

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

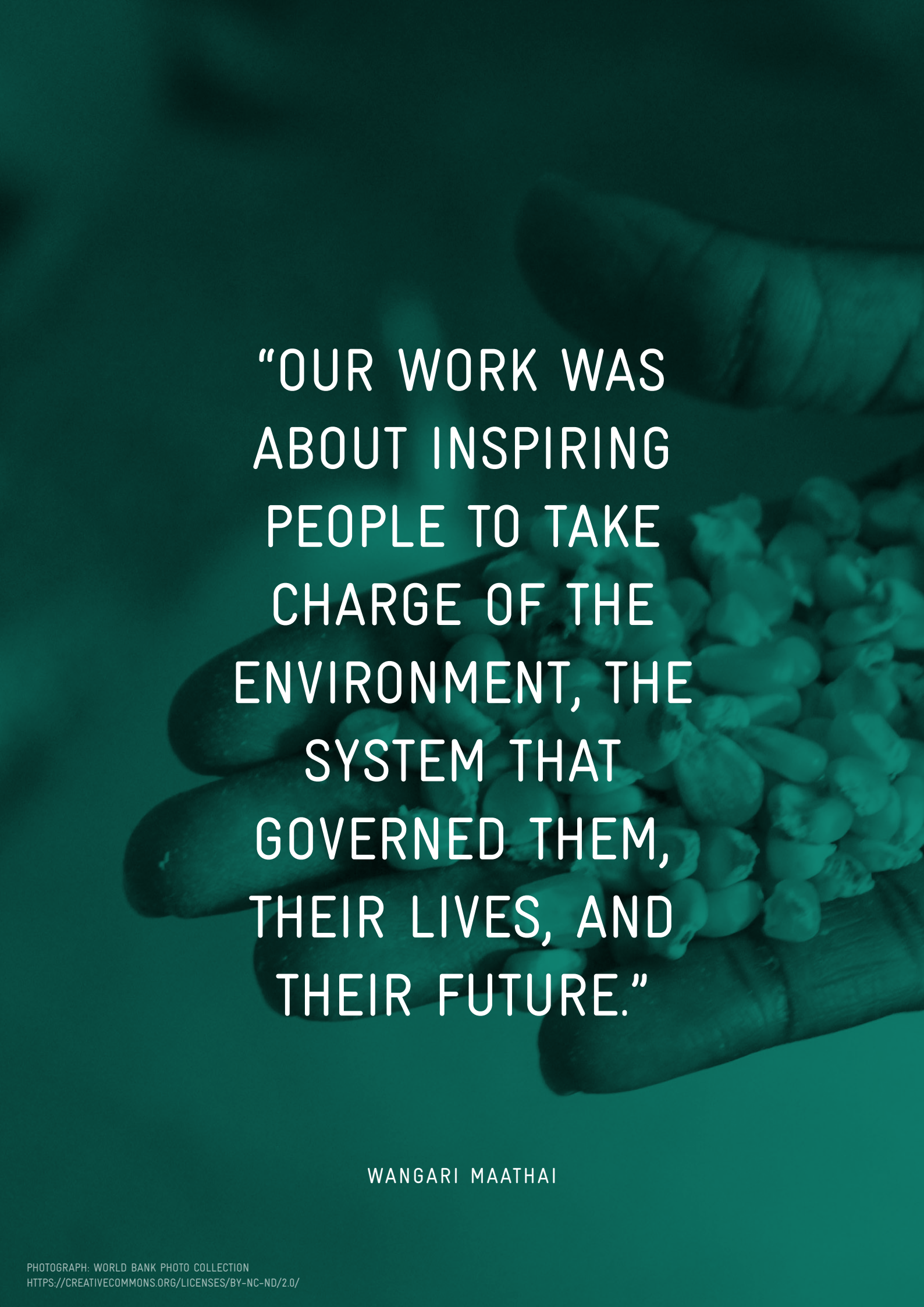
DRIVEN TO MAKE A CHANGE

VIRTUE: DRIVE - SUBJECT: GEOGRAPHY



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“OUR WORK WAS
ABOUT INSPIRING
PEOPLE TO TAKE
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THEIR FUTURE.”

