

Doing the Right Thing

Focus area 2

Years 0-3

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 0-3 (ages 5–7):

1. Respect
2. **Right and wrong**
3. Rules, laws, and consequences
4. Honesty
5. Role models

Focus area 2: Right and wrong

Contents

Focus area 2: Right and wrong	2
Notes for the teacher	2
Key messages	2
Values.....	2
Curriculum links.....	2
Resources.....	2
Success criteria	2
Learning experience: Goldilocks and the Three Bears	3
Learning intention	3
Activities	3
Goldilocks and the Three Bears.....	5

Focus area 2: Right and wrong

Notes for the teacher

Look for times when students 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 they act.

Key messages

I can decide what is right and wrong.

I feel good when I do the right thing.

Values

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

- honesty
- care and consideration
- responsibility
- respect.

Curriculum links

Key competencies: Managing self; Participating and contributing; Relating to others.

Learning areas:

Level 1 and level 2 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect

Level 1 and level 2 Social Sciences – Roles and responsibilities in groups.

Resources

Story: *Goldilocks and the Three Bears*

Success criteria

Students can:

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

Learning experience: Goldilocks and the Three Bears

Learning intention

Students will be able to:

- say how they feel when they do the right thing
- distinguish right from wrong
- explain the benefits of doing the right thing.

Activities

1. What is right and wrong?

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

Talk to the students 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 possessions, 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 students to put up their hands every time Goldilocks does something wrong. Accept their ideas and record them on the board.

When you have finished the story, return to the board and ask students what Goldilocks should have done instead – that is, the right thing. Write their suggestions in the chart, as shown below.

Wrong	Right
Went into the bears' house without asking. Ate the porridge without asking.	Wait to be asked before going into someone's house. Ask if you can eat someone else's food.

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. Think before you act

Talk to students 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?

Get students to complete the sentence: When we do the right thing we feel ...

Goldilocks and the Three Bears

Traditional story

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 breakfast 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. 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.

