



THE CHARACTER CURRICULUM[🌿]
FLOURISHING FOR LIFE

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A guide to using this teacher guide

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A guide to using this teacher guide

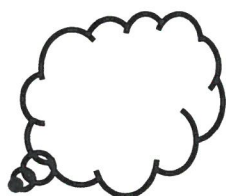
This textbook has been designed to support a taught course of character education. It suggests a range of activities and prompts to support pupils in KS3 to develop their character through knowledge of virtues, reasoning about virtues and by giving them opportunities to practice virtues in their daily lives. The same types of activities are repeated throughout the book and presented using the same format. The activities are briefly explained below:



Quotations from philosophers and influential figures regarding the topic of the lesson appear in scrolls. Students should discuss the author of the quotation – who they are and why they are influential. They should discuss the meaning of the quotation – what the author is trying to say and how it relates to the topic of the lesson. They should also reflect on how this quotation could apply to their lives.



Discussion points are questions that are intended to be discussed in pairs or small groups. You could feedback as a whole class to share ideas.



Moral dilemmas for each topic appear in a thought bubble. Pupils could work individually or in small groups to discuss the dilemma. It might be helpful to work through the following questions: What is the problem? What virtues might be needed? Are there any clashing or competing virtues? What do you think the 'wise' thing to do is? Is there more than one solution?



Reflection activities are designed to be used at the end of a topic, and appear beside a picture of a thinking pupil. They should be completed individually and could be completed within the lesson or as homework. Pupils may complete a written reflection using the reflection template or they could be offered a range of ways to evidence their reflection including through drawings, use of ICT.

KS3 Virtue Toolkit L1 Aristotle	
LO: To understand who Aristotle was and understand some of his main teachings.	
SMSC Links: <ul style="list-style-type: none"> - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others 	
Key vocabulary: Ancient Greece, philosophy, infer, significant, chronological order	
Resources: Textbook page information sheet, YouTube video link	
<p>Activity 1: Students use the picture of Aristotle to build an idea of the kind of man he was. Use the 3 questions to come up with questions about Aristotle and what can be inferred about him.</p> <p>Activity 2: Who was Aristotle? Introduce Aristotle and give some back ground to him using the text book information. Students start to develop a 'fact file' on Aristotle building up a picture of who he was and what he believed in. This can be an ongoing activity and students can add to it during the lesson. Ask students to present the information that they find either as a poster, biography or perhaps a comic strip of his life. You could put the main events of his life (see resource 2) on a time-line or in chronological order to help. If you have access to the internet you could research Aristotle and add your own information to your fact file.</p> <p>Activity 3: Aristotle Video – (PHILOSOPHY Aristotle) https://www.youtube.com/watch?v=csIW4W_DYX4&t=119s Students watch the first 3 minutes of the history of Aristotle video. Students answer a series of questions based on the first philosophical question that Aristotle asked.</p> <p>What makes people happy? What aspects of your life make you happy?</p>	<p>Key questions:</p> <p>Who was Aristotle? What was he famous for?</p> <p>What questions would like to ask for find out more about Aristotle?</p> <p>What makes people happy?</p>
Plenary: Based on your research today, what three words would you use to describe Aristotle? Why have you chosen those words?	

KS3 Virtue Toolkit	
L2 What is the good life?	
LO: To understand Aristotle's understanding of a good life	
SMSC Links: Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	
Key vocabulary: good life, wealth, power, fame, purpose, character, virtue, emulate	
Resources: The good life resource sheet, Beatles and Frank Sinatra YouTube songs	
<p>Starter: Ask students a series of questions for discussion.</p> <ul style="list-style-type: none"> • What is a good life? • What makes you happy? • What is the main aim of life? • What do people live for? <p>Take class feedback and discuss the issues. Ask students to describe someone from their lives who they think lives a good life? What about that person do they like? What features of their life would they like to emulate? Students discuss in pairs or small groups and feedback.</p> <p>Activity 1: Students write a journal entry answering the questions above and describing the kind of person they would like to become? What values are emphasised? Why are these most important?</p> <p>Activity 2: Use the different philosophies about the meaning of life to have a discussion with students. Which of the definitions do they most relate to? Do they think any are preferable to living a well lived life? Why? They can attach the names (hedonism, materialism, nihilism...)</p> <p>How will this affect how people live their lives? The choices they make now? For example, if the purpose of our lives is to get rich, what choices might someone make? What type of person might they become? Are there any examples of the 'good life' not covered here? What might they be?</p> <p>Ext: Discuss with students Aristotle's view on 'the good life'.</p> <p>Aristotle has his own views on this very question. Here are his thoughts on some of the various kinds of life on offer:</p> <ul style="list-style-type: none"> • To the life organised around the pursuit of pleasure (HEADONISM) Aristotle queries: But does this sort of life really give full exercise to all of our distinctively human capacities? What about the role of reason, or thinking? • To the life organised around the pursuit of wealth and accumulation of things (MATERIALISM), Aristotle queries: But for 	<p>Key questions:</p> <p>What does the good life look like for you?</p> <p>What are common ideas of the good life?</p> <p>How might your idea of the good life/meaning of life affect how you act? What you do?</p> <p>What did Aristotle believe about the purpose of life? Do you agree?</p> <p>What does the word character mean?</p> <p>What are the traits of a good character?</p> <p>Does everyone agree on the traits that make up a good character?</p> <p>Is it possible to develop virtues?</p> <p>How can we develop them?</p>

what purpose? Surely the purpose that you want money for, is what you really want? Do you want it for security, for power, or to buy the things that give you pleasure? Or anything else?

- **To the life shaped around the quest for status and respect (EGOISM)** Aristotle queries: But by whom do you want to be respected, and why is their view so important to you? And what will become of your life, when the very people who now give you applause, go on to condemn you – people, after all, are fickle, are they not...? And what will you do to persuade others to give you this applause, or honour – you must rely upon them giving it, and those that give it, can just as easily take it away... What are the sorts of things you wish to be respected for? Are they the sorts of things that are really worthwhile?
- **To the life organised around the pursuit of pleasure (PLATONISM).**
- **To the life organised how to live out morally virtuous activities (EUDAIMONIA).**

Activity 3:

Watch the good life crash course

<https://www.youtube.com/watch?v=Ra1Dmz-5HjU&t=248s>

Is this a helpful overview of the positions? What do you think of Aristotle's idea of 'eudaimonia' (happiness/flourishing)?

Activity 4:

In 1965 Lennon and McCartney wrote a song called 'In My Life', performed by The Beatles. Listen to the song – how does their song answer the question 'What is the Good Life?'

How did Frank Sinatra answer the question, 'What is the Good Life?' in his song, 'My Way'?

Compare the content of these two songs with each other: who came closer to setting out the most attractive vision of the 'good life' on this evidence, The Beatles, or Frank Sinatra? What would Aristotle make of:

The Beatles' 'In My Life'?

Frank Sinatra's 'My Way'?

Would it line up with his understanding of the good life?

Plenary:

Read Aristotle's definition of Eudaimonia. Do you think it is possible to become more courageous, kind, generous? How do you think you can develop these virtues?

