



The Winchester School

Year 9- Family Learning Newsletter –October - 2025

| SUBJECT | FOCUS | ACTIVITIES | WEBSITES |
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| ENGLISH | <p>Topic: Hamlet</p> <p>Learning Objective: To analyse dramatic elements in Hamlet.</p> | <p>Activity: Review Hamlet Act I</p> <ul style="list-style-type: none"> ❖ Discuss Themes and Motifs: Encourage your child to identify 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. 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/aga/17/revision-notes/1-shakespeare/how-to-answer-the-shakespeare-essay-question/writers-methods-and-techniques/</p> |
| MATHS | <p>Topic: Algebra</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To substitute values in expressions and rearrange formulae. ❖ To expand brackets and simplify expressions. ❖ To factorise given expressions. | <p>Activities: With your child,</p> <ul style="list-style-type: none"> ❖ Research on real life applications of algebra and present your work with examples. ❖ Cross curricular Activity link – Kelvin Temperatures and Very Cold Things! https://spacemath.gsfc.nasa.gov/Algebra1/5Page78.pdf ❖ Variables and Expressions from Around the Cosmos: https://spacemath.gsfc.nasa.gov/Algebra1/5Page81.pdf | <p>https://www.mathsisfun.com/algebra/expanding.html</p> <p>https://www.transum.org/software/SW/Star_of_the_day/Students/Equations.asp?Level=5</p> <p>https://mathsmadeeasy.co.uk/wp-content/uploads/2020/02/Rearranging-Formulae-Questions-MME.pdf</p> |



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| | | | https://thirdspacelearning.com/gcs-e-maths/algebra/rearranging-equations/ |
| PHYSICS | <p>Topic: Refraction and Eye</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To describe the passage of light through rectangular slab ❖ To describe and calculate refractive index of a medium ❖ To learn about the eye and its defects ❖ To correct the eye defects. | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Ask your child to observe a pencil half submerged in water and research the reason for it. ❖ Encourage your child to understand the importance of eye and how important it is to us. ❖ Research the defects of eye and how they affect our day-to-day life ❖ How can these defects be corrected? | <p>http://hyperphysics.phy-astr.gsu.edu/hbase/geoopt/refr.html</p> <p>http://www.physicsclassroom.com/class/refrn/Lesson-1/The-Cause-of-Refraction</p> <p>http://www.chm.bris.ac.uk/webprojects2002/upton/defects_of_the_eye.htm</p> |
| CHEMISTRY | <p>Topic: Atomic Structure</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Draw the structure of an atom as a nucleus with subatomic particles. ❖ Classify elements as alkali metals, halogens, noble gases and transition metals according to their position on the periodic table. ❖ Define isotopes and compare subatomic particles in different isotopes. | <p>Activities: Encourage your child to:</p> <ul style="list-style-type: none"> ❖ Construct a detailed model of an atom using clay, coloured beads, and worksheets, identifying and labelling protons, neutrons, and electrons. ❖ Demonstrate the formation of ions by modelling the addition or removal of electrons using coloured beads or tokens to represent protons, neutrons, and electrons. ❖ Conduct simple chemical reactions, measure temperature changes, and determine whether the reactions are endothermic or exothermic based on experimental data. | <p>https://phet.colorado.edu/en/simulations/build-an-atom</p> <p>https://phet.colorado.edu/en/simulations/build-a-molecule</p> <p>https://unacademy.com/content/railway-exam/study-material/chemistry/the-discovery-of-atomic-structure/#:~:text=The%20structure%20of%20the%20atom,Neil%20Bohr%2C%20C hadwick%2C%20etc.</p> <p>https://kids.britannica.com/students/article/chemical-reaction/623708</p> |



