

**WORKSHOP ON LIVING VALUES EDUCATION  
WITH TASSAH ACADEMY – YAOUNDE  
CAMEROON**



**Oct 12<sup>th</sup> ----- Dec 18th 2025**

**Report on a Workshop on Values Education with  
Teachers/ Pupils of TASSAH ACADEMY YAOUNDE**

**FEATURING**

- Brief History of ALIVE International and Caretakers Initiative Cameroon
- The Pillars of Education

**VALUES AWARENESS**

- . Quiet time
- . Visiting Cards
- . Reflexive exercises
- . Visible and Invisible friends
- . My Core [Personal] Values
- . Creative activities

**What are Values?**

**Creative Activities**

- Tree of Values for TASSAH ACADEMY
- Values cards, posters, poems etc.
- Values balloon[reflection]
- UBUNTU Tree

**Creating a values-based learning Environment**

- Visualisation Exercise [my dream school]
- The Needs of a child
- The qualities of a good Educator
- How an ideal teacher would be

**Skills to Create a Values Based-Based Learning Environment.**

**A] INTERPERSONAL SKILLS. ‘Learning to live together’**

- 1] active listening

- 2] conflict resolution
- 3] the qualities and skills of a good mediator
- 4] Values based Discipline

### **BJ INTRAPERSONAL SKILLS 'Learning to be'.**

- The needs of an Educator
- Helping the child 'To Be'

### **Concluding**

- UBUNTU Calenda
- Revealing Visible and Invisible friends
- Post Evaluation
- Issuing Certificates
- Group Picture

## Introduction

The day started as usual by welcoming and appreciating the participants for respecting our invitation. A brief history of the Association for Living Values Education [ALIVE] International and of Caretakers Initiative Cameroon was given. Patricia Ndikum as the President for CARIN Cameroon, the Representative for ALIVE International in Cameroon, former member Board of Directors ALIVE International, and Presently Assistant Coordinator for ALIVE – Africa.

This Was followed by the aim and objective of the workshop.

Our Mission is to reach out to schools, work with teachers on values education, the importance of implementing values in class and in school, to guide actions, judgements and attitudes.

Our aim and Objective were to help them become conscious of the values they possess and that of others, to discover the need for values and its importance in decision making, living together and upholding standards.

To realise this, we must train the teachers, reach out to the pupils/students and even the parents and the community. The teachers were made to understand that the workshop will be characterize with reflections, Visualization, dreaming, Discussions, quiet time, Creative exercise etc.

We pulled the teachers attention to the four [4] pillars of education according to UNESCO. Which are

- Learning to know
- Learning to do
- Learning to be and
- Learning to Live together

## VALUES AWARENESS

### Greetings

We started by greeting each other in our traditional African way of doing it. Participants were asked to greet each other in their different dialects and after that we had a role play on how we greet each other in our different villages, particularly how we greet our chief or a Fon etc. Role play continued with teachers/pupils etc. and lessons learnt were drawn from each role play. After these practical activities, together with the teachers we pulled out the Values learnt. We can continue this activity with examples of different personalities, from different cultures and social backgrounds. We refer to these greeting as 'Ubuntu' greetings. Briefly we defined the word UBUNTU as a south African word which embodies or carries a lot of meaning such as, togetherness, oneness, Interconnectedness, generosity etc. This activity was so exciting and gave a wonderful beginning.



### GREETINGS

## Visiting Cards

Participants were given A4 papers[cards] on which they wrote their names in the middle and allowed enough space for other words to be written. Normally this activity was supposed to be accompanied by music, but we had to do it without animation.

Due to time constraint participants were asked to meet with about three people and at each encounter they had to introduce each other and talk about themselves, then exchange their papers. On the papers they had to write the values they saw in their friends. They carried out this activity with three different people. At the end each person will discover the values given by their friends.

This activity helps participants to recognize their own qualities and to observe and appreciate qualities in others. It creates an atmosphere of belonging, warmth and friendship. Participants get to know each other in an informal way, from face, eyes and smiles.



VISITING CARDS

## Visible and Invisible friends

This activity encourages the values of caring, friendship and taking responsibility for another person's well-being. Participants were asked to write their names on small pieces of paper, fold them and put them in a container or a basket etc. and shuffle. The container is passed round for participants to pick and unfold.

The person whose name you pick is your visible friend and the person who picks yours is your invisible friend.

