



# The Winchester School

## Year 9- Family Learning Newsletter – September – 2025-26

SUBJECT	FOCUS	ACTIVITIES	WEBSITES
ENGLISH	<p><b>Topic:</b> Hamlet</p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"><li>❖ To introduce students to the play Hamlet and its relevance in the 21st century.</li></ul>	<p><b>Activities:</b></p> <p>Encourage your child to relate &amp; apply the following:</p> <ul style="list-style-type: none"><li>❖ Read the summary of Hamlet provided in the link.</li><li>❖ With your child, research on any adaptation of Hamlet that was filmed or dramatized in your own country.</li><li>❖ If possible, watch the adaptation with your child.</li><li>❖ Identify and state the differences between the adaptation and the original in terms of plot, characters, setting etc.</li><li>❖ How has the shift in the language and setting affected the viewer?</li></ul>	<p><a href="https://www.sparknotes.com/shakespeare/hamlet/">https://www.sparknotes.com/shakespeare/hamlet/</a></p>



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<p>MATHS</p>	<p><b>Topic:</b> Percentages Exponential growth and decay</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To identify recurring decimals and convert them into fractions.</li> <li>❖ Calculate the percentage increase and percentage decrease of a number using the multiplier method.</li> <li>❖ To apply the concept of simple interest to find the interest and the amount.</li> </ul> <p>Exponential growth and decay</p>	<p><b>Activities:</b></p> <p>Encourage your child to relate &amp; apply the following:</p> <ul style="list-style-type: none"> <li>❖ Create and solve word problems on calculating a percentage and percentage change based on your real-life experience.</li> <li>❖ Summarize your learning and make revision notes with rules and examples on rounding, directed numbers, and fractions.</li> </ul>	<p><a href="https://www.mathsisfun.com/greatest-common-factor.html">https://www.mathsisfun.com/greatest-common-factor.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a></p> <p><a href="https://www.mathwarehouse.com/games/our-games/arithmetric-games/number-balls/">https://www.mathwarehouse.com/games/our-games/arithmetric-games/number-balls/</a></p> <p><a href="https://www.mathsisfun.com/numbers/percentage-change.html">https://www.mathsisfun.com/numbers/percentage-change.html</a></p>
<p>PHYSICS</p>	<p><b>Topic:</b> Light</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To understand the similarities and differences between light waves and waves in matter.</li> <li>❖ To differentiate light wave and sound wave in terms of properties.</li> <li>❖ To state laws of reflection.</li> <li>❖ To draw accurate ray diagrams showing how an image is formed by a plane mirror.</li> <li>❖ To differentiate curved mirrors as concave and convex mirror</li> </ul>	<p><b>Activities:</b></p> <p>Encourage your child to</p> <ul style="list-style-type: none"> <li>❖ Watching video of lightning and thunder to differentiate the speed of sound and wave</li> <li>❖ Research on why sound cannot hear from sun.</li> <li>❖ Design a KALIDOSCOPE with available materials.</li> <li>❖ Draw ray diagram of reflection and measure angles.</li> <li>❖ Select a range of materials for pupils to sort into transparent, translucent or opaque groups, by shining light from a torch onto them.</li> <li>❖ Establish that materials reflect or transmit different amounts of light and ask pupils to suggest what</li> </ul>	<p><a href="http://www.bbc.co.uk/education/guides/zq7thyc/revision/1">http://www.bbc.co.uk/education/guides/zq7thyc/revision/1</a></p> <p><a href="https://simpop.org/reflection/reflection.htm">https://simpop.org/reflection/reflection.htm</a>Light Waves   KS3 Physics Revision (shalom-education.com)</p>



