



## **Empowering Ourselves to Empower the Youth**

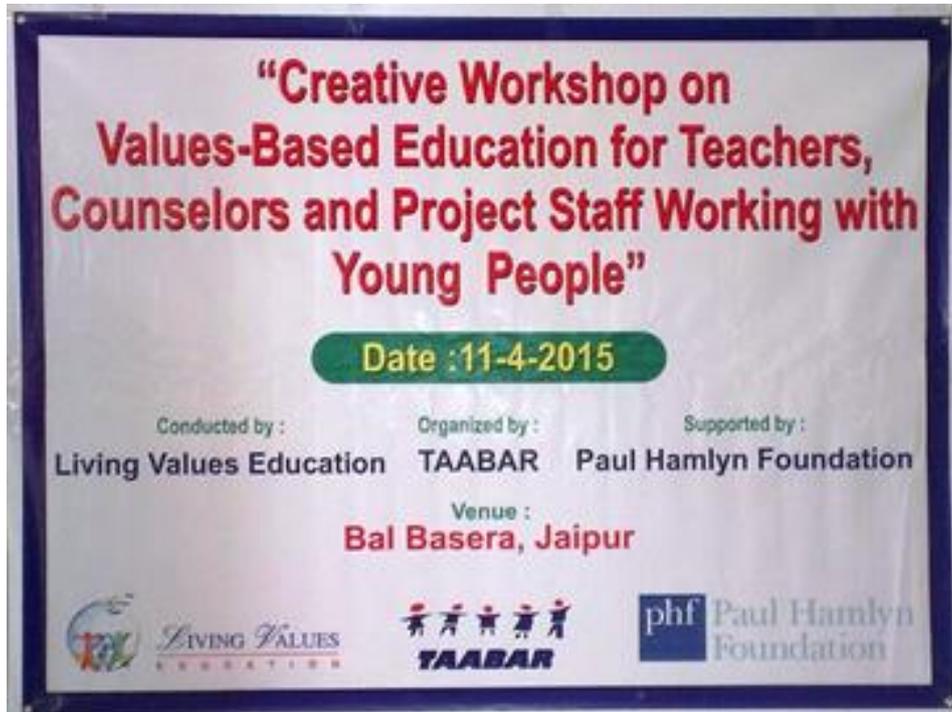
Creative workshop on values-based education  
for teachers, counsellors and project staff working with young people.

11/04/2015 from 2 p.m. to 6 p.m.

**Conducted by:** The Association for Living Values Education International (ALIVE)

**Supported by:** Paul Hamlyn Foundation

**Venue:** TAABAR Bal Basera, Jaipur



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## ❖ Background

### **About ALIVE (Association for Living Values Education International)**

- ALIVE promotes values education in more than 60 countries across the globe.
- The organisation has done fabulous work across different cadres of society.
- In India it has interventions with schools.

### **About trainer Ms Helen Sayers**

The workshop was conducted by Helen Sayers who is a senior trainer with ALIVE and has experience in teaching values in many countries for teachers, street children and social workers. Helen is the director of Oasis Life-skills Training Services, an associate of ALIVE in Oman, which offers values based personal and professional development for educators, students and organizations.

Helen recently authored a training manual: 'UBUNTU! The Spirit of Humanity' which uses an ancient African code of ethics as a framework for exploring universal values and for building bridges between people of all backgrounds, especially in the areas of conflict prevention, reconciliation and team-building – and to rediscover the relevance of ancestral values in modern times. The manual has been translated into French, Arabic and Spanish; and a version in Konkany (for Goa) has just been completed. A project based on Ubuntu has been endorsed by the Governor of Goa.

Ms Indu Gupta assisted the training. Indu recently helped run a LVE workshop in Nepal.

### **Profile of Participants**

A total of 20 participants attended the training – age group 20-40. They included:

- Teachers at Day Care Centres for deprived children in various urban and suburban areas of Jaipur city. They are shouldering up the significant responsibility of grooming children of different economic, social and geographical backgrounds.
- Counsellors and day wardens engaged in institutional care services for children in need of care and protection and children in conflict with the law.
- Project officers, project coordinators responsible for implementing and managing projects as well as human resources.

### **Objectives**

- To introduce values-based education to teachers, counsellors and project staff working with young people.
- To impart skills to create a values-based learning environment.
- Learning 'to be': Helping young people to develop self-esteem, confidence and creativity. Taking care of ourselves – the needs of the educator.

### **Methodology**

'Explore, experience, express' – through:

- Reflection
- Visualisation
- Discussion/dialogue
- Energisers/ice-breakers/quiet moments
- Creative expression (through drama, poetry, song, dance, drawing, games).

