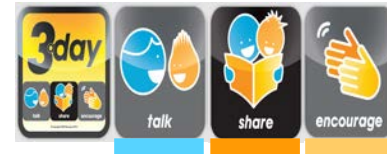
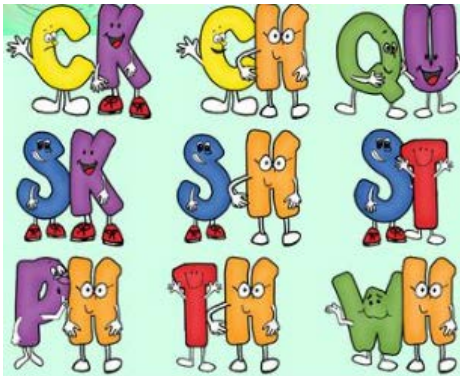




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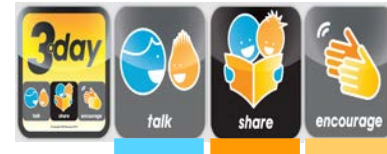


Area of learning	Focus	Activities to help your child at home	Useful Websites/Resources
Literacy	<p>Spelling</p> <ol style="list-style-type: none"> To use phonic knowledge to spell ue/ew and wh sound words. To use phonic knowledge to spell 'nk' sound words. 	<p>Digraph Sorting</p> <p>Prepare a whiteboard or large paper with two columns labeled "Yes" and "No."</p> <p>Write or show your child words containing the target digraphs (ue, ew, wh) and words without them.</p> <p>Ask your child to sort the words into the correct column:</p> <p>"Yes" column: Words with ue, ew, or wh</p> <p>"No" column: Words without these digraphs</p> <p>Discuss each word and its sound as you go.</p> <p>Example words:</p> <p>ue: blue, glue, true</p> <p>ew: new, flew, chew</p> <p>wh: when, what, where</p> <p>Non-digraph words: cat, hen, fish, house</p> <p>Activity 2: Wh Word Hunt</p> <p>Create cards with "wh" words (e.g., whale, when, what, where, who, which). Hide these cards around your home or classroom.</p> <p>Set a timer for 5 minutes and have your child find as many cards as possible.</p> <p>After the hunt, review the words together:</p> <p>Read each word aloud</p> <p>Ask your child to use each word in a sentence</p> <p>Example: "What is your favourite animal?" or "Where is your hat?"</p>	<p>Long Vowel Sounds ue, ew</p> <p>Phonics Songs and Stories Learn to Read.mp4</p> <p>https://wordwall.net/resource/3257222/wh</p> 



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Word Detective

Provide a short paragraph or a simple storybook that contains words with the “ue,” “ew,” or “wh” sounds. You can highlight or underline a few words as examples to get started. Ask your child to be a “Word Detective” and hunt for words with the target sounds while reading. They can use a pencil to underline or a sticky note to mark each word they find. As they find each word, talk about the sound of the word together. **Encourage** them to say the word out loud and use it in a new sentence. To extend vocabulary, ask them to think of other words with similar sounds or spelling patterns, like “new” and “few.”

Grammar

To use time connectives in sentences.



Time Connective Storytelling

- **Encourage** your child to create a simple story using time connectives like first, next, then, after that, finally.
- **Talk** to your child about the order of events in their day or a made-up story.
- Ask questions like, "What did you do first this morning?" or "What happened next?"
- **Encourage** your child to use time connectives to explain the sequence.

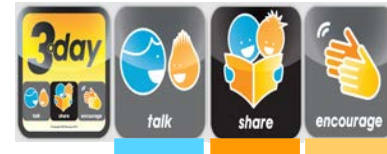


[USE TIME CONNECTIVES IN YOUR STORIES.mp4](#)



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- Help them understand the order of events by sharing ideas.

