



Doing the Right Thing



FOSTERING POSITIVE VALUES

lessons for primary school classes



PUB-L305

Acknowledgements

Development work for ***Doing the Right Thing*** was undertaken in South Auckland.

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Story *Nature Rules* by Diana Noonan

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Rationale

Police are concerned that a number of young people frequently display negative behaviours, such as disrespect for other people and for property, dishonesty, bullying and stealing. Many of them appear unable to distinguish right from wrong, or to have a positive set of values on which to base their lives. ***Doing the Right Thing*** is an attempt to help children clarify and develop their own values, which may ultimately lead to a positive change in behaviour. In addition, Police believe that heightening awareness in the school community of the importance of teaching, modelling and praising positive values will help to build a positive school ethos.

Aim

To promote values that will assist children to become responsible New Zealanders who respect others and the law.

Definition

Values are internalised sets of beliefs or principles of behaviour held by individuals and groups. They are expressed in ways in which individuals think and act. (*The New Zealand Curriculum Framework*, Ministry of Education 1993)

Values: how important something is to you. (*The New Zealand Oxford Junior Dictionary 2003*)

Doing the Right Thing promotes values that contribute to the well-being of individuals and society.

Objectives

As a result of taking part in lessons in *Doing the Right Thing*, students will:

- be able to distinguish right from wrong;
- understand that boundaries, rules and laws are set and enforced for the good of society;
- know that all actions have consequences;
- understand, identify and practise values such as honesty, respect, responsibility and consideration;
- understand the qualities of a good role model and use these qualities to modify their own behaviour;
- be able to identify and acknowledge the positive behaviour of themselves and others.

As a result of *Doing the Right Thing*, adult members of the school community will:

- model, praise and reinforce positive behaviours.

Messages

It is intended that the following messages become part of students' thinking as they undertake lessons in *Doing the Right Thing*.

- I can decide what is right and wrong.
- I feel good when I do the right thing.
- It is wise to obey the rules and laws.
- If I break the rules I will pay the price.
- I know that my actions have consequences.
- I have rights and responsibilities.
- I can change my behaviour.
- I will remember to think before I speak and act.
- I will lead by example.
- I can help others to make good choices.
- How would I feel if it that was me?
- Will my actions harm others or myself?
- Honesty is the best way.
- I treat people with respect.
- When I respect others I earn respect.

Format

A flexible approach has been chosen. The following themes have been identified:

- Honesty
- Respect
- Rules and Laws
- Consequences
- Right and Wrong

For each theme, lessons are provided at junior, middle and senior primary level. The intention is to provide the police education officer and his or her schools with a menu from which they can choose lessons to meet specific needs as they arise within the school. Some schools may prefer to teach all lessons at a particular level as a unit of work, perhaps early in the term to establish positive attitudes and behaviours.

Links with the New Zealand Curriculum Framework

The New Zealand Curriculum Framework requires students to examine and clarify their own values and to develop personal responsibility and make informed choices about ways of behaving.

“Students will be challenged to think clearly and critically about human behaviour, and to explore different values and viewpoints. Such learning will help them to clarify their own values and to make informed judgements. Commonly held values, such as concern for social justice and the welfare of others, acceptance of cultural diversity, and respect for the environment will be fostered...”

The New Zealand Curriculum Framework, page 14

Teachers may choose to integrate lessons from *Doing the Right Thing* into Social Studies, as part of Values Exploration, or into Health and Physical Education, especially as part of the underlying concepts of Well-being, Hauora, and the Socio-ecological Perspective.

The Essential Skills

Valuing skills are an important group of skills that students need to develop to participate fully in society. These include:

Self-management and Competitive Skills

- develop skills of self-appraisal and self-advocacy;
- Achieve self-discipline and take responsibility for their own actions and decisions;
- Develop self-esteem and personal integrity.

Social and Co-operative Skills

- demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha) for others, fairness, diligence, tolerance (rangimārie), and hospitality or generosity (manaakitanga);
- develop a sense of responsibility for the well-being of others and the environment;
- participate effectively as responsible citizens in a democratic society.

Doing the Right Thing will raise students’ awareness of these values, which is a first step towards skill building and behaviour change.

Establishing a Caring School Community

Values are mostly learned through students' experience of the total environment, rather than through direct instruction.

New Zealand Curriculum Framework page 21.

Thus it is important that students are exposed at school to the values that are accepted by most New Zealanders and which underpin New Zealand's democratic society. These values should form an integral part of all aspects of the school environment, evidenced through practices, procedures and policies, interactions between people and through the curriculum.

Some ideas for establishing a caring school community could include:

- Develop a Vision Statement that spells out the values that the school and its community uphold.
- Develop a Staff Code of Ethics that includes a responsibility to model positive pro-social behaviour.
- Develop a Student Code of Conduct that sets out clear standards of behaviour and expectations.
- Ensure that students understand what behaviour is acceptable and which is not, and the consequences of unacceptable behaviour.
- Praise and reward positive behaviour.
- Be consistent about the ways unacceptable behaviour is handled.
- Ensure that all curriculum areas find opportunities to reinforce values, both through the content of lessons or the ways activities are carried out.
- Implement programmes that actively encourage the development of positive values, for example the Police **Kia Kaha** anti-bullying programme.
- Ensure that school assemblies promote and reflect the school's Vision Statement.
- Establish open communication with all members of the school community about the school's Vision Statement.

Checklist for Teachers

The following checklist is intended as a tool to help teachers consider the extent to which they model, praise and reinforce positive behaviours with their students. A principal may also choose to use the checklist as a base for discussion about values at a staff meeting.

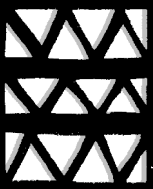
	All the time	Some of the time	Never
1 <i>Am I a positive role model for my students?</i>			
2 <i>Do I actively practise honesty and truthfulness in my classroom?</i>			
3 <i>Do I show respect for my students, and in turn have their respect?</i>			
4 <i>Do I actively encourage students to behave in ways that contribute to a positive classroom climate?</i>			
5 <i>Do I praise and reinforce positive behaviour in my students?</i>			
6 <i>Do I present classroom rules or guidelines for behaviour in a positive way?</i>			
7 <i>Do students understand the consequences of inappropriate behaviour?</i>			
8 <i>Do I encourage students to take responsibility for their own behaviour?</i>			
9 <i>Do I encourage parents and caregivers to model, praise and reinforce positive behaviours?</i>			

Enlisting Parent and Caregiver Support

Parents and caregivers have a very important role in modelling, praising and reinforcing positive pro-social behaviour for their children. Just as a child will experience the important values at school, so will they absorb values that are practised at home.

The school can help parents and caregivers with this by:

- Developing the Vision Statement in association with the Board of Trustees and ensuring that all parents and caregivers are aware of it.
- Ensuring that parents and caregivers know what behaviour the school considers acceptable and what is unacceptable, and the consequences of unacceptable behaviour.
- Encouraging parents and caregivers to ask for help if their children are displaying unacceptable behaviour.
- Inviting parents and caregivers along to discuss values and share things that the school is doing to build a caring community.
- Ensuring the newsletters sent home promote the Vision Statement, for example suggesting ways of praising positive behaviours.
- Involving parents and caregivers in classroom and home activities that reflect values.
- Providing suggestions of stories that reflect values, that could be read at home.



Respect

Definitions

Respect: To think highly of someone because of their qualities or achievements and to treat this person with courtesy.

Respect (Junior): The feeling you have for someone you like and admire.

Overview

Junior Primary	Middle Primary	Senior Primary
<p>Lesson 1 Understanding Respect</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• explain respect in their own words.	<p>Lesson 1 Respect in the Community</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• name people in the community they respect;• explain how they show these people respect.	<p>Lesson 1 R.E.S.P.E.C.T.</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• list qualities of a leader that earn respect;• suggest solutions when power is misused.
<p>Lesson 2 People I Respect</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• name two people they respect;• say why they respect them.	<p>Lesson 2 Respectfully Me</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• consider things about themselves that make them worthy of respect;• identify things they want to change about their behaviour.	<p>Lesson 2 Respecting the Environment</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• explain why it is beneficial to respect the physical environment;• set and work towards a personal goal involving respecting the environment.



Junior Primary Lesson 1

Understanding Respect

Specific Learning Outcome

Students will be able to:

- *explain respect in their own words.*

Message

The following messages will become part of students' thinking as a result of the lesson:

I treat people with respect.

When I give respect I earn respect.

Value

This lesson will help clarify students' understanding of the value:

Respect

Resources



Copysheet 1 *Story Winner for a Week* by Diana Noonan page 23



Paper, crayons and pencils

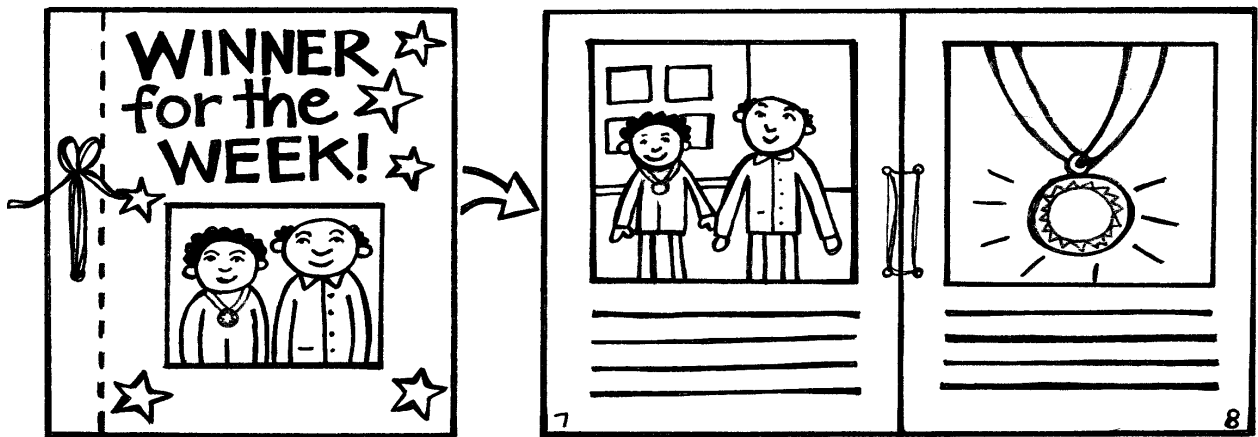
Activity

- 1 Read the story *Winner for a Week* to the class.

Ask: *Why did Damien win the Principal's Award?*
How did he show that he respected Mr Rennie?
Why do you think he respected Mr Rennie?
What did Crusoe do that showed that she didn't respect Damien's things?
Do you think that Damien respected his grandad?
Why do you think he respected him?

- 2 Write the word **Respect** on the board. Now that children have been introduced to the idea of respect in the story, help them to decide on a definition written in their own words. Display the definition on the wall.

- 3 Each child could draw a picture of one part of the story *Winner of the Week*. The drawings could be made into a big book, which could be read to students at intervals to reinforce the value 'respect.'



Success Criteria

Students can:

- help to make a class definition of 'respect'.



Junior Primary Lesson 2

People I Respect

Specific Learning Outcome

Students will be able to:

- *name two people they respect;*
- *say why they respect them.*

Message

The following messages will become part of children's thinking as a result of the lesson:

I treat people with respect.

When I give respect I earn respect.

Value

This lesson will help clarify children's understanding of the value:

Respect

Resources



Paper, pens, crayons

Activity

- 1 Share with the class people that you respect, why you respect them and how you show that respect. For example: *I really respect our principal, Mrs Jones. She is very helpful and always listens when I have a problem. I am always polite to her and do everything she asks.*
Discuss with the class the meaning of respect and the qualities that earn respect in a person.
- 2 Ask students who they respect. Write each name on the board. For each name:

Ask: *Why do you respect this person?* Write students' responses beside the name.
How do you show respect to this person? (Be polite, be helpful, do things for them, listen to them, show them you care..)

- 3 Help each child to choose one person they respect. They draw a picture of this person and around it write ways they show respect.



Talk to the class about how, even though some people earn our respect more than others, we should always treat other people with respect. If we do this, they are more likely to treat us with respect.

Success Criteria

- Each child can name at least one person they respect.
- Each child can give one reason why they respect that person.



Middle Primary Lesson 1

Respect in the Community

Specific Learning Outcome

Students will be able to:

- *name people in the community they respect;*
- *explain how they show these people respect;*

Message

The following messages will become part of children's thinking as a result of the lesson:

I treat people with respect.

When I give respect I earn respect.

Value

This lesson will help clarify children's understanding of the value:

Respect

Resources



A resource person from the community that deserves respect (Examples could include the police education officer, the principal, kāumatua, the mayor.)



Drawing materials

Teacher Note

The resource person needs to be briefed carefully well before the lesson. Explain that the class is working on the value 'respect.' The visitor is being brought to class as a person who commands respect in the community, because of their good works, qualities, achievements and so on. Ask them if they would talk to the class about their job and the things they have done, and if they could in some way include the two messages for the lesson. (See above)

Activity

- 1 Before the visitor enters the classroom, explain to the class that you have invited a visitor to talk to them, someone that you respect. You may need to define respect for the class (See page 10).

Ask: *How should we treat/show respect to this person?*

Answers might include: Invite them politely into the room, show them to a comfortable chair, listen carefully to what they say, be quiet when the person is talking, ask sensible questions. Arrange for one person to escort the visitor into the room, one person to thank them and one person to escort them from the room.

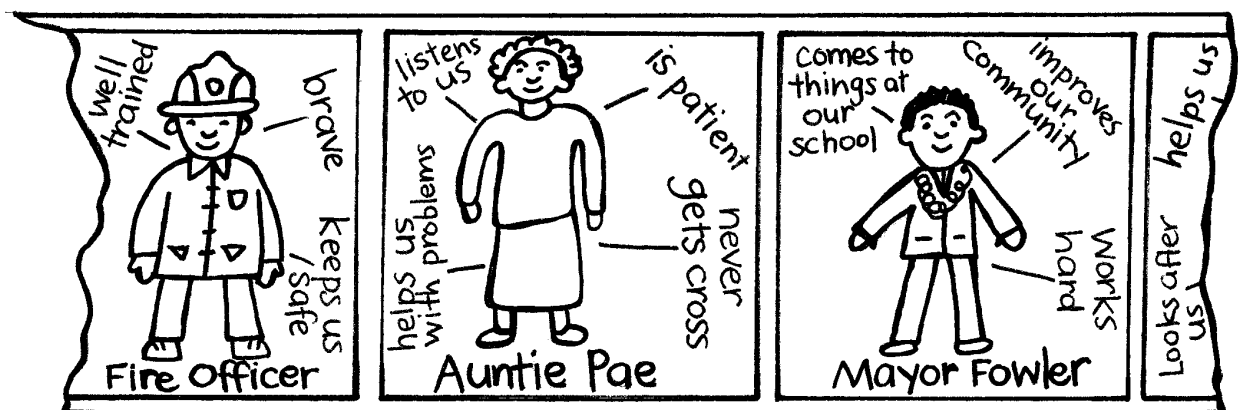
- 2 The visitor is brought into the classroom, seated and talks to the children. Allow some time for questions. The visitor is thanked and is escorted from the room.

Ask: *Do you think this person is someone we can respect? Why or why not?*
Do you think we were respectful to him/her? Explain your choice of answer.
What could we do to show this person that we really appreciated them coming to class?

Perhaps students could write thank you letters to the visitor, as a homework exercise.

