

# FOREWORD

Values education in schools is crucial for developing future citizens of good character. The *Values education toolkit*, featuring the *5ir 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.....	27	<b>Be the achieving kind.....</b>	77–95
Curriculum links.....	x	Manage and resolve conflict.....	40	Overview.....	78–79
Certificates.....	xii – xxi	Cooperate and be a team player.....	41	Teacher information.....	80–81
Checklist.....	xiii – xix	Support and include others.....	42	Be a 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	Cover what you're good at and enjoy doing.....	84
Teacher information.....	4–5	<b>Be kind to the environment.....</b>	<b>45–52</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 weaknesses.....	8	Clean up after yourself.....	49	Develop a sense of purpose.....	88
Exercise regularly.....	9	Keep the world a better place.....	50	Manage your time effectively.....	89
Eat well.....	10	Recycle and reuse.....	51	Manage your time wisely.....	90
Sleep well.....	11	Give back to the community.....	52	Set worthwhile goals and make plans to achieve them.....	91
Take time to relax.....	12	Observe natural habitats, wild and endangered species.....	53	Show persistence and self-discipline to achieve your goals.....	92
Minimise risks.....	13	Use environmentally friendly products.....	56	Look at different ways of doing things—creativity and innovation.....	93
Keep learning and growing.....	14	Create environmental-friendly products.....	57	Develop good communication skills.....	94
Strive for success.....	15	Consider using resources that can't be replaced.....	58	Seek good role models.....	95
Love, and value the love of, others.....	16	Value our cultural heritage.....	59	<b>Chatterbox.....</b>	96
Develop a circle of good friends.....	17	Chatterbox template.....	60		
Stand up for yourself.....	18	<b>Be the learning kind.....</b>	<b>61–76</b>	<b>Be the community kind.....</b>	<b>97–114</b>
Make good choices.....	19	Overview.....	62–63	Overview.....	98–99
Forgive yourself if you make mistakes.....	20	Teacher information.....	64–65	Teacher information.....	100–101
Be positive.....	21	Be positive about learning.....	66	Behave responsibly.....	102
Be useful.....	22	Seek knowledge about yourself, others and the world around you.....	67	Respect authority.....	103
Have some fun.....	23	Recognise the value of knowledge.....	68	Follow rules.....	104
Be proud of the things you can do.....	24	Have an enquiring mind—be curious.....	69	Be honest and seek truth.....	105
<b>Be kind to others.....</b>	<b>25–44</b>	Determine how you learn best (learning styles).....	70	Show integrity.....	106
Overview.....	26–27	Have an open mind.....	71	Be useful.....	107
Teacher information.....	28–29	Be a critical thinker.....	72	Get involved in the community.....	108
Value relationships.....	30	Have a global perspective.....	73	Strive for justice and a 'fair go for all'.....	109
Respect the rights of others.....	31	Seek learning opportunities everywhere.....	74	Share and care for those in need.....	110
Be polite and use good manners.....	32	Learn from your mistakes.....	75	Support reconciliation.....	111
Praise people who do things well.....	33	Keep learning.....	76	Contribute to research.....	112
Develop good people skills.....	34			Support freedom.....	113
Work at building and maintaining relationships.....	35			Strive for peace.....	114
Be tolerant and understanding of difference.....	36			'And I love life'.....	115
Respect other points of view.....	37			References.....	116
Don't bully or put others down.....	38				



# 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 '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<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>
--	--	--	---	--	---

