



The Values and Virtues
Formation Programme 2011
For Post SEA Students in RC Primary Schools

**TEACHERS’
GUIDE**

*“Among all educational instruments the school has a special importance. It is designed not only to develop with special care the intellectual faculties but also to form the ability to judge rightly, to hand on the cultural legacy of previous generations, to foster a sense of **values**, to prepare for professional life.*

“The Catholic school pursues cultural goals and the human formation of youth. But its proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity, to help youth grow according to the new creatures they were made through baptism...let teachers recognize that the Catholic school depends upon them almost entirely for the accomplishment of its goals and programs... may teachers by their life as much as by their instruction bear witness to Christ, the unique Teacher. Let them work as partners with parents...” (Gravissimum Educationis (Declaration on Christian Education), VATICAN II)

(This Guide is also available on the website of The Catholic Commission for Social Justice (CCSJ): <http://rcsocialjusticett.org>).

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THE 2010 VALUES & VIRTUES FORMATION PROGRAMME FOR POST SEA STUDENTS IN RC PRIMARY SCHOOLS

TEACHERS' GUIDE

OBJECTIVES OF THE PROGRAMME

- To promote authentic integral human development, that is, the development of the young person in all his/her dimensions and of every young person in our Catholic Primary Schools. (Pope Benedict XVI, Charity in Truth, 2009).
- To teach young people about “values, virtues, morality and personal and social relationships” in order to form their consciences and build their character.
- To “form young people of the Archdiocese and Nation so they can choose truth and authentic values for their lives.”
- To help young people “find ways to enable themselves to live a full and productive life which embraces the common good.” (Archbishop Edward J. Gilbert C.Ss.R)

TEACHERS' NOTES RELATING TO EACH MODULE OF THE PROGRAMME:

The following is offered as a guide for each Module of the Programme. We know that you will build on these, drawing from your own experience, knowledge and skills.

Introduction

“The value of democracy stands or falls with the truths and values which it embodies and promotes. But these values themselves must have an objective content. Otherwise they correspond only to the power of the majority or the wishes of the most vocal” (Pope John Paul II, October 8, 1995, USA)

The above quotation makes it clear that Catholics believe that moral truth is objective and that it is valid at all times and everywhere. We believe that God is the source of all moral truth and that He imprinted a moral order in our hearts and minds.

Your task as teachers is to nurture this *moral order* in your students by making them aware of the values and virtues that form part of our moral code. You can only do so if you create values/virtues-driven classrooms/schools. Values and virtues formation should permeate every aspect of the life of your school.

Nothing less than Jesus' standard should be expected. A good question that acts as a "barometer" is: "What would Jesus do in this situation?" If we are to "do right" by our children, such formation should be an integral part of faith formation and should begin in their early years at home, school and community. Inter alia, teachers in Catholic Primary Schools play a major role in:

- helping students to develop their awareness of their inherent dignity, as children of God, made in His image and likeness (Gen 1:27). This Programme will help students recognise their dignity;
- deepening the faith of their students. This includes efforts to instill in them values and virtues that are consistent with the teachings of the Catholic Church;
- promoting authentic integral human development;
- developing the knowledge, skills and ability of their students to enable them to make the right choices in life – to recognise the difference between right and wrong, to act responsibly and to choose to do what is morally right.

It is important that at the start of the programme you explore with your students their understanding of the definition of "values" and "virtues." Let them share with the class the values they have as individuals, the values they believe members of their family have at home, and values that exist in our society. Introduce them to the definitions from a Catholic perspective.

The Catechism of the Catholic Church tells us that: "*Virtue is a **habitual** and firm disposition to do good. It allows the person not only to perform good acts, but to give the best of himself/herself ... 'The goal of a virtuous life is to become like God.'* (St Gregory of Nyssa)" (no. 1803). (See also Part 3, Article 7, p 443-451 of the Catechism for references to "Virtue.")

St. Thomas defines virtue as "*a good habit bearing on activity.*" Therefore, throughout this programme, students should be given the opportunity to practise the values and virtues that you are seeking to instill in them. Students should understand, though, that not all habits are virtuous.