WANGARI MAATHAI

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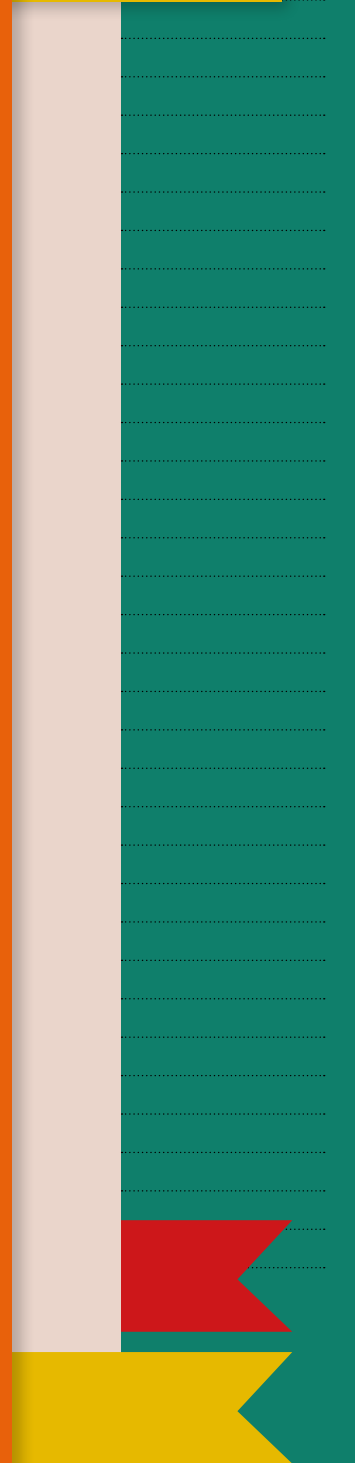
DRIVEN TO MAKE A CHANGE

TEACHER'S NOTES

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DRIVEN TO MAKE A CHANGE – WANGARI MAATHAI



TEACHER'S NOTES

The purpose of this pack is to reaffirm and develop pupils' knowledge and understanding of character virtues, with particular reference to the primary virtue of **drive** and the secondary virtues of resilience, motivation and service. 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, Driven to Make a Change – Pupil Activity, Driven to Make a Change 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.
- Drive PowerPoint
- Other narratives in the programme including: John Simpson, Alan Turing, Emmy Noether, Luz Long, Winston Churchill, Gertrude Elion and a Local Hero.

BACKGROUND INFORMATION FOR TEACHERS:

This information is to supplement the Drive PowerPoint, which provides an investigatory approach to the life of Wangari Maathai. The 'Driven to Make a Change' Narrative is available online and can be printed off for pupil use. The edited version of the 'Driven to Make a Change' Narrative in this pack gives a simplified account of Maathai's life. For reasons of space, this version focuses, in the main, on the challenges Maathai faced and her use of the virtue drive to overcome these. The main focus of the narrative is to provide sufficient evidence of Maathai's drive in the geographical context of growing up in Kenya and environmental issues she faced. The extract provides opportunities to discuss Maathai's virtues and disposition. The aim is for this lesson to open a discussion about drive and the secondary virtues in focus (resilience, motivation, service). 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 Geography curriculum and cross-curricula links to English and 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.greenbeltmovement.org/wangari-maathai> - Biography, documentary and speeches.
- http://www.nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html - Nobel Prize biography
- <http://www.bbc.co.uk/news/science-environment-15060167> BBC article - Wangari Maathai: Death of a visionary
- <http://www.biography.com/people/wangari-maathai-13704918> - Biography

LESSON PLAN

DRIVEN TO MAKE A CHANGE

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: DRIVEN TO MAKE A CHANGE – WANGARI MAATHAI
PRIMARY VIRTUE: DRIVE

CURRICULUM LINK: GEOGRAPHY – DESCRIBE AND UNDERSTAND KEY ASPECTS OF PHYSICAL / HUMAN GEOGRAPHY

POSSIBLE CROSS-CURRICULA LINKS:
ENGLISH – BIOGRAPHIES AND AUTOBIOGRAPHIES
ENGLISH/DRAMA – ARGUMENTS AND DEBATES
PSHE – CITIZENSHIP AND THE ENVIRONMENT

LEARNING OBJECTIVES

1. To understand what the virtue of drive means in the life of Wangari Maathai.
2. To accurately identify vocabulary that illustrates the virtues of drive in the 'Driven to Make a Change' Narrative.
3. To be able to accurately retrieve information from the narrative that illustrates an answer or point of view.

LEARNING OUTCOMES

1. To be able to identify and describe the virtue of drive 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 drive to the period of transition from Year 6 to Year 7.

