

# TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH  
TO TEACHING CHARACTER

## VIRTUE TOOLKITS



THE  
JUBILEE CENTRE  
FOR CHARACTER & VIRTUES



# VIRTUE TOOLKIT

The narratives in the Teaching Character Through the Primary Curriculum programme each contain both a primary and several secondary virtues. The Virtue Toolkit provides activities that enable pupils to think about the primary virtue, and encourages them to apply these virtues to their own everyday lives. These activities should be undertaken before engaging in the narrative part of the programme, so as to assist pupils in developing their understanding of the virtue terms. A short story is provided for each virtue, and reflection activities encourage pupils to relate each narrative to their own lives. It recommends that teachers try to relate the primary virtue to an example in their own lives, allowing pupils to see how people demonstrate 'virtues in action'. Pupils must be given time to discuss and reflect on the primary virtue. Teachers must go over the vocabulary of consequences and clashing so pupils understand these terms and are prepared when they hear and read them in the subsequent subject lessons. Each task should take about 20 minutes. If beginning the programme, the Virtue Glossary must be introduced so children have a basic understanding of the other primary and secondary virtues present in the programme.

SUBJECT (OR AREA OF CURRICULUM)	NARRATIVES	PRIMARY VIRTUE	DEFINITION	SECONDARY VIRTUES
ENGLISH Journalistic Writing	<b>Courage Under Fire, John Simpson</b> (BBC Foreign Correspondent – Reported during Tiananmen Square massacre, 1991 Gulf War, Kosovo conflict)	<b>Courage</b> (Moral)	Courage is having the strength and will to know what you should do even though you may be afraid.	Resilience, Ambition, Curiosity, Honesty, Integrity
PE Athletics	<b>Olympic Spirit, Luz Long</b> (1936 Olympic German long jumper, his main rival was Jesse Owens. Owens won gold, with Long taking silver)	<b>Integrity</b> (Moral)	Integrity is when you adhere to the moral principles of honesty.	Honesty, Courage, Service
SCIENCE Animals Including Humans (Medicine and Drugs)	<b>An Ambition to Cure, Gertrude Eilion</b> (Biochemist and pharmacologist, who won 1988 Nobel Prize)	<b>Curiosity</b> (Intellectual)	Curiosity is when you are eager to know or learn something new.	Resilience, Ambition, Confidence, Focus
MATHS Algebra	<b>Numbers in Focus, Emmy Noether</b> (German Jewish mathematician known for her landmark contributions to algebra)	<b>Focus</b> (Intellectual)	Focus is when you pay close attention to something and block out possible distractions.	Resilience, Drive, Curiosity
HISTORY A study of a theme in British history.	<b>Inspiring a Nation, Winston Churchill</b> (British Prime Minister during WW2)	<b>Resilience</b> (Performance)	Resilience is bouncing back from adversity when attempting a difficult task.	Motivation, Drive, Confidence, Integrity, Focus, Service
GEOGRAPHY Describe and understand key aspects of physical/ human geography	<b>Driven to Make a Change, Wangari Maathai</b> (Kenyan environmental activist)	<b>Drive</b> (Performance)	Drive is to move or push forward despite obstacles in your path.	Resilience, Motivation, Service
COMPUTING Coding	<b>Codebreaker, Alan Turing</b> (Mathematician and computer coder who broke Enigma code during WW2)	<b>Service</b> (Civic)	Service is working hard for a person, organisation or country. It is helping other people.	Resilience, Drive, Curiosity
PSHE / CITIZENSHIP (Volunteer/ Charity)	<b>Local Hero</b> – examples from the #iwill campaign (Freedom for school to pick a local hero appropriate to them)	<b>Charity</b> (Civic)	Charity is the voluntary giving of help to those in need.	

