

FOREWORD

Values education in schools is crucial for developing future citizens of good character.

The *Values education toolkit*, featuring the *Six kinds of best* concept, is a series of five books expressly designed to assist the teaching of values education in primary and lower secondary schools. The varied activities in this book extend across all major learning areas and will have relevance for a wide range of student learning styles and intelligences.



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TEACHERS NOTES

What are values?

Values are ideals that guide our behaviour and decisions, and help us distinguish between what is right or wrong. They outline what is important to us in terms of our conduct, our interaction with others and how we might live our lives in a meaningful way. Values give us a guiding framework by which to lead our lives. People who engage in antisocial behaviour often lack a values framework.

Why teach values?

Developing good values gives us a structure to guide our conscience and helps us make good choices. If we have strong values and are put in challenging situations, we are more likely to make good decisions according to those values. Developing strong values also helps address our spiritual needs and self-esteem by giving us a personal sense of identity and direction. In addition, it helps develop a sense of responsibility for the consequences of our own behaviour and how our actions might affect ourselves, others and the environment.

Teaching values in schools is a proactive approach towards managing student behaviour. It gives students effective strategies to help them lead happy and successful lives.

Values can be incorporated into a whole-school approach and can include:

- encouraging staff to model good values,
- including values in the school vision and mission statements,
- creating a school motto, slogan or ethos based on specific values
- displaying values posters,
- including values in school reward systems,
- including values in structured classroom guidelines such as class rules,
- introducing ongoing whole-school values programs,
- integrating the teaching of values into all curriculum learning areas,
- collating and using resources for specific values education lessons,
- inviting guest speakers to the school,
- including values-based activities in pastoral care programs and
- teaching values incidentally during class or recess times.

Values education encourages students to become 'nice human beings'.

Values within school curriculums

Generally speaking, there are nine agreed values to be incorporated into school curriculums.

These are:

Care and compassion

Doing your best

'Fair go'

Freedom

Honesty and trustworthiness

Integrity

Respect

Responsibility

Understanding, respect and inclusion.



The 'Six kinds of best' concept incorporates all these values.

The 'Six kinds of best' concept

The 'Six kinds of best' is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames these core values in a way that students, teachers and parents can remember and apply in everyday situations. It provides 'landmarks' upon which we can reflect when faced with decision-making situations and helps us make good choices. It may be considered a 'recipe for life'.

The 'Six kinds of best' are:

Be KIND to yourself	(Respect yourself)
Be KIND to others	(Respect others)
Be KIND to the environment	(Value the environment)
Be the learning KIND	(Seek knowledge)
Be the achieving KIND	(Achieve your potential)
Be the community KIND	(Contribute positively to society)



THE SIX KINDS OF BEST

Values Framework

Web

1
Be KIND to yourself
Respect yourself

SIX CORE VALUES

1 Be KIND to yourself <i>Respect yourself</i>	2 Be KIND to others <i>Respect others</i>	3 Be KIND to the environment <i>Value the environment</i>	4 Be the learning KIND <i>Seek knowledge</i>	5 Be the achieving KIND <i>Achieve your potential!</i>	6 Be the community KIND <i>Contribute positively to society</i>
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KEY POINTERS

1. Be proud of your uniqueness	1. Value relationships	1. Be positive about learning	1. Have a goal	1. Believe responsibly
2. Develop a sense of identity (know what is important to you)	2. Respect the rights of others	2. Seek knowledge about yourself	2. Try lots of different things	2. Respect authority
3. Know your strengths and work on your weaknesses	3. Be polite and use good manners	3. Recognise the values of others	3. Discover what you're good at and enjoy doing	3. Follow rules
4. Exercise	4. Praise people who do things well	4. Do things to the best of your ability	4. Do things to the best of your ability	4. Be honest and seek the truth
5. Eat well	5. Develop good people skills	5. Pursue quality and personal excellence	5. Show integrity – develop a sense of what's morally right, and act that way	5. Show integrity – develop a sense of what's morally right, and act that way
6. Sleep well	6. Care for nature	6. Use your talents	6. Be useful	6. Be useful
7. Take time to relax	7. Build and maintain relationships	7. Develop a sense of purpose	7. Get involved in the community	7. Get involved in the community
8. Minimise risk	8. Be tolerant and understanding of others	8. Manage your time effectively	8. Strive for justice and a 'fair go' for all	8. Strive for justice and a 'fair go' for all
9. Keep learning and growing	9. Respect other points of view	9. Manage your money wisely	9. Share and care	9. Share and care
10. Strive for success (and get some ego food)	9. Don't bully or put others down	10. Set worthwhile goals and make plans to achieve them	10. Support reconciliation	10. Support reconciliation
11. Love and value the love of others	10. Seek a 'fair go' for all	11. How persistence and self-belief can lead to achievement	11. Contribute to research	11. Contribute to research
12. Develop a circle of quality friends	11. Manage and resolve conflict	12. Learn from mistakes	12. Support freedom	12. Support freedom
13. Stand up for yourself (be confident/bonkable)	12. Cooperate and be a team player	13. Different ways of thinking and learning	13. Strive for peace	13. Strive for peace
14. Make good choices	13. Support and include others	14. Develop and maintain sustainable development	14. Develop and maintain sustainable development	14. Develop and maintain sustainable development
15. Forgive yourself if you make mistakes	14. Value family life	15. Treat others the way they need to be treated		
16. Be positive	15. Treat others the way they need to be treated			
17. Be useful (and you will feel good about yourself)				
18. Have some fun				
19. Be proud of the things you say and do				

