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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 2 Key Information

<b>Teacher</b>	M.Philip	<b>School</b>	Aston Fields Middle School
<b>Overview</b>			
<b>Curriculum Area</b>	Personal, Social, Health and Citizenship Education		
<b>Subject Focus</b>	<p>Character Education- Making a difference!            Key Stage 3- Year 8. This year group is ideal as they are old enough to take on independent responsibilities, yet they are also not as involved in career/ exam pressures and commitments.            Key Aim- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood            Curriculum content- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.            Personal- for pupils to recognize their role within a group, what they can contribute towards activities and the local community            Social- to develop interpersonal skills and their compassion for others            Health- to raise awareness/ support various areas of concern</p>		
<b>Identified Key Character Qualities</b>	<p>Drive- Performance domain            Community spirit- Civic domain</p> <p>Other elements were initially brought in, and could be if you choose.</p>		
<b>Character Focus</b>	<ul style="list-style-type: none"> <li>▪ What is 'charity' and why do people give? ACQUIRING</li> <li>▪ What do celebrities do to help? ACQUIRING</li> <li>▪ Is it better to give time or money? DEVELOPING</li> <li>▪ What constitutes a good cause? DEVELOPING</li> <li>▪ What could you do to 'help'? APPLYING</li> <li>▪ Can anyone 'help'? CONSOLIDATING/ APPLYING</li> <li>▪ What makes a 'good' person? ACQUIRING</li> <li>▪ Is any amount of giving good enough? DEVELOPING</li> <li>▪ How have people made a difference? DEVELOPING</li> <li>▪ What is 'good' about you and your peers? APPLYING</li> <li>▪ How can you use this to do good? CONSOLIDATING</li> <li>▪ How will your 'team' make a difference? APPLYING</li> <li>▪ What does it mean to have a 'vision'? ACQUIRING</li> <li>▪ Is it more important to be focused or flexible? DEVELOPING</li> <li>▪ What can we learn from famous 'visionaries'? CONSOLIDATING</li> <li>▪ What is your 'vision'? APPLYING</li> <li>▪ Can we move forward to a reality? APPLYING</li> <li>▪ What are the potential problems and how will we overcome them? APPLYING AND EVALUATING</li> </ul>		
<b>Differentiation</b>	<p>Notes/ suggestions have been made throughout the activities as to how they could be modified to meet the needs of individuals within your groups.            A key thing to note is that groups were self-managed and projects were pupil led to ensure students were engaged and motivated within the task set.</p>		

	Pupils were encouraged to consider their strengths, within the group, and how these could be utilized to benefit other members and the project itself. Pupils delegated tasks according to their knowledge and understanding of the members of their group.
<b>Adaptability</b>	The resources could easily be used with older students, but there may be some difficulty in using it with much younger students. This is due to the fact that students are required to communicate with professional organisations, organize themselves independently and work within the local community. Younger pupils could undertake this responsibility, to some extent, but the project would need to be teacher led and possibly a class project, rather than smaller groups. Lesson time and length are not such an issue as the PowerPoint and content can be picked up and paused accordingly.
<b>Affect on School Priorities</b>	Pupils were motivated by the opportunity to 'do good'. They were able to draw from the examples provided and consider how their experiences and understanding matched. All pupils were successful in their project and raised awareness, within their school community of various local/global issues. They worked well in their teams and were of a great support to one another. They discovered a lot about each other as well as developing relationships with other students during the practical element of their project. Behaviour was outstanding and we really saw 'another side' to some pupils who had previously lacked motivation.
<b>Things That Worked Well</b>	Motivation- pupils completed projects and made a difference within their local community. They raised awareness of good causes, gathered money for various charities and sacrificed their time outside of the curriculum requirements. Community Spirit- they recognized how to communicate effectively with others and the importance of professionalism within community projects. They discovered that anyone can make a difference.
<b>Things That Might Be Improved</b>	Further local examples and opportunities to meet local philanthropists would have aided motivation. Pupils all generated similar ideas as to what they could do to help and most of this was in relations to global charity work. Developing local links may have helped pupils to recognise, further, other ways to make a difference.

