

# FOREWORD

Values education in schools is crucial for developing future citizens of good character. The *Values education toolkit*, featuring the *Six Rhythms 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*



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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 values education 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 'anchoring points' 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<sup>2</sup>

**1**  
Be KIND to yourself  
*Respect yourself!*

## SIX CORE VALUES

1 Be KIND to others <i>Respect others!</i>	2 Be KIND to the environment <i>Value the environment!</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	1. Believe responsibly
2. Develop a sense of identity <i>(know what is important to you)</i>	2. Respect the rights of others	2. Seek knowledge about yourself	2. Try lots of different things	2. Respect authority	2. Respect authority
3. Know your strengths and work on your weaknesses	3. Be polite and use good manners	3. Discover what you're good at and enjoy doing	3. Discover what you're good at and enjoy doing	3. Follow rules	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	4. Be honest and seek the truth
5. Eat well	5. Develop good people skills	5. Recognise the values of others	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	5. Show integrity – develop a sense of what's morally right, and act that way
6. Sleep well	6. Care for nature	6. Have an enquiring mind – curious	6. Use your talents	6. Be useful	6. Be useful
7. Take time to relax	7. Build and maintain relationships	7. Determine how you learn (learning styles)	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. 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. Manage your money wisely	9. Share and care	9. Share and care
10. Strive for success ( <i>and get some ego food!</i> )	9. Don't bully or put others down	10. Set worthwhile goals and make plans to achieve them	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 success	11. How persistence and self-belief can lead to success	11. Contribute to research	11. Contribute to research
12. Develop a circle of quality friends	11. Manage and resolve conflict	12. Learn from your mistakes	12. Cooperate and be a team player	12. Support freedom	12. Support freedom
13. Stand up for yourself ( <i>be confident but humble</i> )	12. Cooperate and be a team player	13. Different ways of thinking and learning	13. Treat others the way they need to be treated	13. Strive for peace	13. Strive for peace
14. Make good choices	13. Support and include others	14. Sustainable development	14. Value family life	14. Sustainable development	14. Sustainable development
15. Forgive yourself if you make mistakes	14. Value family life	15. Treat others the way they need to be treated	15. Treat others the way they need to be treated	15. Be kind & give	15. Be kind & give
16. Be positive	15. Treat others the way they need to be treated	16. Good communication skills	16. Good communication skills	16. Good communication skills	16. Good communication skills
17. Be useful ( <i>and you will feel good about yourself!</i> )	16. Good communication skills	17. Good communication skills	17. Good communication skills	17. Good communication skills	17. Good communication skills
18. Have some fun	17. Good communication skills	18. Good communication skills	18. Good communication skills	18. Good communication skills	18. Good communication skills
19. Be proud of the things you say and do	18. Good communication skills	19. Good communication skills	19. Good communication skills	19. Good communication skills	19. Good communication skills

## 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 THE LEARNING KIND – OVERVIEW

## BE POSITIVE ABOUT LEARNING

- Complete a chart which shows the advantages of learning. Display it in the room as a motivator.
- Next to each letter in the word 'LEARNING', briefly explain something you have learnt, using that letter as a starting point.
- Design and make a mobile. Brainstorm with other class members to create a list of words and phrases that will encourage students to be more positive about their learning. Choose the best from the list, print them out using a word processor, place on coloured card and laminate. Attach to the mobile to remind students to be more positive about learning.

## SEEK KNOWLEDGE ABOUT YOURSELF, OTHERS AND THE WORLD AROUND YOU

- Construct a questionnaire for other class members to complete. Include any questions which will give information you would like to know.
- With a partner, pull an unseen topic from a selection that has been written on slips of paper and placed in a box. Share information about the topic with your partner.
- Design a 'knowledge trail' for students to follow. Organise an excursion around the local area. Students follow the 'knowledge trail' in small groups (accompanied by an adult). Provide each group with a list of questions and a clipboard. Students must follow a trail around the school and the local community seeking answers by examining local landmarks and speaking to local people (such as shopkeepers, council members etc). Note: Permission must be obtained from parents first!

