



Lesson 1 Dale & Kyle's Dilemma

You will need:

- Finders Keepers Interactive Storybook
- **RESOURCE 1.1**
Finding Valuables Factsheet - enough for each group
- **RESOURCE 1.2**
Dilemma Cards - enough for each group
- **RESOURCE 1.3**
Dilemma Discussion Sheet - enough for each group
- **RESOURCE 1.4**
Stop and Think Sheet- enough for each group
- **RESOURCE 1.5**
Pupil Recording Sheet - enough for each group

Lesson Outcomes

Pupils are aware of the law relating to found or lost money/personal items.

Children explore the law in relation to found money.

Pupils consider what the boys should do and explore reasoning skills to help make moral decisions.

The Activity

- Read through the Finders Keepers Interactive Storybook, exploring all the clicks, getting to know the characters, their motivation and beliefs about finding money.
- As preparation, ask the children to conduct a 'draw and write' activity as follows:
 1. Ask them to draw a picture of the person that lost the money.
 2. Draw or write what the person was going to do with the money before they lost it.
 3. Draw and write how they got the money in the first place.
- Ask the class to discuss and share their answers, taking note of any normalised behaviours or stereotypes around money.
- Working in groups, distribute the Dilemma Cards and discuss the dilemmas faced by Dale and Kyle. Invite the class to consider a range of outcomes and whether they feel they are right or wrong.
- It may be useful to use a storyboard or story writing activity to help them step through the timeline of consequences. It may even be useful to consider how the person that lost the money might become involved positively or negatively. At this point encourage pupils to challenge each other but don't lead the discussion in terms of 'moral right and wrong' at this point in the lesson.
- Using the Stop and Think sheet ask them to consider the dilemma, then using the Dilemma Discussion Sheet ask them to write why they think they should keep the money (Yes...because) and why they shouldn't keep the money (No...because).
- Once the class has come to a consensus on the 'right thing to do', in pairs or small groups give each a Pupil Recording Sheet and ask them to role play the situation as Dale and Kyle and explore some strategies and responses.
- Ask them to write these on the sheet and then feed back to the class. If they feel confident to do so, ask them to role play their responses for the class.



If a person finds money and they know who it belongs to, but they don't give it back, it is seen as theft in law. If the money isn't on someone's property and there is no way of knowing who the money might belong to (and there are no obvious clues to whose it is), then you should still hand it in to the police or get a safe adult to help you.

If a person finds something (such as a wallet) and does not hand it in to the police or a lost property office near to the place it was found, (so the person who lost it can know it has been found) this is also theft.

It is also against the law to take money that has been purposely hidden. This law is called Treasure Trove. You must hand it into the police or tell them.

If the object or the money is not claimed within a period of time, usually 3 months, then the finder becomes the owner!

Sometimes things are very old, or important for history. It will be necessary for the government to decide if these things will go to a museum to be looked after or if the finder can keep them.



Kyle and Dale have found a bundle of bank notes in the street.
They don't know who it belongs to.
They both think about what the money could buy.

Should they keep some of the money?

Kyle and Dale have found a bundle of bank notes in the street.
They don't know who it belongs to.
They both think about what the money could buy.

Should they touch the money?

Kyle and Dale have found a bundle of bank notes in the street.
They don't know who it belongs to.
They both think about what the money could buy.

Should they give the money to their Dad?

Yes because...



No because...

STOP AND THINK...

Person: (e.g. Kyle or Dale)

What they did

Test it out with the questions below.

Could it make someone feel bad? (Who?)

How might they feel?

Is it safe? Are they sure?

Is it right or wrong to do this?

What could happen next?

Who or what might help them decide what to do?

