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

# PHYSICAL EDUCATION

LIZ GARRITY  
THE CO-OPERATIVE ACADEMY, STOKE ON TRENT

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### Teaching Character Through Subjects - PE Suite 1 Key Information

<b>Teacher</b>	LIZ GARRITY	<b>School</b>	The CO-OPERATIVE ACADEMY OF STOKE ON TRENT
<b>Overview</b>			
<b>Curriculum Area</b>	PHYSICAL EDUCATION		
<b>Subject Focus</b>	Lessons are based upon delivering teambuilding and leadership as part of the PE curriculum. I have delivered these lessons with Year 7 classes however this scheme of work is appropriate for any Key stage 3 classes. Lessons are generic and the skills that are being taught in each lesson are necessary for all aspects of the curriculum		
<b>Identified Key Character Qualities</b>	I have used a number of character qualities that are to be developed in each of the lessons. The majority of the lessons draw from character qualities from Moral and Performance virtues however civic virtues are promoted within Lesson 5. Each separate lesson plan has a Character Box and I have explicitly stated the character virtue being developed in each lesson and how it is being developed.		
<b>Character Focus</b>	<p>My approach in lessons is very much one of taking one or two character elements for each lesson and embed that virtue before moving onto the next lesson.</p> <p>Lessons are very much structured to acquire a skill/ character quality, develop it, then apply it to the task that the students are completing. For example in lesson 4 students are developing trust, students must consolidate ideas and must learn to work together and trust other students to complete the task blindfolded.</p>		
<b>Differentiation</b>	<p>Differentiation is clearly identified in each lesson plan. I have created tasks that are differentiated by outcome, however there are also differentiated tasks too.</p> <p>Resource cards are differentiated in addition too.</p>		
<b>Adaptability</b>	<p>Lessons that have been planned can be adapted easily and in most instances I have suggested ways of adapting lessons this is in the notes for the draft writing frame. They would work in different schools across England because they develop skills such as; communication, co-operation, confidence, trust which are all people character skills which would compliment and develop any subject competences. Examples of National Curriculum references include; NC PE present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Other subjects can link to skills particular to their area as above.</p>		
<b>Affect on School Priorities</b>	<p>Within the lessons behavior of students was good this was due to the understanding of needing to help each other and rely upon each other to complete set tasks.</p> <p>A number of the students undertaking the character lessons have applied to be part of student voice.</p>		
<b>Things That Worked Well</b>	<p>Lessons did go well and I do feel that students have gained a great deal from motivating each other and developing character in this way, becoming more tolerant of others was also more evident in lessons.</p>		
<b>Things That Might Be Improved</b>	<p>I gained feedback via pupil voice and asking students their opinions of lessons, however I'm in the process of creating a Survey Monkey set of questions to show impact and gain feedback.</p>		
<b>Lessons</b>			
<b>Subject Focus</b>	<p>Lesson One: Introduction of LEADERSHIP SKILLS: DEVELOPING COMMUNICATION &amp; ORGANISATION</p> <p>Aim: To introduce leadership, develop confidence and to develop co-</p>		

	<p>operation through practical activities.  NC: present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Lesson Two: Developing Teambuilding  Lesson context: Focus on teamwork and developing relationships to increase confidence amongst peers.  Aim: To recap on leadership, develop planning and organisation skills, develop teamwork &amp; co-operation through practical activities.  NC: present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Lesson Three: DEVELOPING COMMUNICATION, TEAMWORK &amp; ORGANISATION  Aim: To develop teamwork skills learnt last lesson, encourage communication and confidence and develop co-operation through practical activities.  NC: present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Lesson Four: TRUST ACTIVITIES DEVELOPING COMMUNICATION &amp; CONFIDENCE  Aim: To develop trust between team members. To develop confidence and communication skills  NC: present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>Lesson Five: Students to deliver a leadership session to their Peers.  Aim: To draw upon all the leadership skills developed over the 5 lessons to produce a plan and deliver a small lesson.  NC: present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>
<p><b>Character Focus</b></p>	<p>Lesson One:  Confidence  Tolerance of each other  Motivating others</p> <p>Lesson Two:  Honesty to complete tasks fairly.  Tolerance of each other – especially when trying to achieve team tasks.  Motivating others in a team.  Confidence to speak up.</p> <p>Lesson Three:  Motivating others especially less confident team players.  Confidence  Tolerance of each other to achieve a task.  Officiating-honesty  Perseverance-Overcoming challenges.</p> <p>Lesson Four:  Honesty  Trusting others  Confidence to lead others students  Tolerance of each other.  Motivating others.</p>

