



Building a Loving World...

Positive Relationship Education

Eight topics: Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship, Care

Reduced: Bullying, vandalism, neglect, depression, abuse, discrimination, anger, feuding

Increased: Mental and physical health, self-esteem, success, happiness, good relationships

Life skills: Team building, problem solving, creativity and innovation for life success

For teachers and students 11 years and older: Easy to implement, low-cost and powerful

"Students are more accepting, calm, kind, honest, communal."

Theresa Foster, Manchester Communication Academy, UK

"Loving Classroom reduced truancy, bullying and increased student cohesion."

Mrs. Maseko, Mncube High School, Soweto, South Africa

"I was amazed! Mutual respect fixed the discipline problems in our class."

Shulamit Devush, Shalon High School, Kiryat Gat, Israel

"Loving classroom is truly admirable! It deserves to be effectively applied in all the classrooms of the world, especially in big cities and in depressed areas — in their, and in humanity's, enlightened best interest." Dr. Ervin László, Italy

"A loving classroom is the foundation for all education and Loving Classroom is building that foundation." Dr. Leon Bernstein, Lead UK Ofsted School Inspector

"Loving Classroom is very important - it helps us build self-esteem."

Terein

"Many of us come from unhappy homes. This is the first time I've felt love in life."

Emma

"Now that I'm getting on with my classmates, I'm doing better in my exams."

Leo



LovingClassroom.com

LOVING CLASSROOM – BUILDING A LOVING WORLD



Building a Loving World

David and Naomi Geffen

This *Loving Classroom* textbook is designed for students (aged 11 to 16) and their teachers to understand and put into practice the wisdom for building a loving world. It contains universal quotations and teachings, inspiring stories and proven exercises that help integrate *Positive Relationship Education* into our daily lives.



GLUE A SELFIE HERE

NAME _____



VISION

A Loving World

in which individuals and nations care for one another's mental, emotional and physical wellbeing, and thereby work together to cultivate harmony, peace and fulfillment for humanity and our planet.

MISSION

Building a Loving World

To train teachers globally to facilitate *Positive Relationship Education* (*PRE*: the study and practice of respect, compassion, listening, kindness, gratitude, love, friendship, care...) in their classroom - *building a loving world*.

SCHOOL GOAL

Teachers and students cultivating loving classrooms: excellent relationships in the classroom, that are a foundation for excellent relationships at home, the future workplace and between communities and nations.

In three words, what's the *Loving Classroom* vision?

On our journey to a loving world, it helps to keep the vision in mind...

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everyone you know relating to one another with the eight *Loving Classroom* virtues:
Respect – Compassion – Listening – Kindness – Gratitude – Love – Friendship – Care
(maybe close your eyes to imagine more clearly...)

In *private, public, social media & politics*, how would we *communicate, feel, behave*?

In a class discussion, share your answers and record them here:
Is what you imagined something you want for the world?



The *Loving Classroom Mission* is to train our youth to *imagine and build such a loving world*.



Loving Classroom Curriculum

Welcome	1
Virtue 1 – Respect	7
Virtue 2 – Compassion	37
Virtue 3 – Listening	59
Virtue 4 – Kindness	83
Virtue 5 – Gratitude	110
Virtue 6 – Love	125
Virtue 7 – Friendship	146
Virtue 8 – Care	166
End of the Beginning (follow-up, rationale, thank yous)	188

(For *Classroom PowerPoints*, see LovingClassroom.Global, menu Head, password: ily)

GLOBAL/CLASS GOALS

GOALS	Short-Term Impact	Long-Term Impact
Increased	Mental Wellbeing ¹ Emotional Wellbeing Physical Wellbeing Self-esteem and Happiness Class Comradery Academic Success	Happy Families Decent Work Healthy Environment Dialogue, Peace Creativity and Fulfillment Global Wellbeing
Reduced	Racism Discrimination Depression Bullying Abuse Violence	Poverty Crime Illness People and Substance Abuse Corruption and Exploitation War

(See page 202 for practical examples of *Loving Classroom's* impact.)

And for your classroom, please list up to six positive goals below. Here are 3 examples of negative goals (demoralizing) transformed to positive goals (uplifting):

Stop class disruption → Strengthen caring listening with respect

Stop hateful speech → Strengthen speaking kindly to one another

Stop selfish behavior → Strengthen team building to help one another succeed

1	2	3
4	5	6



With good relationships, all the above goals will be achieved.

Teacher Notes

To help measure the impact of *Loving Classroom*, establish a **behaviour baseline**: For example, “Last year 200 cases of bullying were reported. This year, only 20.” If you can, record positive impact: “Last year 20 kindness projects, this year 50.”

Ideally, *Loving Classroom* can be apportioned into 32 weekly lessons, as listed at the beginning of each chapter. For *Lesson Navigation PowerPoints* and *Online Training*, see LovingClassroom.Training. Time for calm discussion is crucial. If you need more discussion time, then skip the optional activities depicted by this icon: ⌘

HOW?

