# The Winchester School

## Year 9 - Family Learning Newsletter November – 2026

| SUBJECT | FOCUS | ACTIVITIES | LINKS |
|---|---|---|---|
| **ENGLISH** | **Topic: Hamlet**<br><br>**Learning Objective:** To analyse dramatic elements in Hamlet. | **Activity: Review Hamlet Act I II**<br>❖ **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.<br>❖ **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.<br>❖ **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. | https://www.savemyexams.com/gcse/english-literature/aqa/17/revision-notes/1-shakespeare/how-to-answer-the-shakespeare-essay-question/writers-methods-and-techniques/ |
| **MATHS** | **Topic: Averages, Quartiles and Scatter Graphs, Pythagoras' Theorem and Trigonometry**<br>**Learning Objectives:**<br>❖ To estimate the mean and identify the modal and median class from grouped frequency tables.<br>❖ To calculate quartiles and the interquartile range to compare the spread of data sets.<br>❖ To plot scatter graphs, describe correlation and use a line of best fit to make estimates. | **Activities: Engage with your child to:**<br>❖ Group a week of family screen times in a table, estimate the mean using midpoints and explain why it is only an estimate.<br>❖ Compare two weeks of Dubai temperatures using the median and IQR, and decide which week was more consistent.<br>❖ Plot family heights against arm spans, describe the correlation and use a line of best fit to make an estimate.<br>❖ Use Pythagoras' theorem to check a TV's screen size or how high a ladder reaches up a wall.<br>❖ Measure a slide's length and angle, then use SOH CAH TOA to find its height (calculator in degree mode). | ❖ Averages from grouped data https://www.mathsisfun.com/data/frequency-grouped-mean-median-mode.html<br>❖ Quartiles and IQR https://www.mathsisfun.com/data/quartiles.html<br>❖ Scatter graphs and line of best fit https://www.mathsisfun.com/data/scatter-xy-plots.html<br>❖ Pythagoras' theorem https://www.mathsisfun.com/pythagoras.html |

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| | ❖ To apply Pythagoras' theorem to find missing sides in real-life problems.<br>❖ To use SOH CAH TOA to find missing sides and angles in right-angled triangles.<br>To solve angle of elevation and depression problems involving heights and distances. | ❖ Estimate the angle of elevation to the top of a tree or building and use tan to find its height. Then create an angle of depression problem from a balcony.<br>Review one example together, then encourage independent practice, explanation and self-correction. | ❖ SOH CAH TOA<br>https://www.mathsisfun.com/sine-cosine-tangent.html<br>❖ Angles of elevation and depression<br>https://www.cuemath.com/trigonometry/angle-of-elevation/<br>https://www.cuemath.com/trigonometry/angle-of-depression/ |
| **SCIENCE** | **Physics - Topic: Waves**<br><br>❖ Identify and describe the key features of waves, including amplitude, wavelength, frequency and wave speed.<br>❖ Distinguish between transverse and longitudinal waves.<br>❖ Explain how waves transfer energy from one place to another.<br>❖ Apply the wave equation (v = f\lambda) to calculate wave speed, frequency and wavelength.<br>❖ Solve numerical problems using the correct formula, working and units.<br><br>**Chemistry-**<br>**Topics:**<br>**Electron configuration.** | **Activity:**<br>Physics: With your child attempt the following:<br><br>❖ **Wave Feature Identification:** Label the amplitude, wavelength, crest and trough on transverse wave diagrams.<br>❖ **Compare and Contrast:** Identify similarities and differences between transverse and longitudinal waves using diagrams and examples.<br>❖ **Practical Investigation:** Use a rope or slinky to observe wave motion and investigate how waves transfer energy.<br>❖ **Calculation Challenge:** Solve problems involving wave speed, frequency and wavelength using the wave equation.<br>❖ **Real-Life Applications:** Explore waves in sound, water and communication, explaining how wave properties are used in everyday life.<br><br>**Activity: Chemistry: With your child,** | ❖ **BBC Bitesize – Waves**<br>https://www.bbc.co.uk/bitesize<br>Search for *GCSE Physics: Waves* to review key concepts and test understanding.<br>❖ **PhET Interactive Simulations – Wave on a String**<br>https://phet.colorado.edu/en/simulations/wave-on-a-string<br>Explore how changing amplitude, frequency affects waves.<br>❖ **The Physics Classroom – Waves**<br>https://www.physicsclassroom.com/class/waves<br>Read explanations and practise questions on wave properties and wave behaviour.<br><br>❖ **https://en.wikipedia.org/wiki/Nuclear_power_in_the_United_Arab_Emirates** |

