

E BOOK



Make the Six Kinds of Best Your Personal Quest!

*A powerful formula to promote student achievement
and create great schools and classrooms*

David Koutsoukis





Make the six kinds of best your personal quest

Six key strategies to show your students how to develop good values and lead a happy and successful life!

David Koutsoukis

You're walking down the school corridor ... Bruce is sitting outside a classroom looking quite forlorn. Being the friendly teacher you are, you stop for a chat.

'Hi Bruce, how are you?' you ask.

'Annoyed', he grunts back.

'Why's that?' you calmly reply.

'Because I got sent outside.'

'What did you do wrong?' you enquire.

'Nothing!'

Does this sound familiar?

Of course, many students like Bruce know exactly why they got into trouble. However, a significant number of them genuinely don't understand what they did wrong. This may be due to a lack of clarity in class rules and expectations, but in many cases the students just don't realise that what they have done is inappropriate. Put another way, we could say that they lack good basic values.

This lack of values is apparent in many areas of society. We often hear about poor behaviour on and off sporting fields, at shopping centres, on public transport systems and of course, in schools. And it's not only children we're talking about! We are experiencing the symptoms of a society where children are spending less time with busy parents, less time in church and for many reasons where they are not getting the same basic values education that previous generations have experienced.

More than ever, values education in schools is crucial for developing future citizens of good character. This is especially important in the early school years when children are developing behaviour patterns they will

keep for the rest of their life. Like it or not, schools are being expected by default to help develop good values in our children. If we neglect this role, we do so at our own peril, both in terms of behaviour management in schools and behaviour in the community.

In a nutshell, we need to teach our children what is right and wrong. Some educators might argue against this, but I agree with the federal Minister for Education, Brendon Nelson, who says, 'a values-free education is likely to produce values-free adults'.¹

What are values?

Values are ideals that guide our behaviour and decisions, and help us distinguish between what is right and 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 are lacking this values framework.

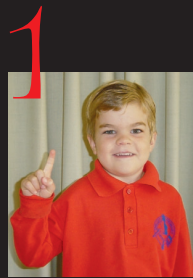
Values, of course, are only values if we live by them. I guess you could say that our values are demonstrated by: '... what we do when we think no-one is looking'.²

Why teach values?

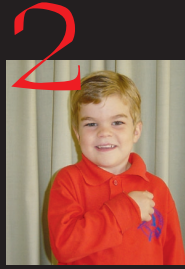
Developing good values gives us a framework to guide our conscience and helps us make good choices. If we have strong values and are put in challenging situations, we are more likely to make good decisions according to those values. Developing strong values also helps address our spiritual needs and self-esteem by giving us a personal sense of identity and direction.

The Six Kinds of Best Affirmation

The Six Kinds of Best Affirmation is a great way to teach the core values in a way that is memorable and fun. Students recite the affirmation while doing the actions to engage visual, audio and kinaesthetic learners.



1
I am one of a kind. (Right index finger in the air in front of body.)



2
I am kind to myself, (Clenched right fist over heart.)

Also, it helps develop in us a sense of responsibility for the consequences of our behaviour and how our actions might affect ourselves, others and the environment.

I believe that by teaching values in schools we are not only taking a proactive approach towards managing student behaviour, but are also giving our students effective strategies to help them lead happy and successful lives.

People think values are important

The three 'Rs' have always been priorities for parents, but increasingly they are expecting schools to teach about values. This is one of the reasons why many parents opt to send their children to private schools. Research I have done in schools shows that values development is seen as important by teachers, parents and students alike. Here is a sample of results from a recent survey conducted in conjunction with a values education program I facilitated in a Perth senior high school:

99% of parents said that it is important that values are taught in schools.

98% of students said that it is important for people to have good values.

100% of parents said that the six core values from the Six Kinds of Best concept provided a good framework for teaching values.

90% of students said that the information they learned in the Six Kinds of Best day was important.

The Six Kinds of Best Concept

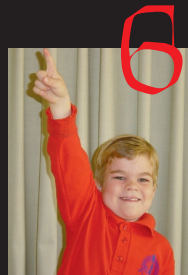
The Six Kinds of Best concept is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames the core values in a way that students, teachers and parents can remember and apply in everyday situations. It provides 'anchor points' upon which we can reflect when faced with decision-making situations and helps us make good choices. I guess you could say that it is a 'recipe for life'.



3
I am kind to others, (From clenched fist over heart, swing right arm clockwise and point outwards.)



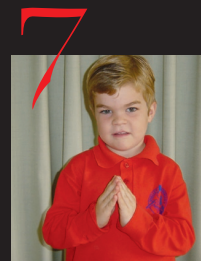
4
And I am kind to the environment. (Touch left index finger with right index finger—Auslan sign language for 'E'.)



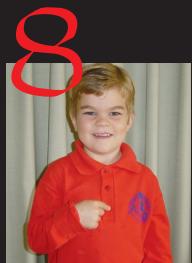
5
I am the achieving kind, (Point upwards—aim for the stars.)



6
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.)



7
And I am the community kind. (Form an 'A' shape in front of your body with your fingers—like a house.)



8
And I (point to yourself and touch your chest)



9
Love (hug yourself)



10
Life! (hands and arms outstretched above your head)

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 concept uses a play on the word 'kind' to make it memorable and repeatable. It also reinforces the word 'kind', which is an attribute that is badly needed in today's society. What you see here are just the headings for each of the core values. Each Kind of Best has a number of key pointers and examples to illustrate the values.

The Six Kinds of Best concept gives us a framework and a language for teaching and reinforcing values at school and in the home. The idea is to get students to become familiar with the six core values and internalise them by using the Six Kinds of Best Affirmation. (See pictures in this article.)

Teachers and parents can reinforce behaviours by using the language of the Six Kinds of Best. For example:

A student puts herself down - 'Olivia, you're not being kind to yourself are you?'

A student is bullying someone - 'John, you're not being kind to others are you?'

A student drops some rubbish - 'Ava, you're not being kind to environment are you?'

The class does well in a test - 'Well done, class, you really are the learning kind!'

A student does a great assignment - 'Excellent, Matthew, you are the achieving kind!'

A group of students help clean up - 'Thanks, guys, you really are the community kind.'

The great thing about the Six Kinds of Best concept is that it provides a mechanism to continually reinforce good values, and teach them in context.

In Malcolm Gladwell's book *The tipping point*³, he talks about the driving forces behind cultural change. He explains that 'the message' is a key factor in developing a positive culture. The Six Kinds of Best provides a clear, congruent and consistent message that can be spread throughout the whole school. If everyone knows and uses the language, the message is even more consistently reinforced.

Where to now?

The great challenge for educators these days is not only about teaching students how to learn and acquire skills in an increasingly complex world, but also about how to help them become people of good character. Values education in schools helps us do this.

The outcome of developing good values in students is win-win. It is a win for teachers and schools in terms of student behaviour, it is a win for parents who want to be proud of their children, and it is a win for students because having good values will help them lead happy and successful lives.

Here are three ways you can apply the information from this article:

1. Teach your students the Six Kinds of Best Affirmation and actions.
2. Use the language of the Six Kinds of Best in your classroom to reinforce good values.
3. Determine how you might incorporate the teaching of values into your everyday school life.

And remember, whenever you get the chance, say to your students:

'Make the Six Kinds of Best Your Personal Quest!'

Values for Australian schooling

The Australian Federal Government recently released its nine values for Australian schooling. They are:

Care and Compassion; Doing your Best; Fair Go; Freedom; Honesty and Trustworthiness; Integrity; Respect; Responsibility; Understanding, Tolerance and Inclusion.

The Six Kinds of Best concept incorporates all these values.