## RECOGNISE THE VALUE OF KNOWLEDGE

- Research to find a list of Nobel Prize winners and the reasons they received their awards. Select one person as a role model.
- Collect examples of job advertisements from the local newspaper and highlight or add the knowledge or requirements needed for each.
- Students interview an elderly person in their family or from the community on a chosen topic such as the local area 50 years ago, schools in the past, games of the past etc. Students present their findings as a brief report. Discuss the importance of recording and remembering this knowledge.

## HAVE AN ENQUIRING MIND - BE CURIOUS

- Make a list of 10 questions to investigate in the library and on the Internet each week. Record information in a 'learning book' for others to read.
- Write a procedure to explain how something works.

- Make a class 'Why is it so' book. Students write interesting questions on separate pages and other class members select one to research. They then write their answers on the same page. Students can vote for the most interesting question and best answer.

## DETERMINE HOW YOU LEARN BEST (LEARNING STYLES)

- Complete a multiple intelligences activity to see how you like to learn best. (See pages xii – xiii, *Multiple intelligences 8–10*, published by R.I.C. Publications for example.)
- Find an example of an activity you completed in class that you really enjoyed. Explain to your teacher why you enjoyed it, either written, oral or pictorial form.
- Create a set of colour-coded multiple intelligence activity cards, each describing a task from one of the eight multiple intelligences. Over a specified period, students must choose one activity card from each colour (intelligence type) and complete it. Students also complete a 'self-assessment' record sheet. At the end of the task, when the sheets for each student are collated, the student's preferred learning styles should be apparent.

## HAVING AN OPEN MIND

- Develop a simple strategy for listening to views other than your own; e.g. Listen, Consider, Decide
- Read and compare different expositions written by yourself and other class members about the same topic.
- Students look through magazines for pictures of people to cut out and file under a number of headings, such as a family, the elderly, mothers, teenagers etc. In small groups, students discuss the types of pictures they have found. Hold a discussion with the class about stereotypes.

## BE A CRITICAL THINKER

- Evaluate advertisements recorded from television or cut from a magazine for veracity and motivation.
- Read a report about an animal that contains a set number of incorrect facts. Use your general knowledge, the library or the Internet to identify and correct the errors.





## BE THE LEARNING KIND – OVERVIEW



### LEARN FROM YOUR MISTAKES

- Use self-evaluation sheets and checklists to develop positive steps to achieve goals.
- On a sheet of paper, students describe a mistake they have made at school or in their private life. On the back of the sheet, describe what they have done or could do differently.
- In small groups, students play games and perform a jingle, rap or song with the message that it's okay to make mistakes as they help us to learn and grow.

### KNOWLEDGE

- Prepare a presentation as a class-time activity to give as an oral report to encourage others to become involved.
- Bring an educational board game or card game to school to teach others who have not played it how to play. Join in with a group to learn a new game yourself.
- Allow for an area on the wall of the classroom for students to write and pin up suggestions for things they would like to know or like to know how they do. At the end of each term, read through the suggestions and choose one or two to integrate into the planning for the following term (if possible).

### HAVE A GLOBAL PERSPECTIVE

- In groups, share newspaper articles from around the world on a regular basis.
- As a class, raise money through holding an annual 'yellow day' etc. to support and communicate with a child in a third-world country.
- Invite family and community members to the class to answer questions about living in their countries of origin.

### SEEK LEARNING OPPORTUNITIES NEARBY

- Carry out a 'sharing' session on a regular basis, where students tell anything they may have learnt at school, at home or at leisure activities concerning information, people, communicating with others, skills etc.
- Take the class on a walk around the school grounds or to the local park or town. Students choose interesting plants, trees, birds etc. to draw and write questions about. Specialise in a resource centre helping the students answer their questions.
- Brainstorm reporting and other activities available to children to focus the skills they can learn by participating in each.

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# BE THE LEARNING KIND – TEACHERS NOTES

## INTRODUCTION

Learning enables us to grow as individuals. Learning new things keeps our mind active and makes us more interesting human beings. It is important that children understand the benefits of learning and realise that knowledge gives us more choices and opportunities in our lives. Children and adults should continue to be curious and seek learning opportunities everywhere. As teachers, we can help children to recognise mistakes as important lessons rather than failures. We can provide learning opportunities in a range of intelligences to enable children to discuss the ways of learners they are, and we can work towards instilling a lifelong love of learning in all our students.



