

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

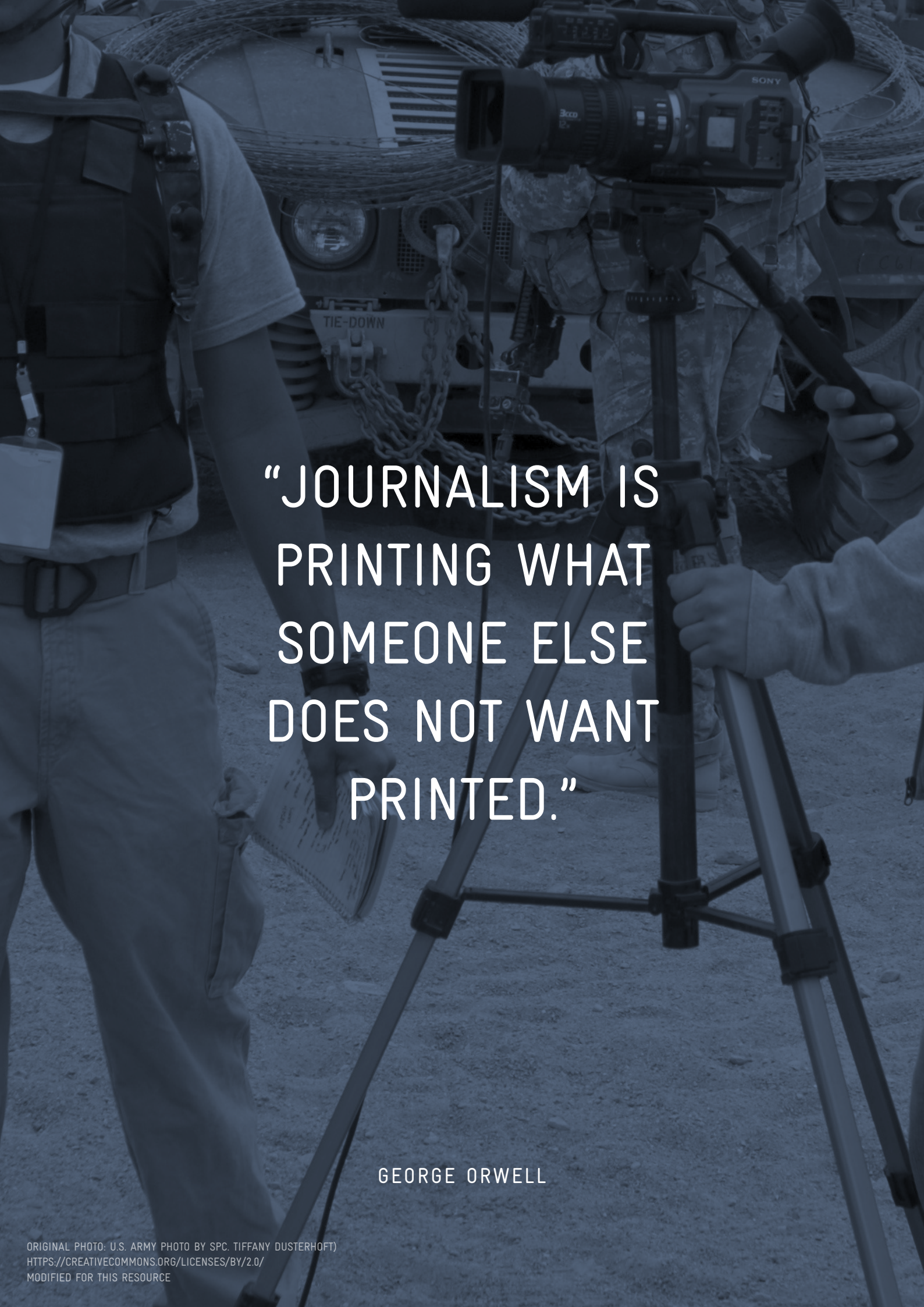
COURAGE UNDER FIRE

VIRTUE: COURAGE - SUBJECT: ENGLISH



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“JOURNALISM IS
PRINTING WHAT
SOMEONE ELSE
DOES NOT WANT
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GEORGE ORWELL

