

The Character Curriculum

Flourishing for Life



<p>Y7: Communities L1 - Community and Service</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> - To develop an understanding of the virtues that enable community flourishing and to consider what it means to play a positive role as a citizen and serve local communities. 	<p>Key vocabulary: Teamwork, citizen, community</p> <p>Key virtues: Gratitude, neighbourliness, respect, service, confidence</p>
<p>Resources: Diamond nine exercise, Who Am I sheet,</p>	<p>Statutory links: Citizenship guidance (2013) Pupils should be taught about:</p> <ul style="list-style-type: none"> - The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities; - the precious liberties enjoyed by the citizens of the United Kingdom. <p>Relationships, Sex and Health Education guidance (2019) Pupils should know:</p> <ul style="list-style-type: none"> - Practical steps they can take in a range of different contexts to improve or support respectful relationships; - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 	
<p>Key questions:</p> <p>What is important in a community?</p> <p>What virtues help to make a positive community?</p> <p>How can those virtues be developed?</p> <p>How can learning to be a positive member of society help develop character?</p>	<p>Learning activities:</p> <p>Starter: My neighbour</p> <p>Ask students to think about their community and neighbourhood.</p> <ul style="list-style-type: none"> - What would your ideal neighbour be like? - Why would they be a good neighbour? - What virtues or character traits would they have? <p>Activity 1: Who am I?</p> <p>Ask students to use the resource sheet to describe who they are and write/draw the unique combination of attributes that makes them who they are!</p> <p>Discuss with your reflection with your partner. Can you add anything to their profile that they might have missed?</p>	

The Character Curriculum

Flourishing for Life



Activity 2: What is a community?

Ask students to consider what constitutes a community.

- What is a community?
- What communities do you belong to?
- What does it mean to be a part of these communities?
- How does the community function in a practical way?

As a class draw up your definition of what a community is. Students brainstorm these ideas and discuss with a partner.

Activity 3: What communities do I belong to?

Students produce a spider diagram which outlines all the communities that they are a part of. Students then look at the communities their partner belongs to and highlight which they are both connected with.

Students choose one of these and feedback to the class why they enjoy being part of this community.

Activity 4: Diamond Nine

Using the cards on the desk students arrange in a diamond nine in order of importance.

- Ask students why they have arranged them in that order?
- What is most important in a community?
- Why do they believe that?
- What character virtues does someone have to use for those you have ranked highest?

Activity 5: Journal Entry

How might you use your unique character, skills and attributes to play a role in your community?

The Character Curriculum

Flourishing for Life



Use your 'Who am I' exercise to reflect on your gifts and character and write a journal entry that outlines :

- The role you play in the various communities you belong to currently
- Practical ways you might serve your communities
- The virtues you would like to develop in order to make a difference in your communities.

Plenary:

In what ways could you employ the key virtues of gratitude, neighbourliness, respect, service, confidence, teamwork to promote a positive community?

Pick two virtues and explore some practical examples. Share these with the group for discussion.