	<p>Focus to complete the tasks</p> <p>Lesson Five: Showing Community Spirit of encouraging others in daunting situations. Confidence Tolerance of each other Respect for each other when delivering the activity.</p>
<p><b>Lesson Activities</b></p>	<p><b>Lesson One: Introduction</b> 10mins Warm up activity: Introduce the key principles of the training. Teacher to question pupils about good leaders they know. Teacher to place into groups of 4 X 6 students. Each group is to be given two minutes to sprint to each keyword that are placed around the hall and write down as many keywords as they can about the meaning of the leadership word and why it is important when leading others. Rotate to each word x 6. Pupils to place their answers on their task sheet. Evaluate as group with teacher discuss each quality. (Communication doc and LEADERSHIP QUALITIES TASK SHEET)</p> <p><b>Lesson development: 45min</b> Introduction of Communication skills (Skills-Command-) (DEVELOPING CONFIDENCE) FOLLOW THE LEADER ACTIVITY Practical activity – Follow the leader in designated areas. Teacher to choose Leader to demonstrate travelling moves at front of line- hop, skip, jump, run, run forwards backwards, sideways. Leaders can only do moves and can not use voice. FOLLOW THE LEADER. Leader to demonstrate travelling moves at front of line- hop skip jump run, run forwards backwards. New leader now no demo – give instructions from the side (Discuss skills needed) Come back to evaluate and discuss the space used &amp; safety New leader now no demo – give instructions from the side (discuss skills needed,) Come back to evaluate and discuss the space used &amp; safety. Communication important now! Voice Projection! Group feedback and discussion which is most effective communication. Discuss as a team what can be improved?? Use of voice and demonstration (Best model)</p> <p><b>COMMUNICATION TASK</b> - Traffic Lights game -Teacher to select a leader in each group, instructions sheet for traffic game/ aboard ship game given to leader. New leader to instruct group and organise this activity. Leader must stand on line at side of group giving instructions. Come back to evaluate and discuss the space used &amp; safety (Task Cards supplied) How could it be improved? Could Leader use actions?? Repeat activity with Aboard Ship Game( Task supplied)</p> <p><b>ORGANISATION TASK:</b> Introduction of STEP principles- Space Task Equipment People, (see STEP SESSION HELP) Game: SPACE BLOB TAG – taggers have to tag players, if you are tagged use high 5 to release (discuss safety right hand to right hand tag)USE LARGE AREA ALL PLAYERS. Modify game then discuss changes eg more players, space (use small space lots of players press danger element) Come back to evaluate and discuss the space used &amp; safety In teams discuss if space is too large what can you do to make it easier for taggers? In teams discuss if taggers not successful how can the P people change to gain more success eg more taggers on. Implement it In teams students to now change the game by changing equipment eg add basketball/ tagger must dribble ball , tap player on back when close enough. Add rugby ball- two taggers on passing and get close to other players tag between shoulder blades. Changing task is changing the throwing/ action eg add in bean bags and taggers to throw beanbag below knee height.</p> <p><b>EVALUATION / PLENARY 5 min</b></p>

In teams students to discuss leadership skills they have learnt how have they implemented them in their activities. Have they developed their confidence? How did they do this

### **Lesson Two: Introduction**

10 mins Pupils to recap upon skills of leadership in groups Can they remember the key qualities of a good leader?

Warm up activity – Student Led, Teacher to choose 4 leaders to lead warm up activities. Pupils must: mobilise, raise heart rate and stretch the muscles. Q+A Why do we warm up? Why stretch? Students to think about skills learnt in last lesson such as projecting voice, clear instructions and then demonstration of activities.

### **Lesson development:**

#### **TEAMWORK** River crossing Activity 20 mins

Aim of this activity is for students to work as a Team to plan how they will overcome the set task. Draw two lines approx 20m apart or use sports hall lines to decide upon a river area. Students placed in teams of 5 and each team given 5 steps/ pieces of cardboard or rubber stepping stones. Teacher explains to students that the aim of the game is to cross the river as a team and get all members of your team across, however if any member of the team puts any part of their body in the river the whole team has to return to the start line. Students given Planning time of 3mins to achieve task then on whistle they begin. Not a race but aim to achieve task as a team.

Alternative/ extension students given Planning time then complete task in silence.

Extension task teacher to increase difficulty now take one step away from each team to achieve task, eg 4 rubber steps to complete task getting all team across river.

In class of 25 x 5 teams to work against each other.

Evaluation - Get students to ask each other in teams the following questions-what went well did they succeed? How ? Did they not achieve? Why not???