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| | <ul style="list-style-type: none"> ❖ Predict group number and period number of the element from its electronic configuration. ❖ Explain the formation of ions. <p>Topic: Endothermic & Exothermic Reactions</p> <ul style="list-style-type: none"> ❖ To observe, conclude and identify whether the reaction is endothermic or exothermic from experimental data. ❖ Explain energy changes occurring during endothermic and exothermic reactions from energy profile diagrams. | | <ul style="list-style-type: none"> • https://frugalfun4boys.com/chilly-chemical-reactions-endothemic-reactions/ • https://www.thoughtco.com/exothermic-reaction-examples-demonstrations-to-try-606692 |
| <p style="text-align: center;">BIOLOGY</p> | <p>Topic: Structure of Chromosome, DNA and Cloning</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Describe how variation causes competition for resources and drives natural selection. ❖ Outline the theories of Lamarck, Wallace and Darwin. ❖ Explain that chromosomes are made of genes containing DNA and describe the structure of DNA. ❖ Assess the work of Watson, Crick, Wilkins and Franklin on DNA structure. | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Encourage your to create an online article or play about the different types of mutations that occur and how they impact genes and chromosomes. ❖ Cloning has been a genetic reality since 1952 and various organisms have been cloned. Ask your child to create a PowerPoint presentation on these organisms that addresses how organisms are cloned, the ethical issues behind cloning, and whether you support cloning. ❖ With your child, create an online poster board display that shows the structure and function of DNA. | <p>https://www.bbc.com/bitesize/guides/z36mmp3/revision/1</p> <p>https://pmgbiology.com/2014/10/21/ dna-structure-and-function-igcse-aunderstanding/</p> <p>https://edpuzzle.com/media/66ddccefe3555e87fe0efc76</p> |



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| | <ul style="list-style-type: none">❖ Analyse how fertilisation results in each new individual being genetically unique.❖ Evaluate how organisms may be artificially cloned. | | |
| ARABIC (Arabs) | <p>Topic: نص شعري إلى شباب بلادي - نص معلوماتي من أجل نمط عيش صحي - نحو التمييز</p> <p>Learning Objectives:</p> <ol style="list-style-type: none">1. أن يحدد الفكرة العامة للنص2. أن يحلل الأدلة التي قدمها الكاتب في النص3. أن يحلل النص الشعري لغويًا وبلاغيًا4. أن يحلل النص في سياقاته المختلفة5. أن يعرب التمييز إعرابًا صحيحًا6. أن يوظف التمييز في كتاباته | <p>Activities:</p> <ul style="list-style-type: none">❖ تفسير المفردات الجديدة في النص❖ تحديد الأفكار الرئيسة والفرعية في النص❖ توظيف المفردات الجديدة في سياقات مختلفة❖ استخراج الصور الفنية من الأبيات❖ إعراب التمييز إعرابًا تامًا❖ يكتب فقرة موظفًا فيها التمييز | <p>https://www.youtube.com/watch?v=zIRqK90SdXQ</p> <p>https://seraj-uae.com/file/3634/</p> <p>https://seraj-uae.com/file/2320/</p> |
| ISLAMIC STUDIES (Arabs) | <p>Topic: الكسب الطيب نعمة الأمن</p> <p>Learning Objectives: أن</p> | <p>Activities:</p> <ul style="list-style-type: none">❖ استخراج من القرآن الكريم ما يدل على فضل الكسب الحلال وحرمة الكسب الحرام، مع الشرح والتفسير.❖ www.tafsir.app ص21-Pdf الكتاب | <ul style="list-style-type: none">• https://seraj-uae.com/file/2311/• https://sis-moe-gov-ae.arabsschool.net/2017/10/2017-2018_92.html |



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1. يبين العلاقة بين الكسب الطيب وقبول العمل-

2. يستنتج أسباب قبول الدعاء-

1. يبين أهمية الأمن بالنسبة للفرد والمجتمع.

2. يوضح مرتكزات أمن المجتمع.

3. يدلل على أن الدين الإسلامي دين أمن وسلام.

اكتب من الآيات والأحاديث ما يؤكد أن الإسلام دين أمن وسلام، وأنة حرّم الضرر بالفرد والمجتمع

❖ استخرج من الأحاديث النبوية ما يدل على فضل الكسب الحلال وحرمة الكسب الحرام، مع الشرح وبيان ما يرشد إليه الحديث.