- 3 Ask students what other people in the community they respect. A list of these could be written on the board. They could be generic people, such as the fire officer, or a named person, such as Constable Maxwell.

Each student chooses one person they respect in the community, draws a picture of that person and around the drawing writes reasons why they respect them. The class drawings could be made into a frieze.



Success Measures

Children can complete the following sentences:

Some people I respect in the community are....

People earn my respect by.....

One way we can show respect is by.....



Middle Primary Lesson

Respectfully Me

Specific Learning Outcome

Students will be able to:

- *consider things about themselves that make them worthy of respect.*
- *identify things they want to change about their behaviour.*

Message

The following messages will become part of children's thinking as a result of the lesson:

I treat people with respect.

When I give respect I earn respect.

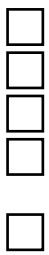
I can change my behaviour.

Value

This lesson will help clarify children's understanding of the value:

Respect

Resources



Drawing materials

Copysheet 2 *Respectfully Me* page 25

Copysheet 2, completed by the teacher and/or police education officer

A photo or drawing of each child. Give students prior notice to bring a photo of themselves if they can.

Glue

Activity

- 1 Remind the class about the definition of respect (See page 10). Go round the room and ask each student to give an example of behaviour that makes us respect people. Give some examples first, such as being polite, always on time, honest. Allow students to pass if they can't think of anything.
- 2 Give each student Copysheet 2 *Respectfully Me*. Show them your completed version. In the frame they either draw a picture of themselves, or glue in a photo. Around the top they write things about themselves that would make other people respect them. Around the bottom,

they write things they want to work on to make them even more worthy of respect. Some students may need help to identify these qualities and behaviours.

Invite some students to share their work with the class. Students could either take their work home to share with family members, or it could be displayed on the wall.

Success Criteria

Students can:

- identify qualities about themselves that make people respect them;
- identify some things they want to change about their behaviour to make them even more worthy of respect.



Senior Primary Lesson 1

R.E.S.P.E.C.T.

Learning Outcomes

Students will be able to:

- *list qualities of a leader that earn respect;*
- *suggest solutions when power is misused.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I have rights and responsibilities.

I will remember to think before I speak and act.

When I respect others I earn respect.

I treat people with respect.

Value

This lesson will help clarify students' understanding of the value:

Respect

Resources



- Copysheet 3 *Qualities of a Leader* – cut up into sets for each group – page 26
- Copysheet 4 *Scenarios* – cut up for group work - page 27

Activity

- 1 Work with the class to decide on a definition of respect. (See page 10)

Ask: *Who are some people you respect?*
 What is it about them that makes you respect them?
- 2 Put students into small groups. Give each group a set of Qualities of a Leader cards, made up from Copysheet 3. Ask them to sort out the qualities and achievements that they think would make a leader *worthy of respect* – someone they look up to. Invite groups to rotate and look at the qualities that other groups have chosen.
Note: You may like to use only some of the qualities with some groups.

Ask: *Do all leaders deserve our respect? Why or why not?*

Can you think of any world leaders, now or in the past, who do not deserve respect?

- 3 Put students back into the same groups. Give each group one of the scenarios taken from Copysheet 4 *Scenarios*. They read the scenario and decide how the person concerned should handle this situation, while still showing respect for the person in authority. They prepare a role play to show this.

Each group reports back by reading their scenario and presenting their role play.

Ask: *How should we treat a leader?*

If the leader loses our respect do we treat them the same way? Give a reason for your answer.

What have you learnt about being a good leader?

Success Criteria

Students can:

- list at least four qualities that make a good leader;
- role play ways of handling difficult situations involving leadership.



Senior Primary Lesson 2

Respecting the Environment

Learning Outcomes

At the end of this lesson students will be able to:

- *explain why it is beneficial to respect the physical environment;*
- *set and work towards a personal goal involving respecting the environment.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I have rights and responsibilities.

I feel good when I do the right thing.

I will remember to think before I speak and act.

I can change my behaviour.

Value

This lesson will help clarify students' understanding of the value:

Respect

Resources



Story *The Lorax* by Dr Seuss. – available from libraries, or can be downloaded from **<http://www.geekteacher.net/lorax.html>**



Chart paper, felt pens



Chart headed *Lack of Respect for the Environment*



Envelopes

Teacher Note

You may need to work with the class to define **environment**.

Activity

- 1 Read the story *The Lorax* to the class.

Ask: *Who was the Lorax?*
What happened to the Lorax?
Who is the Once-ler?
How would you describe him?
Do you think the Once-ler respected the environment? Why or why not?

2 Read the story again. After the second reading put the class into small groups. Ask each group to:

- a) Describe, or draw, what the environment was like when the Lorax lived there.
- b) Describe, or draw, what the environment looked like after the Once-ler had set up his business.

Ask: *Which of your drawings, Before or After, shows an environment that you would like to live in? Give a reason for your answer.*
Do you think this sort of lack of respect for the environment happens in real life?
Do you think it happens in New Zealand? Why or why not?
(encourage students to give examples)
Do you think it happens in our community? Why or why not?
(encourage students to give examples)

The group drawings can be arranged on the wall as two collages, labelled BEFORE and AFTER.

3 Brainstorm with the class all the things that they as young people could do to respect and protect the environment. Put these ideas on the board.
Invite each student to choose one thing from the list that they think they could work harder on. Some examples could be *To always use the bin for my rubbish* or *To recycle everything I use that can be recycled*.
They set a personal goal by completing the sentence below:

Personal Goal

I _____, am going to show respect for the environment over the next
three weeks by _____.

Each student puts their goal in an envelope with their name on it. In three weeks (or whatever time has been decided on), hand out the envelopes and invite each person to share with a partner how well they have met their goal.

Success Criteria

Students can:

- identify three ways of protecting the environment;
- set and work towards a personal goal that will help protect the environment.

Copysheet 1 *Story*

Winner for a Week

by Diana Noonan

It was Friday afternoon assembly, just before home time. Damien sat on the mat with his arms folded and his tummy full of butterflies. He couldn't wait to get home to play with Crusoe. Her family had just moved in next door and this afternoon, Mum was baby sitting her.

"Now", said the principal, Mrs Whatuira, after she had given out certificates for the fun run, "it's time for the Principal's Award." She patted the purple velvet cushion on the table beside her. On top of it was a silver medal on a chain. "As you all know, the Principal's Award this week is for someone who has been noticed showing respect. We show respect for people or things by caring about them. This week we had some very special visitors at our school: parents, grandparents, kaumātua, and ex-teachers. They came to help us open our new library."

Damien smiled. The library opening had been fun. Everyone had been given a balloon and a bookmark to take home.

"Some children showed respect for our visitors by holding doors open for them. Kapai!" said Mrs Whatuira. "Others showed respect by passing the afternoon tea to the visitors before helping themselves. Very good."

The children whispered excitedly. Everyone wanted to know who would win the medal.

"But there was one person who showed respect in an extra special way," said Mrs Whatuira. "This person gave up their whole lunch time to talk to our oldest visitor, Mr Rennie. Mr Rennie was a teacher at this school many years ago." Damien held his breath - was Mrs Whatuira talking about him? "While the grown-ups were in the staffroom and the children were playing outside, Damien Cooper showed Mr Rennie all his school books and then took him around the school buildings. Congratulations, Damien."

Everyone clapped as Damien went up the front. Mrs Whatuira shook his hand and put the medal around his neck. "Well done!" she said. "This medal is yours to wear for the whole week."

When Damien got home, he couldn't wait to show Mum the medal. But first, he stopped at the back door and took off his shoes. "Fantastic!" smiled Mum, when she saw the medal. "You're the best! Wait 'till grandad hears about this. He's coming round for tea tonight."

There was knock at the door. It was Crusoe, and she was really excited. "I'm playing at your house today," she squealed.

"You are!" said Mum. "Let's take your shoes off and then you can come inside."

"I want them on!" said Crusoe. "I have them on in my house."

Mum smiled. "I know, " she said. "But it's different rules for different houses. And in our house, we have to respect the rule that say 'shoes off inside'."

Damien took Crusoe into his room. "We can play with my special dinosaur collection," he said.

But Crusoe wasn't listening. When Damien reached up for the box of dinosaurs, he heard a splash.

"Crusoe!" he shouted. She was dropping his toy cars into the goldfish tank. "Don't! You'll frighten Fin and Rosie! And you'll ruin the cars."

But Crusoe just giggled. She dropped in another one.

"Mum!" called Damien. Mum came straight away. "This is Damien's room," she told Crusoe, when she saw the cars in the goldfish tank. "We have to care for his things or he won't want us in here." She took Fin and Rosie into the kitchen. "I'll dry the cars on the heater," she told Damien.

Crusoe wasn't so silly after that but she wasn't much fun to play with, either. Damien had to watch her all the time. And after she'd gone home, he found that she'd left the tops off his best felt pens and broken the ear on his rabbit money-box.

That night, when Grandad came round for tea, Damien showed him the medal. Grandad was so proud. Then Damien told him what Crusoe had done.

"Hmm," said Grandad. "It sounds as though she doesn't respect your things. You, know," he said, "I can't lend my garden tools to some people for the same reason. They just don't respect them."

"Your tools are sharp and shiny," said Damien. "They smell nice and oily."

"That's because I look after them," said Grandad. "I respect them."

After tea, Grandad helped Damien put the tops back on his pens. Then he glued the ear back on the rabbit money-box.

"Would you like me to read you a book?" asked Grandad, when he'd finished.

"Yes please!" said Damien, "but first I've got something for you." Damien took the medal from around his neck and put it over Grandad's head.

"This is for you - because you respect my things, and you care about Mum and me," he said. "You can wear it until you go home."

Grandad liked the medal very much. He even polished it on his jersey.

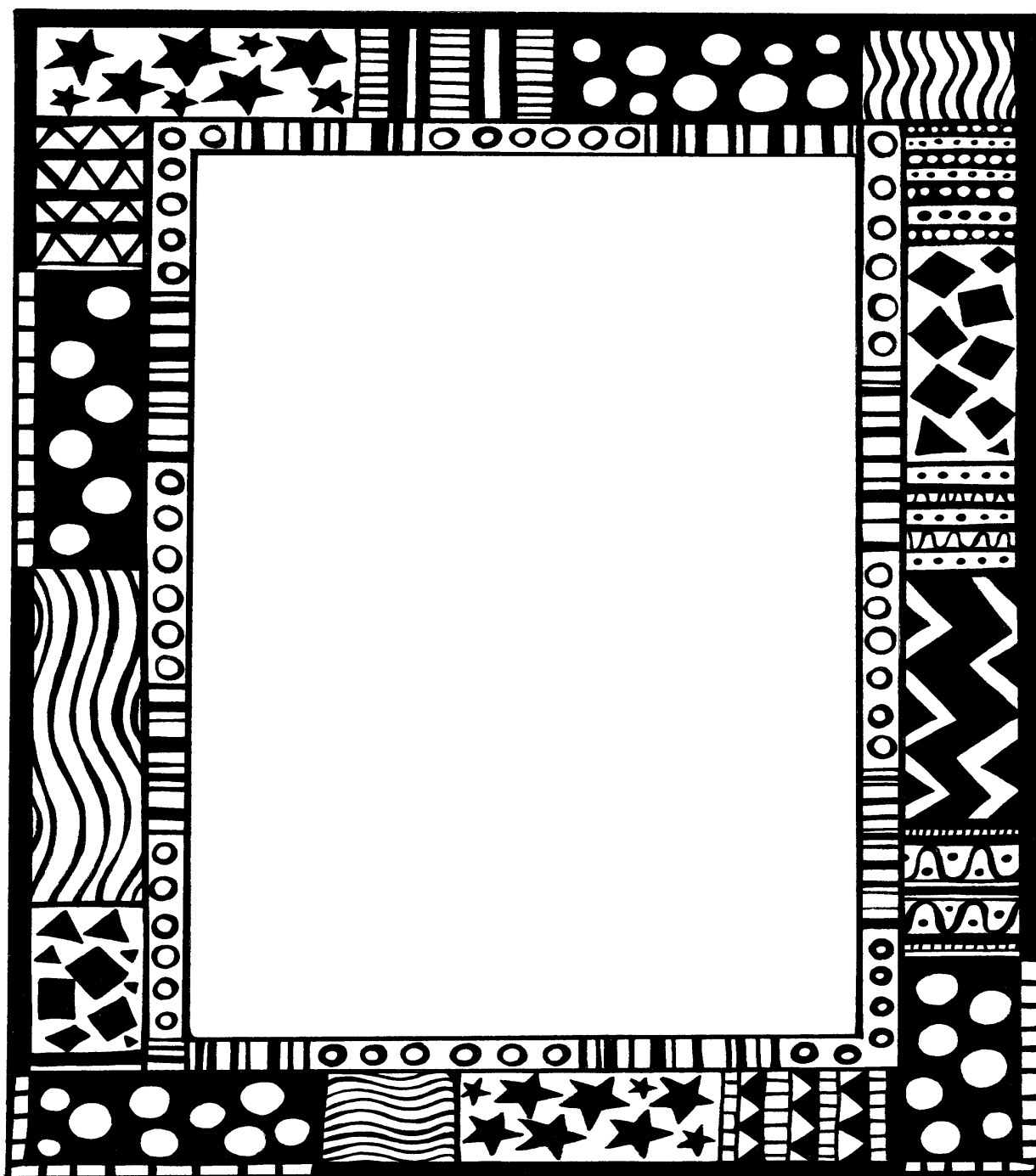
Then he picked up the book. "Respect," he said. "You know, Damien, it's a funny old word - but I like it."



Copysheet 2 *Respectfully Me*

Draw a picture of yourself, or paste a photo in the picture frame below. Around the top write things about you that make people respect you, for example you are always a good friend. Around the bottom write things that you want to work on so that people will respect you even more, for example I won't take other people's things without asking.

Things people respect about me.



Things I want to change so that people will respect me more.

Copysheet 3

Qualities of Leader

Cut these up into set for group work.

Fair

Listens to the views of others

Lays down the rules

Has firm opinions

Makes decisions for everyone

Can put others in their place

Asks people how they are

Is very strict

Has very good qualifications

Is always on time

Is very good at their job

Makes sure people obey the rules

Is honest

Likes a team approach

Wouldn't ask anyone to do anything s/he wouldn't do.

Thinks about other people's feelings

Shows respect for others

Asks for advice

Leads by example

Is very good at sports



Copysheet 4 *Scenarios*

Scenario 1

The principal unfairly blames someone for something they did not do.

Scenario 2

The team coach decides the team must train 5 times a week from now on.

Scenario 3

A soldier's commanding officer will not give him leave to be with his wife as she gives birth to their second child.

Scenario 4

A student has a part-time job working on Saturday mornings. On Saturday afternoons she plays sport. This week the boss says the student must work in the afternoon as well, or else she will lose the job.

Scenario 5

Parents won't allow their child to attend the 'Big Day Out', and won't even discuss their reason.

Scenario 6

The leader of a tramping expedition pushes the team to walk further every day. Some members are suffering from exhaustion.

Right and Wrong

Definition

Right: – morally good, justified or acceptable, fair, correct

Wrong: – dishonest or immoral, bad

Overview

Junior Primary	Middle Primary	Senior Primary
<p>Lesson 1 <i>Goldilocks and the Three Bears</i></p> <p>At the end of this lesson children will be able to:</p> <ul style="list-style-type: none">• say how they feel when they do the right thing.	<p>Lesson 1 <i>Is it Right?</i></p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• distinguish right from wrong;• explain the benefits of doing the right thing.	<p>Lesson 1 <i>The Right Choice</i></p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• explain that each choice has positive and negative consequences;• make a good choice.