## Lessons

<b>Subject Focus</b>	<p>Aspect One: Does charity begin at home or just with the rich? To develop an understanding as to what 'charity' is, why people become involved and evaluate their effectiveness within 'charity projects'.</p> <p>Aspect Two: How do we obtain and measure 'greatness'? To look at examples of individuals who have been motivated in their giving and made a difference to their world/ local communities. To reflect upon their key qualities and how they relate to our own.</p> <p>Aspect Three: How do dreams become reality? To reflect upon motivation and plan a project that will make a difference to the local community. What did the individuals do to ensure their ideas moved on from that</p>
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	stage?
<b>Character Focus</b>	<p>Lesson One:  <b><u>Lesson 1- Does charity begin at home or just with the rich?</u></b>  This lesson provides an introduction to the concept of 'charity'. Pupils are encouraged to consider why people choose to donate time/ money to a 'good cause'. They are encouraged to consider the role of celebrities within charitable causes and whether it is better to support through actions, words or finances.</p> <p>Lesson Two:  <b><u>Lesson 2- How can we be a successful young person?</u></b>  This lesson looks at the starting points of philanthropy and considers how these concepts can be applied to them, on a personal level. By encouraging pupils to reflect upon their own experiences of time, money and energy, they can begin to recognise that they can be successful if they manage aspects of their life wisely.</p> <p>Lesson Three:  <b><u>Lesson 3- What makes a successful philanthropist?</u></b>  The main aims and purpose of this lesson is to encourage pupils to reflect upon the experiences of others. By looking at 'famous' philanthropists, they can reflect upon what they achieved but, more importantly, how they achieved it. What were/are the character attributes that you would expect from a philanthropist? What makes someone successful in any project?</p> <p>Lesson Four:  <b><u>Lesson 4- How do we obtain and measure 'greatness'?</u></b>  A very philosophical lesson, which pupils gained a lot from. Within this lesson, they were encouraged to reflect upon what other 'everyday good people' have done and whether it is possible to achieve as much as this, on a personal level.</p> <p>Lesson Five:  <b><u>Lesson 5- How do dreams become reality?</u></b>  Pupils should now be motivated and in a position whereby their project is underway. They are demonstrating community spirit in every aspect of their plans.</p>
<b>Lesson Activities</b>	<p><b>Lesson One:</b>  Key questions, for the lesson are:</p> <ul style="list-style-type: none"> <li>▪ What is 'charity' and why do people give?</li> <li>▪ What do celebrities do to help?</li> <li>▪ Is it better to give time or money?</li> <li>▪ What constitutes a good cause?</li> <li>▪ What could you do to 'help'?</li> <li>▪ Can anyone 'help'?</li> </ul> <p>I, personally, like to use music within lessons to encourage pupils to reflect upon key questions. It also provides a 'timer' for activities.  Within this first lesson, I used music such as:  'Big Yellow Taxi'- Lennon and Maisie  'Love Can Build A Bridge'- Cher, Neneh Cherry, Chrissie Hynde</p> <p>Activity 1  Allow pupils to reflect upon these questions and their initial responses. These could be written up, with space for answers, for pupils who need additional support. Most pupils would be expected to answer questions, in full, within their writing and some pupils would be encouraged to think about the various responses to the same question.</p>

## Activity 2

I played the track:

'Money- That's What I Want'

Whilst the track played, I got pupils to brainstorm successful young people. Most generated a list of 'celebrities'. These ranged from bloggers, to actors and singers, and models.

I used some pictures of relevant celebrities and we discussed how they achieved their success. It was interesting to consider how many pupils felt success was 'unobtainable' by a 'normal person'.

We, then, looked at an example of 'celebrity' who had humble beginnings. There are lots of stories to support this. Alan Sugar is one interesting example.

We looked at the quote:

'Because if one does not know where one is going, one will never get there'.

MOTIVATION

What motivates us?

## Activity 3

<https://www.youtube.com/watch?v=aC-9jwDQm7w>

'What is philanthropy?'

As an introduction to next week, they watched this DVD clip and we discussed how success starts with motivation, and motivation will only be sustained from personal interest/ enthusiasm for something.

Thought for the next lesson- What interests you? What do you care about?

## **Lesson Two:**

This lesson looks at the starting points of philanthropy and considers how these concepts can be applied to them, on a personal level. By encouraging pupils to reflect upon their own experiences of time, money and energy, they can begin to recognise that they can be successful if they manage aspects of their life wisely.

I began this lesson by reviewing the YouTube clip (from lesson one) and encouraged pupils to jot down key points/ steps for success.

We then looked at the table (found on the PowerPoint) that I constructed based upon the key findings.

We started at Step One.

There are three activities that pupils were able to complete based upon this.

### Activities 1-3

- How you spend your time?