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BE KIND TO OTHERS – OVERVIEW

VALUE RELATIONSHIPS

- Draw a family tree with a positive comment next to the name of each person. Display in a prominent position at home.
- Try to imagine your life without family or friends. Write a poem to express your thoughts and feelings about the things you would miss and how lonely you would feel.
- Get in touch with someone you had a good relationship with but with whom you have not been in contact for a while.

RESPECT THE RIGHTS OF OTHERS

- Make a list of ten basic rights you believe everyone should have.
- Read a scenario of a situation where someone's rights have not been respected. Discuss how the situation could be altered so that the rights are respected. Role-play both scenarios and discuss why the second version is preferable to the first.
- Collect local, national and international news headlines which tell of the loss of rights for some people. Choose one headline to follow up and research the full story. Present your information to the rest of the class.

BE POLITE AND USE GOOD MANNERS

- Role-play situations where good manners are not displayed. Discuss the situation then role-play the good mannered version.
- Discuss good telephone skills and write a list of acceptable and unacceptable manners. Practise a number of telephone conversations with a partner, varying the age and gender of the relationships between the two speakers.
- Make a number of good manners posters to put around your school; for example, hold the door open for people, offer to help.

PRaise PEOPLE WHO DO THINGS WELL

- During the term, keep a record of the positive contributions to school life made by your classmates. Collate all these comments and, at the end of term, put them in a small booklet for each student titled 'What people say about me'.
- Make a fortune cookie with a personal praise message for each student.
- At the end of the term, have a simple class ceremony where all deserving students are praised for their efforts.

DEVELOP GOOD PEOPLE SKILLS

- Think of three awkward situations you might find yourself in. In a group, discuss how you might deal with each so that all parties involved are happy with the outcome.

- In a group, discuss what you think good people skills are. Write two lists, the skills you believe you have and those you believe you do not have. Which list is longer? Take turns to read your lists to the group. Do they agree with you? What can you do to improve?
- Discuss the use of language for different situations. Role-play humorous situations where inappropriate language is used.

WORK AT BUILDING AND MAINTAINING RELATIONS

- Survey family members to determine the responsibilities each has. Swap home jobs for a week to appreciate the differences in responsibilities.
- Tally the number of times you make positive connections—e.g. by talk, hug, with family and close friends, in one day. Tabulate your results. Who receives the most contact from you?
- Design and place around the circumference of a circle an icon to represent each type of relationship in your life. Taking each icon, suggest something positive to build, maintain or repair that relationship. Refer to your circle regularly to remind you of the important people in your life.

TOLERANCE AND UNDERSTANDING OF DIFFERENCE

- Start a menu to compare everyone being the same, with the same house, clothes, hobby, house, car etc. How would you describe someone like this? Why is it good to have differences? Identify differences within your group. Use the information collected as a starting point for research and display.
- Ask your group to discuss experiences of being victims of intolerance to difference and experiences of being accepted regardless of difference.

Make a list of stories and children's television programs which emphasise that it is okay to be different; e.g. Todd Parr's *Todd's World*.

RESPECT OTHER POINTS OF VIEW

- Choose a current topic for debate. Work through the debating process, remembering that everyone has the right to an opinion.
- From current local, national and international news, research the headlines of events which have occurred because of a lack of respect for the opinions of others. Report back to the class.



BE KIND TO OTHERS – OVERVIEW

- Each class member is given one of six topics on which to write an exposition. Display the expositions for each topic together so that different points of view may be compared.

DON'T BULLY OR PUT OTHERS DOWN

- Discuss reasons why people might bully and how they could be helped to change their behaviour.
- List three bullying scenarios. Counter each with a positive alternative.
- Brainstorm to list examples of bullying under the headings 'physical', 'verbal' and 'emotional'.