Connective Sentence Building

- Give your child a list of time connectives (e.g., first, next, then, finally).
- **Encourage** your child to create sentences using these words.
- Example prompt: "Let's build a sentence together using 'first' to start." (e.g., "First, I put on my shoes.")
- Ask your child, "What happens next?" to guide them to use more connectives.
- Model sentences for your child and **encourage** them to build their own.

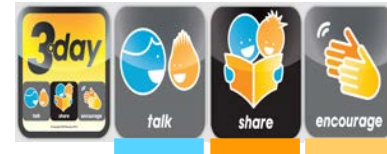
Time Connective Drawing and Labelling

- Ask your child to draw pictures of things they do during the day (e.g., waking up, eating breakfast, going to school, playing).
- Help your child label the pictures with time connectives: "First, I wake up," "Next, I eat breakfast," etc.
- **Encourage** your child to connect ideas logically using time connectives.
- **Talk** with them about the order of events, reinforcing the use of then, after that, and finally.



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Instructions

To read and follow simple instructions.
e.g. for classroom routines
To write instructions for a game or activity.

ENCOURAGE your child to explain the instructions of any game using **time connectives**.

Talk About Everyday Routines

Talk with your child about simple daily routines, such as getting ready for bed or setting the table. **Encourage** them to list each step out loud, thinking through what they need to do first, next, and last. For example, ask, “What’s the first thing we do before we brush our teeth?” This helps your child become comfortable with following and discussing instructions in a familiar context.

Follow a Simple Recipe Together

Choose a simple recipe, such as making a sandwich or a fruit salad, and read each step together.

Encourage your child to follow the steps one by one, and talk through each part. Let them take turns reading and following instructions, then **share** what they think of each step. This can help them understand how following instructions can lead to a specific outcome.

Create Instructions for a Game

After playing a favourite game or activity, talk with your child about how to explain it to others. **Encourage** them to write or

[Writing Instructions- Year 1.mp4](#)

How to write... INSTRUCTIONS

INSTRUCTIONS

Instructions are used to describe, explain or instruct how to do something. They are usually presented in a step by step sequence.

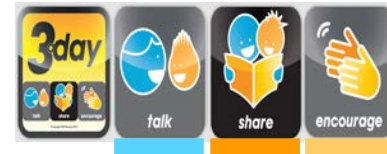
Follow the time connective with an imperative verb. These are also called bossy verbs. Examples of these include:
mix fold turn cut
share screw throw

Include a title and a sentence explaining the purpose of the instructions.
E.g. *Instructions on how to make a Perfect Paper Plane!*



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draw the steps on a piece of paper, using simple language and numbering each step.

For example, they might write “1. Pick up a card” or “2. Move two spaces.”

Afterwards, share their instructions with a family member and see if they can follow along. This helps build confidence in giving and writing instructions.

Encourage Role Play for Classroom Routines

Encourage your child to act out classroom routines, such as lining up or tidying up.

Talk with them about how instructions like “Take out your book” or “Sit on the carpet” help keep things organised.

Practising these routines at home and sharing different ways to follow each instruction helps your child develop listening and instructional skills that are useful in class.

Treasure Hunt with Written Clues

Set up a simple treasure hunt around the house with written clues. Each clue could be a short instruction, like “Look under the sofa” or “Go to the bookshelf.”

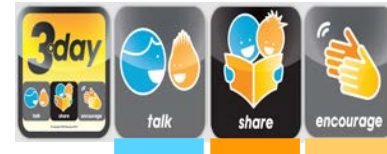
Encourage your child to read and follow each instruction to find the next clue.

Talk with them after the hunt about how following instructions helped them reach the treasure. This activity makes following instructions fun and shows them the importance of each step.



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Fictional Stories

To identify and discuss characters in stories, including their appearance, behaviour, and qualities; to explore how they are described in the text, and to compare characters from different stories.

To develop an awareness of character and dialogue through activities like role play.

To retell stories and plan or write a simple animal story using story tables or storyboards to help organise ideas.

