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

# PHYSICAL EDUCATION

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## Teaching Character Through Subjects – PE Suite 2 Key Information

<b>Teacher</b>	Len Oakes	<b>School</b>	Redhill School, Stourbridge.
<b>Overview</b>			
<b>Curriculum Area</b>	Physical Education.		
<b>Subject Focus</b>	The activity area is Adventure Activities. The focus is upon problem solving and teamwork. The lessons have been designed for Year 7 but can also be delivered to Years 8 or 9.		
<b>Identified Key Character Qualities</b>	The lessons are designed to introduce and develop an understanding of the virtues of <b>focus</b> (intellectual); <b>tolerance</b> (moral) <b>community spirit</b> (civic) and <b>perseverance</b> (performance) in order to complete challenges and achieve success.		
<b>Character Focus</b>	<p>Working within teams to complete a challenge in a competitive situation demands the application of the focus virtues. It also tempts pupils to rush in order to win – this can prevent them from being tolerant of others and can lead to conflict within the group. For this reason I have introduced the use of Virtue Review cards and Character Cue Cards. These encourage pupils to discuss the focus virtue for the lesson and to follow the Caterpillar process – stop, notice, look and listen – in order to recognize how their actions affect others or to notice who may need their support / encouragement within the challenge for the team to succeed together.</p> <p>Each lesson focuses upon a particular virtue with the 5<sup>th</sup> lesson encouraging the application of all four virtues in order for a team to achieve success together.</p> <p>The evidence is in the performance – meeting the challenge successfully requires application of all four virtues.</p>		
<b>Differentiation</b>	<p>The cue cards help pupils recognize that they each have different attributes / strengths that they can bring to the task. They will also have moments where they may depend upon the support of others. Recognising these strengths and using them when appropriate or accepting support from others when needed are part of the learning process. Academic ability does not determine the ability to be tolerant towards others, show good teamwork or persevere in order to complete a challenge. Pupils must be praised for bringing their own unique attributes to the group challenge.</p>		
<b>Adaptability</b>	<p>The lessons can all be used with any age group without adaptation. Indeed discussions re virtues and group dynamics may be enhanced if used with older age groups.</p> <p>I have found that an hour lesson allows only a short time for discussion around the cue cards – this has to be restricted a little in order to complete the challenges.</p> <p>There are warm-up activities, which can be cut in order to</p>		

	allow for shorter lessons. The tasks can take a long time to complete and discussions re cue cards can be extended for use in lessons lasting over an hour.
<b>Affect on School Priorities</b>	Character Education is a priority in our school now – it is becoming a focus for our pupils who are beginning to recognize that they can develop positive virtues that will enhance their contribution to the communities in which they belong. Pupils in this class are beginning to see directly how their actions have an immediate effect upon those around them and how they can moderate their behavior in order to succeed.
<b>Things That Worked Well</b>	Pupils have really enjoyed the activities so far. Many pupils who were unable to focus at the start of the series of lessons realized how they were preventing the group from succeeding and have moderated their behavior as a result of this. Many pupils (including those who were unable to focus initially) also realized that they had strengths and ideas that they could use for the benefit of their group. This helped to develop their confidence.
<b>Things That Might Be Improved</b>	The timing of the lessons – I have found that the ending of the activity has been a little rushed in order to allow time for the Character Cue card discussion. It's important for the pupils to recognize both the caterpillar process and the importance of the focus virtue so the timing of the activity has to be tightly controlled to allow for the required reflection.
<b>Lessons</b>	
<b>Subject Focus</b>	<p>Lesson One: To develop an understanding of how self-discipline can enable effective team performance through the team challenge – 'Sheep and Shepherd' – focus upon improving ability to listen as well as talk.</p> <p>Lesson Two: To develop an awareness of how to consider the needs of others through the blindfold obstacle course – offer or accept support when required.</p> <p>Lesson Three: To understand the need to communicate clearly when working with others to complete the Hoop challenge.</p> <p>Lesson Four: To recognize the need for perseverance in order for a team to work effectively in the Gutterball challenge, overcoming mistakes and supporting others to contribute to group success.</p> <p>Lesson Five: To develop team strategy through effective collaboration in order to complete the Minefield memory Challenge.</p>
<b>Character Focus</b>	Lesson One:

	<p>To introduce and develop an understanding of the virtue of being able to <b>focus</b> in order to complete challenges and achieve success</p> <p>Lesson Two: To introduce and develop an understanding of the virtue of being able to show tolerance towards others in order to complete challenges and achieve success</p> <p>Lesson Three: To introduce and develop an understanding of the virtue of having community spirit in order to complete challenges and achieve success</p> <p>Lesson Four: To introduce and develop an understanding of the virtue of perseverance in order to complete challenges and achieve success</p> <p>Lesson Five: To further develop an understanding of the virtues of <b>focus</b>; tolerance towards others, <b>community spirit</b> and <b>perseverance</b> in order to complete challenges and achieve success</p>
<p><b>Lesson Activities</b></p>	<p><b>Lesson One:</b> 'Sheep and Shepherd' is a game that requires a focus upon improving ability to listen to a message as well as passing on a message in order for a team to succeed. Pupils soon discover that individual self-discipline can ensure effective team performance as individuals who do not listen effectively will delay team success.</p> <p><b>Lesson Two:</b> The blindfold obstacle course can feel threatening for some pupils. It is therefore imperative that in order to succeed, all participants must be tolerant towards others, consider the concerns and needs of others and offer immediate support and help to overcome each obstacle. Participant may also face a challenge that concerns them. Here, they must be able to accept the support of others, show bravery and overcome concerns or fears.</p> <p><b>Lesson Three:</b> The Hoop Challenge ensures that the team have to cooperate and work together in order to succeed. They need to discuss strategy, physically lift and support others and determine how they can individually contribute most positively to group success. A total focus on making a positive individual contribution to the shared cause is imperative for the group to succeed in the challenge.</p>

	<p><b>Lesson Four:</b> The 'Gutterball' and 'Walking the Plank' challenges are ones where individuals and the group will make frequent errors. Can the team persevere, continue to work in a positive and supportive manner in order to overcome the mistakes and eventually achieve group success?</p>
	<p><b>Lesson Five:</b> The 'Minefield' is a challenge that requires all of the previously mentioned qualities to be applied for the group to succeed. A shared strategy, individual focus and discipline, tolerance of others and a concern for others are all key attributes required for team success.</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p>It is the very nature of each activity that different pupils will at times be strong and confident but at other times may be fearful, reticent and concerned about the challenge. The nature of the activity relies upon the pupils recognizing when they can support others as well as recognizing when they require support themselves. All activities can accommodate wheelchair users or those with mobility difficulties – with a few minor adaptations. Pupils who struggle to cooperate with others will be easily spotted in these lessons – they will need constant encouragement and reminders re how to communicate in a positive manner.</p>
<p><b>Other Points Worth Noting</b></p>	<p>Equipment is key. The activities can be completed indoors (a Gym is probably the best indoor space) or outdoors but the equipment must be readily available promptly at the start of the lesson. Grouping of pupils is also key – try to ensure strengths are shared among the groups – athletic pupils, academically high achieving pupils, considerate pupils should be in all three groups. Also those who are more challenged by physical activity, those who lack self-discipline and focus, those who are overconfident etc. should also be split equally – without their knowing of course!</p>