# TEACHING CHARACTER

CHARITY

## CHARITY TOOLKIT

**DEFINITION: CHARITY IS THE VOLUNTARY GIVING OF HELP TO THOSE IN NEED.**

**Activity:** Life is not just about helping ourselves; it is also about helping others along the way. To give charity is to voluntarily help those who are in need, and who are often less fortunate than ourselves. Listen to the story and answer the following questions.

Aisha used to visit her nan and grandad every Sunday. No one did a better Sunday lunch than her nan, but as Aisha got older, so did her grandparents. As her grandparents got older, they found it harder and harder to do things for themselves. Aisha's parents would help with the shopping, cooking and cleaning whenever they could, but her grandparents needed more help than her parents could give.

Eventually, the family made a decision. Her grandparents were going to move and live in the local community rest home. The rest home was a lovely place that provided support for the elderly people of the community. It had staff who helped cook, clean and look after the residents. Although the staff at the rest home did an excellent job, they were often rushed off their feet, and they relied heavily on volunteers. Aisha visited her grandparents as much as she could, often popping in to say hello on her way home from school. Her grandparents loved her visits.

It became clear to Aisha that her grandparents weren't the only residents who enjoyed her visits. Aisha slowly got to know all of the residents living in the rest home. She also noticed how busy all the staff at the home were. Could she help in anyway? Aisha had school every day, but then she had an idea. She was going to volunteer every Sunday to help cook and serve the Sunday lunch. She was going to give up her time to help others.

Every week Aisha went to the rest home and volunteered. The residents all enjoyed seeing Aisha and she could tell she was making a difference. Her grandparents and parents were very proud of her.

### QUESTIONS

1. HOW DID AISHA SHOW CHARITY?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN CHARITY. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

THINK OF ONE WAY YOU WILL HELP SOMEONE ELSE NEXT WEEK.

# TEACHING CHARACTER

COURAGE

## COURAGE TOOLKIT

**DEFINITION: COURAGE IS HAVING STRENGTH AND WILL TO KNOW WHAT YOU SHOULD DO, EVEN THOUGH YOU MAY BE AFRAID.**

**Activity:** Doing something new often means we feel vulnerable and uncomfortable, because we may do something wrong and look silly in front of others. If we do these things, then we are showing courage. Sometimes being courageous means standing up for something you believe is right, even when everyone round you thinks it's wrong. Listen to the story and answer the following questions.

Sarah had always loved singing. She sang in her bedroom whilst listening to her favourite pop songs, she sang in the shower whilst listening to the radio, and she sang at school, but only in groups. Sarah had a wonderful voice and her closest friends knew it, but Sarah was really shy. Year after year, they encouraged her to audition for the school choir, but she just couldn't bring herself to sing on her own. She was too afraid that she might look silly and people would laugh at her.

Sarah was now in Year 6 and her teacher, Mr Cooke, had just announced the class would be doing a special leavers assembly at the end of the year. Everybody in the class was excited, even Sarah. As it got closer to the end of the year, parts were given out. Sarah, as usual, had only wanted a small part as she always got nervous and shy on stage. The class began to practice. Jemma had been given the main part. She was always confident and she had been given lots of words to learn, and a solo to sing. The class practiced and practiced. The assembly was going to be great. Everyone knew their parts, and Jemma's solo was sounding amazing.

The Monday before the show, Jemma did not come into school. Mr Cooke looked a little worried. He rang the office. Jemma had had an accident at the weekend and had broken her leg. She would not be in school all week, and she would not be able to do the leavers assembly. The class were in shock. What were they going to do? All of a sudden, Sarah's best friends had an idea. They shot their hands up. They explained that Sarah was an excellent singer and she would be able to learn all of the words in time. Mr Cooke looked at Sarah. He could see she wasn't sure about the idea. He asked her to think about it that night.

Everybody tried to convince Sarah it would be a good idea. She went home and spoke to her parents about it. They told her that sometimes we do feel nervous or vulnerable, but it shows courage to have a go and try our best, regardless of the outcome. Sarah thought long and hard about it.