The assignment is that all participants will have to take care of their visible friends from the beginning of the workshop to the end in different ways [be imaginative] and this must be done without the person knowing that you are the secret friend taking care of him or her. At the end of the workshop all invisible friends are revealed,

### **Revealing of Invisible Friends**

At random the facilitator will choose anyone, the person comes out, reads or describes the values or qualities his or her visible friend possess, then calls the name of the friend who comes out and they greet each other, the friend in turn calls his or her own visible friend, reads the values he saw in that person, the individual comes out and the process continues till everyone sees his or her invisible friend. This final stage is always very interesting for some participants go as far as offering gifts to their visible friends,

### **REFLECTIONS**

The participants reflect on activities geared towards the discovering of their Innate or personal values. That is recognizing 'values in me and in you' [that is values in one another].

In a quiet reflexive atmosphere, the following points and guidelines were proposed for the participants to work on.

#### **1] A special moment.**

A moment you feel proud of yourself of having realise or solve a situation through your personal efforts. It shouldn't be like success in exams, building a house etc. but it should be like applying a value you have learnt or a virtue to solve a problem etc.

The participants reflected for some time and came up with values they applied in solving problems in school, in their family or in the community.

#### **2] Who do you like most and why**

Participants were asked to give the name of the person, what he does in life, the qualities he/she possesses and why that person is a model to you. The participants reflected on this point and gave their different responds which were so fantastic, indicating that they understood what was expected from them. They wrote the values down.

#### **3] How others see me**

Participants were asked to reflect on a time when somebody said something very good about them, about their strength and values. What did the person say? How did he or she

describe you? They were asked to be very honest with themselves. They were asked to write down the values they discovered.

#### **4] My Favourite Music**

They were asked to think of their best song or music. Each person was asked to stand and sing his/her best song, the others can join in the singing and dancing and together they bring out the values found in the song.

### **My core Values [Personal and social Values]**

Taking into consideration all the values noted about each person/about yourself from the previous activities. What feeling does it bring about you as an Individual. These values are some of your key personal values. Some of the values you gathered about yourself from the beginning of the workshop up to this point are your key personal and social values [your core values].

#### **WHAT ARE VALUES?**

Values are principles that influence the behavior /attitudes of individuals, group of persons or a community.

#### **WHAT ARE LIVING VALUES.**

Living values are core principles and beliefs that guide a persons behavior / attitude and decision, such as peace, love, Respect, honesty etc.

#### **WHAT IS LIVING VALUES EDUCATION**

Living Values Education [LVE] Approach is a way of conceptualizing education that promotes the development of value-based learning environment/ communities and places, the search for meaning and purpose at the heart of education.

ALIVE creates LVE professional development courses for children, educators, youths and parents as well as street children etc.

### **TREE OF VALUES FOR TASSAH ACADEMY**

A large bare tree was drawn on the board, having some few roots and some branches. The roots [foundation] represent the core values of the school, The trunk [support] represents values that upholds the tree[school], the branches[balance] are values that ameliorate the situation of the school.

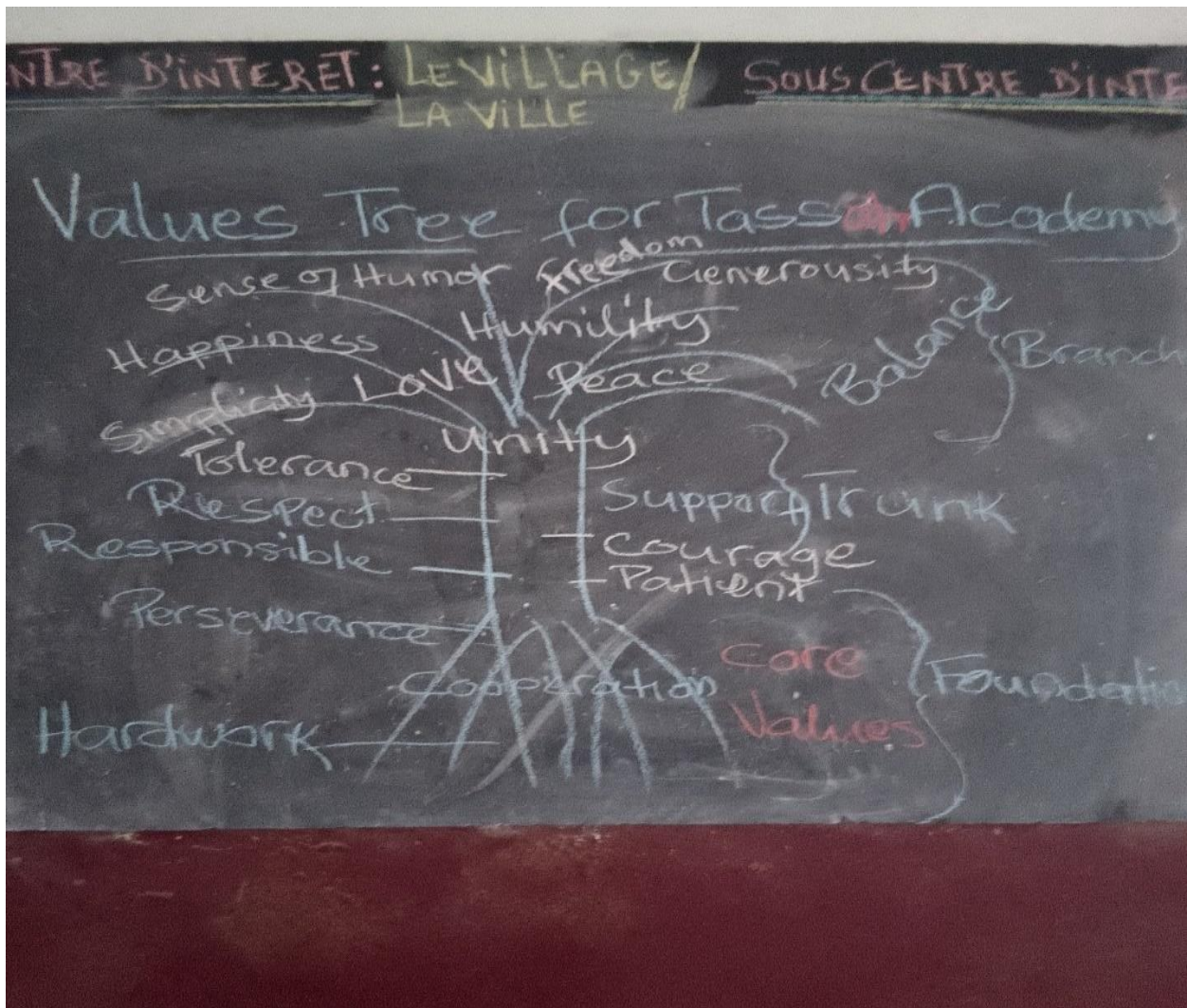
Our activity of the tree of values was based on the values of Tassah Academy.

