

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

LANGUAGES

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Teaching Character Through Subjects - MFL Suite 1 Key Information

Teacher	Kathryn Crofts	School	Woodbridge High School
Overview			
Curriculum Area	MFL		
Subject Focus	<p>The focus of the sequence is for students to develop an understanding of the French speaking world and build their respect and tolerance for other cultures.</p> <p>The need for students to develop inter-cultural understanding is part of the POS for MFL at both KS2 and KS3. 'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.' This focus is unlikely to change.</p>		
Identified Key Character Qualities	The character virtues being explored in this lesson sequence are tolerance, respect and curiosity.		
Character Focus	<p>The original plan was that the character virtues would be developed implicitly during the first three lessons and would be introduced in the fourth. It was planned that students would be encouraged to reflect on how they have already demonstrated the virtues in the previous lessons and in the final presentation task they would peer assess for the character virtues. The final teacher assessment was planned to assess students on the extent to which students have demonstrated the virtues.</p> <p>However after an evaluation process, I decided to modify the plan so that the character virtues would be introduced in the first lesson. Students reflected on the virtues and the ways in which they demonstrated these in their French lessons and in their general school life. They were then re-visited regularly throughout the teaching process to bring the lesson content back to the character virtues.</p>		
Differentiation	Extension activities to stretch and challenge the most able. Group work allows for differentiation by support – students supporting each other during activities like the running dictation.		
Adaptability	This depends on the modifications needed but there is potential to be adapted for older students and to modify the lessons into shorter/longer time frames.		
Affect on School Priorities	Students have responded extremely well to the lesson sequence, especially the comparison of their lives to those in Haiti (and other French speaking countries). Their respect for each other and others around the world has been extremely positive and by using the character virtues as a focus, they have been able to self-reflect on how they behave towards each		

	other.
Things That Worked Well	The subject content has worked really well, especially linking this with the character virtues. Students have demonstrated the virtues consistently and have explicitly reflected on how they have done so. The levels of engagement have been high and the language skills that students have acquired in tandem with learning about French speaking countries and character virtues have been great.
Things That Might Be Improved	<p>I wasn't able to complete all of the content within the five lesson time frame and took six lessons to complete everything. I decided to do this as I'd rather not rush through content and ensure student understanding was high. I'd be interested to see if the other teacher is able to complete all content within five lessons and if not, I'd need to reflect on how the content could be reduced.</p> <p>I feel that students have reflected on the character virtues a lot, but there could have been more opportunities to build them in, especially informally, for example individual conversations with students.</p> <p>There could have been more of a focus on students learning grammar structures and being able to build their own phrases, rather than using set phrases.</p>
Lessons (see attached lesson plan document)	
Subject Focus	<p>Lesson One: Qu'est-ce que c'est la francophonie? Qu'est-ce que c'est les DOM/TOMs ? Décris cinq pays francophones.</p> <p>Lesson Two : C'est comment Haïti ? Qu'est-ce qui s'est passé en 2010 ?</p> <p>Lesson Three ; C'est comment la vie quotidienne d'un enfant haïtien ? Qu'est-ce que vous pensez de sa vie ?</p> <p>Lesson Four : C'est comment Haïti? C'est comment la vie quotidienne d'un enfant haïtien ?</p> <p>Lesson Five C'est comment Haïti? C'est comment la vie quotidienne d'un enfant haïtien ?</p>
Character Focus	<p>Lesson One: Curiosity</p> <p>Lesson Two: Curiosity and tolerance</p>

	<p>Lesson Three: Respect and tolerance</p> <p>Lesson Four: Curiosity, respect and tolerance</p> <p>Lesson Five: Curiosity, respect and tolerance</p>
Other Points Worth Noting	<p>Book a computer room for lesson 4. Homework: research on Haiti and preparation for final presentation (school policy is that students complete 2 pieces of homework in a 2 week time period).</p>