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		<p>has happened to the rest of the light, developing the idea of absorption.</p> <ul style="list-style-type: none"> <li>❖ Investigate how solar panels which are the energy of future can be designed more effectively, UAE initiation to sustainability.</li> </ul>	
<p>CHEMISTRY</p>	<p><b>Topic:</b> Variation and Genetics</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>❖ Explain the importance of diversity.</li> <li>❖ Differentiate between continuous and discontinuous variation.</li> <li>❖ Investigate variation within a species.</li> <li>❖ Evaluate the importance of variation in organisms.</li> <li>❖ Understand that offspring from the same parents may show considerable variation.</li> <li>❖ Evaluate the importance of genetic and environmental variation to the survival of the organism.</li> <li>❖ Explain the process of selective breeding.</li> <li>❖ Evaluate the importance of selective breeding, and explore the ethical issues involved.</li> </ul>	<p><b>Activities:</b></p> <p>Guide your child to:</p> <ul style="list-style-type: none"> <li>❖ explore their environment to find examples of variation, such as different leaf shapes, types of flowers, or even human traits like eye color and height. They document their findings and classify them into continuous (e.g., height) and discontinuous (e.g., eye colour) variation.</li> <li>❖ to survey their classmates to gather data on traits such as tongue rolling, earlobe attachment, and thumb crossing. They then create charts to display the frequency of these traits, discussing dominant and recessive genes.</li> <li>❖ Utilize online platforms like PhET Interactive Simulations or educational games like "Dragon Genetics" to explore genetic concepts interactively.</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zpffr82">https://www.bbc.co.uk/bitesize/topics/zpffr82</a></p> <p><a href="https://www.stem.org.uk/resources/collecti on/448178/variation">https://www.stem.org.uk/resources/collecti on/448178/variation</a></p> <p><a href="https://www.shalom-education.com/courses/ks3-biology/lessons/genetics-and-evolution/topic/genetic-and-environmental-variation/">https://www.shalom-education.com/courses/ks3-biology/lessons/genetics-and-evolution/topic/genetic-and-environmental-variation/</a></p>



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<p>BIOLOGY</p>	<p><b>Topics:</b> Ceramics, Polymers and Composites</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To develop a comprehensive understanding of the examples, structures, and practical applications of various material types, including polymers, ceramics, and composites.</li></ul>	<p><b>Activities:</b> Guide your child to:</p> <ul style="list-style-type: none"><li>❖ Explore Ceramics and Polymers: Discuss what ceramics and polymers are, including their composition and key properties. Explain how each is used in everyday life and the unique advantages they offer in practical applications.</li><li>❖ Understand Types of Polymers: Talk about the various types of polymers, how they are produced, their uses depending on their structure and chemical composition.</li><li>❖ Identify Natural vs. Synthetic Polymers: Encourage your child to recognize the differences between natural and synthetic polymers. Provide clear examples of each—for instance, rubber (natural) and plastic (synthetic)—to help them understand and differentiate between the two.</li></ul>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zphtchwc">https://www.bbc.co.uk/bitesize/articles/zphtchwc</a> <a href="https://www.savemyexams.com/gcse/chemistry/edexcel/18/revision-notes/9-separate-chemistry-2/9-5-bulk-and-surface-properties-of-matter-including-nanoparticles/9-5-2-ceramics-polymers-composites-and-metals/">https://www.savemyexams.com/gcse/chemistry/edexcel/18/revision-notes/9-separate-chemistry-2/9-5-bulk-and-surface-properties-of-matter-including-nanoparticles/9-5-2-ceramics-polymers-composites-and-metals/</a> <a href="https://chem.libretexts.org/Bookshelves/General_Chemistry/Map%3A_Chemistry_-_The_Central_Science_(Brown_et_al.)/12%3A_Solids_and_Modern_Materials/12.01%3A_Classes_of_Materials">https://chem.libretexts.org/Bookshelves/General_Chemistry/Map%3A_Chemistry_-_The_Central_Science_(Brown_et_al.)/12%3A_Solids_and_Modern_Materials/12.01%3A_Classes_of_Materials</a></p>
<p>ISLAMIC STUDIES (Arabs)</p>	<p><b>Topic:</b> سورة الحجرات - مع الله ورسوله  حديث السبع الموبقات</p>	<p>علل: النهي عن تقديم الأضحية على صلاة العيد؟  ما دلالة قوله: يا أيها الذين آمنوا في بداية الآية؟  حدد نتائج توقيير واحترام ولي الأمر على الفرد والمجتمع؟  بيّن واجب المسلم عند سماع الإشاعات والأكاذيب؟</p>	<p><a href="https://seraj-uae.com/file/2538/">https://seraj-uae.com/file/2538/</a>  <a href="https://www.youtube.com/watch?v=1tlqWYUz4o&amp;pp=0gcJCdgAo7VqN5tD">https://www.youtube.com/watch?v=1tlqWYUz4o&amp;pp=0gcJCdgAo7VqN5tD</a></p>



