



# THE ALL WALES POLICE SCHOOL LIAISON CORE PROGRAMME

## Lesson Overview: Right or Wrong?



<b>STRAND:</b>	Social Behaviour & Community	<u>Lesson Duration:</u> 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.
<b>STAGE:</b>	Foundation	
<b>LESSON:</b>	Right or Wrong?	

### 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



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### 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](http://www.schoolbeat.org) website.