's hard to change. Many people will have done other things in the past, it is best to avoid these conversations.

This is not a social gathering and it may be good to share this at the beginning. This is a serious Self and Community development group to improve lives. Chatter, opinions and gossip are where Values break down.

Feedback is Essential

We need to know what is occurring for people in our group, whether or not they understand the process and feel the benefit of the Course; otherwise we could be wasting their and our time and resources, when we could just modify something.

Using the **Evaluation Form** (Page 25) at the back of the Guidebook will enable you to find out if your style of running the group is working for the participants. It is a great tool for people to make suggestions and learn to consider the process, especially if they hope to become guides in the future.



PRACTICAL TRAINING FOR LVE STUDY GROUP GUIDES Level Two - 12 Week

LVE Study Group Guides will be approached by members of their group(s) with interest in also becoming Guides. This section – Level Two is to assist you in training new guides to be of service in their communities.

At such time as the Training Guide is convinced that trainee guide is ready to manage their own Groups with no supervision they too will become a fully accredited LVE In-Community Guide.

To acknowledge someone who has dedicated their time, personal experience, and willingness to assist others in the guide role they will be provided with:

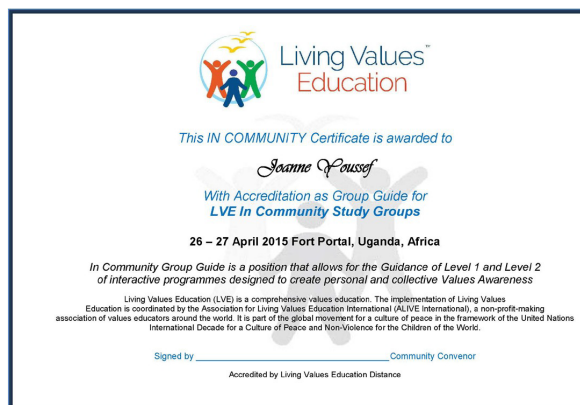
LVE In-Community Guide Certificate

LVE In-Community Values Activities Book

LVE - Self Reflection Book

LVE In-Community Guidebook

To qualify for this we will require an Evaluation of the new trainee guide from the Training Guide along with their Application form providing details of the new Guide, their name and address, contact details to enable their status to be recorded with LVE Distance administration. Graduated LVE In-Community Guides, once accredited are eligible to offer the Level One Study Group Course. At this time they will receive the **LVE In-Community Guide Certificate**



Evaluation Forms and Application Forms are at the back of this book.

You will be approached by participants in your Study Group who want to become a LVE In-Community Guide to help others.

To ensure maintaining consistency and credibility the only access to becoming a LVE Study Guide is through either being nominated by LVE Distance administration, being trained by the local Convener or through another certificated Guide offering the Level Two Training Course.

This section is for those who have undertaken, and completed the Level One Study Group and are choosing to take the next step of becoming a LVE Guide themselves and develop their own study groups.

Level Two, is a 12-week study Guide Training Course limited to 10 participants managed along the same lines as the Level One Course, with each participant learning to plan and manage an aspect, one Value meeting, under the supervision of their trainer.

Values Week One will be conducted by their trainer, who will run the meeting in a similar style to the Level One meetings, but will be using activities that highlight and explain the qualities and skills involved in being a Guide.

Each following Values week is a practical opportunity for each participant.

At the end of each week the group take 5 mins for the Evaluation form (back of this book) to consider and provide written feedback on their experience of the guide on their delivery and style.

The guide trainer then nominates the next group leader.

Explaining the qualities and skills involved in being a Guide.