The next day she went into school with her answer. She had decided to do it. She already knew most of Jemma's lines, so that was easy. She rehearsed every day. To begin with, she was very nervous, but as the week went by her signing improved and her confidence grew.

The day of the assembly had arrived. The hall was full of parents and children. Sarah was backstage. She could feel the nerves inside her. She remembered what her parents had told her and she went out on to the stage. She did an incredible job and after her solo she got a standing ovation. Sarah was overwhelmed.

### QUESTIONS

1. WHEN DID SARAH SHOW COURAGE?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN COURAGE. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

THINK OF ONE NEW THING YOU WILL TRY IN THE NEXT WEEK.

# TEACHING CHARACTER

CURIOSITY

## CURIOSITY TOOLKIT

**DEFINITION:** CURIOSITY IS WHEN YOU ARE EAGER TO KNOW, OR LEARN SOMETHING NEW.

**Activity:** When we see or hear of something new, we are often filled with a strong desire to learn or know more about it. We become curious and try to find out as much as possible. Being curious has led to many famous discoveries. Listen to the story and answer the following questions.

Amy had always been interested in dinosaurs. When she was 8 years old, she found a small fossil on the beach during her summer holidays. She was never quite sure if it was a dinosaur fossil, but she told everybody that it was. So began her fascination with dinosaurs. She began to fill her bedroom with books, fossils, models and posters, all about dinosaurs. She asked her parents to record any TV programme that was about dinosaurs, and dragged them to the cinema on numerous occasions to see the latest Hollywood blockbuster about dinosaurs. She wanted to know more and more about these great, terrifying lizards. Her favourite place was the National History Museum in London, with its iconic 26 metre diplodocus hanging from the ceiling. By the age of 14, she knew more than most adults do about dinosaurs, but she did not stop there. She continued to read and find out new and exciting things about these creatures from the past.

Choosing a course at university was easy. She studied decided to study palaeontology (the area of science concerned with fossils, animals and plants). Her professors had never met anyone who was so eager to learn. She passed all of her exams with flying colours.

After university, Amy travelled the world visiting exotic and unusual places, studying fossils and bones. Her thirst for knowledge never stopped and her greatest achievement was being part of a team of palaeontologists who discovered a brand new dinosaur.

### QUESTIONS

1. DOES AMY SHOW CURIOSITY IN THE STORY? GIVE AN EXAMPLE.
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN CURIOSITY. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

THINK OF ONE THING THAT YOU WOULD LIKE TO KNOW MORE ABOUT.

# TEACHING CHARACTER



DRIVE

## DRIVE TOOLKIT

**DEFINITION:** DRIVE IS TO MOVE OR PUSH FORWARD DESPITE OBSTACLES IN YOUR PATH.

**Activity:** In life there can be many obstacles in our path which may prevent or stop us achieving our goals or dreams. To reach these goals, we must be strong and show drive to push forward, and think of ways to overcome these obstacles. Listen to the story and answer the following questions.

As a teenager, John had a decision to make. He was struggling at school and many of the friends he had grown up with had already given up on school. They were missing lessons and some of them had already been in trouble with the local police. John's family loved him, but none of them had done well in school and they found it difficult to support him. John did not know what to do. He understood the importance of a good education, but there were so many obstacles in his path.

The easy decision was to follow the path his friends had already taken. They all seemed happy with their choices, and they constantly rang him and sent messages asking him to join them away from school. John felt that the easy decision, to join his friends, was not the right decision for him. He wanted to move forward in a positive way.

He decided to continue with school, even though he found it very difficult. His teachers saw John's drive and gave him extra help to make sure he got the exam results he needed to get into sixth form college. It was at college that John faced his next obstacle. John wanted to attend university, but he was told it would be very expensive. His family would not be able to afford it. One of his teachers told him about a local scholarship. The scholarship would pay for his tuition, but he would need to get all grade Bs or above in his next set of exams. This would be difficult for John, especially with all the distractions of his neighbourhood.

