

ITY TEACHING HONESTY RESPECT RESILIENCE CURRIC  
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# CITIZENSHIP

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## Teaching Character Through Subjects – Citizenship Suite 3 Key Information

<b>Teacher</b>	L Canning	<b>School</b>	St Bedes and St Joseph's Catholic College
<b>Overview</b>			
<b>Curriculum Area</b>	Citizenship		
<b>Subject Focus</b>	<p>“Pupils should be taught about: ♣ the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch”</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf</a></p> <p>The above relates to KS3. I have applied this with my Year 8 students. It could also be done with Year 9 students. In year 7 we cover the ground of democracy in a more local context to help students relate, e.g. school council and then the local council as they have found that easier to make connections in the past. It is therefore more appropriate for KS3 students who have an understanding of representation in a familiar context before introducing a national context to them.</p>		
<b>Identified Key Character Qualities</b>	<p>Originally I set out to identify: Integrity &amp; Grit however as the students progressed onto the Project the Key Character Qualities actually were:</p> <p><b><u>Resilience</u></b> – because they were expected to recover quickly from difficulties and continues to progress with their project even when things were tough/don't work the first time e.g. when students were off ill or had left some of their work at home.</p> <p><b><u>Community Spirit</u></b> was also one of the Character Qualities that became more obvious for example students needed to demonstrate a Community Spirit and show a willingness and desire to participate in activities as part of their group project and their political policies were to promote community cohesion and improve their community of the UK.</p>		
<b>Character Focus</b>	<p>The aim of the project is for students to be able to UNDERSTAND &amp; APPLY their knowledge of campaign methods to a political party campaign &amp; CREATE a new political party. This project gets them to put the theory of democracy into action. While students are completing the project they always end up encountering issues that they have to overcome and demonstrate the character quality resilience. For example, They have completed their planned role and then are required to complete a second role as an extension after this they are required to help other students who are struggling or come up with a group extension task such as a political broadcast. The character qualities are implicit in the actual task and it is in the evaluation of the project that students consider how they demonstrated resilience (e.g. was flexible) Upon reflection of teaching this it is clear that these qualities need to be more explicit in the evaluation to enable students to recognise using these qualities more clearly. Teacher feedback during the project of scaffolding students to consider ways they can continue when they have finished or hit a problem can be explicit in the link to this character quality. The first lesson explicitly used these and other character qualities and was a real success with students producing excellent researched work as well as teachers citing in their feedback (as part of the departmental meetings) that it was straight forward to teach and students produced a good response to it. This was even highlighted by the supply teachers in my department as well.</p>		

	<p>Stop, Notice and Listen was the main aspects of the caterpillar process that this SoW looked at as the focus for the group project so that students were able to develop and consolidate the knowledge they acquired in the earlier lessons by applying the character qualities in the political policies they developed and the reasoning for them. As part of this process they were led noticing the development of current government policies.</p> <p>The self, peer and teacher assessment as part of the group work project to look at the impact was a formative and summative assessment element however it could be more explicit in highlighting the caterpillar process for students as this was not completely obvious for students.</p>
<p><b>Differentiation</b></p>	<p>Differentiation was by task, e.g. weaker students completed the poster role and then worked in peer partnerships to complete an additional role, building up to a whole group task.</p> <p>Research sites to help them validate their policies were provided to weaker students and more challenging tasks and sites were suggested for higher ability students.</p> <p>Teacher/LSA support as a 1-2-1 ratio support for weaker students while other students continued in the project with little direction needed. Small group support for students completing the speech with 'teacher advice clinic' to push higher abilities. Sharing good practice across the year group of the speeches, manifestos and political broadcasts other students had completed and why it was so good to add an element of competition and drive the higher and mid ability students.</p>
<p><b>Adaptability</b></p>	<p>This resource can be used with KS3 or in fact KS4. It can be used as a half term project, I would suggest that students complete L1, L4 and then go into the project if they have a half term or 1 lesson a week as this project did end up going over the normal allocation for our students due to the project taking so long. I would suggest for others to complete L1 &amp; L4 (or a combination of L3 &amp; L4) and then spend 3 lessons on the project with homework over the half term to finish their tasks and then have a presentation afterwards of their work and then mark it. To add extra 'sparkle' I judged the best groups and had them take their ideas forward to our local MP. Attaching such significance to the work I found gave students the extra drive to be resilient and complete the project in their own time.</p> <p>If you are unable to give 6 hour lessons over to this I would focus on the project element and drive the character qualities through that.</p> <p>I did deliver the L1 to year 7 students and year 9 students as well as the year 8's so this particular lesson engaged all of KS3 and could be used with any of those students. It could be applied to KS2 but would obviously require differentiating as the material would be rather challenging. As for the project, it could be applied to KS2, possibly year 6 and 5 I would suggest changing it to a 'local focus' of policies to improve the school as a school council or local council.</p>
<p><b>Affect on School Priorities</b></p>	<p>During this scheme of work the lesson one enabled students to achieve significantly higher levels than they had achieved before so it was a positive effect on their attainment. I believe this was as they were allowed to research 'their hero' and so engaged them a lot. I have taken over two difficult year 8 classes. This project enabled me to see team qualities and leadership qualities often overlooked in regular pen and paper lessons and has enabled me to engage with both of these classes with significant improved behavior as they feel 'valued' and listened to. It is not a magic wand though, I still have a group who have not made this type of progress in attainment and</p>

