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

 PSHE

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## Teaching Character Through Subjects – PSHE Suite 1 Key Information

<b>Teacher</b>	Ryan Hopton	<b>School</b>	The Wellington Academy
<b>Overview</b>			
<b>Curriculum Area</b>	PSHE		
<b>Subject Focus</b>	<p>Character Ed topic - Neighbourliness            PSHE topics - positive relationships, diversity, influences, decision-making</p> <p>Appropriate for Year 7 as they thought about making new friendships/relationships with peers, staff and others and being with new people.</p>		
<b>Identified Key Character Qualities</b>	Neighbourliness Respect Kindness		
<b>Differentiation</b>	Learning objectives have been differentiated Stretch and Challenge tasks provided for deeper questioning Some of the literature can be adapted for lower reading ages		
<b>Adaptability</b>	<p>It could be used in Year 8 (potentially Year 9) by adapting some of the materials used and taking the focus away from "settling in".</p> <p>I found the content I planned was often too much (50mins) and I had to adapt in-lesson to ensure it was effective. The lessons could easily be for 1 hour.</p>		
<b>Affect on School Priorities</b>	More students are aware of the language and need for people to be neighbourly. I cannot yet comment on whether this has had any effect on the school priorities.		
<b>Things That Worked Well</b>	Discussion - students really have enjoyed deep discussions about what makes a good neighbour, random acts of kindness and influences on their lives.		
<b>Things That Might Be Improved</b>	Homework - There is an opportunity here to give students homework to keep a diary or other evidence bank of things that they have done to be a good neighbour.		
<b>Lessons</b>			
<b>Subject Focus</b>	<p>Lesson One:            What makes a good neighbour?</p> <ul style="list-style-type: none"> <li>• Personal Qualities</li> </ul> <p>Lesson Two:            How can I be a good neighbour?</p> <ul style="list-style-type: none"> <li>• Personal Qualities</li> </ul>		

	<p>Lesson Three: What influences me being a good neighbour?</p> <ul style="list-style-type: none"> <li>• Influences and decision-making</li> </ul> <p>Lesson Four: Bullying in the context of neighbourliness</p> <ul style="list-style-type: none"> <li>• Cyber-Bullying</li> </ul> <p>Lesson Five: How do Random Acts of Kindness affect others?</p> <ul style="list-style-type: none"> <li>• Understanding emotions and feelings</li> </ul>
<b>Character Focus</b>	<p>Lesson One: What makes a good neighbour?</p> <ul style="list-style-type: none"> <li>• Understanding what neighbourliness is (acquiring)</li> </ul> <p>Lesson Two: How can I be a good neighbour?</p> <ul style="list-style-type: none"> <li>• Understanding how personal qualities lead to being neighbourly (developing)</li> </ul> <p>Lesson Three: What influences me being a good neighbour?</p> <ul style="list-style-type: none"> <li>• How external factors can influence you being a good neighbour (developing)</li> </ul> <p>Lesson Four: Online Bullying in the context of neighbourliness</p> <ul style="list-style-type: none"> <li>• How you can be a neighbor online</li> </ul> <p>Lesson Five: How do Random Acts of Kindness affect others?</p> <ul style="list-style-type: none"> <li>• How kindness contributes to neighbourliness (applying)</li> </ul>
<b>Lesson Activities</b>	<p><b>Lesson One:</b> Starter Explanation: Study the image and write the first 5 words that you think of. Intended impact: Students study a picture of a neighbourhood and start to think about the terminology associated with neighbourliness.</p> <p>Main I Explanation: Mind-map the different types of neighbours (people) you have in life. (Home, school, wider community) Intended impact: Students are analysing who their neighbours are, what qualities they have and how often they might encounter them. They are acquiring knowledge on who neighbours are.</p> <p>Main II Explanation: Students use a diamond 9 template to prioritise the qualities of a good neighbour. Intended impact: Students have to evaluate which personal qualities are more important to them for a neighbour to have.</p>

They are acquiring knowledge on what makes a good neighbour.

Plenary

Explanation: Look at an image of all of the different characters from Frozen and explain which character would be the best neighbour for them, and why.

Intended impact: Students are applying their learning of neighbourly qualities to a situation. They are acquiring/consolidating their understanding of neighbourliness.

### **Lesson Two:**

Starter

Explanation: Students study a Wordle of words linked to peer pressure. They analyse it to write down which words appear the largest and the smallest. Students fill in a small table to analyse what it means and how it links to the topic of neighbourliness.

Intended impact: Students to think about how other issues, such as peer pressure, group dynamics and bullying could link to neighbourliness. They are developing their understanding of what neighbourliness is.