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ARABIC (Arabs)	<p><b>Topic:</b> سورة الحجرات - مع الله ورسوله</p> <p><b>حديث السبع الموبقات</b></p>	<p><b>Activities:</b></p> <p>علل: النهي عن تقديم الأضحية على صلاة العيد ؟</p> <p>ما دلالة قوله: يا أيها الذين آمنوا في بداية الآية؟</p>	<p><a href="https://seraj-uae.com/file/2538/">https://seraj-uae.com/file/2538/</a></p> <p><a href="https://www.youtube.com/watch?v=1tllqWYUz4o&amp;pp=0gcJCdgAo7VqN5tD">https://www.youtube.com/watch?v=1tllqWYUz4o&amp;pp=0gcJCdgAo7VqN5tD</a></p>



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<p>ARABIC (Non- Arabs)</p>	<p><b>Topic:</b> Environment</p> <p><b>Learn objectives:</b></p> <ul style="list-style-type: none"> <li>❖ To know the meaning of the environment.</li> <li>❖ To identify the components of the environment.</li> <li>❖ To classify the different types of environments.</li> <li>❖ To create a report on different types of environments.</li> <li>❖ To Write an article on the environment.</li> <li>❖ To describe how he felt about the environment.</li> <li>❖ To compare environments (desert, coastal and mountainous)</li> <li>❖ To clarify the UAE's role in protecting the environment.</li> </ul>	<p><b>Activities:</b></p> <p>Help your child to:</p> <ul style="list-style-type: none"> <li>❖ Write a letter to your friend about types of environments.</li> <li>❖ Create a poster about coastal environment.</li> <li>❖ To design signs to protect the environment.</li> <li>❖ Design a mind map for desert environment.</li> <li>❖ Make a video about types of environments.</li> <li>❖ Create a dialogue about the different types of environments in the Emirates.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=U7CMrAeBN7s">https://www.youtube.com/watch?v=U7CMrAeBN7s</a></p> <p><a href="https://www.youtube.com/watch?v=NMpp-MpcFcQ">https://www.youtube.com/watch?v=NMpp-MpcFcQ</a></p> <p><a href="https://www.youtube.com/watch?v=9mF6hLapAs8">https://www.youtube.com/watch?v=9mF6hLapAs8</a></p> <p><a href="https://www.youtube.com/watch?v=RxbjjUsCG8o">https://www.youtube.com/watch?v=RxbjjUsCG8o</a></p> <p><a href="https://www.youtube.com/watch?v=n4-y1S7LWOo">https://www.youtube.com/watch?v=n4-y1S7LWOo</a></p> <p><a href="https://www.youtube.com/watch?v=db6loH_oefs">https://www.youtube.com/watch?v=db6loH_oefs</a></p> <p><a href="https://www.youtube.com/watch?v=j6TuBsg435U">https://www.youtube.com/watch?v=j6TuBsg435U</a></p>
<p>ISLAMIC STUDIES (Non- Arabs)</p>	<p><b>Topic</b></p> <ul style="list-style-type: none"> <li>❖ In the Holy Presence of Allah, His Messenger, and the Ruler</li> <li>❖ The Seven Deadly Sins</li> </ul> <p><b>Learning Objectives:</b></p>	<p><b>Activities:</b></p> <p>Help your child to:</p> <ul style="list-style-type: none"> <li>❖ Write an essay discussing how has the U.A.E deal with those who try to spread rumours? In your opinion how we can encourage people to take care about the authenticity of news before conveying to others</li> </ul>	<p><a href="https://mydailydeen.com/2019/04/23/themes-and-lessons-from-surah-al-hujurat/">https://mydailydeen.com/2019/04/23/themes-and-lessons-from-surah-al-hujurat/</a></p> <p><a href="https://islamonline.net/en/the-major-sins-in-islam/">https://islamonline.net/en/the-major-sins-in-islam/</a></p>