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| | ❖ To understand the concept underlying the arrangement of elements in the periodic table and explain the trends.<br>❖ To draw the arrangement of electrons around an atom and able to write the electronic configuration until 20 elements.<br><br>**Formation of Ions:** Outline how ionic bonds are formed by the transfer of electrons to produce cations and anions<br>**Formulae for compounds:** To use crisscross methods to write the correct formulas for ionic compounds.<br><br>**Biology -TOPIC- Variation and Genetics**<br><br>**LEARNING OBJECTIVES-**<br>❖ Describe how variation causes competition for resources, and drives natural selection.<br>❖ Explain the theories of Lamarck, Wallace and Darwin.<br>❖ Explain why it is important for scientists to be able to extract DNA from cells.<br>❖ Explain how fertilization results in each new individual being genetically unique.<br>❖ Explain how some genetic disorders arise. | ❖ Read the context and summarise about Nuclear power plant plans in UAE using the below link.<br>❖ 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.<br><br>❖ Talk to your child about the major cations and anions in our body. What does anion do to our body? How are cations helpful?<br>❖ Encourage your child to list some of the very useful compounds and to write their correct formulas (using criss-cross method).<br><br>**Activities:**<br>**Biology: Encourage your child to:**<br>❖ Create an article or play about the different types of mutations that occur and how they impact genes and chromosomes.<br>❖ Share the story of evolution and discuss the importance of evolution.<br>❖ Create a 3D model of DNA structure with the materials available at home and explain its function.<br>❖ Discuss with your child the process of fertilization results in each new individual being genetically unique and ask them to create a poster.<br>Motivate your child to research and find out how some genetic disorders arise, ask them to list some of the genetic disorders. | ❖ **https://www.britannica.com/science/periodic-table**<br>❖ https://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_all.html<br>❖ https://www.bbc.co.uk/bitesize/guides/zg923k7/revision/3<br>❖ https://www.britannica.com/science/atom/The-beginnings-of-modern-atomic-theory<br><br>**Chemistry**<br><br>❖ https://www.bbc.com/bitesize/guides/z36mmp3/revision/1<br>❖ https://evolution.berkeley.edu/evolibrary/article/0_0_0/m edicine_06<br>❖ https://pmgbiology.com/201 4/10/21/dna-structure-andfunction-igcse-aunderstanding/<br><br>**Biology**<br>https://www.bbc.co.uk/bitesize/guides/zsg6v9q/revision/9 |

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| | Explain how organisms may be artificially cloned & explore the Method | | |
| **ARABIC**<br>**(Arabs)** | **Topic:**<br>شعري يوم الشهيد + نص معلوماتي الإدمان على نص الإنترنت + الفعل الأمر<br>**Learning Objectives:**<br>1. مفردات الأبيات الشعرية يفسر المتعلم أن<br>2. الفكرة العامة للأبيات أن يستنتج المتعلم<br>3. الصور الجمالية في الأبيات يستنبط المتعلم أن<br>4. النص المعلوماتي عن إدمان المتعلم يحلل أن الإنترنت<br>5. حلولًا لمشكلة إدمان الإنترنت يقترح المتعلم أن<br>6. الفعل الأمر إعرابًا صحيحًا أن يعرب المتعلم | **Activities**:<br>❖ اقرأ مع طفلك الأبيات قبل الحصة وحددوا المفردات الجديدة والصور الجمالية والقيم التي وردت فيها..<br>❖ حفز طفلك على قراءة الأبيات بطلاقة ليتمكن من تنمية مهارة الألقاء<br>❖ شجع طفلك على قراءة النص المعلوماتي قبل الحصة وتحديد القضية التي يعالجها النص وأن يقترح حلول لهذه القضية..<br>❖ ثم مدرسة ، في منصة فعل الأمر شاهد الفيديو التعليمي مع طفلك عن ابحثوا عن أدلة وشواهد مختلفة لفعل الأمر<br>❖ ساعد طفلك على كتابة موضوع إبداعي موظفًا فعل الأمر | ❖ https://seraj-uae.com/file/2326/<br>❖ https://seraj-uae.com/file/2328/<br>❖ https://seraj-uae.com/file/33/ |
| **ISLAMIC STUDIES**<br>**(Arabs)** | ❖ **لإيمان بالقضاء والقدر**<br>❖ **بنهاية الدرس يتوقع أن يكون الطالب قادرًا على أن:**<br>❖ **1.يعرّف مفهومي القضاء والقدر تعريفًا دقيقًا.**<br>❖ **2. يستدل بآيات وأحاديث تبين الإيمان بالقضاء والقدر.**<br>❖ **3.يوضح مراتب الإيمان بالقدر.**<br>❖ **4. يستنتج أثر الإيمان بالقضاء والقدر في سلوك المسلم اليومي.** | ❖ **شجع طفلك أن يكتب مقالة بعنوان: الإيمان بالقضاء والقدر بين الاستدلال من القرآن والحديث التوكل والعمل مع"،**<br>❖ **فيها كيف يوازن الإسلام بين الاعتماد على وضح: طفلك بالتعاون مع الله وبذل الأسباب.**<br>❖ **ساعد طفلك أن يحلّل عبارة: "ما شاء الله كان، وما لم يشأ لم يكن"، وبيّن من خلالها مفهوم مشيئة الله وعلاقتها بحرية الإنسان**<br>❖ **البحث عن موقف من السيرة النبوية يوضح الرضا شارك طفلك بالقضاء والقدر،**<br>❖ **يحلل كيف أثّر هذا الموقف في انتشار الإسلام أو ثبات الصحابة ثم** | ❖ https://dorar.net/article/2089<br>❖ https://tafsir.app/ibn-kathir/76/30<br>❖ https://www.awqaf.gov.ae/ar/Pages/FatwaDetail.aspx?FatwaID=7916 |