## WORKSHOP PROCEEDINGS

### ❖ **Welcome and Introduction by Ms. Shahina Parveen, Project Director**

Ms. Shahina Parveen welcomed all the participants and resource persons and gave a brief introduction about Helen Sayers (trainer), Indu Gupta (coordinator) and Divya Kalia (guest).

She gave a brief introduction of TAABAR and its work in the field of effective child care services, project supported by PHF, and shared the need of value-based education for the people of TAABAR especially for teachers and counsellors.

### ❖ **Presentation on the work of ALIVE**

The facilitator Ms. Helen related the inspiring story behind the birth of ALIVE. Sharing its vision, mission and area of work, she explained 12 key values, emphasizing more on the need of feeling and living the values more than just knowing.



LIVING VALUES  
EDUCATION

Exploring and developing universal values  
such as ...

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

### ❖ **Session on Values Awareness**

The session stressed the importance and effectiveness of values-based education in the holistic development of children, and to make participants aware of the values which they admire.

The facilitator started the session with an activity in which all participants were asked to move around the room and meet each other while exchanging their 'visiting cards' (a blank card) and write on it two good qualities that they observed in the other from their face, eyes, smile etc. This activity helped the participants to recognise some of their qualities and to observe and appreciate qualities in others. It generated an atmosphere of warmth, friendship and belonging.

This was followed by an exploration of personal and social values. The session concluded with an exercise where participants were asked to reflect on the question "What is a value" and to come up with their personal definitions. The answers were interesting and different, and each one's opinion was right!

### ❖ **Activity: Rain Dance**

This activity was conducted in silence, using only non-verbal communication. In order to make the activity successful each person needed to put into practice the following:

- Concentration
- Respect
- Discipline
- Patience
- Unity

The facilitator motivated the participants on how we can incorporate these values through activity, not just by talking about them!

### ❖ **Activity : Puppet Dance**

The objective of this activity was to develop a sense of mutual trust and confidence between two people, as well understanding, intuition, care concentration, and humour, through non-verbal communication.

It was a unique activity facilitated by Helen in which all the participants were divided into pairs. One person is the puppeteer and the other is the puppet. The puppeteer has the authority of moving the puppet's body parts according to their own wish with the condition of not touching the partner and not speaking a single word. The puppeteer was free to create any position of the body and the partner has to follow the instructions. The activity has to be repeated with the exchange of roles. The activity needed participants to cooperate with each other on the basis of mutual trust and understanding.

Another merit of this activity is that it does not require the participants to touch their partners - therefore it is compatible for children who due to their past experience feel frightened of any type of human touch that can push them to rewind their experience.

While talking about applying this activity in TAABAR the participants shared that it would be helpful in case of a street child, child in need of care and protection and in case of every child who has gone through the trauma of sexual abuse and humiliation.

### ❖ **Activity : Active listening skills : the foundation for conflict prevention**

**Objective:** To enable the participants to identify some of the attitudes, values and skills that are required to be a good listener and can be used as a starting point to explore the meaning of effective communication.

1. The participants were divided into two teams, who chose the following names:
  - a) Diamonds
  - b) Saviours

#### **They were asked to sit in two rows, facing each other**

Each member of the Diamonds is asked to speak on the topic 'Everything you know about Diamonds' to a member of the Saviour team. While the Diamonds are speaking, the facilitator shows a secret message to the Saviour row that is not visible to the Diamonds - e.g. to 'ignore' their partner. This process is repeated four times and each row gets two turns to speak and two secret messages from the facilitator:

The facilitator showed the following secret messages:

- Criticise
- Give too much advice
- Interrupt
- Ignore

Finally both groups were given the same topic 'What would you like to do in TAABAR for children'. All received the same secret message: 'Listen and Discuss with Respect'.

Participants were then asked to come up with good traits of communication on the basis of their experience in the activity... these included being attentive, using good eye contact, appropriate body language, empathizing, repeating/paraphrasing to make sure that the message is understood, etc.

After the analysis of the activity, it was concluded that every child (and adult too!) has five main needs. These are... to be:

- LOVED
- RESPECTED
- UNDERSTOOD
- VALUED
- FEEL SAFE

When these needs are met by the adults around them, the children will feel confident, and will blossom. It is essential that we constantly pay attention to these needs.

#### ❖ **Activity: Energiser**

Participants were taught some simple movements accompanied by a song, to the words "I'm Alive, Awake, Alert, Enthusiastic!" All felt energized with these four qualities. The importance of making activities for children active, creative and fun was emphasized, along with incorporating an experience of one or more values into every activity.

#### ❖ **Activity: Logo of your organisation**

**Process:** The participants were divided in five teams and asked to come with a logo of an imaginary organisation working for the benefit of children. The logos were designed on the basis of first setting out values of the organisation.

