



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

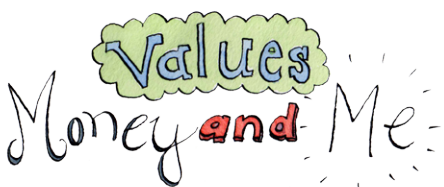
Pupils are aware of the law relating to found or lost money/personal items.

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.





Lesson 2 You Decide

You will need:

- **RESOURCE 2.1**
Continuum stations
(Totally acceptable / Totally unacceptable) placed either end of a line.
- **RESOURCE 2.2**
Money scenario.
- **RESOURCE 2.3**
Money cards
(denoting the amount they find).

Lesson Outcomes

Pupils will be able to consider moral dilemmas in relation to found money.

Pupils will be able to explore their values about money.

The Activity

- The activity is designed to help the children explore different attitudes to found money.
- Explain that there may be no clear answer to the questions, explain the meaning of 'acceptable' - you may wish to substitute 'okay' depending on age.
- Give each child or pair a card with an amount of money on it. Using the Dilemma Scenario Statements read each (or selected ones) out and ask the children to decide where they would stand on the line (standing on the line or placing a bean bag or some kind of marker on the line) - depending on age and ability they can do this as a group, or in pairs.
- Use the discussion to explore how their moral standpoint / perception of consequence may vary depending on how much money is involved or who they believe it belongs to / the consequence of keeping it. Discuss if this is right or wrong. (*Note: The law remains the same regardless of the amount found.*)
- Encourage them to raise different opinions and to discuss the issues that arise and remain aware that moral perceptions will vary.





Lesson 3 Good Neighbours

You will need:

- **RESOURCE 3.1**
Body Outline - enough per group.
- **RESOURCE 3.2**
What Makes a Good Friendship cards - enough per group.
- **RESOURCE 3.3**
Good Neighbour Charter template - enough per group.

Lesson Outcomes

Children explore the value of relationships, considering what makes a good citizen/neighbour and how this might impact on their behaviour toward others.

The Activity

- Working in groups, distribute a What Makes a Good Friendship card to each group and ask them to write all the things they can think of in and around the Body Outline.
 - This part of the lesson explores close relationships and will be used to set boundaries later for appropriate expectations in less close relationships (such as neighbours). There are 4 different cards to help share the discussion.
 - Some key concepts to elicit are: **Positives**: trust, caring, support, having fun, being yourself, feeling accepted, speaking, listening, disagreeing, being individual, celebrating diversity, hugs (if it is okay for both friends), saying how you feel, holding hands, casual touching, manners and politeness, respect.
Negatives (not okay): bullying, coercion, lying, being unkind, being 2-faced/ exclusive, touching if it is not appropriate or consenting, mocking, over-influencing, being insensitive to feelings etc., telling people what to do, when a safe adult should be informed/asked.
 - Feedback to the class and make a display with the Body Outlines.
 - Next, ask the children to draw a circle round the things that are okay in both a friendship but also in a less close friendship (such as with a neighbour) e.g. manners, friendly.
 - Using a new blank outline, ask them to add the things that are okay in a less close friendship and any more. Be sure to reinforce what is not okay*.
 - Next, working in their groups, ask the children to devise a charter, using the Good Neighbour Charter template, outlining how they can be a good neighbour.
 - Encourage them to think of things they would try to do (e.g. be polite, say hallo) and try not to do (e.g. make too much noise, go in their garden without asking).
 - Discuss the charters and decide on the best points from all charters to make a class charter.
- * You may wish to add a discussion about what you should do, who you should tell, if you feel that someone has acted inappropriately.*