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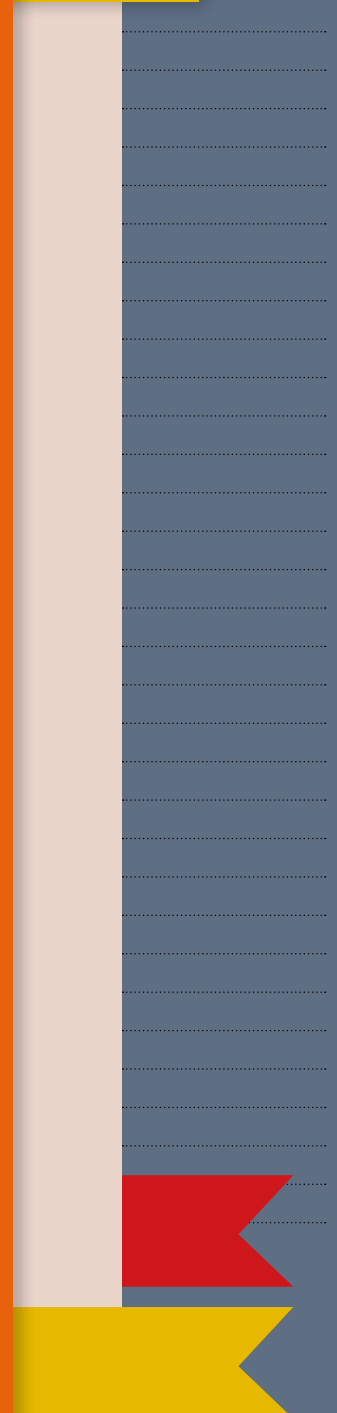
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TEACHER'S NOTES

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TEACHING CHARACTER

COURAGE UNDER FIRE — JOHN SIMPSON



TEACHER'S NOTES

The purpose of this pack is to reaffirm and develop pupils' knowledge and understandings of character virtues, with particular reference to the primary virtue of **courage** and the secondary virtues of resilience, ambition, curiosity, honesty and integrity. These virtues should be highlighted as important to a successful transition from Year 6 (Key Stage 2 Primary) to Year 7 (Key Stage 3 Secondary). To accompany these Teacher's Notes, Courage Under Fire – Pupil Activity, Courage Under Fire Narrative and a PowerPoint are downloadable via the Jubilee Centre for Character and Virtues website.

THE FOLLOWING SUPPORTING DOCUMENTS ARE ALSO PROVIDED ONLINE:

- Teaching Character Through the Primary Curriculum Introduction Materials
- Pre-lesson Virtue Toolkit including activities on the following virtues: Curiosity, Courage, Focus, Resilience, Integrity, Drive, Charity and Service.
- Courage PowerPoint
- Other narratives in the programme including: Winston Churchill, Alan Turing, Emmy Noether, Luz Long, Wangari Maathai, Gertrude Elion and a Local Hero.

BACKGROUND INFORMATION FOR TEACHERS:

This information is to supplement the Courage PowerPoint, which provides an investigatory approach into the role of a journalist. The 'Courage Under Fire' Narrative is available online and can be printed off for pupil use. The edited version of the 'Courage Under Fire' Narrative in this pack gives a simplified account of the Tiananmen Square Massacre of 1989. For reasons of space, this version focuses, in the main, on the challenges Simpson faced and his use of the virtue courage, to overcome these. The main focus of the narrative is to provide sufficient evidence of Simpson's courage in the journalistic context of the Tiananmen Square Massacre. The extract provides opportunities to discuss Simpson's virtues and disposition. The aim is for this lesson to open discussion about courage and the secondary virtues in focus (resilience, ambition, curiosity, honesty, integrity). Children should be given the opportunity to reflect on their learning and how these virtues are present in their own life.

Teachers may well wish to expand and develop work here, using direct links to the English curriculum and cross-curricula links to History or PSHE. These resources and lesson plans provide a guide and teachers are encouraged to adapt them to best suit the needs of their classroom.

OTHER RESOURCES

- <http://www.johnsimpson.tv/> – John Simpson biography
<http://news.bbc.co.uk/1/hi/8070970.stm> – BBC John Simpson live report from Tiananmen Square

LESSON PLAN

COURAGE UNDER FIRE

This lesson plan, with accompanying PowerPoint, is a guide for teachers in how to best use the pupil resources provided. This plan should provide inspiration and is a suggested way to conduct a lesson to meet the objectives stated. Teachers are encouraged to adapt and develop this plan to best suit their class. The corresponding Virtue Toolkit lesson should be taught pre-lesson and the Virtue Glossary could be provided throughout the lesson to aid pupils' understanding. Teachers should use a selection of different methods and processes to facilitate discussion and reflection on the primary and secondary virtues in focus. It is important pupils become aware of the virtues and their meaning, but discussion and reflection will also aid pupils' understanding of them. Teachers may need to differentiate this lesson to best suit their pupils' needs; paired, shared, group or guided work is encouraged where needed.