Pupils were to think about a typical day in their lives. This was a great opportunity for Numeracy Across the Curriculum also. Pupils were to write down everything that they do in a day: eat, sleep, go to the toilet! Etc. At the end of the activity their time should total to 24hours.

Are there any opportunities to use this time for 'charitable purposes?' How much time is currently 'wasted' or not put to best use?

- How you spend your money?

Pupils were to calculate how much they spend, in a week on items, which they pay for/ is 'their' money. You could produce a list of 'typical items' for pupils as a starting point. How much money do they waste? Could they improve the way they

spend their money? Could they save any more money? If they did manage to save some money then what would they like to be able to spend it on?

- How you spend your energy?

Pupils to consider what they like to focus on. What things they actually enjoy. You could provide a list of 'pursuits' and pupils to rate them out of 10, as to what extent they 'enjoy' participating in that particular activity.

These activities may also be useful in the groupings of pupils for the project itself, as it allows pupils with similar hobbies to work together. However, my class were able to work effectively in groups of their own choice.

#### Activity 4

My class then did some research on the concept of 'The Giving Pledge' founded by Bill Gates and other wealthy philanthropists. Quite a discussion can be held about this and whether wealthy people should have to give more?

Is it selfish to keep your own money?

Is it wrong to leave all your wealth to the people that you know or your family?

Is it better to provide time or money?

<http://www.cbsnews.com/news/the-giving-pledge-a-new-club-for-billionaires/>

This is one suggestion for information, however, there are numerous sources available online.

As an aside, [https://www.youtube.com/watch?t=58&v=NRtvqT\\_wMeY](https://www.youtube.com/watch?t=58&v=NRtvqT_wMeY)  
(Soul Asylum- Runaway Train)

This video resulted in 26/36 'missing children' being found. Students found this quite remarkable and touching. It is also a great example of people using the resources that they have to do 'good'.

### **Lesson Three:**

The main aims and purpose of this lesson is to encourage pupils to reflect upon the experiences of others. By looking at 'famous' philanthropists, they can reflect upon what they achieved but, more importantly, how they achieved it. What were/are the character attributes that you would expect from a philanthropist? What makes someone successful in any project?

There is a PlayBuzz quiz, available online

<http://www.playbuzz.com/localsharingtree10/what-historical-philanthropist-are-you>

I encouraged pupils to complete this online, then bring in their result. Alternatively, you could provide a list of 'famous' philanthropists.

Examples as follows:

- [Milton Hershey](#)

- [Bill Gates](#)
- [Michael Jackson](#)
- [Bono](#)
- [Sir Cliff Richard](#)
- [Sir Ganesh Dutt](#)
- [Howard Ahmanson, Jr.](#)
- [Warren Buffett](#)
- [Arpad Busson](#)
- [Andrew Carnegie](#)
- [Anthony Ashley Cooper, 7th Earl of Shaftesbury](#)
- [J. Paul Getty](#)
- [Bhagat Puran Singh](#)
- [Yusuf Islam](#)
- [Angelina Jolie](#)
- [Julius Curtis Lewis, Jr.](#)
- [Li Ka-shing](#)
- [Alfred Nobel](#)
- [Linus Pauling](#)
- [Iain Percy](#)
- [John Rylands](#)
- [Levi Strauss](#)
- [William Wilberforce](#)
- [Oprah Winfrey](#)
- [Abdul Rahman Al-Sumait](#)

Pupils can research the things the individuals did and the qualities they possessed. They should consider key characteristics and qualities that could be placed on a 'Top Trumps' style identity card.

Group vote on the qualities that will be rated for each card and construct a pack of 'Philanthropy Top Trumps Cards'.

This will provide opportunities for pupils to compare and contrast examples from history and the present day.

How does this compare to the philanthropy clip and strategies for becoming a philanthropist?

MOTIVATION must be one of the ratings on the card.

#### **Lesson Four:**

A very philosophical lesson, which pupils gained a lot from. Within this lesson, they were encouraged to reflect upon what other 'everyday good people' have done and whether it is possible to achieve as much as this, on a personal level.

#### Activity 1- 'Good People' by Jack Johnson

As the song plays, allow pupils to reflect upon the following questions and the answers considered so far.

- What makes a 'good' person?
- Is any amount of giving good enough?
- How have people made a difference?
- What is 'good' about you and your peers?
- How can you use this to do good?
- How will your 'team' make a difference?