Positive Relationship Education

Loving Classroom delivers **Positive Relationship Education (PRE)** which identifies and boosts the innate goodness in all its participants, the foundation for a lifetime of wellbeing. The early intervention of PRE also serves as a preventative measure, where harmful behaviours such as abuse, bullying and violence simply find no place in an encouraging, harmonious and supportive environment.



HUMANITY BEING

The 4H Methodology

Just like the different parts of a healthy **human being** work together in harmony, so too, the healthy **Humanity Being** is the different parts of humanity working together in harmony. A healthy, fulfilled **Humanity Being** is the *Loving Classroom* goal.



HEAD

The intellectual goal: Applying our minds to understand and communicate constructively with all parts of the **Humanity Being**.



HEART

The emotional goal: Inspiring our feelings to be motivated to care for the wellbeing of all parts of the **Humanity Being**.



HAND

The practical goal: **Applying** our **thoughts** and **feelings** to behave in ways that strengthen wellbeing for all parts of the **Humanity Being**.

The 4Hs are strengthened by the 8 *Loving Classroom Virtues* (2 virtues per 'H') →

Humanity	1. Respect	2. Compassion
Head	3. Listening	4. Kindness
Heart	5. Gratitude	6. Love
Hand	7. Friendship	8. Care

THE USP (Unique Selling Point) of *Loving Classroom* derives from its *4H Methodology*. It is **HOLISTIC** (a system that integrates all of humanity and nature), and **DEEP** (addresses the inner challenges at the core of our humanity), yet **SIMPLE** (a universal language that talks to all) and **SCALABLE** (can be reproduced with consistent impact globally).

According to Albert Bandura's social learning theory², people learn best by interacting with others. That's why *Loving Classroom* is for groups (not a self-help course).

PRE-COURSE STUDENT-TEACHER EVALUATION

“Knowing their teacher is interested in what they are saying, makes students feel cared about...” Melissa Kelly³

Dear Students, on a scale of 0 to 10, with 0=dreadful, 5=mediocre and 10=brilliant, how well do you think/feel your class is living up to the 8 virtues as described below? Record your individual evaluations in the centre column, and your *class average evaluation* (total class score divided by the number of students) in the right column. If there’s a wide range of votes, enjoy an educational class discussion: why?

(On page 191 you’ll be asked to complete a **POST**-course evaluation. Compare it with this **PRE**-course evaluation to appreciate your progress and to see what still needs working on.)

THE 8 LOVING WORLD FOUNDATION VIRTUES In our class, we have:	MY EVALUATION	CLASS AVERAGE EVALUATION
1. RESPECT Valuing the good in ourselves, people in general, property and existence.		
2. COMPASSION Understanding one another’s <i>strengths and challenges</i> , and using our strengths to help one another thrive.		
3. LISTENING Paying attention to the thoughts and feelings in what people say and do.		
4. KINDNESS Ensuring people feel safe to communicate, and then giving understanding and sensitive support.		
5. GRATITUDE Appreciating the many great and small things in our lives.		
6. LOVE An experience of being one: understanding and enjoying the good in people and doing our best to help them thrive.		
7. FRIENDSHIP Commitment to give serious time and support to ensure the flourishing of our close relationships.		
8. CARE Acting in ways and doing projects that are concerned with the wellbeing of individuals, humanity and our planet.		

The above 8 definitions comprise the poster summaries at the beginning of each chapter.

Tick the box if you **want to help build a loving world**:



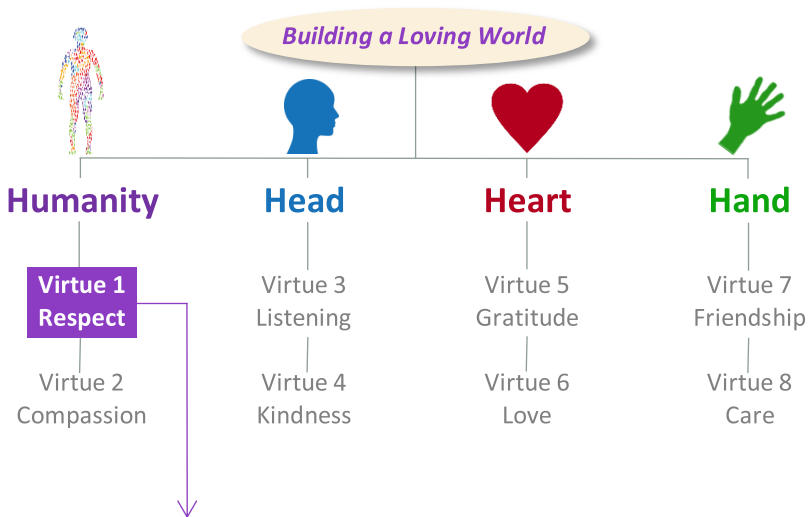
This chapter is for strengthening:

RESPECT

Valuing the good in ourselves, people in general, property and existence.



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Student/Teacher Desired Outcomes	Pages
Wanting to help build a loving world	1-6
Showing deep appreciation for the good in classmates	7-9
Toasting to the goodness in people throughout humanity	10-15
Giving profound thank yous to humanity (e.g., cleaners, cooks, shopkeepers)	15-23
Choosing 5 virtues for the class and self-evaluating: “Are we living by them?”	24-32
Producing a <i>Loving World Flag</i> as a reminder to build a loving world	33-36



A good way to reveal the light within those around us is to ask “Who are you?”