RESOURCES

Provided: Driven to Make a Change Narrative, Driven to Make a Change Teacher's Notes, Driven to Make a Change Pupil Activity, Drive PowerPoint, I Will cards.
Not Provided: Interactive White Board, Flipchart, Pens, Paper

INTRODUCTION

5 MINUTES

Re-introduce/reaffirm the meaning of character and virtue. Re-introduce the definition of drive (beginning of Drive PowerPoint). Go over children's examples of this virtue in their own life.

TEACHER LED ACTIVITY

20 MINUTES

Use PowerPoint resource (teacher must familiarise themselves with the life of Wangari Maathai, use narrative provided). Show children the photograph of Wangari Maathai and ask children who she is. Do not introduce her. Generate ideas in partners or groups. Discuss ideas and if someone does answer Wangari Maathai ask if they know why she displays this virtue. Show next slide with a series of pictures as clues. Get children to use these clues to try and decide who she is and why she showed drive. Explain brief background of Wangari and then explain that she campaigned for equal women's rights and environmental issues. Concentrate on environmental issues and show slide showing environmental issues affecting the world. Give background information on deforestation. What other virtues would a person display if they campaigned for environmental issues (glossary provided)? Encourage discussion and reflection on these virtues.

CHILD LED ACTIVITY

25 MINUTES

Allow pupils time to read/or read to the pupils the Driven to Make a Change Narrative, instructing them to look closely for when this virtue is displayed (provide highlighters if appropriate). Children must also reflect on other virtues present (resilience, motivation, service) and how these may have helped Wangari Maathai make a change. Were these virtues always positive? Did they have any negative consequences? Children then answer questions from the activity sheet. Model if necessary.

PLENARY

10 MINUTES

Bring the group together to discuss the examples of drive found within the life of Wangari Maathai and how these may have contributed towards 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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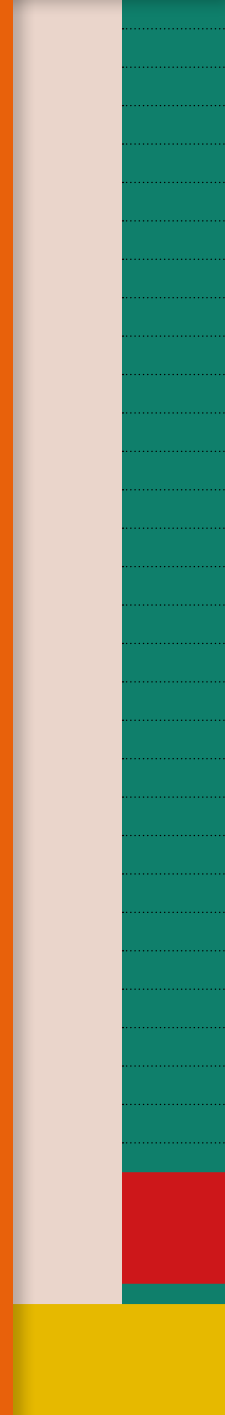
DRIVEN TO MAKE A CHANGE

MAIN NARRATIVE

VIRTUE: DRIVE - SUBJECT: GEOGRAPHY



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WANGARI MAATHAI

On 1st April 1940, in the small village of Ithite, Nyeri, in the central highlands of Kenya, Wangari Maathai was born. Her family had lived there for many **generations**, but there was no work, so in 1943 her family moved to live on a local farm. Her family was a typical Kenyan family where her father was seen as head of the house; her mother had very little power and performed traditional “women’s tasks” such as fetching water and gathering firewood. In particular, education for women and girls was not valued, or even encouraged. While living on the farm, Wangari spent a lot of time in nature and gained a great respect for the environment.

Several years later, Wangari, her mother and two brothers moved back to Ithite as there was no school. Her father remained on the farm. Her two brothers were sent to school to get an education. Wangari was desperate to learn. Wangari pleaded with her family to allow her to go to school. Finally, at the age of eight, she joined her brothers at Ithite Primary School. This young girl had been given an opportunity to show what she could do and Wangari was not going to waste it.

Wangari showed an immediate ability to learn new things and was always eager to do extra work, even at such a young age. At age eleven, Wangari moved to St. Cecilia’s Primary School, a boarding school in Nyeri. Wangari studied at St. Cecilia’s for four years. She showed a positive attitude in all of her schoolwork, and quickly became **fluent** in English. Other pupils began to look up to her, and she was proud to be seen as a role model to other young girls in the area, although she missed her family, especially her mother. When she left St. Cecilia’s, she was at the top of her class, and was granted admission to the only Catholic high school for girls in Kenya, Loreto High School.

