



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

SUBJECT	FOCUS	ACTIVITIES	WEBSITES
ENGLISH	<p>Topic: Hamlet</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To analyse dramatic elements in Hamlet. 	<p>Activity: Review Hamlet Act I II</p> <ul style="list-style-type: none"> ❖ Discuss Themes and Motifs: Encourage your child to analyse recurring themes and motifs in the text. Have regular discussions about how these themes relate to the characters and plot and explore how they connect to broader real-life issues. ❖ Create a family tree: Help your child understand the complex relationships between the characters in Hamlet by creating a family tree. This can be a visual aid to help them follow the story. ❖ Stage a performance: Encourage your child to act out scenes from Hamlet. This can be a fun and creative way for them to explore the characters and themes of the play. 	<p>https://www.savemyexams.com/gcse/english-literature/aqa/17/revision-notes/1-shakespeare/how-to-answer-the-shakespeare-essay-question/writers-methods-and-techniques/</p>
MATHS	<p>Topic: Trigonometry</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ Find the missing angles and missing sides in the right triangle by applying SOHCAHTOA and Pythagoras theorem. ❖ Find the angle of elevation /depression in word problems 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Research on the real-life applications of Trigonometry. Present your findings using power point/ video/ Prezi /poster. ❖ Create notes/formula booklet on Trigonometric concepts. Include examples and figures too. 	<ul style="list-style-type: none"> • www.mathsisfun.com/algebra/trigonometry.html • www.mathsteacher.com.au/year10/ch15_trigonometry/12_elevation_depression/23elevdep.htm • https://www.cimt.org.uk/projects/mepres/step-up/sect4/index.htm • https://www.youtube.com/watch?v=JJMZJFWMrpM



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

			<ul style="list-style-type: none"> • www.mathsisfun.com/algebra/trig-sin-cos-tan-graphs.html • http://www.bbc.com/bitesize/guides/zp-kdd2p/revision/2
<p>PHYSICS</p>	<p>Topic- Image Formation of Lenses & Dispersion</p> <p>Learning Objective: To know the image formation in convex and concave lens</p> <ul style="list-style-type: none"> ❖ Describe how a spectrum can be produced from white light in terms of wavelength 	<p>Activities: Encourage your child to -</p> <ul style="list-style-type: none"> ❖ Use simulation for ray diagram and to explain the nature of a real and a virtual image ❖ Research on uses lenses ❖ Investigate converging lenses by: <ul style="list-style-type: none"> ❖ forming an image of a distant object (e.g. a tree or building seen from the laboratory window), bringing parallel rays from a ray box to a focus through a cylindrical lens, drawing ray diagrams to scale to show the formation of a real image <p>Ask your child to research on -</p> <ul style="list-style-type: none"> ❖ When a rainbow is formed and if there is any similarity with the colours seen in a soap bubble. ❖ The reasons for spectrum to be formed. Describe making of spectrum (dispersion) Primary and secondary colours. Explain how filters work. ❖ Encourage your child to design a dispersion filter with help of CD rom (used one) 	<ul style="list-style-type: none"> • https://ophysics.com/l12.html • https://www.physicsclassroom.com/Physics-Interactives/Refraction-and-Lenses/Optics-Bench/Optics-Bench-Refraction-Interactive • https://sciencing.com/lightdispersion-experiments-kids-12011389.html • http://www.physicsclassroom.com/class/refrn/Lesson-4/Dispersion-of-Light-by-Prisms