<https://dorar.net/>

❖ قال رسول الله: "الدعاء هو العبادة" وضح أهمية الدعاء ومتى يستجاب مع الدليل من القرآن والسنة

❖ ص 47 الكتاب pdf

❖ عدّد الأخطار التي يمكن أن تهدد أمن واستقرار المجتمع

❖ اكتب من الآيات والأحاديث ما يؤكد أن الإسلام دين أمن وسلام، وأنة حرّم الضرر بالفرد والمجتمع

❖ دلل على أن الإمارات وطنٌ للتسامح

❖ والتعايش السلمي مع غير المسلمين

❖ داخل الدولة وخارجها

- <https://uae-school.com/archives/8531>
- <https://ar.islamway.net/micropost/20987/%D9%86%D8%B9%D9%85%D8%A9-%D8%A7%D9%84%D8%A3%D9%85%D9%86-%D9%81%D9%8A-%D8%A7%D9%84%D8%A5%D8%B3%D9%84%D8%A7%D9%85-%D8%A7%D9%84%D8%AD%D9%85%D8%AF-%D9%84%D9%84%D9%87-%D8%B1%D8%A8-%D8%A7%D9%84%D8%B9%D8%A7%D9%84%D9%85%D9%8A-%D9%86-%D9%85%D9%86-%D8%B9%D9%84%D9%8A%D9%86%D8%A7-%D8%A8%D9%86%D8%B9%D9%85%D8%A9-%D8%A7%D9%84%D8%A3%D9%85%D9%86-%D9%81%D9%8A-%D8%A7%D9%84%D9%82%D8%B1%D8%A2%D9%86-%D8%A7%D9%84%D9%83%D8>



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| | | | <p>%B1%D9%8A%D9%85-%D9%81%D9%82%D8%A7%D9%84-%D8%AA%D8%B9%D8%A7%D9%84%D9%8A</p> |
| <p>ARABIC (Non- Arabs)</p> | <p>❖ Topic: Weather ❖ Learning Objectives: ❖ To describe the weather in the four seasons of the year. ❖ To compare the weather in his country and the Emirates. ❖ To provide a weather bulletin for each of the four seasons of the year. ❖ To describe the weather at different times of the day. ❖ To compare the weather of the different Emirati environments. ❖ To explain the relationship between environmental pollution and weather. ❖ To express his opinion on the weather in Seasons the year. ❖ To describe how he feels in different weather conditions.</p> | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Encourage your child to Design a mind map for each season of the year. ❖ Motivate your child to Write a weather report. ❖ Together with your child create Write a letter to a friend about the weather in the Emirates. ❖ Help your ward to Create Video about the weather in the Emirates. ❖ Create a dialog about the weather. <p>❖ Discuss with your child to Design a program for tourists to visit the Emirates in the seasons of the year.</p> | <p>https://youtu.be/zUZDQe6W0_I?si=AwRdJ Jq9-u0V2dtM</p> <p>https://youtu.be/Jk9QbgyPGgs?si=s4Atyfr mT3fSZhAB</p> <p>https://youtu.be/AgeRgYDBxw4?si=tXa-f_teHnlocW9t</p> <p>https://youtu.be/7kBkzjpYLp8?si=HAwKdegCc6dqMaJ</p> |