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	<ul style="list-style-type: none"><li>❖ To elucidate the concept of making decision according to Quran and Sunnah. (By referencing Quran &amp; Seerah)</li><li>❖ To evaluate the importance of etiquettes of speaking and visiting others. (by referencing Ahadeeth &amp; Real life)</li><li>❖ To elucidate the grievous nature of seven sins and their punishments.</li><li>❖ To evaluate the consequences of major sins on an individual and society. (By referencing Quran &amp; Ahadeeth&amp; examples from real life).</li></ul>	<ul style="list-style-type: none"><li>❖ Create a PowerPoint about how to implement this topic in your real life by explaining how to lead a pious life and save the society from the moral crimes.</li></ul>	
UAE Social Studies	<p>TOPIC:</p> <p>الإمارات نبض العالم : - دستور دولة الإمارات . - التضامن العربي . - وثيقة الإخوة الإنسانية . - شراكة اماراتية سعودية راسخة .</p> <p>Learning objectives:</p>	<p>- يصمم مخطا يوضح أهداف الاتحاد . - يضع أهدافا مستقبلية مشتقة من الدستور الإماراتي كمواطن . - يقارن بين الحقوق والواجبات التي أقرها الدستور . - يقرأ الخريطة ويجيب على الأنشطة . - يحدد على الخريطة الصماء الدول . - يقارن بين الإمارات والسعودية من حيث حجم التبادل التجاري .</p>	<p><a href="https://files.reportz.co.in/company51/uploads/Revision%20Sheets%20and%20Answer%20key/Presentation%20Answer%20Key/T1%20Social%20Studies/G9%20Social%20Studies%20Presentations%20Answer%20Key.pdf">https://files.reportz.co.in/company51/uploads/Revision%20Sheets%20and%20Answer%20key/Presentation%20Answer%20Key/T1%20Social%20Studies/G9%20Social%20Studies%20Presentations%20Answer%20Key.pdf</a></p> <p><a href="https://seraj-uae.com/file/2835/">https://seraj-uae.com/file/2835/</a></p> <p><a href="https://seraj-uae.com/file/2570/">https://seraj-uae.com/file/2570/</a></p>



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	<p>- أن يتعرف المفاهيم والمصطلحات الواردة في الوحدة .</p> <p>- ان يوضح بنود الدستور ومواده .</p> <p>- أن يبين أهمية الدستور والقانون للمجتمع الإماراتي .</p> <p>- أن يقيم القوانين الموجهة لمعالجة القضايا العامة .</p> <p>- ان يستخلص عوامل التضامن العربي.</p> <p>- أن يوضح نماذج من التضامن العبي .</p> <p>- أن يعتز بدور الإمارات في حرب 1973.</p> <p>- أن يستنتج عوامل الشراكة بين السعودية والإمارات .</p>	<p>- يستخلص أهداف الشراكة بين الإمارات والسعودية .</p>	
PSHCEE	<p><b>Topic:</b> Smart Targets</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To understand what SMART targets are?</li><li>❖ To produce SMART targets for yourself at school for every subject</li></ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>❖ Discuss with your child the different smart targets and ask them to show you the smart targets they've done and help them to plan next steps to achieve these.</li></ul>	<p><a href="https://www.atlassian.com/blog/productivity/how-to-write-smart-goals">https://www.atlassian.com/blog/productivity/how-to-write-smart-goals</a></p>



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HISTORY	<p><b>Topic:</b> World War II-Cold War</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To investigate the causes and impact of Cuban Missile Crisis</li></ul>	<p><b>Activities:</b></p> <p>Motivate your child to research and answer the following questions:</p> <ul style="list-style-type: none"><li>❖ Why was the Cuban Missile Crisis so dangerous? Explain.</li><li>❖ Who won the crisis? Justify your answer.</li></ul>	<p><a href="https://www.atomicheritage.org/history/nuclear-close-calls-cuban-missile-crisis">https://www.atomicheritage.org/history/nuclear-close-calls-cuban-missile-crisis</a></p> <p><a href="https://www.wilsoncenter.org/event/the-soviet-cuban-missile-crisis-castro-mikoyan-kennedy-khrushchev-and-the-missiles-november">https://www.wilsoncenter.org/event/the-soviet-cuban-missile-crisis-castro-mikoyan-kennedy-khrushchev-and-the-missiles-november</a></p> <p><a href="https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/cuban-missile-crisis">https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/cuban-missile-crisis</a></p>
GEOGRAPHY	<p><b>Topic:</b> International Development</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To examine the reasons for the difference in development in LEDC and MEDC</li></ul>	<p><b>Activities:</b> Along with your child:</p> <ul style="list-style-type: none"><li>❖ Compare and contrast the economic development of Ghana and UK</li></ul>	<p>Geography Textbook 10 Largest economies in MENA</p>