References

1. Nelson, Brendon. Federal Minister for Education. In an article from *The Age* newspaper. 23 September 2003.
2. From a quote by H Jackson Brown, 'Character is what we do when we think no-one is looking'.
3. Gladwell, Malcolm. (2000) *The tipping point*. London: Abacus
4. The Virtues Project. www.virtuesproject.com.au
5. R.I.C. Publications Health and Values series. Visit www.behaviourmanagement.net

About the author:

David Koutsoukis is an educator with over 20 years' experience. He is the author of the Behaviour management toolkit, the R.I.C. Publications® Behaviour management and Values poster sets, and the Daily dose of fun series of books. He is now a full-time presenter and consultant who works with schools helping them build positive school cultures. David does a motivational program for school students called 'Make the Six Kinds of Best Your Personal Quest.' You can visit his websites at www.behaviourmanagement.net and www.funman.com.au



R.I.C. Publications® will be releasing the Values education toolkit and poster set in 2006. Visit www.behaviourmanagement.net for more information.

Teaching values for life

A six-part series by David Koutsoukis

1. Be kind to yourself!

Developing student self-esteem and resiliency

'Who wants to live a happy life?' I ask, as a sea of hands stretch toward the sky. 'Who wants to be successful?' I continue. 'Yeah, yeah!' yell a group of kids from the back of the room. 'So, who'd like to know how to become happy and successful?'

'Me!' replies the crowd with enthusiasm. 'All right then, let me share with you the secret to becoming happy and successful. Put your hands up in the air like this ... with six fingers pointing upwards. These fingers represent the six things you need to do in order to be happy and successful in life. These six things give you a "recipe for life" and act as guidelines to help you make good decisions.

'The "law of attraction" says that "whatever you are thinking and feeling, plus your actions, is creating your future". The "Six kinds of best" will help you think, feel and act in a positive way, and, in turn, will help create a positive future for you!'

This is how I start my motivational presentation for kids entitled, 'Make the "Six kinds of best" your personal quest!'



Over my twenty-year period of work in schools, both as a teacher and education consultant, one conspicuous observation has been that students who achieve high marks

have a strong internal constitution. In other words, they know what's important to them and they stick to their 'internal rules'. (For the most part.) On the other hand, kids who struggle with school and life lack this 'internal compass' and, consequently, their behaviour is 'all over the place'. This internal compass is, of course, our values.

A great number of our children receive a great values base at home. But with the busyness of life these days, many children don't receive the values inculcation that they need. The 'Six kinds of best' provides a simple framework to help teachers and parents articulate what good values are and gives students signposts to point them in the right direction when they get to 'crossroad' moments in their lives—times when they need to make important decisions. By teaching the 'Six kinds of best', we are giving our children a simple, consistent and meaningful message that will help them remember what they need to do in order to become happy and successful individuals.

The 'Six kinds of best' are:

1. Be kind to yourself
2. Be kind to others
3. Be kind to the environment
4. Be the learning kind
5. Be the achieving kind
6. Be the community kind

In this article, we focus on the first kind of best, 'Be kind to yourself'.

Being kind to yourself is about developing self-esteem and resiliency. It is no coincidence that this is the first kind of best. Without self-esteem and resiliency, it is very difficult to get children thinking about being kind to others or the environment, to be concerned about achievement and learning or about being a positive member of the community.

Research shows that self-esteem in children predates success in later life. A study by the London School of Economics' Centre for Economic Performance found clear evidence that students with high self-esteem at the age of ten would earn more money in later life than those with higher academic abilities. (Not that money is everything!) Basically, it found that children with a high level of self-esteem do much better in later life than those with low self-esteem.

So, how do we teach self-esteem and resiliency? With a lot of patience and persistence—and with some useful tools. Here are a few ideas to help you teach your children how to be 'kind to themselves'.



Students at Riverton Primary School enjoying 'Six kinds of best'

Key pointers

How to encourage self-esteem and resiliency

Encourage your students to:

- 1.1 be proud of their uniqueness
- 1.2 develop a sense of identity
- 1.3 know their strengths and work on their weaknesses
- 1.4 exercise regularly
- 1.5 eat well
- 1.6 sleep well
- 1.7 take time to relax
- 1.8 minimise physical risks
- 1.9 keep learning and growing
- 1.10 strive for success
- 1.11 love, and value the love of others
- 1.12 develop a circle of quality friends
- 1.13 stand up for themselves
- 1.14 make good choices
- 1.15 forgive themselves if they make mistakes
- 1.16 be positive
- 1.17 be useful
- 1.18 have some fun
- 1.19 be proud of the things they say and do.

Seven ways to help teach children to 'be kind to themselves'

1. Teach children the 'Six kinds of best' affirmation so they internalise the core values.
2. Articulate what being kind to yourself means. See the key pointers on the previous page. Put up a poster to remind students.
3. Teach lessons on the key pointers from the *Values education toolkit* books. Free downloads also available at www.sixkindsofbest.com.
4. Use 'Six kinds of best' language. For example; If someone is putting themselves down, say to them 'Come on Mary, be kind to yourself'. Or if a student gets 'out' in a game and doesn't get upset, say 'Well done John, that's being kind to yourself!'
5. Catch children being kind to themselves. Give them an 'I am kind to myself' sticker or certificate. These are available as free downloads. Better still, ask children to praise each other when they see good examples.
6. Use an individual or class progress chart to reinforce positive examples of good self-esteem and resiliency.
7. Create a 'Be kind to yourself' class display. Find examples at www.sixkindsofbest.com.

Ten indicators of good self-esteem and resiliency

Children with good self-esteem and resiliency will generally:

1. behave well
2. have a positive outlook and use positive language
3. compliment others and won't use put-downs
4. downplay and accept mistakes or losses in games
5. 'have a go' at new things
6. show initiative
7. tend not to have outbursts of anger
8. recognise and acknowledge their strengths without bragging
9. believe that their limitations can be improved upon
10. have confidence, but be humble.

Give your children 'Six kinds of best'

The 'Six kinds of best' *Values education toolkit* resources have all the tools you need to teach values in your school. Why not help your children become the best that they can be by giving them 'Six of the best'. Many of the resources are also suitable for parents.

David Koutsoukis is a speaker, consultant and author who helps educators build positive and productive classrooms and schools. He runs professional development seminars on 'Creative tools for teaching values' in most capital cities. For more information visit www.schoolmasters.com.au.



- Articles
- Lesson plans
- Worksheets
- Planning documents
- 6KOB values framework with page links
- Four-term year planner

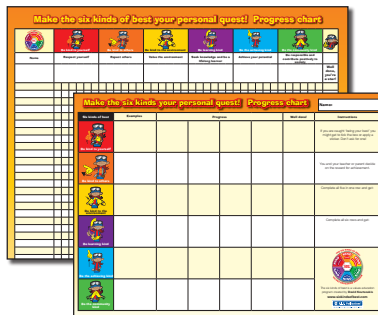
- Sample curriculum: Pre-primary to Year 9
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- 6KOB affirmation chart



Posters



Progress charts



Stickers



Books



Bookmark



Teaching values for life

2. Be kind to others!

A six-part series by David Koutsoukis

Building quality relationships

'Relationships are the foundation of all achievement' is a great saying used by my friend Brett Reid and the first time heard it I thought, 'Yes, that is so true!' When you think about it, successful people build good relationships. For example, successful sales people build good relationships with their customers ... and sell them lots of stuff; good sporting coaches build good relationships with their players ... and get good results; and, of course, good teachers build good relationships with their students ... and achieve good outcomes. I sometimes hear people say, 'I don't care what people think about me, that's just who I am'. If relationships are the foundation of all achievement, I can't help but think that people who think like that are doing themselves a disservice and limiting their chance of success in many facets of their life.

