

**NEVER DO  
SOMETHING  
PERMANENTLY  
FOOLISH  
JUST BECAUSE  
YOU ARE  
TEMPORARILY  
UPSET.**

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# **Values Booklet Term 2 2019**

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. This table 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><b>Weeks 1 and 2</b> <b>Courtesy and Consideration</b></p>	<p><b>Being polite, having good manners and being aware of other people’s wants, feelings and differences:</b> Adults can be a good role model for children. Encourage them to talk to others politely and show care and respect for people. Develop awareness of how one’s behaviours affects others and be considerate in one’s actions. Encourage children to share how others actions can make them feel. Do things for others without being asked.</p>
<p><b>Weeks 3 and 4</b> <b>Self Control</b></p>	<p><b>Controlling one’s actions and responses:</b> Adults can model self control. Discuss instances where people don’t exercise self control and the effect it has on others. After an incident discuss how the child could behave next time and what they could do differently.</p>
<p><b>Weeks 5 and 6</b> <b>Independence</b></p>	<p><b>Able to think and act without help from others.</b> Independence contributes to the development of self-esteem, identity and wellbeing. Doing something for yourself produces a powerful sense of achievement and success. When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows.</p> <p>Adults can allow children to make choices and decisions and recognise their opinions-at age appropriate level. Listen to and respect children’s words and ideas, which models collaboration and cooperation and shows that we recognise children’s capabilities. Provide opportunities for them to attempt tasks at age appropriate level. Build self esteem, identity and wellbeing through positive interactions and address issues of concern.</p>
<p><b>Weeks 7 and 8</b> <b>Challenge and Inquiry</b></p>	<p><b>Inquiry implies involvement that leads to understanding.</b> Involvement in learning implies <i>possessing skills and attitudes</i> that permit you to seek resolutions to questions and issues while you construct new knowledge. Inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied. Adults can encourage children to ask questions and find out the answers. Supporting and encouraging them when they are curious and interested in a range of topics will also assist inquiry learning. Model learning and be a life long learner yourself. Admit if you don’t know and find out– showing children how you go about this.</p>
<p><b>Weeks 9 and 10</b> <b>Engagement</b></p>	<p><b>Engagement- active involvement in any activity:</b> Adults can model engagement by being ‘in the moment’ of what they are doing and showing children how to stay focused and on task. Adults can also show how we engage with others we may not know and in tasks that are not our favourite.</p>