In *Loving Classroom*, “Who are you?” is deeper than asking what’s your name, age, and a superficial “What are your interests?” Rather, you are a beautiful *human cell* in the *Humanity Being* and “Who are you?” is asking you, please, to share with us your essence. We know it’s good, because the essence of everyone is good. “**Everyone has virtues**” Mahatma Gandhi⁴. In a class circle, starting with your teacher, share stories about yourselves that give a sense of the core, lovable goodness that is who you really are. It’s not about showing off. It’s about building caring relationships, something which happens when we learn about the goodness and humanity in one another.

For example, a teacher’s story: “Once my daughter was misbehaving and instead of shouting, I remembered ‘*painful behaviour comes from people in pain*’, so I waited in silence, rather than adding to her pain. After what seemed like an eternity, she opened up, ‘Would you like to know what’s my problem?’ I answered, ‘Yes, absolutely!’ Instead of lecturing and crushing her, I gave her the space to open up and share her struggle. That’s the sort of person I want to be...” In your story, give as many details as you can, so that we get to know the real lovely you!

Now, in a class circle, reveal the deeper light in one another. One at a time, please share your “Who am I?” story. Sometimes, people can’t think of what to say. “I’m boring. I don’t have a story.” That’s normal. But experience has proven that after a few initial good stories and time to ponder, we all remember something good about ourselves worth sharing. Since each story may take a while, you can spread them throughout the *Loving Classroom* programme, maybe one story to start each session. (Teachers note: This also gives the teacher an opportunity between lessons, to help shy students figure out a warm introductory story for the class. This is more than a chore. It’s the wonderful, creative moment of building a loving environment.)



Make sure to show your appreciation. Thank people for sharing their stories and specify how they helped you feel good about them.

AND WHO AM I?

“We are all parts of a larger whole, like individual cells in a body.”

Steve Pavlina⁵

“This Universe, in its entirety, is nothing else but one individual being: that is to say, the outermost sphere, together with all included therein, is one being... Like an individual is one being with many parts, such as flesh, bones sinews and ethereal elements, likewise, is the universe in its totality.” Maimonides⁶

WHAT DOES THIS IMAGE REPRESENT?

(see the hints above)



There's a lot of white space in this book, like above, for making notes about any good ideas that come to you. This image represents the *Humanity Being*: just like a human being comprises many different parts working together in harmony, adding up to the 'onederful' experience of life, so too, the *humanity being* is the many parts of humanity working together in harmony, adding up to the 'onederful' experience of peace, unity, wellbeing, fulfillment and oneness.

When 'I' is replaced by 'We', Illness becomes Wellness.

WHO AM I?



ANSWER 1

of 4 answers (from pages 10 to 24)
from 4 diverse members of the *Humanity Being**

“Just as each of us has one body with many parts and these parts do not all have the same function, so...⁷ we, though many, form one body, and each member belongs to all the others. We have different gifts, according to the grace given to each of us.”

Romans 12

(A Christian Answer)

To illustrate, on the following page...

* Quotations from the diverse groups that comprise humanity (political, ethnic, religious and secular, etc.) will be given throughout this book, in order to demonstrate how, at our core, we're all unified by the common vision of oneness, a loving world. We're not promoting any particular group. Rather, *Loving Classroom* is about helping us all work together to fulfill our shared vision.

A "THANK YOU" TOAST



Your teacher has kindly placed an enticing range of drinks on a table. Before pouring your drinks and turning the page, have a class brainstorm: **Who was involved, in any way whatsoever** (try to get to at least a billion people), in supplying these drinks to your classroom?

WHO WAS INVOLVED?

- Those who paid for the drinks
- Those who carried the drinks from the shop
- Shopkeepers and all shop staff
- Farmers for producing the ingredients
- The Water Board for supplying clean water
- The bottling and canning companies
- Glass, metal and plastic industries for packaging
- Health inspectors and food scientists
- Graphic designers, ink, paper and printing industries for labeling
- Truck drivers for product distribution
- Vehicle manufacturers for providing transportation
- International oil and energy industries for providing fuel
- Road builders for the roads and infrastructure needed for transportation
- Construction workers for providing buildings, including your classroom
- Lawyers, accountants, managers and administrators
- Taxpayers and government to finance and empower all the above
- In fact, most of the world, at least a billion people, was somehow involved in supplying your drinks (and each of your daily needs)



Who do you think is the most important person in the list?

“We believe everyone is equally important. Every classmate is equally important. We all contribute to the whole of the *Humanity Being*.” Rirandzu Mathonsi⁸

Before drinking, choose a volunteer to give an enthusiastic *Humanity Being Toast*:
“The giving-energy of a billion plus people is about to become part of us! Thank you *Humanity Being* and the billions of cells within who have enriched our lives...”



ANSWER 2

“O Humanity, created from a single soul... and made into nations and tribes, so that you may come to know one another.” Koran 49,13

“The children of Adam are limbs of one body, having been created of one essence. When the calamity of time afflicts one limb, the other limbs cannot remain at rest. If we have no sympathy for the troubles of others, we are not worthy to be called human.”