Virtue Toolkit L3 Defining virtues	
LO: To define virtues and group them according to type.	
SMSC Links: Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	
Key vocabulary: virtues, resilience, volunteering, integrity, compassion, gratitude, reasoning, reflection, resourcefulness, neighbourliness, motivation.	
Resources: List of virtues and matching definitions (resource 1)	
<p>Starter: In the last lesson, we asked what the good life is and explored some of Aristotle's thinking on the subject. Ask students the question what is a virtue? What is a trait of character? What traits or virtues help someone develop a good character? Is it possible to develop virtues? How can we develop them?</p> <p>Character definition - Character is a set of personal traits that produce emotions, informs motivation and guides conduct.</p> <p>Virtue definition - Positive personal strengths which when combined form a person's character.</p> <p>Activity 1: Give students the list of the virtues and ask them to match up the descriptions to the correct virtues. Students to pick 3 of the virtues and describe how they might use them in and around their school community.</p> <p>Activity 2: Give students copies of the virtues and ask them to arrange them into groups. They can set their own criteria for how they arrange them (e.g. virtues that are about others v virtues that are about individuals, virtues they are good at vs virtues they need to work on.) Why have students grouped them in particular ways? Can they think of any other virtues that they could add to their groups? Show them the Building Blocks of Character (Resource 2) and look at each of the groups of virtues. Do you agree with how they have been grouped? Can you think of any other virtues that you could add to each group?</p> <p>Activity 3: Ask the students what they think it means to be a good person and see what their initial thoughts are. Talk through the prompts below (it can help if you put them on a flipchart or interactive whiteboard). For each prompt, ask what the young people think and why.</p> <p>Is being a good person:</p> <ul style="list-style-type: none"> • To do as you're told? Point to highlight: This might be part of it; but doing what you're told isn't good if you're told to commit an armed robbery, or hurt someone. 	<p>Key questions:</p> <p>What are the traits of a good character?</p> <p>Does everyone agree on the traits that make up a good character?</p> <p>Is it possible to develop virtues? How can we develop them?</p> <p>What are virtues? How do they (according to Aristotle) relate to living a 'good' life?</p> <p>Can you name any virtues? How would you define them?</p> <p>What do you think this virtue would look like in real life?</p> <p>What situations might this virtue be needed in?</p> <p>How would you group the virtues?</p> <p>Why have you grouped them this way?</p>

<ul style="list-style-type: none"> • To do no harm? Point to highlight: This is also part of it – we don't want to hurt people. But maybe sometimes you have to hurt someone for the greater good; for instance if a child runs into the road, you might have to hurt them when pulling them out of the road to stop them being hit by a car. • To do the right thing? Point to highlight: The right thing depends on the situation. You can't always have a rule that covers every situation, so you have to make a decision about what is the right choice. <p>Activity 3: For Aristotle, doing the right thing was about practising the virtues in the 'right amount' for the particular situation. Too much or too little of the virtue would lead to doing the wrong thing. Aristotle called this finding 'the golden mean.'</p> <p>Choose one of the virtues and discuss what too much (excess) and too little (deficiency) would look like</p> <p>Eg</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> <p>Too little</p> <p>cowardliness</p> </div> <div style="text-align: center; margin-right: 20px;"> <p>←</p> </div> <div style="text-align: center; margin-right: 20px;"> <p>Virtue</p> <p>Courage</p> </div> <div style="text-align: center; margin-right: 20px;"> <p>→</p> </div> <div style="text-align: center;"> <p>Too much</p> <p>recklessness (acting without recognising danger)</p> </div> </div> <p>You could think of a particular situation (e.g. witnessing a robbery) and discuss what cowardliness/courage/recklessness would look like. Would it be the same for each person? (e.g. courage for a policeman would be different to courage for a child). Watch:</p> <p>https://www.youtube.com/watch?v=PrvtOWEXDIQ from 3:00 – 5:17.</p> <p>Ask children in groups of pairs to think about what too little or too much of the following virtues would look like:</p> <p>Generosity Compassion Resilience Honesty Confidence</p>	<p>What would too much of this virtue look like?</p> <p>What would too little of this virtue look like?</p>
<p>Plenary: Students identify which virtues they think they need to develop. How might they go about this?</p>	

Resource 1:

Resilience	To have concern for the sufferings of others.
Volunteering	To be thankful and appreciative
Integrity	To be able to seriously think about and consider an idea or something that has happened.
Compassion	To be concerned for, friendly and helpful to those around you.
Gratitude	To offer to help without a charge.
Reasoning	The ability to find quick and clever ways to overcome difficulties.
Reflection	The ability to think about something in a logical, sensible way.
Resourcefulness	To act on your moral principles all of the time.
Neighbourliness	To be enthusiastic and determined because you want to do something.
Motivation	The ability to recover quickly from difficulties.



Virtue Toolkit L4 Emotions and Virtues	
LO: To understand the link between our thoughts, feelings and actions	
SMSC Links: Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	
Key vocabulary: Emotions, control, logical, rational, heat of the moment, strategies.	
Resources: Words of emotion words (optional), thinking, feeling, acting flow chart, scenario cards.	
<p>Starter: What do you think about when you hear the word emotion? What does the word mean to you? How many different types of emotions can you name? Can you group the emotions you have named? Do you ever feel more of one emotion or one type of emotion?</p> <p>Activity 1: https://www.youtube.com/watch?v=embYkODkzcs Can you identify the 7 emotions in the video? Students watch and pause after every clip to discuss.</p> <p>https://www.youtube.com/watch?v=seMwpP0yeu4 What do you think the film tells us about our emotions and actions? It might be helpful to discuss the flow diagram (resource 2). Give children the scenario cards (resource 3) and ask them to think about what the person might be thinking, feeling and then doing in the scenario. Identify the thoughts, feelings and actions of a particular character. Would it be possible for two people in the same situation to feel different emotions?</p> <p>Activity 2: Ask the students to raise their hand at the various statements. Read the following statements and, when children have decided on a position, ask individuals to share their reasons. They may change position if they change their mind:</p> <ul style="list-style-type: none"> - I can choose how I feel. - It is important to show people how I feel. - It is important to be able to control my emotions - I am confident that I can control my emotions. <p>Sometimes, when we experience very strong emotions such as anger or disappointment, we can act quickly and do something that we regret. Can you think of any famous examples of people losing control of a situation because of their emotions? (Some examples you might want to look at include Zinedine Zidane head butting Marco Materazzi in the 2006 World Cup Final, John Mcenroe losing his temper 'you cannot be serious', Serena Williams arguing with the umpire in the US open final 2018 etc.)</p>	<p>Key questions:</p> <p>How many different emotions can you name?</p> <p>Can you group the emotions that you have named?</p> <p>Why have you chosen those groups?</p> <p>Why do you think it might be important to be able to put names/words to the emotions that we are feeling?</p> <p>What do you think the film tells us about our emotions and actions?</p> <p>What is the link between thoughts, feelings and actions?</p> <p>Would it be possible for two people in the same situation to feel different emotions?</p> <p>What strategies could we use to help us to stop and think before we act?</p>

Activity 3:

Can students think of an example from their life where they have experienced very strong emotions? Students write a diary entry recording that event and how they responded. What were the circumstances surrounding that event? Students can then write a follow up paragraph describing an alternative response demonstrating they have reflected on the situation. How might that have changed the situation for better or worse?

Students think of some strategies to help them stop and think before acting out. For Aristotle, doing the right thing starts with having the right emotion.

Plenary:

Look at the following scenarios. Think about what a purely emotional response would be then what a more rational response might be:

- A teacher blames you for something you didn't do?
- The sports team you're investing time and energy in keeps losing?
- When you're expecting to meet a friend, and he or she backs out at the last moment for no good reason?
- When you do poorly on a test because you didn't spend any time revising?