The values at the root are the strong hold or the strength of the Tassah school, they keep the school in place whatever the situation. The values on the trunk keeps the school going. They are supportive values.

At the branches we have values that balance the situation of the school. As we approach the apex of the tree that is from the roots, the strength of the values on the tree [school] gets weaker. Values found at the apex of the tree[school] can easily fall off.

Which indicates that if an important value the school needs is found at the apex of the tree, the institution needs to work hard to bring it towards the roots, to make things better for the school.

### TREE OF VALUES FOR TASSAH ACADEMY



## **1<sup>ST</sup> Quiet time with the pupils**

The pupils were asked to observe some quiet time, during which they were asked to imagine being alone in a quiet place of their choice, where nobody disturbs them. The place can be their room, by the seashore, in the garden, on the mountain, ice cream shop, in the zoo, a river side etc.

Five to ten minutes were given for this activity, during which the pupils guided by the facilitator were asked how they spent this time. Seeing themselves in the act at that moment, making it real, what they imagine doing in that place.

They were asked to close their eyes for better concentration and to reflect. After this activity the pupils were asked to share their experience with the whole class.

This exercise helped them to experience calm, peace, relax, relief etc. some were very excited with such a seemingly simple activity. some were already sleeping before the end of the exercise indicating that they needed rest. However, some did not find it easy, they were carried away by distractions. Generally, it was realized that there is a need for children to have some rest, Children too as adults need to have time of their own to be at peace and to reflect for better reasoning, to recall their daily activity, class work and to study. Parents and teachers could help them realize this time



**Children having QUIET TIME**

## **CREATIVE ACTIVITIES**

### **VALUES CARDS, POSTERS, POEM, DRAWING, PAINTING ETC**

Pupils expressing their understanding of values through Cards, posters, poems etc. or verbal expression. Below are some creative works presented by the pupils expressing their understanding of their best values. Please, it is written as the pupils present them. The words are their words, we appreciate them and also trying to understand them as such.

#### **LOVE**

It is a powerful emotion that can't be broken. It flows like a river without bangs. It is pure and fresh as they love. Love, a well-defined aspect of life, the family and loved ones sharing this same emotion. With the love we need, we can define our Christmas as a spontaneous answer to that.

By Tonye Chery

#### **PEACE**

A great aspect of this life. Peace is what we need. It develops with Love. Our life is as useful as this aspect. Although many have decided to make the world a terrible place. We will try our best to make it better. Peace is Love. MERRY CHRISTMAS

By Akah Clausibel

#### **HONESTY**

It should flow in our system-like blood. But because people can't develop this character, they turn out to be rude to others and fail to realise success and realities. What a wonderful word full of truth.

Just to wish you a merry Christmas.

