

UNIVERSITY OF
BIRMINGHAM



THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES



KEY STAGE 3 (AGES 11 - 14)



PORTUGAL - UK 650

Portugal-UK 650 is an initiative to mark the 650th anniversary of the Anglo-Portuguese Alliance. Its aim is to celebrate 650 years of the Treaty of Tagilde (10 July 2022) and 650 years of the Treaty of Peace, Friendship and Alliance (16 July 2023) – it also includes other initiatives, such as research, education, cultural, cooperation and social activities. Portugal-UK 650 is based at the University of Oxford, and garners the support of more than 50 partner institutions.

The Jubilee Centre for Character and Virtues, University of Birmingham, have produced teaching resources for students aged 8-11 and 11-14. These resources include lesson plans, student resources and PowerPoint presentations. The lessons included intend to develop an understanding of the Anglo-Portuguese alliance, to celebrate common history, and to promote the values of the Treaty of Alliance in today's world – friendship, peace, respect, trust, honesty.

The teaching resources included are being shared with schools across Portugal and the UK. Portugal-UK 650 would be very interested to know how you have engaged with these resources. We would be grateful if you could send photos (and videos) related to this activity to media@portugal-uk650.com. In the email, please provide the name of the school and the school year, and inform us if the images can be shared on social media (including the Portugal-UK 650 website).



Portugal-UK 650 é uma iniciativa que visa comemorar o 650º aniversário da Aliança Luso-Britânica. Pretende celebrar 650 anos do Tratado de Tagilde (10 de Julho de 2022) e 650 anos do Tratado de Paz, Amizade e Aliança (16 de Julho de 2023) - inclui também outras iniciativas tais como investigação, atividades educativas, culturais, de cooperação e sociais. Portugal-UK 650 está sediado na Universidade de Oxford e conta mais de 50 instituições parceiras.

O Jubilee Centre for Character and Virtues, situado na Universidade de Birmingham, produziu recursos educativos para alunos com idades entre os 8-11 e os 11-14 anos. Estes recursos incluem planos de aula, recursos para os alunos e apresentações em PowerPoint. As lições incluídas pretendem desenvolver uma compreensão da aliança Luso-Britânica, celebrar a história comum e promover os valores do Tratado de Aliança no mundo atual - amizade, paz, respeito, confiança e honestidade.

Os recursos pedagógicos incluídos estão a ser partilhados com escolas de Portugal e do Reino Unido. O Portugal-UK 650 teria muito gosto em saber como utilizou estes recursos. Ficaríamos muito gratos se pudesse enviar fotos (e vídeos) relacionados com esta atividade para media@portugal-uk650.com. No email, por favor, indique o nome da escola e o ano letivo, e informe-nos se as imagens podem ser partilhadas nas redes sociais (incluindo o site Portugal-UK 650).



PORTUGAL - UK 650

KEY STAGE 3 (AGES 11 - 14)

LESSON PLAN

LESSON OBJECTIVE

To develop an understanding of the virtues that enable friendships to flourish

KEY VOCABULARY

Character Virtues and Qualities:

Friendship, Peace, Respect, Trust

Other Vocabulary:

Agreement, Alliance, Treaty, Union

RESOURCES

- PowerPoint slides (provided)
- Vocabulary sort cards (provided)
- Scenario (provided)

DIFFERENTIATION

Other activities and resources related to friendliness, civility (and other virtues) can be found in the Jubilee Centre's [Secondary Programme of Study](#) and [The Character Curriculum](#)

INTRODUCTION:

THE ANGLO-PORTUGUESE ALLIANCE

Explain to the children that the Anglo-Portuguese Treaty of Alliance of 1373 was signed in St Paul's Cathedral (London) on 16 June 1373 between King Edward III of England, and King Ferdinand and Queen Eleanor of Portugal. It established a treaty of "true, faithful, constant and perpetual **peace** and **friendship**, union and alliance".

Peace is based on **friendship** and being good friends makes us ambassadors of **peace**.

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Ask the children: What is an *alliance*, or *union* between two countries, organisations, or people? And record their response on the board.

Explain that the Anglo-Portuguese Treaty of Alliance is an agreement that was made between England and Portugal in 1373, but that first there was a different treaty – the *Treaty of Tagilde*, which was signed on 10 July 1372. The *Treaty of Tagilde* was signed in Tagilde, Vizela and this led to the *Treaty of Alliance*, 11 months later, which initiated the Anglo-Portuguese Alliance.

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Discuss the question: Why might two countries make an alliance? And record the children's responses on the board (e.g. peace).

