

Doing the Right Thing

Focus area 2

Years 7-8

This section contains one of the following Focus areas from **Doing the Right Thing** for students at years 7–8 (ages 11–12):

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

Definitions

Conscience: Moral sense, principles, scruples, sense of right and wrong, still small voice.

Temptation: The state or quality of being tempted; a desire to do something.

Key messages

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 focus area will help clarify students' understanding of the values of:

- honesty
- truthfulness
- compassion
- responsibility
- fairness.

Curriculum links

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

Learning areas:

Level 3 and level 4 Health and Physical Education – Strand A: Personal identity; Strand C: Identity, sensitivity, and respect

Level 3 and level 4 Social Sciences – Roles and responsibilities in groups.

Resources

Copysheet: **Role Play Cards**

Classroom space for role-plays

Success criteria

Students will role-play someone making a good choice.

Learning experience 1: The right choice

Learning intentions

As a result of this learning experience students will be able to:

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

Activities

1. Definitions

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

Conscience: Moral sense, principles, scruples, sense of right and wrong, still small voice.

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

Temptation: The state or quality of being tempted; a desire to do something.

2. Scenario

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 your parents 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 for it.

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. Choices

Divide students into groups of four. Give each group one of the role-play situations, taken from Copsheet: **Role Play Cards**. 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.

Copysheet: 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 Muslim 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.