Junior Primary Lesson 1

Goldilocks and the Three Bears

Learning Outcomes

At the end of this lesson children will be able to:

- *say how they feel when they do the right thing.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I can decide what is right and wrong.

I feel good when I do the right thing.

Values

This lesson will help to clarify children's understanding of the values:

Honesty

Care and Consideration

Responsibility

Respect

Resources

- ☐ Copysheet 5 Story *Goldilocks and the Three Bears* page 35

Activity

- 1 Read the story *Goldilocks and the Three Bears* to the class.

Talk to the children about how sometimes people don't behave well – they do the wrong thing. Give some examples of the doing the wrong thing, such as taking somebody's things, bullying someone or saying something unkind. Ask the class for other examples. Explain that this sort of behaviour can upset other people.

Read the story again. Ask the children to put up their hands every time Goldilocks does something wrong. Accept the children's ideas and record them on the board.

Once you have finished the story return to the chart and ask children what Goldilocks should have done instead – that is the right thing. Write children’s suggestions in the chart, as shown below.

<i>Wrong</i>	<i>Right</i>
<ul style="list-style-type: none"> • <i>Went into the bears’ house without asking</i> • <i>Ate the porridge without asking</i> 	<ul style="list-style-type: none"> • <i>Wait to be asked before going into someone’s house</i> • <i>Ask if you can eat someone else’s food</i>

Ask: *How did the bears feel when they got home?*
 How did Goldilocks feel when she saw the bears?
 Do you think she knew that what she was doing was wrong?
 What do you think she learnt?

- 2 Talk to the children about doing the right thing in class, for example asking before using someone’s things, sitting quietly when the teacher is talking, or helping someone. The class may be able to give other examples.
 Introduce the idea of thinking before acting. For example, when you start to say something unkind to someone, think about how it would make them feel and then say nothing.

Ask: *Why should we do the right thing in class?*
 How do we feel when we do the right thing?

Teacher Note

Look for times when children do the right thing in class. Praise them and tell the rest of the class. When a student does the wrong thing, remind them about thinking before you act.

Success Criteria

Students can:

Complete the sentence:

When we do the right thing we feel _____.

Middle Primary Lesson 1

Is it Right?

Learning Outcomes

At the end of this lesson students will be able to:

- *distinguish right from wrong;*
- *explain the benefits of doing the right thing.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

- I can decide what is right and wrong.*
- I feel good when I do the right thing.*
- I know that my actions have consequences.*
- I have rights and responsibilities.*
- I will think before I speak and act.*

Values

This lesson will help clarify students' understanding of the values:

- Honesty*
- Respect*
- Responsibility*
- Care and Consideration*

Resources



Copysheet 6 *Is it Right?* – cut up into sets for group work - page 37

Note: Choose scenarios from Copysheet 6 that suit the experiences and abilities of your class. You might choose to include some situations of your own.



Copysheet 7 *Honesty Pays* – either one for group work, or one copy blown up to A3 - page 38.

Note: Newspaper article reprinted with permission from the Dominion Post.

Activity

- 1 Put students into groups of four or five. Ask each group to come up with definitions for the words **Right** and **Wrong**. After each group has reported back, come up with a class

definition which can be recorded on a chart and placed on the wall. (See the definition on page 28)

- 2 Put students into groups. Give each group a set of the cards made from Copsheet 6. Ask the group to sort them into three piles - **Right, Wrong, Unsure**. Move around the room and check students' decisions. Discuss the situations that groups have been unsure of.

Ask: *How many of you have done things in the 'Right' pile? (Show of hands)*
How do we feel when we do the right thing? Give a reason for your answer.
How many of you have done things in the 'Wrong' pile? (Show of hands)
How do we feel when we do the wrong thing? Give a reason for your answer.

Note: Riding a cycle on the footpath is against the law.

- 3 Show students Copsheet 7 *Honesty Pays*. Either read the article that accompanies it, or have students read it in groups. Discuss what 'Honesty Pays' means. In their group, students prepare a role play to show the children being rewarded for doing the right thing. Roles could include Laura, Jack, Jack's mum, the police officer and the man who had lost the money. Stress that you want them to show how the people involved *feel* about the situation.

Ask: *How can you make sure you behave the 'right way' in the future?*
Answers could include thinking before you act.
Why should you do the right thing?
Answers might include such things as to keep safe, so you don't upset other people and so people respect you.

Success Criteria

Students can:

- distinguish right behaviour from wrong behaviour;
- explain how it feels when we do the right thing.

Senior Primary Lesson 1

The Right Choice

Learning Outcomes

As a result of this lesson students will be able to:

- *explain that each choice has positive and negative consequences;*
- *make a good choice.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I know that my actions have consequences.

Will my actions harm others or myself?

I can change my behaviour.

I feel good when I do the right thing.

I will remember to think before I speak or act.

Values

This lesson will help clarify students' understanding of the values:

Honesty

Truthfulness

Compassion

Responsibility

Being Fair

Resources



Copysheet 8 *Role Play Cards* page 39-40



Classroom space for role plays

Activity

- 1 Introduce the term **conscience** to students and discuss its meaning.

*"**Conscience** – moral sense, principles, scruples, sense of right and wrong, still small voice"*
The New Collins Thesaurus

Introduce the word **temptation** to students and discuss its meaning.

"Temptation - the state or quality of being tempted; a desire to do something"
Concise Oxford English Dictionary

- 2 Place three chairs in the front of the room. Invite three students to come forward. Choose confident students who can express themselves well. The one in the middle chair is the young person who has to make a decision. The person on their right is their **Conscience** and the person on their left is **Temptation**.

Give the class the following scenario:

You are walking home from school. You meet a friend who invites you to go to their place.

You would really like to go but you had promised to go straight home.

Explain that the person in the middle has to decide what to do. In turn, conscience tries to persuade them to do the right thing and temptation tries to persuade them to do the wrong thing. After listening to both sides, ask the person in the middle for their decision and the reason.

Ask: *Who agrees with the decision that has been made? Ask for a show of hands.*
 Which side should we really listen to, conscience or temptation? Give a reason for your answer.
 What might happen/be the consequences if we give in to temptation?

- 3 Put students into groups of four. Give each group one of the role play situations, taken from Copsheet 8. The group must prepare a role play to show the person making the right choice.

Invite each group to present their role play to the class. After each ask the class to vote on whether this was a good decision or not.

Success Criteria

Students can:

- role play someone making a good choice.

Copysheet 5

Goldilocks and the Three Bears

The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa Bear.

"Someone's been eating my porridge," said the Mama Bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby Bear.

"Someone's been sitting in my chair," growled the Papa Bear.

"Someone's been sitting in my chair," said the Mama Bear.

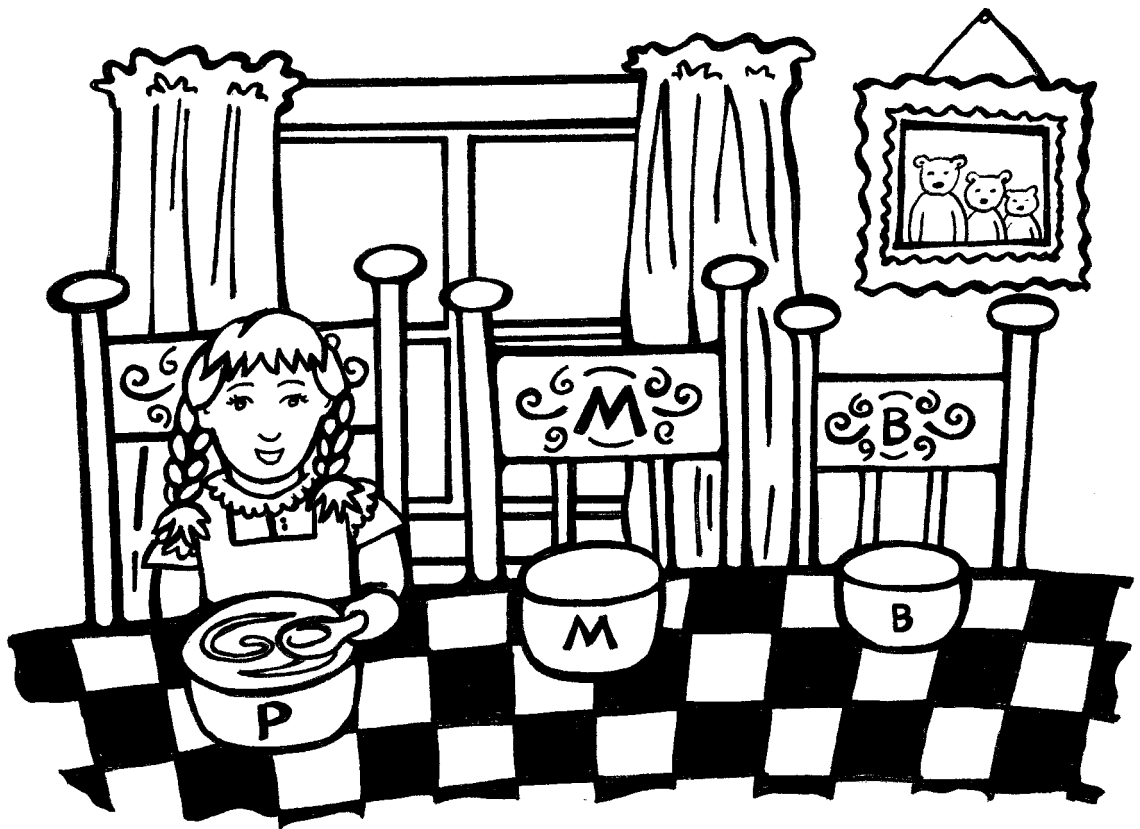
"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby Bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa Bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too" said the Mama Bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby Bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.



Copysheet 6 *Is it Right?*

<i>Picking flowers at the local park</i>	<i>Keeping \$1 that you find on the ground</i>
<i>Not saying anything when you are given too much change</i>	<i>Throwing your fast food rubbish out the car window</i>
<i>Listening to gossip about someone in your class</i>	<i>Helping an older person carry her bag and taking \$2 in return</i>
<i>Not getting involved when you see someone being bullied</i>	<i>Telling an adult about a bad secret</i>
<i>Taking someone's pencil when they have taken yours</i>	<i>Taking the blame for something you didn't do</i>
<i>Telling someone their hair cut is nice because you don't want to hurt their feelings</i>	<i>Asking someone to play because they are sitting on their own</i>
<i>Saying you will go a birthday party and then not turning up</i>	<i>Not telling the truth because you don't want to get anyone into trouble</i>
<i>Crossing against the lights because there are no cars coming</i>	<i>Taking a packet of lollies that only cost 50 cents</i>
<i>Tagging on someone's wall</i>	<i>Ringling 111 for a joke</i>

Not trying hard at a maths test because you might get called names

Letting a friend copy your homework

Leaving your dishes on the table because Mum always clears it

Crossing the road when you see someone you don't like

Refusing to walk into school with your younger brother or sister

Saying you feel sick in the morning when you've got a test

Reporting someone you have seen taking another person's lunch

Giving someone the bash because they call someone in your family names

Putting your uneaten lunch in the rubbish because but you don't want to hurt someone at home's feelings

Agreeing to go to a movie you don't really want to see

Borrowing your brother or sister's bike without asking

Treating the teacher with respect even though you don't like him or her

Putting your hand up in class

Giving your seat on the bus to an older person

Passing notes in class

Being on time

Riding on the footpath because the road is busy

Riding a bicycle that you know has been stolen

Copysheet 7 *Honesty Pays*

The Dominion Post July 29 2004



HONESTY PAYS

IT PAYS to keep your eyes peeled, as Wellington youngsters Jack Mason and Laura Burke discovered when they found \$1000 in their street.

The two 11-year-olds, from Evans Bay Intermediate School, are the proud recipients of a \$100 reward after the owner of the lost money was reunited with his cash.

Laura said that, at first, they couldn't believe it when they saw what looked like some red paper in a small plastic bag lying in their road in Miramar on the way home from school on Monday.

"Jack ran out and got it and said it was \$100 bills. We thought it was just \$500 but we took it home to Jack's mum and she counted it and said it was \$1000 and so we took it down to the police," Laura said.

As it turned out, the money belonged to a

neighbour who had sold his car and put \$1000 in his top pocket on the way home from depositing the balance in the bank.

The man, who did not want to be named, said he only realised the money was missing later that night and was amazed to find it had been handed in to the police.

Yesterday, he had only the highest praise for his two young neighbours.

"You so often hear about kids going bad and going off the tracks and bashing pensioners and other kinds of nastiness, but this is just a wonderful story. It may have been caused by my stupidity but the whole thing has a happy ending."

Jack said he would spend his \$50 when he goes to Australia later this year. Laura said she would probably save hers.

Copysheet 8 *Role Play Cards*

Card 1

Your friend offers you a lolly from a packet that she has stolen.

Card 2

You are walking home with friends. As you pass a tall wooden fence one of your group gets out a spray can and suggests you all spray on some graffiti.

Card 3

You have just finished eating fish and chips as you are walking home. You look for somewhere to throw your rubbish.

Card 4

There is a fight going on in the playground. One of the students is very small and is getting hurt. You don't know what you should do.

Card 5

A new girl has come to your school. She is Moslem and is wearing a head scarf. Some of your friends are giving her a hard time and expect you to do the same.

Card 6

The person sitting next to you on the bus leaves their cell phone on the seat when they get up.

Rules, Laws and Consequences

Definitions

Rules: A regulation or guideline designed to make people behave in a desired way for the good of all. An example of a school rule is that no student can leave the school ground during the day without a note.

Rules (Junior): Something that everyone ought to obey.

Laws: A set of rules accepted by a country to ensure its members behave in a desired way for the good of all, which are enforced by penalties. Anyone who breaks the law commits an offence. An example of a New Zealand Law is that no-one is allowed to smoke in a public place.

Laws (Junior): A rule or set of rules that everyone in a country must keep.

Customs (Junior): Something that is usually done. An example is to have a Christmas tree at Christmas time.

Consequences (Junior): Things that happen because of what you have done. An example would be that if you break the driving speed limit you will be fined.

Overview

Junior Primary	Middle Primary	Senior Primary
<p>Lesson 1 Rules in our Class</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • explain why we need rules in the classroom; • explain what might happen if you break the rules. 	<p>Lesson 1 Play by the Rules</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • explain why rules are needed; • draft some positive group rules. 	<p>Lesson 1 Wanted – Goldilocks!</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • identify behaviour that breaks the law; • explain that there are consequences when a law is broken.
<p>Lesson 2 Who Gets Hurt?</p> <p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • say how children feel when someone hurts them or their property; • suggest some consequences when we hurt others or their property. 	<p>Lesson 2 Pros and Cons</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • explain that actions have consequences; • make a responsible decision about respecting other people's property. 	<p>Lesson 2 What's the Offence?</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • identify common offences in New Zealand; • explain the effects of crime on victims.

Junior Primary Lesson 1

Rules in our Class

Learning Outcomes

At the end of this lesson students will be able to:

- *explain why we need rules in the classroom;*
- *explain what might happen if you break the rules.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

It is wise to obey the rules and laws.

If I break the rules I will pay the price.

