

# 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.

Titles in this series are:

- *Values education toolkit — Ages 4–6*
- *Values education toolkit — Ages 6–8*
- *Values education toolkit — Ages 8–10*
- *Values education toolkit — Ages 11+*
- *Values education toolkit — Lower secondary*



## CONTENTS

Teacher notes.....	iv – ix	Seek a fair go for all.....	37	<b>Be the achieving kind.....</b>	77–95
Curriculum links.....	x	Manage and resolve conflict.....	40	Overview.....	78–79
Certificates.....	xi – xvi	Cooperate and be a team player.....	41	Teacher information.....	80–81
Checklists.....	xvii – xxi	Support and include others.....	42	Fair go.....	82
<b>Be kind to yourself.....</b>	<b>1–24</b>	Value family life.....	43	Lots of different things.....	83
Overview.....	2–3	Treat others the way they treat you.....	44	Discover what you're good at and enjoy doing.....	84
Teacher information.....	4–5	<b>Be kind to the environment.....</b>	<b>45–56</b>	To the best of your ability.....	85
Be proud of your uniqueness.....	6	Overview.....	45	Put quality and personal excellence.....	86
Develop a sense of identity.....	7	Teacher information.....	46	Develop your talents.....	87
Know your strengths and work on your weaknesses.....	8	Clean up after yourself.....	47	Develop a sense of purpose.....	88
Exercise regularly.....	9	Keep the environment tidy.....	48	Manage your time effectively.....	89
Eat well.....	10	Recycle and reuse.....	49	Manage your money wisely.....	90
Sleep well.....	11	Use the environment to live well.....	50	Set worthwhile goals and make plans to achieve them.....	91
Take time to relax.....	12	Observe the environment.....	51	Show persistence and self-discipline to achieve your goals.....	92
Minimise risks.....	13	Protect natural habitats, wildlife and endangered species.....	52	Look at different ways of doing things—creativity and innovation.....	93
Keep learning and growing.....	14	Use environmentally friendly products.....	53	Develop good communication skills.....	94
Strive for success.....	15	Conserve environmental resources.....	54	Seek good role models.....	95
Love and value the love of others.....	16	Consider using resources that can't be replaced.....	55	<b>Chatterbox.....</b>	96
Develop a circle of good friends.....	17	Value our cultural heritage.....	56		
Stand up for yourself.....	18	Chatterbox template.....	59		
Make good choices.....	19				
Forgive yourself if you make mistakes.....	20				
Be positive.....	21				
Be useful.....	22				
Have some fun.....	23				
Be proud of the things you do.....	24				
<b>Be kind to others.....</b>	<b>25–44</b>	<b>Be the learning kind.....</b>	<b>61–76</b>	<b>Be the community kind.....</b>	<b>97–114</b>
Overview.....	26–27	Overview.....	62–63	Overview.....	98–99
Teacher information.....	28–29	Teacher information.....	64–65	Teacher information.....	100–101
Value relationships.....	30	Be positive about learning.....	66	Behave responsibly.....	102
Respect the rights of others.....	31	Seek knowledge about yourself, others and the world around you.....	67	Respect authority.....	103
Be polite and use good manners.....	32	Recognise the value of knowledge.....	68	Follow rules.....	104
Praise people who do things well.....	33	Have an enquiring mind—be curious.....	69	Be honest and seek truth.....	105
Develop good people skills.....	34	Determine how you learn best (learning styles).....	70	Show integrity.....	106
Work at building and maintaining relationships.....	35	Have an open mind.....	71	Be useful.....	107
Be tolerant and understanding of difference.....	36	Be a critical thinker.....	72	Get involved in the community.....	108
Respect other points of view.....	37	Have a global perspective.....	73	Strive for justice and a 'fair go' for all.....	109
Don't bully or put others down.....	38	Seek learning opportunities everywhere.....	74	Share and care for those in need.....	110

# 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, equality 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 our core values in a way that students, teachers and parents can remember and apply in everyday situations. It provides 'anchor points' upon which we can reflect and act, and is packed with vision, using situations and helps us make good choices. It may be considered a 'recipe for life'.