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| **ARABIC**<br><br>**(Non- Arabs)** | **Topic: Weather and life**<br>**Learning Objective:**<br>❖ To describe life in the seasons of the year.<br>❖ To compare life in different seasons of the year.<br>❖ To explain the most important aspects of life in the seasons of the year.<br>❖ To analyse the text literally and rhetorically.<br>❖ To write a message about the seasons of the year, using the elements of the message.<br>❖ To evaluate the impact of the seasons on our lives. | **Activities:**<br><br>❖ Encourage your child to Design a mind map for each season of the year.<br>❖ Together with your child, create a dialogue about weather and life.<br>❖ Motivate your child to Providing a specific program for each season of the year.<br>❖ Help your child to Make a video about the most important aspects of life in each season of the year.<br>❖ Inspire your child to Write a story about the seasons of the year | ❖ https://youtu.be/AgeRqYDBxw4?si=tXa-f_teHnlocW9t<br>❖ https://youtu.be/7kBkzjpYLp8?si=HAwKd_egCc6dqMaJ<br>❖ الصيف.pdf<br>❖ https://youtu.be/zUZDQe6W0_I?si=AwRdJJq9-u0V2dtM<br>❖ الشتاء.pdf<br>❖ https://youtu.be/Jk9QbgyPGgs?si=s4AtyfrmT3fSZhAB<br>❖ الربيع.pdf<br>❖ https://youtu.be/AgeRqYDBxw4?si=tXa- |
| **ISLAMIC STUDIES**<br><br>**(Non- Arabs)** | **Topics:**<br>**1. Oaths and Vows**<br>**Learning Objectives:**<br>❖ Students will **explain** the Islamic ruling on oaths and vows and distinguish between a valid oath and a vow.<br>❖ Students will **analyse** everyday situations involving oaths and vows and explain the consequences of breaking them using Islamic evidence.<br>**2. Merits of the Believer**<br>**Learning Objectives:** | **Activities:**<br>❖ **Homework – Student & Parents:**<br>Interview a parent about a real-life situation where someone made an oath or promise. Together, discuss whether it should be kept, what Islam teaches about fulfilling promises, and write **3–4 sentences** explaining what you learned.<br>❖ **Homework – Student & Parents:**<br>With your parents, choose **one quality of a believer** (e.g., honesty, patience, gratitude, kindness). Practise it intentionally for one week and record **two examples** of how you demonstrated it. Ask your parent to add a short comment about the change they noticed. | ❖ https://islamweb.net/en/fatwa/82716/vows-promises-and-oaths<br>❖ https://al-islam.org/characteristics-muslim/believers-attributes |

