

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

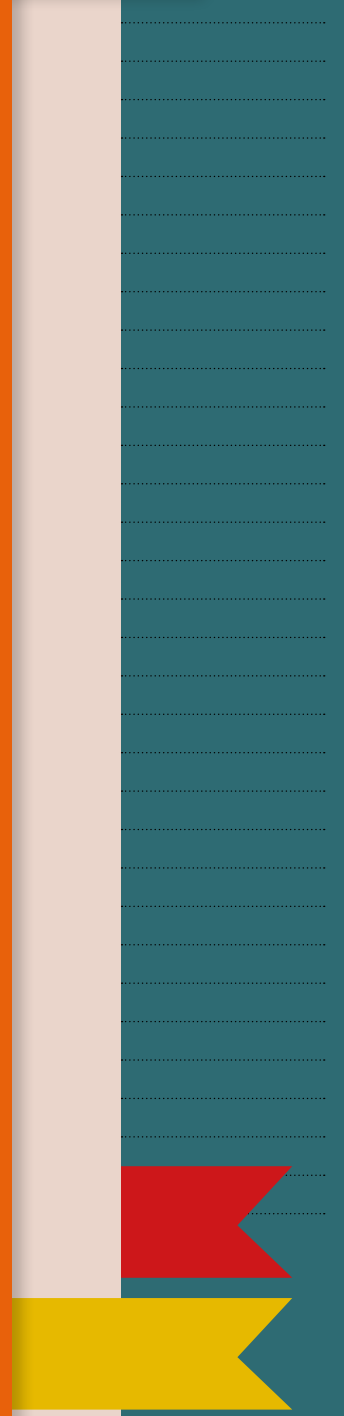
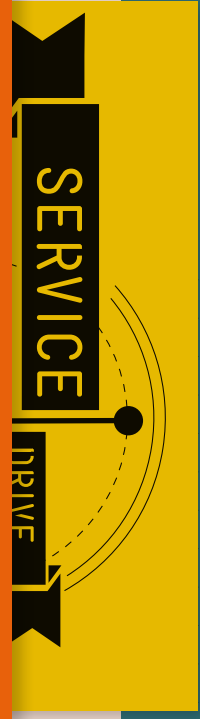
CODEBREAKER

TEACHER'S NOTES

VIRTUE: SERVICE - SUBJECT: COMPUTING



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES



TEACHING CHARACTER



CODEBREAKER — ALAN TURING

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 **service** and the secondary virtues of resilience, drive and curiosity. 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, Codebreaker – Pupil Activity, Codebreaker 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.
- Service PowerPoint
- Other narratives in the programme including: John Simpson, Winston Churchill, Emmy Noether, Luz Long, Wangari Maathai, Gertrude Elion and a Local Hero.

BACKGROUND INFORMATION FOR TEACHERS:

This information is to supplement the Service PowerPoint, which provides opportunities to discuss the virtue of service. The 'Codebreaker' Narrative is available online and can be printed off for pupil use. The 'Codebreaker' Narrative in this pack gives an abridged account of Alan Turing's life during the Second World War. For reasons of space, this version focuses, in the main, on the challenges Turing faced and his use of the virtue service. The main emphasis of the narrative is to provide sufficient evidence of Turing's service and dedication to codebreaking during World War II for classroom discussion. The extract provides opportunities to discuss Turing's virtues and disposition. The aim is for this lesson to open a discussion about service and the secondary virtues in focus (resilience, drive, curiosity). 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 Computing curriculum and cross-curricula links to English, History or Maths. 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/z8bgr82> – BBC iWonder Alan Turing: Creator of modern computing
- <http://www.biography.com/people/alan-turing-9512017> – Biography
- <http://www.bletchleypark.org.uk/> – Bletchley Park official website
- <http://www.history.co.uk/study-topics/history-of-ww2/code-breaking> – Codebreaking during WW2

LESSON PLAN

CODEBREAKER

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: CODEBREAKER – ALAN TURING

PRIMARY VIRTUE: SERVICE

CURRICULUM LINK: COMPUTING – CODING

POSSIBLE CROSS-CURRICULA LINKS:

ENGLISH – BIOGRAPHIES AND AUTOBIOGRAPHIES

ENGLISH – REPORTS AND JOURNALISTIC WRITING

HISTORY – A STUDY OF A THEME IN BRITISH HISTORY

MATHS – CODEBREAKING/ALGEBRA

LEARNING OBJECTIVES

1. To understand what the virtue of service means in the life of Alan Turing.
2. To accurately identify vocabulary that illustrates the virtue of service in the 'Codebreaker' 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 service 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 service to the period of transition from Year 6 to Year 7.

RESOURCES

Provided: Codebreaker Narrative, Codebreaker Teacher's Notes, Codebreaker Pupil Activity, Service 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 service (beginning of Service PowerPoint).

5 MINUTES

TEACHER LED ACTIVITY

20 MINUTES

Show PowerPoint slide and get children to discuss in partners or groups how the people in the 6 photographs have shown service. Also, ask children who they are showing service towards. Give children time to reflect and ask them if these people are likely to show any other virtues (glossary provided). Why? How? Ask if showing too much service could have negative consequences. Can children think of examples? Move on to next slide and get children to reflect on their lives. When and how do they show service? Encourage discussion as a class. Introduce Alan Turing and tell the children he was a codebreaker. Do not reveal too much information.

CHILD LED ACTIVITY

25 MINUTES

Allow pupils time to read/or read to the pupils the 'Codebreaker' 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 (resilience, drive, curiosity) in the narrative and how these may have helped or hindered Turing and his codebreaking. 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 service found within the life of Alan Turing 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.