#### Activity 2

*"You are the average of the five people you spend the most time with." – Jim Rohn*

*Take time to consider this quote with the pupils and the extent to which they believe this could be true.*

Look at a clip from a 'classic team'. I used Scooby Doo. Why does this group work as a team?

Who are your team going to be?

What qualities do each of them offer?

Pupils to draw their 'characters' with symbolic representation of key character attributes and what they will best be suited to achieving within their group work.

#### Activity 3

Pupils will compare their work from lesson 2 (activities 1-3)

What are the things that the group have in common? What do they have to offer?

Step two is to:

- Donate time
- Donate money
- Donate voice

In what ways could your team donate time, money and a voice?

Look back at further examples of philanthropists. At this point, it would be great to look at local examples of philanthropists, as well as looking back at the Top Trumps cards.

This will involve some research as to relevant examples in your local area. By using local individuals, pupils may well be inspired to join them in their cause or consider how they may well work alongside them.

#### Activity 4

As pupils hear from 'real life' philanthropists', encourage them to consider how they worked through the steps suggested in the initial DVD clip. Particularly, encourage



them to focus upon steps 3 and 4. Ask guest speakers to address the questions/ points of:

Step 3

- How is the money distributed?
- What are the results?

Step 4

- Encouraging others
- Creating a bigger impact

WHAT MOTIVATES THEM?

HOW DOES THE CONCEPT OF COMMUNITY SPIRIT RELATE?

**Lesson Five:**

Activity 1

I played 'Man in the Mirror' by Michael Jackson whilst pupils had the opportunity to reflect upon their answers to these questions.

- What does it mean to have a 'vision'?
- Is it more important to be focused or flexible?
- What can we learn from famous 'visionaries'?
- What is your 'vision'?
- Can we move forward to a reality?
- What are the potential problems and how will we overcome them?

'You can have the greatest ideas in your head, but if you don't put them into practice, they become worthless'

(An interesting quote to discuss with the class)

Pupils were then provided with time to research how to move their 'vision' forward.

How could they go from being MOTIVATED to demonstrating COMMUNITY SPIRIT?

Provide access to the following website:

<http://www.princes-trust.org.uk/communitycash>

This website provides details of various organisations which provide funding for young people to get involved in community projects. Dependent upon your groupings, and the cause intended, you may wish to write to various organisations on behalf of the group.

I ended with some examples of individuals who had overcome challenges and adversity, in order to achieve great things.

Below are some examples of video clips that provide MOTIVATION and raise awareness of the need for developing community spirit. These can be modified according to the needs of your group.

We also listened to various songs which address the need for COMMUNITY SPIRIT and encouragement that one person can make a difference.

Here are the examples used within my lessons:

<https://www.youtube.com/watch?v=4xXZhXTFWnE> - Kid President explains, in 'child-friendly' terms what Martin Luther King Jnr achieved, within his lifetime, and how.

[https://www.youtube.com/watch?v=X8nsS6mU5J8&index=1&list=PL9EZ3A0muYgi\\_b63S0nr6K5jofK1dDgSL](https://www.youtube.com/watch?v=X8nsS6mU5J8&index=1&list=PL9EZ3A0muYgi_b63S0nr6K5jofK1dDgSL)

- A montage of 'celebrities' who were told they were inferior or unable to achieve their dreams.

Discuss one final quote:

As important as knowing which direction to go to is your ability not to give up until you reach your goals

Before allowing pupils to put together their plans, we watched a few clips from various

	<p>charities of concern. Following this, pupils went into groups and completed their philanthropy project.</p> <p>As they went into their groups, they watched one final piece of 'MOTIVATION':  <a href="https://www.youtube.com/watch?v=oY2248LGKrY">https://www.youtube.com/watch?v=oY2248LGKrY</a>  They found this montage particularly powerful, but there are plenty of other examples out there.</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p>Specifics are included within all the information above.</p> <p>The questions are reflective and allow for pupils to access and address them at various levels, according to their ability.</p> <p>The project is pupil led and designed to address a local community concern which is relevant to them.</p> <p>None of the work is prescriptive- pupils create the agenda and complete it according to their own needs and time schedule.</p> <p>Pupils can be provided with support worksheets, drawing from aspects of the PowerPoint, as required.</p> <p>Please see all other supporting documentation, and above, for further detail.</p>
<p><b>Other Points Worth Noting</b></p>	<p>Please note that detailed explanations for activities are provided within the PowerPoint, in the form of notes and comments. In addition, please read the other documents provided as these provide further details as to how the lessons could be modified.</p>