John continued to study, often getting laughed at and picked on by his so-called friends when he would not join in with them. He applied for the local scholarship and, after years of hard work, he got the grades he needed. He became the first member of his family to attend university, and he chose to study business.

At university, John made a new group of friends, but John never forgot his old friends and his family. After finishing university, John went on to become a successful businessman, and he returned to his old neighbourhood and set up his own scholarship fund to support other children just like him.

### QUESTIONS

1. WHEN DID JOHN SHOW DRIVE AND WHAT OBSTACLES DID HE OVERCOME?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN DRIVE. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

THINK OF AN OBSTACLE YOU FACE AT SCHOOL. HOW WILL YOU OVERCOME IT?

# TEACHING CHARACTER

FOCUS

## FOCUS TOOLKIT

**DEFINITION:** FOCUS IS WHEN YOU PAY CLOSE ATTENTION TO SOMETHING AND BLOCK OUT POSSIBLE DISTRACTIONS.

**Activity:** In life there are often many different types of distractions or obstacles that may stop us from achieving our goals. By having focus we can pay close attention to something and block out these distractions, so we can ultimately be successful. Listen to the story and answer the following questions.

Louis loved spending time with his friends. Throughout school he had made a small group of close friends. They did everything together. They often got into trouble for too much talking, or for being silly in class, but most of the time they were sensible boys.

This term, in PE, they were learning gymnastics. Louis's friends were not really interested in gymnastics and when Miss Green, their teacher, was demonstrating what to do they often messed around and did not listen. Louis had recently watched the Olympics and had thought the gymnastic events looked amazing. He kept imagining himself winning a gold medal. He was eager to listen and focus on what Miss Green was saying. His friends made this difficult.

They would try to talk to him, or distract him. They did not know he was interested in learning about gymnastics. Louis tried to block them out so he could listen closely to Miss Green and follow her instructions. This was not easy. Miss Green told him he was a talented gymnast but unless he focused more, his talent would be wasted.

In the next PE lesson Louis made a choice. He moved away from his friends and stood with a different group of children. His friends were in shock. They noticed Louis looking closely at Miss Green and following her every move. Louis was focused on becoming a better gymnast. As the weeks went by, he got better and better. Without the distractions, he was developing into a great gymnast.

He still spent time and had fun with his friends. They began to learn how much he loved gymnastics. Whilst learning about gymnastics, he needed to focus to improve and that sometimes meant moving away from his friends.

### QUESTIONS

1. HOW DID SHOWING FOCUS HELP LOUIS BECOME A BETTER GYMNAST?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN FOCUS. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

THINK OF ONE THING THIS WEEK YOU WILL FOCUS ON IMPROVING.

# TEACHING CHARACTER

## INTEGRITY

### INTEGRITY TOOLKIT

**DEFINITION: INTEGRITY IS WHEN YOU ADHERE TO THE MORAL PRINCIPLES OF HONESTY.**

**Activity:** Sometimes situations happen where it is not always easy to tell the truth or be honest. By showing integrity we may get into trouble or lose something we already had but in the long term it is the correct thing to do. Listen to the story and answer the following questions.

Maryam had never been in trouble at school. Actually, she struggled to think of a time she had been in trouble at home. All of her teachers used to tell her parents how friendly, polite and helpful she was. She was proud of this and tried her hardest to continue this good behaviour.

It was lunch time, and Maryam went into the girls' toilets. She swung open the toilet door, just like she had a thousand times before, but this time something happened. She heard a creak and then a crash. The door had fallen off its hinges and was lying on the floor. Surely, if the dinner lady saw her she would know it was her that had broken the door, even though it was an accident. She panicked and quietly ran back out to the playground. She tried to forget about the door.