The trainer is required to ensure that each member of the group understands what is required, including preparation for a meeting, for example:

- Choosing an appropriate venue
- Designing an effective agenda for the occasion
- Source any materials or equipment required for their agenda
- Ready to manage/lead activities and facilitate group sharing
- Handle disagreement or disruption effectively reflecting the Values
- Have each participant's contact details for communication purposes
- Confirm the time and place of the next week meeting

Understanding the role of a Guide – Points to explain

- Being a LVE Study Group Guide is about providing an environment where you encourage others to discover their own innate Values. That Values that support a peaceful and harmonious life are already inside us, and we can discover them through contemplation, reflection, sharing, participating in creative activities that empower the discovery of what really matters to us in life.
- A Guide is a facilitator who helps people move through a process together, not the seat of wisdom or knowledge. You are not there to give opinions, but to draw out opinions, feelings and ideas from the group. It's not about your personality or influence, but rather being the observer without any judgment, being aware, and inviting people to discover themselves.
- As you embody the values, for yourself first, you are then able to invite others to open to the values with sincerity and honesty. You facilitate others to discover their values for themselves, and the benefits that living in Values can bring into their lives.
- When you find compassion for another everything changes. There is no need to intellectualise, just be totally present throughout, watch and feel the mood and shifts in the group dynamic, being careful not to 'lead' the workshop which can desensitize feelings, feelings that often are new and emerging for the first time for each individual. You are holding a space of peace and safety where this can happen and each person feels encouraged to participate.
- Facilitation focuses on HOW people participate in the process of learning or planning, not just on WHAT gets achieved.
- A facilitator is neutral and never takes sides. Good facilitators don't feel that they have all of the answers or should talk all the time. The most important thing is what the participants in the meeting have are experiencing. Focus on how the meeting is structured and run to make sure that everyone can participate.

The Responsibility of a Guide is to:

Design and plan the process, selecting the best exercises from your own experience that can lead each individual's progress towards finding or unraveling their own Values.

Guide and control the group process to ensure that:

- There is effective participation by everyone.
- Participants have a chance to find mutual understanding.
- Each person's contributions are considered and included in the ideas, solutions or decisions that emerge.
- Participants take shared responsibility for the outcome.
- Ensure you follow the LVE Guidelines for an effective Study Group.

Intervention

This is where the Guide has to become the holder of the essence of a Values-based Atmosphere, at all times, particularly if there is disruption.

As a Guide, there can be situations in which you may need to intervene. Rehearse when and how you'll do this. Keep the lightest of touch. Bear in mind the need to remain objective, keep focus on the desired outcomes, and stay positive.

In groups the most difficult types of intervention are those involving conflict, anger and disagreement. Use the appropriate values to demonstrate the message surrounding the difficulties, e.g. Ask the individuals and open to the group inviting reflection on where we are living outside the values in the moment. [Focus on the primary values -Peace, Love, Respect, Tolerance.](#)

The Basic Steps for Guiding a Group:

1. Start the meeting on time

If people arrive late, don't stop your process to acknowledge them. Wait until after a break or another appropriate time to have them introduce themselves. Make a point to welcome everyone who comes.

2. Ice Breakers

These are simple games that enable people to meet each other in a non-threatening way that helps everyone relax at the start of a meeting. Ice breakers

can break down feelings of unfamiliarity and shyness. Many offered on Internet.