	behavior however 4 out of the 5 year 8 classes did with students demonstrating 'L7 & L8' skills.
<b>Things That Worked Well</b>	L1 worked really well. The project –students had access to ICT and therefore it allowed independent learning and creativity. The engagement came from allowing students to produce their own policies. I gave guidelines that their policies had to be researched so they had evidence that there was a need for the policy they were suggesting. This also complemented the Character education as this style of working clearly motivated students, they had various little issues to overcome like filming their political broadcasts (if they couldn't do it at home they had to organize filming it in school and if then upload it onto the school system so it could be watched). The added incentive of getting the best policies/broadcast etc presented to the local MP when they are invited into school also creates an air of ambition among the students (especially if you start show casing the 'best' work from other groups/students in the same year group. I allowed 'moments of madness' where students could go to other groups and 'pinch ideas' so that they could improve their own work. This also worked well with the mid to high ability groups. By doing such an exercise it fosters community spirit and neighbourliness as they are working to improve one another.
<b>Things That Might Be Improved</b>	To be honest I would change L3 & L4 as I was just trying too hard to 'crowbar in character education'. This failed miserably. I would leave these lessons as subject specific building knowledge lessons in preparation for the group project which obviously enables students to show case the character qualities. I would spend more time with the evaluation of the project so that students completely understood the character qualities that they had exhibited and their transferability as it was the transferability to other work that they missed. I have however since this trialed student behavior tracking and target setting relating to the character qualities. It worked with 2 of my worst set year 8 and 2 year 9 classes. It did not with another one of the year 8 or 1 of the year 9 classes however, so again not a 'magic wand' but still an idea to take across pastorally or cross-curricular perhaps.
<b>Lessons</b>	
<b>Subject Focus</b>	Lesson One: To be able to understand what citizenship is & review fact files of famous civil rights activists  Lesson Two: To be able to describe the role of the school council  Lesson Three: To be able to understand some different types of government that exist in different countries & to discuss an opinion about which has the most integrity.  Lesson Four: To be able to explain the role of parliament in representing the people  Lesson Five: To be able to UNDERSTAND & APPLY your knowledge of campaign methods to a political party campaign & CREATE a new political party
<b>Character Focus</b>	Lesson One: All the civil rights activists in the case studies demonstrated: <b>Community spirit, Motivation, Resilience, Perseverance, Confidence, Optimism and Focus.</b>