By Biboum Annaelle

## **RESPECT**

We all do respect. It is not a word to play with. Be careful, a word that stands with responsibilities that no one can afford. Someone with respect knows what he wants in life. A respectful person is a responsible person

By Tchimebine Kam Adora

## **LOVE**

Love is something when you feel for somebody and when you make peace with that person. Another type of love among human beings are love with friends, your family, extended families, your teachers, your brothers and sisters and others

By No Name

## **RESPONSIBILITY**

It is a huge task or burden put on some people to take responsibility. If you don't, another person will replace you. It is not an easy job though. It rises like the sun. Responsibility brings development to our community and society. So everyone must make effort to be responsible and have a merry Christmas

No Name

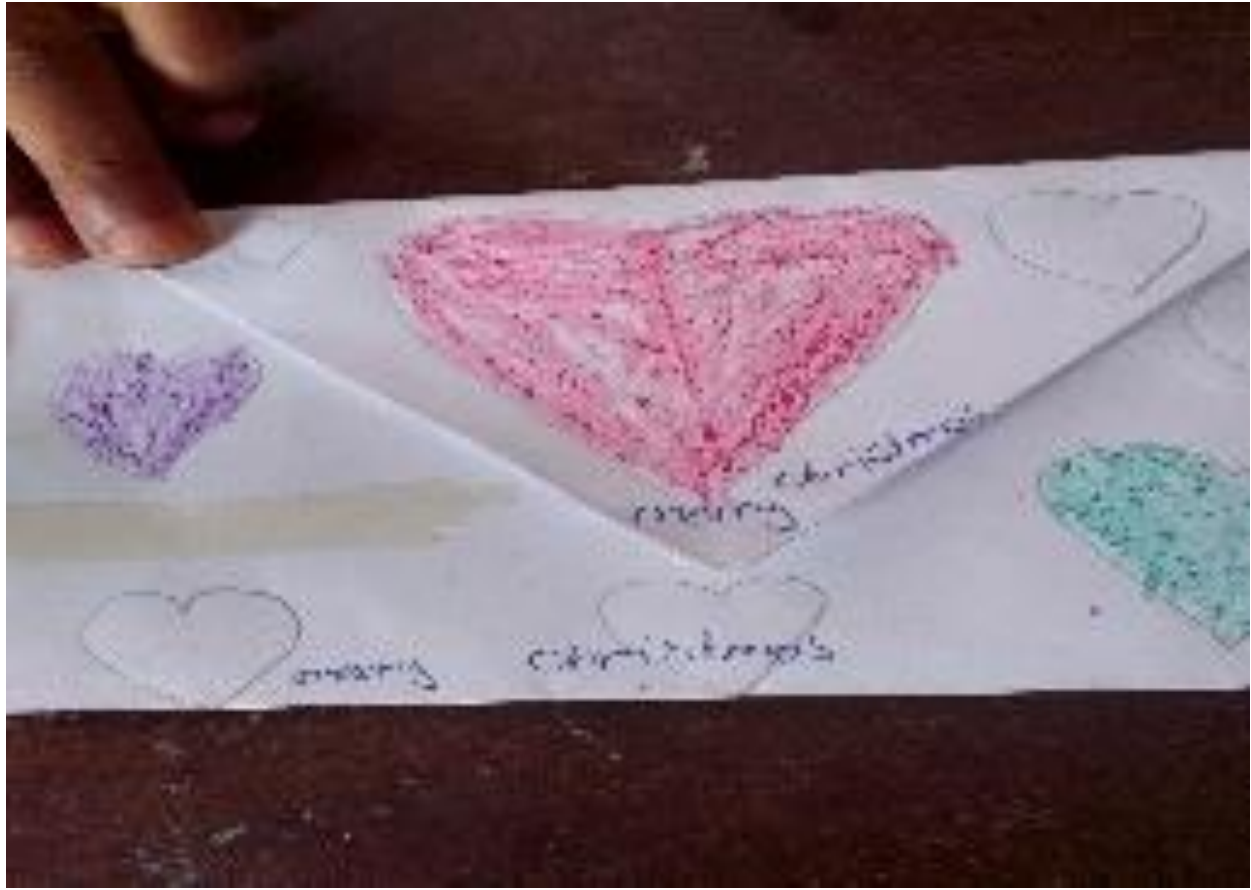
## **POEMS**

Happy Christmas day. People like to enjoy this day. I experience peace, love and respect when I celebrate Christmas. I am happy when I see people playing music, dancing and enjoying themselves.