The 'Six kinds of best' are:

- |   |                                    |
|---|------------------------------------|
| <i>Be KIND to yourself</i> .....        | (Respect yourself)                 |
| <i>Be KIND to others</i> .....          | (Respect others)                   |
| <i>Be KIND to the environment</i> ..... | (Value the environment)            |
| <i>Be the learning KIND</i> .....       | (Seek knowledge)                   |
| <i>Be the achieving KIND</i> .....      | (Achieve your potential)           |
| <i>Be the community KIND</i> .....      | (Contribute positively to society) |



# THE SIX KINDS OF BEST

## Values Framework

### SIX CORE VALUES

**1 Web<sup>2</sup>**

Be KIND to Yourself  
*Respect yourself*  
Be KIND to others  
*Respect others*

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>
--	--	---	---	---	--

#### KEY POINTERS

1. Be proud of your uniqueness	1. Value relationships	1. Be positive about learning	1. Have a goal	1. Behave responsibly
2. Develop a sense of identity <i>(know what's important to you)</i>	2. Respect the rights of others	2. Seek knowledge about yourself, others and the world around you	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 value of knowledge	3. Discover what you're good at and enjoy doing	3. Follow rules
4. Exercise regularly	4. Praise people who do things well	4. Be an enquiring mind	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. Be curious	5. Pursue quality and personal excellence	5. Show integrity – develop a sense of what's morally right, and act that way
6. Sleep well	6. Work at building and maintaining relationships	6. Define how you learn (learning styles)	6. Use your talents	6. Be useful
7. Take time to relax	7. Be tolerant and understanding of difference	7. Use your emotional intelligence	7. Develop a sense of purpose	7. Get involved in the community
8. Minimise risks	8. Respect other points of view	8. Consider different perspectives	8. Manage your time effectively	8. Strive for justice and a 'fair go' for all
9. Keep learning and growing	9. Don't bully or put others down	9. Set worthwhile goals and make plans to achieve them	9. Share and care for those in need	9. Share and care for those in need
10. Strive for success (and get some ego food)	10. Seek a 'win-win' for all	10. Show persistence and self-belief	10. Support reconciliation	10. Support reconciliation
11. Love, and value the love of others	11. Manage and resolve conflict	11. Hold a clear line to achieve your goals	11. Contribute to research	11. Contribute to research
12. Develop a circle of good friends	12. Cooperate and be a team player	12. Set worthwhile goals and make plans to achieve them	12. Support freedom	12. Support freedom
13. Stand up for yourself (be confident but kind)	13. Support and include others	13. Show persistence and self-belief	13. Strive for peace	13. Strive for peace
14. Make good choices	14. Value family life	14. Show persistence and self-belief	14. Develop good communication skills	14. Seek good roles
15. Forgive yourself if you make mistakes	15. Treat others the way they need to be treated	15. Show persistence and self-belief	15. Develop good communication skills	15. Develop good communication skills
16. Be positive				
17. Be kind (find you will feel good about yourself)				
18. Have some fun				
19. Be proud of the things you say and do				

**Display Images**  
Low Resolution Images  
© RIC Publications

## TEACHERS NOTES

### The 'Six kinds of best' affirmation

The 'Six kinds of best' affirmation is a series of actions which reinforces the six core values in a memorable and fun way. Reciting the affirmation engages visual, auditory and kinaesthetic learners.

#### I am one of a kind.

(Right index finger in the air in front of body.)



#### I am kind to myself.

(Clenched fist over heart.)



#### I am kind to others.

(From clenched fist over heart, swing right arm clockwise and point outwards.)



#### And I am kind to the environment.

(Touch left index finger to right index finger—Auslan sign language for 'E'.)



#### I am the learning kind.

(Have left hand flat, palm upwards, waist height—like a book. Take right hand and sweep the left hand with the back of your hand and swing your hand up to touch the top of your head—putting the information from the book into your head.)



#### I am the achieving kind.

(Point upwards—aim for the stars.)



#### And I am the community kind.

(Form an 'X' shape in front of your body with your fingers—like a house.)



#### And I

(Point to yourself and touch your chest.)



#### Love

(Hug yourself.)



#### Life!

(Hands and arms outstretched above your head.)



# BE KIND TO YOURSELF – OVERVIEW

## BE PROUD OF YOUR UNIQUENESS

- Create an individualised name card to attach to your bedroom door or school desk.
- Create an 'All about me' cube. Cut pictures from magazines that relate to things you like and do. Glue them onto a net of a cube made from coloured cardboard. Make the cube and hang from the ceiling.
- Write a list of sentences or phrases to reinforce your uniqueness e.g. 'I am special because I have "sun kisses" (freckles) across my nose'.
- Write rhyming sentences to go with your name.

## DEVELOP A SENSE OF IDENTITY

- Create a family mobile. Print the family name (surname) on a rectangular piece of card and hang drawings or paintings of other family members as well as yourself from the card.
- Write a poem about yourself and complete a sketch or self-portrait to accompany it called 'Celebrating me'.
- Design a crest identifying your family.
- Attach a photo of yourself inside a sheet of folded card. On the front, give clues about your description, what you like and dislike, what you are good at etc. See if classmates can guess who is in the card.

## KNOW YOUR STRENGTHS AND WORK ON YOUR WEAKNESSES

- Draw a pathway set of stepping stones or steps leading to something you are good at at the end or on the final stepping stone. Write the steps taken to develop your talent on the other spaces.
- Complete 'two stars and a wish', sheets of specific areas; e.g. 'I am good at ... and ... but I wish I was even better'. These can then be used to assist in goal setting.
- List things you are good at at the top of a picture of a weightlifter lifting a heavy weight. List things you are not so good at underneath the weightlifter.