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| <p>ISLAMIC STUDIES (Non- Arabs)</p> | <p>Topic 1: Al-Hajj (Pilgrimage)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ Understand the significance and rituals of Hajj as the fifth pillar of Islam.❖ Explore the spiritual, social, and historical importance of Hajj in a Muslim's life. <p>Learning Outcomes: Students will be able to describe the key rites of Hajj (e.g., Tawaf, Sa'i, Wuquf at Arafat) and their meanings.</p> <p>Topic 2: Faith (Iman)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ Understand the six articles of faith (Iman) in Islam and their role in shaping a Muslim's belief.❖ Reflect on the importance of Iman as a gift and how it influences moral behavior and daily life. <p>Learning Outcomes:</p> <ul style="list-style-type: none">❖ Students will be able to list and explain the six pillars of Iman (belief in Allah, angels, books, messengers, the Last Day, and divine decree). | <p>Activities:</p> <ul style="list-style-type: none">❖ Create a Hajj Guidebook: Motivate your child to design a step-by-step illustrated guide for someone performing Hajj for the first time, including rituals, du'as, and practical tips.❖ "My Iman Journal": Encourage your child to create a reflective journal over a week, writing about how their faith influences their actions, decisions, and feelings each day. | <p>https://www.aljazeera.com/news/2023/6/21/what-is-hajj-a-step-by-step-guide-to-the-muslim-pilgrimage</p> <p>https://almuhammadiacademy.com/the-6-pillars-of-iman-in-islam-explained/</p> |
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| | <ul style="list-style-type: none"> ❖ Students will be able to demonstrate how faith impacts decisions, ethics, and interpersonal conduct. | | |
| <p>Moral Social and Cultural Studies</p> | <p>Topic: Understanding Diversity and Equality</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To examine diversity and equality in the UAE, and articulate the benefits of diversity. ❖ To examine personal tolerance, and understanding of the causes and issues surrounding intolerance. | <p>Activities: Encourage your child to:</p> <ul style="list-style-type: none"> ❖ Make posters showing the UAE's cultural diversity (nationalities, religions, clothing, languages, foods) <p>Answer the Question-</p> <ul style="list-style-type: none"> ❖ "How does each aspect of diversity strengthen the UAE?" create a web diagram showing possible causes of intolerance: stereotypes, fear, misinformation, etc. | <p>Ministry of Education Text Book Moral Social and Cultural Studies:</p> |
| <p>PSHCEE</p> | <p>Topic: Are you A Good Citizen and Anti-Social Behaviour</p> <p>LEARNING OBJECTIVES-</p> <ul style="list-style-type: none"> ❖ To understand how good citizens can create a big impact to the community | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Along with your child, discuss about ways they can be a good citizen in their community. ❖ Motivate your children to list about examples of acts of anti-social behaviour. | <p>https://www.brownhealth.org/be-well/what-it-means-be-good-citizen-and-how-teach-children</p> |



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| | <ul style="list-style-type: none"> ❖ To understand what anti-social behaviour is and why people behave in that way | | |
| <p>HISTORY</p> | <p>Topic: Russian Empire in The 19th Century</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To examine the conscription, commission of Russian Army . | <p>Activities: Background Briefing (Family Reading Together)</p> <ul style="list-style-type: none"> ❖ Share a brief explanation: In Imperial Russia (18th–19th centuries), conscription meant that peasants could be forced to serve in the army for up to 25 years. Later reforms shortened this, but it still shaped families and communities. Officers (commissioned men) usually came from noble families and had very different lives. <p>Divide Family Roles</p> <ul style="list-style-type: none"> ❖ Assign roles: <i>A peasant conscript, a noble officer, a peasant family member left behind, a government official enforcing conscription.</i> ❖ Give each person a short fact card (e.g., “Peasants feared losing sons forever,” “Nobles saw officer rank as a privilege and career path”). <p>Role-Play Scenario</p> <ul style="list-style-type: none"> ❖ Act out the moment a peasant family learns their son is conscripted. ❖ Contrast it with how a noble family might celebrate their son’s commission as an officer. | <p>https://www.rbth.com/history/333202-how-soldiers-were-drafted-into-russian-army?utm_source=chatgpt.com</p> <p>https://en.wikipedia.org/wiki/Conscription_in_the_Russian_Empire?utm_source=chatgpt.com</p> |