To notice the difference between spoken and written story forms by retelling familiar stories aloud and comparing them with the written text.

To compare and contrast preferences and find common themes across different stories.

Character Role Play and Discussion

Read and Talk

Choose a story with memorable characters and read it together. After reading, **talk** with your child about each character's appearance, behaviour, and qualities, and discuss why they may have acted in certain ways.

Role Play and Expression

Encourage your child to act out a favourite scene or become their favourite character. Let them use expressions, actions, and even their own words to bring the character to life. This supports creativity and helps them connect with the story.

Word Cards for Writing

Prepare flashcards of key words from the story. Have your child read these words and **encourage** them to use them in their own retelling or writing. This reinforces vocabulary related to the topic.

Use Props and Masks

Children love role play, and using character masks, props, or even simple story cards (showing key events) makes retelling the story more engaging and memorable.

Discuss and Share

Talk together about the story's characters and setting, making it an enjoyable conversation. **Share** your thoughts and **encourage** your child to offer their own ideas as well. This will help develop their

Beginning, Middle, and End	
B	Who are the characters? What is the setting?
M	What is the problem? What happens to the characters?
E	How are the characters different than they were at the beginning of the story? What is the solution?

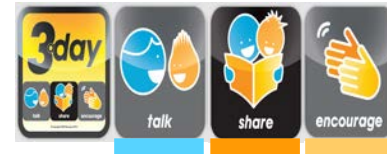
[Story Elements Song Character, Setting and Plot!.mp4](#)




Story Elements	
Setting The time and location where the story takes place.	Characters The people or animals who are important to the story.
Refrain A repeated phrase or lines in a song or poetry.	Problem The main conflict, struggle, or issue that the characters are up against.
Plot The important events or actions that occur during the story.	Solution The way that the characters solve the problem.



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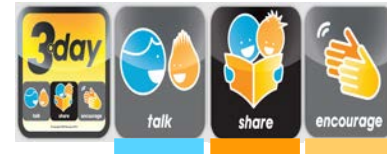


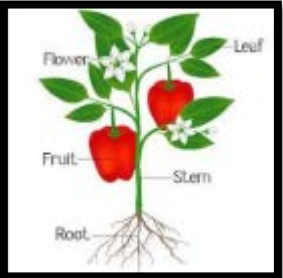

		<p>understanding of story elements and inspire them to be confident storytellers.</p> <p>Retell and Act Out Together Retelling and acting out the story together not only builds understanding but also boosts your child’s confidence. Children learn quickly through role play, and your involvement can make it even more fun and motivating.</p>	
<p>Numeracy</p>	<p>To recognise and know the value of different denominations of coins and notes.</p>  <p>To find the total cost and the change left.</p> 	<p>Share and show them the currency being used in UK e.g.1p, 2p, 5p 10p, 20 and 50p.</p> <p>Activity: Little Shopper Challenge During your grocery trip, allow your child (under supervision) to: Choose items or fruits of their choice. Check the prices and pay for them independently at the counter. Discuss how many coins/notes could be used to make up 10 Dirhams — for example, 5 + 5 or 2 + 2 + 2 + 2 + 2.</p> <p>Encourage your child to play a supermarket game. Tag a few items at home and ask your child to find the total of 2 items (keep the prices less than 10 Dirhams)</p> <p>When the child finds the total, ask how much change would you get if you paid with 20 AED note? Is there a number fact that can help you solve this problem?</p>	<p>Finding total cost</p> <p>Money - shopping</p> 



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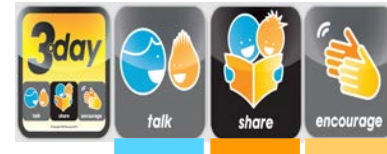