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Moral Science and Cultural Studies	<b>Topic: Ethics in the context of communities</b> <b>Learning Objectives</b> <ul style="list-style-type: none"><li>❖ To examine what a community is, and why being a member of at least one community or social group is important</li></ul>	<b>Activity: Ethical Shopping Challenge</b> <b>Instructions:</b> <ul style="list-style-type: none"><li>❖ Along with your child go for a grocery shopping</li><li>❖ Discuss ethical choices, such as:<ul style="list-style-type: none"><li>○ Buying local products</li><li>○ Avoiding plastic bags</li><li>○ Supporting small businesses</li></ul></li><li>❖ Motivate your child to create a “My Family’s Ethical Shopping Tips” poster or journal entry.</li></ul>	MSC textbook
FRENCH	<b>Topic:</b> House \ preposition of place <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>❖ To identify the parts of the house.</li><li>❖ To relate the parts of the house with the activities can be done in each part</li><li>❖ To recognize and apply the preposition of place.</li></ul>	<b>Activities:</b> <ul style="list-style-type: none"><li>❖ Encourage your child to do research about different parts of the house</li><li>❖ To read French texts about house</li></ul> To recognize and apply the preposition of place	<a href="https://preply.com/fr/blog/guide-des-prepositions-en-francais/">https://preply.com/fr/blog/guide-des-prepositions-en-francais/</a> <a href="https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-72107.php">https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-72107.php</a> <a href="https://www.lawlessfrench.com/vocabulary/home-and-furniture/">https://www.lawlessfrench.com/vocabulary/home-and-furniture/</a>



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ICT	<p><b>Topic:</b> Input, Output and Storage devices</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To analyse various Input, Output and Storage devices.</li><li>❖ To explain different types of devices used to input, output and storage information to a computer.</li><li>❖ To explain the uses of different input, Output and storage devices.</li><li>❖ To identify advantages/ disadvantages of different input, Output and Storage devices</li></ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>❖ Motivate your child to evaluate different input devices their uses, advantages and disadvantages (keyboards, numeric, keypads, pointing devices, mouse, touchpad, barcode readers, digital cameras, OMR, OCR, webcams, lightens etc.).</li><li>❖ Encourage your child to examine different Output devices their uses, advantages and disadvantages (Monitors, Speakers, Types of Printers, Plotters)</li><li>❖ To evaluate different Storage devices (Primary and Secondary storage)</li></ul>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zx8hpv4">https://www.bbc.co.uk/bitesize/articles/zx8hpv4</a></p>
STEAM	<p><b>Topic:</b> Smart Lighting System</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>❖ To explore and investigate smart lighting grids and what makes them energy efficient.</li></ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"><li>❖ Encourage your child to explore the benefits of smart lighting systems and investigate how it is energy efficient.</li><li>❖ Motivate your child to research on the Best Smart Lighting Systems for 2020. Create a presentation that shows the functions of various Smart Lighting Systems and how they are different from each other.</li></ul>	<p><a href="https://en.wikipedia.org/wiki/Smart_lighting">https://en.wikipedia.org/wiki/Smart_lighting</a></p>



