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

GEOGRAPHY

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Teaching Character Through Subjects – Geography Suite 1 Key Information

Teacher	Mr. José Garcia	School	Penistone Grammar School ALC
Overview			
Curriculum Area	Geography		
Subject Focus	<p>The topic was on conflict within the Peak District National Park and the series of lessons planned focuses on the decision making process and how to come to the most virtuous decision based on evidence and different viewpoints. This ties in strongly with the analytical and problem skills set out in the national curriculum.</p>		
Identified Key Character Qualities	Integrity from the Civic Virtues & Neighborliness from the Moral Virtues		
Character Focus	<p>The focus of my lesson sequence is on the process of decision making which is a key component of Geographical understanding. I have chosen to develop the process of decision making by getting student to question what is a 'good' or virtuous decision and how best could they capture what it is that makes a successful decision. Student will then undergo a simulated decision making processes based on true conflict at Stanton Moor, Derbyshire involving a quarry company, eco-warriors, local community, Peak Park Authority and the high courts. Students will be tasked with at first getting into different roles so as to simulate the different viewpoints and decision that different groups may want to make before coming to their own decision on the future of the quarry site. The processes of making a decision is a generic learning process and students are asked on a daily basis to justify their decisions that they have arrived at be it within the context of flood management, city centre redevelopment or economic development.</p> <p>The caterpillar process is utilized by having it as a lesson objective which is discussed at the start of each lesson and acts to put the virtues and the process of decision making in context.</p>		
Differentiation	<p>The class was a very able Y9 class with end of KS3 levels from 7c to 8b. Differentiation in terms of differentiated resources such as writing frames were not provided as KS2 English levels ranged from 5c to 6b. Differentiation did occur in the form of differentiated tasks. For example, when deciding on the groups for the town meeting the very top end were tasked with the role the high court and chairing the meeting. Their main role was not to come to a decision but was to ask questions to clearly clarify the different viewpoints of the various groups involved in the discussion.</p>		

Adaptability	The content is readily applicable to KS3 Geography in any setting. The case study I believe to be compelling, but could easily be substituted for a more local one should other teachers wish. The first lesson could be easily edited and split into shorted lessons as on evaluation the discussion took longer than initially planned (2 hrs as opposed to the initially planned 1 hr).
Affect on School Priorities	Students are much more aware of the concept of neighborliness and integrity and as a result have come to appreciate the importance of stopping to think and reflect on their own emotional state before making decisions. Students could articulate these virtues and during the interviews could say why they felt that learning about these virtues may help them to become better people and potentially increase their chances of getting a job.
Things That Worked Well	<ul style="list-style-type: none"> • First lesson on ethical dilemmas and making decisions generate lots of positive discussion and allowed students to identify the common pitfalls in decision making for example, usually acting on impulse (emotion) and not stopping to think about the long term consequences of their or others decisions. • I thought that the role play that simulated the town meeting in which students were asked to bring props and get in character worked well. This was supported by the fact that the concept of an eco-warrior was explored further and stereotypes of eco-warriors was discussed so that students in this group did not ultimately enact these common misconceptions. •
Things That Might Be Improved	<ul style="list-style-type: none"> • More time on developing the success criteria would be advised and this may have been scaffolded more so to provide students with a little more guidance as to how could assess integrity and neighborliness. All students left knowing about the virtue of neighbourliness, but on evaluation more could have been done in earlier lessons to develop their understanding of integrity which I had to return to in later lessons. • The meeting could have been video recorded and reviewed as part of the next lesson. Students could have then watched the video back an identified the bias that their characters were projecting. This could have been linked back to the virtues of neighborliness and integrity as part of the final assessment rather than it taking the form of a written newsletter student could have demonstrated their understanding of the conflict (geography) and the virtues through the reflection questions (lesson 5)
Lessons	
Subject Focus	Lesson One: <ul style="list-style-type: none"> • How can we stop and notice before making important decisions?

- What is the importance of stopping and noticing for decisions connected to Geographical issues?
- What are and how can we assess integrity and neighbourliness?

Lesson Two:

- Students are introduced to the conflict and presented with the decision that must be made about the quarry.
- What do you notice about the viewpoints you are being asked to hold?
- How can it help you make better decisions if you notice yours and others emotional state?

Lesson Three:

- Be able to identify the main viewpoints connected with the conflict at Stanton Moor.
- How can listening to the viewpoints of others allow us to make better decisions?

Lesson Four:

- Can you evidence that you have listened to the different viewpoints of others?
- Demonstrate you understand a range of viewpoints and explain why they may differ from others and your own.
- Come to a final decision as to what should be done with the quarry based on your success criteria of a virtuous decision.

Lesson Five:

- Demonstrate how the process of stop, notice, look and listen has/will improve the life of others and yours.
- Be able to reflect on the conflict and the differing viewpoints and how your final decision was a virtuous one in terms of integrity and neighbourliness.