By Glorya

# DRAWING AND PAINTING





Pupils carrying out creative works



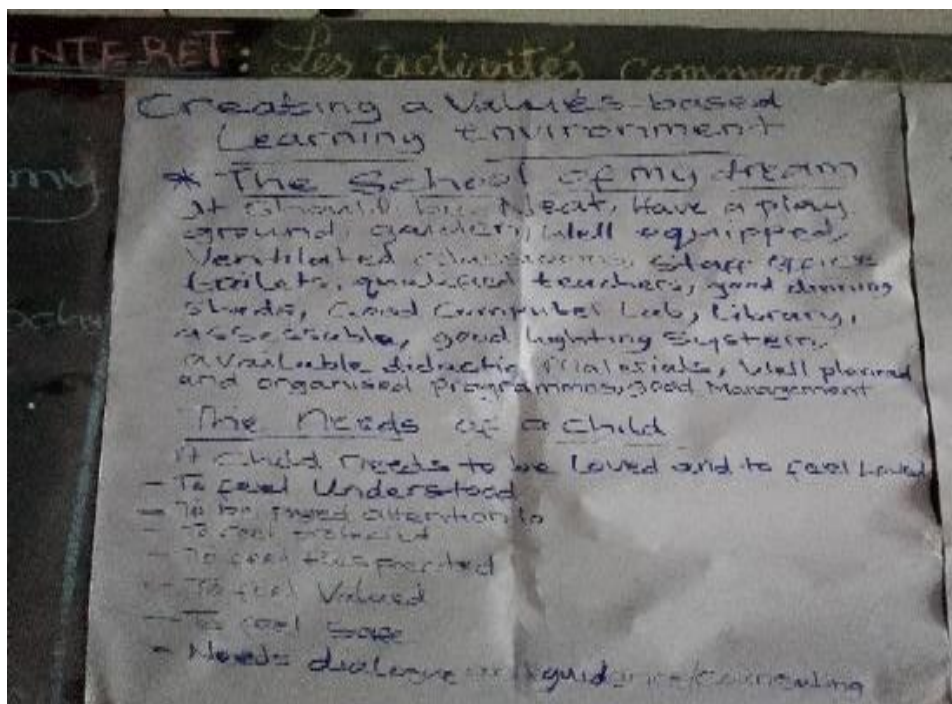


## Creating a values-based learning Environment

### The School of My Dream

Teachers were asked to reflect on the school of their dreams. How the school will look like and so on. Below are some of the points they came up with

They said, it should be Neat, Have a playground, A garden, Well Equipped, Ventilated classrooms, Staff office, Toilets, Qualified teachers, good dining sheds, Good computer lab, library, assessable, Good lighting system, Available didactic materials, well planned and organized programmes, Good Management.



### The Needs of A Child

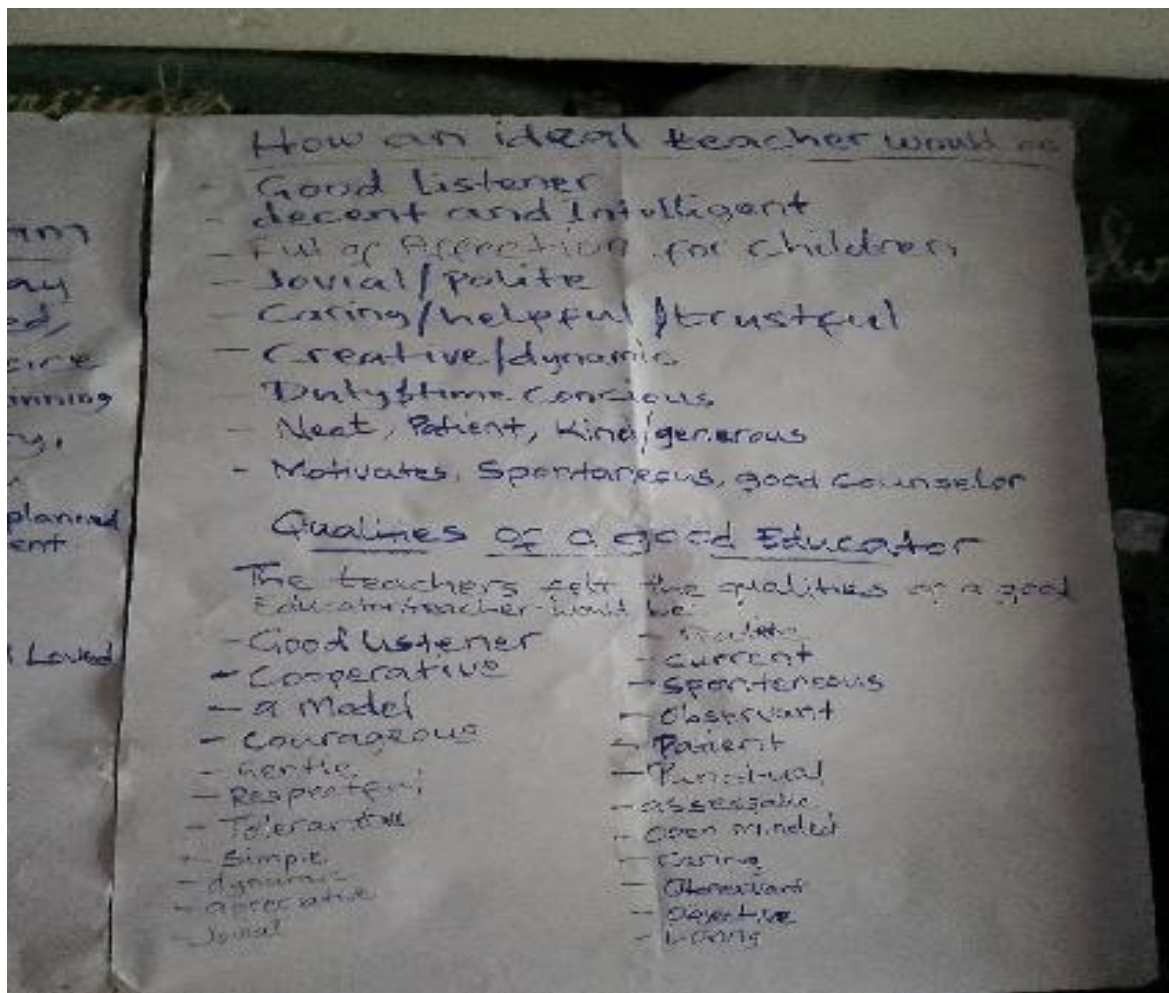
A child need to be loved and to feel loved