Saadi of Shiraz⁹

(A Muslim Answer)

Practically speaking, what does this mean?

EXAMPLES OF BEING "LIMBS OF ONE BODY"

In 1996, while Craig Kielburger, aged 13, flipped through the *Toronto Star* in search of the comics, he was struck by a story about a boy his age, Iqbal Masih, who was born in South Asia. Iqbal was sold into slavery at the age of four, spent six years chained to a carpet-weaving loom and freed at age 10. He began speaking out against child slavery and was murdered at age 12. Craig [learned](#), [felt](#) and had to [do](#). He gathered a small group of grade 7 classmates and ***Free the Children*** was born. The youth network grew into a movement in 45 countries, with an annual budget of \$30,000,000 and more than 2 million youth involved in a wide range of programmes to *free the children*. Note 10, in Appendix 1, is a link for a highly recommended Youtube video on this story.



⌚ In 2009, *Malala Yousafzai* aged 12, from Swat Pakistan, began writing a BBC blog about human rights and female education. On 9 October 2012, as Malala was going home from school, a masked gunman shot her with a single bullet that went through her head. Miraculously, Malala survived and the attempt to kill her received worldwide condemnation and sparked protests across Pakistan. In the weeks after the attack, over 2 million people signed a “right to education” petition, and the Pakistan National Assembly swiftly ratified their first *Right to Free and Compulsory Education Bill*.¹¹

LOVING WORLD YOUTH PROJECTS

Class discussion

What *Loving World Youth Project(s)* would you be interested in doing? In Virtue 8, *Care*, you'll be invited to actually do a single project. Meanwhile, this is an exercise to open the mind and heart to ponder a range of projects your class would be *interested in doing*.

You may wish to:

- a) Suggest your own ideas for projects
- b) Choose an idea from pages 177 to 181
- c) Invite a *Loving World Youth Project Presenter* to inspire and suggest some ideas

List some projects your class would be interested in doing:



A checklist to ensure your project is 4H

Humanity

How will your project help the *humanity being*?

Head

How will the 8 Loving Classroom virtues (Respect, Compassion, Listening, Kindness, Gratitude, Love, Friendship, Care) help achieve the goals of the project(s) you chose? E.g., if you listed *Hygiene Activities for Healthy People and a Healthy Environment*, how will RESPECT, the topic of this chapter, help achieve the goals of such a project?

Heart

What stories, role models and experiences will inspire you and your classmates to undertake and complete the projects you are interested in doing?

Hand

How do you see your behaviour improving as a result of these projects?

ANSWER 3

“Just as a human is made up of limbs, all of which are located on levels one upon the other, yet all are one body, so it is with the world. There are many levels; one inside the other; but all are one body.”

Zohar¹²

(A Jewish Answer)

Does oneness mean all being the same?



Oneness doesn't mean all being the same. Rather, being a group of caring individuals who grow from and complete one another. Just like the healthy **human being** has many parts working together in harmony, so too, the healthy **Humanity Being** has all the parts of humanity working together in harmony.

Even though all of us have thoughts, emotions and do things:
Some of us are primarily powered by **HEAD (e.g. accountants)**.
Some of us are primarily powered by **HEART (e.g. nurses)**.
Some of us are primarily powered by **HAND (e.g. builders)**.

However, all together, we form the *head-heart-hand* of a healthy, happy *Humanity Being*.

RESPECT is appreciating that:

Within each individual, every virtue has something precious to contribute.
Within each community, every individual has something precious to contribute.
Within each nation, every community has something precious to contribute.
Within the *Humanity Being*, every nation has something precious to contribute.

Quick Class Survey – **all answers are good** – hands up all who:

1. Think your greatest strength is HEAD: imagining/thinking things out
2. Feel your greatest strength is HEART: relating/connecting to others
3. See your greatest strength is HAND: a practical/doing/action person

“Peace is not uniformity but integrated diversity.” R. Jonathan Sacks¹³
The 8 virtues of *Loving Classroom* are designed to integrate diversity.

4H RESPECT



Humanity: For whom in the *humanity being* do I want to give respect?

Head: What good quality(s) can I identify in that person?

Heart: What good feeling(s) do I have for that person and their good quality(s)?

Hand: How are they inspiring me to behave better?

A NOTE OF RESPECT: Write your answers on a piece of paper (or in a message) and sometime during the following seven days, send them to the person you chose:



For example: I'd like to give respect to the person who cleans the corridors.



Day in, day out, you're working hours to keep these corridors clean. Sometimes you even have to clear up foul-smelling muck. That's brave!