So, how can we encourage our students to build good relationships? Some might say we need to encourage students to apply the 'golden rule'. The golden rule, of course, is 'Do unto others as you would have them do unto you'. Funnily enough, I don't agree with this, as I believe that the golden rule is flawed. For example, some boys love being put into a headlock by their mates and assume that everyone else likes it too—which of course is not necessarily the case. I actually prefer the 'platinum rule' by Dr Tony Alessandra: 'Do unto others as they would like to be done unto'; or, in other words, 'Treat others the way they like to be treated'.

Many students seem to live by the Billy Connolly version of the famous quote,



'Before you criticise someone, walk a mile in their shoes ...', when he adds '... after that who cares, you're mile away and you've got their shoes!' We need to encourage our students to build relationships by empathising with others and considering different viewpoints. So how do we do this?

As we all know, many of our children are tuned into radio station WILFM (What's In It For Me). This means that the first thing we need to do is get them to recognise the positive benefits of building relationships. We need to reinforce the fact that relationships are the foundation of all achievement, and that if they want to be successful they need to value and work at building good relationships—they don't 'just happen'. At the risk of being clichéd, I like to use sayings like 'What goes around, comes around', or 'The world is like a mirror; if you smile into it, it will smile back' (and, of course, if you frown into it, it will frown back). I also find that students respond to the word 'karma' because I guess they think it is pretty cool. For younger students, I like to explain karma as 'If you are nice to people, good things happen. If you are mean to people, bad things happen'.

It would be great, of course, for all kids to be intrinsically or naturally 'kind to others', but empathy and pathos come more naturally to some people than others. This is why I believe we need to give our children a framework that 'being kind to others' is in fact 'being kind to yourself'.

Examine the 16 key pointers to focus upon the steps required to encourage your students to 'be kind to others'. You will also find seven strategies to help you articulate these key pointers using a values based approach. If we can get our children to form

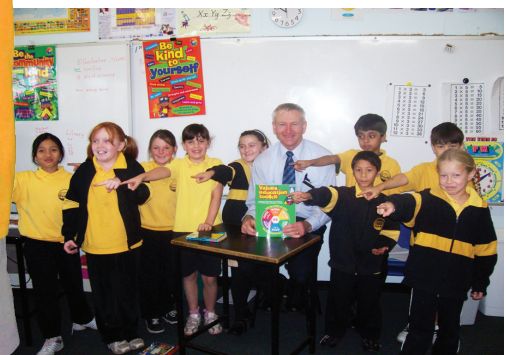
the habit of 'being kind to others', it will hopefully become internalised as a positive value that will help them lead successful life.

Key pointers

How to build quality relationships

Encourage your students to:

- 2.1 value relationships
- 2.2 respect the rights of others
- 2.3 be polite and use good manners
- 2.4 praise people who do things well
- 2.5 develop good people skills
- 2.6 work at building and maintaining relationships
- 2.7 be tolerant and understanding of difference
- 2.8 respect other points of view
- 2.9 don't bully or put others down
- 2.10 seek a fair go for all
- 2.11 manage and resolve conflict
- 2.12 cooperate and be a team player
- 2.13 support and include others
- 2.14 value family life
- 2.15 treat others the way they need to be treated
- 2.16 be prepared to forgive.



Students at Riverton Primary School being kind to others.

Seven ways to teach children to 'be kind to others'

1. Teach children the 'Six kinds of best' affirmation so they internalise the core values.
2. Articulate what being kind to others means. See the key pointers on the opposite page. Put up a poster to remind students.
3. Teach lessons on the key pointers from the *Values education toolkit* books. Free downloads available at <www.sixkindsofbest.com>.
4. Use 'Six kinds of best' language; for example, if someone is sharing say, 'Well done Sam, that's being kind to others'. Or if they are annoying someone else say, 'Ava, that's not being kind to others is it?'
5. Catch children being kind to others. Give them an 'I am kind to others' sticker or certificate. Better still, get children to praise each other when they see good examples of kindness.
6. Use an individual or class progress chart to reinforce positive examples of good people skills.
7. Create a 'Be kind to others' class display.

Ten good 'people skills' to help students build positive relationships

Encourage your students to:

1. smile
2. use good manners, like saying 'please' and 'thank you'
3. acknowledge others when they meet them by looking at them and saying 'hello'
4. use greetings like 'hello', 'goodbye', 'good morning' and 'good afternoon'
5. use people's names
6. look at people when talking to them
7. listen
8. accept differences
9. respect the opinions of others
10. give compliments.

Give your children 'Six kinds of best'

This article is the second in a series of six articles based on the 'Six kinds of best' concept. The concept provides a simple framework to help teachers and parents articulate what good values are and gives students signposts to point them in the right direction when they get to 'crossroad' moments in their lives—times when they need to make important decisions. By teaching the 'Six kinds of best' we are giving our children a simple, consistent and meaningful message that helps them remember what they need to do in order to become happy and successful individuals.

The Six kinds of best affirmation



www.sixkindsofbest.com

- Articles
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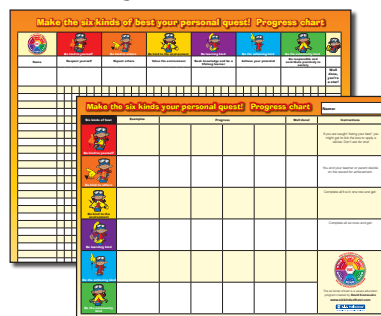
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Teaching values for life!

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3. Be kind to the environment!

Encourage your students to respect and value the environment

'Don't it always seem to go, that you don't know what you've got 'til it's gone.

They paved paradise and put up a parking lot.'

So sang Joni Mitchell in her 1970s hit 'Big yellow taxi'. This song reflects two key points that can help us teach our students to 'be kind to the environment'. Firstly, the song communicates an environmental message. It laments the destruction of vegetation (and, therefore, wildlife) in the wake of progress and urbanisation. It urges us to reflect on our actions in regard to the environment and to consider what the consequences of not doing so may be. This, of course, is the type of attitude that we want to instil in our students.

The second point we can take from this song is that the use of music can be a very effective way of teaching values.

It must be remembered that the teaching of values is quite different from the teaching of other subjects. Most of our subjects deal with factual information such as $1 + 1 = 2$, or that the capital city of New Zealand is Wellington. To achieve success in these subjects, students have to be able to recall information or a formula. However, with values we are talking about changing people's behaviour—and we don't change behaviour by just standing at the front of the classroom and giving out information. To change behaviour, we need to connect with our students by involving their hearts and minds. This may be through the emotional connection we have with them, it may be through the real-life examples and role models we show them, or it may be through the engaging teaching strategies we use.

Key pointers

How to encourage your students to respect and value the environment.

Encourage your students to be aware that we need to:

- 3.1 clean up after ourselves
- 3.2 keep the land, air and waterways clean
- 3.3 recycle what we can and not waste
- 3.4 save water
- 3.5 conserve energy
- 3.6 care for natural habitats, wildlife and endangered species
- 3.7 use environmentally friendly products
- 3.8 consider environmentally friendly energy sources
- 3.9 consider using resources that can be replaced
- 3.10 value our cultural heritage.



Using music

Music is a great tool for engaging students and connecting with their hearts and minds. Most of us have been emotionally affected by music, so it makes sense that music can help us connect content with emotions in order to promote positive behaviour. Some environmentally themed songs that come to mind include 'Big yellow taxi' by Joni Mitchell, 'Blue sky mining' by Midnight Oil and 'Rip rip woodchip' by John Williamson.

There are many ways you can use music to teach values, from playing the song and discussing its themes, to

getting the students to write their own lyrics. I have had a lot of success in the past with getting students to write parodies of existing songs to the theme of whatever topic you are dealing with. A couple of websites that contain environmental songs are www.songsforteaching.com/environmentongs.htm and www.classroomclassics.com/environment.html.