- To feel understood
- To be payed attention to
- To feel protected
- To feel Respected
- To feel valued
- To feel safe
- Needs dialogue and guidance[counseling]

## How an ideal teacher would be

He/ She would be

- Decent and Intelligent
- Good Listener
- Full of affection for children
- Jovial/Polite
- Caring/helpful/trustful
- Creative/dynamic
- Duty and time consciousness
- Neat, patient, kind, generous
- Motivates, spontaneous, good counselor



## **The Qualities of a Good Educator**

The teachers felt the qualities of a good educator or teacher would be.

- A good listener
- Gentle
- Dynamic
- Spontaneous
- Cooperative
- Respectful
- Appreciative
- Observant
- A model
- Tolerance
- Jovial
- Patient
- Courageous
- Simple
- Current
- Punctual
- Assessable
- Open minded
- Caring
- Objective
- Loving

## **Skills to Create a Values Based-Based Learning Environment.**

### **A] INTERPERSONAL SKILLS. 'Learning to live together'**

It's often referred to as

- People's skills
- Social skills
- Social Intelligence

It refers to something occurring among several people, it also refers to our ability to get along with others i.e. interactions between people.

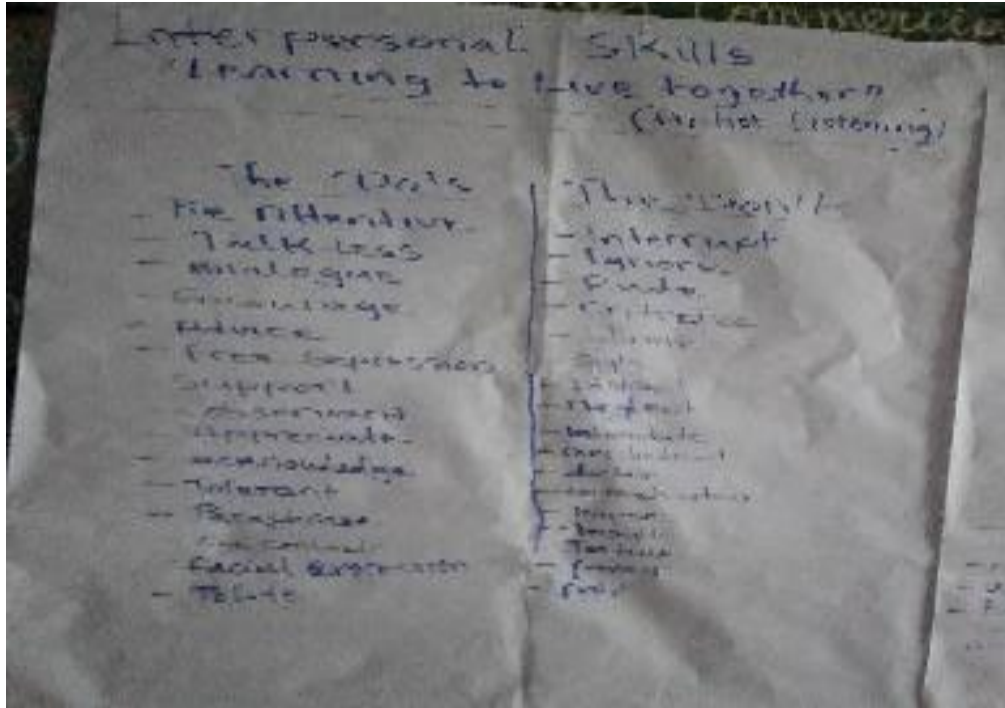
Examples,

- Active listening
- Being able to understand and empathize with others
- Managing conflicts
- Building lasting relationship- Responsibility, patience
- Teamwork, motivating others
- Leadership, Negotiation, persuasion

They are skills/tools people use to interact and communicate with individuals in an organization environment.