3. Stick to the agenda

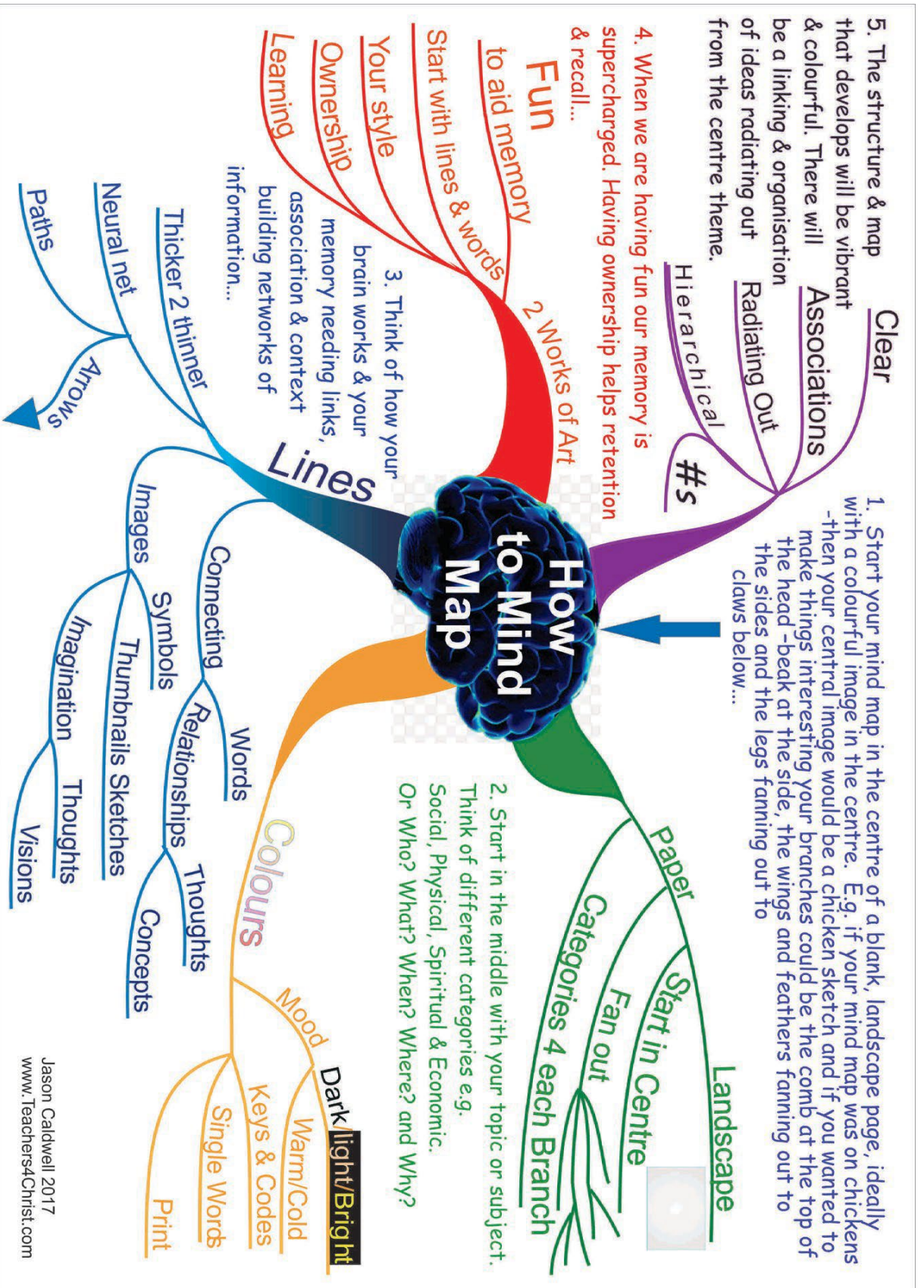
Groups have a tendency to wander far of the topic, sometimes without knowing it. When you hear the discussion wandering off, regain the group's attention. You can say *"That's an interesting issue, but perhaps we should get back to the original discussion relative to the Value."*

A good facilitator stays aware of shy or quiet people in a meeting and encourages them to share and partake. Stay aware of domineering people monopolizing the meeting. Sometimes, people dominate a discussion just because they are really passionate, or have lots of things to say.

Keep the event flowing and positive:

- Discourage side conversations, as they limit the ability of others to focus.
- Keep a close eye on the timing.
- Be flexible, and balance the need for participation with the need to keep things running efficiently.
- Is more information or a further activity needed?
- Be on the lookout for people who aren't participating fully.
- Are they experiencing discomfort?
- What is the source of the discomfort?
- What can you do to bring them into the conversation?

The following section contains documents that are required by both the Convener or Guide in their application, evaluation of participants, and aspects for use in the Study Group.



