

Values

Money and Me

DO THE RIGHT THING

KS1 Learning Resources



# UNIT OVERVIEW

KS1 | DO THE RIGHT THING

## Story Overview

This unit centres on Lily and the moral dilemmas she faces as she tries to be popular at school by bringing the 'best' donation for the charity auction event. Children will explore a range of choices and consequences and develop their sense of moral values in relation to their wants and needs.

Read through and explore the KS1 interactive story book and do the following interactive activities linked to the story.

## Baseline and Assessment

Conduct the quiz as a baseline for unit, using the activity to identify gaps in the children's knowledge and understanding and to set the agenda for learning. Record scores for children on score sheet (this is in the teachers area).

Repeat the quiz as a follow up for unit - record follow up scores for children on the score sheet to evaluate their improvement over the unit.

## Learning Objectives

## Lesson Overview for this Unit

Although we have suggested delivering this unit as separate lessons these can easily be combined together or split down further to suite and your classes needs.

### Lesson 1: Lily's Dilemma

Using the interactive story, children explore the choices that Lily makes and the consequences of various options she may choose in relation to taking a valuable ring from her mother's jewellery box for the charity auction at school. Pupils explore through discussion and role play.

### Lesson 2: What's the Value?

By exploring objects in their own life (based on an item they will bring in from home, such as a photo or toy), children will begin to understand the sentimental and emotional value that people attach to objects and how this is sometimes as (or more) important than the monetary value. They will consider the value of the experiences they attach to objects.

### Lesson 3: Things that Money Can't Buy

Children will explore the value of their actions and consider that some jobs or chores will be done for altruistic reasons or to add value to relationships, using the kindness calculator sheet.

## Working Together: Activities to Explore at Home

We suggest that the children read the story at home with their family if this is practical and appropriate. This will familiarise the family with the unit and it's content and promote discussion on the issues raised. They can view online or you can provide a printed version from the teachers' area.

Parents help child to select a sentimental object to take into school for lesson 2 (or take in a photograph of it)

Take home copy of the Kindness Calculator sheet. Children ask their parents to consider a job/s they do to help their children and family and work with the child to calculate how many 'smiles' they think it is worth.

Read VMM  
ground  
rules here



# LEARNING OBJECTIVES

KS1 | DO THE RIGHT THING

Met?	Ref	Links to PSHE Outcomes
	<b>2a</b>	To take part in discussions with one other person and the whole class.
	<b>2c</b>	To recognise choices they can make, and recognise the difference between right and wrong.
	<b>2f</b>	That they belong to various groups and communities, such as family and school.
	<b>4a</b>	That family and friends should care for each other.
	<b>4d</b>	To recognise how their behaviour affects other people.
Met?	Ref	Links to Financial Capability KS1 (PFEG)
	<b>FR2</b>	The value of money – begin to talk about the value of money.
	<b>FC5</b>	The cost of unexpected loss – understand the consequences of losing money or having it stolen.
	<b>FU4</b>	Recognise that there are both predictable and unpredictable sources of money.

# FRAMEWORK REFERENCE

KS1 | DO THE RIGHT THING

Met?	Links to Spoken Language Years 1 to 6
	Listen and respond appropriately to adults and their peers.
	Ask relevant questions to extend their understanding and knowledge.
	Articulate and justify answers, arguments and opinions.
Met?	Links to Reading Comprehension Year 1
	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
	Being encouraged to link what they read or hear read to their own experiences.
	Discussing the significance of the title and events.
	Making inferences on the basis of what is being said and done.
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about what is read to them, taking turns and listening to what others say.
Met?	Links to Reading Comprehension Year 2
	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Discussing the sequence of events in books and how items of information are related.
	Drawing on what they already know or on background information and vocabulary provided by the teacher.
	Making inferences on the basis of what is being said and done.
	Answering and asking questions.
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# FRAMEWORK REFERENCE

KS1 | DO THE RIGHT THING

Met?	Links to Writing Composition Year 1
	Saying out loud what they are going to write about.
	Composing a sentence orally before writing it.
	Sequencing sentences to form short narratives.
	Re-reading what they have written to check that it makes sense.
	Discuss what they have written with the teacher or other pupils.
Met?	Links to Writing Composition Year 2
	Writing narratives about personal experiences and those of others (real and fictional).
	Writing about real events.
	Planning or saying out loud what they are going to write about.
	Encapsulating what they want to say, sentence by sentence.
Met?	Links to Mathematics Year 1
	Recognise and know the value of different denominations of coins and notes.
	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
Met?	Links to Mathematics Year 2
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
	Find different combinations of coins that equal the same amounts of money.
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Date of unit	
Delivered by	







## Lesson 1 Lily's Dilemmas

You will need:

- Do the Right Thing KS1 - Interactive Storybook
- **RESOURCE 1.1**  
Dilemma Cards - enough for each pupil, group or pair (cut and folded)
- **RESOURCE 1.2**  
Stop and Think sheet - enough for each pupil, group or pair
- **RESOURCE 1.3**  
Different Endings storyboard/s - enough for each pupil, group or pair
- **RESOURCE 1.4**  
Role play masks - for use in role play to explore dilemmas (optional)

## Lesson Outcomes

Children will explore choices and consequences and develop the skills needed to make moral decisions around earning or making money.