Another way of thinking about it would be to ask yourself these questions:

1. Name the feeling.
2. What's a helpful way to deal with it?
3. What's a harmful way to deal with it?

Resource 1

List Of Emotions

Positive Emotions

Excited
Elated
Euphoric
Happy
Peaceful
Secure
Encouraged
Optimistic
Helpful
Hopeful
Lovable
Confident
Joyful
Motivated
Silly
Light-hearted
Outgoing
Easygoing
Relieved
Content
Determined
Satisfied
Inspired
Loving
Amazed
Dazzled
Comfortable
Energetic
Proud
Valued

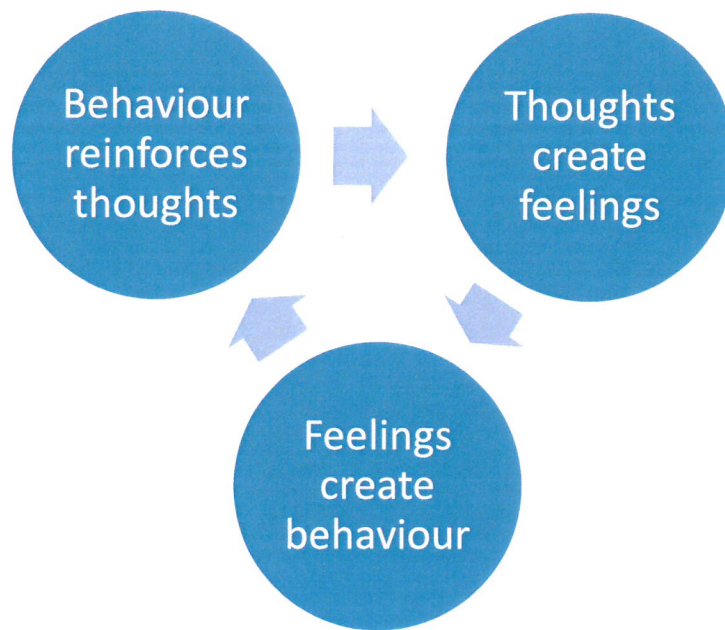
Anxious Emotions

Afraid
Fearful
Anxious
Apprehensive
Hesitant
Resistant
Concerned
Worried
Annoyed
Surprised
Insecure
Overwhelmed
Eager
Uncomfortable
Suspicious
Tense
Unsafe
Bored
Confused
Inadequate
Trapped
Irritated
Aggravated
Lost
Trapped
Cornered
Frustrated
Nervous
Self-conscious
Shocked

Negative Emotions

Angry
Sad
Depressed
Disgusted
Ashamed
Discouraged
Pessimistic
Doubtful
Hopeless
Helpless
Unlovable
Envious
Embarrassed
Despondent
Resentful
Bitter
Stupid
Worthless
Distain
Disregarded
Furious
Foolish
Grief
Hurt
Violated
Miserable
Lonely
Disappointed
Let down
Forgotten

Resource 2



Resource 3:

I finish my homework.	A teacher asks me to read in front of the class.
I feel like a teacher is picking on me.	I don't understand the work in the lesson.
I am late for school.	I argue with my friends.
I meet new people.	I tell someone how I feel.
I stand up for myself.	I enjoy my lunch.
A teacher tells me I have done well in a lesson.	I pass a test.
I didn't have time to do my homework.	I have forgotten something I need for school.
I am asked to work with someone I don't get on with.	Someone says something that upsets me.
I forgot my P.E. kit.	I get a good mark for my work.

Virtue Toolkit L5 Developing virtue	
LO: Suggest practical ways in which they can develop their virtue	
SMSC Links: Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	
Key vocabulary: virtue, virtuous, develop, role model, moral dilemma, reflection, influential, moral dilemma.	
Resources: fact file templates, moral dilemma example, virtue shields.	
<p>Starter: Ask students whether they can define the term 'virtuous'? What is a virtuous person? Do they think that becoming virtuous is something that can be developed and learned? Can you become kind, generous, compassionate etc.? Discuss these ideas. Can students give any examples of where or how they have developed their character through becoming virtuous? Feedback in pairs or as a whole group.</p> <p>Explain that Aristotle believed that, we are what we consistently do so we need to practice our virtues in order to become more virtuous. The lessons that follow will use some different techniques including looking at role models, moral dilemmas and opportunities for reflection.</p> <p>Activity 1: Show images of influential figures who could be considered to be role models e.g. Obama, Mother Theresa, Gandhi, Martin Luther King Jnr, Winston Churchill, and Florence Nightingale. How might these people be linked and what do they have in common? Discuss students' ideas, encouraging a range of answers. Explain that all of these people are considered by many to be role models (ensure children are confident with the term). Explain that when we seek to develop our virtues in ourselves we need to recognise how they out-work in real life situations. By looking at role models it is possible to see some good examples of virtues in real life.</p> <p>Activity 2: Students identify a role model that they can discuss. This could be someone famous or maybe more interestingly, someone in their own lives. They need to write a short account of the role model they have identified and describe the virtues that they admire in that person.</p> <p>Activity 3: When we are learning any skill, it is important to reflect on how we are doing—what we are good at and what we need to do more work on. Students can use the shield templates to reflect on: • The virtues you are good at.</p> <ul style="list-style-type: none"> • The virtues you need to practice. • What these virtues look like. • How you are going to develop. 	<p>Key questions:</p> <p>Can we become more courageous/kind/generous (virtuous)?</p> <p>How do we become more virtuous?</p> <p>What is a role model? Who are your role models?</p> <p>What virtues do your role models display?</p> <p>What is the problem(s) in the moral dilemma? What virtues might be needed?</p> <p>Are there any virtues which clash or are competing with each other?</p> <p>What is the 'wise' thing to do?</p> <p>Is there more than one solution?</p>

Activity 4:

As well as developing individual virtues, it is important to know what to do in difficult situations. You may need to use more than one virtue or you might have to decide which virtue to use. Aristotle called this skills phronesis or wisdom. We will be practising this by looking at moral dilemmas – difficult situations that we might come across in real life.

In the textbook, these will appear in thought bubbles. When we see a moral dilemma we need to think about

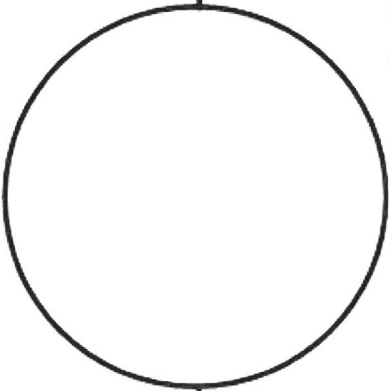
- What is the problem?
- What virtues might be needed?
- Are there any clashing virtues?
- What is the 'wise' thing to do?
- Is there is more than one solution?