### Discussion points

#### Page 66 – Be positive about learning

- How does it make you feel when you need to learn something challenging?
- What could you say to someone who is feeling negative about learning?
- What ways can you help yourself remember things that need to be learned (like time lines and spelling lists)?

#### Page 67 – Seek knowledge about yourself, others and the world around you

- People say that ‘knowledge is power’. Discuss.
- Which parts of the world interest you the most? Why?
- How do you value knowledge? List as many ways as possible.

#### Page 68 – Recognise the value of knowledge

- What benefits are there in life from being knowledgeable?
- How can you let someone know that you value the knowledge they share with you?
- What information can your grandparents share with you that no-one else can? Discuss.

#### Page 69 – Have an enquiring mind

- Do you ever wonder how things work or what type of things? Discuss.
- List five things that you would like to know.
- Young children can ask lots of questions about the world around them. Why do you think this is?

#### Page 70 – Determine how you learn best

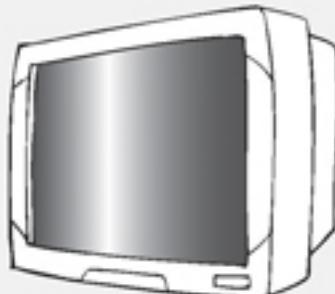
- Which are your favourite subjects? Why are they your favourites? Discuss.
- Would you prefer to read a book, play a team sport or paint a picture? How can you help with your schoolwork to know the type of learning you prefer?

#### Page 71 – Have an open mind

- ‘Mind’ is meant by ‘open-mindedness’ or ‘having an open mind’.
- Should we act like someone thinks differently from you about something?
- Should we always ‘stick’ to what you first thought about a subject or is it okay to change your mind after listening to other people’s opinions?

#### Page 72 – Be a critical thinker

- Do you believe everything you see and hear?
- Do you have your own opinions about things or do you agree with what you hear?
- How do you think ads on TV try to persuade viewers to buy those products?



## BE THE LEARNING KIND – TEACHERS NOTES

### Page 73 – Have a global perspective

- How does your life compare with that of other countries such as England? Ethiopia?
- How can you help other countries in need?
- Is it important to be aware of what is happening in other countries?

### Page 74 – Seek learning opportunities everywhere

- What are some things you have learnt at different stages of your life?
- Who helped you or where did you learn to do each one?
- Who or where are other people or places to help you learn?

### Page 75 – Learn from your mistakes

- What is a mistake you have made?
- What did you learn from it?
- How can mistakes help you to learn and grow?

### Page 76 – Keep learning

- Do you only learn at school?
- Where else do you learn?
- Is it important to keep learning throughout your life?

### Answers

#### Page 73

1. Holland

#### Something to think about:

How many schoolteachers does it take to change a light bulb?  
None. Anything not completed during the lesson is added to the homework.



### Graphic organiser examples

#### 5 'W' chart

who
what
where
when
why

#### Senses chart

tastes
feels
hears
sounds

know	wonder	learned

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## 'LEARNING IS COOL' RAP

In small groups, create a rap with the message that 'learning is cool'.



1. Each group member must think of at least three reasons why we should be positive about learning. Choose the best ones and write them below.
2. Using scrap paper, construct a draft of your rap. (Remember to keep a 4/4 beat.)
3. Write your final copy below.

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4. Create sounds or movement for your rap. Practise and, when ready, present your rap to your class.

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## WHAT DO YOU KNOW?

1. For each section, write two things you know and three questions about things you would like to know. Choose a person in the media (sports, music, TV etc.) for Section B.



A

My name is:

Things I know about myself ...

- 
- 
- 

Things about myself I would like to know ...  
(who, what, when, where, why)

- 
- 
- 

C

A part of the natural world (animals, environment, things about it/them I would like to know ... (who, space) that interests me ... (what, when, where, why))

B

A person who interests me is:

Things I know about him/her ...

- 
- 
- 

Things about him/her I would like to know ...  
(who, what, when, where, why)

- 
- 
- 

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Things I know about them ...

- 
- 
- 

2. Choose one question from each section and circle it. Rewrite the questions on a separate sheet. List how you could find the answer to each question.
3. Choose one question and answer it. You may need to visit the library or use the Internet to help you.