Using the Internet

The Internet, of course, is another great way to engage students in their learning and there are a number of great sites that encourage students to 'be kind to the environment'. Some of them contain lesson plans, others can be used for research assignments, and some even have interactive games. Here is a selection for you to check out:

- www.gould.edu.au Includes teacher resources and school projects, and make sure you check the links to their interactive websites such as www.futurescapes.com.au and www.gould.edu.au/foodwebs.
- www.environment.gov.au A federal government sustainability education website with lots of links to Australian environmental sites. More suited for teacher information.
- www.ecokids.ca A great Canadian website aimed at young kids. Make sure you check out the games and activities.

Real life

Another way to connect with students' hearts and minds is to have them to participate in real-life environmental activities. Teachers have been doing this for years with activities such as recycling programs, clean-up projects and excursions to environmental centres. Why not get your students to do some environmental 'stuff'. Some great places/projects I have seen schools visit or become involved in include:

- recycling centres
- environmental displays
- Adopt a Spot – where a class is allocated one part of the school to keep clean (grounds or gardens)

- raising money for an environmental cause
- national parks and heritage areas
- making something out of recycled materials
- making a reusable shopping bag
- creating signs/posters promoting environmental issues.

Have fun!

I am sure that you are already doing lots of great things to encourage your students to 'be kind to the environment', but I hope this article has given you a few more ideas. Always remember that, by teaching values in your classroom, you are planting seeds for the future that will not only help your students be the best that they can be, but will help create a positive future for all humanity. Never forget the difference that you make!



Ten simple things your students can do to respect and value the environment

Encourage your students to:

1. put away things after they use them
2. turn off lights after they leave a room
3. use the appropriate button in a dual flush toilet
4. reduce the amount of time they spend in the shower
5. put old clothes into recycling bins
6. encourage their parents to use reusable shopping bags
7. put used cool drink containers into recycling bins
8. make a donation for an endangered species cause
9. not leave the tap running while they clean their teeth
10. pick up rubbish, even if they didn't drop it.

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2. Articulate what being 'kind to the environment' means. See the key pointers on the opposite page and put up a poster to remind students.
3. Teach lessons on the key pointers from the *Values Education Toolkit* books. Free downloads are available at <www.sixkindsofbest.com>.
4. Use 'Six kinds of best' language. For example, if someone is cleaning up after themselves say, 'Well done, Ava, that's being kind to the environment'. Or if they drop some rubbish say, 'Oscar, that's not being kind to the environment, is it?'
5. Catch children being kind to the environment. Give them an 'I am kind to the environment' sticker or certificate. Better still, get children to praise each other when they see examples of other children being kind to the environment.
6. Use an individual or class progress chart to reinforce positive examples of environmental awareness.
7. Create a 'Be kind to the environment' class display.

For more information on the 'Six kinds of best' Values education toolkit resources visit <www.sixkindsofbest.com>.

Teaching values for life!

A six-part series by David Koutsoukis

4. Be the learning kind!

Encourage your students to become lifelong learners by being positive about learning

It is said that Albert Einstein was unable to speak properly when he was nine years old. Apparently his parents and teachers thought he might be mentally disabled. Isn't it amazing the disguises that some of the world's most brilliant minds have? Perhaps you have some 'Young Einsteins' in your class and don't know it!

There are many things that I admire about Einstein, including his enquiring mind and attention to detail. One of things I really like is his quote that says 'I have no special talents, I am only passionately curious'. Don't you love that? Not only does this illustrate his humility, but I would argue that this quote outlines one of our key objectives as educators—to encourage our students to be 'passionately curious'.

Learning heroes

Albert Einstein is one of my learning heroes. This phrase was coined by another of my learning heroes, educator Glenn Capelli. A 'learning hero' is someone whom you admire and can learn from. Learning heroes are not necessarily teachers (although many of mine are) but people we can learn from through their words and actions. Some examples from throughout history

which fit the 'Six kinds of best' theme include: Helen Keller (be kind to yourself), Florence Nightingale (be kind to others), Steve Irwin (be kind to the environment), Edward de Bono (the learning kind), Thomas Edison (the achieving kind) and Mahatma Ghandi (the community kind).

I have found that students relate very well to learning concepts if they are linked in context to real-life examples such as learning heroes. This has particularly been the case with low-achieving students who are good at sport. I have used many examples of the positive attributes of successful sportspersons (such as footballers) to illustrate the kind of qualities students will need if they want to 'be like them'.

Examples might include values such as persistence, dedication, cooperation and teamwork.

What learning heroes can you use with your students?



Be a learning hero

Another of my biggest learning heroes was my late father, Albert Koutsoukis (yes, another Albert). Dad was also a teacher who was passionate about learning and, in particular, about history. I have vivid memories of Dad's huge book collection, and of him sitting in his chair reading the *The rise and fall of the Third Reich*. Dad was so passionate about history that he wrote some 52 books on the subject!

So, what did I learn from Dad about learning? Books are good. Reading is what we do every day. Ask lots of questions. (We used to play a game called 'Questions' where Dad would test my knowledge.) Knowledge will help you be successful. Being passionate about something makes you feel good. Being persistent will help you achieve your goals and make you feel good (I still wear Dad's ring today that reminds me that I am going to write 53 books!) Today, these are lessons I pass on to my own children.

However, perhaps the most important 'lesson' Dad gave me for my role as an educator was when he said, 'David, my job as a teacher is to make whatever I am teaching sound like the most interesting and important thing my students could possibly know at that particular time'. And he did that through his obvious passion for his topic and the enthusiasm of his delivery. I taught with Dad for a time, and many of his students would say to me 'Your Dad makes history so interesting!'

So, are you a learning hero? Are you passionate about learning, and are you 'passing the learning bug' onto your students?

Seeders and zoomers

Sometimes, as educators, we can become disheartened when we don't see much (if any) improvement in the progress of our students. We feel that what we are doing is not making

Key pointers

How to encourage your students to become life-long learners by being positive about learning.

Encourage your students to be aware that we need to:

- 4.1 be positive about learning
- 4.2 seek knowledge about self, others and the world around us
- 4.3 recognise the value of knowledge
- 4.4 have an enquiring mind—be curious
- 4.5 determine how we learn best
- 4.6 have an open mind
- 4.7 be a critical thinker
- 4.8 have a global perspective
- 4.9 seek learning opportunities everywhere
- 4.10 keep learning.

a difference (which is what Einstein's teachers must have thought). But obviously, along the way, Einstein's teachers did make a difference—and so will you. Glenn Capelli explains why some students 'get it' straight away and why others take a bit longer with his 'Seeders and zoomers' concept.

'Zoomers' are those students who 'get it' straight away. 'Seeders', on the other hand, take a bit longer. They might get it after 10 minutes, 10 days, 10 months or 10 years! But it was you who 'planted the seed'.

So, thank you Super Teacher for the wonderful job you do. Keep making a difference by encouraging your students to 'be the learning kind'.



Ten simple things you can encourage your students to do to become lifelong learners

Encourage your students to:

1. read every day
2. read nonfiction as well as fiction
3. buy lots of books and start their own book collection at home
4. visit the library
5. ask lots of questions
6. look up answers to questions or solutions to problems on the Internet
7. find learning heroes
8. read newspapers (while keeping a positive mindset)
9. watch documentaries
10. keep a learning journal – 'what I have learned today is ...'

Give your children 'Six kinds of best'

This article is the fourth in a series of six articles based on the 'Six kinds of best' concept. The concept provides a simple framework to help teachers and parents articulate what good values are and gives students signposts to point them in the right direction when they get to 'crossroad' moments in their lives—times when they need to make important decisions. By teaching the 'Six kinds of best' we are giving our children a simple, consistent and meaningful message that helps them remember what they need to do in order to become happy and successful individuals.

The Six kinds of best affirmation



1 I am one of a kind.



2

I am kind to myself.



3

I am kind to others.



4

And I am kind to the environment.



5

I am the learning kind.