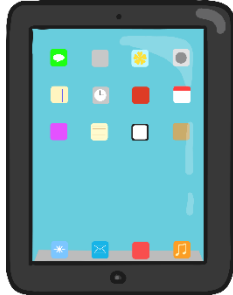
		<p>(Recap number bonds of 10 using pegs or spoon)</p> <p>Activity: Ask your child to buy 2 or more items from the shop and find the total cost by using addition. E.g.: I buy a ball for 9 dirhams and a doll for 7 dirhams. The total cost of the toys will be $9 + 7 = 16$ dirhams.</p> <p>Encourage your child to work out the amount of change you would get from AED 20 you will pay the cashier? E.g. $20 - 16 = 4$ dirhams.</p>	<p>Money change worksheet.docx</p>
<p>Science</p>	<p><u>Growing Plants</u></p> <p>To identify and explore the different parts of the plant. Children will also become aware of ways in which plants should be treated with sensitivity.</p> <p>To identify similarities and differences between creepers, climbers herbs and shrubs.</p> 	<p>TALK to your child about growing a plant together and help them grow it and observe the different parts.</p> <p>ENCOURAGE your child to SHARE his/her observation with friends.</p> <p>Show your child creepers (plants that grow along the ground) and climbers (plants that use other structures to grow upwards).</p> <p>Discuss how climbers need support to grow tall, while creepers spread across the ground.</p> <p>Let your child draw examples of creepers and climbers.</p> <p>As you compare, encourage your child to observe any similarities and differences (e.g., shape of leaves, growing habit). Also, introduce herbs (small, soft-stemmed plants) and shrubs (small, bushy plants with woody stems).</p>	<p>https://www.bbc.co.uk/bitesize/articles/z2vhhbk</p> 



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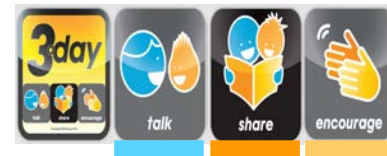




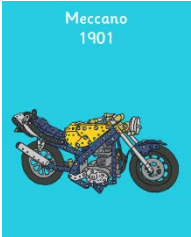
		<p>ENCOURAGE your child to do research on some websites on the internet or read books together to learn more about plants. Different types of plants like: desert, water, under water etc. Make a project with pictures and description.</p> <p>Explore, Research and SHARE information on the functions of different parts of a plant with your child.</p> <p>Encourage your child to observe different plants in the immediate environment. Challenge them to identify the different parts of the plant and compare with other plants. Eg: Date palm with Powder puff tree. Compare the trunk, leaves, and the tree.</p>	
<p>Humanities History</p>	<p><u>Toys Today</u></p> <p>To explore the toys of today.</p> <p>Key vocabulary: Toys, favourite, modern, new, present, now, 21st century, describe, question, source, evidence.</p>	<p>Talk with your child about the toys they play with today, the materials used, design, and technology to make their play more exciting.</p> <p>Share with your child toys enjoyed by children all over the world today, explain how these toys work and why they are popular now.</p> <p>Encourage your child to explore a variety of modern toys and describe how they are used today. Encourage your child to write a riddle by writing three or four clues</p>	<p>Toys Today.pdf</p> 



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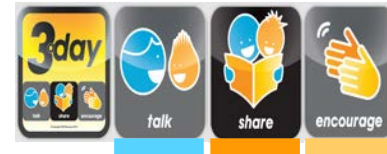


	<p><u>Family Favourites</u></p> <p>To explore toys from the past, our parents and grandparent’s toys.</p> <p>Key vocabulary: Research, past, then, before, after, old, older, 20th century.</p> <p><u>Early 20th Century Toys</u></p> <p>To explore similar toys from different times.</p> <p>Key vocabulary: same, different, compare, similarities, differences, oldest, newer, newest.</p>	<p>describing their favourite toy. Remind them not to reveal the toy’s name! They read the riddle to their family. Can they guess which toy is being described?</p> <p>Create a toy collage by cutting out pictures from newspapers and magazines.</p> <p>Create a poster or an advertisement, advertising a toy popular today.</p> <p>Talk to your child about the differences between toys we use today and toys from the past.</p> <p>Share with your child the toys that their parents and grandparents used in the past.</p> <p>Encourage your child to use different sources to find out about toys from the past. They could ask a parent or grandparent about their childhood. They could find out about toys, games, and favourite music or TV programmes from them.</p>	<p>Family Favourites.pdf</p>  <p>Early 20th Century Toys.pdf</p>  
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Victorian Toys

To explore the features of Victorian toys.