The New Zealand Education Office Ltd. has produced a very helpful document entitled: Taking the high ground: Virtues and Values in Catholic Schools (see: <http://www.nzceo.catholic.org.nz/media/resources/publications/schools-valuesvirtues.pdf>). In this document Values and Virtues are defined as follows:

“Values are internalised sets of beliefs or principles of behaviour. Not all values are consonant with moral or ethical behaviour, even though they may be strongly upheld. Nor do people necessarily act in accordance with the values they hold.

“Virtues are qualities of moral goodness or excellence. Many virtues can be derived from universally accepted principles. To be effective, they need to be nurtured and practised so that individuals live by them, not merely believe in them.

“For Catholic schools the following are all crucial activities:

- the analysis of the school’s actual current values,
- the development of those values that the school wishes to live by, and
- the development of programmes to support the growth in virtue of each individual.”

The document has some very practical steps that you and your school can take. It also lists Gospel values that will “animate” Catholic school culture.

We all recognise that the moral compass of each student will be shaped by a number of factors such as family, peer-group, community/society, the media, and from their own experiences as they journey through life.

The challenge for you as teachers is to give your students life-skills; to offer them a sound foundation that, hopefully, will stand them in good stead as they are buffeted by the winds of the negative aspects of materialism, individualism, selfishness, moral relativism and so on. As Cardinal Murphy-O'Connor said in an interview in *The Times* newspapers in England on 14 Feb, 2009 “...we now have a 'me, me' society, a more consumerist society, a utilitarian society, and our values and virtues have become diminished.”

We all have a role to play in transforming our society so that it reflects Gospel values. Your role as a teacher is critical in this process. You can help students to develop strong, Catholic characters so that they can reject aspects of our culture that are contrary to our beliefs and build God’s Kingdom here on earth.

To do this effectively, you will need to create a supportive learning environment for your students, one that takes into consideration, for example, their various learning styles. This has implications for your own teaching style and for school and classroom organization and management.

And as you encourage students to live holy, virtuous lives, encourage them to promote environmental justice also, in response to Pope Benedict XVI’s calls for “ecological conversion.” The US Bishops stated in their Pastoral Statement: “*Renewing the Earth*” (1991):

“The web of life is one. Our mistreatment of the natural world diminishes our own dignity and sacredness, not only because we are destroying resources that future generations of humans need, but because we are engaging in actions that contradict what it means to be human. Our tradition calls us to protect the life and dignity of the human person, and it is increasingly clear that this task cannot be separated from the care and defence of all of creation.”

The Draft Framework towards an Environmental Policy for the Archdiocese is available on CCSJ's website: <http://rcsocialjusticett.org>. The Draft Framework contains useful ideas about action that individuals can take to promote the integrity of God's creation. You can share these with your students.

Theme Song for the Programme

Mr. Derek Fields, composer and singer, has kindly granted us permission to use his song, *Child of God*, as the Theme Song for the Programme. The words of the song are printed on the page after the inspiring Foreword by His Grace, Archbishop Edward J. Gilbert C.Ss.R. Students can be encouraged to write their own songs as part of their work on the Programme.

Module 1: Self Awareness:

- Students should be encouraged to appreciate that they are unique and special – made in the image and likeness of God, with inherent dignity; and to use their positive attributes/strengths/qualities to develop themselves. If they are to love others, they must learn to love themselves. They should be encouraged to identify: their strengths and areas that need strengthening; their feelings and how they can manage their feelings.
- In order to develop a sense of “self”, each student should locate himself/herself firstly within the context of his/her family. Help students to define themselves – who they are and where they belong. Help them to feel positive about themselves and about their God-given potential.
- Encourage them to make the most of their abilities. Engage them in activities that will promote their self-esteem.
- Students should be allowed to reflect on their negative attributes as part of their self-examination process, and consider positive ways of addressing these.
- In keeping with our Catholic tradition, students should be encouraged to read the Bible, go to Mass and receive the Eucharist, not only on Sundays but on other days also, when they are able to do so. Such encouragement will help to foster their spiritual development. It is the Eucharist that will nourish them as they grow and develop.
- Pages 7 and 8, the Students' Workbook refer to persons in the Bible whose qualities students can emulate. You can assist them by locating the readings in the Bible for them and engaging them, for example, in group discussions about Biblical personalities, including those listed in the Workbook.
- The quotation by Billie Jean-King at the end of this first Module encourages students to see the importance of self-awareness. They should be taught that self-awareness is a lifelong journey.