### 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. Recognise the values of others	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. 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	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	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	7. Get involved in the community
8. Minimise risk	8. Be tolerant and understanding of others	8. Manage your time	8. Strive for justice and a 'fair go' for all	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	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. Support reconciliation	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	11. Contribute to research
12. Develop a circle of quality friends	11. Manage and resolve conflict	12. Cooperate and be a team player	12. Support freedom	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. Support and include others	13. Strive for peace	13. Strive for peace	13. Strive for peace
14. Make good choices	13. Support and include others	14. Value family life	14. Develop and maintain positive relationships	14. Develop and maintain positive relationships	14. Develop and maintain positive relationships
15. Forgive yourself if you make mistakes	14. Value family life	15. Treat others the way they need to be treated	15. Develop and maintain positive relationships	15. Develop and maintain positive relationships	15. Develop and maintain positive relationships
16. Be positive	15. Treat others the way they need to be treated	16. Be positive	16. Develop and maintain positive relationships	16. Develop and maintain positive relationships	16. Develop and maintain positive relationships
17. Be useful ( <i>find you will feel good about yourself!</i> )	16. Be positive	17. Be useful ( <i>find you will feel good about yourself!</i> )	17. Be useful ( <i>find you will feel good about yourself!</i> )	17. Be useful ( <i>find you will feel good about yourself!</i> )	17. Be useful ( <i>find you will feel good about yourself!</i> )
18. Have some fun	17. Be useful ( <i>find you will feel good about yourself!</i> )	18. Have some fun	18. Have some fun	18. Have some fun	18. Have some fun
19. Be proud of the things you say and do	18. Have some fun	19. Be proud of the things you say and do	19. Be proud of the things you say and do	19. Be proud of the things you say and do	19. Be proud of the things you say and do

# BE THE ACHIEVING KIND – OVERVIEW

## HAVE A GO!

- Use travel brochures to design an adventure holiday filled with activities you would like to try. Compare your ideas with a partner's. Would you try all the activities he/she listed? Why/Why not?
- Hold a discussion about what it means when people say they were 'outside their comfort zone'. When have you felt like this? How did you feel afterwards?
- Try your hand at growing vegetables. Research all the necessary information for preparation, planting and caring. Keep a diary. Enjoy your successes. If you have failures, find the cause.

## TRY LOTS OF DIFFERENT THINGS

- Create a class noticeboard where students can post information about activities they are involved in for other students to read.
- Find out about games played in different countries. Gather or make the materials required to play the games and organise a day where students can play them.
- Learn traditional dances from different countries. Help to organise a dance evening from a particular country. Wear traditional costume, eat traditional food and dance to traditional music. Repeat for other countries.



## DISCOVER WHAT YOU'RE GOOD AT AND ENJOY IT

- Over a fortnight, have students set up and run lunchtime clubs that promote activities they are good at. Members can sign up to anyone in the class. Encourage the students to try out some of the different clubs.
- Make a list of ten things you would like to try by the end of the year. Display the list and cross the items off as each is attempted.
- Make a list of activities for each week that are physical, relaxing, mentally stimulating. Have a go at each one and give it a score out of ten depending on how much you enjoyed it. Find time each week to do the activities you enjoy.

## DO THINGS THAT CHALLENGE YOUR ABILITY

- Hold a careers fair and invite guest speakers from different employment fields. Ask the students about the hard work it took them to get to where they are now and the importance of trying your best to achieve success.
- In which subject area do you feel you work to the best of your ability? Think about what you are like when you are doing this—concentrating, not letting others distract you, enthusiastic, disciplined. Think of ways you can transfer these work habits across to other subject areas.
- Set yourself a goal to give 100% in everything you do for one day. How did you feel at the end of the day? Could you do the same tomorrow?

## PURSUE QUALITY AND PERSONAL EXCELLENCE

- 'If something is worth doing, it is worth doing well.' Discuss.
- Write a future 'fact file' about yourself that has been published in a magazine. What have you achieved to appear in the magazine? Write a ten-step plan for yourself to help you reach this goal.
- Choose an area of your life which could be improved. Concentrate your efforts to pursue quality and personal excellence in this area. What strategies did you find useful?