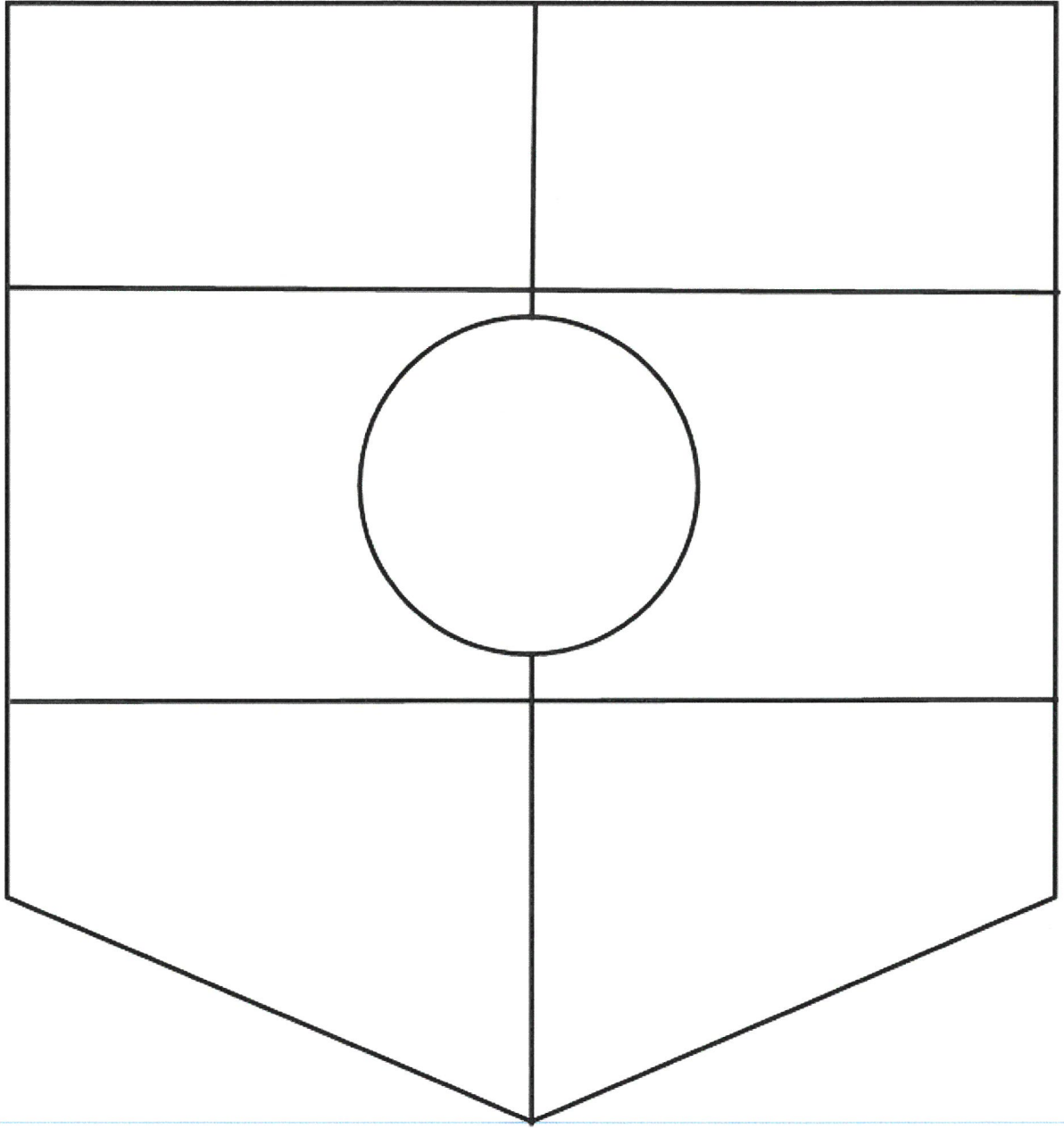
Students look at an example of a moral dilemma on the board and read it through and discuss the questions in pairs. Feedback as a class.

Plenary:

Explain that an important part of the journey to becoming more virtuous is reflecting on what we are already good at and what we would like to develop further. Reflection activities will be signalled in the textbook by the image of a boy thinking. Model filling out the virtue shield activity before asking children to fill it out for themselves.

A virtue I am good at	A virtue I need to practise
A picture of me showing this virtue	A picture of me showing this virtue
My role model	How I will develop this virtue





Year 7	
Exercise: Lesson 1	
LO: To identify the virtues that can be developed through exercise	
Citizenship (non-statutory guidance) Pupils should be taught: <ul style="list-style-type: none"> - What makes a healthy lifestyle, including the benefits of exercise and healthy eating. 	
Health Education (non-statutory draft guidance 2018) Pupils should know: <ul style="list-style-type: none"> - The benefits of physical exercise on mental wellbeing and happiness - The importance of building regular exercise into daily and weekly routines and how to achieve this, for example daily active mile or other forms of regular, vigorous exercise. - The risks associated with an inactive lifestyle 	
Key vocabulary: self-regulation, confidence, determination, motivation, perseverance, teamwork, obesity, barriers, mental health, stress, anxiety,	
Resources: Diamond 9 activity	
<p>Starter: Introduce the Exercise topic. All living things move. Whether it's a plant growing towards the sun, bacteria swimming away from a toxin or you walking home, anything alive must move to survive. For humans though, movement is more than just survival – we move for fun, to compete and to be healthy. Ask the students to think of as many types of physical movement as possible and identify the different ways they exercise. Brainstorm and collect those ideas on the board.</p> <p>Activity 1: In pairs, ask students to brainstorm as many benefits of exercise as possible. Then, give children the diamond 9 activity. Are there any reasons that they hadn't thought of? Ask students to rank the benefits in a diamond shape, emphasising that there is no right or wrong answer.</p> <p>Activity 2: Students reflect and write a short paragraph on their experiences of exercise and its benefits. Feedback from students to whole class.</p> <p>What virtues do you think exercise could develop? Ask students to give examples e.g. courage could be developed when you are learning a new skill like swimming, respect for others when playing a team sport.</p>	<p>Key questions: What are the benefits of exercise?</p> <p>What virtues could exercise develop?</p> <p>How much exercise should you do?</p> <p>What are the consequences of not exercising? What are the barriers to exercise?</p> <p>How do we overcome these barriers?</p> <p>What virtues are needed to overcome these barriers?</p>

Activity 3:

There are many barriers to taking part in exercise. Brainstorm with your partners all the reasons for not taking part in exercise.

How might you overcome those barriers in order to live a fit and healthy lifestyle? What virtues might you need to engage to overcome the barriers? Think of some examples where you might put those virtues to use.

Activity 4:

Both of these role models have overcome barriers to be at the top of their game. What barriers have they overcome? Which virtues have they shown?

Can you think of any other role models who have overcome barriers to succeed in sport? Create a poster or presentation about them to share with your class.

Plenary:

Which virtue would you most like to develop through exercise? How are you going to purposefully develop this virtue through the exercise that you do?

Year 7	
Exercise: Lesson 2	
LO: To identify the virtues that can be developed through exercise	
<p>Citizenship (non-statutory guidance)</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - What makes a healthy lifestyle, including the benefits of exercise and healthy eating. <p>Health Education (non-statutory draft guidance 2018)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> - The benefits of physical exercise on mental wellbeing and happiness - The importance of building regular exercise into daily and weekly routines and how to achieve this, for example daily active mile or other forms of regular, vigorous exercise. - The risks associated with an inactive lifestyle 	
Key vocabulary: self-regulation, confidence, determination, motivation, perseverance, teamwork, obesity, barriers, mental health, stress, anxiety,	
Resources:	
<p>Starter:</p> <p>Focus of last lesson was thinking about the virtues that could be developed through exercise. Can students identify what virtues were discussed? Have they had any success employing those virtues since the last lesson? Give some examples.</p> <p>Activity 1:</p> <p>Students read through the quick facts and newspaper headlines on exercise and use questions to generate a discussion.</p> <p>Why are so many young people in-active? Why is it more likely that overweight teens will become overweight adults? Why is that trend so hard to change? Why is there a correlation between exercise and improved mental health?</p> <p>Activity 2:</p> <p>How much exercise do you think you do each day? What types of exercise do you do? What different types of exercise are there? Are some types of exercise 'better' than others? You could show this article: https://www.bbc.co.uk/news/health-45799473. You could also look at the Daily Mile campaign: https://thedailymile.co.uk/ as a way of encouraging children to be more active. Are there exercise and sporting clubs an opportunities that students can get involved with at school?</p> <p>Think about your current exercise routine and what you would like to improve. Create a plan</p>	<p>Key questions:</p> <p>What are the benefits of exercise?</p> <p>What virtues could exercise develop?</p> <p>How much exercise should you do?</p> <p>What are the consequences of not exercising?</p> <p>What are the barriers to exercise?</p> <p>How do we overcome these barriers?</p> <p>What virtues are needed to overcome these barriers?</p>

using the template below. Remember to make your goals specific, realistic and timed.

