

ITY TEACHING HONESTY RESPECT RESILIENCE CURRIC
E CHARACTER 
RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM

CITIZENSHIP

VERITY CURRIE
ENFIELD GRAMMAR SCHOOL

Teaching Character Through Subjects - Citizenship Suite 1 Key Information

Teacher	Verity Currie	School	Enfield Grammar School
Overview			
Curriculum Area	Citizenship		
Subject Focus	<p>Young people's rights and responsibilities</p> <p>Legal rights and responsibilities</p>		
Identified Key Character Qualities	<p>Respect - Moral</p> <p>Confidence - Performance</p>		
Character Focus	<p>Integrated into the scheme of work by using respect as a tool to think about how we approach the law.</p> <p>Debating skills are developed and these also involve students developing their confidence through preparation and feedback and self-reflection</p> <p>Respect is also developed through self-reflection and peer review</p> <p>Discussion is used to think about what the skills are, how they are developed and where students are at. Self reflection opportunities are given at different stages and students set themselves targets to improve upon these traits.</p> <p>Evidence is coming from teacher assessment during the debate on armed police and during the student before and after reflection activities.</p>		
Differentiation	<p>Students self-assess at the start and give themselves targets during the activities.</p> <p>Scaffolded activities are also used</p>		
Adaptability	<p>Can be adapted to different year groups by making the debate more scaffolded e.g. assigning more presentation activities to prepare.</p> <p>Shorter lessons would need to drop an activity or adapt.</p>		
Affect on School Priorities	<p>Students are more reflective and aware of their own impact upon others during debates etc.</p> <p>Improvements elsewhere are more difficult to assess at the moment</p>		
Things That Worked Well	<p>Topic engaged the students</p> <p>Role of respect and confidence became clearer</p> <p>Self reflection worked well with the lower ability group who set their own targets for the next lessons in terms of respect and confidence. All students participated in the second round of debating.</p>		

Things That Might Be Improved	<p>Had an additional lesson on the actual debate assessment in order that certain pupils could develop their skills. Some students wanted to present findings before the debate in PowerPoint format so this could be worked into the lesson to provide a stimulus Also use of a ball and tokens during the debate to ensure all pupils were actively involved worked well the second time.</p>
Lessons	
Subject Focus	<p>Lesson One: To link the concept of respect to rights and responsibilities and the law To be able to identify different ways of showing respect with regard to the law</p> <p>Lesson Two: 1.To be able to recognise that we have different rights at different ages. 2.To be able to put forward an opinion confidently about rights using persuasive language</p> <p>Lesson Three: To be able to identify the age of criminal responsibility in England and other countries To be able to explain why young people commit crimes and to consider the role of respect with relation to crime.</p> <p>Lesson Four: To link rights, responsibilities and respect to the role of the police.</p> <p>Lesson Five: To be able to demonstrate knowledge of legal rights and responsibilities To be able to demonstrate confidence and respect during the debate To peer assess</p>
Character Focus	<p>Lesson One: To be able to describe what we mean by respect To be able to identify different ways of showing respect with regard to the law To identify own level of confidence and respect</p>

	<p>Lesson Two:</p> <p>To be able to put forward an opinion confidently about rights using persuasive language To link respect and confidence to the activities</p> <p>Lesson Three:</p> <p>To consider the role of respect with relation to crime. To develop confidence in group activity</p> <p>Lesson Four:</p> <p>To be able to present research to their groups about the role of the police To assess confidence and respect in themselves and in others To link rights, responsibilities and respect to the role of the police.</p> <p>Lesson Five:</p> <p>To be able to demonstrate confidence and respect during the debate To peer assess To assess their own progress To set own future targets for respect and confidence</p>
<p>Lesson Activities</p>	<ul style="list-style-type: none"> • What do you think we might mean by “character education?” • What do you think we want people to focus on apart from the academic side of their work? <p>In pairs: What would a confident person be like? How do you know if someone is feeling confident? What qualities would they show? Can you think of a scenario where someone shows confidence? What would a respectful person be like? How do we show respect</p> <p>Caterpillar process</p> <ul style="list-style-type: none"> • On your own: TRIP (Time for Reflection, Improvement and Progress) • When are you confident? • When are you less confident? • Are there times you would like to be more confident? • When do you show respect to others or to yourself? • Are there times when you feel you could be more respectful? <p>Reflection on the process of acquisition of virtues</p>

- **How do we acquire these skills?**
- **With the person next to you identify how we can improve upon these skills.**
- **How could we check our progress?**
- **What do we want the end result to be?**
- **How will we know we have achieved progress in these areas?**
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Recap of key terms and introduction of new terms:

Rights

Responsibilities

Respect

News stories activities

- What rights are involved?
- What responsibilities are involved?
- Which laws are involved?
- Who is involved?
- Role of respect?