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| <p>GEOGRAPHY</p> | <p>Topic: Russia - Settlement & Development Challenges</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To analyse features of the four main biomes of Russia and its impact on economy and culture. | <p>Activities: Along with your child</p> <ul style="list-style-type: none">❖ Use AI to generate realistic images of biomes of Russia. compare biomes of Russia with the biomes of UAE❖ Create awareness on Life on Land -"Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss." | <p>https://courses.lumenlearning.com/geophysical/chapter/climate-zones-and-biomes/</p> <p>https://en.dubai-freezone.ae/articles-about-bussines-in-uae/what-is-produced-in-the-uae.html</p> |
| <p>FRENCH</p> | <p>Topic: La ville (the city)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">❖ To learn how to say what is needed to improve your home area.❖ To be able to write about the facilities of your city using different sentence structures. | <ul style="list-style-type: none">❖ Encourage your child to read a short descriptive text about a place or a city.❖ Motivate your child to write about the facilities of a city using different sentence structures, including at least three adjectives with correct adjectival agreement. | <p>https://fiveable.me/french-i/unit-24/places-services-city/study-guide/Khe8AwaizqlzjH6q?utm_source=chatgpt.com</p> <p>https://exercises.one/french/adjective-agreement/?utm_source=chatgpt.com</p> |



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| | <ul style="list-style-type: none"> ❖ To be able to apply adjectives before and after nouns, ensuring correct adjectival agreement in simple sentence structures. | <ul style="list-style-type: none"> ❖ Suggest that your child create a small poster or drawing of their ideal city, labelling it in French with facilities and descriptive words. | https://www.leaflanguages.org/french-vocabulary-describing-a-city/?utm_source=chatgpt.com |
| ICT | <p>Topic: E-safety</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ To explore keeping data safe from unauthorised users. | <p>Activities: Motivate your child to -</p> <ul style="list-style-type: none"> ❖ Keep data safe from accidental or malicious damage. ❖ Keep data safe from unauthorised users. | https://www.commonsense.org/education/digital-citizenship |
| STEAM | <p>Topic: Micro: bit Pet</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Evaluate and describe how to use selection method to make different events to happen at various times. | <p>Activities:</p> <ul style="list-style-type: none"> ❖ Encourage your child to Create your own electronic pet and customize it to make it your own using BBC Micro: bit. | https://microbit.org/projects/make-it-code-it/microbit-pet/ |
| Leadership GEMSTONES | <p>Leadership GEMSTONES</p> <p>Focus for the Month of October</p> | <p>October - Quote for Week 1</p> <p>“Leadership means making sure every voice is heard and valued.”</p> | <p>Click on the Padlet link or scan the QR code to share your views on LEADING WITH DIVERSITY and what have you done to embrace the quotes of</p> |



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| <p>Week 1</p>  | <p>LEADING WITH Diversity (FLOURITE) Celebrates unique perspectives and fosters inclusivity.</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;"> <p>OCTOBER – WEEK 40 LEADING WITH DIVERSITY FLOURITE Celebrates unique perspectives and fosters inclusivity.</p> </div> <p style="text-align: center;">  Leadership means making sure every voice is heard and valued.  </p> <p><small>MESSAGE: Leading with diversity means appreciating different perspectives and ensuring everyone's input is valued. When you include and respect everyone's ideas, you create a sense of fairness and build trust. This strengthens teamwork and helps the group achieve success together. REFLECT: How can I make sure everyone feels included in our success? What can I do to show my team that their ideas and contributions matter?</small></p> | <p>MESSAGE: Leading with diversity means appreciating different perspectives and ensuring everyone's input is valued. When you include and respect everyone's ideas, you create a sense of fairness and build trust. This strengthens teamwork and helps the group achieve success together.</p> <p>REFLECT: How can I make sure everyone feels included in our success? What can I do to show my team that their ideas and contributions matter?</p> <ul style="list-style-type: none"> ❖ Can you share one way you recognized or celebrated someone's unique perspective this week? ❖ How did you make sure you were fair and inclusive to everyone around you this week? | <p>the week? Share your stories or actions to inspire others!</p> <p>https://padlet.com/The_Winchester_School/ks-3-leadership-gemstones-month-of-october-leading-with-diversity</p>  |
| <p>Leadership GEMSTONES</p> <p>Week 2</p> | <p>Leadership GEMSTONES Focus for the Month of October LEADING WITH Diversity (FLOURITE)</p> | <p>October - Quote for Week 2 “New ideas come from listening to different perspectives.”</p> <p>MESSAGE: Creativity grows when everyone shares their unique ideas. By encouraging everyone to contribute, you open the door to great solutions.</p> <p>REFLECT: How can I make sure others feel confident to share their ideas? How can I show that all opinions matter?</p> | |