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| | ❖ Students will **identify and explain** key qualities of a true believer according to the Qur'an and Sunnah.<br>❖ Students will **evaluate** how these qualities can be demonstrated in their daily life at home, school, and in the wider community. | | |
| **UAE Social Studies** | **Topic: النظم - الحضري النمو - والعالم الإمارات النظام - الاشتراكي النظام - العالمية الاقتصادية الرأسمالي**<br>**Learning Objectives:**<br>- يوضح أهمية دراسة النمو الحضري<br>- للتوسع العمراني يقترح بعض الحلول<br>- السكاني في دولة الإمارات الاستقرار يحدد مناطق<br>- أستنتج العوامل التي أدت إلى النمو الحضري والتوسع العمراني<br>- يبدي رأيه في المدن الذكية<br>- يناقش خصائص النظام الاقتصادي الاشتراكي<br>- يقارن بين النظام الاشتراكي والرأسمالي | **Activities:** نرجو منكم تشجيع أبنائكم على القيام بهذه الأنشطة:<br>1- اجراء مناقشة مع الأسرة لإبداء الرأي في المدن الذكية<br>2- عمل بحث عن التوسع السكاني واقتراح الحلول لذلك<br>3- تسجيل فيديو عن أنماط المسكن في دولة الإمارات<br>4- شرح وتفسير القوة النمو الحضري<br>5- مناقشة خصائص النظام الاقتصادي الاشتراكي<br>6- مقارنة بين النظام الاقتصادي الاشتراكي والرأسمالي | ❖ https://seraj-uae.com/file/3662/#1<br>❖ https://seraj-uae.com/file/3662/#1 |
| **MORAL EDUCATION** | ❖ أن يذكر الطالب تعريف المجتمع لغوياً واصطلاحياً بدقة.<br>❖ أن يشرح الطالب بأسلوبه الخاص أهم الأركان والعناصر الأساسية التي يتكون منها المجتمع.<br>❖ أن يُميز الطالب بين مفهوم المجتمع ومفهوم الجماعة البشرية من خلال إبراز وجوه الشبه والاختلاف.<br>❖ أن يُقدم الطالب أمثلة واقعية من بيئته المحيط تعكس مظاهر الترابط والتفاعل بين أفراد المجتمع الواحد. | ❖ **بة البطاقات السريعة:** تركيب كلمات مفتاحية (أفراد، تفاعل، جغرافية، قوانين) لتقديم تعريف مختصر للمجتمع في مجموعات.<br>❖ **خريطة المفاهيم (العنكبوتية):** رسم خريطة مفاهيم تتوسطها كلمة "المجتمع" وتتفرع منها العناصر الأساسية كالارتباط والأهداف المشتركة والنظام. | http://www.youtube.com/watch?v=pU_L2Z584i8 |

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| | ❖ أن يُدرك الطالب أهمية التعاون والانتماء للمجتمع<br>❖ ودور الفرد الإيجابي في المحافظة على استقراره وتطوره. | ❖ **جدول المقارنة الثنائية:** تعبئة جدول يوضح الفارق بين "الجماعة البشرية العابرة" و"المجتمع المنظم" بناءً على مواقف ومثيلات واقعية.<br>❖ **العصف الذهني البيئي:** كتابة أمثلة يومية من البيئة المحيطة والمدرسة تظهر فيها أشكال التعاون والتفاعل الإيجابي بين الأفراد.<br>❖ **ميثاق المواطنة والمسؤولية:** كتابة رسالة قصيرة أو تعهد فردي يعبر عن دور الطالب في خدمة مجتمعه والحفاظ على استقراره. | |
| **Moral Education** | **Topic: The Individual and the Community**<br><br>**Learning Outcome -** To demonstrate appreciation of personal tolerance and understanding of the causes and issue surrounding intolerance. | **Activities:** With your child, discuss how tolerant and understanding we are to others in our family | https://u.ae/en/about-the-uae/culture/tolerance/tolerance-initiatives |
| **PSHCEE** | **Topic: Anit-social behaviour**<br><br>**Learning Objective** - To understand what anti-social behaviour is and how the outcomes of it can be positive and negative. | **Activities:** With your child, plan plays about anti-social behaviour but they must have two endings for their plays, one showing the negative outcome of the behaviour and one showing the positive outcome from the behaviour | https://www.khaleejtimes.com/uae/schools-and-parents/anti-bullying-measures-schools |