Activity 3:

Look at the moral dilemma together. What is the conflict in the dilemma? What virtues do you think are needed? Are there any that clash? Ask students to record their ideas individually and then discuss in pairs what they think should be done. Is there more than one wise solution?

Plenary:

Which virtue would you most like to develop through exercise? How are you going to purposefully develop this virtue through the exercise that you do?

One in three children 'not active enough', finds sport survey

🕒 6 December 2018 | 💬

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The Observer
UK news

Amelia Hill

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Sun 2 Nov 2003 11.01 GMT

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Exercise off-limits for 75% of teens

More than three quarters of British children between 11 and 16 take no exercise each week, according to a new survey that will fuel the debate about child obesity.

More than half of all teenagers agreed that young people are fat, lazy and addicted to computer games, but blame school and councils for failing to give them opportunities to exercise.

In the survey of more than 300 children and Youth Debate panels held across the country, teenagers said they spent their time surfing on the web and playing computer games, but claimed they had no other choice.

Lack of physical activity among girls leading to poor mental health and low aspirations, warn experts

New figures show boys aged between eight and 15 spend almost twice as much time doing sport activities as girls of same age

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Wildlife

Three-quarters of UK children spend less time outdoors than prison inmates - survey

Time spent playing in parks, woods and fields has shrunk dramatically due to lack of green spaces, digital technology and parents' fears

Year 7	
Friendship L1 – What makes a good friend?	
LO: To develop an understanding of the virtues that enable friendships to flourish.	
SMSC Links (taken from the OFSTED Inspection handbook 2018) Pupils should: Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	
Key vocabulary: Friendship, bullying, sharing, affection , civility, respect, love, perseverance, honesty, empathy, friendliness	
Resources: Blank world maps, atlases, food products from around the world	
<p>Starter: What makes a good friend? Listen to the music clip. https://www.youtube.com/watch?v=2VbODnX0dVs What does a good friend need to do according to this song? What aspects of friendship do the lyrics describe? How might you demonstrate these actions in your life?</p> <p>Activity 1: Card sort Think about the friends you have now, and friendships you've had in the past. What are the characteristics of a good friend? How have those characteristics contributed to you being a good friend to someone else and vice versa? Can you relate those characteristics to specific virtues? What virtues help you become a good friend to other people? Look at the qualities listed in the card sort activity in pairs and then rank them in order of importance. Why do the negative traits make friendship more challenging? Add any other friendship qualities you can think of.</p> <p>Activity 2: Circle of friendship With a partner discuss the following questions. How do you choose your friends? What governs your choice of friends? Do your friends have anything in common? What is the difference between a friend and an acquaintance? Have your friends changed as you have grown older? How? Why? Do you make friends easily? Why/why not? What behaviour would stop you being friends?</p> <p>Activity 3: Moral dilemmas Student's read the examples and identify which virtues to employ in each given situation. Which virtues are being activated in the scenarios? Student's feedback to group and discuss.</p>	<p>Key questions:</p> <p>How might having a friendship with someone develop your character?</p> <p>What role can a friend play in developing your character?</p> <p>What virtues can you grow in to become a better friend? How can you practise them?</p>
<p>Plenary: Students consider which qualities/virtues they could develop in becoming a good friend.....would you like to be more patient, sympathetic, generous etc.?</p> <p>Students could add a 'goal for the week and use the "Good friend" template to help them.</p>	

Lesson Resources

Aristotle on friendship

Aristotle argues that we need good friends to be truly happy. This is in part because the highest form of friendship, which he calls "perfect friendship" and "friendship based on virtue" is conducive to our moral development. And Aristotle believes that in order to be truly happy, we must have good character and try and see ourselves through the eyes of others as we seek self-knowledge. For Aristotle, our friends can and should play this role in our lives.

But not just any friends will do. We need good friends, in two different senses. First, they must be good insofar as we spend time together and develop a close relationship. Second, they must be good in the moral sense of the term. They must have good character. Such friends can help us overcome self-deception and enable us to see that our character flaws are perhaps clouding our judgment. A good, trustworthy friend can come alongside us and help us realize that the generous action is in fact generous, and not wasteful as we might feel or think. They can help us see both the strengths and weaknesses of our own character. Of course, we can and should be a good friend and help others in their quest for self-knowledge, virtue, and true happiness. Being this kind of friend provides opportunities to express and cultivate virtue.

Trustworthy	Respectful	Affectionate
Generous	Caring	Humorous
Forgiving	Empathising	Patient
Distant	Selfish	Cruel
Two-faced	Ungrateful	Mean
Argumentative	Arrogant	Dishonest
Cooperative	Loyal	Encouraging
Grumpy	Moody	Cold-hearted

Activity 3

Read the following list of situations in which friends might fall out or disagree. Work together with someone and come up with simple suggestions for solving the problem. What would you have to do and what would your friend have to do to keep the friendship going?

- You were invited to spend the night at a friend's house. Half an hour before you were due to leave your friend telephones to cancel. The next day you find out that someone else was invited instead of you.
- You and your friend have decided to join an after-school club. There are two activities that you both want to take part in, however they are both scheduled at the same time.
- For the last couple of months you have been going round to your best friend's house every day after school. You enjoy it but are beginning to feel you'd like to do other things too.
- You and your friend have done something wrong and now your parents have found out. You tell the truth but your friend lies and doesn't admit being involved.
- You've lent a favourite item of clothing to a friend and s/he returns it dirty and with a hole in it.

<p>Year 7</p> <p>Friendship L2 – Developing friendships</p>	
<p>LO: To develop an understanding of the ways in which friendships change and how to negotiate developing relationships.</p>	
<p>SMSC Links (taken from the OFSTED Inspection handbook 2018)</p> <p>Pupils should:</p> <p>Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.</p>	
<p>Key vocabulary:</p> <p>Friendship, bullying, sharing, affection, civility, respect, love, perseverance, honesty, empathy</p>	
<p>Resources: YouTube clip, role play scenario</p>	
<p>Starter: Which is the most important?</p> <p>Students discuss a list of friendship statements and decide which are most important. They add any of their own statements to their list.</p> <ul style="list-style-type: none"> - Doing things together - Not criticising each other - Supporting each other if one is in trouble - Having fun together - Sharing your secrets <p>Activity 1: Eli and Joe video clip</p> <p>Watch the clip about Joe and Eli's friendship.</p> <p>https://www.youtube.com/watch?v=qy4SuHxCGYU</p> <p>In pairs discuss the following questions: How do you think Eli feels? What about Joe? Has anything like this happened to you? How would you go about displaying good character in a situation like this? What virtues would you have to practise to deal with this situation in a positive way?</p> <p>Activity 2: Role play</p> <p>Each group is given a scenario where students will create a role play of how they should and shouldn't react in these circumstances. There should be a focus on activating positive virtues in the role play. Students observing should identify which virtues are in action and how they contribute to a positive outcome.</p> <ul style="list-style-type: none"> - A friend starts talking about you behind your back - A friend starts teasing you about your appearance - A friend starts criticising the way you behave and complaining about what you do - A friend starts going around with a different group <p>Activity 3: Mind map</p> <p>A new student has just moved to the school halfway through the year. What tips would you give them about how to make new friends?</p> <p>Create a mind map with your tips.</p>	<p>Key questions:</p> <p>How might having a friendship with someone develop your character?</p> <p>What role can a friend play in developing your character?</p> <p>What virtues can you grow in to become a better friend? How can you practise them?</p>

Activity 4: Friendship Clinic

This activity is designed to help students think practically about the way they act in their friendships. They are to develop a 'friendship clinic' or 'drop in service' where older students can support younger students with their transition to a new school and all the friendship issues that come with it. The following questions are designed to help them think through the practical dimensions of friendship and pass on their wisdom and experience to others.