## USE YOUR TALENTS

- Challenge the students to identify a talent they have from a list of possibilities and use that talent to contribute in some way within a given time.
- Five minutes has been allocated to the school's talent show. How will you demonstrate the audience with your talents? Prepare, rehearse and present your piece to the class.
- How can your talents be used at school and at home?

## DEVELOP A SENSE OF PURPOSE

- Write goals for your future life (e.g. for your career) and write the steps you will take to achieve them.
- Who do you admire? What traits/qualities do you hope to become (e.g. kind, hard-working, successful, charitable, fit)? Cut out pieces of paper with people from magazines and glue them onto a sheet to create a whole person. Add notes next to each piece, explaining why you have chosen that person and what trait he/she has that motivates you.

## MANAGE YOUR TIME EFFECTIVELY

• Is there a particular task that you always seem to run out of time to complete, e.g. homework. Schedule a regular time to do this task for a week and stick to it. Did it work for you?

• Estimate how much leisure time you have in one week. Use a table to calculate the actual amount of leisure time you have. Were you surprised? How could you use some of this time more productively?

- Draw a pie chart to determine how your time is spent each week. Do you need to improve your time management?

## MANAGE YOUR MONEY WISELY

- Set up a simulation game where pairs of students pretend they have left school and are sharing a house together. Give them a budget to live on each week and ask them in detail how they would spend it. At the end of a month, the students can report on how well they think they managed their budget.
- In a group, research to find out the interest rate charged on banks' credit cards and shop cards (such as Myer, Target etc.). Find out how the interest is calculated (simple or compound interest) and the penalties for people who do not pay off their cards each month. Present your findings as an oral report.
- Ask your parents for a realistic figure for food shopping expenses for your family for one week. Using supermarket catalogues and ascent



## BE THE ACHIEVING KIND – OVERVIEW

food receipts, write a realistic weekly shopping list for your family. Did you stay within budget?

### SET WORTHWHILE GOALS AND MAKE PLANS TO ACHIEVE THEM

- Recall a time when you set a goal but didn't achieve it. Explain what happened and what you would do differently next time.
- Write, rehearse and perform a short play about a character who set goals and made sacrifices to achieve his/her dreams. Perform your play to children in younger classes.
- Draw three time lines: for one year, five years, ten years. Along each line, mark what you hope to achieve. The one-year line will be the most detailed, the ten the least. Your goals need to be achievable. Write notes on how you plan to achieve each goal. Display your time lines in your room and refer to them regularly to help you keep on track.

### SHOW PERSISTENCE AND SELF-DISCIPLINE TO ACHIEVE YOUR GOALS

- What does it mean to have 'self-discipline'? List people who you feel show great self-discipline. How do you motivate yourself to be disciplined and complete a task you do not enjoy?
- Have each student write an example of a time when he/she or someone he/she knows achieved a goal through self-discipline. Post the stories on a display board in the classroom for the students to read. Ask them to identify which stories they found the most inspirational.
- Choose a specific skill you want to master. Record how you progress towards achieving this goal. Note the conditions when you do well and when they go badly. Describe how you can deal with bad times.

### LOOK AT DIFFERENT WAYS OF WORKING IN GROUPS – CREATIVITY AND COOPERATION

- In small groups, have the students design a type of chair using a design brief. They may use resources to help them; e.g. the Internet, furniture catalogues.
- Write a poem or play a game, thinking outside the square'.
- Each person in a group must contribute ideas for the same task; e.g. a community fund-raising event. Students share ideas and activate the plan.

### DEVELOP GOOD COMMUNICATION SKILLS

- Devise a group drama piece with the title 'Communication'. The drama may be based on spoken, verbal or non-verbal communication.
- With a partner, role-play the following scenarios, being aware of the communication cues you are using (such as tone of voice, body language etc.)
  - telling a friend some bad news
  - trying to determine from a sibling why he/she had detention
  - asking for an extension from a teacher
  - explaining to a parent why you want to stop playing a sport, playing an instrument or learning a language.