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| **HISTORY** | **Topic: Course of WWI**<br><br>**Learning Objective:** To examine the trench warfare methods used in WWI | **Activities:** Discuss with your child:<br><br>❖ To what extent was the trench warfare system beneficial to soldiers?<br>❖ "If you were a soldier in a trench, what would be the hardest part of daily life?" | ❖ warfare system beneficial to soldiers?<br>❖ www.studyhistory.co.uk<br>❖ ww.bbc.co.uk/history<br>❖ www.schoolhistory.co.uk<br>❖ www.history |
| **GEOGRAPHY** | **Topic: Sustainable Living**<br><br>**Learning Objective:** To create sustainable solutions to selected ecological challenges. | **Activities:** Help your child create a design and create a product using 3Rs with C2C sustainability model.<br>❖ "Eco-Inventors at Home"<br>**Materials Needed:**<br>❖ Recyclable items (plastic bottles, cardboard, cans, paper)<br>❖ Scissors/tape/glue<br>❖ Markers and paper<br><br>**Steps:** Together, talk about one ecological challenge - e.g., *plastic waste*, *water wastage*, or *energy use*.<br><br>❖ Choose **one problem** to focus on (e.g., plastic bottles being thrown away).<br>❖ Brainstorm **a creative solution** - for example:<br>○ Make a **mini planter** from an old bottle.<br>○ Design a **rainwater collector** using jars and funnels.<br>○ Create a **recycling reminder sign** for the kitchen. | ❖ Workbook |

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| | | ❖ Build or draw your eco-solution together.<br>❖ Label it with its **name**, **purpose**, and **how it helps the planet**.<br>❖ **Reflection**<br>❖ **Question:** "If every family did this, how would it help our Earth? | |
| **Moral Science and Cultural Studies** | **Topic: Africa from colonialism to independence**<br>**Learning Objective:** To understand Africa's transformation in the 20th century from colonialism to Independence. | **Activities:** Discuss with your child on the following pointers:<br>❖ Where the new countries created in Africa after colonization really 'new 'countries? Explain the answer.<br>❖ "How do you think life changed for people in Africa when they began to govern their own countries instead of being ruled by others? | Year 9 UAE SST MOE textbook |
| **FRENCH** | **Topic : Qu'est –ce qu'il y a dans La ville**<br>**Learning Objectives:**<br>❖ To describe a city<br>❖ To conjugate verbs in the near future | **Activities:**<br>❖ Encourage your child to read a short descriptive text about a place or a city.<br>❖ Motivate your child to write a descriptive paragraph about the facilities of a city using different sentence structures.<br>❖ Suggest that your child does research about the near future. | https://www.youtube.com/watch?v=jh_EH9OS3_k&t=3s&ab_channel=Toutenfran%C3%A7ais |

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| **ICT** | **Safety & security**<br><br>**Learning Objectives:**<br><br>❖ To understand keeping data safe from accidental or malicious damage<br>❖ To explore keeping data safe from unauthorized users<br>❖ To identify different techniques to use passwords, firewalls, proxy servers, SSL, TLS and encryption risks posed by phishing and pharming and security safeguards.<br>❖ To differentiate between Symmetric and Asymmetric encryption with examples.<br>❖ To explain digital certificate with real life applications. | **Activities:** Encourage your child to present a case study on a real-world data breach (e.g., Target, Equifax, or a recent incident). Ask your child to analyze what went wrong in terms of data protection, unauthorized access, and security vulnerabilities. | https://www.bbc.co.uk/bitesize/guides/znxxh39/revision/1 |

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| **STEAM** | **Night Safety- Micro: bit**<br><br>**Learning Objective:** To design, create and test a prototype of a flashing wheel light to help improve road safety at night for wheelchair users.<br><br>**Digital Safety**<br><br>**Learning Objective:**<br><br>❖ Explain why information about individuals is valuable to organizations.<br><br>❖ Analyse how certain types of data are used by organizations. | **Activities: Encourage your child to**<br>❖ Develop an understanding of road safety for wheelchair users, particularly when travelling at night.<br>❖ 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.<br>❖ Test, debug, evaluate and present a Flashing wheel light prototype. Activity: With your child discuss the ethical considerations and privacy concerns related to collecting and using personal information. | Make it: code it \| micro:bit<br><br>https://docs.google.com/presentation/d/1IbLnMNfX4tPHQg_14D6I2tdE9tI5apVqtZ |