Module 2: Relationships:

- This Module leads students to move from awareness of ‘self’ and immediate family, to awareness of/relationships with their extended family, friends, people in their neighbourhood and those in the wider community in Trinidad and Tobago.
- This Module focuses on key issues such as:
 - family relationships;
 - the recognition that although people in their neighbourhood may come from different ethnic backgrounds, religions, and vocations – each bringing to the table of life different skills and abilities, they are all children of God and belong to the one human family;
 - the benefits of getting along with others;
 - how to be a good friend;
 - Biblical references giving examples of times when Jesus showed that He was a good friend;
 - positive and negative peer pressure;
 - self-worth. Building students’ self-worth is important. For example, it promotes their confidence, self-esteem, and the value they place on themselves;
 - ways in which students can build positive relationships.

Module 3: Being responsible:

- This Module aims to raise students’ awareness of the importance of setting goals in their lives at all stages of their lives. They should be able to express their dreams and to realise that unless they set long term, medium term and short term goals and work to achieve those goals – based on their dreams, then their dreams may remain just that – dreams. They should learn that effective goal setting, therefore, is only part of the process. They need to be disciplined if they are to succeed in achieving their goals.
- The Module seeks to encourage students to reflect on the ways in which the choices and decisions they make in life have the potential to shape their lives. Choices are influenced by values, feelings, experience and knowledge.
- However, as Catholics, they should know that even if they make the wrong decisions in life, God is a compassionate God who will forgive them, if they reconcile themselves with Him through the Sacrament of Reconciliation/Confession. Remind them of the 3 elements of this Sacrament: conversion, confession and celebration. Parables, such as the parable of the lost sheep, the parable of the lost coin, and the parable of the Prodigal Son, can be used to support work in this Module (see: Luke 15: 1-7,8-10, and 11-32).
- Students should learn that abstinence is an important aspect of their value system. Since we want them to live holy and virtuous lives, they should know what the Catholic Church teaches about chastity and about abstinence from sex before marriage and fidelity between husband and

wife in marriage. They should learn that each person's body is the *temple* of the Holy Spirit and that their attitudes, behaviour and values should be pleasing to God.

- This Module aims to foster responsible behaviour in students and to help build their character. They should appreciate the importance of being responsible and be provided with opportunities to practise responsible behaviour both at home and at school; particularly as building a responsible character is formed over time. The scenarios in the Workbook provide an opportunity for students to reflect on values such as self-control, self-respect, mutual respect, honesty, and compassion.
- Communication is an important part of developing responsibility. Opportunities for role play will nurture in students their ability to develop verbal and non-verbal communication skills listening, speaking, reading and writing.
- The Biblical story of David and Goliath allows you to ensure that the values and virtues that you are seeking to instill in students are rooted in Catholicism.
- You should encourage students to read the Bible and engage in prayer and spiritual reflection as ways of learning more about responsibility.

Module 4: Balance and wholeness:

- This Module seeks to link all aspects of the Programme. A major aim of Catholic education is to lead students to become imitators of Christ; to help them to live holy and virtuous lives and to realise their God-given potential – remembering that authentic integral human development means the development of all dimensions of your students and of every student in your class/school. No one should be left behind.
- There will be no “wholeness” if our students are not nurtured by teachers to transform their lives to live as Christ did; to be true to their Baptismal promises by being true witnesses to Him in their lives. They can only do so if teachers play their part in helping them to build strong characters, based on the values and virtues that our faith teaches us. Character matters. As you know, character development does not only take place in the home or the classroom, but is influenced by what goes on in the rest of the school as well as what goes on in society.
- Schools are not value-free spaces. Values and virtues are “taught” in all areas of the curriculum. The moral and spiritual life of the school – through the hidden and overt curriculum – must be Christ-like if we are to encourage our students to “put on Christ”. As is stated in Galatians 3:27: “...all who have been united with Christ in baptism have *put on Christ*.”
- Good home/school relationships are critical to this Programme. Seek parents'/guardians' support of the work in which you are engaged. As the saying goes: “Children learn what they live.” Therefore, if the parents/guardians can be encouraged to support this initiative and to learn along with their children, there will be less chance of “disconnect” between what is learnt at