I know that my actions have consequences

Values

This lesson will help clarify students' understanding of the values:

Respect

Responsibility

Being Fair

Consideration and Concern for Others

Resources



Copysheet 9 *Story Nature Rules* by Diana Noonan



Class Rules, written on a chart



Drawing materials

Activity

- 1 Read the story *Nature Rules* from Copysheet 9 to the class - page 56-58.

Ask: *How did the class feel when they saw the monarch caterpillars?*
What rules did they make to keep the caterpillars safe?
What rules got broken?

*What might have happened because some children forgot the rules?
Why did they let the butterfly fly away?*

- 2 If you have a class animal, such as a goldfish or guinea pig, review the rules that you have to keep them safe.

Put up a list of the classroom rules/guidelines on a chart. Go over them with the class.

Ask: *Why do we need rules in our class?*

Answers might include to help us keep safe, so we can hear the teacher, so we can do our work and so we are happy together.

Choose one of the class rules, for example, *always walk when you are holding scissors*. Talk about what might happen if someone did run with the scissors.

Discuss with the students how, when people live, work or play together they need rules so that they know how to behave. This helps to keep people safe and to make sure they respect and care for each other. Families have rules, Scouts and Brownies have rules, and schools have rules.

- 3 Each child can choose one of the class rules, or a rule they have in their family, and draw or paint a picture to illustrate it.

Teacher Note

Ensure that you take opportunities to praise children who follow the rules, and to remind children of the rules when they forget them.

Success Criteria

Children can:

- explain why they have rules in their class;
- say one thing that might happen if a class rule is broken.

Junior Primary Lesson 2

Who Gets Hurt?

Learning Outcomes

At the end of the lesson students will be able to:

- *say how children feel when someone hurts them or their property;*
- *suggest some consequences when we hurt others or their property.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

How would I feel if this was me?

Will my actions harm others or myself?

Values

This lesson will help clarify student's thinking about the following values:

Consideration and Concern for Others

Honesty

Respect

Resources



Copysheet 10 *Picture Series* page 59 (perhaps blown up to A3 and coloured)



Puppets made from Copysheet 11 *Finger Puppets* page 60 – older children could cut out and colour their own puppets



Parent helpers for the puppet activity

Activity

- 1 Show the class the picture series. The first frame shows a boy, Matt, taking someone's lunch when no one is looking. The second frame shows a girl, Kiri looking in her lunch box and finding her lunch has gone. Ask the following questions for each frame:

Ask: *What do you think the boy is doing?*
How do you think he is feeling?
Why might he be feeling like this?
How do you think Kiri feels when she opens her lunch box?
Why does she feel like this?

Talk about how Matt broke the rules and took something that didn't belong to him. Talk

about how when someone takes something of ours we feel upset and sad. When we take something that does not belong to us we might feel bad.

Put the Kiri puppet on one finger and the Matt puppet on the other. Model a conversation between your puppets in which Kiri tells Matt how she is feeling and he responds.

2

Puppet Activity - for Years 2-3

Parent helpers would be useful for this activity.

Provide each child with a Kiri and Matt puppet, or provide them with the template and let them make their own.

Either: Have each child make their own dialogue between their puppets – that is Kiri telling Matt how she feels, and Matt responding.

Or: Put children in pairs, one with the Kiri puppet and the other with Matt. They carry out the same dialogue as above.

Ask: *What do you think should happen to Matt?* (He should say he is sorry, the teacher should tell him off, he should give the lunch back..)

Go over each suggestion with the children to help them decide what would be the best thing for Matt to do. Children draw a picture to show what they think should happen. Display finished drawings on the wall.

Teacher Note

When incidents occur in class when someone hurts someone, or takes their property, bring this to the attention of the class. Ask them to consider how the person who has been hurt feels. If appropriate, ask the class for suggestions as to what the consequences should be.

Success Criteria

Children can:

- explain how we feel when we, or our property get hurt.

Middle Primary Lesson 1

Play by the Rules

Learning Outcomes

At the end of this lesson students will be able to:

- *explain why rules are needed;*
- *draft some positive group rules.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

It is wise to obey the rules and laws.

If I break the rules I will pay the price.

I know that my actions have consequences.

Values

This lesson will help clarify students' understanding of the values:

Respect

Responsibility

Being Fair

Consideration and Concern for Others

Resources



Set of resources for groups to construct a game. For example dice paper, pens, ruler, game board

Activity

- 1 Put students into groups of about five. Give each group a set of equipment. Ask them to invent a game and write clear and concise game rules.
- 2 Each group passes their equipment and game rules on to another group, who will play the game.
At the conclusion:

Ask: *Did everybody's game work? Why or why not?*
Did anyone have rules that didn't work, or didn't make sense? Explain.
What would have happened if we hadn't had the rules?

- 3 Talk about how whenever people live, work or play together they need rules to make sure that they behave appropriately. This helps to keep people safe and cared for.

Ask: *What are some groups you belong to that have rules?*
What are some examples of these rules?

Put students back into their work groups. Ask students to decide on a group of people they want to belong to. These could be fictional or real, for example a sports group, passengers on a boat, a group of people stranded on a desert island or first settlers to New Zealand. They might like to give their group of people a name. The students must come up with a list of rules to ensure that everyone in their group of people is kept safe and is respected and cared for. Explain that they should write the rules in positive language, for example *Always lock the door when you leave* instead of *Never go out without locking the door*. They present their rules as a written chart.

Display all the sets of rules on the wall. Look for, and comment on similarities and differences. Look at some of the charts in turn and ask the following question.

Ask: *What might happen if rules are broken in our group of people?*

Success Criteria

Students can:

- come up with a list of positive rules for a chosen group.

Middle Primary Lesson 2

Pros and Cons

Definition

Pros – the advantages or argument for something

Cons – the disadvantages or argument against something

Learning Outcomes

As a result of this lesson students will be able to:

- *explain that actions have consequences;*
- *make a responsible decision about respecting other people's property.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

It is wise to obey the rules and laws.

If I break the rules I will pay the price.

I know that my actions have consequences.

I will remember to think before I speak or act.

Will my actions harm myself or others?

Values

This lesson will help clarify students' understanding of the values:

Respect

Honesty

Responsibility

Being Fair

Consideration and Concern for Others

Resources



Police education officer (peo)

Photos from the Police Big Picture pack, available from peo:

PUB-L570 *Young Offender*

PUB-L575 *Home Visit*

PUB-L580 *Alternative Action*

Activity

- 1 Tell the following story to the class.

One day Kelly was walking home from school with Scott and Sela. When they got to a high white wall, Kelly got a can of spray paint from her bag and suggested that they all write something on the wall. It would be fun. Sela wasn't keen and started to move away. Scott thought it was quite funny and was keen to have a go. They didn't know who lived in the house.

Put the headings **Pros** and **Cons** on the board. Check students' understanding of these words. Brainstorm with the class what the pros and cons of spraying the wall were. Record these under the appropriate heading, as shown in the diagram below.

Shall we spray paint the wall?	
Pros	Cons
<ol style="list-style-type: none"> 1. It might be fun. 2. The wall could look awesome. 3. You've made your mark on the wall and everyone can see it. 4. You're brave. 	<ol style="list-style-type: none"> 1. You might get caught. 2. The person who owned the house might be angry or sad. 3. You could feel stink afterwards 4. Other kids might know you've done it. 5. Your parents might find out. 6. You could get grounded.

Ask: Is it worth the risk? Why or why not?

- 2 Show the class the first photo in the sequence. Ask them to identify Kelly, Scott and Sela. (Kelly has the can of spray paint in her hand).

Ask: What do you think is happening?
How do you think each of the people is feeling?
What do you think will happen next?

Check if the class wants to add anything to the *Pros and Cons Chart*.

- 3 Show the class the second photo in the sequence (the people seated around the table). This shows a Youth Aid officer making a home visit to Kelly and her family to talk about the spray painting.

Ask: *Who are the people in the photo?*
What do you think is happening?
How do you think each of the people is feeling?
What do you think might happen next?

The police education officer explains to the class that spray painting a wall like this is vandalism (legally known as intentional damage), which is an offence against the Summary Offences Act 1981. This law has been made to help protect people's property. Because Kelly is over 10 she is criminally responsible for her actions and will have to pay the consequences. She has been diverted from the formal court system and is being dealt with by a Home Visit. This can also be called alternative action. The Youth Aid officer discusses the situation with Kelly's parents and together they, and Kelly, decide what should be the consequences for Kelly.

Check if the class wants to add anything to the *Pros and Cons Chart*.

- 4 Show the class the last picture in the sequence.

Ask: *Who are the people in the photo?*
What do you think is happening?
How do you think each of the people is feeling?
What do you think might happen next?

Tell the class that at the Home Visit it was decided that Kelly should apologise to the homeowner and paint the wall.

- 5 Explain that you are going to give the class some statements, one at a time. After each they will be asked to position themselves on a continuum line, one end of which is **agree** and the other **disagree**. You will ask people from different points of the line the reason for their position.

Statements

Spraying the wall was just a bit of fun.
The alternative action was a fair consequence.
Sela should have stopped Kelly from using the spray paint.
We should respect other people's property.

Additional Activities

Students could:

- Write a letter from Kelly to the lady who owned the fence, saying how she felt about the whole episode.
- Write or role play a conversation between Kelly, Scott and Sela *before* the spray painting started.
- Draw a cartoon or picture to show how Kelly might now deal differently with a similar situation, for example being asked to keep watch while a friend steals from the dairy.

Success Criteria

Students:

- disagree with the statement *Spraying the wall was just a bit of fun.*
- agree with the statement *We should respect other people's property.*

Senior Primary Lesson 1

Wanted – Goldilocks!

Learning Outcomes

As a result of this lesson students will be able to:

- *identify behaviour that breaks the law;*
- *list some of the consequences when a law is broken.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

It is wise to obey the rules and laws.

If I break the rules I will pay the price.

I know that my actions have consequences.

Values

This lesson will help clarify students' understanding of the values:

Respect

Honesty

Responsibility

Being Fair

Consideration and Concern for Others

Resources

☐

Police education officer

☐

Copysheet 5 *Goldilocks and the Three Bears* page 29

☐

Copysheet 12 *Juvenile Report Form Template* page 61

☐

Chart paper and pens

Activity

- 1 Work with the class to come up with a definition of "laws" and a list of reasons why we have them. Display these on a chart
- 2 Explain to the class that you are going to read them the story of *Goldilocks and the Three Bears*. You want them to think about Goldilocks' behaviour and to write down any things that she does that they think breaks the law.

Write the suggestions from the class on the board, in a chart like the one shown here. The police education officer then discusses each one, and says what offence, if any, has been committed.

- 3 Divide the class into groups and allocate each group one of the items in the first column of the chart. The group comes up with a list of possible consequences for Goldilocks, as a result of her behaviour. The group could choose to draw or role play a conversation with Goldilocks in which they point out these consequences. These can be filled in on the chart if you wish.

What Goldilocks did	What offence, if any, she committed	Possible Consequences
• Walking alone in the woods	<i>Nil</i>	
• Going into the bears house without being invited	<i>Summary Offences Act 1981 S29 - Being found on property without reasonable excuse</i>	
• Eating the bear's food without being invited	<i>Crimes Act 1961 S231 - Burglary</i>	
• Breaking baby bear's chair	<i>Summary Offences Act 1981 S11 - wilful damage (if she intended to break the chair)</i>	
• Going to sleep in one of the bear's beds	<i>Summary Offences Act 1981 S29 - Being found on property without reasonable excuse</i>	
• Running away without saying anything to the bears	<i>Nil</i>	

Additional Activities

The class can do one of the following:

- Rewrite the story so that no laws are broken.
- Create a **Wanted Poster** for Goldilocks.
- Hold a Family Group Conference for Goldilocks. The police education officer can advise on procedures.
- Complete a Juvenile Report Form for Goldilocks, using Copsheet 12.
- Choose another traditional story to analyse in the same way.

Success Criteria

Students can:

- identify times when Goldilocks, or other fictional characters, broke the law;
- list possible consequences of Goldilocks' behaviour

Senior Primary Lesson 2

What's the Offence?

Learning Outcome

At the end of this lesson students will be able to:

- *identify common offences in New Zealand;*
- *explain the effects of crime on victims.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

It is wise to obey the rules and laws.

If I break the rules I will pay the price.

I know that my actions have consequences.

How would I feel if that was me?

I will remember to think before I speak or act?

Will my actions harm myself or others?

Values

This lesson will help clarify students' understanding of the values:

Respect

Honesty

Responsibility

Being Fair

Consideration and Concern for Others

Resources

☐

Police education officer

☐

Chart paper and pens, or OHTs and pens

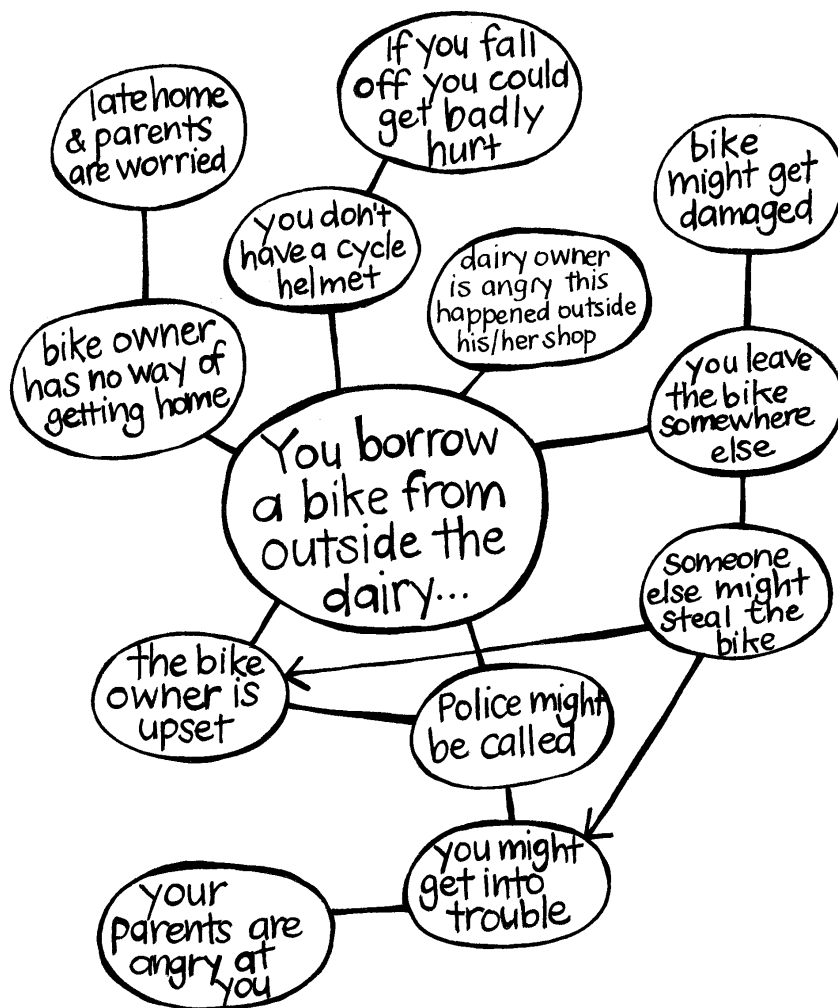
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Copysheet 13 *What's the Offence?* Page 62 -63 Cut up the situations and offences into sets, one for each group. *Note: Copysheet 13 shows the correct answers for the teacher/police education officer to use.*

Activity

- 1 Brainstorm laws that we have in New Zealand. Record ideas on the board. Accept students' own words and expressions, such as *you can't break into someone's house* or *you have to put your baby in a car seat*. The police education officer can discuss any examples that are not actually laws. Work with the class to classify the examples into groups, for example Traffic, Personal Safety, Property. Note: you have to use a pedestrian crossing if you are within **20** metres of it, not **30** metres as in the situation used.