- What training would students need to do this?
- How would it work?
- What logistics would be needed?
- What problems do you imagine coming up?
- What solutions could you offer to younger students?

How might you encourage younger students to make friends? How could developing positive character traits help them become a good friend? How can having friends develop positive character?

Use these questions to consolidate the work around friendship.

Activity 5: Role model letter

Students read the role model letter and discuss how the friends has impacted on the life of the author. Use the questions to tease out observations about the effect of positive friendship on the author.

1. What practical things did her friend do to help her during their friendship?
2. What does the author identify as important in a friend?
3. How did her friend shape her character and help develop her as a person?
4. What does this letter reveal about making a lasting impact on the people around you?

Plenary:

How might having a friendship with someone develop your character? Students discuss in pairs examples from their own friendships. What role can a friend play in developing your character?

A Letter To The Friend Who Doubled As A Role Model

Dear friend,

You probably didn't realize what you were doing when it was happening, but you changed my life and you did it for the better. You encouraged me to be who I am today, and gave me someone to look up to as a role model. A huge part of what made this so great was that you weren't doing any of it to receive recognition or praise; it was just who you are and how much you cared about the people around you. So after all the hard work you've done, let me take a moment and tell you some things I should have a while ago.

First, let me tell you I'm sorry.

I'm sorry that I never told you that the little things you did every day without noticing were shaping me into a better person and giving me someone to strive to be like in my life. It was the small things you did that made me feel great about myself and led me to take note that you were an amazing person. I don't think I've ever heard you say a negative word and I know I have never seen you give up. I know that if I had been someone's role model, I would have wanted to know.

Second, let me tell you that all the little things you did that made all the difference to me.

I struggled with feeling like I never "fit in" and was sometimes stuck in classes full of people older or younger than me. Even though you were older than me, you treated me like an equal and never valued what I had to say less just because I was younger. I appreciated you never belittling me even in a joking manner, and always including me in different events and activities that went on both inside the classroom and out. These actions showed how much of a caring and compassionate person you were and encouraged me to be like you so that others could experience what I did through our friendship.

Third, I want to tell you that I appreciated how much you listened to me.

Knowing you were always there to listen to me really helped me push through tough times and know that you would always be there for me rain or shine. When I talked you truly just wanted to listen to me and help give me any advice you could and make sure I was OK. I cannot thank you enough for not leaving situations alone when I said things were fine. Having me talk about and sort out my feelings really helped eliminate a lot of my stress.

Finally, even though I may not see you all the time, you are still shaping me today.

Even though I may not see you all that often, I don't think I have left every memory and trait I learned from you behind. You taught me to be kind-hearted, to always say "hi" to new people and not be afraid to stand up for things that were right. You showed me so many different things that I may not have noticed if it hadn't been for our friendship. So thank you so much!

Sincerely,

Me

Year 7	
Social Media L1 – Staying safe	
LO: Understand which virtues are needed to engage responsibly on social media	
SMSC Links (taken from the OFSTED Inspection handbook 2018) Pupils should: Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.	
Key vocabulary: Instagram, snapchat, twitter, respect , humility, wisdom, digital footprint, honesty, integrity, courage, empathy, friendliness, wisdom	
Resources: Quiz questions	
<p>Starter: Quiz Students complete SM quiz and review answers. Discuss which social media platforms that students use and what risks they can identify from using social media. Watch the Digital Wildfire project video https://www.youtube.com/watch?v=5nXaEctiVhs and answer these questions: What positives and negatives of social media does the video show? What does the video suggest you can do to help stop the negatives?</p> <p>Activity 1: Your digital self Students use the table to ask themselves what they would do to keep themselves safe under the three headings. Students link a virtue to each point they make and describe how the virtue is activated. Class discuss the outcomes.</p> <p>Activity 2: Talking heads Read the 'Talking Heads' sheet about the characters' use of social media. Students identify similarities and differences in these people's experiences of social media. Ask questions to get feedback: How do people use social media differently? Have these people identified positives and negatives of social media? Why do people take and post selfies? How might using social media affect someone's self-esteem? Are any of these people's opinions concerning? Why? As a class, return to the list created of the positives and negatives of social media.</p> <p>Activity 3: Moral dilemma Look at the moral dilemma together. What is the conflict in this dilemma? What do you think a wise solution is? Is there more than one?</p>	<p>Key questions: How do virtues enable you to act responsibly on social media? Are there certain virtues that allow you to make good decisions when using social media? How might you mediate between to virtues in conflict?</p>
<p>Plenary: Ask for help and give advice! Students write down some possible ways they could help in this situation. Who might you need to talk to? What virtues do you have to activate to intervene in this scenario?</p>	



I mostly use social media to get to know new people. I get friend requests all the time and I never reject a request. I have almost 1,000 friends online. I think if you take a good selfie people like you more. Boys definitely like girls who post more selfies.

There's pressure to like and comment on each other's posts. If your best friend posts something on a social network, you have to comment or like it within the first 5 minutes, then they will do it back to you.



I take at least four or five pictures before I post one to social media. I usually use filters so the light and colour are right, and so any spots or imperfections I have are blurred. You need to take it from a high angle and to get your good side.

I use social media only to talk to my friends. I have really high privacy settings so that people I didn't know couldn't find me or make friends with me. I hate the thought that strangers would pry into my life. I try to avoid posting too much about my personal life and just stick to uploading stuff about my favourite bands and films.



It makes me feel awful if I don't get likes or if people leave nasty comments. I have taken down my posts before, if they don't get enough likes. Sometimes I feel jealous that other people get way more attention than I do on social media. Also, I hate it if someone posts a picture of me without checking first. I just feel so embarrassed if I don't like the way I look. I've fallen out with people about that before, definitely.



I don't post selfies hardly at all anymore because I can't be bothered with nasty comments. I once posted one wearing my school uniform and my mum freaked out, so I stopped uploading them. I really like social media, but I mostly use it when I'm in gaming communities. Personally, I think posting selfies is really attention seeking and vain.

When I used to feel down or bad about myself I would go online and look at my friend's pages. But after a while I realised it made me feel worse, to see them all having fun and looking amazing when I felt rubbish. I recognised I get serious FOMO (fear of missing out). So now I go on social media less and I never go on when I'm feeling upset, stressed or angry, because I know it makes me feel worse.

Social Media Facts

- Close to half the world's population (3.03 billion people) are on some type of social media.
- The average person spends about 20 minutes on Facebook or one in every six minutes a person will spend online.
- 1.57 billion YouTube users watch about 5 billion videos on average every single day.
- People are accessing 69% of their media on their smartphones.
- On average, people have 5.54 social media accounts. That works out at a new social media user every 15 seconds.
- Facebook Messenger and WhatsApp handle 60 billion messages a day.