6

I am the achieving kind.



7

And I am the community kind.



And I



love



life!

www.sixkindsofbest.com

Seven ways to teach children to 'be the learning kind'

1. Teach children the 'Six Kinds of Best' affirmation so they internalise the core values.
2. Articulate what 'being the learning kind' means. See the key pointers. Put up a poster to remind students.
3. Teach lessons on the key pointers from the *Values education toolkit* books. Free downloads available at <www.sixkindsofbest.com>.
4. Use 'Six kinds of best' language. For example, if someone is demonstrating good learning qualities say, 'Excellent work, Peter, that's being the learning kind'.
5. Catch children being the learning kind. Give them an 'I am the learning kind' sticker or certificate. Better still, get children to praise each other when they see examples of other children being the learning kind.
6. Use an individual or class progress chart to reinforce positive examples of learning.
7. Create a 'Be the learning kind' class display.

For more information on the 'Six kinds of best' *Values education toolkit* resources, visit <www.sixkindsofbest.com>.

Teaching values for life!

A six-part series by David Koutsoukis

5. Be the achieving kind!

Encourage your students to think positively and achieve their potential.

When my eldest son first started reading I was, like most parents, very proud of his efforts. I recall having a discussion at the time with my dad about how thrilled I was that he was reading. I vividly remember Dad saying 'And now it's your great responsibility to help him continue to achieve his potential'. Those words resonated deeply with me and made me think about the fact that most successful people I knew, both personally and by reputation, had a strong support base to encourage them and help them achieve their potential. These 'significant others' included parents, family, teachers, sports coaches and other caring people in the community.

As parents and teachers, we especially have a great responsibility to help our children and students achieve their potential—it's our job!

Achievement with balance

When I say we need to help our kids achieve their potential, I'm not talking about pushing kids to become 'superstars' in whatever field they may show talent. I'm talking about developing well-rounded individuals who make the most of their talents and abilities, and which will, in turn, build self-esteem and enhance their connections with others. When I think back, it was probably Dad's comment that was to become the catalyst for the development of the 'Six kinds of best' concept. I had determined that I wanted to leave a positive legacy for my children so that if anyone asked

them 'What have you learned from your dad?' they would say, 'Be kind to yourself, be kind to others, be kind to the environment, be the learning kind, be the achieving kind and be the community kind'.

So, the first lesson about encouraging our students to be the 'achieving kind' is that their achievements should not be to the detriment of the other five kinds of best.

The Law of Attraction

One of my favourite 'concepts' that helps people think positively and achieve their goals is the 'Law of Attraction'. The Law of Attraction says that whatever you are thinking and feeling, plus your actions, creates your future. If your thoughts and feelings are positive, your actions are more likely to be positive; therefore, you are much more likely to attract positive circumstances—you are 'making your own luck'. Conversely, negative thinking will have the opposite effect.

So, the question is, 'How can we change negative thinking to positive thinking?'

In his book, *The law of attraction*, Michael Losier suggests a simple but powerful technique for changing negative thoughts into positive ones. He calls it the 'Magic Question'. When you have negative thoughts, you should ask yourself the Magic Question, which is: 'So, what do I want?' For example, if you are concerned

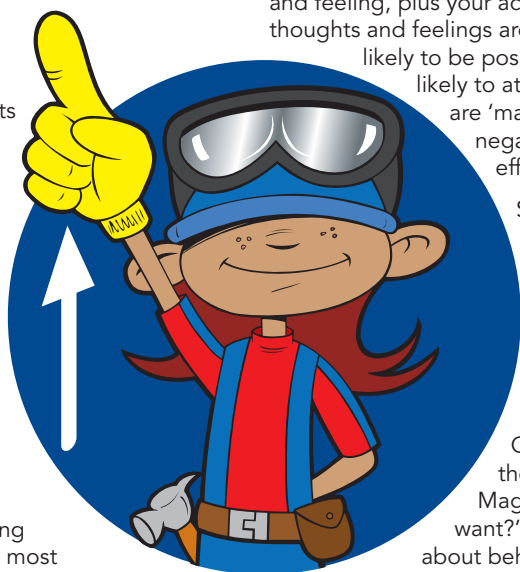
about behaviour in your classroom, instead of walking into the class expecting bad behaviour (and probably getting it), ask yourself 'Well, what do I want?' The answer is 'good behaviour'. You will then focus on what good behaviour looks, sounds and feels like—such as students entering the class properly, not annoying others and working well in class. By doing this you are: 1. Expecting good behaviour and therefore more likely to get it through the self-fulfilling prophecy; and 2. Clarifying in your mind what you need to do to *get what you want*. For example, you might arrive at class early so that students will be more orderly from the moment they arrive, split up students who might annoy each other, or simply make your lessons more exciting so that your students won't be bored.

So, when can you apply the 'Magic Question' and how can you get your students to ask it?

Goal setting

Setting goals is an important part of being the achieving kind. As the old saying goes, 'How will you get there if you don't know where you're going?' Many of the disengaged students I have come across in schools seem to have no sense of purpose or direction—they have nowhere to go. Having goals and a sense of purpose is a key component of a healthy self-esteem.

The Law of Attraction also applies to achieving goals. The more we focus on what we really want, the more likely it is that opportunities will arise that will help us get them. Therefore, help your students achieve their goals by getting them to focus on them. They should list them, create pictures of them and refer to them often. Brian Tracy, a goal-setting



Key pointers

How to encourage your students to think positively and achieve their potential.

Encourage your students to:

- 5.1 have a go
- 5.2 try lots of different things
- 5.3 discover what they're good at and enjoy doing
- 5.4 do things to the best of their ability
- 5.5 pursue quality and personal excellence
- 5.6 use their talents
- 5.7 develop a sense of purpose
- 5.8 manage time effectively
- 5.9 manage money wisely
- 5.10 set worthwhile goals and make plans to achieve them
- 5.11 show persistence and self-discipline to achieve goals
- 5.12 look at different ways of doing things—think creatively
- 5.13 develop good communication skills
- 5.14 seek good role models.

expert, suggests that we read and write down our goals in a notebook every day. Remember that we not only need to conceive of and feel positive about our future, we also have to take action.

So, what can you do to help your students determine, focus upon, and take action towards achieving their goals?

Developing persistence and self-discipline

Persistence and self-discipline are key attributes needed by students to be the achieving kind; however, they are perhaps two of the most difficult things to instil in them (and ourselves!) A practical tool to help develop self-discipline and persistence is to use what I call an 'energising quote'. These are mantras you say to yourself to motivate action and to give yourself a mental boost when your resolve starts to fade. Some examples of energising quotes include: 'If it's to be, it's up to me', 'What you see is who'll you'll be', and 'What goes around comes around'. My favourite: 'Winners do what losers don't'. I often use this when I have a task to do that I don't really feel like doing, but have promised to someone that I would complete it. I don't want people (or myself) to think I'm a loser, so I just get on with it.

What simple energising quotes can your students use?

Being the achieving kind is, of course, much more than just thinking about positive thinking, goal setting and persistence and self-discipline. You want to get your students to develop these skills and attributes so that they will be well on their way to becoming the achieving kind. Check out the key pointers and ten tips included in this article for other strategies and remember the words of Napoleon Hill, who once said: 'Whatever the mind of man can perceive and believe, it can achieve'.

Ten simple things you can do to encourage your students to be positive and achieve their potential

1. Teach your students the 'Magic Question', to use when they are feeling negative—'So, what do I want?'
2. Have a goal setting and review session in your class each week.
3. Get your students to create a goals poster or collage—drawings or pictures of their goals.
4. Develop whole-class goals and create a record of progress, such as a chart, ladder or jar of marbles.
5. Teach motivational quotes like 'If it's to be, it's up to me'.
6. Praise students when they show persistence and self-discipline.
7. Ask students to create a 'Have a go!' journal or chart that records each time they have tried something new.
8. Create 'This is a positive-thinking zone' signs for your classroom.
9. Teach your students a repertoire of positive words, such as 'fantastic', 'wow' and 'brilliant'.
10. Create a hall of fame with pictures of students who have been the achieving kind.