Ask: *Why do we have laws such as these?*
 What happens if people break the law?
- 2 Put students into small groups or pairs. Give each group a set of Situations and Offences cards cut up from Copsheet 13. They discuss each situation and take out any that they think do not break the law. They then match up the situation with the law that they think has been broken. Note that some of the situations do not break the law. The police education officer goes over the correct answers with the class.
- 3 Each group now chooses one of the situations that break the law. They prepare a consequences diagram, like the one below, on chart paper, to show any consequences of this situation and how the **victim/other people** might be affected and what their feelings might be. The teacher might like to do one example on the board first. Display completed charts on the wall.



Ask: *Do you think people who commit offences think how their actions will affect other people?*
Do you think it would change their behaviour if they did?
Do you always think how your actions might affect other people?
Ask for a show of hands and invite some students to give examples. Remind them to always think *How would I feel if that was me?*
Will you think about that in the future? Why or why not?

Success Criteria

Students can:

- identify at least five common offences;
- prepare a diagram to show how victims of crime feel.

Copysheet 9 Story

Nature Rules by Diana Noonan

It was Monday morning and Siale couldn't wait to get to school. On Friday, Mrs Arnett had said that she was bringing a very special surprise to school for the class. She was collecting it at the weekend.

"Has she brought it?" Siale called out to his friend Chandrabati when he reached the playground.

"There's a really big box on her desk!" Chandra called back.

The bell rang and everyone went into class. It was hard to sing morning waiata when the box was there at the front of the room, but Siale tried his hardest. Then, when they were finished, Mrs Arnett asked all the children to sit on the mat. She said that she had something to show them. Siale squeezed Chandra's arm. He had a funny, excited feeling in his stomach.

"I know that we always ask someone from the class to help open a surprise," said Mrs Arnett, "but this surprise contains living things, so I'm going to open it myself. Then we're going to make some rules so that everyone can enjoy what's inside without harming any of the creatures."

Living things! Creatures! Siale's heart did a flip. What was in the box?

"Can everyone see?" asked Mrs Arnett as she cut down each side of the box.

The children stretched their necks as Mrs Arnett carefully lifted a bright green bush from the box.

"This is a swan plant," she said, "and on it are monarch caterpillars."

"Co-ool!" squealed Chandra. "They turn into these awesome big orange butterflies."

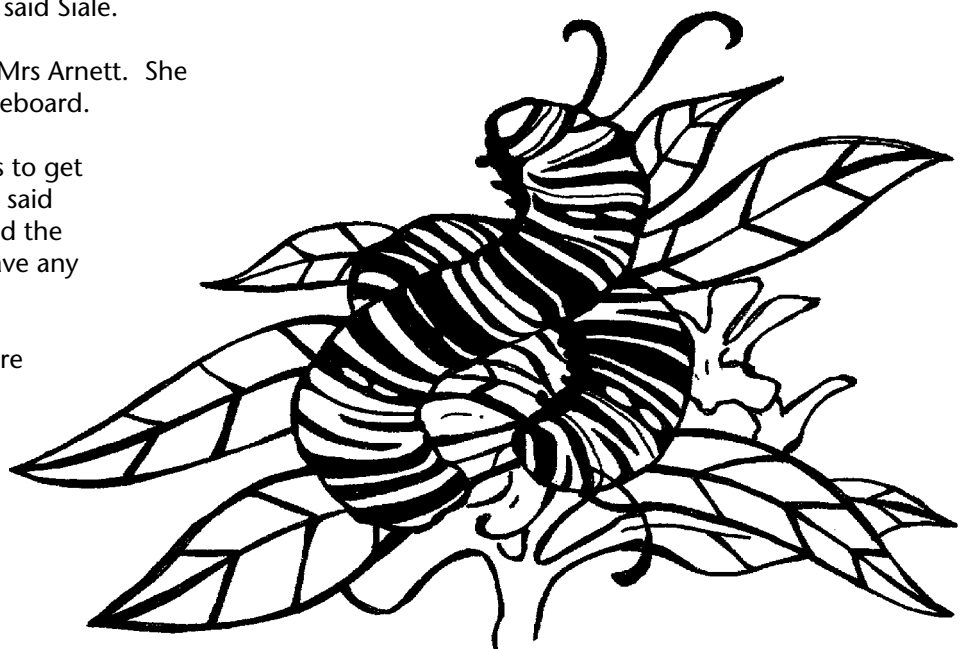
"They will if we look after them and treat them with respect," smiled Mrs Arnett. "Can anyone think of some rules that will help us to look after the caterpillars and the plant?"

"You can't run fast around the plant or you might bump the caterpillars off," said Siale.

"Good point!" said Mrs Arnett. She wrote it on the whiteboard.

"The swan plant has to get watered every day," said Maui, "or it'll die and the caterpillars won't have any food."

"My Mum says you're not supposed to touch caterpillars," said Mei Mei. "It makes their skin all oily and it's bad for them."



"Excellent rules," said Mrs Arnett. "They'll help keep the plant growing and the caterpillars safe."

She wrote up all the rules. Then she made a list of plant waterers, and set the swan plant on top of the science table.

In the first week, the caterpillars grew fatter and fatter. Some made shiny green and gold cocoons that hung from the swan plant's leaves. The plant grew, too. Everyone was very careful to follow the rules.

But on the next Monday morning, something scary happened. Josh and Mei Mei came running into class, playing tag. Mei Mei fell against the science table and the swan plant went crashing over. "Oh no!" said Chandra. "Are the caterpillars okay?" She touched each one as she counted them. Then she remembered the no-touching rule. She hoped she hadn't hurt them.

"We're going to have to be much more careful," said Mrs Arnett, "if we want to see the caterpillars turn into butterflies."

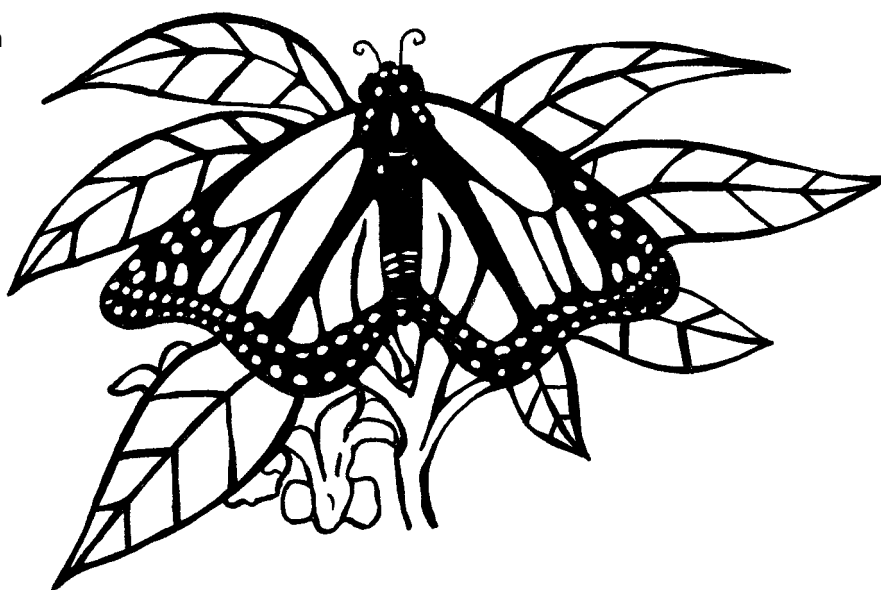
Wednesday was a real sun-hat day. Even with all the windows open, the classroom was boiling hot. Suddenly, Siale looked over at the swan plant. It was drooping so much that the caterpillars in their cocoons were almost touching the desk.

"Someone forgot to water the swan plant!" he said.

He quickly found a jar and tipped water into the soil.

"I think the plant will recover," said Mrs Arnett, "but we mustn't forget our watering job when it's our turn. If the plant dies, the caterpillars will have nothing to eat and then they'll die, too."

It seemed to take forever for the caterpillars to hatch out of their cocoons. Siale checked them every day. Then, one day when he hadn't been watching, he walked past and saw a bright orange butterfly with folded wings sitting on the swan plant. He wanted to shout out to the whole class about what he'd seen but, instead, he walked quietly past the plant to Mrs Arnett's desk and whispered to her what had happened.



"Good on you for keeping calm," said Mrs Arnett. "We don't want to disturb the butterfly."

Mrs Arnett called the class onto the mat and, very quietly, told them the good news. Then everyone was allowed to stand up and move very, very carefully past the plant to see the butterfly.

"It's so-oo beautiful," said Chandra, when it opened its wings. "It looks like pretty dress material." "I wish I could be a butterfly," said Josh. "They look so cool."

For the rest of the day, the children watched the butterfly. It flew onto the curtains and onto the School Journal shelves. Once, it flew back to the swan plant. Then, all it seemed to want to do was to fly from window to window.

At the end of the day, Mrs Arnett said that she had something important to say. The children packed up their desks and listened.

"We've all enjoyed watching the butterfly today, and there will be more hatching very soon. Your rules have helped to keep the plant and the caterpillars and the cocoons safe. Ka pai! Well done, all of you! Rules are so important. Now there's another rule that we have to think about. It's the most important rule of all – the rule of nature."

"What's the rule of nature?" asked Mei Mei.

"The rule of nature," explained Mrs Arnett, "says that all wild creatures must be free. Our beautiful monarch butterfly isn't a pet like a dog or a cat or a guinea pig. It belongs outside in the wild where it can find a mate and lay more eggs on another swan plant."

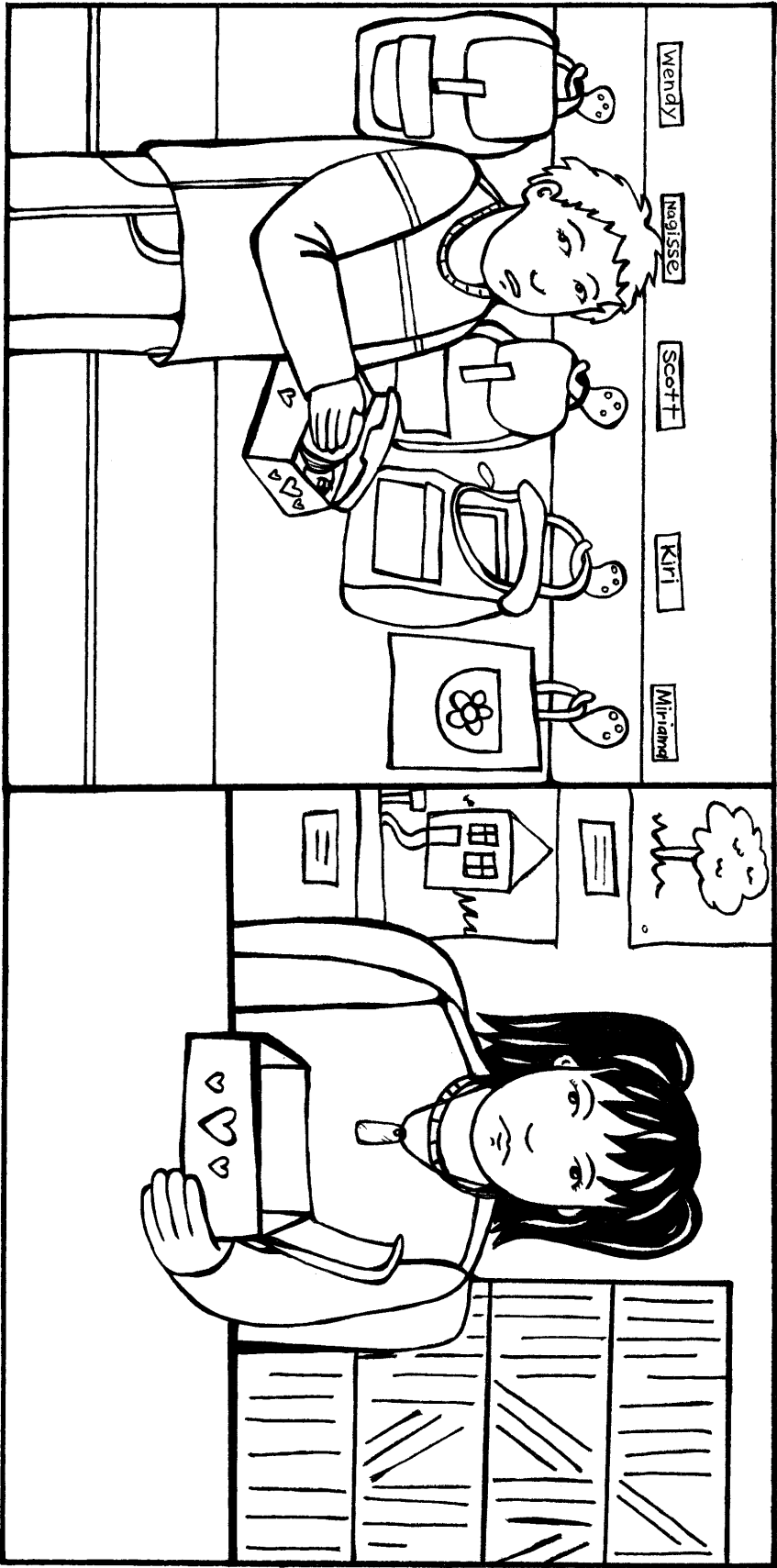
Does that mean we have to let it go?" asked Siale. He didn't want to do that – not just yet.

"It does," said Mrs Arnett. "We've enjoyed watching it all day, and we'll have more butterflies to watch very soon. But, now, we have to set our monarch free."

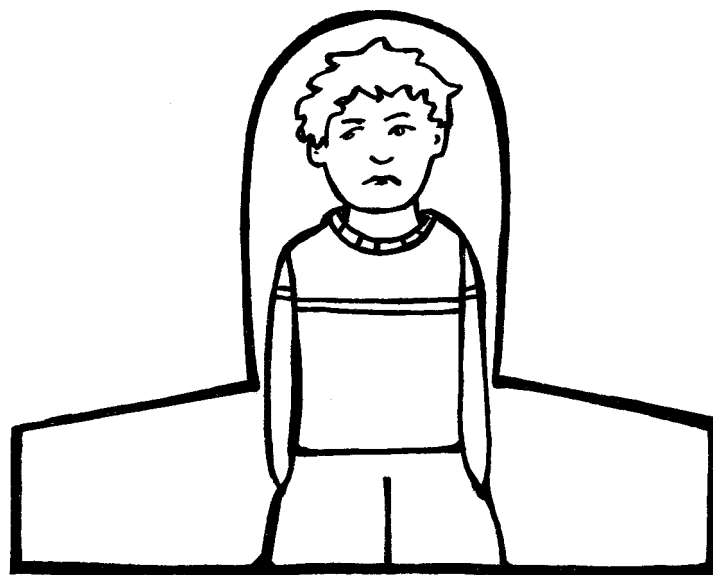
The children watched as Mrs Arnett opened the top window where the butterfly was sitting. It must have smelled the fresh air because it opened and closed its wings, then, very gracefully, it flew outside and over the bushes in the school garden.