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<p>Leadership GEMSTONES</p> <p>Week 1</p> 	<p><b>Leadership GEMSTONES</b> <b>Focus for the Month of September</b> <b>LEADING WITH RESPECT (SAPPHIRE)</b></p> <ul style="list-style-type: none"><li>❖ Encourages fairness, dignity and appreciation for all</li></ul>	<p><b>September - Quote for Week 1</b></p> <p><b><i>“Respect is shown by how you treat everyone, no matter who they are”</i></b></p> <p><b>MESSAGE:</b> True respect means being kind to everyone, not just people who can help you. Treating everyone fairly earns trust and creates a positive environment.</p> <p><b>REFLECT:</b> How can I treat everyone with kindness and fairness? How can I show empathy and understanding in my daily actions?</p> <ul style="list-style-type: none"><li>❖ Can you share one way you showed respect or kindness to someone this week—even if they couldn’t do anything for you?</li><li>❖ How did you make sure you were fair to everyone around you this week?</li></ul>	<p>Click on the Padlet link or scan the QR code to share your views on <b>LEADING WITH RESPECT</b> and what <b>have</b> you done to embrace <b>the quotes of the week</b>? Share your stories or actions to inspire others!</p> <p><a href="https://padlet.com/The_Winchester_School/ks-3-leadership-gemstones-month-of-september-leading-with-re-rppeg0lk81tqdcu">https://padlet.com/The_Winchester_School/ks-3-leadership-gemstones-month-of-september-leading-with-re-rppeg0lk81tqdcu</a></p> 
<p>Leadership GEMSTONES</p> <p>Week 2</p>	<p><b>Leadership GEMSTONES</b> <b>Focus for the Month of September</b> <b>LEADING WITH RESPECT (SAPPHIRE)</b></p> <ul style="list-style-type: none"><li>❖ Encourages fairness, dignity and appreciation for all</li></ul>	<p><b>September - Quote for Week 2</b></p> <p><b><i>“Respect yourself so others can respect you too.”</i></b></p> <p><b>MESSAGE:</b> Self-respect means valuing your own beliefs and actions. When you respect yourself, others will treat you with the same kindness and understanding.</p>	



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		<p>REFLECT: How can I show self-respect every day? How can I inspire others to act with kindness and integrity?</p> <ul style="list-style-type: none"> <li>❖ What did you do this week that made you feel proud of yourself?</li> <li>❖ How did you stay true to your values, even when it wasn't easy?</li> </ul>	
<p>Leadership GEMSTONES Week 3</p>	<p>Leadership GEMSTONES Focus for the Month of September <b>LEADING WITH RESPECT (SAPPHIRE)</b></p> <ul style="list-style-type: none"> <li>❖ Encourages fairness, dignity and appreciation for all</li> </ul>	<p>September - Quote for Week 3</p> <p><i>“Your true character shows in how you treat people when no one is looking.”</i></p> <p><b>MESSAGE:</b> Being kind and fair all the time, even when no one is watching, shows what kind of leader you are. This builds trust and respect.</p> <p>REFLECT: How can I make sure my actions always match my values? How can I treat others with kindness every day?</p> <ul style="list-style-type: none"> <li>❖ Did you make a kind or fair choice this week when no one was watching? What was it?</li> <li>❖ How did you stay true to your values in a difficult situation this week?</li> </ul>	



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Leadership GEMSTONES

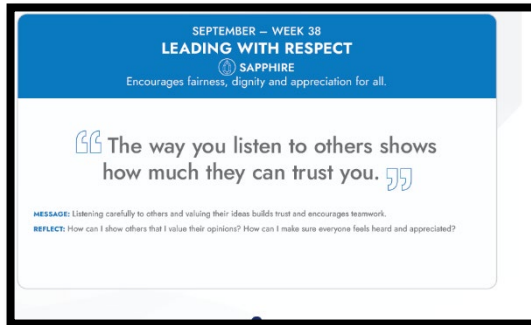
Week 4

Leadership GEMSTONES

Focus for the Month of September

**LEADING WITH RESPECT (SAPPHIRE)**

- ❖ Encourages fairness, dignity and appreciation for all



September - Quote for Week 4

“The way you listen to others shows how much they can trust you.”

**MESSAGE:** Listening carefully to others and valuing their ideas builds trust and encourages teamwork.

**REFLECT:** How can I show others that I value their opinions?  
How can I make sure everyone feels heard and appreciated?

- ❖ **Did you take time to really listen to someone this week? How did it make them feel?**
- ❖ **How did you show someone that their ideas or opinions mattered to you?**