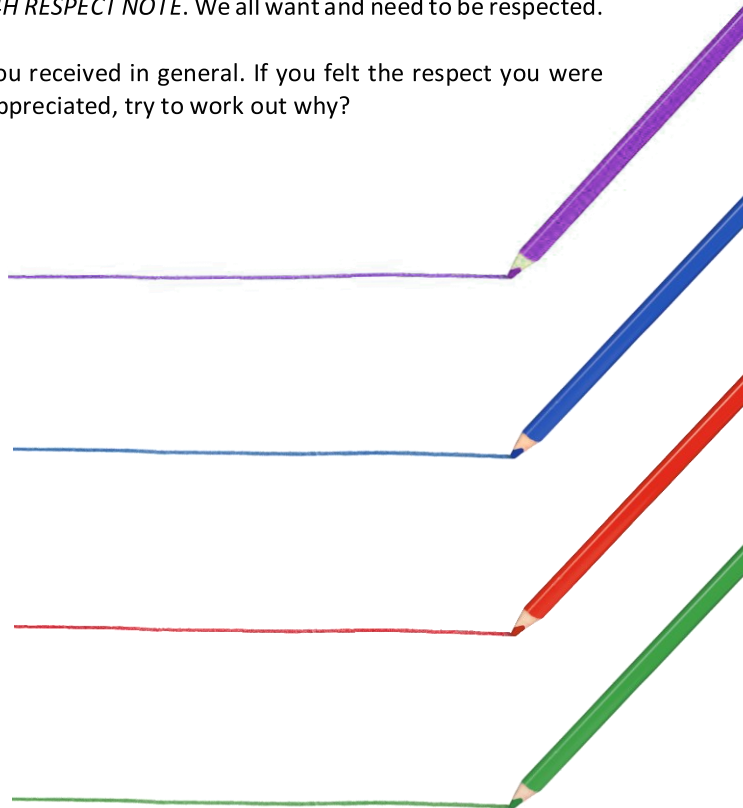
In a clean school I feel good, happy, cared for...



Now I'll be much more careful to throw litter in a bin. And I'll send this note because I want you to feel respected. Thank you!

Work together in groups of 2 or 3 to help each other:

- Choose **someone** in the *humanity being* for whom you'd like to give a RESPECT NOTE, someone who regularly helps you (for example, your school caretaker, traffic warden, school guard, bus driver or shopkeeper...). It doesn't matter if they're paid or not, they are contributing to a better life for you.
- Help each other write a quality **Head-Heart-Hand** RESPECT NOTE for the **someone** you chose.
- Over the following week, share your RESPECT NOTE with the **someone** you chose. Please note: Parents, carers, teachers and children all need appreciation. And even if some of the above are occasionally 'annoying', they are still contributing to a better life for you and yes, warrant respect.
- The more details you communicate, the more the recipient will feel appreciated and motivated by your **4H RESPECT NOTE**. We all want and need to be respected.
- Discuss the reactions you received in general. If you felt the respect you were trying to give was not appreciated, try to work out why?



ANSWER 4

“A human being is a part of the whole called by us universe... (However) he experiences himself, his thoughts and feeling as something separated from the rest, a kind of optical delusion... Our task must be to free ourselves from this prison, by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.”

Albert Einstein¹⁴

+(A Secular Answer)

“Within yourself let grow a boundless love for all creatures.”

Buddha¹⁵

“Love Humanity.”

The Talmud¹⁶

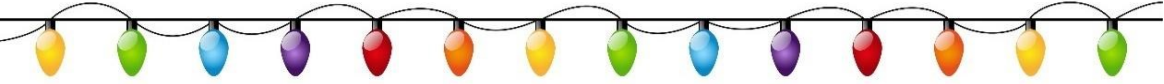
Even if we disagree religiously, politically or culturally..., we can still respect one another for our good qualities. In fact, such a respect, mixed with discussing our differences, is the foundation of peace-making, building on what we have in common.

But:



**What about people who threaten us –
should we love them as well?**

L I G H T



While writing this book, I came across a radical and professional video on the internet that was inciting hatred. I felt crushed and called my friend, Farhan Rehman, a role-model for positive thinking, "With such anger in the world, why bother? Sweet mushy *Loving Classroom* can't compete with such professional hatred. I'm giving up."

Farhan kindled a light in my dark world. "*Loving Classroom* wasn't designed to directly confront and heal the inciters of hatred. Rather, **the modus operandi of *Loving Classroom* is to cultivate good relationships between the vast majority of regular people in our world.** In so doing, less will be attracted to the ways of hate, which will then lose their numbers and power, and conflicts will be managed by a growing, loving world." *Positive Relationship Education*, en masse, will outshine the darkness in our world.

Very Important:

In the short term, wars will be fought and antagonists may battle their cases in court, but in the long term, fighting is not the solution to the world's ills. **"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that."** Martin Luther King¹⁷

"Every atom of hatred added to the world makes it an even more inhospitable place." Etty Hillesum¹⁸. The goal of every activity in this book is to add *atoms of love* to every place in the world, and thereby build a deeply loving, hospitable world, every day growing in health, happiness and fulfillment.



“Give light and the darkness will disappear of itself.”

Desiderius Erasmus¹⁹



Maybe, as a group, invest in a calming light (or a solar lantern) by the window, a symbol to shine a light of respect for your class, as well as for the world out there.

And every now and again, as you notice the light, or refer to it in your loving classroom, ask yourself: a) Who has been a light for me over the past week? b) Who can I be a light for over the next week?



