

The Character Curriculum

Flourishing for Life



<p>Y7: Communities L2 - Community and Diversity</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 part in a diverse community. 	<p>Key vocabulary: Equal opportunities, equality, discrimination, inclusive, stereotypes</p> <p>Key virtues: Gratitude, neighbourliness, respect, service, confidence, teamwork, citizen, community, tolerance</p>
<p>Resources: Keyword sheet, case study sheet, access to the internet</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</p>	<p>Learning activities:</p> <p>Starter: Keywords</p> <p>Students look at the keyword sheet and match the correct definitions to the keyword sheet.</p> <p>Activity 1: Diversity</p> <p>Explain to students that society today is made up of people from diverse backgrounds and different walks of life. Ask students to list the different types of people that make up their community.</p> <p>Students can reflect on these questions and write the answers in their books.</p> <ul style="list-style-type: none"> - What are the benefits of living in a diverse society? 	

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character?	<ul style="list-style-type: none">- Are there any tensions?- What virtues could you use in order to thrive in a diverse community?- How does being a part of a community grow your character in positive ways? <p>Activity 2: Case Study</p> <p>Students break into small groups and look at the case study sheet.</p> <p>People who suffer inequality often have to display character in order to achieve their goals.</p> <ul style="list-style-type: none">- Why might this person suffer from inequality or be discriminated against?- Identify what character traits the characters in your case study would have to display? <p>Activity 3: Moral Dilemma</p> <p>Students read through the moral dilemma and discuss the answers with their partner.</p> <ul style="list-style-type: none">- What would you do if you were in John's shoes?- Have you ever been there?- Do you regret or are you proud of your decision now?- Have you ever been told on by someone because you were doing something wrong?- What was your immediate reaction?- What do you remember about how you felt about your behaviour at the time? <p>Activity 4: Role Model</p> <p>Students read the story of Nelson Mandela and discuss whether how he displayed character in his story of the fight against injustice in his community https://www.natgeokids.com/uk/discover/history/general-history/nelson-mandela/.</p> <p>Discuss how might you have felt if you found yourselves in a situation similar to this? You could watch https://www.youtube.com/watch?v=yjYm78K6aNI [available 05/20] (The story of Nelson Mandela – BBC News) to give more detail.</p>
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Students write a journal entry describing their feelings about Nelson Mandela's story and using the questions they have discussed to help frame their piece.

Plenary:

"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity" - Martin Luther King Jnr

What does Martin Luther King Jnr mean by this?