Glossary of Terms used in LVE Facilitation

Break Out Groups – Are a method of dividing the main group into small groups for the purpose of sharing and discussion, to reflect on their personal experiences relative to Values exploration. This is a method of having everyone in the group share in a way that enables each person to have a chance to speak, is non-threatening and where a discussion among the entire group might be hard to manage, loud and disruptive, or take too much time. In this type of sharing, each group might elect a representative to share the overall experience of the small group.

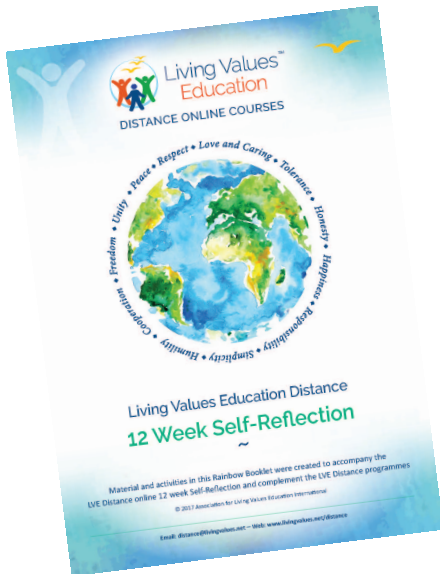
Brain Storming – is a method of looking laterally at a subject, where every possible relevant thought is recorded without judgment, either by an individual, or within a group for the purpose of creative thinking and reflection to gain a new perspective. When the words are all in place, the team can begin the elimination and building process to design a plan and bring the ideas into a theory or plan.

Mind Mapping – is a method of formulating ideas relevant to a central theme in a mapping diagram, linking points back to the central theme and building ideas around each point. For the group ideally this requires a white board or a large sheet of paper. It is the perfect vehicle to resolve any issue. (previous page)

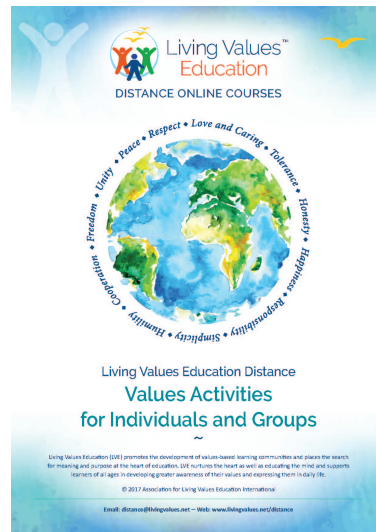
Mind mapping is a great way to bring a group together taking their individual comments and ideas and bringing them together in front of them. It can be used to create an action plan, build the qualities and demands of a workshop agenda, exploring the reflective elements of a value, or the problems of a community or family life. Once the details are appropriated small 'break-out' groups can be each presented with one aspect to discuss in depth and bring back to the groups.

Many Resources – are available to you at no cost from the LVE website for creating and supporting values awareness and building the values-based atmosphere for your study group. These useful aids can help give greater clarity and act as reminders that can be used for discussion points if required. There are bookmarks, reflection points available for all age groups for example, the following Reflection Point for Young Adults works for older age groups too.

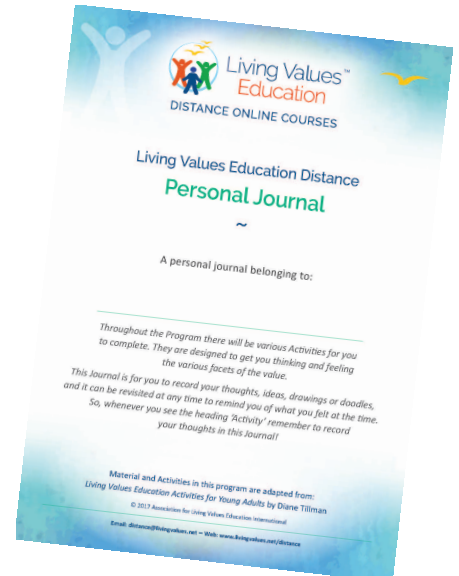
Living Values Education Resource Materials for the Group