TITLE: COURAGE UNDER FIRE – JOHN SIMPSON

PRIMARY VIRTUE: COURAGE

CURRICULUM LINK: ENGLISH – JOURNALISTIC WRITING

POSSIBLE CROSS-CURRICULA LINKS:

HISTORY – HISTORY OF INTEREST TO PUPILS

ENGLISH – RECOUNTS

PSHE – CITIZENSHIP

LEARNING OBJECTIVES

1. To understand what the virtue of courage means in the life of John Simpson.
2. To accurately identify vocabulary that illustrates the virtue of courage in the 'Courage Under Fire' Narrative.
3. To begin to be able to retrieve information from the narrative that illustrates a wider selection of virtues.

LEARNING OUTCOMES

1. To be able to identify and describe the virtue of courage and begin to relate it to their own lives.
2. To begin to discuss how different virtues occur together in positive or negative ways.
3. To begin to be able to relate the virtue of courage to the period of transition from Year 6 to Year 7.

RESOURCES

Provided: Courage Under Fire Narrative, Courage Under Fire Teacher's Notes, Courage Under Fire Pupil Activity, Courage PowerPoint, I Will cards.

Not Provided: Interactive White Board, Flipchart, Pens, Paper

INTRODUCTION

Introduce/affirm the meaning of character and virtue. Introduce the definition of courage (see Courage PowerPoint). Go over children's examples of this virtue in their own lives.

5 MINUTES

TEACHER LED ACTIVITY

20 MINUTES

Use PowerPoint and ask the question, what is journalism? Get children to discuss in groups or pairs. Reveal the definition and discuss unknown vocabulary or misconceptions if needed. Go over examples of journalism that children will be aware of e.g. newspapers, TV news. Move to next slide. Ask the children, what virtues do you need to have to become a good journalist? (Glossary provided). Discuss in pairs or groups and then reflect as a class. Encourage children to think if any of these virtues could have negative side effects for a journalist. Encourage them to think of times when the secondary virtues of resilience, ambition, curiosity, honesty and integrity might clash or might put a journalist in danger. Introduce John Simpson by using next slide.

CHILD LED ACTIVITY

25 MINUTES

Allow pupils time to read/or read to the pupils the 'Courage Under Fire' Narrative, instructing them to look closely for when the virtue in focus is displayed (provide highlighters if appropriate). Children must also reflect on secondary virtues present in the narrative (resilience, ambition, curiosity, honesty, integrity) and how these may have contributed towards John Simpson showing 'Courage Under Fire'. Were these virtues always positive? Did they have any negative consequences? Children then answer questions from activity sheet. Model if necessary.

PLENARY

10 MINUTES

Bring the group together to discuss the examples of courage found within the 'Courage Under Fire' narrative and how these may have developed or clashed with other virtues. Invite them to share their examples. Explain how this virtue will be important for when the children transition to Year 7. Provide 'I will' cards and get the children to write a statement of intent – one thing they will now do in regards to this virtue. Make sure they are achievable.

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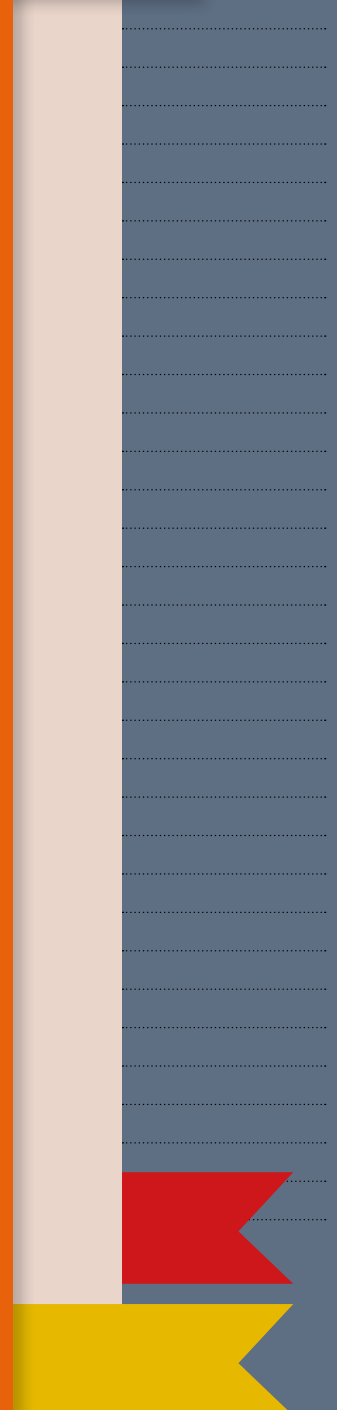
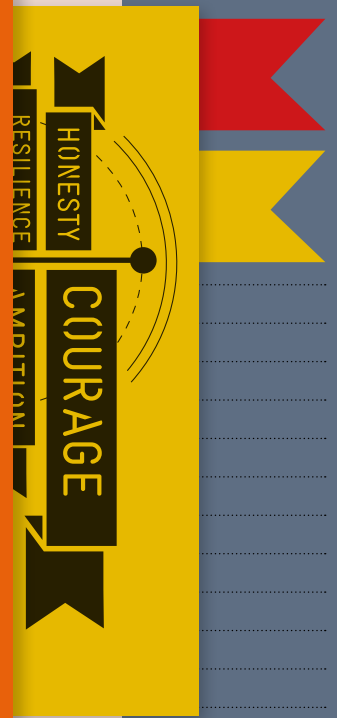
COURAGE UNDER FIRE

