

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

OLYMPIC SPIRIT

TEACHER'S NOTES

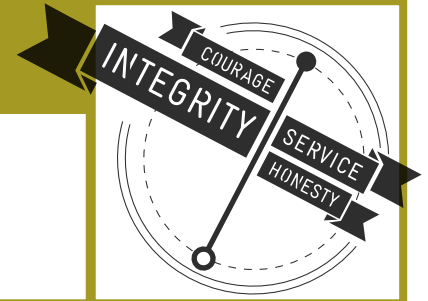
VIRTUE: INTEGRITY – SUBJECT: PE



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



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

LESSON PLAN

OLYMPIC SPIRIT

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.