home and school. Of course, there will also be the challenge of counteracting those values in the wider society that are contrary to those that underpin the Catholic faith.

- Explore with students the role of the media and modern technology in promoting values and virtues.
- Students look to you, their teacher, as their role model, their mentor, and their guide. You are a significant person in their lives. Our prayers are with you as you undertake your duties and responsibilities to teach the nation's children.
- As your students get ready to enter Secondary School, your work with them on this Programme is important. For example, you can help them explore their feelings and deal with feelings such as nervousness and excitement. You can help them to understand the culture of Secondary Schools and prepare them for some of the challenges they will face as they move on from Primary School.
- Create scenarios that will enable students to differentiate between right and wrong; to be guided by the Catholic values and virtues nurtured in them thus far. Help them to develop a sense of balance in their lives. The activities in this Module that relate to overcoming boredom, will enable students to see that a well balanced lifestyle will allow them to develop the many gifts that God has given to them.
- The message in Activity 6, urging students to say “NO!” to drugs and alcohol provides you with an opportunity to discuss with students the dangers of substance abuse.
- It is important that at the end of the Programme, students are encouraged to see values and virtues formation as a lifelong process. Encourage them to reflect on the wise words of Archbishop Edward J. Gilbert C.Ss.R: “*Virtues inform values and values influence behaviour.*”
- Help them to recognise that by practising the values and virtues they have learned, they stand a better chance of making these a “habit.”
- You will have your own ideas about the way in which you wish to mark the end of the Programme. We recommend that there should be some kind of prayerful celebration at the end to thank God for the gift of life. During the celebration you can recall with students some of the values and virtues that make us all whole.

Teaching Aids

Teachers are responsible for preparing teaching aids for their lessons.

Bible references should be read and reviewed prior to the lesson.

Guidance for teachers in relation to the section on *Friendship* in Module 2

We do not journey through life in isolation from each other. We are social beings who are interconnected and interdependent. Friends are important in all our lives. Friends are important for children's growth and development. Encourage your students to build strong, healthy friendships/relationships with others.

Ask your students to list ten qualities they would most want in themselves and in a friend. Some may consider that a friend should be, for example, loving, caring, loyal, reliable, dependable, understanding, honest, trustworthy, a good listener, and empathetic.

Discuss with the class the importance of recognizing their friends' qualities and the ways that those qualities can affect their friendships. Help them to recognise the difference between constructive and destructive friendships.

Share with them criteria for building healthy relationships/friendships which are important for their well-being. Since the Students' Workbook asks students to choose their friends wisely, you should help them to identify good and bad character traits.

Explore bullying and bossy behaviour by friends and hurt feelings when their friends let them down. Consider strategies for avoiding such behaviour, for building mutual respect between friends, and positive ways for asserting themselves. Discuss issues that may arise from students forming cliques, wanting to be popular, wanting to be a member of the "In crowd", and exclusion from friendship groups.

Allow them to discuss their own experiences and feelings about friendship. Encourage them to write in their workbooks about difficulties that can occur with friends. For example, instances when some of their friends seek to encourage them to participate in inappropriate activities, or to spread rumours, or to be jealous of other person(s). Role play provides an opportunity for students to create dramatic presentations on the theme of friendship.

Engage students in discussions about friendships as portrayed in movies, television and stories or in real life. Ask them to consider the positive and negative aspects of these "friendships." Let them give their views about how the negative aspects of the friendships under consideration could have been avoided.