Character Focus

Lesson One:

Stop and notice – Integrity and neighborliness

Lesson Two:

Stop and notice - Integrity and neighborliness

Lesson Three:

Listen – Integrity and neighborliness

Lesson Four:

Listen – Integrity and neighborliness

Lesson Five:

Caterpillar (reflection) – Integrity and neighborliness

Lesson Activities

Lesson One:

Starter:

What is the most important decision you have had to make in your life?
Discussion of decisions students have made and what was difficult about making those decisions.

Task 1. Introduce an ethical dilemma e.g. Pregnant woman dilemma
In groups students to discuss what they would do and to be prepared to share with the rest of the class. What have they learnt from their discussion? **Intended impact** Get students to see the problems with the decision making process and start to get students to discuss how they can make the best decision.

After discussion explain what an ethical dilemma is **Intended impact** - Explain why ethical dilemmas are a useful tool in helping us learn.

Task 2. Get students to brainstorm who makes decision in their local community or society at large. – **Intended impact** – Make links between decision making and Geography and help put the learning in context. Get students to come up with examples of how decisions are connected to Geography and how decision makers affect themselves. Discuss the concept of a stakeholder and identify stakeholders in a series of Geographical contexts e.g. new airport construction, wind farms, logging and flood defences. **Intended impact** – Highlight the importance and relevance of making good decisions. The intention of this is so that students can appreciate the importance/relevance of the decision making (big picture).

Task 3: Ask students to think about why it is sometimes said that decisions are poor. Ask student to given examples of poor decisions based on their own experience and ask them to share and justify these decisions with the rest of the class. In their groups ask students to given examples of poor decisions that they have read about, heard or seen at a range of scales e.g. local, national and global. **Intended impact** – contextualisation of the importance of decision making and to enable students to be able to identify what would make a more virtues decision linked to the virtues of integrity and neighbourliness

Plenary: Based on their enhanced understanding of decision making students have to create a success criteria of what would make a good decision. Students should first think about this on their own, then in pairs, then as group and finally discussed as a class. A whole class consensus should be reached as to what a successful decision would look like and how a decision could be assessed. Students were asked to reflect on the discussions had during the lesson and as a class come up with what a decision based on integrity and neighbourliness would look like. This was recorded in their books **Intended impact** - The creation of the success criteria is central to how students will ultimately make their decision and use it to justify what they decide to do in terms of the conflict they will be studying over the course of the next few lessons. The success criteria will be used to assess their own or their peers decisions and is central to the series of lesson planned.

Lesson Two:

Starter:

5Ws – Introduces the hook and creates a ‘need to know’. Get class to share their differing views as to the 5Ws. **Impact** – Start discussion which can then lead into the conflict (based on a true event) the photo should be used to establish a link to the learning objectives and how emotions can lead to different viewpoints which can then lead to conflict.

Set the scene by showing the class the PowerPoint slide show (majority of photos taken by José Garcia) set to the timer built into the PowerPoint. The PowerPoint shows photos of the Eco-warriors' camp at Lees Cross, Stanton Moor. At the same time the PowerPoint is playing get the class to listen to the news audio clip or readout transcript from the BBC about the conflict (The audio starts very soon after pressing play so ensure the class are quiet and listening). – **Impact** setting the scene and introducing the reasons for conflict.

Use of Maps to identify location of Case study area – impact – develop Geographical map skills and understanding of the physical geography of the area and its uses.

Share learning objectives and provide students with an opportunity to discuss the objectives. **Impact** – make the class aware of how the simulation of the conflict they are about to undertake will help them identify how the more often than not decisions may be biased on emotional bias.

Activity 2:

Split class into 5 groups of 5 or 6 depending on attendance level/size of class. (see differentiation notes below regarding the local council/high court)

Impact - Pupils to be told that they are going to take on the various roles in order to try to simulate the conflict and the decision making process so as to try and resolve some of the issues over the course of the next two lessons and to finally come to their own decision based on the success criteria created in lesson 1.

Important to discuss the term eco-warrior and attempt to dispel the stereotype or you may find students default in to 'save the trees' and not much else.

Plenary

Time Paired Share and feedback to class.

Homework to bring in props connected with their group e.g. Hard hats, shirts, flat caps, wigs etc. **impact** – help get students into the mindset of their allocated role play characters.

Lesson Three:

Starter

Get class into groups from last lesson

Recap What, Where, When, Why, Who as a class.

Props from home work can be put on/discussed.

Share learning objectives with the class **impact** – ensure that students are acutely aware of what you are trying to get them to take away from the simulation.

Activity 1

Split the high court so that at least one member is in each group. **Impact** – the high court's role will be to ensure that along with the teacher students are made aware of the emotional bias and potentially poor decisions that may be made if left to one group to decide. Their job it to clarify the reasons behind the different viewpoints and highlight the

emotions and potential bias driving these views. This group of students would benefit from being told what chairing a meeting involves and the role of a judge in getting to the facts of a case or dispute.

Activity 2

Remind students of the learning objectives and ask groups to read the “character sheet and discussion sheet” sheet before starting on the task. **Impact** – ensure the learning is focused on being able to understand the source of conflict and the potential for a poor decision.

Inform the groups they will be presenting their view(s) on the conflict and will be expected to justify their viewpoints. Give all the groups 10mins to complete the worksheet that will capture their character’s viewpoint. They will then present their views as part of the high court meeting.