- Make a list of occupations where good communication skills are essential. For each, explain why these skills are necessary.

### SEEK GOOD ROLE MODELS

- Research past Australian of the Year winners. The students can decide on their 'Top 5' most deserving recipients and explain why.
- Write a newspaper article about a teenager who chose the wrong person as a role model. Discuss the consequences.
- Select a person you know who is a good role model. Explain the qualities this person has.



**Low Resolution Images  
©RIC Publications**



# BE THE ACHIEVING KIND – TEACHERS NOTES

## INTRODUCTION

To discover what it is we are good at and enjoy doing, it is necessary to try out a range of different experiences and activities—especially when we are children. Students need to understand that they will have to take risks and overcome feelings such as fear to achieve something worthwhile in life. Other qualities or skills, such as persistence and time management, are also important, and are worth exploring and learning about.

### Discussion points

#### *Page 82 – Have a go!*

- Describe a positive experience where you had a go at something new.
- What feelings do you get when you think about trying something new?
- What would you try if you knew you couldn't fail?

#### *Page 83 – Try lots of different things*

- Why is it important to try out lots of different things?
- Do you think adults should try different things as much as children? Discuss.
- How could you motivate someone else to try something new?

#### *Page 84 – Discover what you're good at and enjoy doing*

- What do you enjoy doing?
- Why is it important to feel passionate about our work or hobbies?
- How could you discover your passions?

#### *Page 85 – Do things to the best of your ability*

- How do you feel when you know you have done your very best?
- Why is it important to try your best, even when you think you might not be able to do something?
- 'Always do your best. What you plant now, you will harvest later.' (Og Mandino) Discuss.

#### *Page 86 – Pursue quality and personal excellence*

- What does it mean to 'pursue quality'?
- What might you have to sacrifice to achieve your best?
- Discuss how it feels to achieve an excellent result in something you value.

#### *Page 87 – Use your talents*

- Are talents like singing, painting or dancing more valuable than talents such as caring, helping and problem-solving? Discuss.
- For any given situation, multiple talents may be required. Does this mean all talents are equal value? Discuss.
- Discuss the saying 'Don't let the light under a bushel'.

#### *Page 88 – Derive a sense of purpose*

- Discuss how waking up to a busy day feels different from waking up to an empty day.
- How does thinking about others, rather than focusing inwards, affect your feelings of purpose?
- What things give the greatest sense of purpose? Discuss.

#### *Page 89 – Manage your time effectively*

- What are the positive effects of a balanced lifestyle? Discuss.

- What are the negative effects of an unbalanced (any way) lifestyle? Discuss.
- Would it be easier to balance a lifestyle now and maintain it for always, or wait until you are older and wiser? When you feel you have more control over your life? Discuss.

#### *Page 90 – Manage your money well*

- Until you have a job, financial responsibilities, why bother managing money? Discuss.
- Should you have been given money given to you at home? Discuss.
- What are the benefits of learning early how to manage your money? Discuss.

#### *Page 91 – Set achievable goals and make plans to achieve them*

- If we set goals to reach places we can achieve great things. Discuss.
- 'It's never too late to start today!' Is this a good motto to live by? Discuss.
- In secondary school years, what are the most valuable goals you could set? Discuss.

#### *Page 92 – Show persistence and self-discipline to achieve your goals*

- Discuss people you know who have demonstrated persistence or self discipline to achieve something.
- What is laziness? How can people overcome it?
- How can you motivate yourself to persist with something difficult?

#### *Page 93 – Look at different ways of doing things*

- What does it mean to 'think outside the square'?
- How important do you think it is to be able to think creatively?

#### *Page 94 – Develop good communication skills*

- What kinds of things can we communicate non-verbally?
- What are the elements of good communication?
- Why is it important to be able to communicate well?

#### *Page 95 – Seek good role models*

- What types of attributes do your personal good role models display?
- Do people make a conscious effort to be a good role model? Discuss.
- Imitation is the sincerest form of flattery! Discuss.