## EXERCISE YOUR MIND

- Construct and carry out a vocabulary of regular exercise. Write evaluations at the end of the week.
- Make up fun exercises related to popular music.
- Create a list of physical activities to do outside. For example, plan a treasure hunt for natural objects.
- Choose favourite songs to work out exercise routines for the class to perform daily.
- Create a mural of physical activities suitable for young students to participate in using pictures in magazines.

## EAT WELL

- Write details for a healthy day's eating or a weekly menu.
- Collect a healthy recipe from home to bring to school to contribute to a class recipe book of healthy food.
- Create a junk food collage and a health food collage using the brand names from labels on food packaging.
- Make a chart of healthy foods from each food group to incorporate into a weekly eating plan.
- Locate individual food names in a dictionary. Put them under healthy and unhealthy food headings.

## SLEEP

- Compose a lullaby or story to read to a younger child before going to sleep.
- Discuss strategies people use when having difficulty getting to sleep; e.g. counting sheep, listening to relaxing music.

## TAKE TIME TO RELAX

- Participate in 'calm down' exercises such as stretches after break times.
- Build a sensory awareness table to read, music to listen to, items to play with.
- Record and record a piece of soothing music using a variety of musical instruments.
- Follow visual instructions for yoga poses.

Organised in a circle of friends, five classmates and take turns to tell each other a riddle or joke.

## MINIMISE RISKS

- Identify unsafe practices in the school playground and suggest steps to correct them.
- Create posters that include pictures of ways we can stay safe in different environments.
- Discuss some of the dangers of playing near or in the water and compile a list of 'do's and don'ts' to keep children safe.

## KEEP LEARNING AND GROWING

- Paint the trunk and branches of a tree on butcher paper (about the size of a door). Attach to a door or wall. Trace around a student's hand and photocopy onto shades of green paper. When a student achieves a personal target at school (such as learning tables or showing sportsmanship), ask him or her to describe the achievement and write it on a green hand (a leaf). Pin the leaf to the 'Achievement tree'.
- Encourage students to contribute to a 'Stepping stones to knowledge' board by writing interesting information they have learnt at home on a stone shape and adding it to the board for others to learn and remember.

# BE KIND TO YOURSELF – TEACHERS NOTES

## INTRODUCTION

Often students are told to be nice to other people, but how often are they told to be kind to themselves? All people, at times, feel bad about themselves or put themselves 'down'. In fact, we are often harsher critics of ourselves than others are. It is really important to encourage students to think positively about themselves as much as possible to develop high self-esteem — to 'be kind to yourself.'

### Worksheet information

#### *Page 6 – Be proud of your uniqueness*

- Discuss why each of us is unique and listen to selected students tell why they are unique.
- Complete the activity as directed on the worksheet then allow some students to read their poems to the class.

#### *Page 7 – Develop a sense of identity*

- What things are important to you?
- Why are they important?
- What do these things say about us; Do they give us a purpose or a sense of identity?

#### *Page 8 – Know your strengths and work on your weaknesses*

- Discuss and group students by strengths and weaknesses.
- Students should choose two or three strengths or weaknesses to write in the boxes for Question 1. Some discussion about how to improve weaknesses may be needed before completing Question 2.

#### *Page 9 – Exercise regularly*

- Read the information and allow students to complete the worksheet as directed.

#### *Page 10 – Eat well*

- Read the information and allow students to complete the worksheet as directed. The students should share the pictures they drew for Question 3, discussing whether they were made up of more healthy or unhealthy food.

#### *Page 11 – Sleep well*

- Why is it important to get enough sleep?
- How much sleep do you and your age need each night?
- How do you feel when you wake up in the morning?

#### *Page 12 – Take time to relax*

- Why is it important to take time to relax?
- What do you do to relax?
- Does relaxing mean you have to sit quietly?

#### *Page 13 – Minimise risks*

- Why do we have safety rules?
- What things do you do to stay safe at school? home? going to and from school? at the beach? at the park?

#### *Page 14 – Keep learning and growing*

- What kind of things could you do as a baby? now? at two? etc.
- Do you think there is a time when you stop learning how to do things? Why? Why not?
- Who helps you to learn to do things (yourself, teachers, parents etc.)

#### *Page 15 – Strive for success*

- Students cut out the template on the page and fold to form a four page booklet. Complete the activity by drawing appropriate pictures and/or writing words for each page.
- What are some things you are good at?
- Is everyone good at the same things?
- How do you know what you are good at?

#### *Page 16 – Show love, and receive love, of others*

- Do you show your family that you love them?
- Do you know they love you?
- If your mum, dad etc. is cross with you, does that mean they don't love you?