SEEK A FAIR GO FOR ALL

- Write a short playscript where a person is not being given a fair go. Add a concluding scene where the situation is resolved fairly.
- In small groups, discuss behaviour problems that might occur throughout the school day. List the problems in order of gravity and suggest appropriate discipline for each one. As a class, agree on the best disciplinary action for each problem. Ensure that each measure is followed through whenever an infringement occurs.
- Compile a class jobs list and devise a rostersystem that ensures all students have a turn.

MANAGE AND RESOLVE CONFLICT

- Role-play conflict situations and discuss the steps needed for peaceful, positive outcomes.
- Write a short play about a conflict between two feelings; one positive, the other negative. Present the first part of the play and discuss how the problem is resolved before showing the negative conclusion. Discuss how the play might have ended more peacefully before showing the positive conclusion. Conclude that all problems can be resolved amicably if all sides show respect and a willingness to compromise.
- All students read the same short story and, in groups, record ideas for resolving it after amicably. Groups share ideas with the class and vote for the best idea.

PLAY YOUR PART AND BE A TEAM PLAYER

- Play games outside which require all team members to pull together for success of the team. Discuss how the team is affected if an individual does not play his/her part.
- After working in a group on a class project, evaluate how well you all worked as a team. Discuss the positive and negative aspects and devise a plan for improving your performance next time you work together.
- In a group, design and construct a model from boxes. Each model will be judged and awards given for the best design and construction.

SUPPORT AND INCLUDE OTHERS

- Form a musical group and compose a short piece including solos from each person.
- Write a 'When I need support' list. Include things such as problems with relationships, school work, illness or death of a loved one. Describe how your behaviour changes at such times and in what ways you would expect support. In a group, share your list so that others will know how to support you.
- Think of times when people could be excluded; recess, in classes, at parties, during class. Make a 'Time for others' display. Sketch pictures of scenes where someone is being left out. Encourage each student now to include that person.

SHOW RESPECT FOR YOUR LIFE

Present your family as a framed poster, highlighting the things you are special about them.

- Write a poem about what your family means to you. Publish, illustrate and present to your family.
- Using photographs from magazines, make a collage of family pictures. All students write a sentence describing why certain images are important to them. The sentences can be attached to the collage, which is displayed.

TREAT OTHERS THE WAY THEY NEED TO BE TREATED

- Make small appropriate gifts for elderly people in nursing homes or children in hospital who need to know that others are thinking about them.
- Spend time with an elderly relative. Ask him/her to teach you something; for example, an old song, calligraphy, how to crotchet.
- Find out the meaning of the word 'empathy'. Discuss the importance of putting yourself in the position of someone in need. By imagining how that person might be feeling, you are better equipped to think of the best way to treat them.



BE KIND TO OTHERS – TEACHERS NOTES

INTRODUCTION

Being kind to others is an essential element in the development of good people skills. These skills are important in forming and maintaining the many different relationships which are an integral part of living in society. Students need to understand the nature and importance of relationships and how to form and support them. Comprehending and considering the needs of others and knowing how to interact with them in a positive way are the keys to good relationships.

Discussion points

Page 30 – Value relationships

- Why are relationships important?
- How can you improve the relationships you have with people?
- Why should we value the relationships we have?

Page 31 – Respect the rights of others

- How can you show your respect for other people?
- Do all people have the same rights?
- How do you feel when your rights have not been respected by others?

Page 32 – Be polite and use good manners

- Why is it important to use your manners?
- People who are polite and use good manners are more successful. Do you agree? Discuss.
- Do you use people's names when speaking to them?

Page 33 – Praise people who do things well

- How many different ways can you say 'Well done'?
- Why is it important to recognise the achievements of others?
- How do you feel when you receive praise (especially for something you have worked hard to achieve)?

Page 34 – Develop good people skills

- Are you a good listener? How do you know?
- How do you feel when you receive a compliment? Do you give compliments to others?
- How can you work to develop your people skills?

Page 35 – Work at building and maintaining relationships

- Why do we need to work on relationships?
- How can we make important people in our lives feel special?
- How can important people in our lives make us feel special?

Page 36 – Be tolerant and understanding of difference

- What does the word 'tolerant' mean?
- How can we become more accepting of difference?
- How could a lack of tolerance lead to hate?



Page 37 – Respect different points of view

- How can we show respect for other people's opinions?
- How do you feel when other people don't respect your opinions?