Each group opening presentation of their viewpoint should last approx. 3mins.

Split the high court so that at least one member is in each group. **Impact** - This will allow the high court to really get to grips with what their allocated groups viewpoint is and why they hold it which will allow them to tease it out during the meeting and allow the class to meet the learning objective.

Give packs back which now contain individual group “setting the scene” cards. Each group will only receive the setting the scene statement for their group.

Activity 2

Remind the groups to read the “character sheet and discussion sheet” sheet before starting on the task.

Each presentation of their groups’ viewpoint should last approx. 3mins. The high court member connected to each group should spend half their time working alongside their allocated group and then be allowed to rejoin the rest of the high court group. They should then take it in turns to briefly summarise what they have learnt about their allocated groups viewpoint so as to better chair the meeting and identify the emotional bias potentially influencing their allocated group’s viewpoint. Inform the groups they will be presenting their groups’ views on the conflict. Give all the groups 10mins to complete the worksheet that will capture their character’s viewpoint. They will then present their views as part of the high court meeting.

Activity 3

Whilst groups are presenting groups will try to identify questions they will want to ask specific groups. The high court should chair the meeting and keep order along with questioning groups to get to the centre of the issue for each group. **Impact** – further allowing students to understand the complexity of the conflict but also start to see how their viewpoint could bias their decision

Scaffolding/Support.

Quarry can there be any middle ground?

	<p>Are all the local community against for or against the quarry? Why?</p> <p>Are the Eco-warriors causing any problems up near the stone circle – rubbish, parties?</p> <p>What suggestions can different groups come up with to try and resolve this conflict?</p> <p>Activity 3:</p> <p>Allow groups and the high court to question each other and potentially offer up suggestions as to how they may be able to resolve the conflict.</p> <p>High court to play more of a role in Chairing the meeting and summarizing key points from each group. Are there any solutions that can be offered up as a sustainable way forward?</p> <p>Plenary:</p> <p>What did we find out about conflicts in National Parks? Are they easily solved?</p> <p>Did anyone come up with a sustainable plan?</p> <p>Summarise the main viewpoints shared by the different groups.</p> <hr/> <p>Lesson Four:</p> <p><u>Starter</u></p> <p>Reflect on what makes a good decision based on the values of neighbourliness and integrity.</p> <p>Revisit the definitions and examples.</p> <p>Share with the class the success criteria that was created during the first lesson (example provided)</p> <p>Start to consider what should be done about the quarry. Should it be allowed to be reopened or should their license to quarry be revoked by the Peak Park authority?</p> <p>Activity 1:</p> <p>As a class add ideas to newspaper article template on the board and develop class model of how to set out their newsletter.</p> <p>Impact – further reinforces the issues surrounding the conflict and the success criteria connected with virtuous decisions.</p> <p>Plenary:</p> <p>Discussion question - Why is it hard to make a virtuous decision? Impact – Allows students to contextualize the learning and apply it to decision outside of the classroom</p> <hr/> <p>Lesson Five:</p> <p>Questioning and group discussion before whole class feedback – impact – consolidate learning and allows teacher to assess progress in light of the learning objectives and success criteria.</p>
<p>Notes on Differentiation and Adaptability</p>	<p>Lesson One:</p> <p>Lesson could be broken down in two lessons depending on the ability of the class and the quality of the discussion that is generated through teacher questioning.</p>

	<p>Worksheet could be created to help organize the thought and discussion points generated.</p> <p>Scaffolding could be provided so students can come up with the success criteria for what would make a good decision based on integrity and neighborliness (see lesson 4 example)</p> <p>Lesson Two: The case study content is readily applicable to KS3 Geography in any setting. I believe the case study is compelling, but could easily be substituted for a more local one should teachers wish to aid</p> <p>Lesson Three: Teachers could allocate groups so as to ensure a positive and conducive learning dynamic is created. The group tasks could easily be differentiated by adapting the setting the scene cards, character sheets and or discussion sheets and questions. These could be adapted so that more or less information is provided and the addition of prompts and or structured questions could be provided for groups that have been set on ability. You could allow the students at the end of the meeting to take a vote on whether the quarry should be allowed to reopen or not.</p> <p>Lesson Four: A structured writing frame or writing template could be easily created and provided to students with weaker literacy skills to ensure that progress is made by all. Alternatively as suggested in the section under “Things that might be improved” the meeting could be recorded and then during lesson four the meeting could be reviewed and students could demonstrate their understanding of the virtues through a structured discussion based on the caterpillar process (Look & Listen).</p> <p>Lesson Five: This could be adapted to be a questionnaire or written task rather than a small group discussion with whole class feedback.</p>
<p>Other Points Worth Noting</p>	<p>Props enhance the role play so try to ensure students bring them in or maybe try and arrange getting some props for them such as through the art/drama department.</p> <p>I found the meeting to work well as I had organized the class room tables into a circular meeting table.</p> <p>PCs/ICT rooms may need booking</p> <p>Check internet links are still active and that the audio on your PC works for lesson 2 or you read a transcript of the audio clip.</p>