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

CHEMISTRY	<p>Aim and outcome Topics: Electron configuration.</p> <ul style="list-style-type: none"> ❖ To understand the concept underlying the arrangement of elements in the periodic table and explain the trends. ❖ To draw the arrangement of electrons around an atom and able to write the electronic configuration until 20 elements. <p>Formation of Ions: Outline how ionic bonds are formed by the transfer of electrons to produce cations and anions Formulae for compounds. To use crisscross methods to write the correct formulas for ionic compounds.</p>	<p>Activity:</p> <ul style="list-style-type: none"> ❖ Read the context and summarise about Nuclear power plant plans in UAE using the below link. ❖ Discuss with your child about the different scientist involved in developing the periodic table and name some of the elements named after the famous scientist. ❖ Talk to your child about the major cations and anions in our body. What does anion do to our body? How are cations helpful? ❖ Encourage your child to list some of the very useful compounds and to write their correct formulas (using criss-cross method). 	<ul style="list-style-type: none"> • https://en.wikipedia.org/wiki/Nuclear_power_in_the_United_Arab_Emirates • https://www.britannica.com/science/periodic-table • https://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_all.html • https://www.bbc.co.uk/bitesize/guides/zq923k7/revision/3 • https://www.britannica.com/science/atom/The-beginnings-of-modern-atomic-theory
BIOLOGY	<p>TOPIC- <u>Variation and Genetics</u></p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> ❖ Describe how variation causes competition for resources, and drives natural selection. ❖ Explain the theories of Lamarck, Wallace and Darwin. <p>TOPIC- <u>Structure of Chromosome & DNA</u></p> <p>LEARNING OBJECTIVES-</p>	<p>Activities: Encourage your child to:</p> <ul style="list-style-type: none"> ❖ Create an article or play about the different types of mutations that occur and how they impact genes and chromosomes. ❖ Share the story of evolution and discuss the importance of evolution. <ul style="list-style-type: none"> ❖ Create a 3D model of DNA structure with the materials available at home and explain its function. 	<ul style="list-style-type: none"> • https://www.bbc.com/bitesize/guides/z36mmp3/revision/1 • https://evolution.berkeley.edu/evolibrary/article/0_0_0/medicine_06 • https://www.bbc.com/bitesize/guides/z36mmp3/revision/1 • https://pmgbiology.com/2014/10/21/dna-structure-and-function-igcse-aunderstanding/



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

	<ul style="list-style-type: none">❖ Explain why it is important for scientists to be able to extract DNA from cells.❖ Explain how fertilization results in each new individual being genetically unique.❖ Explain how some genetic disorders arise.❖ Explain how organisms may be artificially cloned & explore the	<ul style="list-style-type: none">❖ Discuss with your child the process of fertilization results in each new individual being genetically unique and ask them to create a poster.❖ Motivate your child to research and find out how some genetic disorders arise, ask them to list some of the genetic disorders.	<ul style="list-style-type: none">• http://www.bbc.co.uk/school/gcsebitesize/science/add_edexcel/cells/cloningrev1.sh_tml
ARABIC (Arabs)	<p>Topic: قصة يوم الشهيد - قصة مسافر بالدرجة الثالثة - القرش الأبيض ينفع في اليوم الأسود</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ أن يحدد الفكرة العامة للنص❖ أن يحلل الأدلة التي قدمها الكاتب في النص❖ أن يحل النص الشعري لغويًا وبلاغيًا❖ أن يحلل النص في سياقاته المختلفة❖ أن يفسر المفردات الواردة في النص❖ أن يبدي رأيه في النص من حيث الفكرة والأسلوب	<p>Activities:</p> <ul style="list-style-type: none">❖ يشرح الأبيات الشعرية❖ يبين الفكرة العامة للأبيات❖ يستخرج الصور الجمالية في الأبيات❖ يحلل العناصر الفنية للقصة❖ يضع مهابة مختلفة للقصة❖ يتتبع التقنيات الفنية الواردة في القصة❖ يقيم النص من وجهة نظره	<ul style="list-style-type: none">• https://seraj-uae.com/file/2326/• https://seraj-uae.com/file/9263/• https://seraj-uae.com/file/293/
ISLAMIC STUDIES (Arabs)	<p>Topic: الصلوات ذات الأسباب القضاء والقدر</p> <p>Learning Objective:</p> <p>1 يتعرف مفهوم صلاة الكسوف - والاستخارة والاستسقاء</p> <p>2 يحدد أحكام الصلوات ذات الأسباب -</p>	<p>Activities:</p> <p>ابحث وفكر في القرآن عن ثلاث آيات تتحدث عن القضاء والقدر</p> <p>اكتب الآيات مع بيان اسم السورة ورقم الآية</p> <p>ما الفرق بين موقف المؤمن وغير المؤمن عند الشدائد؟</p> <p>قال تعالى:</p> <p>(وَمَا تُرْسِلُ بِالْآيَاتِ إِلَّا تَحْوِيفًا)</p>	<ul style="list-style-type: none">• https://www.alukah.net/library/0/157609/%D9%81%D8%B6%D9%84-%D8%B5%D9%84%D8%A7%D8%A9• https://www.alukah.net/library/0/157609/%D9%81%D8%B6%D9%84-%D8%B5%D9%84%D8%A7%D8%A9



