



LIVING VALUES EDUCATION INDIA

in collaboration with



LALA LAJPAT RAI COLLEGE OF COMMERCE AND ECONOMICS, MUMBAI

presents

EDUCATING MINDS, NURTURING VALUES

with

**27-28 FEB
2026**

HELEN SAYERS



In this creative workshop we will:

- learn about the LVE approach, methods and activities;
- explore our personal values;
- reflect on our responsibility as role-models of values in practice;
- find new ways to help children to discover and express their inherent values;
- develop skills for creating a values-based learning environment;
- create plans for integrating values in every aspect of our work and in our lives.

Helen taught science, tennis and music at secondary schools in the UK and in Africa. Recognising the importance of integrating values into teaching and learning, she became a trainer in Living Values Education and is currently a member of the Board of ALIVE.

She is the author of 'UBUNTU! The Spirit of Humanity', a training manual that focuses on the values of living together in harmony. (Ubuntu is the African equivalent of Vasudhaiva Kutumbakam)

The Association for Living Values Education International (ALIVE), is a non-profit-making association of educators in over 20 countries, offering resources and workshops that 'Nurture Hearts and Educate Minds'

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**A professional development workshop for professors of
Lala Lajpatrai College of Commerce and Economics, Mumbai,
conducted by Living Values Education–India and supported by the
Association for Living Values Education International (ALIVE)**

Senior Trainer: Helen Sayers Focal Point LVE-India: Indu Gupta

Coordinators: Toral Shah, Shweta Kapur

Dr. Vinay Pandit and the College Principal opened the session, warmly welcoming the Living Values Education team as well as the 24 professors in attendance. The following report summarises the content of the workshop, highlighting the LVE approach and methodology used by the facilitators.

Values Awareness

The day began with a session where participants interacted with one another and wrote positive qualities they noticed about each other on their **“Visiting cards.”** When participants later read what others had written about them, many felt deeply touched and realised the importance of appreciation, respect, and recognising the good in others.



‘Explore, Experience, Express’. The session then progressed to deeper awareness of values. Participants reflected on people they admire and identified the values they see in them, helping them connect with their own personal values. In another activity, participants imagined themselves as “Brand ambassadors of India to the country of their choice” and reflected on the values of India they would display through their actions and behaviour. They later created a logo of their country representing these values and shared it with the group.

Participants also reflected on the question **“What is a Value?”** and shared their thoughts, leading to a collective understanding that values connect us all and guide our behaviour and decisions.



Overview of Living Values Education (LVE) in the world

An overview of Living Values Education (LVE) in the world was then presented giving insight about the LVE approach to the true purpose and meaning of education, UNESCO's four pillars of education, the formation of ALIVE, its vision and mission and the reach and success of LVE in several countries.

Creating a values-based learning environment

A visualisation exercise on **"The School of My Dreams"** encouraged participants to imagine and express what a values-based school would be like. In groups of four, participants were invited to discuss their ideas and bring to life their shared vision through art, drawings, and creative designs.



Each group was then given an opportunity to present their work, explaining their vision and the values that formed the foundation of their dream school/college. The artwork was then displayed on the classroom walls, creating a beautiful gallery of ideas and aspirations.

It was fascinating to discover that the "school of my dreams" envisioned by every group was not constructed from brick and concrete; instead, it was situated in a serene atmosphere amid mountains and meadows. One group chose to name their school *Shanti Niketan* (Peaceful Abode).

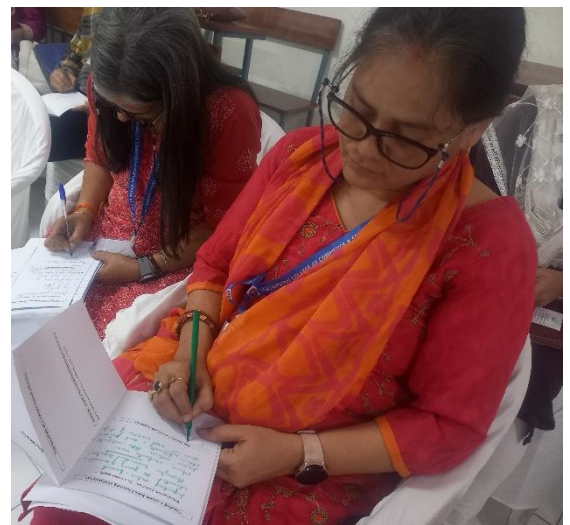
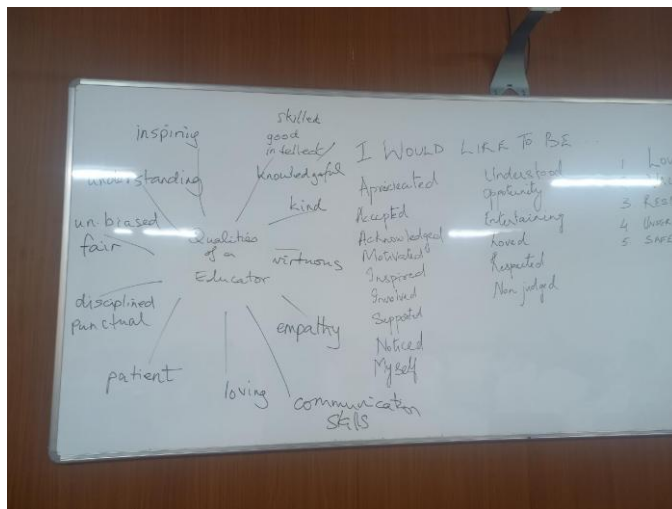
This activity encouraged imagination, teamwork, creativity, and deep reflection on how values can shape the environment of a school and the world around us.



