

# INTRODUCTION

The *Values Reflection Journal* is designed to be used by children following a period of focussed learning and reflection upon a particular value in school. As a class and individually, pupils are encouraged to consider the impact of their learning on their attitudes and behaviour.

The children's responses, recorded in their *Journals* will help to support teachers' evaluation of the effectiveness of the opportunities for spiritual and moral development being offered. The different parts of the *Journal* can be collected together in a folder, the cover for which is included in this pack (Appendix 1). Cumulatively the compendium will give children a fascinating insight into how their opinions and attitudes are developing over time.

The pattern for each part of the *Reflection Journal* is the same and is based on the Windows, Mirrors, Doors strategy.<sup>1</sup>

The resource has not been tailored to specific Year groups and teachers will need to use a degree of professional judgement to decide how they want to adapt the material to best suit the needs of their classes. For example, teachers of young children may need to enlarge the *Journal* to A3 size and use lots of open questions and discussion to support their work.

The *Values Reflection Journal* does not include overtly religious content, however many schools are successfully using it for class assemblies by weaving in appropriate prayers and songs.

<sup>1</sup> Windows, Mirrors, Doors strategy to support spiritual development was devised by Liz Mills as part of Farmington Millennium Research 1997.



## THE PATTERN

### PART ONE : THE CANDLE

Children will normally begin by sitting in a circle on the carpet with the *Journal* in front of them and a candle in the centre. A circular cloth can be used to demarcate the area. Some teachers give their class clipboards and the children work on the carpet. Others find it easier to ask children to take the *Journals* back to their tables.

The candle is lit to begin the time of reflection. Children are encouraged to sit with their backs straight in a comfortable and alert position, gradually becoming still and more aware of breathing in and breathing out as they focus on the candle flame.

The teacher will ask children to reflect on what they have learnt about the value and choose one thing to write about around the image of the candle on the first page of the *Journal*.



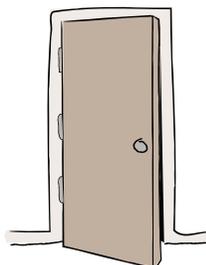
### PART TWO : THE WINDOW - LOOKING OUT

The image of the window symbolises 'looking out' at the 'Ows' or 'Wows' of life. Children are asked to recall inspirational or significant people and events that have demonstrated the 'value in action'. So for the value, *Courage*, children are invited to think of a person that they know who has shown real courage in overcoming a difficulty or by addressing a challenge. They may then draw that person in the medal shape on the *Journal*.



### PART THREE : THE MIRROR - LOOKING IN

The symbol of the mirror invites children to reflect, to 'look inside' and to be honest about some challenging questions concerning their own attitudes and actions. In the *Courage Journal* they focus on a person who helps them to be courageous.



### PART FOUR : THE DOOR - LOOKING AHEAD

The symbol of the door points ahead to the impact that the children's journey of reflection might have on the way they live their lives. It is about the possibility of change and resolving to *do* something practical that will bring change about. In the *Courage Journal* they reflect on those things that they will need courage and determination to face in the future.