

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

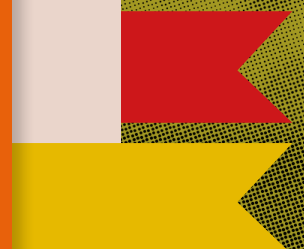
A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

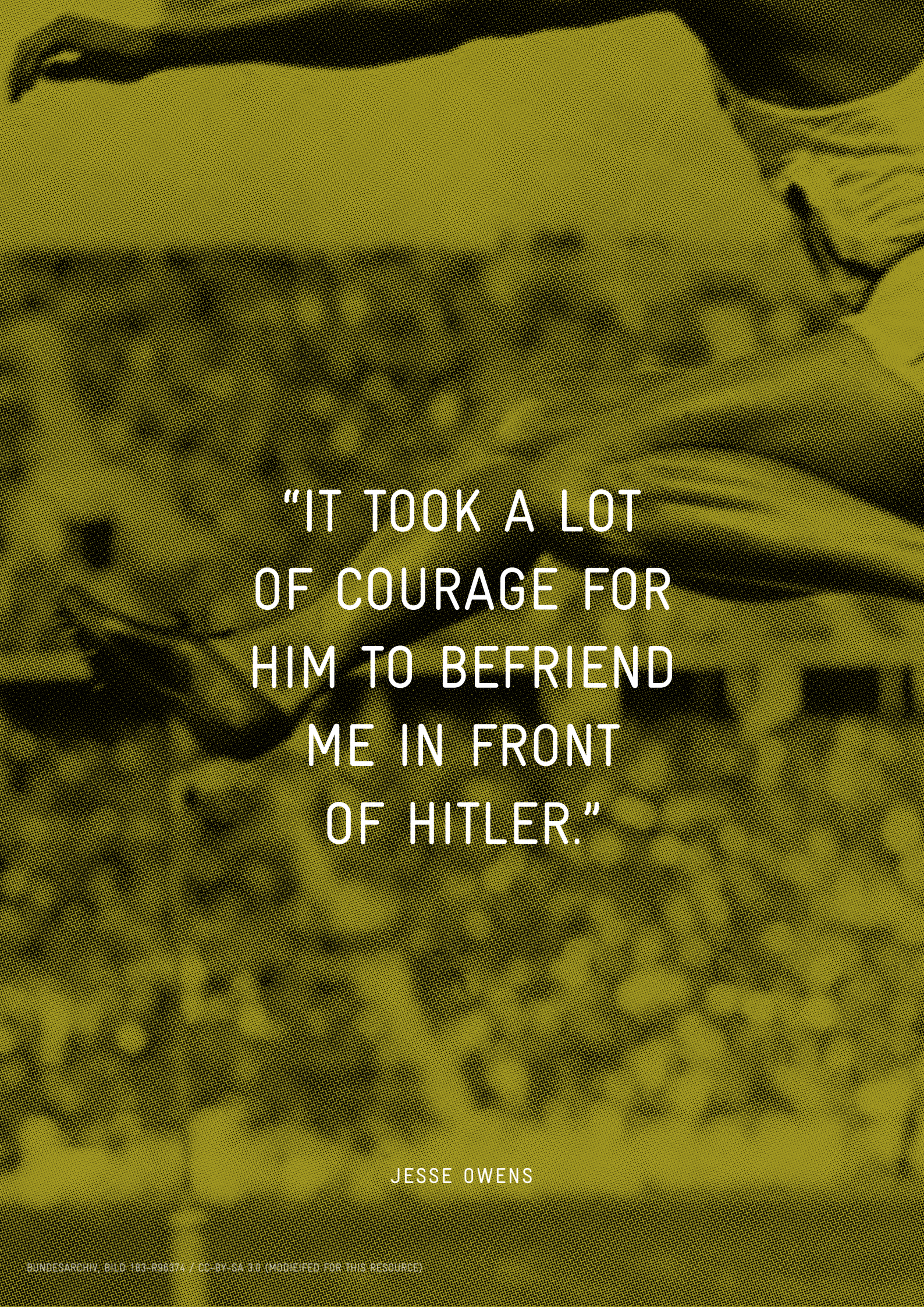
OLYMPIC SPIRIT

VIRTUE: INTEGRITY - SUBJECT: PE



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“IT TOOK A LOT
OF COURAGE FOR
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TEACHER'S NOTES