Present to class – encourage confidence in feeding back

Respect in listening

Recap key words

Lesson 2:

Make a list of all of the things which you think you will be allowed to do as an adult which you are not legally allowed to do yet

Legal ages quiz/grid – in pairs

Timeline activity (kinaesthetic activity) – whole class

Written activity

Are there any legal ages which you disagree with? Why or why not?

Pick one legal age which you think should be changed or kept and explain your viewpoint

- Enforce key words:
- Legal
- Rights
- Responsibilities
- Respect

- Consequences

Use level ladder

Peer assessment task – encourages respectful interaction as well as assessing against criteria

Set h/w – letter to MP

Lesson 3

First impressions written task

“Children should be put in prison if they commit serious crimes.”

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H/W feedback and sharing

Peer Feedback: Comment on Content and Confidence – encourage peer and self reflection on acquisition of virtues
Target set at this stage

Jamie Bulger case: stimulus picture and discussion

Age of criminal responsibility in different countries
Snowball activity – why is the age different in different countries? What are the implications?

Why do young people commit crimes ? Give scenarios to small groups. They then create story boards leading up to this scenario.

Present and feedback

Quickfire discussion:

- Should the age of responsibility be changed?
- Why or why not?
- What role does respect play with regard to people obeying the law?
- How have you shown respect in today’s lesson?
- Who do you think has demonstrated confidence in today’s lesson and how?

Aim to link respect and confidence to the key citizenship concepts

H/W set

- Task: Find out what the police do and different roles within the police force.
- Create a mini presentation ready for next lesson

Lesson 4

Sharing h/w presentations with their groups
Fill in tables – emphasis the detail needed to support comments on respect, confidence etc.

Aim to develop skills of showing respect in turn taking
Building confidence in small group situation
Commenting on progress of others in terms of skills and research skills

Class feedback on research, respect and confidence.
Stimulus news stories on police and guns

Should all police be armed? Discussion

Arguments for and against table created
Card sort for the less able

Prep for class debate assessment
Explain levelling criteria

Link to key concepts e.g. rights, responsibilities, respect, confidence

How will these be demonstrated as well as debated?

Feedback from table

Last man standing activity – student gives an argument for or against and then nominates another student. If a student cannot give an answer they should sit down. Winner is the “last man standing.”

Lesson 5

Explanation of the debate format

Recap key aims: knowledge/ research
Debating skills
Confidence
Respect

Preparation in groups

Debate and peer assessment

Use tokens to ensure all students contribute and listen to others

Use peer assessment sheets to ensure all are involved and engaged with the debates and are using the level criteria

Peer feedback time

TRIP Time for Reflection, Improvement and Progress.

- How did you perform in the debate? Give reasons

- Do you feel that you were more confident in this debate than at the start of the unit? Why or why not?
- Did you remember to be respectful during the debate? Give an example of how?
- What do you think you did well?
- How do you think you could improve?
- Give yourself a target for next time.

Notes on Differentiation and Adaptability

Lesson One:

Ability pairing
content adjusted for different age group

Lesson Two:

Questioning differentiated: Identify and describe for lower ability students.

Analysis questions for the Higher ability - encourage higher ability students to make strong links between concepts in their written task.

Writing frame

Lesson Three:

Questioning differentiated: Identify and describe for lower ability students.

Analysis questions for the Higher ability - encourage higher ability students to make strong links between concepts

Mixed ability groups for group tasks

Lesson Four:

Card sort

Use level criteria to support students at the appropriate levels.

Discuss individual targets with them

Lesson Five:

Tokens

Group support

Speaking frames/ sentence starters given

Other Points Worth Noting

Research homework may need to be scaffolded for weaker student or EaL.

Topic can be kept linked to current affairs

Ball can be used during class debate to ensure all students take part if tokens are too complicated.