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

	<p>(وقتها – حكمها – سننها – عدد ركعاتها)</p> <p>يطبق كيفية أداء الصلوات ذات الأسباب – 3</p> <p>4 - يفرق بين صلاة الاستسقاء وصلاة العيد من حيث أوجه الاختلاف والشبه.</p> <ul style="list-style-type: none">❖ توضيح مفهوم القضاء والقدر 1❖ بيان مفهوم التوكل على الله-2❖ استنتاج أهمية الإيمان بالقضاء-3 والقدر للمسلم	<p>سورة: الإسراء - الآية: 59] ما تفسير الآية وما دلالتها على المظاهر الكونية في الكون</p> <p>: عن النعمان بن بشير قال</p> <p>انكسفت الشمس على عهد رسول الله صلى الله عليه و سلم فخرج فزعاً... بجر ثوبه حتى أتى المسجد ، فلم يزل يصلي حتى انجلت</p> <p>اشرح الحديث الشريف ثم وضع كيفية صلاة الكسوف وصلاة الخسوف وما حكمها وا الاوقات التي نصليهما فيها؟</p> <p>قَالَ: كَانَ رَسُولُ اللَّهِ يُعَلِّمُنَا الاسْتِخَارَةَ فِي الْأُمُورِ كُلِّهَا كَمَا يُعَلِّمُنَا السُّورَةَ مِنَ الْقُرْآنِ. ما هي صلاة الاستخارة وما الدعاء لها؟ وما حكمها وما الأمور التي يحرم الاستخارة فيها؟</p> <p>حدد معنى القضاء والقدر لغة واصطلاحاً؛</p> <p>ثم اذكر الدليل عليه من القرآن والسنة</p> <p>وضح مكانة الإيمان بالقضاء والقدر في الإسلام مُستندلاً بالقرآن والسنة</p>	<p>https://www.3aday.com/2025/11/01/%D8%A7%D9%84%D8%AC%D9%85%D8%A7%D8%B9%D8%A9-%D9%88%D8%B9%D9%85%D8%A7%D8%B1%D8%A9-%D8%A7%D9%84%D9%85%D8%B3%D8%A7%D8%AC%D8%AF-pdf/</p>
ARABIC (Non- Arabs)	<p>Topic: Weather and life</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ To describe life in the seasons of the year.❖ To compare life in different seasons of the year.❖ To explain the most important aspects of life in the seasons of the year.	<p>Activities:</p> <ul style="list-style-type: none">❖ Encourage your child to Design a mind map for each season of the year.❖ Together with your child, create a dialogue about weather and life.❖ Motivate your child to Providing a specific program for each season of the year.❖ Make a video about the most important aspects of life in each season of the year.	<ul style="list-style-type: none">• https://youtu.be/AgeRgYDBxw4?si=tXa-f_teHnlocW9t• https://youtu.be/7kBkzjpYLp8?si=HAWKd_egCc6dqMaJ• https://youtu.be/zUZDQe6W0_l?si=AwRdJJq9-u0V2dtM• https://youtu.be/Jk9QbgyPGgs?si=s4AtyfrmT3fSzhAB



