

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

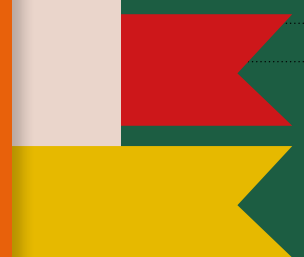
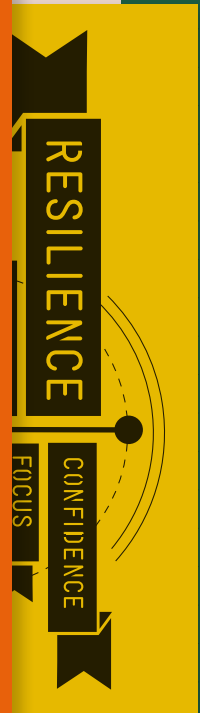
INSPIRING A NATION

TEACHER'S NOTES

VIRTUE: RESILIENCE – SUBJECT: HISTORY



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



TEACHING CHARACTER

INSPIRING A NATION — WINSTON CHURCHILL



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 **resilience** and the secondary virtues of drive, confidence, integrity, focus 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, Inspiring a Nation – Pupil Activity, Inspiring a Nation 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.
- Resilience PowerPoint
- Other narratives in the programme including: John Simpson, Alan Turing, Emmy Noether, Luz Long, Wangari Maathai, Gertrude Elion and a Local Hero.

BACKGROUND INFORMATION FOR TEACHERS:

This information is to supplement the Resilience PowerPoint, which provides an investigatory approach into the life of Winston Churchill. The 'Inspiring a Nation' Narrative is available online and can be printed off for pupil use. The edited version of the 'Inspiring a Nation' Narrative in this pack gives a simplified account of Churchill's life during the Second World War. For reasons of space, this version focuses, in the main, on the challenges Churchill faced and his use of the virtue resilience, to overcome these. The main focus of the narrative is to provide sufficient evidence of Churchill's resilience in the historical context of World War II and his ability to 'inspire a nation'. The extract provides opportunities to discuss Churchill's virtues and disposition. The aim is for this lesson to open a discussion about resilience and the secondary virtues in focus (drive, confidence, integrity, focus, 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 History curriculum and cross-curricula links to English. 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/timelines/z363gk7> - BBC iWonder Winston Churchill: The Greatest Briton.
- <http://www.biography.com/people/winston-churchill-9248164> - Biography of Winston Churchill
- http://www.bbc.co.uk/schools/primaryhistory/famouspeople/winston_churchill/ - Activities on Winston Churchill
- <https://www.gov.uk/government/history/past-prime-ministers/winston-churchill> - UK Government biography

LESSON PLAN

INSPIRING A NATION

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: INSPIRING A NATION – WINSTON CHURCHILL
PRIMARY VIRTUE: RESILIENCE

CURRICULUM LINK: HISTORY – A STUDY OF A THEME IN BRITISH HISTORY/HISTORY THAT INTERESTS THE PUPIL.

POSSIBLE CROSS-CURRICULA LINKS:

ENGLISH – BIOGRAPHIES AND AUTOBIOGRAPHIES
ENGLISH – REPORTS AND JOURNALISTIC WRITING
ENGLISH/DRAMA – ARGUMENTS AND DEBATES

LEARNING OBJECTIVES

1. To understand what the virtue of resilience means in the life of Winston Churchill.
2. To accurately identify vocabulary that illustrates the virtue of resilience in the 'Inspiring a Nation' 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 resilience 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 resilience to the period of transition from Year 6 to Year 7.

RESOURCES

Provided: Inspiring a Nation Narrative, Inspiring a Nation Teacher's Notes, Inspiring a Nation Pupil Activity, Resilience 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 resilience (beginning of Resilience PowerPoint). Go over children's examples of this virtue in their own lives.

TEACHER LED ACTIVITY

20 MINUTES

Assess children's prior knowledge of Winston Churchill and World War II. Use PowerPoint resource. Show children the photograph of Winston Churchill and ask children who he is. Generate ideas as groups. Discuss ideas; ask if they know how Winston Churchill displayed resilience. Reveal identity and begin to read Churchill biography. Spend time discussing unknown vocabulary. After each slide, allow children opportunity to discuss Churchill's use of resilience and if it had positive or negative effects. Encourage children to reflect on other virtues used such as motivation, drive, confidence, integrity, focus and service (glossary provided). Were these virtues always a positive? Introduce the 'Inspiring a Nation' narrative. If time permitting, play speech from http://www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml Continue to encourage discussion. How did this make the children feel? How would people during World War II feel hearing this? How does it show resilience? Does this show any other virtues or would it be likely to encourage any other virtues in the listeners? Show next slide and listen to two Churchill sound clips from http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/speeches/churchill_the_few

Explain the importance of Churchill and his role of inspiring the nation during World War II. Always ask children to give reasons for their answers.

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CHILD LED ACTIVITY

25 MINUTES

Allow pupils time to read/or read to the pupils the 'Inspiring a Nation' 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 (drive, confidence, integrity, focus, service) in the narrative and how these may have helped inspire the nation, or what virtues Churchill encouraged in the nation. 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 resilience found within the life of Winston Churchill 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.