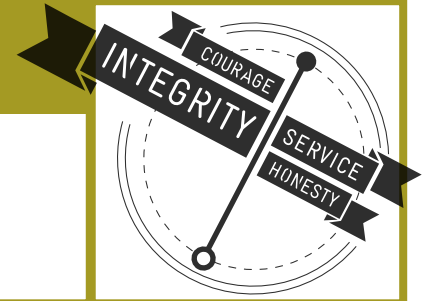
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TEACHING CHARACTER



OLYMPIC SPIRIT – LUZ LONG

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 **integrity** and the secondary virtues of honesty, courage 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, Olympic Spirit – Pupil Activity, Olympic Spirit 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.
- Integrity PowerPoint
- Other narratives in the programme including: John Simpson, Alan Turing, Emmy Noether, Winston Churchill, Wangari Maathai, Gertrude Elion and a Local Hero.

BACKGROUND INFORMATION FOR TEACHERS:

This information is to supplement the Integrity PowerPoint, which provides an investigatory approach into integrity in sport. The 'Olympic Spirit' Narrative is available online and can be printed off for pupil use. The edited version of the 'Olympic Spirit' Narrative in this pack gives a simplified account of Luz Long's and Jesse Owens's rivalry at the 1936 Olympics. The main focus of the narrative is to provide sufficient evidence of Long's integrity in the sporting context of competition. The extract provides opportunities to discuss Long's virtues and disposition. The aim is for this lesson to open a discussion about integrity and the secondary virtues in focus (honesty, courage, 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 P.E. curriculum and cross-curricula links to History, 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.bbc.co.uk/wales/raiseyourgame/sites/dedication/2012/pages/olympic_history.shtml – BBC Olympic Spirit
<http://www.standard.co.uk/sport/ten-examples-of-great-sportsmanship-6428038.html> – examples of sportsmanship
<http://www.jesseowens.com/> – Jesse Owens biography

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: OLYMPIC SPIRIT – LUZ LONG

PRIMARY VIRTUE: INTEGRITY

CURRICULUM LINK: PE – ATHLETICS

POSSIBLE CROSS-CURRICULA LINKS:

HISTORY – HISTORY OF INTEREST TO PUPILS

ENGLISH – REPORTS AND JOURNALISTIC WRITING

PSHE – CITIZENSHIP AND EQUALITY

LEARNING OBJECTIVES

1. To understand what the virtue of integrity means in the life of Luz Long.
2. To accurately identify vocabulary that illustrates the virtue of integrity in the 'Olympic Spirit' 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 integrity 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 integrity to the period of transition from Year 6 to Year 7.

RESOURCES

Provided: Olympic Spirit Narrative, Olympic Spirit Teacher's Notes, Olympic Spirit Pupil Activity, Integrity PowerPoint, I Will cards.

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

INTRODUCTION

5 MINUTES

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

TEACHER LED ACTIVITY

20 MINUTES

Introduce the term 'sport' and 'being a good sport' (explain unknown vocabulary). Have a discussion about the difference. Do you need to be a good sport to play sport? Show next slide and discuss what virtues Judy Guinness displayed in the narrative (glossary provided). Did she display integrity? If so, how did she display this? Have a discussion and give children opportunity to reflect. Does anybody disagree with what she did? If so, why? Look at next slide. It shows English cricketer Andrew Flintoff shaking the hand of defeated Australian Brett Lee during the 2005 Ashes series and New Zealand rugby player Sonny Bill Williams consoling South African Jesse Kriel after defeat in the 2015 world cup semi-final. While teammates were celebrating their famous victories, these sportsmen took time to go to the opposition. Discuss what virtues they showed? How would you have acted if you had just won these two important fixtures against your biggest rivals? Show next slide and split children into groups. Get each group to discuss their responses to a specific dilemma. Openly discuss alternative responses with the class, asking children to give reasons for their answers. Reveal the real life responses. Do these responses show integrity? How and why? Do these dilemmas lead to virtues clashing? Do you think any of the sportsmen or sportswomen mentioned would have showed gratitude, and if yes, who to?

CHILD LED ACTIVITY

25 MINUTES

Allow pupils time to read/or read to the pupils the 'Olympic Spirit' 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 (honesty, courage, service) and how these may have contributed towards the 'Olympic Spirit'. Were these virtues always positive? Did they have any negative consequences? Children then answer questions from resource sheet. Model if necessary.