One Week - One Value
Seven Questions



Explore One
Activity each week



Your Experience and
Evaluation Questions

- As the Guide you can provide photocopies for each week's Value from the books above.
- Give the papers out at the beginning of each study group value and collect the previous week's filled in.
- You are entitled to charge for cost of the printing.
- At the end of the 12 weeks Course the participants will have their responses to the 12 weeks Self Reflection questions and the LVE Activities in their Journal which are required for certification.
- Please note: These records qualify for joining the Guide Training Course.

Humility



Humility is staying light and easy inside. Humility goes together with self-respect.

Humility is when I know my strengths but don't brag or show off.

Humility makes arrogance disappear. A humble person can stay happy inside while listening to others.

With the balance of self-respect and humility, I can stay powerful inside and not need to control others around me.

Humility allows one to be great in the hearts of many. Humility creates an open mind.

With humility I can recognize my own strengths and the strengths of others.



STUDY GROUP LOCAL CONVENER

APPLICATION FORM

LIVING VALUES DISTANCE COURSE

This information is confidential and is requested to allow us to consider your eligibility for the role of a Study Group Local Convener

* Please type your details – thank you.

Name: _____ Age: 20-30/30-40/40-50/50+

Address: _____ City: _____

State: _____ Country _____ Post Code: _____

Email contact: _____

Telephone contact:) _____ WhatsApp: _____

Some details to help us get to know you: If you would like to share - optional

EMPLOYED / RETIRED / SEEKING WORK (Desired field(s) _____)

EDUCATION & EXPERIENCE: (High School, University, other)

AREAS OF WORK RELATED EXPERIENCE: (last 10 years)

ANY ADDITIONAL SKILLS OR QUALIFICATIONS THAT YOU FEEL ARE RELEVANT:

PERSONAL INTERESTS/ LONG TERM GOALS AND DESIRES RELEVANT TO LVE

PREFERRED AREAS OF LVE STUDY GROUP ACTIVITY – ie: School, Family, Parents, Business, & Community Groups

Please complete and sign the reverse side - Thank you!

I acknowledge:

- a) I am registering for the role of **LVE Study Group Local Convener**,
- b) I commit to making to time available to engage as required for the duration of the 12 week Courses for the participants I assist, and to the best of my ability, myself practice living in the Self Reflection value of each week.
- c) In consideration for my service I shall be entitled to any donations made to me freely by my participants. I shall not solicit for donations.
- d) I will provide reports on my participants as required for evaluation by LVE Distance Admin in accord with the Course, and submit my own monthly reports of my LVE activities to Distance Admin: distance@livingvalues.net
- e) I will provide regular email and face to face communication via Skype, or WhatsApp as required assisting my participants. I will maintain a weekly observation of their activities, and provide such reports in accord with Course requirements.
- f) I understand that I could be withdrawn from the Study Group Course if I fail to support the participant(s) in the manner of a LVE Study Group Guide /Dedicated Course Trainer, or fail to submit my responses on time for evaluation as determined by the Course. If this happens I understand that I will forfeit and my role, and my Certification with LVE.
- g) I will ensure that communication between myself and my participant(s) reflect the values, and are transparent for other administrators or LVE facilitators to view, or/share and I accept that any contribution of this experience, may be freely used in support of the Course.
- h) I agree to commit to the Living Values Education Ambassador Code.
- i) I agree to abide by the LVE Study Group Guidelines in my representation of Living Values Education and I understand that my activities will be reviewed on a regular basis by the Distance Management Team.

Signed _____ **Date** _____

- *Please send completed form to Distance admin - distance@livingvalues.net We will confirm your application.*
- *We will provide the Study Group Guidelines and such other LVE support materials as available at no cost*

- *On receipt of your confirmation LVE will add your name and bio details to the Study Group List.*
- *For all participant reporting matters you will be working with LVE Distance Admin : distance@livingvalues.net*

For registration: please email: distance@livingvalues.net





STUDY GROUP GUIDE
GUIDE APPLICATION FORM
LIVING VALUES DISTANCE COURSE

This information is confidential and is requested to allow us to consider your eligibility for the role of a Study Group Guide

* Please type your details – thank you.