Page 38 – Don't bully or put others down

- How do you feel to be bullied or put down?
- Is it ever OK to shout?
- Is it ever right for some people to bully or put other people down?

Page 39 – Seek a fair go for all

- What does a 'fair go' mean to you?
- Why should we be fair to others?
- How can you seek a fair go for others?

Page 40 – Manage and resolve conflict

- Discuss a range of conflict situations in which the students might find themselves.

Discuss the range of gravity of conflict situations, from trivial through important but not serious, to important and serious.

- What qualities does a person need to have to be able to resolve conflicts effectively? Discuss.

Page 41 – Cooperate and be a team player

- Discuss how team activities may fail even though all participants are very good at their assigned roles.
- What qualities are required for a good team player?
- Is skill more important than cooperation?

Page 42 – Support and include others

- Is it only people in trouble who need support? Discuss.
- Discuss the idea that needing the company of friends to help us enjoy our lives better, is also a need for support.
- Discuss the saying, 'Walk a mile in my shoes'. What does it mean? How does it help us to support each other? Discuss.

RELATIONSHIPS

1. Complete the chart by choosing three people you have a relationship with that you value. Think about why you value each relationship and different ways you can show each person how important he/she is to you. Relationships can include: parents, step-parents, carers, sisters, brothers, grandparents, auntsies, uncles, cousins, friends, family friends, coaches, teachers, penfriends etc.

Relationship 1	Relationship 2	Relationship 3
Name and relationship of person (e.g. mother, friend, teacher)		
Reasons why you value the relationship (e.g. listens to you, gives up weekends to coach you, helps with homework, always there for you)		
		
Things you can say and do to show the person that you value your relationship with him/her (make a thankyou card, help with chores, create a certificate, give a hug etc.)		
		
Set yourself a short-term goal of when you will show or tell the person you value this relationship I will	By / / I will	By / / I will
Goal achieved on:	/ /	/ /
/ /	/ /	/ /

RESPECT THE RIGHTS OF OTHERS

It is our responsibility to respect the rights of other people. We can do this by:

- *treating people with courtesy and respect (be sensitive to the feelings of others and never judging someone before getting to know them),*
- *allowing them to do their work in a safe environment (no name calling or physical bullying),*
- *letting them teach and learn without disruption (be considerate of others trying to learn),*
- *not interfering with their property (respect school, staff and student property).*

1. Choose one or more of the statements above and create a cartoon strip that will teach younger students how to respect the rights of others. Tick the statement(s) you have chosen.

Plan your cartoon strip below:

Title: _____

Characters: _____

Main idea(s): _____



2. Create the first draft of your cartoon strip by writing the speech and thought bubbles to let the reader know what the characters are saying, thinking and feeling.

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3. The message of my cartoon strip is to respect the rights of others by ...
-
-

4. Present your polished cartoon strip on art paper and in colour. Write the title in big, bold letters. Display your cartoon strip somewhere in the school where younger students can read it.

SPEAKING POLITELY

People (especially children) who are polite and use good manners shine above those who do not.

1. Write in the empty speech bubbles how each person might reply politely, using good manners.

(a)



You played well today, Braden, but as Paul is back on the team this week you will be a reserve for Saturday's game.



(b)



Now, Nanthini, have I told you the story about when I was a little boy in Burma and I saw an elephant parade?



(c)



You have worked very hard this term, Jerome, and it shows in your test results. Well done! I hope you keep it up for the rest of the year.



(d)



I had such a busy weekend! I went to Dad's and my step-brother's birthday parties, played football, got the flu and went to a birthday party!



2. It is very important to be polite and use your manners with the people closest to you too. Draw and write a conversation between yourself and someone in your family. Show how well you can use your manners.



3. With a partner, role-play a conversation between you and someone in your class who thinks you have taken his or her calculator (but you have not). Be polite!

ACHIEVEMENT AWARDS SHOW

In groups of four, you will plan, rehearse and present a short television awards program recognising the achievements of three people in your class.

1. Roles of group members:

Awards show host: _____ Presenter 1: _____

Presenter 2: _____ Presenter 3: _____

2. Choose three people in your class who do something particularly well. They may excel academically, in sport, be the most creative artist or perhaps they always offer to help or listen.

Name:	Name:	Name:
Achievement:	Achievement:	Achievement:

3. Your show will be called: _____

4. How will you make the show interesting to the audience? Make notes below.

_____	_____
-------	-------

5. Time allocated to each award winner for a thankyou speech. _____ minutes

6. Rehearse and present your awards ceremony. How did the audience react to your presentation?

freezing	chilly	warm	hot	sizzling
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7. Why do you think it is important to recognise the achievements of others?