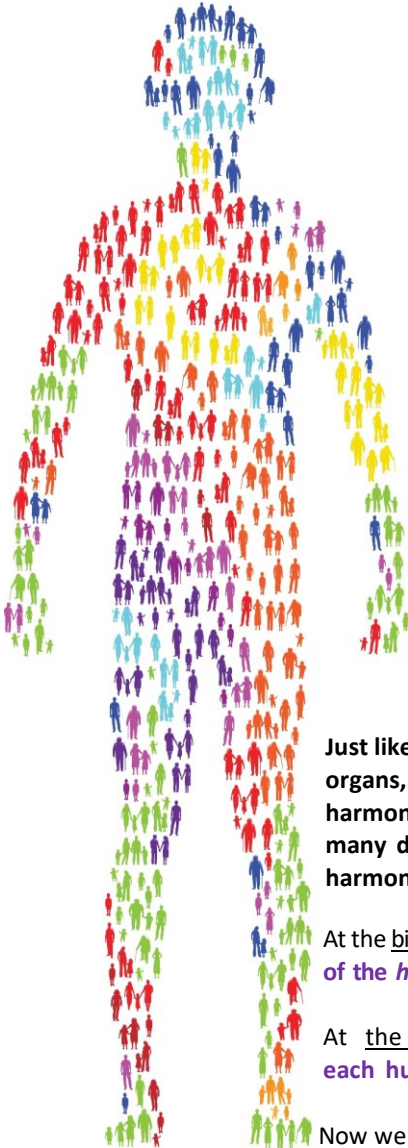
In addition, once a week, a different student can give a presentation about someone who is important to them, and in their honour, every day, turn on the light.

“Let your heart’s light show you that we are one.”

Rumi²⁰

THE LOVING CLASSROOM SUMMARY ANSWER

On page 9, we asked the question “What does this image represent?” The four answers on pages 10, 13, 16 and 20, and many more like them, are symbolized by the image, which we call the *Humanity Being*:



← THE HUMANITY BEING

Just like a healthy *human being* contains many different organs, limbs, cells and parts working together in harmony, so too, the healthy *Humanity Being* is the many different parts of humanity working together in harmony, and thereby enjoying great fulfillment.

At the big picture level, *respect* is recognizing that each part of the *humanity being* has something good to contribute.

At the individual level, *respect* is recognizing that each human being has something good to contribute.

Now we can define universal definitions for *good* and *bad*:

LOVING CLASSROOM DEFINITIONS

GOOD

is that which pulls the Humanity Being together (building healthy relationships).

BAD

is that which pulls the Humanity Being apart (harming healthy relationships).

Take a moment to discuss before reading the answer: **is 'respect' good or bad?**

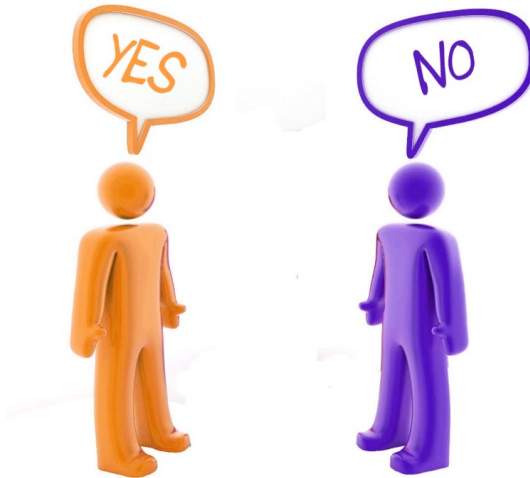
It depends on how we 'respect'! For example, we can **respect** a wise, loving person working to help the *Humanity Being*, or choose to respect selfish leaders and individuals who hurt the *humanity being* to fulfill some form of self-interest.

The same is true for all our human powers: they can be used for good or for bad. Even love. Our job is to be mindful of how we use our power. A **GOOD** use of power (for example *respect*) strengthens oneself and the *Humanity Being*. A **BAD** use of power may strengthen ourselves, while hurting part of the humanity being.

Class discussion: Can you give examples of the **GOOD** and **BAD** use of **POWER**?

HOW DO WE RESPECTFULLY DISAGREE?

Because of our differences we sometimes disagree.
In a class discussion, or even outside, with your peers and family
how do we respectfully disagree?



"We must resolutely refuse to consider our opponents as enemies."

Mahatma Gandhi²¹

"Don't think that shouting strengthens an argument."

Iain Pears²²

"Disagree without being disagreeable."

Lyndon Johnson²³

“That which you don’t like done to yourself, don’t do to others.”