Name: _____ Age: 20-30/30-40/40-50/50+

Address: _____ City: _____

State: _____ Country _____ Post Code: _____

Email contact: _____

Telephone contact:) _____ WhatsApp: _____

Some details to help us get to know you: If you would like to share - optional

EMPLOYED / RETIRED / SEEKING WORK (Desired field(s) _____)

EDUCATION & EXPERIENCE: (High School, University, other)

AREAS OF WORK RELATED EXPERIENCE: (last 10 years)

ANY ADDITIONAL SKILLS OR QUALIFICATIONS THAT YOU FEEL ARE RELEVANT:

PERSONAL INTERESTS/ LONG TERM GOALS AND DESIRES RELEVANT TO LVE

PREFERRED AREAS OF LVE STUDY GROUP ACTIVITY – ie: School, Family, Parents, Business, & Community Groups

Please complete and sign the reverse side - Thank you!

I acknowledge:

- j) I am registering for the role of **Study Group Guide**,
- k) I commit to making to time available to engage as required for the duration of the 12 week Course for the participants I assist, and to the best of my ability, practice living in the Self Reflection value of each week. In consideration for my service I shall be entitled to any donations made to me freely by my participants. I shall not solicit for donations.
- l) I will provide reports on my participants as required for evaluation by LVE DFT administration in accord with the Course, and submit my own monthly reports of my LVE activities to my Local Convener.
- m) I will provide regular email and face to face communication via Skype, or WhatsApp as required assisting my participants. I will maintain a weekly observation of their activities, and provide such reports in accord with Course requirements.
- n) I understand that I could be withdrawn from the Course if I fail to support the participant(s) in the manner of a LVE Study Group Guide DFT dedicated trainer, or fail to submit my responses on time for evaluation as determined by the Course. If this happens I understand that I will forfeit my Certification.
- o) I will ensure that communication between myself and my participant(s) reflect the values, and are transparent for other administrators or LVE facilitators to view, or/share and I accept that any contribution of this experience, may be freely used in support of the Course.
- p) I agree to commit to the Living Values Ambassador Code.
- q) I agree to abide by the LVE DFT Guidelines in my representation of Living Values and I understand that my activities will be reviewed on a regular basis by the DFT Management Team.

Signed _____ **Date** _____

- *Please send completed form to Distance admin - distance@livingvalues.net We will confirm your application.*
- *We will provide the Study Group Guidelines and such LVE support materials as available at no cost*

- *On receipt of your confirmation LVE will add your name and bio details to the Study Group List.*
- *For all participant reporting matters you will be working with your Local Convener, if not available through: distance@livingvalues.net*

For registration: please email: distance@livingvalues.net



The Values Ambassador's Code

As a Values Ambassador I understand the crucial place that values have in life and how they are the foundation of human goodness, personal overall well-being, a harmonious society and sustainable way of life. I recognise I have a rare opportunity to fulfil a personal dream and create a meaningful legacy, namely by helping to make manifest the vision of ALIVE, which is to bring benefit to humankind by helping people, especially students, fulfil their potential for living a life based on and guided by widely-shared and timeless values such as respect, responsibility, peace, honesty and cooperation.

I shall strive to avail myself fully of this opportunity by organising educational and learning ventures that enable youth and adults to benefit by

- learning about LVE;
- participating in LVE activities and events;
- developing a clear sense of their own values and committing themselves to live by them at all times.

To bring these benefits to members of my community, I shall

- initiate and/or support LVE activities in my community to the extent that I am able to do so taking account of available resources;
- invite youth and young adults to avail themselves of LVE;
- work cooperatively with governments, institutions, and other organisations so as to advance activities and endeavours consistent with LVE.

