

The Character Curriculum

Flourishing for Life



<p>KS3 Virtue Toolkit L5 – Developing Virtues</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To suggest practical ways in which they can develop their virtues. 	<p>Key vocabulary: Virtue, virtuous, develop, role model, moral dilemma, reflection, influential</p> <p>Key virtues: Curiosity, motivation, humility</p>
<p>Resources: PowerPoint presentation Developing virtues 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>Can we become more courageous/kind/generous (virtuous)?</p> <p>How do we become more virtuous?</p> <p>What is a role model?</p> <p>Who are your role models?</p> <p>Which virtues do your role models display?</p> <p>What is/are the problems in the moral dilemma?</p> <p>Which virtues might be needed here?</p>	<p>Learning activities:</p> <p>Starter:</p> <p>Ask students whether they can define the term ‘virtuous’.</p> <ul style="list-style-type: none"> - What is a ‘virtuous’ person like? - Do they think that becoming virtuous is something that can be developed and learned? - Can you become kind, generous, compassionate, etc.? <p>Discuss these ideas.</p> <p>Can students give any examples of where or how they have developed their character through becoming more virtuous? Feedback in pairs or as a whole group.</p> <p>Explain that Aristotle believed that we are what we consistently do, so we need to practice our virtues in order to become more virtuous. The activities that follow will use some different techniques looking at role models, moral dilemmas and opportunities for reflection.</p> <p>Activity 1: Role models</p> <p>Show images of influential figures who could be considered to be role models e.g. Obama, Gandhi, Martin Luther King Jr., Florence Nightingale.</p>	

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<p>Are there any virtues which class or compete with each other?</p> <p>What is the 'wise' thing to do?</p> <p>Is there more than one solution?</p>	<p>How might these people be linked and what do they have in common?</p> <p>Discuss students' ideas, encouraging a range of answers.</p> <p>Explain that all of these people are considered by many to be 'role models' (ensure that students are confident with this term). Explain that when we seek to develop our virtues in ourselves we need to recognise how they work in real life situations. By looking at role models, it is possible to see some good examples of virtues used in real life.</p> <p>Activity 2: My role model</p> <p>Students are to identify a role model that they can discuss. This could be someone famous or someone in their own lives. They are to write a short account of the role model that they have identified and describe the virtues that they admire in that person.</p> <p>Activity 3: Self-reflection</p> <p>When we are learning any skill, it is important to reflect on how we are doing – what we are good at, and what we need to do more work on.</p> <p>Students can use the shield templates to reflect on:</p> <ul style="list-style-type: none">- The virtues they are good at;- The virtues they need to practice;- What these virtues look like;- How they are going to develop these virtues. <p>Plenary:</p> <p>As well as developing individual virtues, it is important to know what to do in difficult situations. You may need to use more than one virtue or you might have to decide which virtue to use. Aristotle called this skill <i>phronesis</i> or 'practical wisdom'. We will be practising this by looking at the moral dilemmas – difficult situations that we might come across in real life.</p> <p>In the textbook, these will appear in thought bubbles. When we see a moral dilemma we need to think about:</p>
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- What is the problem here?
- Which virtues might be needed?
- Are there any clashing virtues?
- What is the 'wise' thing to do?
- Is there more than one solution?

Students look at an example of a moral dilemma on the board and read through it, discussing the questions in pairs.
Feedback as a class.