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

	<ul style="list-style-type: none"> ❖ To analyse the text literally and rhetorically. ❖ To write a message about the seasons of the year, taking into account the elements of the message. ❖ To evaluate the impact of the seasons on our lives. 	<ul style="list-style-type: none"> ❖ Write a story about the seasons of the year 	
<p>ISLAMIC STUDIES (Non- Arabs)</p>	<p>Topic: belief in divine decree and predestination</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ Understand the concept of Divine Decree (Qadar): Students will be able to explain the four levels of belief in Qadar (knowledge, writing, will, and creation) and its significance in Islamic faith. ❖ Evaluate the impact of belief in predestination on a Muslim's life: Students will be able to analyze how belief in Qadar influences personal responsibility, decision-making, and coping with life events. 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Case Study Discussion: ❖ Present students with real-life scenarios (e.g., someone facing a personal loss or a major success). ❖ In small groups, they will discuss how belief in divine decree would shape a Muslim's response, emphasizing acceptance, effort, and trust in Allah's plan. ❖ Create a "Qadar Reflection Journal": ❖ Have students reflect on a time they faced a difficult or unexpected event. ❖ Ask them to write a short journal entry from the perspective of a Muslim believer, incorporating the idea of divine decree and trust in Allah. 	<p>https://www.islamreligion.com/articles/40/belief-in-divine-decree/</p>



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

<p>UAE Social studies Arabs</p>	<p>Topic: النمو الحضري النظم الاقتصادية العالمية</p> <p>Learning Objective: يوضح أهمية دراسة النمو الحضري يستنتج العوامل التي أدت إلى النمو الحضري والتوسع العمراني يحدد مناطق الاستقرار السكاني في الإمارات يقارن بين الأنظمة الاقتصادية في المجتمعات المختلفة يستنتج خصائص الأنظمة الاقتصادية المختلفة يبدي رأيه بما توصل إليه الآخرون من تفسيرات حول النظم الاقتصادية</p>	<p>Activities: تصميم مخطط للنظم الاقتصادية العالمية حل تطبيقات كتاب الطالب</p>	<p>https://drive.google.com/file/d/11WVwte7lhxcE9Y4TXo7YhtWQaXli6HgN/view</p>
<p>Moral Social and Cultural Studies</p>	<p>Topic: Africa from colonialism to independence</p> <p>Learning Objective: ❖ To understand Africa's transformation in the 20th century from colonialism to Independence.</p>	<p>Activities:</p> <ul style="list-style-type: none">❖ Discuss with your child on the following pointer where the new countries created in Africa after colonization really 'new' countries? Explain the answer.❖ "How do you think life changed for people in Africa when they began to govern their own countries instead of being ruled by others?"	<p>Year 9 UAE SST MOE textbook</p>



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

PSHCEE	<p>Topic: Tolerance</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To recognise and evaluate connections to others by giving examples of actions. 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Discuss with your child the importance of being tolerant and how it can be shown to others 	<p>https://charityforchange.org/tolerance-for-kids/</p>
Moral Education	<p>Topic: First Aid</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To choose what actions to take when at risk. 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ Discuss with your child real life examples of Red Crescent work and design poster of Emirates Red Crescent 	<p>https://www.emiratesrc.ae/projects/all</p>
HISTORY	<p>Topic: Course of WWI</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To examine the trench warfare methods used in WWI 	<p>Activities: Discuss with your child :</p> <ul style="list-style-type: none"> ❖ To what extent was the trench warfare system beneficial to soldiers? ❖ “If you were a soldier in a trench, what would be the hardest part of daily life?” 	<ul style="list-style-type: none"> • ❖ warfare system beneficial to soldiers? • ❖ www.studyhistory.co.uk • ❖ www.bbc.co.uk/history • ❖ www.schoolhistory.co.uk • ❖ www.history
GEOGRAPHY	<p>Topic: Sustainable Living</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ To create sustainable solutions to selected ecological challenges. 	<p>Activities:</p> <ul style="list-style-type: none"> ❖ <u>Help your child create a design and create a product using 3Rs with C2C sustainability model.</u> ❖ “Eco-Inventors at Home” <p>Materials Needed:</p> <ul style="list-style-type: none"> ✓ Recyclable items (plastic bottles, cardboard, cans, paper) 	<p>Workbook</p>



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

		<ul style="list-style-type: none">✓ Scissors/tape/glue✓ Markers and paper <p>Steps:</p> <ol style="list-style-type: none">1. Together, talk about one ecological challenge — e.g., <i>plastic waste, water wastage, or energy use</i>.2. Choose one problem to focus on (e.g., plastic bottles being thrown away).3. Brainstorm a creative solution — for example:<ol style="list-style-type: none">a. Make a mini planter from an old bottle.b. Design a rainwater collector using jars and funnels.c. Create a recycling reminder sign for the kitchen.4. Build or draw your eco-solution together.5. Label it with its name, purpose, and how it helps the planet. <p>Reflection Question: "If every family did this, how would it help our Earth?"</p>	
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Year 9- Family Learning Newsletter – November - 2025