	<p>Lesson Two: Characteristics of a good School Council Representative discussed by students.</p> <p>Lesson Three: different types of government - which has the most integrity?</p> <p>Lesson Four: <b>Integrity &amp; Honesty in light of the MP Expenses Scandal.</b></p> <p>Lesson Five: The project enabled students to demonstrate: <b>Community spirit, Motivation, Resilience, Perseverance, Confidence, Optimism and Focus.</b></p>
<p><b>Lesson Activities</b></p>	<p><b>Lesson One:</b></p> <p>This lesson was really well received by students. They liked learning about key figures. The information was quite in depth and I did reduce it during the teaching of the lessons. However, I would simplify it further for teaching it again next year as students spend too long with the reading of the case study and struggled to get all of the connections with character I wanted them too. The discussion around little rock 9 worked well and the discussion facilitated some excellent answers. The starter activity needs to be printed off so that it can be a bell activity as if you do it from a white board it can take a while to go through it.</p>
	<p><b>Lesson Two:</b></p> <p>This lesson worked well. Students were able to discuss the qualities they thought a school rep should have and explain why referencing the Character Qualities. It would help the weaker students to have an A4 sheet with the characteristics and a simple definition to help them and perhaps some sentence starters.</p> <p>They were able to write a letter to the school council (active citizenship) and they were able to create a job description for a council rep. however I will be changing this for next year into a more 'child friendly' format. It was a lot and works well for higher ability groups. For lower ability groups you need to limit the amount of discussion/activities you cover as appropriate.</p>
	<p><b>Lesson Three:</b> This lesson did not work at all. There was far too much in it and the Character aspect was 'crowbarred in'. This lesson should be used as a pure knowledge based lesson on the different types of government.</p> <p><b>Slide 7 &amp; 8 should be the main focus of the lesson. The rest was a distraction really. This lesson is the one that the learning walk sheet goes with.</b></p>
	<p><b>Lesson Four:</b></p> <p>Using the Caterpillar process was forced in this lesson and would be more appropriate as a 'mini plenary' during the project I feel. There was a lot to go through in this lesson and upon reflection it should be split into 2 lessons. One lesson teaching about how parliament works etc. and one looking at the deeper question of 'Is honest important in politics?' This is the lesson that Jubilee Centre observed. I will tackle this again next year and make it into 2 separate lessons as the students actually were able to pose key moral questions in the discussions but there was not the time to develop the discussion further.</p>
	<p><b>Lesson Five:</b></p> <p>This lesson was setting up for the project. This project would in my opinion be a better vessel for character education in this SoW. If you are able to devote 6weeks to the project especially. The lesson worked in getting students engaged and excited to be learning about politics. Upon reflection I will be adapting the project booklet a bit for next year to involve 'mini reflection tasks' to chunk it as they struggled with the reflection task at the end of the project. A</p>

	<p>short diary entry at the end of a lesson etc. would help them recognize the skills/qualities they had exhibited in the lesson.</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p><b>Lesson One:</b> Highly adaptable I used simpler worded and shorter biographies with Year 7 and the harder more detailed with year 8 &amp; 9 students. This lesson was one that was highly engaging with students and staff (including non-specialist and supply staff).</p> <p><b>Lesson Two:</b> Highly adaptable I used simpler worded lesson with Year 7. This lesson was another one that was highly engaging with students and staff (including non-specialist and supply staff) as they could see the relevance to themselves in a school context. Obviously you would need to edit the slides that explain my specific school council structure and input your own school one.</p> <p><b>Lesson Three:</b> Differentiation was by activity e.g. card sort and stick in their exercise books or copy down. I would differentiate this further for the next time I teach this and have writing frames/fill in that gaps etc. Slides 2, 3, 4, &amp; 5 could be left for extension tasks or deleted altogether really. Slide 5 was too much and needs students to do something with it. The language used to convey the information also needs to be more simplified. Slide 6 was completed as a group task but again it should be just a choice of 2 or 3 countries etc. so that the overall objective is not clouded.</p> <p><b>Lesson Four:</b> The starter activity needs a simpler version with clues creating ready for teaching it again. If the lesson was split into 2 as I will do next year then I would create more of a treasure hunt theme where students have to talk to others to find out the information they are missing on their sheet, or go to different 'stations' around the room to collect differentiated information-e.g. Red cards-detailed information &amp; Green cards simplified information.</p> <p><b>Lesson Five:</b> Highly adaptable although it does take more than one lesson. Depending upon the depth of research etc. you want students to go into it could take a term/half term etc. if you wish. These project lessons were highly engaging with students and staff (including non-specialist and supply staff). It easily allowed personalization to take place through teacher direction as the rest of the class were engaged in what they were doing.</p>
<p><b>Other Points Worth Noting</b></p>	<p>It was enjoyable teaching this element in with the politics Unit as it got my students to consider key moral questions. You can see from the work I have submitted that they really did consider a wide range of issues from Nuclear Disarmament to foreign aid. The key is to give students suggested websites to research etc. to ensure that their speeches and manifesto's are grounded in verifiable research.</p> <p>In order to continue the passion for politics I would strongly recommend asking your local MP in to listen to your best students/groups from this project. My students can't stop talking about it!</p>