Encourage them to embrace diversity. Discuss with them the importance of being open to forming friendships with people with disabilities, the elderly, and people from different ethnic, cultural or socio-economic backgrounds.

Explore with your students issues such as bias; stereotyping; discrimination; racism; problems that may arise between people because of: a lack of understanding or a lack of experience of interacting with people from various cultural, ethnic, socio-economic backgrounds; elderly people or people with disabilities; preconceived ideas or prejudice; and parental/community/peer pressure.

Help students to understand that God made each of us unique and that we should appreciate the differences in those who make up our multi-ethnic, multi-cultural, and multi-religious society/world.

The social doctrine of the Church tells us that we can only flourish in community with others and with all of God's creation.

As a class project, let students make a collage celebrating diversity in friendships.

Guidance for teachers in relation to the section on *Peer Pressure* in Module 2

Students should understand that peer pressure can be both positive and negative. For example it can be used to persuade a student to help protect the environment or to violate school rules. Share with them examples that demonstrate that peer pressure does not end with adolescence. Help them to understand that adults encounter peer pressure, for example, in their homes, in their workplaces and in society.

Create opportunities for students to discuss the various types of peer pressure, both positive and negative, that people use - particularly young people.

Encourage students to list in their workbooks, incidents of negative peer pressure that they have experienced or observed. Allow them to share their work with others in the class. Discuss with them the possible consequences of saying "NO!" to peer pressure. Let them explore ways of avoiding/dealing with negative peer pressure as well as strategies for exerting positive peer pressure.

Allow them to explore the way in which some people behave when they are alone as opposed to when they are in a group. Discuss mob mentality with your students.

Encourage them to apply the principles of group dynamics to their own groups. Determine whether:

- any of your students are members of groups/gangs because of peer pressure. If so, is the peer pressure positive or negative?
- they behave in positive or negative ways when they are in a group/gang;
- the group/gang respects individual views/wishes or whether the group's opinion always dominate, for example, if the group wishes to engage in negative activities.

Crime is a major social ill in our society. According to media reports, some children of Primary School age are members of violent gangs in our Country. Some may have siblings or relatives who are members of gangs. Some of today's gangs include both male and female members.

None of your students are totally safe from the influence of gangs. Research has shown that people join gangs for a variety of reasons. We all know the dangers of gangs. It is important that you are aware of the risk factors that could lead children to join gangs and the dangers of belonging to a gang.

Websites such as: www.ci.redwood-city.ca.us/police/gang-info.html provide helpful information on gangs and how to help children resist pressure to join gangs.

This Values and Virtues Formation Programme aims to build the self-esteem and self-confidence of students and to equip them with the moral fibre they will need to say “NO!” not only to alcohol and drugs, but also to gangs.

Divide students into groups and let them come up with scenarios for role play demonstrating peer pressure situations, strategies for dealing with it, avoiding it, and exerting positive peer pressure.

There are 6 suggested scenarios in Activity 15 on pages 35-37. They all relate to this theme.

Guidance for teachers in relation to the section on *Abstinence* in Module 3

This is an important aspect of the Programme. As you seek to lead students to a true understanding of the Church’s position on human sexuality, including chastity and abstinence, it will be helpful to focus on Pope John Paul II’s reflections on this issue. He said: “if we live according to the true meaning of our sexuality, we fulfill the very meaning of [our] being and existence.” During the training sessions for teachers who will deliver the V&VFP, Msgr Jason Gordon and Msgr Robert Llanos will focus on *Theology of the Body*. You may find the following helpful:

“For those of you who are new to the Theology of the Body, it is a collection of reflections taken from Pope John Paul II’s Wednesday audiences from 1979-1984. These catecheses were focused on the meaning of the human body especially in regards to our sexuality. JP II suggested that a large portion of his reflections ‘seem to constitute an extensive commentary on the doctrine contained precisely in *Humanae Vitae*’ (Man and Woman He Created Them, 133:2). *Humanae Vitae* is the controversial encyclical written by Paul VI in 1968 that is known for banning contraception and instead advocating for Natural Family Planning. However, JP II also noted that the Theology of the Body ‘goes far beyond the content of the reflections’ presented in his catechesis (133:1). The Theology of the Body can impact one’s understanding of Scripture, all the Sacraments, ecclesiology, eschatology, morality, and in a special way chaste life.” (<http://www.thereligionteacher.com/high-school-theology-of-the-body-tips-for-teaching-teens>).