FRENCH	<p>Topic: Environment</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ To describe what you plan to do to protect the environment.❖ To identify the terms of environmental problems.❖ To be able to apply the form “on a besoin de	<p>Activities:</p> <ul style="list-style-type: none">❖ Encourage your child to read a short descriptive text about the environment.❖ Motivate your child to write about environmental problems using different sentence structures, including the form “on a besoin de “and the simple future.❖ Suggest that your child create a small poster or drawing about how to emphasize action plan to protect the environment in the future.	<p>Workbook</p> <p>https://www.youtube.com/watch?v=lazHQRu2YQ</p>
ICT	<p>Topic: Computer Networks</p> <p>Learning Objective:</p> <ul style="list-style-type: none">❖ To discuss the importance of networking layers.❖ To explain the purpose of different networking layers such as Application layer, network layer, transport layer and data link layer.	<p>Activities:</p> <ul style="list-style-type: none">❖ Motivate your child to explore about the different types of topologies in the computer networking.❖ Encourage your child create a presentation to describe about computer network, types, and their importance in everyday life.❖ Motivate your child to to make a presentation on types of layers in OSI model.	<p>Basic Networking Terms and Definitions</p>



The Winchester School

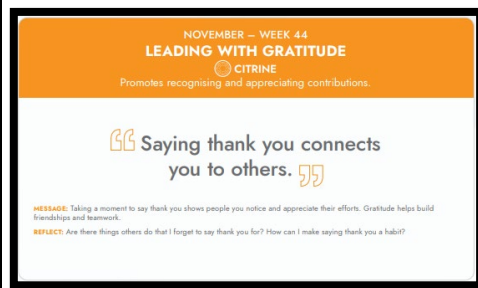
Year 9- Family Learning Newsletter – November - 2025

<p>STEAM</p>	<p>Topic: Night Safety- Micro: bit</p> <p>Learning Objective: To design, create and test a prototype of a flashing wheel light to help improve road safety at night for wheelchair users.</p> <p>Digital Safety</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> ❖ Explain why information about individuals is valuable to organizations. ❖ Analyse how certain types of data are used by organizations. 	<p>Activities: Encourage your child to</p> <ul style="list-style-type: none"> ❖ Develop understanding issues around road safety for wheelchair users, especially at night. ❖ Design and create along with your child a prototype of a flashing wheel light using micro: bit to help wheelchair users 'Be Safe: Be Seen!' at night. ❖ Test, debug, evaluate and present a Flashing wheel light prototype. <p>Activity: With your child discuss on the ethical considerations and privacy concerns related to collecting and using personal information.</p>	<p>Make it: code it micro:bit</p> <p>Family Activity - Privacy & Security - Grades 6-8 - Google Slides</p>
<p>Leadership GEMSTONES</p> <p>Week 1</p> 	<p>Leadership GEMSTONES</p> <p>Focus for the Month of November</p> <p>LEADING WITH GRATITUDE (CITRINE)</p> <p>Promotes recognising and appreciating contributions.</p>	<p>November - Quote for Week 1</p> <p><i>"Saying thank you connects you to others."</i></p> <p>MESSAGE: Taking a moment to say thank you shows people you notice and appreciate their efforts. Gratitude helps build friendships and teamwork.</p> <p>REFLECT:</p> <p>Are there things others do that I forget to say thank you for? How can I make saying thank you a habit?</p> <ul style="list-style-type: none"> ❖ Who made your day easier or better this week, and how can you show your appreciation to them? 	<p>Click on the Padlet link or scan the QR code to share your views on LEADING WITH GRATITUDE and what have you done to embrace the quotes of the week? Share your stories or actions to inspire others!</p>



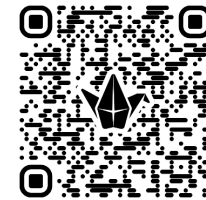
The Winchester School

Year 9- Family Learning Newsletter – November - 2025



❖ Did you notice someone quietly helping others or doing their part without being asked? How could you acknowledge their effort this week?

https://padlet.com/The_Winchester_School/remake-of-ks-3-leadership-gemstones-month-of-november-leadin-m1m3qhuev8fi9qzz



Leadership GEMSTONES

Week 2



Focus for the

Month

of November

LEADING WITH GRATITUDE (CITRINE)

Promotes recognising and appreciating contributions.

