



“Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.” --- Margaret Mead



Term 4 Values 2018

Values provide the framework for our whole lives – they shape our thoughts, feelings and actions. The development of values is a complex, ongoing process but the formative stages occur early in our lives through the influence of home, family, school, community and world issues. Our school focuses on a value each fortnight and students demonstrating that value are recognised at our Thursday assemblies. A Values Tree where students have their name and the Value written on a leaf is located in the school office. The table below focuses on the fortnightly value and has some tips for adults to support children to develop their values. Kind regards Shelley Smith Values Coordinator

Weeks : Focii	Strategies
<p>One and Two: Positivity</p>	<p>Positivity is the act of being positive and optimistic and staying positive even when you feel negative.</p> <p>Students can use their knowledge of the 'bucket analogy', choose to stay positive even when faced with negative feelings, use a Growth mindset to help them.</p> <p>Adults can provide a positive environment by watching funny movies, telling jokes and stories and smile and laugh. Provide affection with kind words, hugs, kisses and pats on the back. Encourage children to develop hobbies they are good at to develop their confidence. Model how we react to negative situations- stay in control and change your thoughts.</p>
<p>Three and Four Reflective Thinker</p>	<p>Reflective thinking focuses on making judgements about what has happened and allows students to step back and think about how they solve problems.</p> <p>Reflective thinking allows learners to develop their higher order thinking skills and relate to new knowledge.</p> <p>Students can step back and think of the problem solving strategies they use to achieve their goal and what they have learnt from the process.</p> <p>Adults can model reflective thinking by showing students how they solve problems and how they reflect on what they have done.</p>
<p>Five and Six Manners and Social Graces</p>	<p>Considering the feelings of other people, and being the kind of person that others will like and respect.</p> <p>People recognising acceptable and unacceptable behaviour when with others.</p> <p>Students can say good morning/afternoon if you are walking past an adult who you know; asking if you can borrow something, not just taking; returning things that you have borrowed; waiting your turn before you speak; saying 'excuse me,' rather than pushing past someone; holding the door open for the person coming in, especially if he is carrying something; respecting your own and other people's property, especially school property; saying 'please' and 'thank you'. Recognizing appropriate behaviours in a range of formal and informal settings.</p> <p>Adults can model the above and encourage Being helpful to others; saying 'please' and 'thank you'; sharing and not grabbing and keeping good things to yourself; respecting other people's property and their space; helping by doing chores; cleaning up after yourself. Displaying appropriate behavior depending on the situation.</p>
<p>Seven and Eight Gratitude and Generosity</p>	<p>Considering others and their needs and being grateful for what we have rather than wanting more all the time.</p> <p>Students will recognise the benefits they have and be prepared to share with others by donating for a Christmas cause. Express gratitude through words, writing, and small gifts or acts-eg Secret Santa in class. Adults can focus on the positives in life. Provide a small donation to the nominated school cause. Express gratitude through words, writing, and small gifts or acts.</p>
<p>Nine and Ten All Values</p>	<p>Focus and reinforcement of all values from throughout the year</p>