Wangari’s love of education and her curiosity to learn increased as she got older. She began to look closely at the world. She questioned her upbringing in **rural** Africa and realised she had the ability to make a change. Kenya was going through lots of changes, but women were still not given the same opportunities as men. It was extremely unlikely that a girl from a small village such as Ithite would be able to attend university in Kenya. It was highly unusual. Wangari continued to **excel** at school and, in 1960, Wangari became one of only 300 Kenyans (men and women) to earn a scholarship to study at a university in the United States of America. Wangari did not want to leave the natural beauty of Kenya behind, but she knew that to further her education it was her only choice.

Though excited by what the future held, Wangari was also worried. She had always wanted to attend university, but attending university half way across the world would be very different and very scary. How would the American students respond to a small village girl from Kenya? Wangari attended College in Kansas, where she became known to her classmates as Mary Jo. After earning a degree in biology, she went on to receive a master’s degree in biological sciences at the University of Pittsburgh. It was here that Wangari’s love for nature and the environment began to take hold. She could see the damage the human race was **inflicting** on the planet, and despite the obstacles in her path, she knew she must help make a



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DRIVEN TO MAKE A CHANGE NARRATIVE

change.

She always knew she had the ability to make a difference, and whilst living and studying in America, she saw how many Americans expressed themselves with honesty and freedom. This made her realise that, in a democratic community, people had the right to speak out for what they believed in. It was not wrong to have views that clashed with others, if they were expressed **rationally**. She hoped to spread this message across Kenya.

Wangari knew it was time to return to Kenya. She continued her studies at the University of Nairobi and through much hard work she earned her PhD, becoming the first woman in East or Central Africa to do so. People in Kenya had begun to notice Wangari. She had created the platform needed to make a change in the world.

Wangari's passion for the environment had not **diminished**. Having grown up in **rural** Kenya, and then travelling the world, Wangari had a unique insight into the lives of ordinary Kenyan people, with comparison to others internationally. She had a **revolutionary** idea that it was possible to improve people's quality of life if economic and social progress went together with environmental protection. Politicians initially ignored her. Male politicians looked down on her and often told her she had no right to share her ideas. Her strong character often made her enemies, and her husband, who was a politician, divorced her claiming that she was too educated and too difficult to 'control'.

Wangari felt devastated by the destruction of the Kenyan forests. She **campaign**ed for change. There were many years of unsuccessful protesting but she would not be defeated. She decided to form her own environmental group, the Green Belt Movement. The Green Belt Movement enabled communities to come together to plant trees. Wangari's plan was to reduce **poverty** in Kenya by planting trees. The movement had huge success across Kenya and Africa, where over 45 million trees have now been planted. Wangari used her influence and created opportunities to make a difference. The Green Belt Movement continues to help communities across Africa and continues to plant trees.

Wangari went on to be elected to the Kenyan parliament with an overwhelming 98% of the vote. She helped form and run many similar environmental movements around the world and in the process won many awards for her great service. In 2004, the girl who had needed to plead to be allowed to go to school, and who had faced many obstacles during her career, was awarded the Nobel Peace Prize for "**sustainable** development, democracy and peace." Wangari Maathai's impact will long be felt in Kenya and on the sustainability of Earth.

GLOSSARY

CAMPAIGNED

to work towards a goal

DIMINISHED

made smaller or less

EXCEL

to be extremely good at something

FLUENT

to be able to talk smoothly and effortlessly

GENERATIONS

a group of people that form a family.

INFLECTING

causing something unpleasant to happen

POVERTY

being really poor by having no money, goods or support

RATIONALLY

in a reasonable way

REVOLUTIONARY

a new idea to make change

RURAL

the countryside

SUSTAINABLE

to be able to keep an environmental balance



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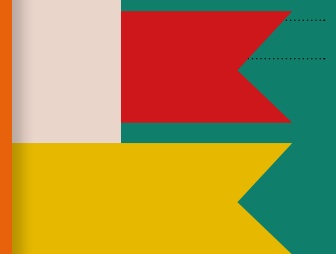
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RESOURCES FOR PUPILS

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Read the 'Driven to Make a Change' narrative and answer these questions.

1 Write down an example where Wangari Maathai showed drive.

2 How did being driven help Wangari Maathai make a change?

3 During Wangari Maathai's life, what other virtues did she show?

4 Do these virtues always have a positive impact?

5 We all have the ability to make a change. If you could make one change, what would it be, who would benefit, and why would you make it?