Siale felt sad, but he knew that Mrs Arnett was right. Rules were important and the rule of nature was the most important rule of all. He looked back at the swan plant. Perhaps, tomorrow, another cocoon would hatch – and he'd be the first to spot it!

Copysheet 10 *Picture Series*



Copysheet 11 *Finger Puppets*



Copysheet 12 *Juvenile Report Form*

NZ Police Confidential		JUVENILE REPORT			Pol. 333
File Ref:		Offence(s):			
Start Date/Time: 13/04/2005		End Date/Time: 13/04/2005		Occ ID:	
Scene Station:					
Full Name: (Surname/F/M)				Alias:	
Latest Address:					
Any other Address/Telephone No.:					
Employer/Educational Institute:					
Gender:	Ethnicity:	DOB:	Age:	Place of Birth:	
Mother Name:				Occupation:	
Mother Address:					
Father Name:				Occupation:	
Father Address:					
Associates:					
BRIEF SUMMARY OF OFFENCE/INCIDENT (commence time, date, place)					
COMPLETED BY:		NAME:			QID: ASN048
Estimate of Damage: \$		Restitution Sought: \$		Payable To:	
Act:			Section:		
Previous Minor Offence Details					
Date:		Outcome:			
HOME VISIT: / /		(Brief detail of any previous history, family relationships, school record of behaviour, general attitude and character, YA Officer's assessment.)			
COPY TO CY&F FOR : <input type="checkbox"/> CONSULTATION <input type="checkbox"/> C & YP COURT <input type="checkbox"/> CHILDREN'S BOARD					Date:
YOUTH AID OR CONSULTATION RECOMMENDATION:		(Court Location)		(Court Date / Time)	
Recommendation Approved/or: Court or Other Disposal:				Authorised Officer:	

Copysheet 13 *What's the Offence?*

The situations and offences should be cut up into sets for group work. The correct answers are given below. Note that there are three situations that are not offences. These are included to make the task more challenging for students. One of these concerns using the pedestrian crossing. You have to use the crossing if you are **20** metres from it, not **30** metres.

Situation	Offence, if any, that has been committed
Borrowing a bike from outside the dairy	<i>Crimes Act 1961 S226 Conversion of a vehicle. A bicycle is a vehicle for the purposes of the Act.</i>
Riding a bicycle on the footpath	<i>Traffic Regulations – riding a bike on a footpath.</i>
Drawing a picture on someone's fence with spray paint	<i>Summary Offences Act 1981 S11 - Wilful Damage</i>
Opening and climbing through someone's window and taking some money	<i>Crimes Act 1961 S231 - Burglary</i>
Throwing a whole lot of rubbish over someone's fence	<i>Litter Act 1979 S15 – Deposit litter in public place or private land</i>
Leaving a child of ten at home on their own for an afternoon.	<i>Summary Offences Act 1981 S10B - leaving a child without reasonable supervision or care</i>
Punching someone on the nose	<i>Summary Offences Act 1981 S9 - Assault</i>
Ringling someone on the phone and being offensive	<i>Telecommunications Act 2001 S112 - Misuse of a telephone device</i>

Saying you will beat someone up if they don't give you their cell phone	<i>Crimes Act 1961 S239</i> <i>- Demanding with intent to steal</i>
Taking fruit off a neighbour's tree without asking	<i>Crimes Act 1961 S219 -Theft</i>
Going to the toilet in a public place like a shop door way.	<i>Summary Offences Act 1981 S32</i> <i>- Excreting in a public place</i>
Not using the pedestrian crossing to cross the road when it is only 30 metres away.	
Leaving twelve year old at home alone, under the supervision of the next door number, and with his Mum's cell phone number.	
Leaving your bag in the aisle of the bus where someone could fall over it.	

Honesty

Definition

Honesty: The quality of being truthful, trustworthy and law-abiding.

Honesty (Junior): Not stealing, cheating or telling lies

Cheating (Junior): to trick someone in order to get something; to try to do well in a test or game by breaking the rules.

Lying (Junior): Saying something that you know isn't true.

Stealing (Junior): Taking something that you know doesn't belong to you.

Consequences: Something that happens because of something we have said or done. Consequences can be positive or negative.

Overview

Junior Primary	Middle Primary	Senior Primary
Lesson 1 Telling the Truth At the end of this lesson students will be able to: <ul style="list-style-type: none">distinguish lies from truth;explain that lying is wrong.	Lesson 1 Say No to Lying At the end of this lesson students will be able to: <ul style="list-style-type: none">distinguish lies from truth;explain that lying is wrong.	Lesson 1 The Little White Lie At the end of this lesson students will be able to: <ul style="list-style-type: none">explain that lying is wrong.use strategies to prevent telling little white lies.
Lesson 2 Cheating At the end of this lesson students will be able to: <ul style="list-style-type: none">explain that cheating is wrong;explain that cheating has consequences.	Lesson 2 Does an Honest Person Cheat? At the end of this lesson students will be able to: <ul style="list-style-type: none">explain that cheating has negative consequences.	Lesson 2 Proverbs At the end of this lesson students will be able to: <ul style="list-style-type: none">interpret proverbs about honesty;share messages about honesty.
		Lesson 3 What Goes Around Comes Around At the end of this lesson students will be able to: <ul style="list-style-type: none">explain that lies always get found out;list some reasons why people tell lies.

Junior Primary Lesson 1

Telling the Truth

Learning Outcomes

Students will be able to:

- *distinguish lies from truth;*
- *explain that lying is wrong.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I will remember to think before I speak or act.

Honesty is the best way.

Values

This lesson will clarify students' understanding of the values:

Honesty

Truthfulness

Responsibility

Consideration and Concern for Others

Respect

Resources



Copysheets 14a *Painting - Frame 1*



Copysheet 14b *Painting - Frame 2*



Copysheet 15 *Story Note: The illustrations will be more effective if they are coloured in. They could also be blown up to A3. The stories to read as you show the class the pictures are on Copysheet 15*



Art materials

Activity

- 1 Show students the picture *Painting – Frame 1*, from Copysheet 14a. Read them the story that relates to that frame, from Copysheet 15.

Show them the picture *Painting – Frame 2*, from Copysheet 14b. Read them the story that relates to that frame, from Copysheet 15.

Ask: *Did Pieri mean to knock the paints on the floor? Why or why not?*
 How did he feel when it happened?
 How did the teacher feel when he saw the paints on the floor?
 What did he think had happened?
 Why do you think that Pieri said he didn't do it?
 What do you think he should have said?

Explain to the class that when you say something that isn't true it is called a lie. You are not being honest. Pieri told the teacher a lie because he didn't want to get into trouble. When we tell a lie we might blush, look down or not look directly at the person. This can tell the person we are talking to that we are lying. Talk about how it is always important to tell the truth. Other people respect you if you tell the truth. Explain that the principal and teachers at this school are proud of people who tell the truth.

- 2 The students can paint a picture to show what might happen next. This could be Pieri and the teacher cleaning up the paint together, or Pieri painting a picture.

Teacher Note

Constantly reinforce the message about not telling lies. Praise children who tell the truth. If you find that someone has told a lie, talk about why they did that and what they should have said.

Success Criteria

Students can:

- complete the sentence *Lying is* _____.

Junior Primary Lesson 2

Cheating

Definition

Cheating: *To act dishonestly or unfairly in order to gain an advantage*

Learning Outcomes

Students will be able to:

- *explain that cheating is wrong;*
- *explain that cheating has consequences.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

How would I feel if that were me?

Will my actions help others or myself?

I feel good when I do the right thing.

Values

The lesson will clarify students' understanding of the values:

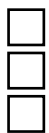
Honesty

Truthfulness

Consideration and Concern for Others

Kindness

Resources



Another adult to take part in the role play with the teacher

Two small tables and chairs for the role play

Paper and pens

Activity

- 1 The teacher and another adult role play the following scene. They are both sitting at school desks. Set the scene by saying something like this “ _____ and _____ (give suitable Christian names) *are doing a test in class.*

Role play

Student A is working very hard on the test. Student B is obviously finding it a bit harder – gazing around, chewing on the pencil. Student B then starts trying to look at Student A’s answers. Student A tries to cover up his/her work. Student B tries even harder – seems to find an answer and writes it down, then starts trying to look at Student A’s answers again.

- 2 Once the role play is complete:

Ask: *What do you think is happening?*
*What do we call it when someone tries to copy someone else’s work? (Introduce the word **cheating**)*
Is it a good thing to do? Why or why not?
Why do you think people cheat?

Talk to the class about how cheating is wrong. When we cheat it is not fair on the person we cheat from. Also it is not fair on other people in the class. It often makes us feel guilty, because we know what we are doing is wrong.

- 3 Continue the role play. The new scene is Student B standing in front of the teacher, head down, test paper in hand. Set the scene by saying something like “The teacher has seen _____ cheating and has called him/her up to his/her desk.”

Role play

Student B is standing head down. The teacher is saying that cheating is wrong and that he/she is very disappointed that Student B has been cheating. The teacher says that he/she won’t accept Student B’s test and Student B will have to sit the test again, after school.

Ask: *How is the teacher feeling?*
How do you think Student B is feeling?
Do you think that it is fair that Student B has to do the test again? Why or why not?

Success Criteria

Children can:

- complete the sentence *Cheating is* _____.

Middle Primary Lesson 1

Say No to Lying

Learning Outcomes

Students will be able to:

- *distinguish lies from truth;*
- *explain that lying is wrong.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I will remember to think before I speak or act.

Honesty is the best way.

Values

This lesson will clarify students' understanding of the values:

Honesty

Truthfulness

Responsibility

Consideration and Concern for Others

Respect

Resources



Copysheet 16 *Masks* page 82

Story of Pinocchio by C Collodi (There are a number of simple versions available, for example

Golden Books and Amazon Books)

Option - Any other fairy tale, well known fable or Maori or Pacific Island legend, that the students know well.

Synopsis:

Pinocchio tells the tale of a poor carpenter, Geppetto, who has no wife and no child. He dreamed of having a son of his own. He carves himself a puppet boy out of wood and called him Pinocchio. When the puppet comes to life, it's Geppetto's dreams come true.

Except Pinocchio turns out to be not such a nice boy after all. Pinocchio enjoys nothing better than creating mischief and playing mean tricks. As he discovers, being bad is much more fun than being good. Pinocchio, like other children, has a lot of lessons to learn in life. When he disobeys his father and runs away, he has a series of adventures which teach him these lessons. One of the lessons he learns is not to lie. When Pinocchio tells a lie, his nose grows longer. Pinocchio doesn't like it when this happens. Eventually, Geppetto and Pinocchio are reunited inside a large fish that has swallowed them up. Once home, Pinocchio promises to be good, and he turns into a real boy and a real son.

Activity

- 1 Read or tell the story of Pinocchio to the class, or give them the synopsis.

Ask: *Why do you think Pinocchio told lies?*
What happened when he told lies?
What might happen to our bodies when we tell lies? (blush, look down, look guilty, not look the other person in the eye)
How do you feel when someone lies to you?
The police education officer or teacher can tell of a time someone lied to them and how it made them feel.

- 2 Give each student Copysheet 16 *Masks*. Invite them to cut out and colour their own facemasks – one with a short nose and one with a long nose.

Either: Explain that you are going to retell the story of Pinocchio. Some things you say will be lies and some will be the truth. When the children think they have been told a lie, they put the mask with the long nose up to their face. When they think it is the truth, they put the mask with the short nose up to their face. Remind them to make up their own minds.

Example: *Once upon a time a carpenter called Moses made a puppet called Pinocchio...*

Or: Read or tell another well-known fairy tale or fable to the class. Some things you say will be lies and some will be the truth. For example, *Little Red Riding hood usually wore a blue cape with no hood*. When the children think they have been told a lie, they put the mask with the long nose up to their face. When they think it is the truth, they put the mask with the short nose up to their face. Remind them to make up their own minds.

Ask: *What do people think of us when they know we are telling lies?*
Why is telling lies wrong?

Reinforcement

Arrange a visit from the principal, in which he or she tells the class how telling lies is not an acceptable behaviour in the school. Alternatively this could be done in assembly.

Success Criteria

- Use of the masks indicates that students can distinguish lies from the truth.

Middle Primary Lesson 2

Does an Honest Person Cheat?

Learning Outcomes

Students will be able to:

- *explain that cheating has negative consequences.*

Messages

The following messages will become part of students' thinking as a result of the lesson:

If I break the rules I pay the price.

I can decide what is right and wrong.

Honesty is the best way.

Values

This lesson will clarify students' understanding of the following values:

Honesty

Truthfulness

Responsibility

Self-Respect

Resources



Copysheet 17 *Janet and Henare* page 83

Activity

- 1 Present the scenario on Copysheet 17 to students, either by reading or as an OHT or chart. Discuss the meaning of **consequences** (see page 64).

Allocate each group one of the following questions to answer:

- 1 *What might the consequences be for Henare?*
- 2 *What might the consequences be for Janet?*
- 3 *What might the consequences be for the rest of the class?*
- 4 *What might the consequences be for the teacher?*
- 5 *What might the consequences be for the school?*
- 6 *What might be the consequences be for Henare's whānau?*
- 7 *What might be the consequences for Janet's family?*

Note: For a less able class the questions could be rephrased, for example "What might happen to Henare?" Questions 5-7 could be left out.

- 2 Put two headings on the board - *Positive Consequences* and *Negative Consequences*. As each group reports back, record the consequences they give under the appropriate heading, as shown in the diagram.

Positive Consequences	Negative Consequences
☆ Henare might get away with it.	☆ Henare has to go to the principal. ☆ The principal tells Janet & Henare's family. ☆ Henare's whānau is sad. ☆ The class gets a telling off ☆ People think there are cheats at the school

Invite the class to look at the completed recording, which should have far more negative than positive consequences. In pairs, students come up with a slogan to show what they have learnt. Some of their ideas could be recorded on a chart.

Examples might be:

Cheating doesn't pay.

Honesty is the best policy.

Everyone gets hurt when someone cheats.

Additional Activities

Either: Each student brings an old T-shirt. They choose one of the slogans and write it on their T-shirt, using fabric paints or crayons.

Or: Each student can make poster or bumper sticker displaying one of the slogans.

T-shirts, posters and/or bumper stickers could be displayed in a public place around the school and students invited to vote on the T shirt that they think:

- has the best message
- has the best design

Success Criteria

Students can:

- write slogans that show that cheating has negative consequences.

Senior Primary Lesson 1

The Little White Lie

Learning Outcomes

Students will be able to:

- *Explain that lying is wrong.*
- *use strategies to prevent telling little white lies.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I can decide what is right and wrong.

I feel good when I do the right thing.

Honesty is the best way.

Values

This lesson will help clarify students' understanding of the values:

Honesty

Truthfulness

Duty

Resources



Copysheet 18 *The Boy Who Cried Wolf* page 84



Copysheet 19 *Little White Lies* page 85

Activity

- 1 Read the story *The Boy who Cried Wolf* to the class.

Ask *What lesson did the boy learn?*
 Is it ever okay to tell a lie?

- 2 Give the following scenario to the students.

Kylie has had her hair cut. She asks her friend, Hine, what she thinks of it. Hine thinks it looks awful, but she doesn't want to hurt Kylie's feelings. Instead she says, "I think it really suits you."

Ask: *Was Hine telling the truth?*
What do we call this sort of lie?
Do you think it was okay for Hine to tell this lie?