MAIN NARRATIVE

VIRTUE: COURAGE - SUBJECT: ENGLISH



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JOHN SIMPSON

Background - China

Since 1949, China had largely shut itself off from the rest of the world. The Chinese government had banned **international** journalists and most visitors from going to the country. The Chinese **media** was controlled by the government and the people of China were told versions of events that benefitted the government. The majority of the Chinese public knew little about the outside world. Gradually, the Chinese government loosened its control of the media, and by the 1980s, international journalists were allowed into China.

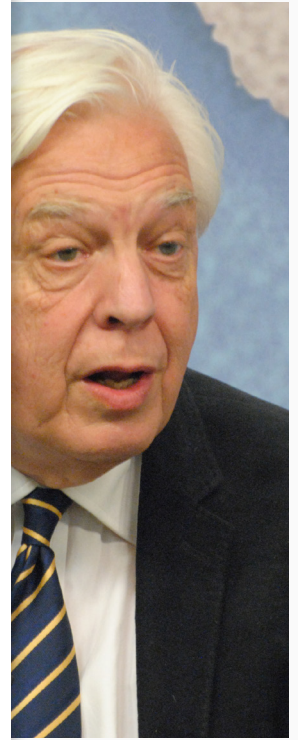
Journalists from around the world entered China. These journalists saw it as their **duty** to report on the true goings on of China. How did people live? What was the government like? Were the stories of **human right violations** true? Unfortunately, it was not that easy. Once in China, finding out the truth and being able to report the truth were not straightforward. International journalists working in China faced **harassment** and **intimidation** by the local government. They were often arrested or **detained** by security officers. Many did not speak out about this for fear of their own freedom or safety.

Tiananmen Square

During the 1980s, China experienced a period of economic growth. With this growth came a growing awareness amongst the Chinese public of world events and foreign ideas. By 1989, many Chinese citizens felt that a time had come for change. Many youths and university students felt that the government had too much power. In April, thousands of students gathered in Tiananmen Square, Beijing, protesting for change. The protests continued throughout April, and on into May. The crowds increased and protests had spread to other cities across the country. Over a million people joined the protests across China. International journalists already in China began to report on the protests. They were warned not to report them by the Chinese government, but many initially continued to do so. One such reporter was John Simpson, who was working as a foreign correspondent for the BBC from Great Britain.

Many journalists began to be threatened with violence and were told they could be arrested. This stopped several journalists reporting, and they thought it would be safer to return home. By the end of May, **martial law** was declared in Beijing and army troops were sent to the city. Protesters flooded the streets, stopping armed vehicles from entering Tiananmen Square. Beijing became a very unsafe place. John Simpson reported the rising tensions in the city. The government had stated that the troops would not use force against the protesters, but in June, everything changed.

As troops tried to force the protesters away, violence erupted, initially from angry protesters attacking soldiers and armoured vehicles. Simpson reported witnessing protestors dragging troops out of vehicles and violently attacking



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CHATHAM HOUSE

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them. His job as a journalist was to observe and report on what he saw, but he could not stand by and watch the violence **escalate**. As he saw one soldier being beaten, nearly to death, he pushed the protesters away, shielding the soldier, possibly saving his life. Simpson later **acknowledged** that this action could have resulted in his own death, but he was confident that the protesters' aggression was not targeted at him. His actions had potentially saved a life.

