

A Guide to Program for Person and Value Development



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What?

Today's society is diverse, with different cultures, traditions, and ways of living. At the same time, people also have a lot in common.

Program for Person and Value Development (PPV) is founded to cherish these differences and contribute to make children, parents and staff at kindergartens and schools good role models in the society through working with increased **knowledge of Values, taking action, and togetherness.**

Why?

..do we believe that increased understanding of these values plays a key role in the development of a more peaceful society?

Education is not only about school subjects, but also about formation – the development of a person's moral compass. **The knowledge of Values** can improve the culture in the educational environment, form ethical fellow citizens, prevent unhealthy behaviour, and give an increased sense of achievement¹. Through **taking action** and **togetherness**, children, parents, and staff can put the values into practice.

How?

The program's values are presented in the **Value Model**. It demonstrates 11 different themes that have roots in UN's Sustainability Development Goals, the Universal Declaration of Human Rights, and recognized providers of an integrated education^{2 3}. Based on activities both in and outside the educational environment, we want children, parents, and staff to experience increased knowledge of the values and actions in line with them, in and for the community.

¹ J. Phillip London. Character: The Ultimate Success Factor Hardcover. August 22, 2013.

² <https://www.ibo.org/about-the-ib/>

³ <https://montessori-ami.org/about-montessori>

Program for Person and Value Development



The Value model: 11 overarching value themes where children, parents, and staff achieve increased knowledge of universal common values through various activities.

Adults as good role models

It is both important and sustainable that adults have sufficient knowledge about the values and put them into practice, so that the youngest can benefit from adults' actions and behaviour.

Research⁴ show that adults as good role models can have a positive influence on children and youth, as well as encourage:

- Social involvement
- Joyful learning and increased academic self-confidence
- Positive peers and parents' relations
- Increased well-being and self-confidence
- Reduced bullying
- Reduced use of alcohol and drugs

⁴ https://oregoncf.org/Templates/media/files/grants/k12_student_success/2016%20Positive%20Adult%20Role%20Model%20Learning%20Brief.pdf

Suggestions for overarching activity frameworks

Below is an overarching framework for various activities that can be carried out with different groups in kindergartens and schools; the children, the parents and staff. Each group may freely plan the framework they find adequate for their specific environment. The most important task is to heed the universal values that are listed in the **Theme plan**.

The themes are put into practice through various activities, individually and through interaction between the groups, both in and outside teaching hours. The activities should also be assessed yearly together with the children, parents, and staff, and be integrated in the different yearly plans/activity plans before the new school year.

Feel free to experiment and use your creativity!

Pupils/students

Activities:

Kindergarten, Primary and Secondary School:

- Social get-togethers and activities both in and outside teaching hours
- Clubs after teaching hours
- Entrepreneurship
- Excursions
- Fundraising and campaigns
- Value based projects and exhibitions
- Cooperation with various public organizations

Upper Secondary School:

- Social meetings and activities both in and outside teaching hours
- Entrepreneurship
- Technology, Entertainment and Design talks (TED-talks)
- Value-Podcasts
- Exchange programs

- Excursions
- Fundraising and campaigns
- Value based projects and exhibitions
- Cooperation with various public organizations

Career guidance and counselling for Secondary and Upper Secondary School:

- Academic and social guidance
- School placement for students and school visits
- Personal performance reviews (based on ethical values and principles)

Alumni:

- Maintain contact and network building with graduating students from the Secondary and Upper Secondary School.
- Mentorship between Upper Secondary students and students graduating from Secondary School.
- Follow-up school starters throughout their first school year.
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Parents

Activities:

- Social meetings and activities
- Home visits
- Excursions
- Voluntary community work
- Parental guidance/courses/club
- Networking

Why home visits?

Good cooperation and dialogue between students/children, parents and staff outside kindergarten and school hours have a positive influence on students' social life, learning and development⁵. Home visits is one of these methods. Research⁶ show that home visits have a positive influence on parents, the school, and the students' academic learning and behaviour at school. Students who received visits from the school had considerable higher learning achievements, as well as motivation, compared to similar students that had not had home visits. It is also proved that parents receiving home visits from school were more involved in the children's development than parents who had not received home visits.

In various educational offers, home visits are not uncommon⁷. It can for example be both exciting and motivating for children in kindergarten and students at school to meet known faces at home, which can also be a door opener for developing students social skills and ties to the educational environment.

As mentioned, home visits are also a possibility to strengthen relations between home and school, where the focus is on the social aspect.