In today’s society it is critical that we raise students’ awareness of issues relating to, for example, sexually transmitted diseases, HIV/AIDS, and the dangers of using modern technology for sinful purposes such as pornography.

While the use of social network sites such as Facebook, Twitter, MySpace and You Tube can be helpful as a means of making and keeping in touch with friends, there are potential dangers in using these sites.

Encourage parents to supervise their young children's use of such sites. Potential predators such as paedophiles are always on the lookout to try and 'groom' young people. There have been a number of cases worldwide where such men/women arrange to meet young persons they have first met on social networking sites and then these adults commit heinous crimes against the young people.

Raise students' awareness of the advantages and disadvantages of such sites. Students should be told that it is very easy for someone to create a profile that is fake, for example in terms of age, interests and so on. There are many websites that provide helpful information that you can use in your lessons.

If we are to promote character education, it is important that your students have an opportunity to be involved in lessons focusing on areas such as: STDs; Infatuation vs Love; Parental relationships and communication; Communication skills; Dreams and goals; Dating, courtship and marriage; Parenting; Peer pressure and choosing the right friends; Setting boundaries and high risk behaviour; The media, pornography and addiction, Renewed Virginity; and The Abstinence Pledge.

Guidance for teachers in relation to the section on *Decision Making* in Module 3

Catholic Schools aim to nurture in students responsible decision-making. We want our young people to grow up as responsible persons who will accept responsibility for their actions. In order to achieve this aim, you should create opportunities for your students to explore and practise decision-making.

Create scenarios in which they will face a problem and have to make a decision. They should:

- communicate the problem to the group
- consider the choices they have
- consider the possible consequences of each choice
- make a decision.

Help them to determine whether their decision was a responsible one. Encourage your students to act responsibly even if no one is looking. They should recognise that in real life situations they may not have time to procrastinate but will be required to make decisions quickly. Encourage them to evaluate their decisions and learn from them. Inspire them to become critical thinkers. The development of critical thinking skills is vital if they are to make responsible decisions.

A very useful article for you to read is Steven Schafersman's: An Introduction to Critical Thinking (<http://www.freeinquiry.com/critical-thinking.html>). He says:

“Critical thinking has many components. Life can be described as a sequence of problems that each individual must solve for one's self. Critical thinking skills are nothing more

than problem solving skills that result in reliable knowledge. Humans constantly process information. Critical thinking is the practice of processing this information in the most skillful, accurate, and rigorous manner possible, in such a way that it leads to the most reliable, logical, and trustworthy conclusions, upon which one can make responsible decisions about one's life, behaviour, and actions with full knowledge of assumptions and consequences of those decisions.”

The 2 scenarios on p. 50 of the Students’ Workbook highlight issues with which students may be familiar. Scenario 2 in particular, shows how acting irresponsibly (in this case, dishonestly) may lead others to lose respect for them.

Encourage them to set high standards for themselves. They should recognise that they may not always attain these standards, but they should always aim to do so. Mother Teresa’s words are instructive here. She said:

“God doesn't require *us to succeed*; he only requires that you try.”

Therefore, they should learn that in life they may fail sometimes, but once they try their best, they should not be dispirited.

You and your students can add to these scenarios, making them relevant to the students’ experiences.

The Poster Design activity on p. 51 is intended to focus students’ minds on ways in which we can be responsible. Discussions should also focus on ways in which people can act irresponsibly – like the example given of the overcrowded car. Other examples could include: littering, driving on the shoulder of the Highway, driving under the influence of drink, not doing chores that have been allocated to them at home, not doing their homework, and so on.

Use Bible stories to support your lessons. The story of David and Goliath (1 Samuel 17:12-54) is recommended on p. 51 of the 2010 Students’ Workbook.