When the class came in for the afternoon, Maryam could tell Mrs Brown, the head teacher, was not happy. Mrs Brown asked the class if they knew anything about the broken toilet door. No one answered. Maryam was scared of getting told off, so she stayed quiet. Miss Pearce, the dinner lady, arrived and told Mrs Brown she had seen Jessica hanging around the toilets during lunch. Jessica wasn't as well behaved as Maryam, and was often in trouble. Mrs Brown asked her if she knew anything about it and Jessica insisted she didn't. Jessica had lied before and Mrs Brown didn't know whether to believe her or not. She asked Jessica to go and sit outside her office.

Maryam felt relieved that she was not in trouble, but deep down she knew something was not right. The afternoon lesson began and Jessica did not return. Maryam kept looking at the clock. She began to feel worse and worse. Eventually she put her hand up and asked to go and see Mrs Brown with some important news.

She told Mrs Brown what had happened and how it was an accident. Mrs Brown was not pleased that Maryam had not owned up immediately, but she was impressed she had now come forward and told the truth.

#### QUESTIONS

1. DO YOU THINK THAT MARYAM SHOWS INTEGRITY IN THE STORY?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN INTEGRITY. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

#### CHALLENGE

IS THERE AN OCCASION IN YOUR LIFE WHERE YOU HAVE NOT SHOWN INTEGRITY? WHAT HAPPENED?



# TEACHING CHARACTER

RESILIENCE

## RESILIENCE TOOLKIT

**DEFINITION: RESILIENCE IS BOUNCING BACK FROM ADVERSITY DESPITE OBSTACLES IN YOUR PATH.**

**Activity:** There are lots of people who are successful despite having faced many difficulties or have been told that they could not achieve their goals. These people showed resilience to stick to their goals and not give up. Listen to the story and answer the following questions.

Jamie is ten years old and is in Year 6. He is very popular at school and is captain of the school football team. Lots of the younger children look up to Jamie. His teacher, Miss Brooker, chose him to win the Golden Pupil Award for the summer term. The teachers at school all seem to like Jamie and a lot of the children think it is because he is so good at football; after all he did score the winning goal in last week's cup match.

It was the Friday before the half term holidays and Jamie was standing up in assembly, with his parents and the whole school watching, ready to receive his Golden Pupil Award. All the children thought he was getting the reward for his match winning performance in the last football match. Miss Brooker started to explain why she had chosen Jamie and the assembly hall fell silent. She had not chosen Jamie for his football skills. She had chosen Jamie for his resilience. The younger children looked up. What did she mean by resilience?

Miss Brooker explained that Jamie was a lovely boy in class, but throughout school he had found maths very difficult. She could tell that this sometimes made Jamie sad. In Year 6, they had been doing maths tests, and at the beginning of the year Jamie had got a low score. She explained how he could have easily have given up and not cared about his scores, but Jamie did not do that. He decided he wanted to get better at maths. She could see he was listening carefully in class and he was doing extra work at lunch, and even at home. On the next maths test, Jamie's score improved, but only by a small amount. Jamie spoke to Miss Brooker, wondering why his score had not improved by more, after all he was trying much harder now. She encouraged him to not give up and to keep going. Jamie kept going and, as the year went on, his score got better and better with each test; only by a small amount each time, but Jamie could see the progress he was making.

Jamie took his last maths test at the beginning of the summer term. Miss Brooker marked the tests and Jamie had made the greatest progress in the whole class. Miss Brooker applauded Jamie's resilience. He did not give up and he kept trying, even when he found it difficult.

### QUESTIONS

1. WHEN DID JAMIE SHOW RESILIENCE AND WHAT DID HE OVERCOME?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN RESILIENCE. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

CAN YOU THINK OF AN INSPIRATIONAL PERSON WHO HAS SHOWN RESILIENCE IN THEIR LIVES?

# TEACHING CHARACTER

SERVICE

## SERVICE TOOLKIT

**DEFINITION:** SERVICE IS WORKING HARD FOR A PERSON, ORGANISATION OR COUNTRY. IT IS HELPING OTHER PEOPLE.

**Activity:** Life is not just about helping ourselves, it is also about helping others along the way. Showing service to a person, organisation or country can come in many forms from joining the armed forces to volunteering and doing charity work. Listen to the story and answer the following questions.