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Show the children the following text which is taken from the treaty, and discuss its meaning:

"[t]here shall be between the respective kings and their successors, their realms, lands, dominions, provinces, vassals, and subjects whomsoever, faithfully obeying, true, faithful, constant, mutual, and perpetual peace and friendship, unions, alliances, and leagues of sincere affection; and that, as true and faithful princes, they shall henceforth reciprocally be friends to friends and enemies to enemies, and shall assist, maintain, and uphold each other mutually, by sea and by land, against all men that may live or die of whatever degree, station, rank, or condition they may be, and against their lands, realms, and dominions."

ACTIVITIES

Paired Activity 1

What Makes a Good Friend? (Adapted from What Makes a Good Friend? - The Character Curriculum, Year 7)

- Ask the children to get into pairs and to think about the qualities and character of their friend(s). What are the characteristics of a good friend? How have those characteristics contributed to you being a good friend to someone else and vice versa? Can you relate those characteristics to specific character virtues? What virtues help you become a good friend to other people?
- In pairs, ask the children to look at the characteristics listed in the vocabulary sort card activity. Ask the children to sort the vocabulary cards into positive characteristics and negative characteristics of a good friend. Discuss the responses with the whole class, making sure the children understand each characteristic.
- Ask the pairs to rank the positive characteristics and put them in order of importance. Discuss the responses with the whole class and look for common responses amongst the pairs. Why have children ordered the characteristics in this way? Which characteristics are most important in a good friend?
- Explain to the children that building strong, long lasting friendships is not always an easy thing to do and this can be for any number of reasons. Long-lasting, strong friendships are built on solid foundations. One of the key virtues of friendship is trust... did any of the pairs think of trust (or similar words/phrases) at the beginning of this activity?

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Paired Activity 2

Respecting Differences

- Explain to the children that respecting others is an important part of friendship. Explain that we are all different and that differences should be embraced.
- Read the scenario to the children.
- Ask the children how they would have felt in this scenario if they were Ana? What would they have done if they were Lucas?
- Explain to the children that different people have different likes and dislikes. In pairs, ask children to share their likes and dislikes – this could be interests, hobbies, food, places or anything else the children can think of.
- Ask the children to identify common likes and dislikes they have. Did any of these surprise them? How does having different likes and dislikes affect them being friends? Do you have to have all of the same likes and dislikes to be good friends? What should we do if someone has a different like or dislike to us?
- Bring the whole class together to explain/discuss that people should treat one another respectfully in spite of their differences.

ACTIVITIES CONTINUED

Paired Activity 3

Making New Friends (Adapted from What Makes a Good Friend? - The Character Curriculum, Year 7)

- Ask the children to think back to when they started secondary/high school. How did they make new friends? Was it difficult? What obstacles were in their way? What made the friendships successful or unsuccessful? What did they learn from this about what is needed to form a strong friendship?
- Ask the children to imagine a new student has just moved to the school. What tips would you give them about how to make new friends? In pairs ask the children to create a mind map of their tips for making friends.
- Compare the tips from across the class and make a whole class mind map.

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Plenary: Back to the Anglo-Portuguese Alliance

- Explain to the children that the Anglo-Portuguese Treaty of Alliance has lasted for 650 years. It is the oldest Alliance in the world between two nations still in force.
- Ask the children: Which virtues and qualities do you think have helped the treaty to remain for so long? (hint: think about the virtues and qualities you have discussed throughout the lesson).

SCENARIO

Ana had recently moved house and was about to start her first day at her new high school. Ana knew starting a new school half way through the school year would be difficult and she hoped she would make new friends quickly.

During break time on her first day, Ana walked over to a group playing football, hoping to join them. The group asked Ana which football team she supported. Ana did not support the same team as them, instead she supported their local rivals. The group refused to let Ana join their game and shouted horrible things towards her.

That afternoon, during a science lesson, Ana was told to sit next to Lucas, one of the group she had tried to play football with earlier. Lucas did not speak to Ana.

However, during the next science lesson Lucas decided to talk to Ana and they quickly found out that they had a lot in common. They became friends. Lucas spoke to the others in their class and during the next break time they invited Ana to play football with them.

They realised that though they supported different football teams it did not mean they could not be friends, they had lots of other things in common.

EMPATHISING

TWO-FACED

DISTANT

TRUSTWORTHY

PATIENT

GRUMPY

MEAN

RESPECTFUL

ARROGANT

LOYAL

COOPERATIVE

SELFISH

ARGUMENTATIVE

GENEROUS

CRUEL

UNGRATEFUL

CARING

ENCOURAGING

FORGIVING

HUMOROUS

DISHONEST

AFFECTIONATE

MOODY

**COLD -
HEARTED**