In response to this violence, on the night of 3rd June 1989, tanks and heavily armed troops advanced towards Tiananmen Square. Troops began squashing the protesters together and then the tanks opened fire on the crowds. Beijing had become a battle ground. Simpson knew the safest place to be was in his hotel room, but from there he could not report on what was happening. He knew if he and other journalists did not report on this **massacre**, then the Chinese government could pretend that it had never happened. He left his hotel and went towards Tiananmen Square. With bullets flying, he lay down in a gutter with his arms over his head, trying to protect himself. He tried to watch what was going on so that he could report back to the rest of the world. He was risking his life to tell the story of how others had risked their lives in pursuit of change.

A few days later, when he eventually left Beijing, Simpson was driven down backstreets to avoid roadblocks. He could see burnt out cars and buildings, and often bodies lying on the floor. Simpson had reported from China to the rest of the world. He had risked his life to report the truth about what was happening in Tiananmen Square.

After the military had stopped the protests, soldiers began detaining, torturing, imprisoning or executing the protestors. Many foreign governments condemned the Chinese government's behaviour, but the Chinese government failed to admit the massacre had even taken place. They wiped it out of Chinese history. It does not appear in books in China, nor on the Chinese internet. Even today it is a banned topic in China and people still feel that if they talk about it then they will be intimidated or arrested. The journalists who reported from Tiananmen Square are no longer allowed to enter China. If it were not for journalists, such as John Simpson, who showed courage whilst under fire, the rest of the world would not be aware of what happened. The role of a journalist can be vitally important in allowing the stories of the world to be truthfully told and never forgotten, and many journalists go to very dangerous places in order to accurately report the details of events.

GLOSSARY

ACKNOWLEDGED

To recognise something

DETAINED

To keep someone for questioning

DUTY

A moral responsibility

ESCALATE

Rapidly increase

HARASSMENT

Aggressive pressure or intimidation

HUMAN RIGHTS

A moral or legal privilege a human has to have or do something

INTERNATIONAL

From another country

INTIMIDATION

To frighten someone to make them do what you want

MARTIAL LAW

The placing of the highest ranking military official in charge of the government

MASSACRE

Deliberately and brutally kill (many people).

MEDIA

Mass communication (television, radio, and newspapers)

VIOLATIONS

To break a rule or right

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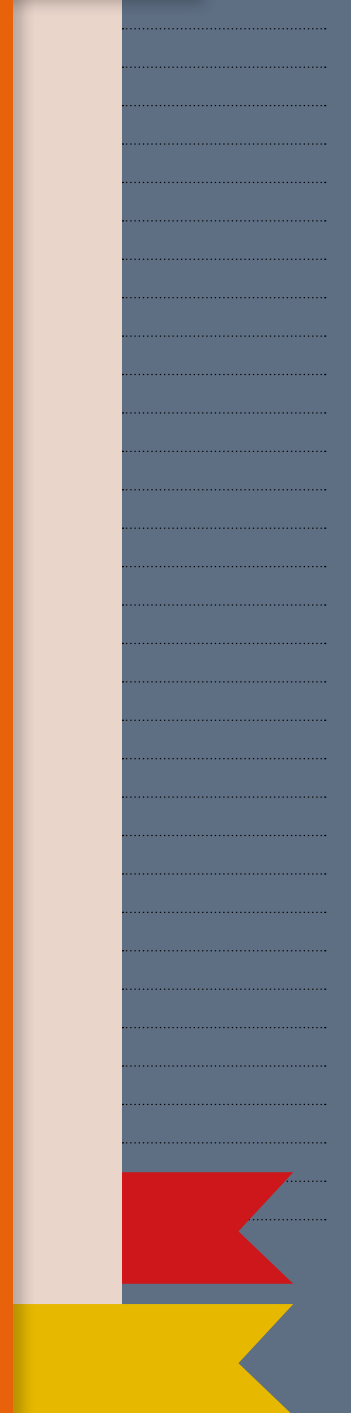
COURAGE UNDER FIRE

RESOURCES FOR PUPILS

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Read the 'Courage Under Fire' narrative and answer these questions.

1 Write down an occasion where John Simpson showed courage.

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2 Do you think that showing too much courage could have had negative consequences for John Simpson? What could these be?

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3 What other virtues did John Simpson show to be a successful journalist?

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4 Which virtue do you think was most important? Explain why?

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5 Write a letter recommending John Simpson to win an award for journalistic courage.

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