A teaching resource that will enable young people to discover what character is needed to be successful in life as well as a successful member of society.

WHO ARE YOU?
WHO DO YOU WANT TO BE?
“THE MAIN AIM OF THESE ACTIVITIES IS TO INTRODUCE TO YOUNG PEOPLE THE CONCEPT OF CHARACTER”
The main aim of these activities is to introduce to young people the concept of character. All the activities in the toolkit are aimed at Key Stage 3 and 4 students, although some may also be suitable for KS2 students. The activities have cross-curricula themes and could be delivered as part of many subjects – however they would be most suitable as part of PSHE and Citizenship lessons. The pack has been designed so that it is possible to deliver all these activities as a whole or pick and choose the ones that fit your requirements and deliver them individually. We hope that having experienced some or all of these activities young people will have a better idea about what their characters are.

We hope the activities will get the young people discussing and debating so time should be allowed for this. All the resources and activities should be adapted to accommodate the young people’s specific needs and the time available.

A NOTE ABOUT RESOURCES...

For all of the activities the resources are provided in the pack. The only additional resources that might be required are stationery and paper. The resources that have been provided have been designed so that they can be photocopied and therefore used many times with different groups.
Ask the young people to discuss what they think the term ‘character building’ means. Have they heard anyone say it before? If so where? What does it mean to them?

Explain that during this session they are going to get the opportunity to build up a picture of the ‘character’ they think they are or would like to become. They will hopefully be building up a character that not only makes them successful in employment, but also successful and responsible citizens.

Hang up the poster of the large person (included in the pack) so that all the young people can see it. Stick up all the character description words randomly around the person. Ask the young people if they understand what all the words mean and explain those that they don’t understand. Ask the young people if they can think of any other words that describe people’s characters that are not already there. As words are suggested write them on blank pieces of paper and add them to the display.

Tell the young people that they are going to use the display to describe different famous people’s characters. Read out the following list of names:

Bob Geldof, Prince William, Britney Spears, David Beckham, Nelson Mandela, Gordon Brown, George Clooney, Rosa Parks, The Queen, Kelly Holmes, Martin Luther King, Alan Sugar.

As each one is read out ask one person to volunteer to attach to the large person the top five characteristics they think describes that person. The volunteer can get suggestions and help from the rest of the group. Ask the volunteer to justify why they are choosing certain words. Ask the group if they disagree with any words, and if so why? The person who chooses the words originally can justify their choice. If an agreement cannot be reached then ask the group to vote if the word should stay or be removed and another word chosen in its place.
After the five characteristics have been chosen and agreed upon by the group, write these down on the board against that person’s name.

After a few of the famous people have been read out, ask the group to look at the characteristics they have chosen for each person and discuss if they think one set of characteristics is better than the others? If so, why? Do they think these characteristics have helped the people become famous? If so, how?

Now, on their own, ask the students to write down the five characteristics they would like people to describe them as having if they were famous.

NB: Some of the students may not know who all these famous people are. If they do not, explain who they are or ask them to suggest names of other famous people that they know. For this activity you could use a whiteboard and project the pictures of the famous people onto the wall.
Once the words have been agreed on, write them down on the board next to the first list.

Now ask the group to look at the two lists and ask the following questions:

- Why have these particular words been chosen?
- Are there any words in both lists?
- Is there a difference between being a person with a character that makes you successful in business and a person with a character that makes you a good citizen? If yes, why and how?
- If they had a choice, which is more important? Or is it possible to be both?
CHARACTER BUILDING

(30 minutes)

1. Give each young person a photocopy of the small person in the pack. Ask the students to think about what job they would like to go into. On this photocopy of the person ask them to write down the top five attributes they would need to have to do that job successfully.

2. Now ask them to put down five more characteristics they would like to have which would allow them to contribute to the well-being of a society.

3. Finally ask the young people to write down why they have chosen these words to describe their ideal character. Ask them to also write down what they will have to do to develop this character.

4. Hold a discussion with the group about what words they have chosen for themselves, why they have chosen these words and how they can go about building this character.

5. Evaluate and review the activity with the young people by asking the following questions.

   - What did they learn by looking at the characteristics of the famous people?
   - Do they think that people are born with certain characteristics or do they develop as they grow up? If they develop, what influences this development?
   - In what ways do the young people think they will act differently having done this activity?

END OF ACTIVITIES
<table>
<thead>
<tr>
<th>Character Words</th>
<th>Photocopy Sheet (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONFIDENT</td>
<td></td>
</tr>
<tr>
<td>TRUST-WORTHY</td>
<td></td>
</tr>
<tr>
<td>SENSITIVE</td>
<td></td>
</tr>
<tr>
<td>FUNNY</td>
<td></td>
</tr>
<tr>
<td>HONEST</td>
<td></td>
</tr>
<tr>
<td>SELFISH</td>
<td></td>
</tr>
<tr>
<td>DISRUPTIVE</td>
<td></td>
</tr>
<tr>
<td>GOOD LOOKING</td>
<td></td>
</tr>
<tr>
<td>INTELLIGENT</td>
<td></td>
</tr>
<tr>
<td>TOLERANT</td>
<td></td>
</tr>
<tr>
<td>ADAPTABLE</td>
<td></td>
</tr>
<tr>
<td>GENEROUS</td>
<td></td>
</tr>
<tr>
<td>EMPATHETIC</td>
<td></td>
</tr>
</tbody>
</table>
This resource has been produced by Learning for Life. Learning for Life is a UK organisation that aims to build and strengthen character in the contexts of the family, school, university and employment through national evidence based research and developmental work. Learning for Life seeks to make a real difference to the lives and personal development of both learners and the professionals who support them in character formation. Learning for Life seeks to make an impact based on high quality research work, which provides a sound base for development and dissemination for policy and practice.

For more information about Learning for Life please contact:
Primrose Paskins (Administrator)
t. 01227 782851 or 01227 767700
e. primrose.paskins@canterbury.ac.uk
a. Canterbury Christ Church University, Canterbury, Kent CT1 1QU

For more information about this resource please contact:
Tom Harrison (Director – Teaching and Learning)
t. 01663 732619
e. tom@tharrison.me.uk

www.learningforlife.org.uk

Learning for Life would like to thank all the students and teachers we worked with in the Hodge Hill Constituency for helping us to create this resource.

Copyright: Character Education Ltd (2008)
Learning for Life is run by Character Education Ltd (company number: 06505583). Reg Office: 17 Silk Hill, Buxworth, High Peak, SK23 7TA