Key vocabulary: Victorian.

Talk to your child about the similarities and differences between toys from the early 20th century and modern toys.

Share with your child the details about the toys from the early 20th century and how children played with them.

Encourage your child to compare early 20th-century toys, like the teddy bear and crayons, with the toys their grandparents played with. Explore the similarities and differences between these toys.

Children could research what everyday life was like for children during the early 20th century.

Talk to your child about the Victorian period and when this period was in history in relation to themselves and today.

Share with your child what the Victorian toys were and how and

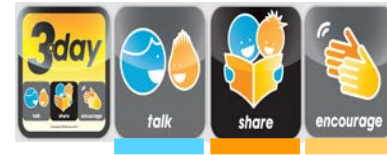
[Victorian Toys.pdf](#)






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		<p>why these toys have changed over time.</p> <p>Encourage your child to compare the Victorian toys like the doll and car with the ones from today. Find out the similarities and differences between these toys.</p> <p>Your child could make their own thaumatrope using a disc of paper and two pieces of string.</p> <p>Children could research other Victorian toys and compare them to their modern-day equivalent.</p>	
<p>UAE Social Studies</p>	<p>To identify and explain the importance of key locations in our neighbourhood.</p> <p>To determine the relative location of places using positional terms near/far, behind/in front, over/under, left/right, up/down.</p> 	<p>Talk about the important key places in your neighbourhood.</p> <p>Share with your child the key locations of places in Dubai.</p> <p>Encourage your child to explain the key locations in your neighbourhood using positional terms.</p>	<p>Key Locations in your neighbourhood and community.pdf</p>



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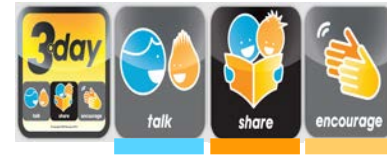


	<p>To construct maps of familiar places (e.g. classroom, bedroom, playground, and neighbourhood).</p> <p>To explain the geographical relationships of familiar places in our community. (eg. home to school, school to home, school to market)</p> 	<p>Talk about the routes from home to school/school to home, school to market, and the importance of maps.</p> <p>Share the key features of drawing a map.</p> <p>Encourage your child to draw maps of familiar places and draw the route from school to home on it.</p>	<p>Maps.pdf</p>
<p>Arabic for Arabs</p>	<p>أن يميز التلميذ أشكال وأصوات الحروف التالية س ش ص ض أن يحدد التلميذ صوت الحرف مع الحركات القصيرة والطويلة . أن يكتب التلميذ الحرف بصورة صحيحة . أن يقرأ التلميذ كلمات تتضمن الحرف من خلال النظر للصور . أن يربط التلميذ بين الحروف التي تمّ تعلمها لتكوين كلمات جديدة . أن يصف التلميذ صورًا مختلفةً بشكل صحيح .</p>	<p>مساعدة الابن على نطق الحرف بصورة صحيحة . مساعدة الابن على كتابة الحرف بشكل صحيح . مساعدة الابن على كتابة كلمات من حروف تعلمها مساعدة الابن في جمع صور لكلمات تحوي الحروف التي تعلمها . مساعدة الابن في إعداد معجم صغير مرفق بصور عن الحروف التي تعلمها . إملاء الحروف التي تمّ تعلمها بصورة دورية . ربط الحروف الهجائية بحياته اليومية من خلال البحث في أعباه أو داخل البيت وخارجه عن أشياء تبدأ بالحروف التي تعلمها .</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشيستر ومتابعة التسجيلات الخاصة الدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي .</p>	<p>Arabic and Islamic YouTube Channel</p>