Give your children 'Six kinds of best'

This article is the fifth in a series of six articles based on the 'Six kinds of best' concept. The concept provides a simple framework to help teachers and parents articulate what good values are and gives students signposts to point them in the right direction when they get to 'crossroad' moments in their lives—times when they need to make important decisions. By teaching the 'Six kinds of best' we are giving our children a simple, consistent and meaningful message that helps them remember what they need to do in order to become happy and successful individuals.

The Six kinds of best affirmation



www.sixkindsofbest.com

Seven ways to teach children to 'be the achieving kind'

1. Teach children the 'Six kinds of best' affirmation so they internalise the core values.
2. Articulate what 'being the achieving kind' means. See the key pointers. Put up a poster to remind students.
3. Teach lessons on the key pointers from the *Values education toolkit* books. Free downloads are available at <www.sixkindsofbest.com>.
4. Use 'Six kinds of best' language; for example, if someone is being positive or achieving their potential, say things like, 'Fantastic effort, Kym. That's being the achieving kind'.
5. Catch children achieving well. Give them an 'I am the achieving kind' sticker or certificate. Better still, get children to praise each other when they see examples of other children being the achieving kind.
6. Use an individual or class progress chart to reinforce positive examples of achievement.
7. Create a 'Be the achieving kind' class display.

For more information on the 'Six kinds of best' *Values education toolkit* resources, visit <www.sixkindsofbest.com>.

Teaching values for life!

A six-part series by David Koutsoukis

6. Be the community kind!

Encourage your students to become positive contributors to society.

Tommy Swengo was a refugee from Somalia who had escaped from appalling conditions in his homeland to live in Australia. The values in the refugee camp where he lived were to lie, steal and be violent—just to be able to survive. Tommy hadn't long been in Australia when he had an interesting experience during a shopping trip with his mother. As he walked through the shopping centre he found a trolley with an interesting-looking brown paper bag lying at the bottom. When he opened it he found \$13 000 in cash, a fortune for a recent refugee—imagine all the things he could buy! Well, to cut a long story short, Tommy handed the money in to the police and the rightful owner was found. This was extremely well received in the local community, there was all sorts of media coverage and Tommy became a minor celebrity. A journalist was interviewing Tommy one day and asked, 'Tommy, what made you hand the money in?' to which Tommy replied, 'A voice in my head told me it was the right thing to do'.

This story has two implications for this article. Firstly, the 'voice in my head' is a great metaphor for what positive values are all about: embedded thoughts that guide us towards positive actions; and secondly, 'doing the right thing' is what being 'the community kind' is all about. As educators, we have the great opportunity to help our students develop the 'voice in their heads' and to encourage them to 'do the right thing'.



Encouraging responsible behaviour

When the six kinds of best concept was first developed, we actually played with the idea of having a seventh kind of best, 'The responsible kind'. After much discussion, we decided that behaving responsibly was part of being a positive member of the community. So, a key part of being the community kind lies in behaving responsibly.

We need to continually reinforce the fact that to have a positive community everyone needs to behave responsibly, respect authority figures (teachers, umpires, police etc.), follow rules and be honest. And we have to do this in a way that doesn't sound like rhetoric to our students.

Moving from 'knowing good' to 'doing good'

Getting students to behave responsibly has always been a great challenge for educators, especially in recent years. The trick lies in motivating students to develop from 'knowing good' to 'doing good'. You can't just tell students what they should do and then expect that they'll do it, and a having a poster on the wall won't change their behaviour. To explain how we can encourage good behaviour I have developed what I call the 'Seven phases of values development'. This outlines a process that students need to understand before positive values are embedded. The seven phases are:

1. awareness – students become aware of what the value is (but not why it is good to 'have' this value)
2. discovery – students discover the benefits of applying this value
3. desire – students actually want to make use of the value (the crucial phase)
4. knowledge – students are taught how to use the value
5. skills – students are given the opportunity to employ the value in real-life situations
6. consolidation – good values are reinforced in context; i.e. 'catch 'em being good'
7. habit – the student displays the value most of the time.

This is just a brief summary of the process, but the main thing to recognise is that we won't get kids to follow rules by just telling them what to do or by putting a poster up on the wall. We are more likely to see positive behaviour if we have strategies in place for each of the seven phases.

Making a contribution—a basic need of humans

Many years ago, I read *First things first* by Stephen Covey et al. and loved their spin on the 'basic needs' of humans. They talk about the four basic needs as being physical (food, clothing, shelter etc), mental (learning, stimulation, resilience etc), social (to love, be loved etc) and spiritual (identity, purpose, contribution etc). In my work with students who are not coping well with school and life, I often find that it is the spiritual need that is lacking. Being 'the community kind' helps us fulfill this spiritual need. For example, being involved in a community project helps shape our identity, gives us purpose

Key pointers

How to encourage your students to think positively, and respect and help others.

Encourage your students to:

- 6.1 behave responsibly
- 6.2 respect authority
- 6.3 follow rules
- 6.4 be honest and seek the truth
- 6.5 show integrity—develop a sense of what's morally and ethically right ... and act that way
- 6.6 be useful
- 6.7 get involved in the community
- 6.8 strive for justice and a 'fair go' for all
- 6.9 share with and care for those in need
- 6.10 support reconciliation
- 6.11 contribute to research
- 6.12 support freedom
- 6.13 strive for peace.

Download free 'Be the community kind' lesson plans at <www.sixkindsofbest.com>.

and allows us to make a contribution. So, by encouraging our students to be the community kind, we are helping them fulfill their basic needs.

Learning heroes

As mentioned in previous articles, the use of 'learning heroes' as role models are a great way to teach values. There are some great examples in history of people who have demonstrated what it means to be 'the community kind'. These include Mahatma Gandhi with his message of peace, Nelson Mandela with his push for equality and freedom, and the care and compassion of Mother Theresa and her fight against poverty. All three are good role models, but perhaps many of our students wouldn't see themselves making the self-sacrifices that these people made. For this reason, I believe it is also useful to use examples of people who have lead relatively normal lives but have still made a great contribution. For example, Fiona Stanley in health, Fiona Woods in medicine and perhaps you have some 'local heroes' in your area. I have heard some great success stories of students who have been inspired by local heroes they met as guest speakers. Inspirational people can help our students in the 'desire' phase of values development.

Busy, but happy

I once read that Buddhists consider usefulness to be a key factor for happiness, and, given Covey et al.'s thoughts on the spiritual side of our basic needs, I would agree. My favourite response when people ask me 'How are you?' is 'I'm busy, but happy!' People generally laugh and say, 'Well, that's the main thing isn't it!?' I hope this article has given you a few insights on how you can help your students achieve 'the main thing'. So, all the best in your quest to help your students become 'the community kind'.

Ten simple things you can do to encourage your students to be positive contributors to society

1. Organise a money chain to raise money for refugees.
2. Perform a concert for a nursing home.
3. Have a '10c jar', with all money going to cancer research.
4. Have a fundraising project to support a community event.
5. Invite a guest speaker from a community service club, such as Rotary or Lions.
6. Write a song or poem about peace. Perform it for others.
7. Celebrate 'Sorry day' or other reconciliation events.
8. 'Adopt' an older person (visit nursing homes).
9. Do a class project on local heroes.
10. Have a class citizenship (community kind) award.

Give your children 'Six kinds of best'

This article is the sixth in a series of six articles based on the 'Six kinds of best' concept. The concept provides a simple framework to help teachers and parents articulate what good values are and gives students signposts to point them in the right direction when they get to 'crossroad' moments in their lives—times when they need to make important decisions. By teaching the 'Six kinds of best' we are giving our children a simple, consistent and meaningful message that helps them remember what they need to do in order to become happy and successful individuals.