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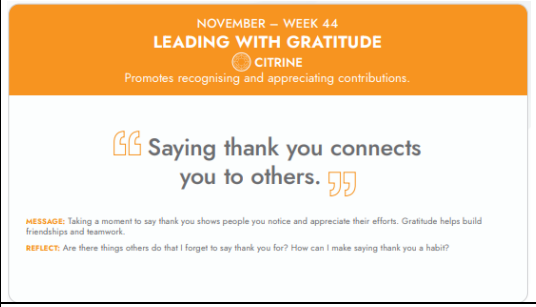
| **Leadership GEMSTONES**<br><br>**Week 1**<br><br> <br> | **Leadership GEMSTONES**<br><br>**Focus for the Month of November**<br><br>**LEADING WITH GRATITUDE (CITRINE)**<br><br>**Promotes recognising and appreciating contributions.**<br><br>  <br> | **November - Quote for Week 1**<br>***"Saying thank you connects you to others."***<br><br>**MESSAGE:** Taking a moment to say thank you shows people you notice and appreciate their efforts. Gratitude helps build friendships and teamwork.<br>**REFLECT:**<br>Are there things others do that I forget to say thank you for? How can I make saying thank you a habit?<br><br>❖ Who made your day easier or better this week, and how can you show your appreciation to them?<br>❖ Did you notice someone quietly helping others or doing their part without being asked? How could you acknowledge their effort this week? | |
| **Leadership GEMSTONES**<br><br>**Week 2** | **Leadership GEMSTONES**<br><br>**Focus for the Month of November**<br><br>**LEADING WITH GRATITUDE (CITRINE)** | **November - Quote for Week 2**<br>***"Gratitude helps people feel seen and valued."***<br><br>**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 | |

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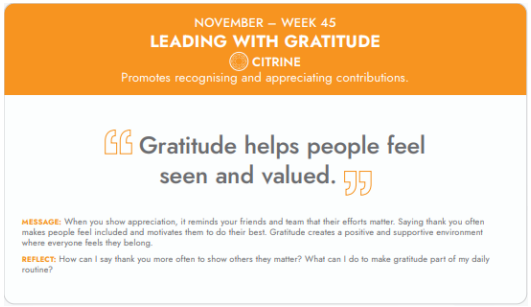
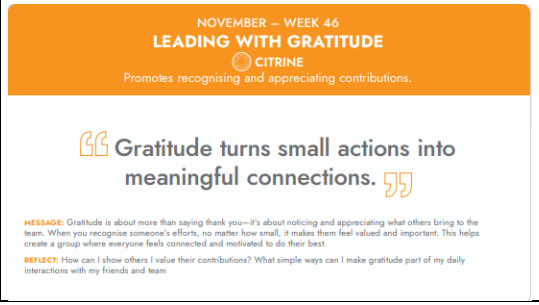
| | **Promotes recognising and appreciating contributions.**<br>  <br> | **REFLECT:**<br>How can I say thank you more often to show others they matter?<br>What can I do to make gratitude part of my daily routine?<br><br>❖ Who made a positive impact on you this week, and how can you show your appreciation to them?<br>❖ What is one small action you can take each day to make gratitude a habit in your life? | |
| **Leadership GEMSTONES**<br><br>**Week 3** | **Leadership GEMSTONES**<br><br>**Focus for the Month of November**<br><br>**LEADING WITH GRATITUDE (CITRINE)**<br><br>**Promotes recognising and appreciating contributions.**<br>  <br> | **November - Quote for Week 3**<br><br>***"Gratitude turns small actions into meaningful connections."***<br>**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.<br><br>**REFLECT:**<br>How can I show others I value their contributions?<br>What simple ways can I make gratitude part of my daily interactions with my friends and team? | |

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| | | ❖ Who made a small but meaningful contribution to your team or group this week, and how can you acknowledge it?<br>❖ What simple actions can you take each day to show appreciation and make gratitude part of your interactions with friends and team members? | |
| **Leadership GEMSTONES**<br><br>**Week 4** | **Leadership GEMSTONES**<br><br>**Focus for the Month of November**<br><br>**LEADING WITH GRATITUDE (CITRINE)**<br><br>**Promotes recognising and appreciating contributions.**<br> <br> | **November - Quote for Week 4**<br>***"Noticing someone's effort inspires them to keep giving their best."***<br>**MESSAGE:** Saying thank you for someone's hard work shows you care. It makes them feel proud and encourages them to keep going.<br>**REFLECT:**<br><br>❖ How can I show others that their efforts matter? How can I make saying thank you for the regular part of my day?<br>❖ Who worked hard or went the extra mile this week, and how can you show them that their effort matters?<br>❖ What practical ways can you make expressing gratitude, like saying thank you, a regular part of your daily routine? | |

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