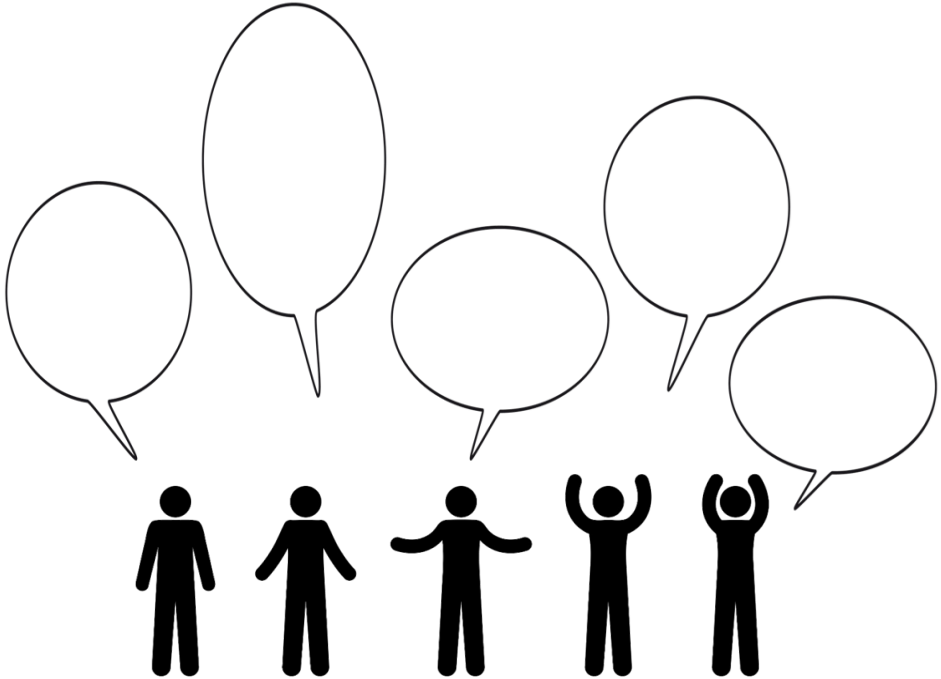
Confucius, Hillel, Thales²⁴ and many more...

We don't like being called dumb, so don't call others dumb.

We don't like being made fun of, so don't make fun of others.

We don't like being interrupted, so don't interrupt others.

Class discussion: what five guidelines would you give for having a respectful discussion with people with whom you disagree? Record your answers in the bubbles below:



Over 80% of the class agreed they would like to live by the above slogans: Yes



The Warm-up Respect Game



Respectfully - meaning without pushing, shouting or squabbling - can you, in one minute, line up in order of your heights, or in alphabetical order of your surnames?



Appreciation Calm Cheerful Commitment Compassion Communication Cooperation
 Discipline Empathy Encouragement Fairness Flexibility Forgiveness Friendship Fun Giving
 Patience Questioning Respect Responsibility Sensitivity Tolerance Truth Understanding
 Gratitude Happiness Honesty Humility Integrity Kindness Listening Loyalty Openness

Our Top Five Respect Virtues for the Classroom

- Dear Class, brainstorm a list of *at least* 20 virtues. Examples of virtues comprise the frame around these instructions. You can also list virtue phrases, such as: “Help each other prepare to pass exams” or “Keep the toilets clean”.
- From the list you made, agree upon five virtues to be your *Top Five Respect Virtues* and list them on the following page in column 1.
- Optional: in column 2, record some examples, to clarify the meaning of the virtues you listed.

Note: The eight *Loving Classroom* virtues apply to the *Humanity Being* in general (macro virtues). Your *Top Five Virtues* are specifically focused on the individual needs to cultivate your loving classroom (micro virtues).



Our class has agreed upon its
Top Five Respect Virtues YES

Our Top Five Virtues*	Examples of Our Virtues in Action
1	
2	
3	
4	
5	

* What's the difference between virtues and values?

Virtues are universally esteemed behaviours, such as respect and listening. **Values** are more individual. Groups tend to differ in their religious, political and cultural values (things they value to invest in). Loving Classroom is working to strengthen the universal virtues that bind humanity, in order to help us manage and even resolve the conflicts that divide us, and thereby build a loving and fulfilled world.

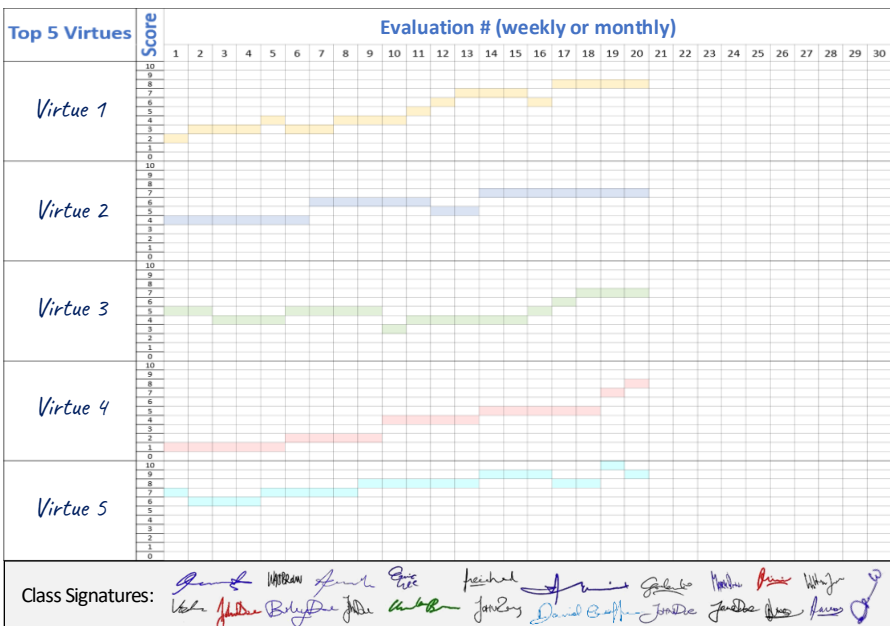
EVALUATION



Have a weekly or monthly class discussion to evaluate how well you think/feel your class is living up to your *Top Five Class Virtues*, with 10 = brilliant, 5 = mediocre, 0 = dreadful.