#### **TEAMWORK 15min**

##### Spider Web Game

Students in teams of 5/6 /7 and they are to nominate a leader and spokesperson. Leader is given a clipboard with list of questions (see attached). Leader gives one member of the team a large ball of string teams are to stand in a circle to complete task. Leader to give first person end of string from ball and then asks that person a question from sheet, once person answered question they are to send rest of string ball to another team member of their choice, this is repeated until each team has created a spiders web with all the answers to questions, team then to unravel the web and place back in ball and this can be a competition/ race between teams.

EXTENSION ACTIVITY Increase difficulty – this can be done by blindfold for one or two team members who have to be guided and given clear instructions when trying to get the string back into the ball.

##### 5min Group confidence task:

Group placed into 6x4 each group is to be given 5 minutes. Each person to throw a soft ball to another person in the circle as they do they introduce themselves to the group in circle using an adjective before their name eg Hi my name is active Ahmed, name is Lively Liz.

### **EVALUATION / PLENARY**

How do you succeed? Do you succeed better as a team? What is teamwork- Listening to others, having ideas, offering them to the team, non dominance of a group

### **Lesson Three: Introduction**

Starter: Recap of what teamwork is? What is co-operation? Why is it better to work as a team to achieve?

Warm up Activity – 10 mins Teacher to ask students to create 5x teams of 5, students to elect a leader to deliver a pulse raiser activity, elect a leader to do mobilizing activities, elect a leader for stretches.

### **Lesson development: Teamwork and Co-operation**

#### **Cardboard/ blanket team Games 15 mins**

Aim: teamwork task to get all members of the team to be on the smallest area of cardboard possible at the same time. In teams students are to nominate an official that is to stay on the floor and make decisions on the accuracy. Team are given planning time of 5 mins and are to be given a large piece of cardboard, when the whistle blows each team is to get all members of their team to stand on the cardboard with no body parts on the floor at all. Officials check all on and then give team go ahead to fold cardboard to make it smaller. Officials are to ask team to go back to large piece of cardboard each time a member of the team is found to have fouled!

**Safety** Teams are not allowed on shoulders at all or to be lifted off floor.

Evaluation- What went well? Did each team plan the activity well? Did teams discuss tactics?? Did teams succeed? Why were teams successful/ unsuccessful?

Extension- teams are to repeat activity in silence therefore planning element crucial, as soon as they start no one can speak.

#### **BENCH GAMES - Line up 15 mins**

You will need 4 benches, split groups up on benches. Works best with 6/7 in a line. If you've got a bigger group, split them up and challenge each line to complete the task first. Ask the group to form a new line in order of.... However each time anyone steps off bench, all team sit down.

- 1 Height from smallest to tallest.
- 2 Height, from tallest to smallest
- 3 Birthdays, from January through to December.
- 4 Shoe size, from smallest to largest.
- 5 Alphabetical first names (A-Z).
- 6 Alphabetical mothers first names.

Extension task to complete tasks 1 & 2 in complete silence, if they speak whole team get down. Less able groups given three chances before team are out.

Ball Games- teamwork and competition. 10mins

Students placed in teams of 5/6/7 and to form Line side by shoulder to shoulder, in teams students to pass ball/ balloon along the line whilst moving forward to the next line across the hall, but team are to stay in straight line always and ball can not be passed using hands, therefore on stomach/ chest only. In rows pass ball to back of line.

#### **EVALUATION / PLENARY 5mins**

Why is planning important/ Which tasks did you need to plan most for?

### **Lesson Four: Introduction** – Starter -Communication Nursery Game – 10mins ( Nursery rhyme cards)

Students are placed in pairs and told to stand back to back, one student is to read out the nursery rhyme how they like so that their partner can relay it back to them. Give each leader 4 mins to teach the poem to partner. Then partner relay the poem out loud. Discuss how you can improve this? Face partner, break up each line, repeat each line, add actions too. Students repeat activity with their new ideas to help and choose new poem to teach. This is developing communication skills.

**Lesson Development:** Trust Games: Always in a rectangle Game 10mins Groups to be placed in teams x 5 Each team is to work together to create the following shapes with the rope: Circle, Triangle, Square Each

team has 4x students with blindfolds and one team leader that instructs the group on how to complete the shapes blind folded.

#### Trust Games- Blind Fold assault course- Time 15mins

The emphasis is upon giving clear instructions as a leader. Teacher set up 5 x assault courses using cones, mini hurdles, agility ladders.

Students are placed in teams of even numbers and in pairs within the team, each pair has one person blindfolded and one guide. The guide is not allowed to touch blindfolded player and is to give instructions to guide blindfolded player around the course.

Increase difficulty make it competitive against all other teams.

How to increase difficulty can only give 5 instructions. Therefore need to think clearly about how to get player across course.