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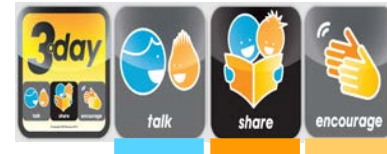


Arabic for Non-Arabs	<p>Some Arabic instruction Some Arabic phrases. The shapes of ط - ظ - ع - غ with short and long vowels, and words as an Example of each sound. Arabic song (numbers) form simple sentence from the pictures. Reading words include the sounds have learned.</p>	<p>Encourage your child to practice writing the letters with its shapes he- she learnt at school. Encourage your child to practice making oral sentences using the words. Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic.</p>	<p>Arabic and Islamic YouTube Channel</p>
Islamic for Arabs	<p>درس سورة الناس أن يتلو التلميذ السورة تلاوة صحيحة. أن يفسر التلميذ معاني لمفردات أن يستنتج التلميذ وسائل التحصين من . شياطين الجن والإنس أن يشرح المعنى الإجمالي للسورة مخلوقات الله أن يستنتج أن الله هو الخالق هو الله وحده لا شريك له أن يستنتج التلميذ بعض مخلوقات الله في الكون من حوله . أن يستنتج أن مخلوقات الله تدل على عظمته حديث يا غلام سمّ الله أن يحفظ التلميذ الحديث الشريف حفظاً صحيحاً أن يميز معاني الحديث مع شرح المعنى الإجمالي . يظهر فهماً لمعاني للحديث وتطبيقاً لأدابه</p>	<p>يساعد ولي الأمر التلميذ في تلاوة السورة بشكل صحيح . يساعد ولي الأمر التلميذ في فهم معاني المفردات حث الابن على الالتزام بأداب التلاوة يساعد ولي الأمر التلميذ في أن الله هو خالق كل شيء يساعد ولي الأمر التلميذ في استنتاج مخلوقات الله من الأشياء التي من صنع الإنسان يساعد ولي الأمر التلميذ في حفظ الحديث الشريف يساعد ولي الأمر التلميذ في الالتزام بتسمية الله قبل كل شيء مشاهدة فيديوهات عن الوضوء بشكل سليم التحدث مع التلميذ عن الصلاة وما يجب علينا أن نفعل قبل الصلاة أن يساعد ولي الأمر الطالب على فهم الحالات التي يشرع فيها قرآه سورة الناس يساعد ولي الأمر الطالب في حفظ الأحاديث الشريفة يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة</p>	<p>سورة الناس حديث شريف قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p>



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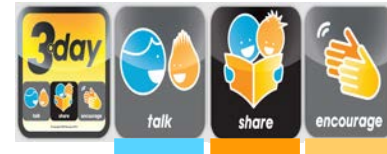


		بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.	
Islamic for Non-Arabs	<p>1- Surah Quraysh To recite the Surah correctly. To explain the main message of Surah Quraysh — that Allah provides safety and food. To show gratitude to Allah for His blessings, just as the Quraysh were reminded to do.</p> <p>2- The Hadith: “A good word is charity.” To state the meaning of the Hadith “A good word is charity.” To give examples of kind and good words they can say to others. To practice speaking kindly, to show good manners and earn rewards from Allah.</p> <p>3- The signs of Allah’s mercy in His creation. To identify examples of Allah’s mercy in nature and living beings. To describe how Allah cares for all His creatures through His blessings.</p>	<p>Share with your child Surat Quraysh. Please encourage your child to learn the Duaa taught in class. Ask your child to draw or list things they are thankful for (like food, family, home). Practice saying polite and kind words like “please,” “thank you,” “sorry,” and “well done.” Encourage your child to water plants or feed a pet as a way to show mercy to Allah’s creatures.</p> <p>Encourage your child to color monthly prayer chart and answers in book ISLAM MY WAY OF LIVING as Encourage Go through the links on the Arabic and Islamic YouTube Channel so that you can help your child learn more at home about the topic.</p>	Arabic and Islamic YouTube Channel
Physical Education Activity -1	Locomotor Skills/Dodgeball: Walking & running	<u>Talk and Encourage the children to do the following:</u> <u>Proper warm up</u>	Walk.mp4
Activity – 2	Locomotor Skills/Dodgeball: Galloping & jumping	The students will do the proper warm up and will practice the skills with basic rules.	Running (Locomotor Movement).mp4
Activity - 3			Galloping (Locomotor Movement).mp4