Placing their feet in the shoes of their students who would also appreciate attending their own ideal school, participants then reflected upon **the needs of every young person**, and came up with the following key needs: **to feel loved, valued, respected, understood and to feel safe**. The importance of creating a sense of belonging was also discussed.

“In order to fulfil the above needs, what are the qualities required of a values-based educator?”

This question evoked deep reflection, some participants remembering teachers who had touched their hearts or inspired them in their childhood / youth. Answers included; being disciplined, punctual, honest, a living sample, peaceful, fair, kind, respectful towards everyone, and many more. The group concluded that educators are surely heroes / heroines! And that when they live and model these values, they naturally create a values-based learning environment.



Skills to create a values-based learning environment

A session on **Interpersonal Skills** included activities to explore the values and life-skills needed in:

- Active Listening
- Conflict Resolution
- Values based discipline.

Through role play and interactive exercises, participants experienced the importance of listening with empathy, communicating respectfully, and resolving conflicts using values such as patience, understanding, and cooperation.

1) ACTIVE LISTENING

Participants were divided into two teams and seated opposite each other in pairs. Both teams were asked to choose a name for themselves.

- In the first round, Team A shared ideas on making “me time” and family time enjoyable, while the other team intentionally **ignored** them.
- In the second round, roles were reversed, but this time the listening team constantly **interrupted**

- Participants were then asked to share innovative ideas, regarding an invention they would like to make to save the world – team A started, facing **criticism** from the other team, then team B experienced being bombarded with advice and suggestions!
- In the final round, both teams practiced **listening and speaking with full attention and respect**, while sharing their vision of themselves three months ahead in their personal and professional lives.

The activity concluded with reflections on how it felt to be ignored, judged, interrupted, and then truly heard, reinforcing the importance of empathetic listening and respectful communication. Key **Do's and Don'ts** of active listening were discussed.



2) CONFLICT RESOLUTION

Participants were divided into groups of five and were invited to role-play a real-life incident where they or someone close to them had successfully resolved a conflict. Each group reflected on how the situation was handled positively and what values helped in reaching a solution. The groups were given 10 minutes to prepare their skits, after which each group presented their role play in their own creative and thoughtful way. The activity brought out important values such as patience, empathy, listening, cooperation, and understanding in conflict resolution. At the end of the activity, all participants were appreciated and rewarded with a **Values Card**, acknowledging that each group member had performed their best and contributed meaningfully to the activity.



In an activity, **“Puppets”**, that demonstrated ways to build trust between adults and young people, participants worked in pairs, where one acted as a puppet, guided by the other, the puppeteer, through imaginary strings attached to the hands, feet, head, etc. Through gentle pulling of the strings, the puppet responded by moving parts of his/her body. This activity highlighted how such exercises can help children who have experienced abuse or violence to feel safe and supported.

“Values balloons”. An energising activity was then conducted, where every participant was given a balloon to inflate, while they inflated the balloon, they had to breathe into it the value they would like to give the world, and then write on the balloon with a pen the name of that ‘Value.’ Then they were all asked to keep their values up high in the air by tapping the balloons, in the end, every individual received a value different than what they had initially written on the balloon. That was their takeaway from this activity- **“Give a value, and receive a value”**. Most of them shared, that this value was exactly what they needed at that point in time of their lives.

An important discussion was held on the role of **Parents and the Community**, where participants discussed real-life challenges and explored values-based solutions. An open dialogue took place between the participants and the facilitators on the importance of involving parents and the home environment in a child’s life. The discussion was highly engaging and interactive, with participants sharing real-life situations and challenges they face with children and families.



Many important and pressing issues were discussed, and together the group explored values-based solutions and approaches that could be used if similar situations arise again in the future. The conversation focused on understanding the child, improving communication, and building stronger relationships between school and home.

A key theme that emerged from the discussion was the importance of **responding instead of reacting**—taking a pause, understanding the situation, and then choosing a values-based response rather than reacting in anger, frustration, or impulse.

This dialogue helped participants reflect deeply on their role as educators/parents and the powerful impact of a calm, patient, and values-based approach in guiding children.

An activity **“Do as I Say”** created the awareness that children follow what we do and not what we say. Participants were asked to follow simple instructions; the trainer demonstrated via her actions.

Gradually, her actions differed from her words, and most participants unconsciously followed what she did rather than what she said. This served as a powerful reminder that children learn more from our actions than our words, making role modelling a key aspect of values-based education

The training concluded with the concept of a **Personal Toolkit – 8 Tools as a Survival Kit**, which symbolised inner strengths that help individuals handle life situations calmly and wisely.



Conclusion

The training was a meaningful and enriching experience that helped participants reflect on their own values and understand the importance of integrating values into education, relationships, and daily life. Through reflection, activities, discussion, and creative expression, participants experienced values rather than just learning about them. The session reinforced that creating a values-based environment begins with the individual and can positively influence students, schools, families, and the larger community

Testimonials

"I learnt values for a happy & successful life through activities that can be imparted to our students"

"It was an awesome programme, which made us think about how to approach students and colleagues. How our behaviour can change someone's attitude and life. Small things matters most when it comes to people around you."

"It was a very beautiful and relaxed experience for everyone. We understood the value of other people in our lives and how one can achieve success through hard work and determination. The session reminded us of the importance of sharing and caring with unconditional love. When we learn to support, respect, and care for one another, everyone can lead a happier and more peaceful life"

"It was a very enriching experience for the first time for such a Faculty Development Programme"