November - Quote for Week 2
“Gratitude helps people feel seen and valued.”

MESSAGE: When you show appreciation, it reminds your friends and team that their efforts matter. Saying thank you often makes people feel included and motivates them to do their best. Gratitude creates a positive and supportive environment where everyone feels they belong

REFLECT:
 How can I say thank you more often to show others they matter?
 What can I do to make gratitude part of my daily routine?

- ❖ Who made a positive impact on you this week, and how can you show your appreciation to them?
- ❖ What is one small action you can take each day to make gratitude a habit in your life?



The Winchester School

Year 9- Family Learning Newsletter – November - 2025

<p>Leadership GEMSTONES</p> <p>Week 3</p>	<p>Leadership GEMSTONES</p> <p>Focus for the Month of November</p> <p>LEADING WITH GRATITUDE (CITRINE)</p> <p>Promotes recognising and appreciating contributions.</p> <div data-bbox="374 608 878 906" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">NOVEMBER – WEEK 46</p> <p style="text-align: center;">LEADING WITH GRATITUDE</p> <p style="text-align: center; font-size: x-small;">CITRINE Promotes recognising and appreciating contributions.</p> <hr/> <p style="text-align: center; font-size: small;"> Gratitude turns small actions into meaningful connections. </p> <p style="font-size: x-small;"> <small>MESSAGE: Gratitude is about more than saying thank you—it's about noticing and appreciating what others bring to the team. When you recognise someone's efforts, no matter how small, it makes them feel valued and important. This helps create a group where everyone feels connected and motivated to do their best.</small> <small>REFLECT: How can I show others I value their contributions? What simple ways can I make gratitude part of my daily interactions with my friends and team?</small> </p> </div>	<p>November - Quote for Week 3</p> <p><i>“Gratitude turns small actions into meaningful connections.”</i></p> <p>MESSAGE: Gratitude is about more than saying thank you—it’s about noticing and appreciating what others bring to the team. When you recognise someone’s efforts, no matter how small, it makes them feel valued and important. This helps create a group where everyone feels connected and motivated to do their best.</p> <p>REFLECT:</p> <p>How can I show others I value their contributions? What simple ways can I make gratitude part of my daily interactions with my friends and team?</p> <ul style="list-style-type: none"> ❖ Who made a small but meaningful contribution to your team or group this week, and how can you acknowledge it? ❖ What simple actions can you take each day to show appreciation and make gratitude part of your interactions with friends and team members 	
<p>Leadership GEMSTONES</p> <p>Week 4</p>	<p>Leadership GEMSTONES</p> <p>Focus for the Month of November</p> <p>LEADING WITH GRATITUDE (CITRINE)</p> <p>Promotes recognising and appreciating contributions.</p>	<p>November - Quote for Week 4</p> <p><i>“Noticing someone's effort inspires them to keep giving their best.”</i></p> <p>MESSAGE: Saying thank you for someone’s hard work shows you care. It makes them feel proud and encourages them to keep going.</p> <p>REFLECT:</p>	



The Winchester School

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NOVEMBER – WEEK 47
LEADING WITH GRATITUDE
CITRINE
Promotes recognising and appreciating contributions.

“Noticing someone’s effort inspires them to keep giving their best.”

MESSAGE: Saying thank you for someone’s hard work shows you care. It makes them feel proud and encourages them to keep going.
REFLECT: How can I show others that their efforts matter? How can I make saying thank you a regular part of my day?

- ❖ How can I show others that their efforts matter? How can I make saying thank you for the regular part of my day?
- ❖ Who worked hard or went the extra mile this week, and how can you show them that their effort matters?
- ❖ What practical ways can you make expressing gratitude, like saying thank you, a regular part of your daily routine?