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| | <p>Celebrates unique perspectives and fosters inclusivity.</p> <div style="background-color: #4a4a8a; color: white; padding: 5px; text-align: center;"> <p>OCTOBER – WEEK 41 LEADING WITH DIVERSITY FLOURITE Celebrates unique perspectives and fosters inclusivity.</p> </div> <p style="text-align: center;">“New ideas come from listening to different perspectives.”</p> <p><small>MESSAGE: Creativity grows when everyone shares their unique ideas. By encouraging everyone to contribute, you open door to great solutions. REFLECT: How can I make sure others feel confident to share their ideas? How can I show that all opinions matter?</small></p> | <ul style="list-style-type: none"> ❖ Can you share one example of listening to someone else’s perspective this week? ❖ How did you encourage a teammate or friend to share their idea or opinion? | |
| <p>Leadership GEMSTONES Week 3</p> | <p>Leadership GEMSTONES Focus for the Month of October LEADING WITH Diversity (FLOURITE)</p> | <p>October - Quote for Week 3 “Our team works better when everyone’s ideas are heard and appreciated.” MESSAGE: Leading with diversity means recognising that everyone brings something unique to the table. When you value different ideas and perspectives, you create a team that is more creative and innovative. By including and respecting everyone, you help build a group where people feel valued, accepted and motivated to work together. REFLECT: How can I celebrate the unique strengths and ideas of others? What can I do to ensure everyone feels included? and respected in my group?</p> | |



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| | <p>Celebrates unique perspectives and fosters inclusivity</p> <p style="text-align: center;">OCTOBER – WEEK 42 LEADING WITH DIVERSITY FLOURITE Celebrates unique perspectives and fosters inclusivity.</p> <p style="text-align: center;">“Our team works better when everyone’s ideas are heard and appreciated.”</p> <p><small>MESSAGE: Leading with diversity means recognising that everyone brings something unique to the table. When you share different ideas and perspectives, you create a team that is more creative and innovative. By including and respecting everyone, you help build a group where people feel valued, accepted and motivated to work together.</small></p> <p><small>REFLECT: How can I celebrate the unique strengths and ideas of others? What can I do to ensure everyone feels included and respected in my group? How can I show that diversity makes us stronger?</small></p> | <p>How can I show that diversity makes us stronger?</p> <ul style="list-style-type: none"> ❖ Can you share one example of when you acknowledged someone else’s idea or strength this week? ❖ How did your actions help that person feel valued and included? | |
| <p>Leadership GEMSTONES</p> <p>Week 4</p> | <p>Leadership GEMSTONES</p> <p>Focus for the Month of October</p> <p>LEADING WITH Diversity (FLOURITE)</p> | <p>October - Quote for Week 4</p> <p>“Leadership means helping others step up and lead too.”</p> <p>MESSAGE: Leading with diversity means helping everyone feel included and valued. When you encourage your friends to lead, you show that their ideas matter. Giving others a chance to lead helps the whole team grow and succeed together.</p> <p>REFLECT:</p> <p>How can I help my friends feel confident about leading? What can I do to show everyone their ideas are important?</p> <ul style="list-style-type: none"> ❖ Can you share one way you supported someone else in taking the lead this week? | |



The Winchester School

Year 9- Family Learning Newsletter –October - 2025

Celebrates unique perspectives and fosters inclusivity

OCTOBER – WEEK 43
LEADING WITH DIVERSITY
FLOURITE
Celebrates unique perspectives and fosters inclusivity.

“Leadership means helping others step up and lead too.”

MESSAGE: Leading with diversity means helping everyone feel included and valued. When you encourage your friends lead, you show that their ideas matter. Giving others a chance to lead helps the whole team grow and succeed together.
REFLECT: How can I help my friends feel confident about leading? What can I do to show everyone their ideas are important?

❖ How did you make sure everyone in your group had a chance to contribute and be heard?