For this last question, ask students to place themselves along a continuum line, one end of which is **Okay** and the other end is **Not Okay**. Ask students from different places on the line their point of view. Ask students to form groups of five, with people from different places on the line, that is with different views to their own.

- 3 Give each group Copsheet 19. Ask them to discuss each situation, decide if it was okay to tell this lie. They then write down why they thought the person told this lie.

When the groups have finished:

Ask: *Was it easy to decide if it was okay to tell each of these white lies? Why or why not?*
Which situation was the easiest to decide? Why was this?
Which situation was the hardest to decide? Why was this?

Go over each situation and ask for suggestions from the class as to a more honest way to handle this situation. For example, in Situation 1 it would be more honest for the family to speak confidentially with the principal about why the child couldn't go on the school trip. Sometimes a principal has discretionary funds to use in situations like this. Leave out Situation 8, and stress to students' that if their **safety is at risk** it is okay to tell a white lie.

Teacher Note

Expect there to be a great difference of opinion in the class. There is no right or wrong answer.

Success Criteria

Students can:

- suggest honest ways of handling situations where they might be tempted to tell a white lie.

Senior Primary lesson 2

Proverbs

Definition

Proverb (Junior): a short well-known saying which gives advice.

Learning Outcomes

Students can:

- interpret proverbs about honesty;
- share messages about honesty.

Messages

The following messages will become part of students' thinking as a result of this lesson.

Honesty is the best way.

I can help others make good choices.

Values

This lesson will help clarify students' understanding of the values:

Integrity

Honesty

Truthfulness

Resources



Copysheet 20 *Proverbs* Page 86 – copy these on to A3 paper and cut each proverb up into individual words.



8 sheets of A3 paper and felt pens.



Art materials

Activity

- 1 Explain to the class what a proverb is. Give them some examples of common proverbs, for example:
A stitch in time saves nine.
A watched pot never boils.
- 2 Put the class into eight groups. Give each group one of the proverbs, cut up into individual words, two sheets of A3 paper and felt pens. Each group:
 - a) arranges the word to form a proverb. (some groups may need assistance with this).
 - b) pastes their proverb onto one A3 sheet.
 - c) discusses the meaning of the proverb
 - d) rewrites it using modern language that others in the school would understand
 - e) writes their version onto the second piece of A3 paper in large writing.

- 3 Arrange the proverbs in a line on the floor, where all students can see them.
Randomly arrange the students' versions of the proverb in a parallel line.

Work with the class to match the proverb with its modern day version. Move the sheets of paper so that the proverb and modern day version are side by side.

Ask: *Has reading these proverbs made you think about how honest you are? Why or why not? Is there anything you might like to change in the future?* (Just ask students to think about this. There is no need to take oral responses.)

- 4 Students, either individually, in pairs or small groups, choose one of the modern day proverbs that have been written. They design one of the following for their proverb:
 - make a banner or poster to display round the school
 - design a slogan that could appear in the school newsletter (one could be included in each newsletter)
 - writes an article, with visuals for the local paper
 - designs a bumper sticker

Success Criteria

Students can:

- interpret and rewrite proverbs
- create messages about honesty to share with others.

Senior Primary Lesson 3

What Goes Around Comes Around

Learning Outcomes

At the end of this lesson students will be able to:

- *explain that lies always get found out;*
- *list some reasons why people tell lies.*

Messages

The following messages will become part of students' thinking as a result of the lesson:

I can decide what is right and wrong.

I feel good when I do the right thing.

I will remember to think before I speak and act.

Honesty is the best way.

I can change my behaviour.

Values

This lesson will help clarify students' understanding of the values:

Respect

Honesty

Responsibility

Truthfulness

Resources



Video Golden Dolphins by Salvesen Productions
The video is available from police education officers PUB-L306



Words to the rap *What Goes Around Comes Around* – see inside the back cover

Teacher Note

View the video yourself before showing it to the class. The characters in the video are:

Tamahae – *main boy character*
Venetia – *Jaime's daughter*
Jason – *one of Tamahae's friends*

Jaime -- *Tamahae's social worker*
Travis – *one of Tamahae's friends*
Tamahae's mother

Activity

- 1 Show the video *Golden Dolphins* to the class.

Ask: *What do you think the video was about?*
 What do you think the main message was?
 Do you think it got the message across?
 What is one thing you learnt?

Work with the class to identify all the characters in the video.

- 2 Divide the class into 6 groups. Allocate each group one of the main characters. Explain that you are going to show the video again. This time you want each group to write down all the information they find out about their character. You may like to give them some guiding questions such as:

What are they feeling at different times in the story?
How do they get on with the other characters?
What do you think of the way they behave?
What sort of things do they like doing?
Who do they admire or respect?
How do they treat other people?
Do they lie and if so why do they do it?
Do you think they are honest (or caring, or respectful..)

Show the video again. Each group now collates all the information they have gathered about their character. They choose one person in the group to be their character. In turn, each group's character 'talks' to the class telling them information about themselves. For example:

I am Venetia. I really love my Dad and I respect what he does for his job. I hate it when he is working with other kids like Tamahae, as it makes me feel left out. That makes me angry. My Dad is even more important to me now that my Mum is dead. I really miss her. I told those lies because I...

After each presentation the rest of the class can ask the character questions.

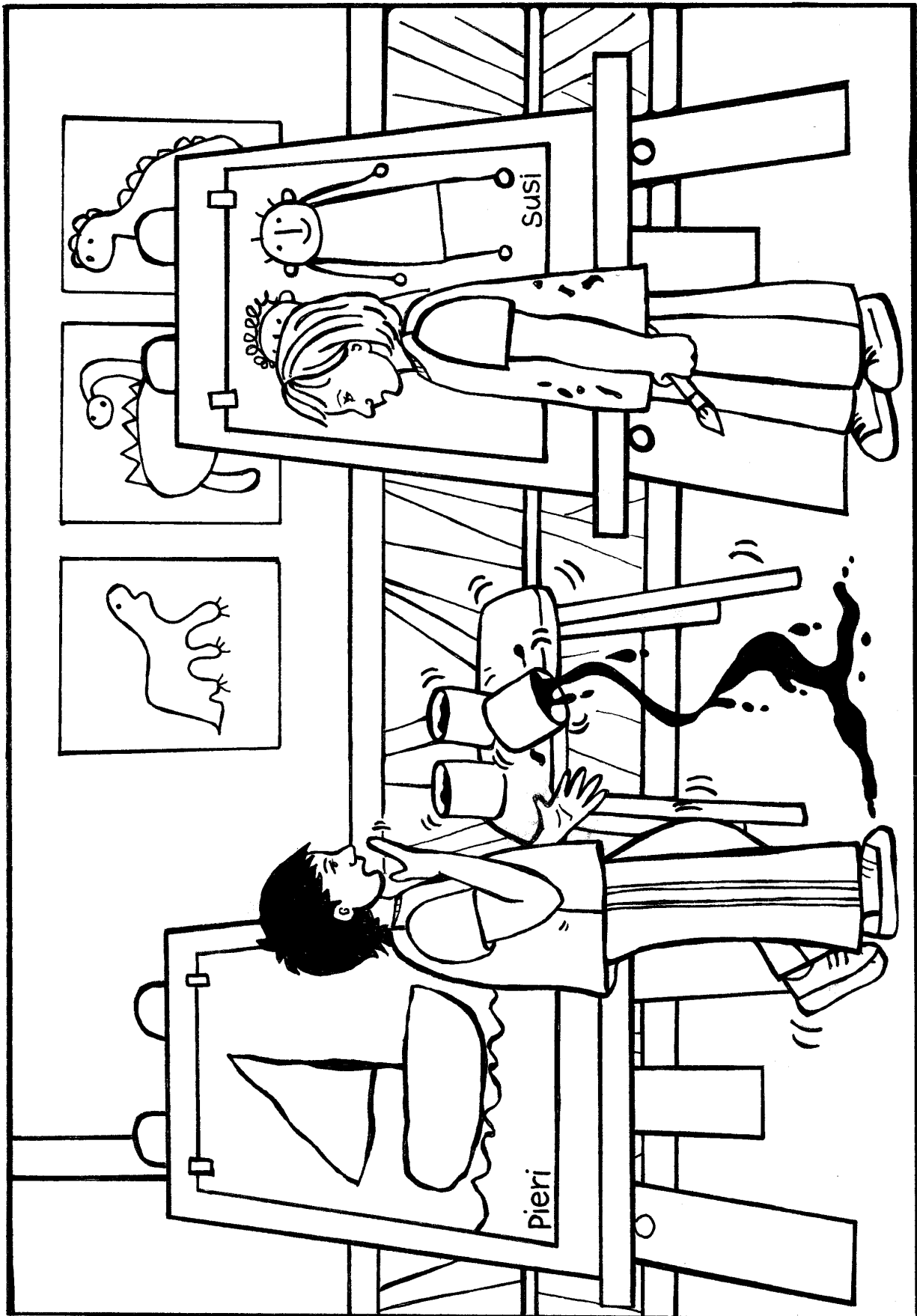
- 3 Teach the class the rap *What Goes Around Comes Around*. The words are inside the back cover. They may like to perform this at assembly as an effective way of getting the message across.

Success Criteria

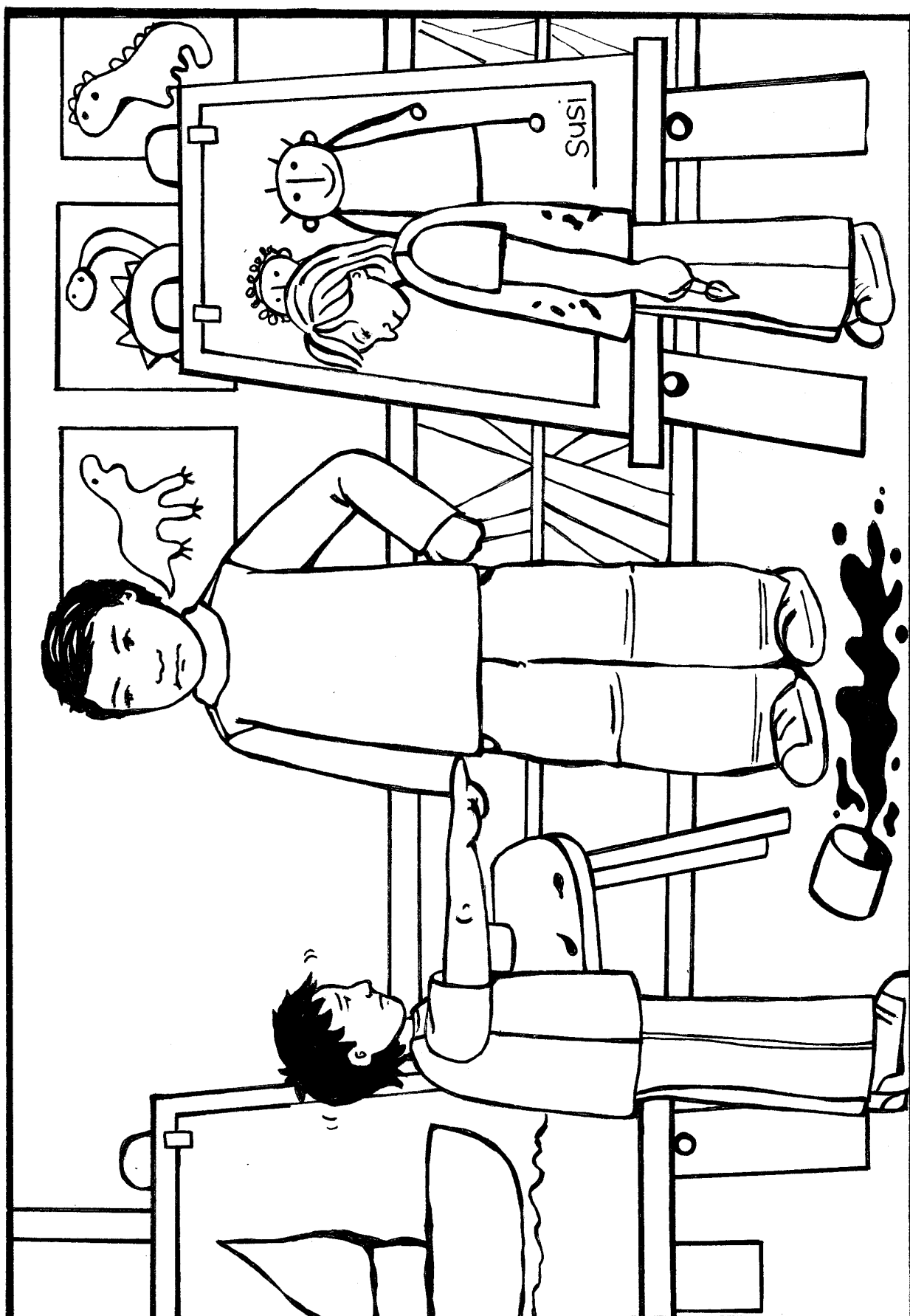
Students can complete the sentence:

- *People tell lies because.....*

Copysheet 14a *Painting – Frame 1*



Copysheet 14b *Painting – Frame 2*



Copysheet 15 Story

Frame 1

Pieri and Susi are in the paint corner. Pieri likes painting. He has started a lovely picture of a boat bouncing on the sea. Susi likes painting too. She and Pieri often paint together. Susi is making a picture of her family. She is using really bright colours.



Pieri is concentrating very hard. He turns round to get another brush and knocks the jar of paints on to the floor. He didn't mean to do it. He feels a bit frightened, because the paints have made a big mess. Susi stops painting and looks at the mess too.