#### *Page 17 – Develop a circle of good friends*

- Who is a good friend of yours?
- Who is this person a good friend?
- Is he/she a good friend?

A child came home from her first day at school.  
'How was school? What did you learn today?', her mother asked.

'School was fine', she replied, 'but I didn't learn enough because I have to go back tomorrow!'



## The one and only!

1. Read the poem.

*I am special. I am unique.  
You won't find another, no matter how hard you see.  
I'm not like you. You're not like me.  
But it keeps life interesting as you will see!*

2. Use the dictionary to write the meaning of the word *unique*.

3. Write words and phrases which tell why you are unique. e.g. freckled, friendly, a good joke teller etc.



4. Use some of the words above to write an acrostic poem about yourself telling why you are unique.

U  
N  
I  
Q  
U  
E

## Identity badge

An identity badge is a card which tells about the person carrying the card in their purse, wallet or bag. In some countries, people must carry them with them all the time to show that they live in that country.

Answer the questions below to help you design an identity badge for yourself.

1. Colour the shape you would like your identity badge to be.



circle



rectangle



star

\_\_\_\_\_

2. Write the information which you would want to include on your identity badge.

---

---

---

3. Write the colours which you would like to have on your identity badge and what those colours will be used for. For example, black for the printing, gold for the border etc.

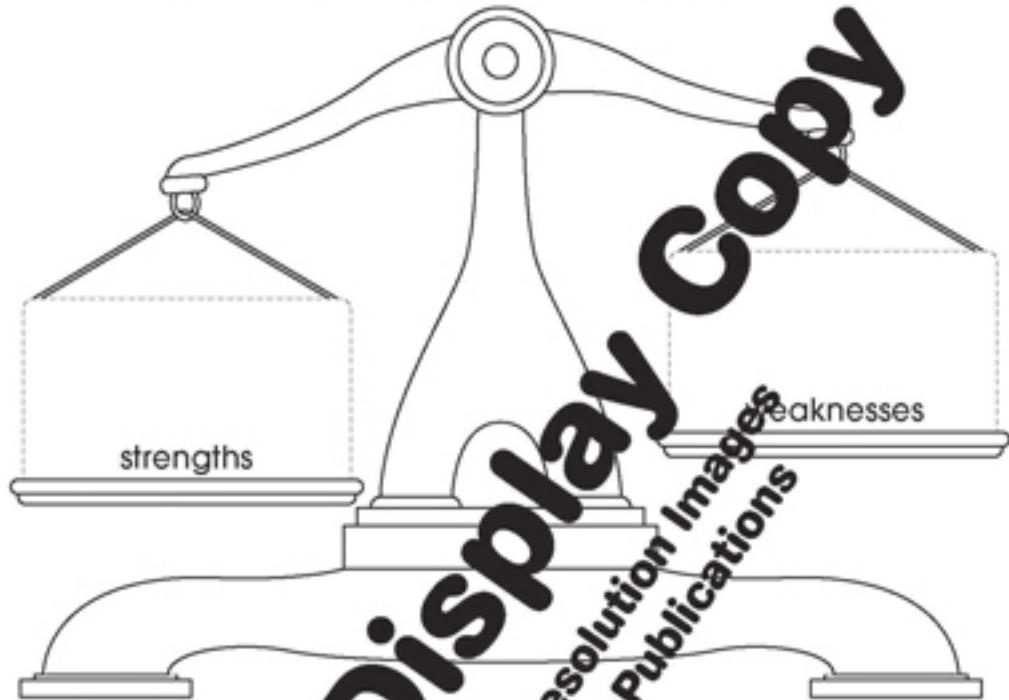
Draw your completed identity badge.

Colour	Where/What



## Balance the scales

1. Write words to show what you are good at (strengths) and what you need to improve (weaknesses) above each of the headings.



2. Choose four weaknesses and write one way to improve each.

Weakness	© RIC Publications	Way to improve it
(a)		
(b)		
(c)		
(d)		

## Fun exercise

*Exercise is an important part of keeping healthy and fit.*

1. Circle the forms of exercise which you do on a regular basis.

running      skipping      hopping      jumping      playing outside  
swimming      athletics      gymnastics      soccer      cricket  
walking      climbing      netball      tennis      ballet

2. Write or draw some others you may do that do not on the list above.  
(If you have any!)



*Often we exercise without realising it. We call this 'incidental movement'. This may include things like getting up to change the television channel without using the remote control, walking to school or bike riding with a friend.*

3. In the boxes, write one more way you could add more 'incidental movement' to your day. One has been done for you. You may discuss these with a partner.

Dance with your favourite musical video clip when it comes on the television


4. Think of a really fun exercise activity which you have not tried before but would love to try. Write it below.