#### Self-Esteem Game 10mins

Positive Notes Game Self-Esteem Character Building Activity for Kids

Students sit in two circles, an outer and inner. Students in the outer circle face students in the inner circle. Everyone should be sitting across from a partner.

- To set up the game give each student a post it note and pen. Students write their name on the top of the paper. Students with help from their partner place post it notes on their backs. When everyone has a paper taped to their back you are ready to play.
- Have the children sitting in the outer circle go first. Give them one minute to tell their partner something positive about themselves such as something their good at, proud of, how they are a good friend etc... at the end of the minute have their partner write one positive word about the speaker on the paper that is taped to their back. Have them switch roles and have the listener speak and repeat. When each partner has gone have the outer circle move one seat to the left and the inner circle move one seat to the right. Repeat the game.
- When everyone has been paired up with several partners students take the papers off their backs and read to themselves all the positive words their peers had to say about them. Students gain confidence from the positive feedback.

#### EVALUATION / PLENARY

Students discuss in teams the importance of trust. Students to say why positive praise is good, how can they do it when they teach next lesson?

#### **Lesson Five:**

##### **Introduction** 5 mins

Starter: Student led warm up activity- recap of communication skills/ voice projection. Students to get themselves into 5 x 5 students and give each other roles/ responsibilities for a warm up pulse raiser/ mobiliser/ stretches.

##### **Lesson development:**

10 min Planning session in pairs (see separate sheet) See top activity cards scanned images. Students are to work in pairs to plan a small session of maximum 10 mins to max group size of 5. Delivery: Therefore 10 students delivering at one time. Session one ten students delivering, Session two ten students delivering, in session three 5/6 students delivering.

Students are reminded to plan a session that is safe, incorporates STEP. Students reminded of all the leadership skills they have learnt and to draw on them for their session.

Session can be a multi skills activity, dance, small sided game activity. Students who are struggling can use the attached Top Activity/ Top Play cards to deliver one of the cards.

	<p>Teacher can decide upon which equipment they give students as it is dependent on equipment available in each school. Teacher to split hall and give groups 5 mins to set up equipment.</p> <p><b><u>DELIVERING LEADERSHIP SESSION: 30 mins</u></b></p> <p>Pupils are to deliver the planned session in pairs to their peers. Students are to give feedback to peers at the end of each session. Did the Leader show good leadership skills? Did students enjoy the session? Was the session easy/ too difficult?</p> <p><b><u>EVALUATION / PLENARY 5 mins</u></b></p> <p>Recap of keywords and learning objectives. Discussion observations- delivery of session - Was communication clear voice projection/appearance/clarity. Was the session organised. What have students gained from their five lessons? Do students feel more confident?</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p>Lesson One: <b><u>DIFFERENTIATION</u></b> <b><u>VARIATION</u></b> <b><u>CHALLENGES</u></b></p> <p>Differentiation – Less able students are placed with more able confident students to develop their leadership skills. Less able given opportunities to work in small groups and develop confidence and teamwork skills.</p> <p>Tasks are differentiated by outcome.</p> <p><b><u>ASSESSMENT FOR LEARNING:</u></b></p> <p>Pupils will be continually assessing themselves throughout the lesson – questioning their leadership skills and how they are best implementing them.</p> <p>Lesson Two:</p> <p>Differentiation – Less able students are placed with more able confident students to develop their confidence. Less able given opportunities to work in small groups and develop confidence and teamwork skills.</p> <p>Tasks are differentiated by outcome.</p> <p><b><u>ASSESSMENT FOR LEARNING:</u></b></p> <p>Students will be continually assessing themselves throughout the lesson – questioning their teamwork and leadership skills and how they are best implementing them.</p> <p>Opportunities at the end of each task to question students on their view of how they have performed.</p> <p>Lesson Three:</p> <p>Differentiation – Less able students are placed with more able confident students to develop their leadership skills. Less able given opportunities to work in small groups and develop confidence and teamwork skills.</p> <p>Tasks are differentiated by outcome.</p> <p><b><u>ASSESSMENT FOR LEARNING:</u></b></p>



	<p>Pupils will be continually assessing themselves throughout the lesson – questioning their leadership skills and how they are best implementing them</p> <p>Lesson Four: As above and in lesson three.</p> <p>Lesson Five: Differentiation – Less able students are offered Top Activity Cards to use to deliver their session.</p> <p>Try to pair up stronger confident leaders with the less able leaders.</p> <p>Tasks are differentiated by outcome.</p>
<b>Other Points Worth Noting</b>	<p>Ideally you would have a sports hall or gym area to deliver the lesson plans. You need to ensure that all your equipment is organised before each lesson as the correct equipment is vital to ensuring a smooth delivery of the lesson. Ensure that you have copied enough resource cards too.</p>