Record your vote on a scrap of paper and hand it to a volunteer who will add up the total of all the votes and divide by the number of voters to obtain a class average evaluation for each of your top five virtues. For a record of your class's progress, fill in the boxes on the following page that represent your class's average score. Below is an example chart after 20 evaluations.

Maybe ask for some volunteers to produce a large evaluation poster to hang on the wall as a public record of your class progress. Leave room for all to sign it. (See LovingClassroom.Global (hand/shop) if you wish to order a **large evaluation chart**.)



"Measuring your behaviour helps to improve it." The Benjamin Franklin Methodology²⁵

Top 5 Virtues	Score	Evaluation # (weekly or monthly)																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
	10																																					
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	2																																					
	1																																					
	0																																					

THE WORLD'S A BETTER PLACE WITH OUR CLASS IN IT

“Be earnest and truthful, loving all.”

Confucius²⁶



One by one, focus on each classmate and RESPECT them with the following thought: “Even though we all make mistakes, you want to live by *our top five class virtues*. That’s wonderful. That’s important. The world is a better place with you in it.”

THE LOVING WORLD FLAG



**“When you set a good example to the world,
you become a flag waving on the skies of the entire world!”**

Mehmet Murat Ildan²⁷

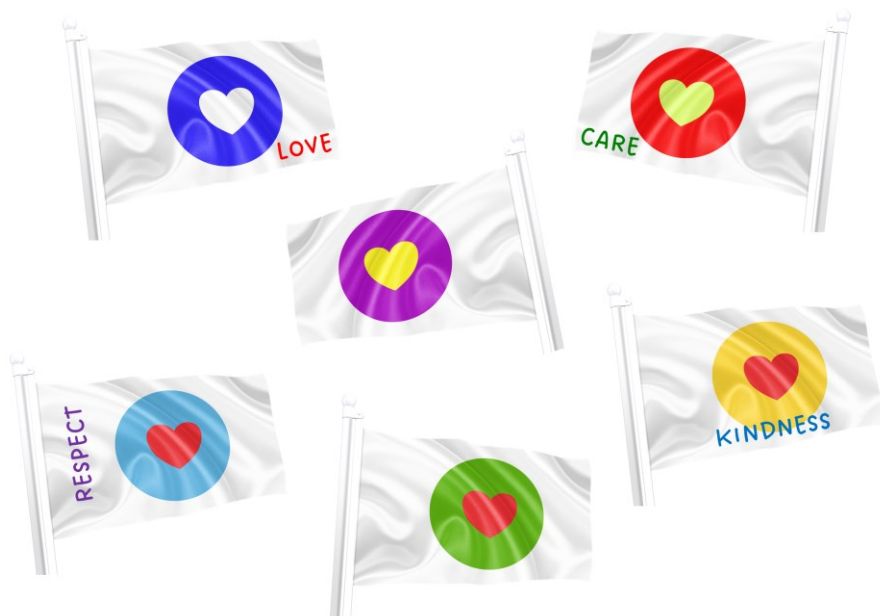
Class Discussion: What does the above quotation mean?

Optional Activity

Make a *Loving World Flag* for your class, school, home, community, township, city. With permission hang it in places to be a reminder of humanity’s goal.

If you wish, add a slogan or word that you feel is especially important for building a loving world.

Choose whatever colours lift you to feel harmony and wellbeing. (In preparation for this workshop, make sure to bring enough material, paper, pens and paints for all to produce their own loving world flags.) However, in order to maintain an underlying unity for all, include the circle and heart that symbolize a loving world. For example:



SUMMARY AND EVALUATION



4H Class Discussion

What did you learn from this chapter on RESPECT?

What do you feel about this chapter on RESPECT.

How will this chapter on RESPECT impact your behavior?



Discuss whether you think the following desired outcomes for this chapter on *Respect* were reasonably achieved. If yes, enjoy ticking the DONE boxes below. If no, continue the discussion to determine *why not and what could be improved*. If you have any suggestions for improving the book, please email Friends@LovingClassroom.com.

In this unit of work, the class has learned about and are practically:	DONE
Helping to build a loving world	
Showing deep appreciation for the good in classmates	
Toasting to the goodness in people throughout humanity	
Giving profound thank yous to humanity (e.g., cleaners, cooks, shopkeepers)	
Choosing 5 <i>virtues</i> for the class and self-evaluating: "Are we living by them?"	
Producing a <i>Loving World Flag</i> as a reminder to build a loving world	

Do you think this chapter helped strengthen RESPECT in your class YES No ?