PLENARY

10 MINUTES

Bring the group together to discuss the examples of integrity found within the 'Olympic Spirit' 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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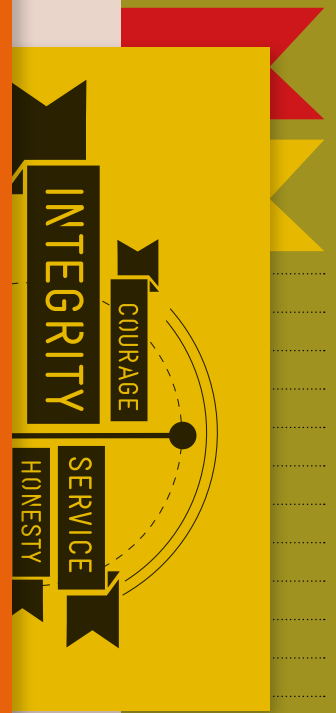
OLYMPIC SPIRIT

MAIN NARRATIVE

VIRTUE: INTEGRITY - SUBJECT: PE



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LUZ LONG

In 1932, Berlin won the rights to host the 1936 summer Olympics. The following year, Adolph Hitler and the Nazi Party rose to power in Germany. The 1932 Olympics in Los Angeles was seen by the world as a roaring success and Hitler did not want to be outdone.

Germany built a new 100,000-seat track and field stadium, six gymnasiums, and many other smaller arenas to host the Olympics. The games were going to be the first to be televised, and radio broadcasts were going to reach 41 countries. Hitler saw the games as an opportunity to promote his government and ideals of racial supremacy. It was **debated** whether nations that did not support the Nazi Party should attend the games. Nearly all countries decided to attend and the 1936 Olympics were the highest attended.

As the Olympics drew closer, people began to get excited by the different events and the competitors taking part. Germany had high hopes of winning lots of medals, and one of their biggest hopes was Luz Long. He was a 23 year old long jumper who had recently set a new European record. The German public took him to their hearts and the Nazi party used him as a poster boy for advertising the Olympics. The German public were all in support of Long as he headed into the Olympics to face Jesse Owens. Owens was an African-American athlete from the USA, who was competing in four different events. The previous year, he had broken three world records, including the long jump. This was to be one of the rivalries of the Olympics. It was not just athlete versus athlete; people described it as the might of the Nazi party versus the democracy of the USA.

This event became personally important to Hitler. His closest aides spoke to Long before the event, explaining to him the **significance** of what a victory or loss would mean to Germany. The day before the long jump, Jesse Owens won the 100 metres and his first gold medal of the Games.

The day arrived for the long jump. The crowd was a sell-out. 100,000 Germans packed the Berlin Olympic Stadium. Amongst those was Hitler himself. He had come to watch over the event and witness German **superiority**. The crowd went wild every time Long appeared. Owens, now famous around the world, got a mixed response from the crowd. Some cheered him, recognising his excellence, whilst others booed him and shouted offensive remarks. There was great pressure on both men. Long was representing the supposed racial **supremacy** of the Nazi party. It seemed as if Jesse Owens was representing the rest of the world, not just the USA, in a stance of **defiance** against Hitler.

The qualifying rounds began. Hitler watched from the stand through binoculars. The crowd clapped and cheered wildly as Long began his run and then his jump. After each jump, Hitler rose, applauded and saluted Long. When Long beat the Olympic record with one of his qualifying jumps, he went to the stands to personally **acknowledge** Hitler. Things were not going as well for Owens.

Owens had fouled all of his previous jumps and with one left, if he fouled again, he would not qualify for the long jump final. He had worked all his life for this moment, and was the reigning world record holder, but he just couldn't find the



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right rhythm. Maybe it was the crowd, or the pressure of the entire world on his shoulders? Owens walked back for his final qualifying jump. All his training was going through his head. What did he need to change to make sure he did not foul? He looked at the crowd. He saw Hitler glaring at him. He had to make this jump. As he stood at the end of the run up, he was approached by Long, his biggest rival. Long would surely win if Owens did not make this jump, and he would become a German legend in the eyes of the fans and Hitler. Owens did not know what to expect from Long. Surely Long would try to put him off so he could win the gold.

