

The Character Curriculum

Flourishing for Life



<p>KS3 Virtue Toolkit L3 – Defining Virtues</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To define virtues and recognise that there can be too little or too much of each one. 	<p>Key vocabulary: Definition, morally good, characteristic</p> <p>Key virtues: Virtues, resilience, volunteering, integrity, compassion, gratitude, reasoning, reflection, resourcefulness, neighbourliness, motivation</p>
<p>Resources: PowerPoint presentation List of virtues and matching definitions resource sheet</p>	<p>Statutory links: Relationships education (2020) Students should:</p> <ul style="list-style-type: none"> - Have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	
<p>Key questions:</p> <p>What are the traits of a 'good character'?</p> <p>Does everyone agree on the traits that make up a good character?</p> <p>Is it possible to develop virtues? How can we develop them?</p> <p>What are virtues? How do they (according to Aristotle) relate to living a 'good life'?</p> <p>Can you name any virtues? How would you define them?</p> <p>What do you think this virtue would look like in real life?</p>	<p>Learning activities:</p> <p>Starter:</p> <p>In the last lesson, we asked what the 'good life' was and explored some of Aristotle's thinking on the subject.</p> <p>Ask students the following:</p> <ul style="list-style-type: none"> - What is a virtue? - What is a trait of character? - Which traits or virtues help someone to develop a good character? - Is it possible to develop virtues? - How can we develop them? <p>Introduce the students to the following definitions of character:</p> <ul style="list-style-type: none"> - Character: A set of personal traits which produce emotions, inform motivation and guide conduct; - Virtue: Positive personal strengths which when combined form a person's character. <p>Activity 1: Virtue definitions</p> <p>Give students the list of virtues and ask them to match up the descriptions to the correct virtues.</p>	

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<p>What situations might this virtue be needed in?</p> <p>How would you group the virtues? Why have you grouped them in this way?</p> <p>What would too much of a particular virtue look like?</p> <p>What would too little of a particular virtue look like?</p>	<p>Students are then to pick 3 of the virtues and describe how they might use them in and around their school community.</p> <p>Activity 2: Grouping the virtues</p> <p>Give students copies of the virtues and ask them to arrange them into groups. They can set their own criteria for how they arrange them (e.g. virtues that are about others and virtues that are about individuals; virtues they are good at and virtues they need to work on, etc.).</p> <ul style="list-style-type: none">- Why have students grouped the virtues in these particular ways?- Can they think of any other virtues that they could add to their groups? <p>Show students the 'Building Blocks of Character' and look at each of the groups of virtues.</p> <ul style="list-style-type: none">- Do you agree with how they have been grouped?- Can you think of any other virtues that you could add to each group? <p>Activity 3: Being a 'good person'</p> <p>Ask the students what they think it means to be a 'good person' and see what their initial thoughts are.</p> <p>Talk through the prompts below (it may help to put them on a flipchart or interactive whiteboard). For each prompt, ask what the students think and why.</p> <p>Is being a good person:</p> <ul style="list-style-type: none">- To do as you're told? Point to highlight: This might be part of it, but doing what you're told isn't good if you're told to commit a robbery, or hurt someone.- To do no harm? Point to highlight: This is also part of it – we don't want to hurt people. But sometimes you might have to hurt someone for their greater good; for instance, if a child runs into the road, you might have to hurt them when pulling them out of the road to stop them being hit by a car.- To do the right thing? Point to highlight: The 'right thing' depends on the situation. You can't always have a rule that covers every situation, so you have to make a decision about what is the right choice.
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Activity 4: Too little or too much?

For Aristotle, doing the right thing was about practising the virtues in the 'right amount' for the particular situation. Too much or too little of the virtue would lead to doing the wrong thing. Aristotle called this finding the 'golden mean'.

Choose one of the virtues and discuss what too much (excess) and too little (deficiency) would look like. For example:

Too little	Virtue	Too much
Cowardliness	Courage	Recklessness (acting without recognising danger)

You could think of a particular situation (e.g. witnessing a robbery) and discuss what cowardliness/courage/recklessness would look like. Would it be the same for each person (e.g. courage for a policeman would be different to courage for a child)?

Watch <https://www.youtube.com/watch?v=PrvtOWEXDIQ> [available 05/20] (Aristotle and Virtue Theory – Crash Course Philosophy) from 3:00 – 5:17.

Ask students in groups or pairs to think about what too little or too much of the following virtues could look like:

- Generosity
- Compassion
- Resilience
- Honesty