<p>Year 7</p> <p>Social Media Lesson 2 – Body Image</p>	
<p>LO: Understand how to express positive feelings about themselves, strengthen their own identity and appreciate positive virtues and traits in themselves and others.</p>	
<p>SMSC Links (taken from the OFSTED Inspection handbook 2018)</p> <p>Pupils should:</p> <p>Relationships Education (non-statutory draft guidance 2018)</p> <p>Pupils should know:</p>	
<p>Key vocabulary: Social media, selfie, body image, healthy, 'likes', body confidence, editing, celebrities, filters, followers, attention, comments, wisdom, respect, integrity, self-esteem, self-respect</p>	
<p>Resources: Textbook page (x)</p>	
<p>Starter: 'Talking about selfies'</p> <p>Students watch '4 Body Image and You' film.</p> <p>https://riseabove.org.uk/article/helen-talks-body-image/ After sharing their reactions to the film, students discuss how they think the internet, particularly social media, can cause stress and impact on a young person's body image. Do students feel pressured into gaining 'likes' or portraying a certain image of themselves online? How does this pressure affect them? Explain that online pressure like this can be a test of our character. How might that be the case?</p> <p>Activity 1: Quick fire questions</p> <p>What do we mean by 'body image'? How is that different to what a person's actual body looks like? What makes people think they need to look a certain way? How does the media influence this? How does gaining likes and followers on social media make people feel? Why is this important to some people?</p> <p>Activity 2: 'Behind the selfie'</p> <p>Choose a scenario and in groups discuss the following questions: What might be going through each character's mind? What feelings and emotions could they be experiencing? How might their body image and body confidence be affected by their experiences online? Being healthy is more important than what makeup or hair styles are trending on social media. Why is that? Is someone's online profile an accurate depiction of who they are? What lengths do some people go to create the perfect the selfie? Why?</p> <p>Case Study:</p> <p>Students read the story of Lizzie Velasquez once cyberbullied and labelled "the world's ugliest woman," What difficulties did she face in life? How was she treated in school? What are some of Lizzie's positive traits (perseverance, resilience, positive attitude, focus on what is important in life, etc.) that contribute to her positive self-concept? What about her do you most admire? How might her positive virtues and traits inspire and help others? How does Lizzie demonstrate that "beauty is on the inside"? Who in her life supported her, and how did this help build</p>	<p>Key questions:</p> <p>How does online pressure affect our character?</p> <p>Why do some people feel the need to portray a 'false-self' online?</p> <p>Is it possible to guard against this? How?</p> <p>How do observe 'good character' in other people?</p> <p>How might encouraging one another develop character?</p>

her self-esteem? If she were a student at this school, how could the school community support her? How might you respond to Lizzie if she told you her story? What virtues might you use?

Activity 3:

Give Students get in a circle either by standing or rearranging the desks. Give them a few minutes to jot down the following with pen and paper:

- Three virtues or traits they like about themselves. Rather than listing interests and talents, they should share core elements of their personalities. Offer examples such as “kind,” “creative” and “determined” to get students going, and maybe list a few of your own favourite traits. Encourage sharing of traits that are perhaps less common or are somewhat unique to themselves.
- A characteristic or trait they like about the classmate sitting to their left or right (or a classmate whose name they’ve picked out of a hat).

Have the class go around the circle once, with each student saying, “My three favourite positive traits are _____, _____ and _____” and “One of [classmate name]’s positive traits is _____.”

Plenary: What is beauty?

What does it mean to be beautiful? How does social media portray beauty online? What are the different ways people try to represent themselves on social media? Is beauty more than skin deep? How can developing your character enable you to become a beautiful person?

<p>Year 7</p> <p>Cyberbullying L1</p>	
<p>LO: Understand how to identify cyberbullying and how to use the virtues to respond appropriately.</p>	
<p>SMSC Links (taken from the OFSTED Inspection handbook 2018)</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • Willingness to reflect on their experiences • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions <p>Relationships Education (non-statutory draft guidance 2018)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	
<p>Key vocabulary: Cyberbullying, courage, bystander, upstanding, bravery, target, wisdom, respect, integrity, self-esteem, self-respect</p>	
<p>Resources: Online video, Sondra's story page</p>	
<p>Starter:</p> <p>What are some positive aspects of going online? Explain that in order to really enjoy the power of the Internet, it is important for students to learn how to handle any situation they might encounter online responsibly and with wisdom so they can keep their experiences positive. What are some of the ways that people can cause harm and hurt other people's feelings online?</p> <p>Activity 1:</p> <p>How do you think it feels to be bullied, and why? Have you ever experienced any bullying? Students aim to reflect upon their personal experiences and to put themselves in the shoes of others who have been bullied. Common feelings: humiliated, sad, angry, helpless etc.</p> <p>Online activity:</p> <p>Students use the link https://www.publicsafety.gc.ca/cnt/ntnl-scrct/cbr-scrct/cbrbllng/wrdsht/index-en.aspx on a computer or tablet and observe the impact and the power of positive and negative words on the girl behind the computer. Ask students how encouragement and positive comments help to build-up their friends online. Ask students how it feels to be the giver and recipient of positive comments and vice-versa.</p> <p>Case Study: Sandra's story</p> <p>Students read through Sandra's story, identify whether it is an example of cyberbullying and answer the questions.</p> <p>Activity 2: Scenarios</p>	<p>Key questions:</p> <p>What virtues are in play when dealing with issues of cyberbullying? What are the tensions and dilemmas involved with dealing with a situation on cyberbullying? What emotions are involved in making good decisions?</p>

<p>Students read the various scenarios and use the key words to develop a response in each case</p> <p>Activity 3: What would you do? What advice would you give to: Someone who is being cyberbullied? Someone who has seen cyberbullying happen? Someone who has realised they have been unkind online? What virtues would you need think about in each of these scenarios? Can you think of practical examples of how you would use those virtues in that scenario? How can you develop your character in situations where you observe cyberbullying or feel tempted to say or do something you know is wrong online?</p>	
<p>Plenary: Building confidence Students watch the building confidence after online bullying clip https://www.youtube.com/watch?time_continue=126&v=9HocoOVVUDY</p> <p>Which of the three strategies do students most resonate with why? Can they add to the list with ideas of their own?</p>	

Yr 7 Communities L1 - Community and Service	
LO: <ul style="list-style-type: none"> To develop an understanding of the virtues that enable community flourishing. To consider what it means to play a positive role as a citizen and serve local communities. 	
SMSC guidance: <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	
Key vocabulary: Gratitude, neighbourliness, respect, service, confidence, teamwork, citizen, community	
Resources: Diamond nine exercise	
<p>Starter: What would your ideal neighbour be like? Why would they be a good neighbour? What virtues or character traits would they have?</p> <p>Activity 1: What is a community? What communities do you belong to? What does it mean to be a part of these communities? How does the community function in a practical way? Students brainstorm these ideas and discuss with a partner.</p> <p>Activity 2: What is a community? What communities do you belong to? What does it mean to be a part of these communities? Students discuss with their partner and feedback. As a class draw up your definition of what a community is.</p> <p>Activity 3: What communities do I belong to? Students produce a spider diagram which outlines all the communities that they are a part of. Students then look at the communities their partner belongs to and highlight which they are both connected with. Students choose one of these and feedback to the class why they enjoy being part of this community.</p> <p>Activity 4:</p>	<p>Key questions: What is important in a community? What virtues help to make a positive community? How can those virtues be developed? How can learning to be a positive member of society help develop character?</p>

Using the cards on the desk students arrange in a diamond nine in order of importance. Ask students why they have arranged them in that order? What is most important in a community? Why do they believe that?

Activity 5:

How might you use your unique character, skills and attributes to play a role in your community? Use your 'Who am I' exercise to reflect on your gifts and character and write a journal entry that outlines :

- the role you play in the various communities you belong to currently
- Practical ways you might serve your communities
- The virtues you would like to develop in order to make a difference in your communities

Plenary: In what ways could you employ the key virtues of gratitude, neighbourliness, respect, service, confidence, teamwork to promote a positive community? Pick two virtues and explore some practical examples.