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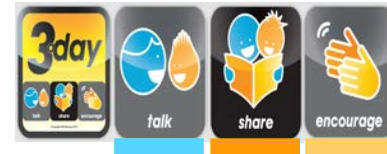


<p>Activity - 4</p>	<p>Locomotor Skills/Dodgeball: Hopping & shuffling</p> <p>Locomotor Skills/Dodgeball: Leaping & skipping</p>	<p>Follow the links for the skills and rules</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p>	<p>Jumping (Locomotor Movement).mp4</p> <p>Hopping (Locomotor Movement).mp4</p> <p>Shuffling (Locomotor Movement).mp4</p> <p>Leaping.mp4</p> <p>Skipping.mp4</p>
<p>Information and Communications Technology</p> <p>Digital Safety</p>	<ul style="list-style-type: none"> • To discover that the Internet can be used to visit far-away places and learn new things. • To compare how staying safe online is similar to staying safe in the real world. • To communicate written information using a digital tool. 	<p>TALK to your child about internet safety.</p> <p>ENCOURAGE your child to stay safe by using safe links.</p> <p>Explore, Research and SHARE information on how to use the internet safely.</p> <p>ENCOURAGE your child to write 5 safety rules in the word document.</p> <p>Explore, Research and SHARE information on highlighting the key words associated with online safety in a word document.</p>	<p>Activity-</p> <ul style="list-style-type: none"> • Create a “Buddy Safety Rules” poster on internet safety. • Draw pictures of things that are safe and unsafe online.
<p>Music Kiko</p>	<p>Learning what are the different kind of music instruments and their sounds</p>	<p>Encourage the child to act how a music instrument is played</p> <p>Encourage the child to sing action songs at home.</p>	<p>Music Induction Day (Kiko).mp4</p>



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<p>Music Sunil</p>	<p>Read and play Musical notes with the help some words (Bee, Glow- worm, Butterfly and caterpillar)</p>	<p>Let the Children play the rhythm with the help of words by clapping (Bee, Glow- worm, Butterfly and caterpillar) Ask the child how to play Music with the help of (Bee, Glow- worm, Butterfly and caterpillar) by clapping</p>	
<p>Music Joyson</p>	<p>Learning musical notes, only recite DO, RE, MI, FA, SO, LA, TI, DO. Improving children’s confidence and musicality through singing actions songs. A Rum sum sum Happiness is something if you give it away</p>	<p>Let the children sing action songs at home. Ask the child to perform the songs we learned in school.</p>	
<p>Leadership Gemstones</p>	<p>Value of the month: January “Leading with Reflection” - Moonstone Encourages deep thinking, self-awareness, and setting meaningful goals for growth. Helps children pause, consider their actions, and plan for improvement.</p>	<p>Reflection Journal Encourage your child to spend 5–10 minutes each day writing or drawing about one thing they did well and one thing they could improve. Discuss together how small changes could make a positive impact.</p> <p>Goal Tree Create a “Goal Tree” using paper or a small indoor plant. On paper leaves, your child writes one personal goal and one team/family goal for the month. Attach the leaves to the tree and revisit weekly to see progress. <i>Teaches:</i> Setting meaningful goals, responsibility, reflection on growth.</p>	