





Healthy Heads Lesson Plan

Character - Year 3/4

- Our Aim:**
- I can describe what makes a good and bad character
 - I can recognise what my own good character traits are
 - I can demonstrate being a good character during physical activity

Lesson Topic: Character	
Age: Year 3/4	Duration: 1 hour – 30 min classroom + 30 min practical
Links to PSHE curriculum: <ul style="list-style-type: none"> - About differences and similarities between people - How our actions can affect ourselves and others 	Notes on the class: <p>Gain overview of class - discussion with teacher.</p> <p>SEND Medical Behaviour Other</p>
Resources <p>Theory: character presentation, character task 1 handouts, task 2 handouts</p> <p>Practical: cones, bibs, dodgeballs</p>	
Organisation/Diagrams	Teaching Points
<p>Theory</p> <p>Introduction</p> <div style="background-color: #ADD8E6; padding: 10px;"> <p style="text-align: center;">Our aim:</p> <ul style="list-style-type: none"> - I can describe what makes a good and bad character - I can recognise what my own good character traits are - I can demonstrate being a good character during physical activity </div> <p>What is character?</p> <div style="background-color: #ADD8E6; padding: 10px;"> <p style="text-align: center;">What is CHARACTER?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> </div>	<p>Introduce topic</p> <p>Set classroom expectations</p> <p>Share learning objectives</p> <p>Ask: Has anyone heard of 'character' before?</p> <p>Ask: Would anyone like to explain?</p> <p>What kind of characters do you already know, from books or films?</p> <p>There are lots of characters, some fictional and some that are non-fictional. Today we are thinking about ourselves as characters.</p> <p>Share proceeding 2 slides</p>



Your personality



What makes you, you

Explain: having a unique character makes you, you. It's your personality. It's what sets you apart from the people on your table or everyone else in your class for example. Your character is unique to you.

Your unique personality is your character.



Why be a good character?

You'll make friends easily

People will look up to you

You will achieve

Ask: Why is it important to be a good character?

Gather children's responses.

Share the 3 reasons given on slide

Task 1 – Building a character

Handout: 3x handouts for task 1



Good Character



Share task 1 as shown on the slide.

Explain: In small groups, children take the good character, bad character and list of adjectives handouts. They cut out/copy the selected adjectives on to the appropriate handout. Children are expected to discuss each adjective and make a decision as to which character it best describes, the 'good' or 'bad' character.

Promote discussion amongst children during task and give time for them to complete.

Following this, share the next slide and discuss good character traits and choose some of the examples and ask children what they might mean.

Ask: What does resilience mean?

- Never give up



GOOD CHARACTER

Brave	Energetic
Calm	Friendly
Creative	Generous
Happy	Hard Working
Helpful	Loyal
Joyful	Polite
Loving	Kind
Peaceful	Respectful
Reliable	Trustworthy



BAD CHARACTER

Angry	Bossy
Cowardly	Cruel
Greedy	Disrespectful
Lazy	Grumpy
Mean	Liar
Rude	Naughty
Selfish	Nasty
Unkind	Stubborn

Quickly skim over characteristics of what describes a bad character.



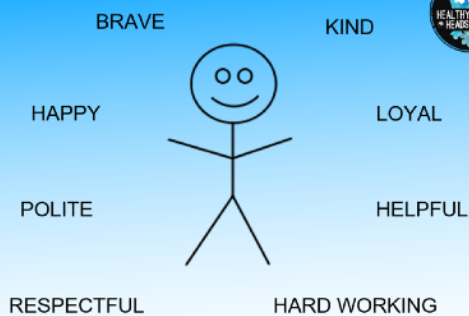
EVERYBODY IS DIFFERENT, BUT THAT'S OK



Conclude activity by explaining that we all have the capability to choose to be a good character. Every good character has unique qualities.

Task 2 – You and your character

Handout: task 2 character worksheet



Children think about different adjectives to describe their own individual character.

Prompt children to fill the space around the stick character with adjectives that describe themselves as an individual. Prompt them to fill it with adjectives that describe a good character as we all have good qualities. Refer back to adjectives given in task 1.

Conclusion



What's important?

We should practice being a good character

We are always building our character!



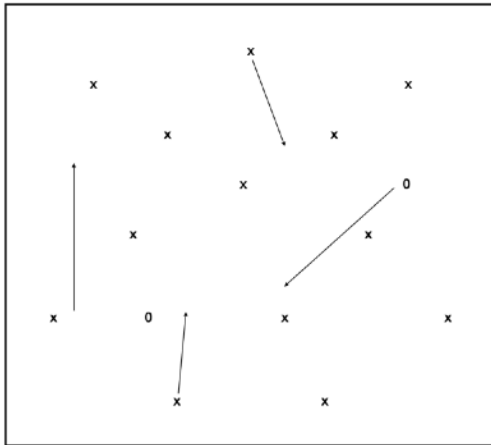
Encourage children to be honest, children may want to say they can be bossy at times for example.

Share conclusions as shown on the slide.

Prepare children for practical. Emphasise that children will practise and discuss character during the practical session.

Practical

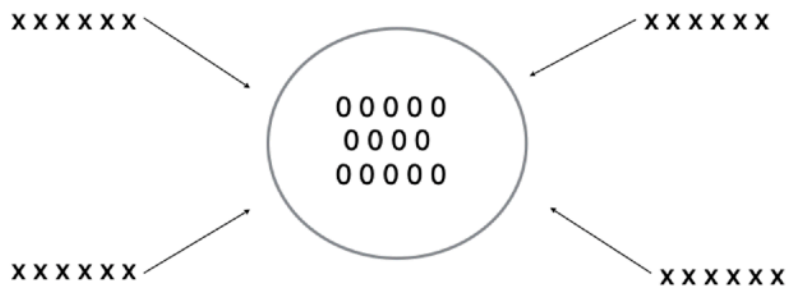
Activity 1 - Flushed away



Key: Runners - x Tiggers - 0

All children must run around inside the designated area, trying to not get caught by the 'tigger'. The 'tiggers' must run around and tag the other children with a dodgeball. Once tagged, children will go onto one knee and put their arm in the air. To get that child back in the game, a different child must gently pull their arm down ('flush their chain').

Activity 2 - Robin Hood



Key: Children - x Beanbag - 0

Children will be split into different teams. One at a time, they must run into the middle, collect a beanbag and return to their team. The team with the most beanbags wins.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Opposed to going down on one knee when out, children will make a 'shower' by standing and placing their arms upwards and forwards, with their hands together. Other children must spin in a circle under their hands to take a 'shower' and get them back in the game.

Progression 2 - 'Tiggers' can now throw the ball or add extra 'tiggers'

Teaching point: How can we be a good character during this game?

Examples of correct answers:

'Be kind by helping other children come back in the game' or ' Be resilient and not give up and triggering children'

Progression 1 - Some objects will have good character traits attached to them. Children can collect these to gain double points.

Progression 2 - Some objects will now also have bad character traits written on them. If children collect these then minus a point.

Teaching point: How can we be a good character during this game? Think about the fact that you're now in a team.

Examples of correct answers:

'Encouraging your team mates' or ' Working hard and trying your best for your team'.