It was the summer term, and Mapletop Primary School were planning their summer fete. Parents and teachers had volunteered to help to run many of the different stalls. The summer fete had always raised lots of money for the school and was very popular with the local community.

Kiaan was in Year 6 and had been looking forward to the fete. Unfortunately, his mother and father were busy on the Saturday it was going to happen, so they could not run a stall. Kiaan was devastated. His teacher told him he could still come to the fete and help out but Kiaan had been looking forward to running his own stall.

When the day arrived, Kiaan went to the fete feeling rather down. When he got there, he saw all the amazing activities but he also saw teachers and parents rushing around trying to get everything ready. He went over to his teacher and asked if he could help. His teacher was extremely grateful for the help and gave Kiaan a job working on his stall. Kiaan couldn't have been happier. He served lots of people and as it quietened down, his teacher told him to go and check if anybody else needed help. Kiaan found another stall to help at, and then another and then another. Everybody noticed how helpful Kiaan was. He was working really hard for his school.

When the fete finished, there was a lot of cleaning up to do. This was always the worst part. A lot of the volunteers had left and all of the other children had gone home. Kiaan knew there was still work to be done. Instead of going off with his friends, he stayed behind and helped clear up. His teacher was so impressed, during the next week at school, he presented Kiaan with a special award.

### QUESTIONS

1. WHEN DID KIAAN SHOW SERVICE?
2. DISCUSS WITH A PARTNER ONE OCCASION WHEN YOU HAVE SHOWN SERVICE. CAN YOU TELL THE CLASS YOUR PARTNER'S EXAMPLE?

### CHALLENGE

CAN YOU THINK OF ANY PEOPLE YOU HAVE MET WHO SHOW SERVICE?

# VIRTUE GLOSSARY

**AMBITION** – AMBITION IS A STRONG DESIRE TO DO OR ACHIEVE SOMETHING.

**CHARITY** – CHARITY IS THE VOLUNTARY GIVING OF HELP TO THOSE IN NEED.

**CONFIDENCE** – CONFIDENCE IS BEING CERTAIN IN YOUR OWN ABILITIES, THE ABILITIES OF OTHERS, OR THAT A CERTAIN COURSE OF ACTION IS BEST.

**COURAGE** – COURAGE IS HAVING THE STRENGTH AND WILL TO KNOW WHAT YOU SHOULD DO EVEN THOUGH YOU MAY BE AFRAID.

**CURIOSITY** – CURIOSITY IS WHEN YOU ARE EAGER TO KNOW OR LEARN SOMETHING NEW.

**DRIVE** – DRIVE IS TO MOVE OR PUSH FORWARD DESPITE OBSTACLES IN YOUR PATH.

**FOCUS** – FOCUS IS WHEN YOU PAY CLOSE ATTENTION TO SOMETHING AND BLOCK OUT POSSIBLE DISTRACTIONS.

**GRATITUDE** – GRATITUDE IS TO FEEL OR TO SHOW APPRECIATION FOR SOMETHING THAT HAS BEEN DONE FOR YOU.

**HONESTY** – HONESTY IS TO BE TRUE TO YOURSELF AND OTHER PEOPLE.

**INTEGRITY** – INTEGRITY IS WHEN YOU ADHERE TO THE MORAL PRINCIPLES OF HONESTY.

**MOTIVATION** – MOTIVATION IS A REASON FOR FOLLOWING A PARTICULAR COURSE OF ACTION.

**RESILIENCE** – RESILIENCE IS BOUNCING BACK FROM ADVERSITY DESPITE OBSTACLES IN YOUR PATH.

**SERVICE** – SERVICE IS WORKING HARD FOR A PERSON, ORGANISATION OR COUNTRY. IT IS HELPING OTHER PEOPLE.