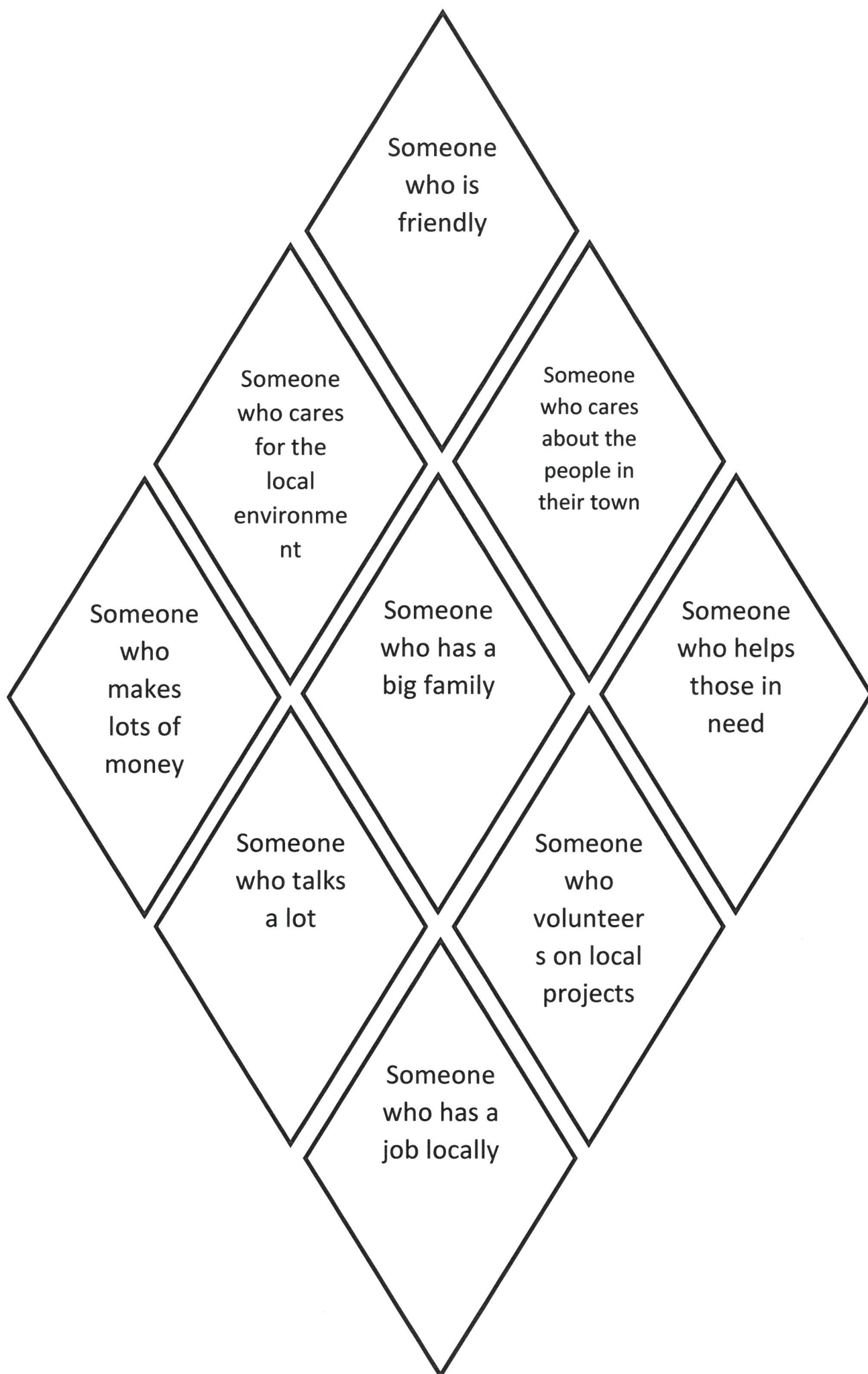
Who am I?

Each of us is unique. It's what makes us special and the world a more interesting place. In the space below write down some of the things that make you who you are.

Share your profile with your partner and take some time ask each other questions about your unique qualities.

1. What virtues do you have that help you play a part in the communities you belong to?
2. What virtues does your partner display? Discuss with your ideas with your partner.
3. Have they missed any positive virtues or attributes in themselves that you have seen them display?

A large, empty rounded rectangle with a black border, intended for writing answers to the questions above. It occupies the lower half of the page.



Yr 7 Community L2 - Community and Diversity	
LO: <ul style="list-style-type: none"> To develop an understanding of the virtues that enable community flourishing. To consider what it means to play a part in a diverse community. 	
SMSC guidance: <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	
Key vocabulary: Gratitude, neighbourliness, respect, service, confidence, teamwork, citizen, community, tolerance, equal opportunities, equality, discrimination, inclusive, stereotypes	
Resources: Diamond nine exercise	
<p>Starter: Students look at the keyword sheet and match the correct definitions to the keyword sheet.</p> <p>Activity 1: Explain to students that society today is made up of people from diverse backgrounds and different walks of life. Ask students to list the different types of people that make up your community. Students can reflect on these questions and write the answers in their books. What are the benefits of living in a diverse society? Are there any tensions? What virtues could you use in order to thrive in a diverse community? How does being a part of a community grow your character in a positive way?</p> <p>Activity 2: Students break into small groups and look at the case study sheet. Why might this person suffer from inequality or be discriminated against? People who suffer in-equality often have to display character in order to achieve their goals. Identify what character traits the characters in your case study would have to display.</p> <p>Activity 3: Students read through the moral dilemma and</p>	<p>Key questions:</p> <p>What is important in a community?</p> <p>What virtues help to make a positive community?</p> <p>How can those virtues be developed?</p> <p>How can learning to be a positive member of society help develop character?</p>

discuss the answers with their partner. What would you do if you were in John's shoes? Have you ever been there? Do you regret or are you proud of your decision now? Have you ever been told on by someone because you were doing something wrong? What was your immediate reaction? What do you remember about how you felt about your behaviour at the time?

Activity 4:

Students read the story of Nelson Mandela and discuss whether how he displayed character in his story of the fight against injustice in his community? Discuss how might you have felt if you found yourselves in a situation similar to this? You could watch

<https://www.youtube.com/watch?v=yjYm78K6aNI>

Film of NM life to give more detail.

Students write a journal entry describing their feelings about Nelson Mandela's story and using the questions they have discussed to help frame their piece.

Plenary:

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity" - Martin Luther King

What does Martin Luther King mean by this?

<p>My name is Anna. I use a wheelchair. I'm 31 years old and I'm a swimmer in the Paralympics. I started swimming when I was 5 and my boyfriend's also a Paralympic swimmer too.</p>	<p>My name's Oliver. I'm gay and I live in London with my boyfriend. I'm 35. I work at a book publishing company and I like going to the cinema and meeting my friends after a long day at work.</p>	<p>My name's Excellence and I'm 13. I just moved here from Nigeria. My dad is Nigerian and my mum was born in the UK. I'm starting at The Charter School after half term. I like watching tv and playing with my baby sister.</p>
<p>My name is Aileen. I'm 81 years old. I live in a flat on my own. I used to be a teacher and I still like to read books. I socialise with other men and women my age. I go to Brixton market on the bus to buy my fruit and vegetables for the week. I love cooking!</p>	<p>My name's Mamraj and I'm 15. My parents moved here from India before I was born. My brother and sister and I go to school in Southwark. My mum and dad both work at St Thomas' Hospital. My favourite subjects are art and geography.</p>	<p>My name is Simon. I go to a school which is especially for people like me, who have autism. I like spending time on my own though, I've got lots of hobbies and I love reading.</p>

Key words

Equal opportunities

Accepting everyone's differences and trying to provide equal opportunities

Equality

Behaving differently towards people because they are different to you in some way

Discrimination

A descriptions of groups/ people with a prejudice towards an individual that labels them with certain attributes

Inclusive

Everyone has the same amount of value

Stereotypes

Everyone has the same chance of achieving success

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