Participants expressed their imagination on the paper.

Ms Helen announced awards for all the groups for their performance based on various criteria: For example: The most creative logo; the most innovative idea; group that worked with the most unity; cooperation etc.

Every group received a prize and every person received a 'certificate' – a card with an inspiring message on it.

The object was to illustrate that we can always find something good in everyone – and that we should promote cooperation rather than competition.

## **Way forward**

1. TAABAR will consider integrating Living Values Education into its various activities and in the teaching methodology at day care centers and institutional care centres.
2. TAABAR will put effort to organize this type of training periodically.
3. Looking forward to a long-term relationship with ALIVE.

## ❖ Participants' List

S.NO.	Name	Phone	Profile
1	Mr Rakesh Sharma	8426041518	Project Manager
2	Mr Vikas Sharma	9887149817	Centre Coordinator
3	Mr Jinesh Patel	7737303312	In-charge Mobile VAN
4	Mr Shiv Shankar Sharma	8426041517	Night Warden
5	Mr Ved Pal Singh	8426041505	Teacher
6	Mr Sandeep Singh	8426041521	Impact assessment officer
7	Mr Naresh Kumar Meena	8426041512	Counsellor -Kota
8	Mr Shailendar Singh	9166746042	Field worker-Kota
9	Mr Ashish Khandelwal	8426000655	Project Officer - PHF Project
10	Ms Sunita Yadav	8426000559	Training Officer - PHF Project
11	Ms Apana Patel	8963846436	Teacher
13	Ms Anjana Sen	9649045226	Teacher
14	Madhu(Luniyawaas)	7727034792	Teacher
15	Mr Puneet Sharma	8426041520	Night warden
16	Mr Babban mishra	8426041511	Day warden
17	Ms Shahina Parveen	9001897959	Project Director
18	Ms Helen		Trainer/Facilitator
19	Ms Indu Gupta		Facilitator
20	Ms Divya		Participant from Aravali
21	Mr Shiv Singh Nyal		Participatn from Allarippu

**Thanks to Ms Helen Sayers, Ms Indu Gupta and ALIVE for being with TAABAR with such a nice and meaningful workshop. We wish for a long-term relationship with ALIVE.**

**Thanks**



Facilitators, Helen and Indu



Welcome by Ms. Shahina Parveen, Project Director



Divya receives gift

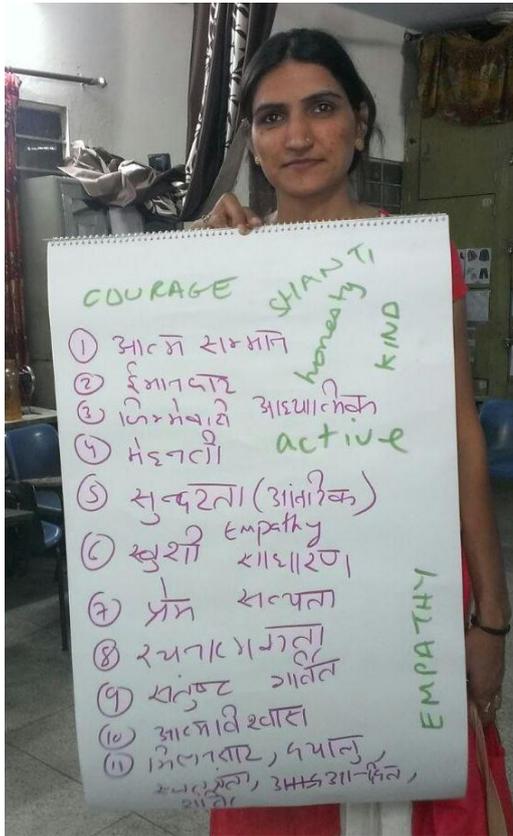




Communication Skills

Puppets





Key values for educators

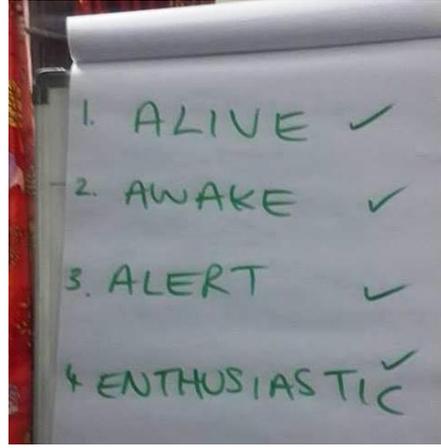


Rain Dance



Prizes for everyone!





Educators need to be....

Logo for a new school that helps children to be happy, confident and creative – to make them fly!



Group Photo!