Frame 2

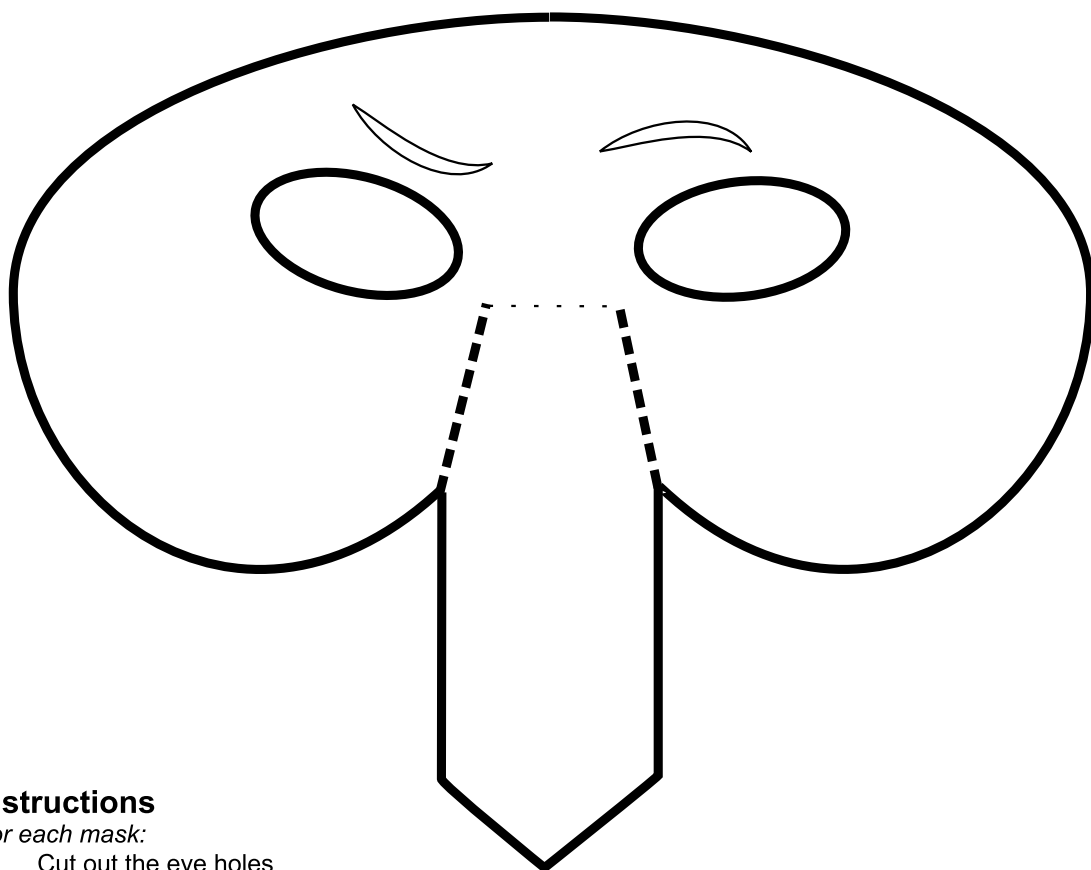
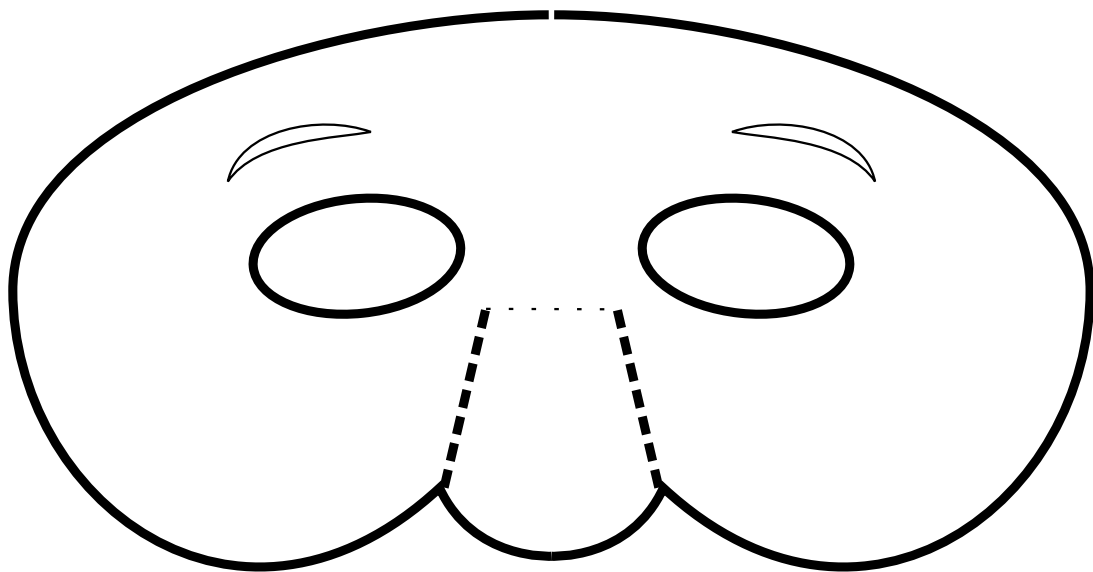
Mr Scott, the teacher, hears the crash when the paints land on the floor and he comes over. He looks a bit cross.



"Did you do that?" he asks Pieri.

"No," said Pieri, shaking his head. "She did it." He points to Susi.

Copysheet 16 *Masks*



Instructions

For each mask:

- 1 Cut out the eye holes
- 2 Cut around the outside of the mask.
4. Cut along the dashed lines.
- 3 Crease along the dotted line.
- 4 Attach a stick, such as a ruler, to one side of the mask.
- 5 Hold the mask up to your face, so that you can see out the eyes. The nose will stick out from your face.

Copysheet 17 *Janet and Henare*

Janet and Henare are sitting a test at school in the afternoon.

They meet at lunchtime and decide to copy one another's answers during the test.

After the test, the teacher asks Henare if he and Janet have been cheating.

Henare claims that Janet copied off his answers, but he didn't cheat.



Copysheet 18 *The Boy Who Cried Wolf*

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Copysheet 19 *Little white Lies*

Situation	✓ if okay to tell this white lie	✓ if not okay to tell this white lie	Reason why the person told the white lie
1 You say you can't go on a school trip because your family will be away, but the real reason is that your family can't afford it.			
2 You tell someone they have done really well just to make them feel better.			
3 Your parents tell you that the presents have been brought by Father Christmas.			
4 Your father tells you that the trip to the dental clinic won't hurt at all.			
5 Adults tell children to put their tooth under the pillow so the Tooth Fairy will leave them money.			
6 Adults tell children that babies are delivered by the stork.			
7 You tell someone you don't like that your family has said you can't go to play.			
8 You answer the door when you are home alone. You are asked if you are alone and you say 'no'.			

Copysheet 20 *Proverbs*

— — — — —
An honest answer is the sign of true friendship.
— — — — —

— — — — —
To make children capable of honesty is the beginning of education.
— — — — —

— — — — —
Be true to your work, your word, your friend.
— — — — —

— — — — —
Integrity is telling myself the truth. And honesty is telling the truth to other people.
— — — — —

— — — — —
Do not do what you would undo if you got caught.
— — — — —

— — — — —
Don't measure your neighbour's honesty by your own.
— — — — —

— — — — —
Honest hearts produce honest actions.
— — — — —

— — — — —
Look a man in the eye and say what your really think, don't just smile at him and say what you're supposed to think.
— — — — —

Role Models

Definition

Role Model: a person looked to by others as an example to be imitated; someone who, because of their values and behaviour, is an example of how others should live their lives.

Role Model (Junior): Someone you like and admire that you want to copy

Note: A role model should not be confused with a hero, such as a sports person or a rock star. We tend to admire these people because of their physical qualities or prowess, not necessarily because of the positive values they have or because they behave in a pro-social way.

Overview

Junior Primary	Middle Primary	Senior Primary
<p>Lesson 1 Who I Want to be Like</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• identify someone in their life who is an example to them.	<p>Lesson 2 Hero or Role Model?</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• explain what a role model is.	<p>Lesson 1 I'm a Role Model</p> <p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• explain why they are important role models to others;• make changes to their behaviour.

Junior Primary Lesson 1

Who I Want to be Like

Learning Outcome

Students will be able to:

- *identify someone in their life who is an example to them.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I treat people I respect with courtesy.

When I respect others I earn respect.

Values

This lesson will help to clarify students' understanding of a range of values:

Honesty

Truthfulness

Kindness

Consideration and Concern for Others

Compassion

Responsibility

Respect

Resources



Police education officer



Copysheet 21 *People I look up to* (these are to be cut up into words or phrases for children) page 94



Drawing materials and glue

Activity

- 1 The police education officer tells the children a story. This story is a true story about them and some one that has been a great role model to them. It should be someone who is close to them (see the note on page 00 about heroes.) As the story is told, the teacher writes up each quality or type of behaviour that is mentioned. The story might sound a bit like this:

Someone that I have always admired and respected all my life is my brother. He is older

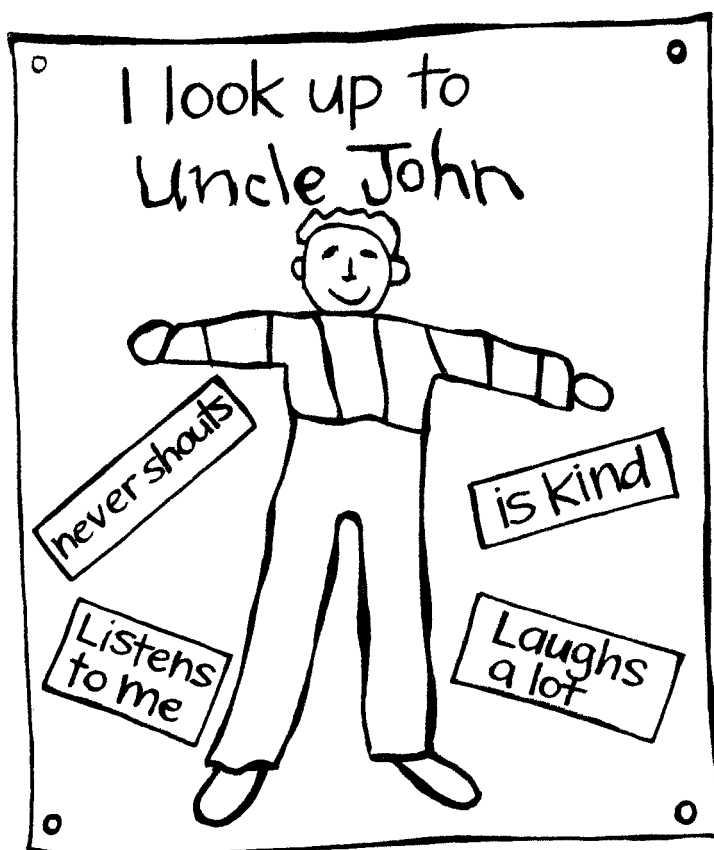
than me and has always made sure that he looked after me – if I fell over, he would help me up, if I couldn't do my homework he would help. (teacher writes on the board kind, looks after me, helps with homework). I can remember once when I was sick, my brother stayed home on Saturday to keep me company, even though he really wanted to go to the rugby. (teacher writes up cares about me, isn't selfish)

When the police education officer has finished the story the teacher draws students' attention to the words on the board and goes over them, explaining any new words. The teacher asks the police education officer:

What did you learn from your brother?

Do you still try to behave like him?

- 2 Talk about how we all have people who we can look up to like that. They might not be someone in your family. It could be someone at school, or at church or a friend's parent. The teacher can give his or her own example. Work with the class to help each student identify someone they look up to. Each student goes and does a drawing of this person and completes the sentence "I want to be like _____." Help each student to choose from words cut up from Copsheet 21 that they think describe their person and to paste them around their drawing. They may have other words that they would like written in. Place all the drawings on the wall. Everyday, choose one drawing to talk about with the class.



Success Criteria

Students can:

- name, and draw a person that they would like to be.

Middle Primary Lesson 1

Hero or Role Model?

Learning Outcome

Students will be able to:

- *explain what a role model is.*

Messages

The following messages will become part of students' thinking as a result of the lesson:

I feel good when I do the right thing.

I will lead by example.

Values

This lesson will help to clarify students' understanding of a range of values:

Honesty

Truthfulness

Kindness

Consideration and Concern for Others

Compassion

Responsibility

Respect

Resources



Copysheet 22 *Job Description* page 95

Activity

- 1 Ask the class to think of someone famous who they think of as a hero. Put the heading Hero on one side of the board.

Ask: *What is it about this person that makes you admire them?*

Put suggestions under the heading on the board. Suggestions might be: *she's really pretty, his music is great, she's got lots of money,*

- 2 Put students into groups of three. Ask the members of each group to think of someone closer to home who sets a good example of how to behave. They make a group list of why they have chosen this person, in other words what qualities they have and how they behave, for example *kind, patient, good teacher*. Ask each group to join with another group. They share their lists and make one common list. Take reports from each group and write the qualities and behaviours they give on the board under a heading **Role Model**, putting a ✓ beside any that have already be given.

Ask students to discuss in pairs if they would rather be a hero or a role model. Hear some views.

Role model	
Qualities	Behaviour
-listens ✓✓	-is a good Dad
-caring ✓	-has a good job
-helpful	-works hard
-wise	-plays club rugby
-honest	
-do what they say they will	

- 3 Working individually or in pairs, students write a job description for a role model for young people, using the format on Copsheet 22. Go over the form carefully with the class, discussing the meaning of such terms as *attitude, environment and qualities*. Some of these could be shared with parents and caregivers at a parent/caregiver meeting or in the school newsletter.

Success Criteria

Students can:

- write a job description for a role model that shows that they understand the qualities and behaviours that make a good role model.

Senior Primary Lesson 1

I'm a Role Model

Learning Outcome

Students will be able to:

- *explain why they are important role models to others;*
- *make changes to their behaviour.*

Messages

The following messages will become part of students' thinking as a result of this lesson:

I have rights and responsibilities.

I can change my behaviour.

I will lead by example.

I can help others make good choices.

Values

This lesson will help to clarify students' understanding of a range of values:

Honesty

Truthfulness

Kindness

Consideration and Concern for Others

Compassion

Responsibility

Respect

Resources



Parent and small child (option)



Strips of paper, felt pens and glue



Chart headed *The Things They Learn from Us.*



Copysheet 23 *The Pledge* page 00

Activity

- 1 **Either:** Ask students who has got younger brothers or sisters. (Introduce the word **siblings**.)

Ask: *How do children learn things when they are very young? (by watching and copying other people)*
What examples can you give of a time your younger brother or sister copied something you did? (could be positive or negative)
Why do you think young children imitate older siblings? (they look up to them, they think they are cool..)
What does this tell you about how you should behave?

Explain that it is not only siblings who are imitated. Young children also copy older children at school, at wider family gatherings, at church or elsewhere in the community.

Or: Invite a parent who has small children to class. Ask the parent to tell the class about how the child learn to do things. Lots of concrete examples should be given. If it hasn't been covered, explain that the child often imitates or copies the behaviour of older brothers or sisters (siblings), or older children at school.

Ask: *Why do you think young children imitate older siblings? (they look up to them, they think they are cool..)*
What does this tell you about how you should behave?

- 2 Put students into groups. Ask each group to brainstorm a list of the sort of things that young children can learn from them. They write each idea on a strip of paper and glue them on the chart *Things They Learn from Us*.
Some examples could be:
To always wear a cycle helmet.
How to eat nicely.

Go over all the ideas with the class.

- 3 Walk a continuum line along the floor. One end of the line is **agree** and the other end is **disagree**. Explain to the class that you are going to give them some statements. After each one, they position themselves on the line in the place that best fits their level of agreement or disagreement. Invite some students to say why they have chosen that position. (there should be no pressure for them to contribute, as some of these statements are quite personal)

Statements

I already knew that I was a role model for younger children.
I think I am a good role model.
There are some things I want to change so that I become a better role model.

Each student then goes and makes himself or herself a pledge, using the format on Copysheet 23. The pledges should be kept in a safe place. At regular intervals, check with the class to see how their pledges are going.

Success Criteria

Students can:

- list things that younger students learn from them;
- carry out a pledge to become a better role model.

Copysheet 21 *People I look up to*

Thinks about others

Is kind

Always tells the truth

Listens to me

Helps me when I have a problem

Has good table manners

Cares about the pets

Puts their rubbish in the bin

Doesn't take other people's things

Laughs a lot

Looks after other people

Is gentle

Never shouts

Copysheet 22 *Job Description for a Role Model for Young People*

Position: Role Model for Children and Young People

This is a particularly important job, which requires a special person who has positive values and behaves in a way that helps others and makes New Zealand a better place to live. The chosen applicant should show the following qualities.

Age:

Attitude to work/job:

Attitude to other people:

Behaviour towards other people:

Attitude towards the environment:

Things done to protect the environment:

Qualities as a member of a team:

Attitude to rules and laws:

Behaviour on the roads:

How you feel about yourself:

Copysheet 23 *The Pledge*

My Pledge as a Role Model

I know that I am an important role model for people younger than I am.

Some things I want to change so that I am an even better role model are:

1

2

3

4

Signed: _____

Date: _____