At all times, I shall

- teach and advise others about the importance of moral values;
- make a conscious and dedicated effort to express moral values in all my activities;
- teach and utilise the best practices of education and social engagement, so that an example be set for youth and young adults;
- cooperate with ALIVE Associate or Focal Point for LVE in my country to fulfil the ALIVE's vision

I understand that being an Values Ambassador is a voluntary choice made solely by myself that does not imply appointment or endorsement by or give me any right or capacity to represent ALIVE or any of its Associates or Focal Points in any way or create any obligation for ALIVE or any of its Associates or Focal Points. My own obligations and commitment are only as above and represent my wish to deepen my commitment to a life based on values and be of service to others.

Signed

Date

Please sign and return to distance@livingvalues.net



LVE STUDY GROUP

Guide Evaluation - Participant Form #1

Multiple Choice Section

Your Name

Your Country

Event Location

Dates of Event

From

To

Please respond to the following questions by ticking one box only for each question.

There is a separate sheet for narrative comment which should be used particularly to explain a low score and/or if you have any criticism or suggestions for improvement.

Your views are very important and will help us to improve our events, facilities, etc.

Section 1 – event

Scoring Example

6	5	4	3	2	1
---	---	---	---	---	---

- | | | | | |
|---|---|-------|--------------------------|---|
| 1 | Overall, my satisfaction with this event was... | high | | low |
| 2 | The benefit of being introduced to LVE concepts and practices was... | high | | low |
| 3 | The relevance of the event for my current Life (relationships/workplace... | high | | low |
| 4 | The benefit of meeting colleagues/exchanging information on a personal level context was... | high | | low |
| 5 | The level of difficulty of the event was... | ideal | <input type="checkbox"/> | too high <input type="checkbox"/>
too low <input type="checkbox"/> |

Section 2 – materials

- | | | | | |
|---|--|------|--|-----|
| 6 | The usefulness of the background material was... | high | | low |
| 7 | The usefulness of event handouts (overheads, case studies, etc) was... | high | | low |

Section 3 – event delivery

- 8 Overall, the quality of discussions and dialogue for this event was... high low
- 9 The opportunities for participants to interact (have questions answered, share concerns and experiences, etc) during the event were... ideal too many
too few
- 10 The time devoted to personal activity and other interactive activities was... ideal too much
too little
- 11 The time devoted to presentations by participants was... ideal too much
too little

Section 4 – event administration

- 12 Overall, my satisfaction with the administration of the event was... high low
- 13 The quality of pre-event administration was... high low
- 14 Did you receive event information in sufficient time before the event for them to be useful? yes no
- 15 Did you receive practical information (about the location and timing etc) prior to the event? yes no
- 16 The usefulness of information received was... high low

Section 5 – event facilities

- 17 The quality of the facilities (rooms, furniture, communication aids, provided at the event was... high low



LVE STUDY GROUP

Guide Evaluation - Participant Form #2

Personal Comment Section

Your Name

Your
Country

Event
Location

Dates of Event

From

To

Please make any comments/suggestions in the relevant spaces below. Please continue on a separate sheet if necessary.

Section 1 – event

Please comment on topics within the event subject matter which you feel should be covered in greater depth/added and/or should be given reduced coverage/dropped.

Section 2 – materials

Please comment on improvements which could be made to background material and/or event handouts (including the quality of translation if applicable).

Section 3 – event delivery

Please comment on strengths and/or weaknesses exhibited by the Facilitator (including the quality of interpretation if applicable).

Section 4 – event administration

Please comment on the administration of the event and include any suggestions you have for improvement.

Section 5 – event facilities

Please comment on the event facilities and include any suggestions you have to improve these facilities.

Please return the completed questionnaire to local Study Group Convener or distance@livingvalues.net

Thank you for your co-operation.



PUBLIC PARTICIPANT FEEDBACK

How did you find the Study Group? Content, Group interaction, Guide presentations skills, and general comments.