### ACTIVE LISTENING

During active Listening participants are proposed different topics to discuss on, during which a lot of ideas and arguments do take place, from which the lesson is drawn. Participants came out with some Do's and Don'ts



Do's	Don't's
Be Attentive	Interrupt
Talk less	Ignore
Dialogue	Be Rude
Encourage	Criticize
Advice	Blame
Free Expression	Sigh
Support	Distract
Observant	Neglect
Appreciate	Intimidate
Acknowledge	Over Instruct

Tolerate	Dictate
Paraphrase	Give too much advice
Eye Contact	Impose
Facial Expression	Insult
Polite	Torture
	Favour
	Fight

## **B] INTRAPERSONAL SKILLS – Learning ‘to be’**

**There are 3 types:** - Self talk, self-concept and self-love

- Intrapersonal skills are the skills, behavior and habits that help you face challenges, cope with change, learn new things and regulate your emotions.
- It represents your relationship with yourself and the world around you.

### **SOME EXAMPLES**

It includes conscious activities such as

- Positive affirmations
- Goal setting
- Imagination, meditation, daydreaming, writing, problem solving, self talk and vocalization.
- It occurs within the Individual mind or self
- 

### **2<sup>nd</sup> QUIET TIME [reflection on a football match]**

An Imaginary football match took place in class in the silence of the heart of the pupils and in the quietness of the class. The pupils were asked to observe another quiet time. This time they were asked to see themselves in a football field. Each person taking their different positions, getting ready for the start of the match.

They were asked to close their eyes for better concentration and to see themselves ready for the match. Guided by the facilitator, the ball starts rolling at the start of the match, as players took their different positions [goalkeeper, attacker, the defender, the mid fielder etc.]

This Imaginary football match took place for about 15 minutes, after which the children were asked to give their experiences in the field. They explained how they managed their different positions and the challenges they encounter, their successes and weaknesses etc. During the discussions we were able to bring out values such as forgiveness, Tolerance, Respect, Responsibility, Cooperation, Happiness, Unity etc.

The children were so happy and interested in this activity and wished to continue but time was not on our side.



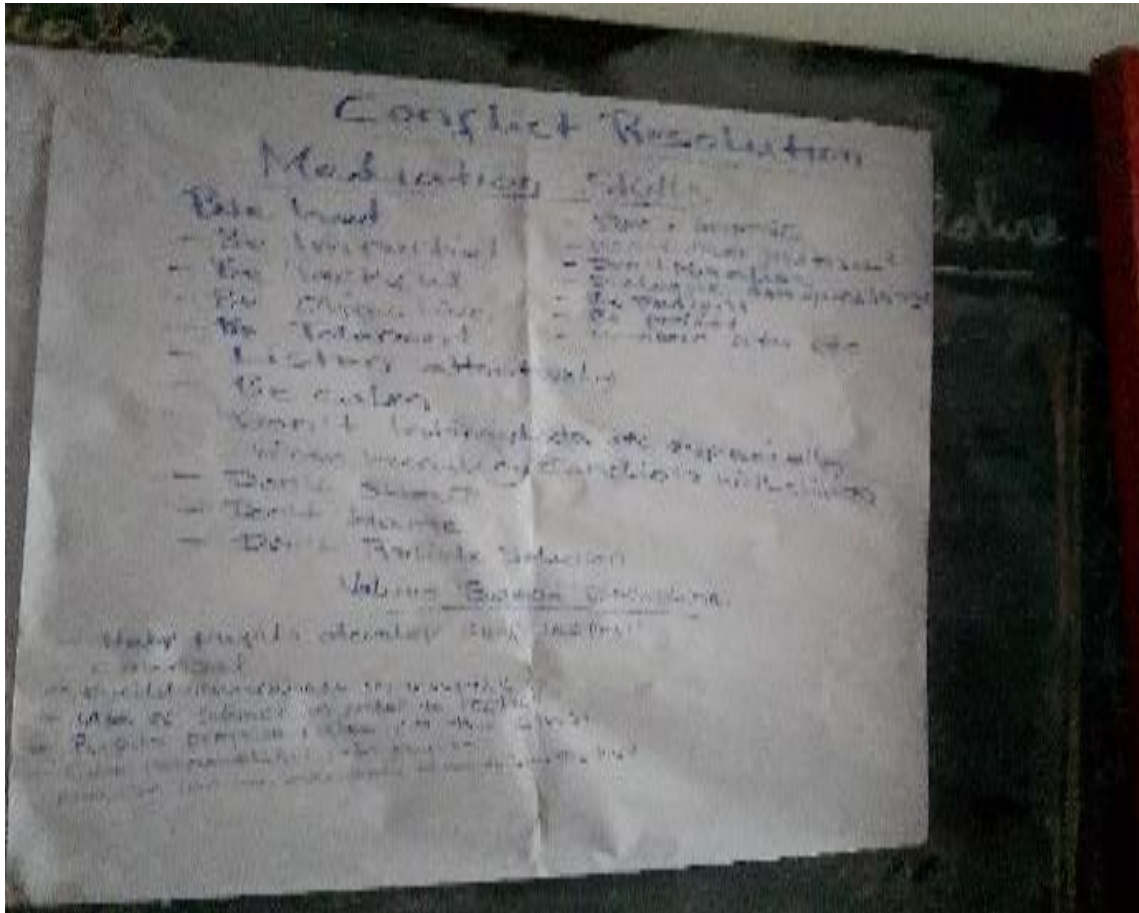
**Quiet Time[Imaginary football Match]**