David Koutsoukis is an award-winning international speaker and author who helps educators build positive and productive classrooms and schools. He presents at education conferences throughout Australia, New Zealand and the Asia-Pacific region, and is the author of the Values education toolkit resources, the Behaviour management toolkit resources, the Daily dose of fun series and the Six kinds of best values education program. For bookings, resources and free downloads visit <www.dkeducation.com.au>.

The Six kinds of best affirmation



www.sixkindsofbest.com

Seven ways to teach children to 'be the community kind'

1. Teach children the 'Six kinds of best' affirmation so they internalise the core values.
2. Articulate what 'being the community kind' means. See the key pointers. Put up a poster to remind students.
3. Teach lessons on the key pointers from the *Values education toolkit* books. Free downloads are available at <www.sixkindsofbest.com>.
4. Use 'Six kinds of best' language; for example, if someone is doing the 'right thing' or making a positive contribution, say things like, 'Thanks Brian, that's being the community kind'.
5. Catch children acting responsibly or being community oriented. Give them an 'I am the community kind' sticker or certificate. Better still, get children to praise each other when they see examples of other children being the community kind.
6. Use an individual or class progress chart to reinforce positive examples of good behaviour or contribution.
7. Create a 'Be the community kind' class display.

The Seven Phases of Values Development:

A logical process for promoting good values and positive behaviour

One day, when I was walking through a school I was presenting at, I noticed one of my 'Good Manners' posters pinned up on a wall.

'I'm glad to see you've got my posters up', I said to the Principal, Mr Mitchell.

'Yeah, they're nice, but they don't work', was his reply.

It was this comment that was the catalyst for the development of my 'Seven Phases of Values Development' method. It was then that I realised that I needed to develop a process that would help people understand that rules don't change behaviour—positive action and interaction do.

The Seven Phases of Values Development articulate seven types of experiences our students need to have before good values are embedded and become part of their normal behaviour. They provide checkpoints and focus areas for the teaching of values. The phases don't have to be addressed in any particular order, but there is a logical sequence.

This article gives a brief overview of each phase and three examples of positive action to address each.

There are actually eight phases, since I've called the initial experience Phase Zero: a starting point for the children who have no concept about the values you want to teach.

Phase 0: Non-Awareness

In the Non-Awareness phase, children have no clear concept of the value you want to promote. This is either because they have never explicitly been taught it or because they have never been told 'no' when they behaved inappropriately towards this value. Beware the 'Curse of Knowledge'—when we make the assumption that our children already know about the value we are referring to. The reality is that they may not know about the value, or may have 'unlearned' it because it has not been expected or enforced by teachers or parents recently.

At this point it's worth remembering, 'If you allow it, you teach it'. Many of our children have learned inappropriate behaviour because they had never been clearly told it was inappropriate.

Phase 1: Awareness

The Awareness phase occurs when children learn that a value is desired in the community in which they live. They may learn this explicitly from parents or teachers, or implicitly through role modelling. As teachers (and parents), we can fast-track the Awareness phase by being very specific about the values and behaviour we want to see.

By David Koutsoukis

A great challenge for educators today is 'How do I get my children to demonstrate good values and behaviour that will enable them to become happy and successful individuals—and allow me to focus on my teaching?' In this article, leadership philosopher and educator David Koutsoukis outlines seven phases of experience children must go through in order to develop positive habits ... and how teachers can help facilitate this.



Another key element of the Awareness phase is to have a 'sticky message' for your key values that are memorable and repeatable. With a sticky message, everyone knows and is clear and consistent about expectations. For example, my Six Kinds of Best (6KoB) program has the sticky message of 'Be kind to yourself, be kind to others, be kind to the environment, be the learning kind, be the achieving kind, and be the community kind'. This message is made memorable and repeatable through the 6KoB affirmation and actions.

Three ways to promote Awareness:

- Use a 'sticky' values message.
- Spend time discussing and teaching class rules (I like to call them 'agreements') so there is no ambiguity about expected standards of behaviour. List them on a poster in the classroom ... and be specific about the behaviours.
- Say 'no' when a behaviour is inappropriate. (NB: Some may disagree with the word 'no'. I am a firm believer in positive talk, yet I also have the belief that many of our behaviour problems in society are caused by many parents' inability to say 'no' to their kids. 'No' is clear-cut, unambiguous and not susceptible to kids' creative interpretations of what we say.)

In the Awareness phase, children become aware of the value but this doesn't necessarily mean they understand the benefit of it or want to demonstrate it ... which leads us to our next phase.

Phase 2: Discovery

In the Discovery phase, children start to learn the benefit (for them) of displaying the value. For example, if they clean their teeth, Mum says their teeth won't fall out. However, perhaps a more powerful discovery for them is that when they clean their teeth their mum says 'Well done', and when they don't she growls at them.

The Discovery phase involves classic behaviourist theory in action. Demonstrating good values should deliver 'pleasure', such as pats on the back, awards, self-esteem from achievement and feeling good for doing the 'right thing'. Inappropriate behaviour should result in 'pain', such as admonishments, injury from risky behaviour and angst from failing due to lack of effort. Unfortunately, some children discover 'pleasure' in negative values.

As educators, we need to reinforce the 'pleasure' aspects of positive behaviour (through praise and so on), and the 'pain' aspects of negative behaviour (through consequences) so that our children understand the WIIFM (What's In It For Me?) of values.

Three ways to promote Discovery:

- Explain the specific benefits of values to students and explain how the good or bad feelings they experience are related to their values.
- Give praise and positive reinforcement for good values.
- Give consequences and counselling to change behaviour for negative values.

You can also explain that good values are essential and beneficial to society, but bear in mind this will only appeal to more mature and altruistic students.

So in the Discovery phase, the children learn about the benefit (for them) of displaying the value; however, this alone may not be enough to make them want to follow it. We have to create Desire.

Phase 3: Desire

The paradox of the Desire phase is that it is the most crucial of them all, but perhaps the most overlooked. We can have all the other phases covered well, but if the children don't want to display the value, the other phases will have little impact.

One of my favourite sayings is, 'Anything is possible if you have a big enough "why"'. I believe there are three key reasons why students would want to display good values:

- You have articulated the Discovery phase well: they resonate with the WIIFM.
- The way you taught the value was very stimulating and effective: they were emotionally connected with the lesson and 'got it'.
- The most important of all: they respect you as person and as a teacher.

These three points are crucial, and in particular the third, because teaching values is very different from teaching

subjects like maths or geography. These subjects require students to recall information, whereas the teaching of values requires them to change their behaviour—and we don't create a change in behaviour unless we have a 'visceral reaction'.

A 'head experience' is when you learn about the value (awareness); the 'heart experience' is when you have 'empathy' for the value (discovery); a visceral reaction is when we have a 'bodily experience'—such as inspiration, joy, fear or pain—and are highly motivated towards the value (desire). This is why many people have trouble changing behaviours until they have a severe visceral experience; e.g. people who need more exercise but don't do anything about it until they have a heart attack. Hence the saying, 'Anything is possible if you have a big enough "why"'.

Here are three ways you can create a big enough 'why' for your students when teaching values:

- Deliver the Discovery phase well so that students have visceral negative and positive experiences.
- Be highly enthusiastic and passionate about teaching values. Create learning programs that engage and capture students' attention. Use strategies like playing music and telling inspirational stories that can evoke visceral reactions.
- Work at developing respect by building relationships, being firm and fair, and by demonstrating good values on your part.

I have seen many values programs that I consider ineffective because the teacher was just 'going through the motions' or because he/she wasn't respected by the students. Let's face it—who wants to intrinsically change their behaviour for someone they don't like or respect, and who is apathetic about the content? This is why the Desire phase is crucial.