Which sessions gave you the greatest benefit?

What contributed to that? _____

Were there any sessions/activities you did not benefit from?

From what you heard would you join the 12 week local Study Group?

Yes No (please circle)

Please rate the following:

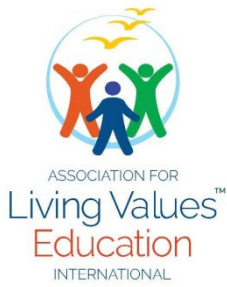
	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
The overall program				
Content				
Process				
Quality of the Group Guide				

Name (optional) _____ Name of StudyGuide _____

On the back – if you feel to – please provide one paragraph of how you found this experience and what it meant to you and if you can recommend LIVING Values experience to others – we may use your comment on the LVE website.

If you have interest in becoming a Study Group Guide please ask us to contact you with your name and email address. Please print your email address.

THANK YOU - Please give to your Guide before leaving.



ABOUT LIVING VALUES EDUCATION THAT YOU ARE REPRESENTING

The purpose and aims of Living Values Education – LVE was birthed by twenty international educators 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.

Living Values Education Aims

- ◆ 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 humanity 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. Currently there are 42 countries where LVE is represented and many more where LVE resources and materials are shared.

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 community.

LVE emphasizes the worth and integrity of each person involved in the provision of education, the home, the school and community. 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.

Structure

The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International (ALIVE)**, a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together the national LivingValues organizations promoting the use of the Living Values Education Approach and is an independent organization that is exclusive with no religious, political or national affiliation or interest.

The development and implementation of Living Values Education has been supported over the years by a number of organizations, including UNESCO, governmental bodies, foundations, community groups and individuals. LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

ALIVE is a registered NGO in Genève, Switzerland. In some countries national LivingValues Education associations have been formed, usually comprised of educators, education officials, and representatives of organizations and agencies involved with student or parent education, in other countries individuals represent and train the "Living Values Approach".

In Appreciation

Developing the 'distance' Course concept began in 2005 in a joint venture between Carol Seymour of LVE New Zealand and Roger Miles from LVE Australia to allow people anywhere to participate in Values education. All LVE Distance Course materials are source from LVE resources created by Diane Tillman (USA), compiling activities from educators around the world. The initial Self-Reflection questions were created by Christina Robb, one of the Australian LVE trainers.

Our heartfelt gratitude to Diane, Christina, Carol, and Paula.

Communication for all aspects of this Course and other Online aspects -
distance@livingvalues.net



NOTES



Living Values™
Education

Distance Online Courses

“Widening the Reach”



Living Values Education established in 1996, embraced in many countries internationally, recognises that it is completely impractical for much of the world’s population to attend workshops and participate in organised Living Values activities due to cost, time and travel requirements. Yet the desire to extend the benefits of discovering our values meant another opportunity had to be found.

In 2016 ALIVE International undertook to design Distance Online Courses, based on the highly successful Living Values Education material, allowing anyone, anywhere to unlock and discover their values enabling them to make a difference in their life and the lives of the people around them, in the convenience of their own home.

- ◆ **Distance, a stand-alone LVE programme can be engaged by anyone, anywhere**
 - ◆ **It does not rely on trained facilitators or workshop attendance**
 - ◆ **It is easy to do without leaving home**
 - ◆ **It offers multi levels of participation**
 - ◆ **It is free**



“I was not expecting this would make the huge difference in my life that it has. The material forced me to look at myself, all of me, my hurdles, pain, grief, fears and blocks. I completed the course and wanted to help others gain what I had gained and became a certificated LVE facilitator. This was a very valuable experience for me. I found so much inside of me I had not healed and by doing so my fears lessened, I grew a new understanding and compassion for myself. Something I previously only had for others. My fear of being judged was challenged; I won and chains around me were broken. My journey continues every moment.”

~ Denise Shaw, Queensland, Australia.