

# The Character Curriculum

Flourishing for Life



<p><b>Virtue toolkit:</b> What are virtues?</p>	<p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- To define virtues and recognise that there can be too little or too much of each one.</li> </ul>	<p><b>Key vocabulary:</b> Definition, morally good, characteristic</p> <p><b>Key virtues:</b> Curiosity, critical thinking</p>
<p><b>Resources:</b> Powerpoint</p> <p>Virtues and definitions (can be printed from the Powerpoint)</p>	<p><b>Statutory links:</b> Relationships education (2020)</p> <ul style="list-style-type: none"> <li>- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.</li> </ul>	
<p><b>Key questions:</b></p> <p>What are virtues? How do they (according to Aristotle) relate to living a 'good' life?</p> <p>Can you name 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? Why have you grouped them this way?</p>	<p><b>Learning activities:</b></p> <p><b>Starter:</b> Naming the virtues</p> <p>In the last lesson, we looked at different definitions of a good life. Aristotle believes that a good life is spent practicing and developing virtues in order to become a good person.</p> <p>Show the definition of virtues – what are some examples of morally good characteristics? Create a brainstorm on the board.</p> <p><b>Activity 1:</b> Definitions</p> <p>Give children a list of virtues and their definitions to match up or give each pair a virtue and ask them to find a definition and draw a picture showing what this might look like in school. You might want to keep this activity somewhere safe or in a workbook that children can refer to as they look at the virtues in context in subsequent lessons.</p> <p><b>Activity 2:</b> The golden mean</p> <p>For Aristotle, doing the right thing was about practising the virtues in the 'right amount' for the 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 E.g.</p>	

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<p>What would too much of this virtue look like?</p>	<p>Too little Cowardliness ← Virtue Courage → Too much Recklessness (acting without recognising danger)</p>
<p>What would too little of this virtue look like?</p>	<p>You could think of a particular situation (e.g. witnessing a robbery) and discuss what cowardliness/courage/recklessness would look like. Note that it would not look the same for everyone – courage for a policeman will look different to courage for a school pupil.</p> <p>Discuss the other situations on the Powerpoint either as a class or small groups.</p> <p><b>Plenary:</b> Charades</p> <p>Ask children in pairs or small groups to act out a particular virtue that has been mentioned today and ask other children to guess which one they are representing.</p>