So, let's assume our students now have a strong desire to demonstrate the value, but they don't necessarily have the Knowledge to display it properly and so we must teach them.

Phase 4: Knowledge

The Knowledge phase requires the explicit teaching of how to develop and display good values. This typically happens in two ways. Firstly, through specific classroom lessons (such as you would find in my *Values education toolkit* books). As with any program, lessons should be engaging and have an element of fun. It is useful to have a values framework aligned with a 'sticky' values message, so that connections among different values can be made and students are exposed to a wide range of values in a logical sequence. (The 'Six Kinds of Values' framework is an example of this.)

Three ways to effectively deliver Knowledge:

- Have a values framework, with a logical sequence of topics linked to your 'sticky' values message(s), that you work through.
- Have regular values lessons in your class.
- Teach values contextually through 'teachable moments' as they occur. Refer to posters to show how they relate to your sticky message.

Secondly, values can be taught through contextual 'teachable moments' in the classroom or playground. This occurs when teachers point out examples of good or bad behaviour and the specifics of how people should act.

Phase 5: Skills

Learning how to display values, as in the Knowledge phase, is only half the equation. Just like learning a language, values need to be put into action and practised in order for them to become embedded. Students need to develop Skills associated with specific values by practising them in scenarios and real-life situations.

Three ways to have your students practise Skills:

- When opportunities arise, have students deliver messages to other teachers and give them instructions on how they should act along the way.
- During weekly assembly, students should demonstrate values taught in class.
- Have students focus on certain values during excursions and incursions.

Phase 6: Consolidation

As you would expect, children don't develop new values overnight. It takes consistent reminding and positive reinforcement to embed values. This is the role of the Consolidation phase. The emphasis should be on giving praise and acknowledgement for positive behaviours—as opposed to just picking up the negatives.

Three ways you can help Consolidate good values in students:

- Catch 'em being good. Use verbal praise to point out the specific good behaviour.
- Give out stickers, certificates and other awards for good behaviour.
- Use progress charts to help students identify areas of growth and to track progress.

(NB. There has been discussion among some educators in relation to giving out rewards such as stickers. Some argue that it undermines intrinsic motivation. After many discussions with esteemed educators, it is my opinion that rewards are useful if they are given out as appreciation [saying 'Well done' after the fact], as opposed to manipulation ['Please behave and I'll give you a reward'].)

In the Consolidation phase, a child is able to display the value often, but not necessarily all the time.

Phase 7: Habit

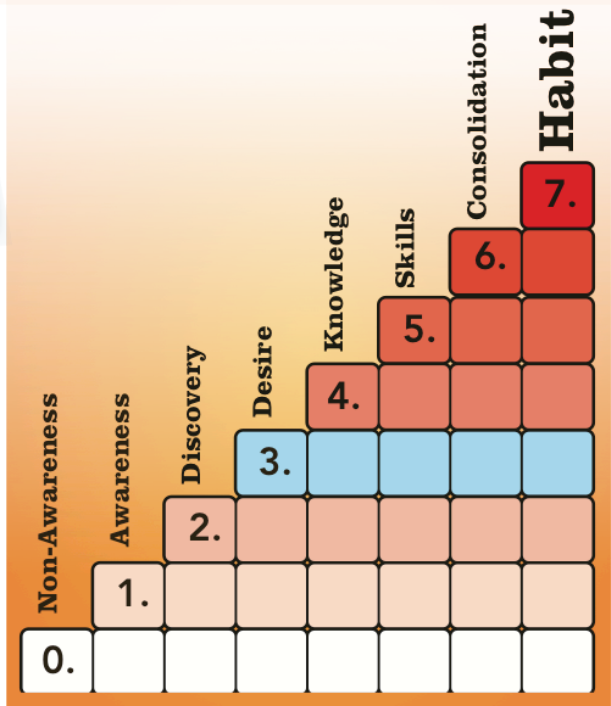
Finally, after moving through all the phases—and after getting enough consolidation—our students develop habits that become their true values. Remember that forming a habit so that it becomes a value takes time. We need to keep focusing on:

IT

BIT – by bit

A BIT – at a time, to develop a good

HABIT.

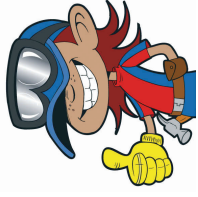


The Seven Phases of Values Development

So ... you can see that teaching values is much more complex than simply putting a poster up on the wall and teaching a couple of lessons off a blackline master. I hope that this article has provided you with some useful ideas about how you might teach values effectively. If you'd like to know more about a values program that has tools and resources to help you address the Seven Phases of Values Development, visit <www.sixkindsofbest.com>

David Koutsoukis is a leadership philosopher, educator and keynote speaker who believes that teachers are leaders. He shows leaders in both the education and corporate worlds how to achieve personal and professional objectives through intelligent leadership. To have David present at your next conference, visit <www.acropolisleadership.com> To learn more about the Six Kinds of Best values program, visit <www.sixkindsofbest.com>

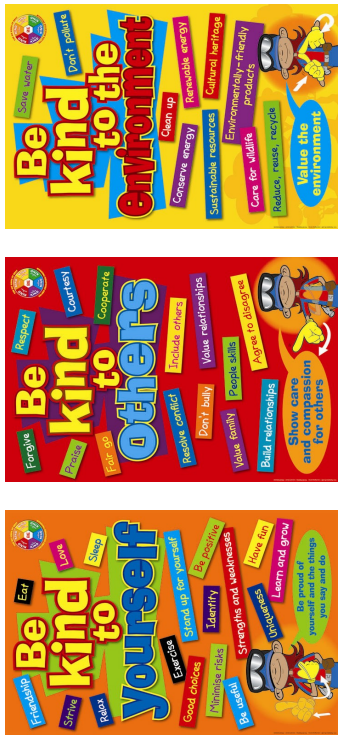
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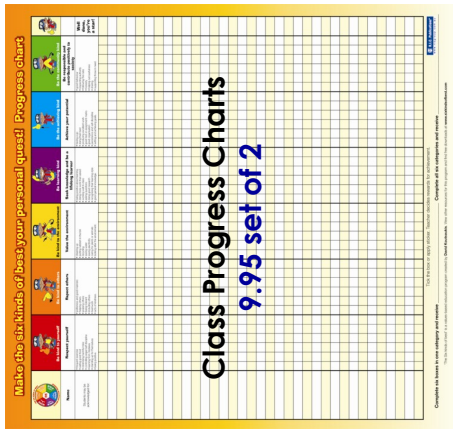
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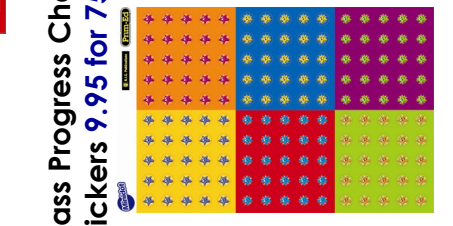
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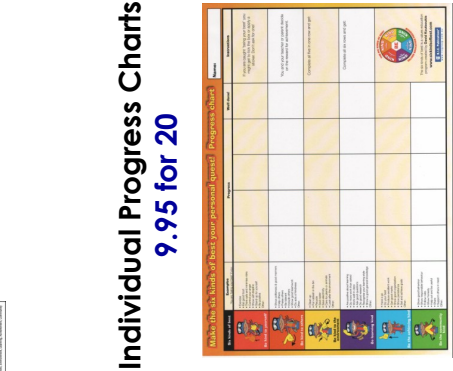
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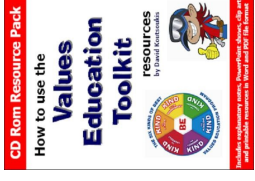


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Six Kinds of Best Resources



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