

# Doing the Right Thing

## Focus area 2

Years 4-6

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 4–6 (ages 8–10):

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

## Focus area 2: Right and wrong

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## 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.

### Definitions

**Right:** morally good, justified or acceptable, fair, correct.

**Wrong:** dishonest or immoral, bad.

### Key messages

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

- honesty
- respect
- responsibility
- care and consideration

### Curriculum links

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

**Learning areas:**

Level 2 and level 3 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect

Level 2 and level 3 Social Sciences – Roles and responsibilities in groups.

### Resources

Copysheet: **Is It Right?** (Cut up into sets for group work. Choose scenarios from the copysheet that suit the experiences and abilities of your class. You may choose to include some situations of your own.)

Copysheet: **Honesty Pays** (Either one for group work, or one copy enlarged to A3. This

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## **Success criteria**

Students can:

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

## Learning experience: Is it right?

### Learning intentions

At the end of this learning experience students will be able to:

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

### Activities

#### 1. Is it right?

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. This definition could look like:

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

Wrong: dishonest or immoral, bad.

Put students into groups. Give each group a set of the cards made from Copsheet: **Is It Right?** 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.*

#### 2. Honesty pays

Show students Copsheet: **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.*

## Copysheet: Is It Right?

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

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### 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.