Long looked at Owens and instead of trying to **unsettle** Owens, he offered him some advice. He had been watching Owens and his run up carefully. He told Owens to move his run up mark backwards. Owens was shocked. Advice and help from the supposed enemy. Owens followed Long’s advice and he had a successful jump. He had qualified for the final. Long had helped his biggest rival qualify for the final. He had shown the true spirit of the Olympics. Hitler was not happy. During the break, before the final, he sent one of his aides to talk to Long. They told him he must win and must not talk to Owens again.

The final was just as exciting. The crowd cheered on Long. Between them, Long and Owens beat the Olympic record five times and the lead was constantly changing hands. Whilst on the track, the men forgot about the differences of their nations and competed just as athletes, each trying to jump further than the other. With one jump left, Long was winning. Hitler was captivated by the event. Owens had his final jump. He stood at the end of the run up. Some of the crowd cheered him, some booed him. Hitler looked on. Owens ran. He leapt. He landed. He tumbled. He waited. The judges checked. It wasn’t a foul. They measured. The stadium waited. Millions of people waited. It was 8.06m. It was 19cm longer than Long’s best effort. Owens had won his second gold medal! He was ecstatic. He pumped his fist in the air. He looked around at the crowd.

“IT TOOK A LOT OF COURAGE FOR HIM TO BEFRIEND ME IN FRONT OF HITLER.”

– JESSE OWENS

Long walked over to Owens and became the first person to congratulate him. They hugged and shook hands. Each had given it their all. Long was obviously disappointed that he hadn’t won, but this was sport and Long knew that he had been in a great competition. Both men stood for photographs and had their pictures taken in the long jump sandpit.

People around the world acknowledged Long’s sportsmanship. This sportsmanship did come at a cost, though, as after the Games he was confronted by the Nazi Party. He was warned about his future conduct, and criticised for **fraternising** with the ‘enemy’. Long never regretted what he did and he showed true Olympic spirit to Owens and the world.

GLOSSARY

ACKNOWLEDGE

to show you are aware of something

DEBATED

to argue before reaching a decision

DEFIANCE

to openly not do as you are told or supposed to do

FRATERNISING

to form a friendship with someone, especially when you are not supposed to

SIGNIFICANCE

importance

SUPERIORITY

to be better than someone else

SUPREMACY

to be better than all others

UNSETTLE

cause someone to feel anxious

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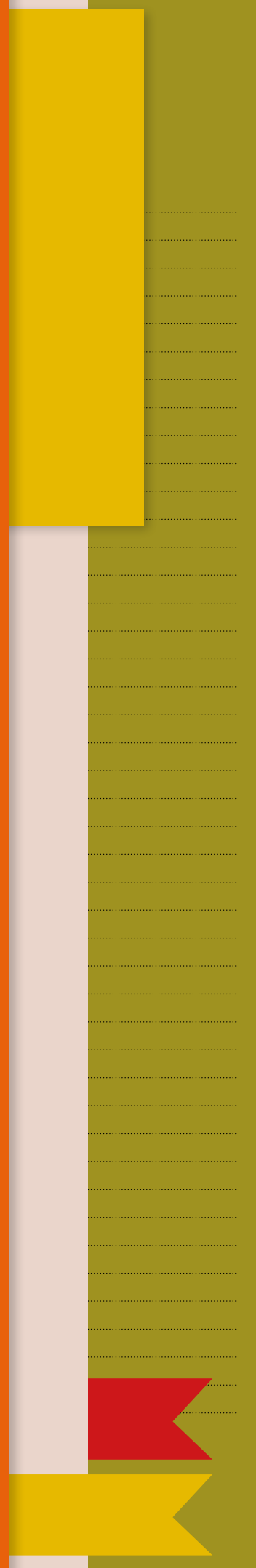
OLYMPIC SPIRIT

RESOURCES FOR PUPILS

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Read the 'Olympic Spirit' narrative and answer these questions.

1

Write down an example where Luz Long showed integrity.

2

Do you think that showing integrity was more important than winning a gold medal to Luz Long? Explain your answer.

3

What were the possible consequences of Luz Long showing integrity?

4

Did showing integrity clash with any other virtues?

5

Imagine you were Jesse Owens during the 1936 Berlin Olympics. How would you show gratitude and what would you want to say to Luz Long after your victory?