### **CONFLICT RESOLUTION**

There is no smoke without fire. If the root cause of a problem is known, it can easily be handled. We discussed how conflicts are being solved in class as well as in school and amongst children. In primary school we have class teachers who resolve class conflicts. If it's above them, they take it to the head teacher, who is the highest authority.

## Some Mediation Skills

Together with the teachers we came up with some mediation skills to help solve disputes in school and in the environment. Below are the skills.



### **Some of the skills**

There is the need to

- Be Impartial [don't take sides]
- Be Objective
- Listen Attentively
- Don't Intimidate etc. especially when handling conflicts with children
- Don't Shout
- Be Tactful
- Be Tolerant
- Be Calm

- Don't Blame
- Don't Provide Solution

### **VALUES BASED DISCIPLINE**

#### **Teachers need to help pupils**

- Develop self-respect
- Do Counsel
- Build awareness in pupils
- Use of silence to reflect
- Pupils propose rules for the class
- Give Responsibility to pupils
- Aim for win win, everybody tries to be the best

### **Change of Character**

The children were given assignment to do something special at home. They were asked to change their behavior at home; to do certain activities they hardly do in the house or duties kept for some other people to do. That should take responsibility that will surprise their parents that they too can do such chaos, and it should be something that they have never done. Activities such as tidying the house, cooking, washing plates, keeping their bags or books in very good places, studying without been told to do so, welcoming parents back from work, taking care of parents personal things e.g. washing their shoes etc., expressing love to parents and siblings etc.

They were asked to change and do these activities as their duty, not as punishment or assignment but willingly putting up a new pleasing character or way of life and to do them wholeheartedly.

They were also asked to make effort to appreciate their parents, by thanking them, for instance for providing food, for new clothes, sending them to school etc.

They were to observe their parents reaction after such wonderful behavior. During the next workshop they came back with wonderful results from home.

Some said their parents smiled and said thank you, you are a good boy, that's good, keep up etc. They said their parents were happy and they too were happy and felt comfortable.

Some pupils before this time told us they were afraid of their parents, some say their parents do not allow them work, others say parents bully them or shout at them.

During the Christmas activities at Tassah Academy, some of them brought their parents to greet me and they appreciated the change. They said 'On a vu le changement, c'est bon. Merci beaucoup. Il faut continuer.'



## **IMPACT**

Living Values Education lessons with schools have always created great impacts in the life of the teachers and that of pupils and eventually touches the school as a whole and even families and the community.

In Tassah Academy if teachers apply what they learnt from the workshop the whole school will gain and eventually there will be a change in character and the output will be wonderful.

We are already receiving reactions from pupils and parents after the change in behavior of the children back at home. Some parents approach me during the closing ceremony and said 'on a vu le changement et c'est bon. Il faut continuer'. The children are also happy and they want us to continue with activities. I remember I had to beg them during our last activity to postpone what we had to do. The bus was ready to pick them up, they boldly told me 'the bus can wait', I was very surprised unlike them, always at a rush to catch up with the bus. However, I promised to come and continue.

## **CONSTRAINTS**

We worked under very difficult conditions due to the electoral situation of the country, not enough time given for the workshop, as such we had to work from October to December for a program that normally takes us three days.

## **WAY FORWARD**

We would like to continue working with Tassah Academy and involving them in our programs. If the school deems it necessary, they can invite us to work with the students in the secondary section.

We wish to continue creative activities with the primary section. This does not demand any cost. It is a continuation of our program with the primary, we do not ask for payment. What we need is the time, if the school permits us.