CCSJ has a DVD on *Rights and Responsibilities* which you may wish to use. Contact CCSJ’s Office on 290 1635 if you would like a free copy of the DVD.

Guidance for teachers in relation to the section on *Communication* in Module 3

There is a saying that one of “the most important ingredient of success is being able to communicate.” A key aspect of this Programme is to develop students’ communication skills – speaking, listening, reading and writing. The role play scenarios outlined on p.51 of the Students’ Workbook, will help students to improve their listening, speaking and observation techniques. Encourage them to think carefully before they report on their observations to ensure accuracy and to be clear and coherent when they are reporting.

The examples of how another person's behaviour can affect their feelings should help them to appreciate the importance of being able to communicate effectively, for example, if they wish to express their feelings.

Help them to recognise that being a good communicator can enhance their self-esteem, self-confidence, and help them with their school work. Most importantly, you should encourage them to communicate with God.

Until May 31st this year, 2011, the Theme for our Archdiocese is: *The New Evangelization – Catholic Family Become What You Are*. We can only become what we are; we can only evangelize others if we develop a personal relationship with God. Prayer will help students to communicate with God. Encourage them also to talk to Him; to take their concerns, their joys, and their sorrows to him. This Programme is an integral part of faith formation and can help students draw closer to God. Please note that from June 1st, 2011, the Theme for our Archdiocese will be: Catholic Culture and Identity – our second Pastoral Priority following Synod. Remember that our third Pastoral Priority is: Regenerating the Moral and Spiritual Values of our Society. You will note the inter-relationship/inextricable links between these 3 Pastoral Priorities.

Guidance for teachers in relation to the section on *Managing Anger* in Module 4

Students should recognise that anger is a normal emotion and that it has the potential to be either constructive or destructive. Point out that anger may be influenced by other emotions such as frustration, jealousy, rejection and disappointment. Explain the importance of discovering the emotion that is causing the anger so that it can be dealt with in a positive way. To learn how to “manage” anger, they need to identify:

- What they do that makes them angry.
- What other people do that makes them angry.
- What they do to others that make others angry.

Explore with them situations in which uncontrolled anger has led to violence. Let them discuss things they can do to cool off when they feel angry and ways to diffuse another person's anger.

Activity 12 on p. 65 of the Students' Workbook will help them to reflect on helpful ways of managing anger. Activity 13 on p. 66 will engage them in role play, using the various scenarios outlined in that Activity.

Discuss the following with your students, and together, come up with examples of each:

- win-win resolutions
- win-lose resolutions
- lose-lose resolutions

Ask students to list in their workbooks, the qualities and skills that a person needs to negotiate a win-win resolution. Which of these qualities do they need to develop in themselves? What is their plan of action for doing so?

Assisting students to develop conflict-resolution skills is important in today's society in which simple conflicts in T&T, even among students, can lead to violence. The Woodcraft Folk Peace Resource Pack (www.woodcraft.org.uk/resources/pioneer/pea/peaact2.htm), has a useful section on Conflict Resolution.

Another useful site is: "Turn off the violence" – A community action guide. See: <http://turnofftheviolence.org/Edguide.pdf>

The guide quotes Dr. Deborah Prothrow-Stith's book, *Deadly Consequences* in which she says: "When children learn how to assert their own needs and opinions without trampling on the rights of other people, when they learn to express their angry feelings without losing control or hurting other people, then they have mastered skills that enhance their lives and the life of the community. There is no better place than a school, where diverse groups of children congregate, to learn these important lessons."

We hope that this Teachers' Guide will assist you in implementing the Values and Virtues Formation Programme in your Primary School in the Archdiocese. We thank you for playing your part in providing our students with quality education based on Catholic principles, thereby furthering the Mission of the Church.

May you have zeal for your mission. We offer this prayer for you, your students and your school:

Eternal God

*Bless all schools in our Archdiocese
that they may be lively centers for sound learning,
new discovery, and the pursuit of wisdom;
and grant that those who teach and those who learn
may find you to be the source of all truth;
through Jesus Christ our Lord, Amen.*

(Adapted from the Book of Common Prayer, USA, 1979)