## BE THE ACHIEVING KIND – TEACHERS NOTES

What am I?

I run but can't walk. I have a mouth but cannot speak. I have a bed but do not lie down.

Answer

A river.



Graphic organiser examples

Chains



Achieve



Web Display Copy  
Low Resolution Images  
©RIC Publications

## VARIETY PERFORMANCE

Prepare a variety show involving the whole class to present to a group of younger children. Everyone in the class needs to prepare an act to perform in the show. Your act must involve a partner or small group. Try to create an act which includes a skill you have never tried before—have a go!

Some ideas for acts are:

- a magic trick
- a stand-up comedy routine
- a dance
- a musical performance
- a play excerpt
- a mime
- a novelty act (e.g. juggling)
- a clown act
- a demonstration

NB: Whatever act you choose, be mindful of safety.



1. Discuss ideas for your act with your partner or group. When you have decided on an idea everyone likes, describe it in the space below.

---



---



---



---

4. After your performance has taken place, answer the questions below.

- Comment on your performance on the day.

---



---



---

"What did you learn through preparing and performing your act?"

2. List any costumes, props or other materials you will need for your act.

---



---



---



---

- If you could prepare another act, what would you like to try? Why?

3. Rehearse your act over a week. Note two problems you encounter during your rehearsals and how you solve them.

Problem 1	Problem 2

## RECREATION CENTRE ACTIVITIES

Imagine a new recreation centre is about to be built in your local area. The general public are asked to submit suggestions for activities they would like to see offered at the centre by filling in a form.

1. Complete the form below.

### Wigglesworth Recreation Centre Community feedback form

Please suggest one activity you would like to try for each category. Explain why you think you would like to try it; e.g. health benefits.

• Board/Card games \_\_\_\_\_

• Exercise/Relaxation (yoga classes, sports coaching, dance classes etc.)  
\_\_\_\_\_

• Art and craft \_\_\_\_\_

• Music/Drama \_\_\_\_\_

2. For two of your suggestions, create a small, eye-catching display advertisement for each that could be included in the centre's brochure. Think carefully about how your advertisement might entice reluctant readers to try the activities. Draw your advertisement on a sheet of scrap paper first.

3. Read the advertisements another class member has created. If you were going to try one of his/her activities, which would you be most likely to choose? Why?

---

---

---



## EXCELLENT ACCOUNTS

1. Read the following accounts about achieving personal excellence.

**T** started playing the violin when I was in secondary school. It wasn't a very cool instrument to play, but once I started I loved it so much that I was willing to overlook the teasing I received. As I got more serious about a career in music, I practised for at least an hour a day. On the days I didn't feel like practising, I would listen to a violin CD and remind myself of what I wanted to achieve. Then I would make myself play. I would start with an easy piece of music first to boost my confidence. I sometimes had to give up going out with friends because of lessons or exams. But it has been worth it. Now I am a member of a famous symphony orchestra, and tour the world.

**N** when I was a kid, football was just for fun. I trained once a week and played in matches on the weekends. When I decided to become serious about football, however, things changed. Training now takes hours a week and I have to give up going out with my friends or spending time with my family. Some matches I play well in, and others I don't, but, with the help of my coach, I am always working to improve my skills. This can sometimes mean a lot of repetition! When I get bored, I focus on what I want to achieve—playing for an AFL team one day.

2. Use the ideas from the accounts, as well as your own, to answer the following questions.

(a) What are some difficulties people may have to overcome to achieve excellence?

---

(b) Imagine you are the violinist. Write the first few lines of a diary entry after you find out you have been accepted as a member of the famous symphony orchestra.

---

(c) Do you think you should ever accept that you can never achieve the level of quality you may want to? Explain.

---

(d) Write a short account of a time when you tried hard and achieved an excellent result in something.

---

Low Resolution Images  
CRIC Publications