Staff

Activities

- Staff get-together
- Trips
- Having lunch and celebrating anniversaries together
- Networking
- Colleague visits
- Yearly Kick-Off

⁵ <https://www.udir.no/kvalitet-og-kompetanse/samarbeid/samarbeid-mellom-hjem-og-skole/#a154047>

⁶ Meyer & Mann, 2006; Sandham, 1999; Sheldon & Jung, 2015; Stetson et al. 2012; Wright, Kim B. et al. 2018.

⁷ Patton, Melody; The Home Visit: Creating Connections & Building Relationships with Parents, 2015.

Committees

A committee consisting of representatives from various environments will strengthen the PPV work. The leader of the students' council, the leader of the Parents' Working Committee, staff representative, teacher and administrative personnel can be part of a «PPV committee» that plan and assess the program for the environment as a whole.

Common activities

Celebration of the international United Nations days and known festive holidays in a perspective of diversity.

How can you put down roots for PPV in your environment?

- Plan a yearly PPV activity plan with committees, staff, parents, and pupils/students before the new school year begins.
- Present PPV at parents' meetings, students' get-together, and staff meetings. A good and effective time is the beginning of the school year.
- Plan and distribute information about activities and enrolments a long time in advance. It is important to create a camaraderie of meetings and activities between pupils/students, parents, and staff.
- Delegate tasks to the various representatives and committees.
- Take the initiative to at least two outdoor activities, in the form of travels and staying overnight with pupils/students, parents and staff. This will contribute to getting to know each other better, creating confidence and a sense of ownership of the program.

Other good tips

- Using the time effectively can be useful for all environments:
 - Doing various activities in the breaks and lunch hours contribute to better communication and interaction between children and staff.
- Go through the PPV-plan with the children, parents, and staff. Regular meetings and assessments both before and after the school year can be useful for the best execution of the program.
- Different workshops about values and personal growth can be offered to staff and parents. What is learnt can be implemented in class and at home.
- When organizing activities, it is important to involve representative organs at the kindergarten and school.

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<https://www.facebook.com/verdiutvikling>

The Theme plan

Theme plan				
	Themes	Values	Desired goal achievements	Activities
A u g	Friendship	Love, sympathy, empathy, honesty, confidence, loyalty, recognition	Knowing the tools to maintain good friendships	
			Experience markers/characteristics of a good friendship	
			Learn conflict management	
S e p	Respons-ability	Involvement, commitment, contribution, camaraderie, helpfulness	Understand the concept of responsibility and areas where you can assume responsibility	
			Understand negative sides of being irresponsible	
			Explore known role models	
O c t	Solidarity	Camaraderie, interaction, dialogue, connection, inclusion	Develop an understanding of what solidarity means in practice	
			Explore different ways of showing solidarity, overcoming differences	
			Identify ways to live in harmony with each other despite differences	
N o v	Public health	Hygiene, psychic and physical health, well-being, physical education, preventive health	Explore how to take care of yourself and your health	
			Learn how different habits influence the society and people's lives	
			See the connection between good health and preventive health	
D e c	Caregiving	Respect, compassion, sympathy, empathy, confidence, sharing, joy	Reflect on how you can show consideration in different ways	
			Learn to practice empathy	
			Experience considerate actions and their effect on relations	
J a n	Science	Natural science, critical thinking, analysis, research	Explore the contribution of science for the development of mankind	
			Learn about critical thinking and the advantages and disadvantages of digitalizing	
			Acquire knowledge of scientific development and the joy of creation	

F e b	Respect	Comprehension, equality, inclusion, nature and animal protection, tolerance, family care	Develop an understanding of respect	
			Learn about respectful actions and their influence	
			Explore how different cultures understand respect	
M a r	Diversity	Cultural understanding, philosophy of life and ways of living, tolerance, dialogue, ethics	Understand that we live in a diverse world and that differences is a richness	
			Understand the connection between identity and diversity	
			Explore other cultures' habits and ways of living	
A p r	Peace	Freedom, respect, recognition, safety, confidence, openness, dialogue	Reflect on the meaning of peace and liberty	
			Learn methods for avoiding and solving conflicts	
			Learn about human rights and the absence of these	
M a y	Democracy	Justice, freedom of speech, human worth, globalization, legal protection, equality, involvement	Learn how a democratic system works and is characterized	
			Create awareness of the importance of democracy for the international community	
			Reflect on the importance of human worth, freedom of speech and justice	
			Get to know the concept of global citizenship	
J u n	Sustain-ability	Use of resources, environmental awareness, food loss, wastage, use of nature, ecology, awareness of responsibilities	Understand the importance of natural resources and recycling	
			Discuss the consequences of wastage and our human responsibility	
			Experience that not everybody has access to the same resources	
			Explore the advantages of using time and resources more effectively	