Lesson Overview: Right or Wrong?

**STRAND:** Social Behaviour & Community

**STAGE:** Foundation

**LESSON:** Right or Wrong?

**Lesson Duration:** Variable up to 60 minutes, by agreement with centre staff, dependent on whether lesson is delivered as a whole, or in parts and how pupils respond.

**AIM**
- To know what is right and wrong.

**SKILLS**
- S (PD) 2, S (SD) 1, 2, 4, 5, S (M&S) 1, 2, 4, S (WB) 1, 2, 3, S (O) 3, 10, S (R) 4, S (W) 4
- S (K&U) 3, 5, 12, 18, 19.

**RANGE**
- R (PSWC) 3, 4, 7, 8, 11, R (O) 3, R (K&U) 2, 5, R (K&U) PP 9, R (K&U) TP 4

**LITERACY ACROSS THE CURRICULUM**
This lesson includes the following aspects from the literacy /numeracy framework:
- Speaking - L(O) sp
- Listening - L(O)l
- Collaboration and discussion - L(O)cd

**OBJECTIVES**
- To have respect for, to show care consideration for others & take responsibility for their actions.
- For the pupils to understand that rules are essential in an ordered community.
- To know what is fair and unfair and what they believe to be right and wrong actions.
- To practice making decisions.

**CHILDREN’S LEARNING OBJECTIVES**
- To have respect for, to show care consideration for others & take responsibility for their actions.
- How to care about others and how what you do can make people feel happy/sad.
- What are rules?
- Why do we have rules?

**KEY WORDS**
- rules, laws, right, wrong, sad, angry, scared, happy
RESOURCES
- A4 copies of key words.
- Whiteboard and marker pens.
- Copy of the Centre/Classroom rules.
- Tarian Puppet.
- Feelings picture cards.
- Pair of A3 display situation photographs, 1 each showing right and wrong behaviour.
- Group sets of A4 situation photographs showing right and wrong behaviour.
- Individual symbol cards for each pupil either: green smiley/red sad face, green thumbs up/red thumbs down, green tick/red cross.
- Pair of A4 officer display symbol cards: smiley/sad face.
- Classroom hoops.
- Stickers as rewards

ACTIVITIES

SUGGESTIONS FOR PREPARATORY WORK
- Discuss, agree and display classroom/school rules
- Discuss why there are rules and what happens in school if you break a rule?
- Discuss/agree consequences of breaking rules, e.g. Time Out.
- Discuss how you and others would feel if you broke a rule

INTRODUCTION
- Ensure that the link with the previous lesson is explained.
- Agree Golden Rules.
- Clearly outline the classroom agreement about confidentiality.
- Explain – display the learning objectives and key words.

MAIN ACTIVITIES
- Baseline exploration & consolidation of pupils’ existing knowledge of what rules are & why they exist.
- Use of Right/Wrong photographs for whole class modeling & discussion of both appropriate and inappropriate behaviour.
- Group Right/Wrong sorting activity to distinguish between right and wrong behaviour using age-appropriate situation photographs.
- Whole class feedback through discussion, allowing the class to express their views and ideas to understand how they arrived at their decision.
- Freeze frame extension activity to explore how to realistically change Wrong behaviour to Right.

REVIEW/PLENARY
- Tell Tarian Time.

TEACHER FOLLOW-UP ACTIVITIES
For more detailed information and resources see the teachers’ section of the www.schoolbeat.org website.