Main I

Explanation: Students read the story of Ilan (Alan) Halimi and discuss why people didn't help him and what they would have done in the situation.

Intended impact: This is a simplified version of the bystander affect and how things may start to influence you without you realising. Students are developing their understanding of when people may not be neighbourly.

Plenary

Explanation: Students choose a word from a choice of 5 random words and explain how each one links to the lesson.

Intended impact: Students are developing and consolidating their learning of character virtues discussed in the lesson.

### **Lesson Three:**

Main I

Explanation: Students read through Dennis' story. Highlight in negative influences in one colour and positive influences in another colour.

Intended impact: Students look at the positive and negative influences in Dennis' life and how these impact on him being a good neighbor to others.

Main II

Explanation: Using the donut diagrams, students analyse who influences them in both positive and negative ways and also how they can influence them as a neighbour.

Intended impact: Students reflect on the positive and negative influences in their life and how these impact on them being a good neighbor to others.

Plenary

Explanation: Students complete the Head, Heart, Bin, Bag grid with their thoughts, feelings, interests and key ideas from the lesson.

Intended impact: Students consolidate their learning of who influences them being a good neighbour.

**Lesson Four:**

Starter

Explanation: Students read the quote from Princess Diana on Random Acts of Kindness and interpret what they think it means.

Intended impact: Students develop their knowledge on what kindness is and how random acts can make someone a good neighbour.

Main I

Explanation: Give students the 4 different scenarios and ask them to rate them out of 10 for how kind and neighbourly they are.

Intended impact: Students are evaluating acts of kindness and explaining what could make an act of kindness more or less kind in the eyes of both parties.

Plenary

Explanation: Ask students the questions, "What can you take from today's lesson to help you?", "What can you take from today's lesson to help others?" and "How can we be kinder in today's society?"

Intended impact: Students are consolidating their learning in terms of how kindness benefits themselves and others as well as thinking of practical ways they can apply this in society.

**Lesson Five:**

Starter

Explanation: Students watch the Harry Potter clip and explain what they would do if they had a cloak of invisibility.

Intended impact:

Main I

Explanation: Discuss with students how being online and their behavior can be similar to being invisible. Which virtues would they like people to be able to see that they have or don't have? Do neighbours always have to be angels?

Intended impact: Students explore the practicalities of being a good neighbor when no influences can be seen. They have to consider the virtues of a good neighbor in the context of online presence.

Main II

Explanation: Give students the definition of trolling and ask them whether they have ever experienced this in their internet usage. Show them the 3 high-profile cases and ask how they demonstrate non-neighbourliness. How could someone being a good neighbor help the situation?

	<p>Intended impact: Students explore neighbourliness and online identity within the context of the personal qualities given in the first lesson.</p> <p>Plenary</p> <p>Explanation: Take a blind vote with students on their behaviours and what they will change in the future to be more neighbourly online.</p> <p>Intended impact: Students are consolidating and applying their learning of the difficulties when faced with situations online.</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p>Lesson One:</p> <ul style="list-style-type: none"> <li>• Students can be given key terms to help them to describe the picture</li> <li>• Stretch and Challenge questions/activities supplement the main activities.</li> <li>• Sentences starters have been given as a scaffold. A further word bank could be used to supplement.</li> </ul> <p>Lesson Two:</p> <ul style="list-style-type: none"> <li>• Students could be given the words, meaning and links as a card sort or match up.</li> <li>• The story could be simplified or made more complicated depending on reading ages.</li> <li>• A word bank could be given for the analysis sheet to help fill in potential gaps.</li> <li>• Stretch and Challenge question/activities supplement activity 2.</li> </ul> <p>Lesson Three:</p> <ul style="list-style-type: none"> <li>• The story could be simplified or made more complicated depending on reading ages.</li> <li>• Scaffolding and modelling <b>MUST</b> be given for Main Activity 2. Weaker students could be given specific examples to talk about instead of coming up with their own.</li> <li>• Challenge activity is available for Main Activity 2.</li> </ul> <p>Lesson Four:</p> <ul style="list-style-type: none"> <li>• A different quote about kindness could be used to simplify or make the starter more complicated.</li> <li>• Stretch and Challenge questions/activities are throughout the lesson.</li> </ul> <p>Lesson Five:</p> <ul style="list-style-type: none"> <li>• Stretch and challenge questions/activities available throughout.</li> <li>• Different definitions of trolling could be given to make it simpler/more complex</li> <li>• A phrase bank could be given to weaker/less confident students when discussing.</li> </ul>