## The Activity

- As you read the Interactive Storybook, stop at each of the three points in the story where the characters face dilemmas. Distribute the appropriate Dilemma Cards and discuss what they think the characters should do. Once they have chosen an outcome ask them to 'test' it out, exploring the possible consequences using the Stop and Think sheets (you can also use these sheets on the whiteboard as a group discussion pathway).
- Repeat this process for each of the dilemmas. Alternatively you can discuss and/or use role play to further explore the issues.
- Next ask the children to either write the alternative ending for the story based on Lily 'doing the right thing' or alternatively complete the Different Endings storyboard/s provided. Encourage them to be creative in changing the course of events. The story board concentrates on the two key decision points for Lily, one affecting the other.
- If you need to differentiate the activity you can use the 2 additional versions of the storyboard with the first outcome already filled in. Half the class use A and half use B and then compare outcomes.


## Extend: Mathematics

- Look at page 5 of the story. Which item made the most money at the auction?
- Which made the least money?
- Can you use a calculator to work out the total amount made?
- Draw the coins needed to pay for various items (robot, toy cat etc.).
- Express price in pence as proportion of pounds e.g.: 75p = 0.75.

Take the  
quiz here



## DILEMMA CARDS

 Cut out individual cards, fold on centre line and stick back to back

**Dilemma 1**

Lily has found an old ring in her mum's jewellery box.

"Mum never wears it so she won't even miss it," says Lily to herself.

Lily thinks it might make some money for the Charity Auction and she really wants to impress her teacher.

**What should Lily do?**

1. Take the ring to the auction and make lots of money
2. Make do with the beans and the soap
3. Ask mum if she can take the ring for the auction
4. Something else

**Dilemma 2**

Lily and her mum are at the Charity Auction. Her mum spots the ring on the table and says

"Ooh Lily that ring looks just like your grandma's old ring... I wonder who brought that ring?"

Lily already knows who the ring belongs to.

**What should Lily do?**

1. Tell her mum the truth about the ring
2. Keep quiet and say nothing
3. Try to get the ring back and hope Mum doesn't find out
4. Something else

**Dilemma 3**

Lily's mum realises that the ring IS grandma's old ring and it is about to be sold in the auction!

"Oh No," thinks Mum... "How did the ring get there?"

Everyone is waiting to start the auction.

**What should Mum do?**

1. Tell the teacher she didn't give the ring to the auction
2. Buy the ring back and talk to Lily about it later
3. Let someone else buy the ring for charity
4. Something else

# STOP AND THINK QUIZ

Person: .....

What they did

**Test it out with the questions below.**

Could it make someone feel bad? (Who?)

How might they feel?

Is it right or wrong to do this?

What could happen next?

Who or what might help them decide what to do?



# DIFFERENT ENDINGS

VERSION 1 NEUTRAL ENDINGS

Lily finds the ring



Later, at the auction...



# DIFFERENT ENDINGS

VERSION 2 NEGATIVE OUTCOME

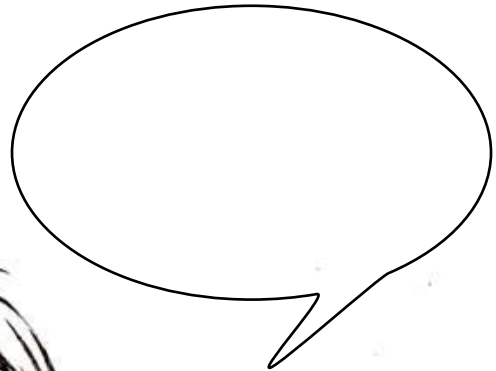
**Lily finds the ring but tells mum a lie!**

I was just playing with the jewellery mum - I've put it all back now!

Good girl Lily!



**Later, at the auction...**



# DIFFERENT ENDINGS

VERSION 2 POSITIVE OUTCOME

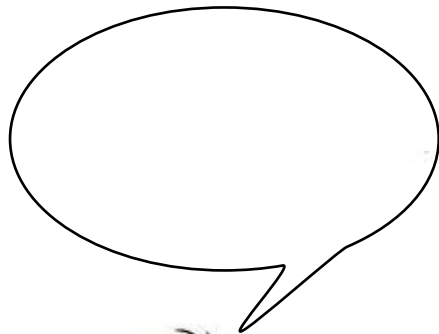
## Lily finds the ring - but asks mum

Mum, can I take this old ring for our charity auction at school?

Oh gosh no, that was grandma's ring - it is very precious to me. How about taking this necklace instead?



## Later, at the auction...

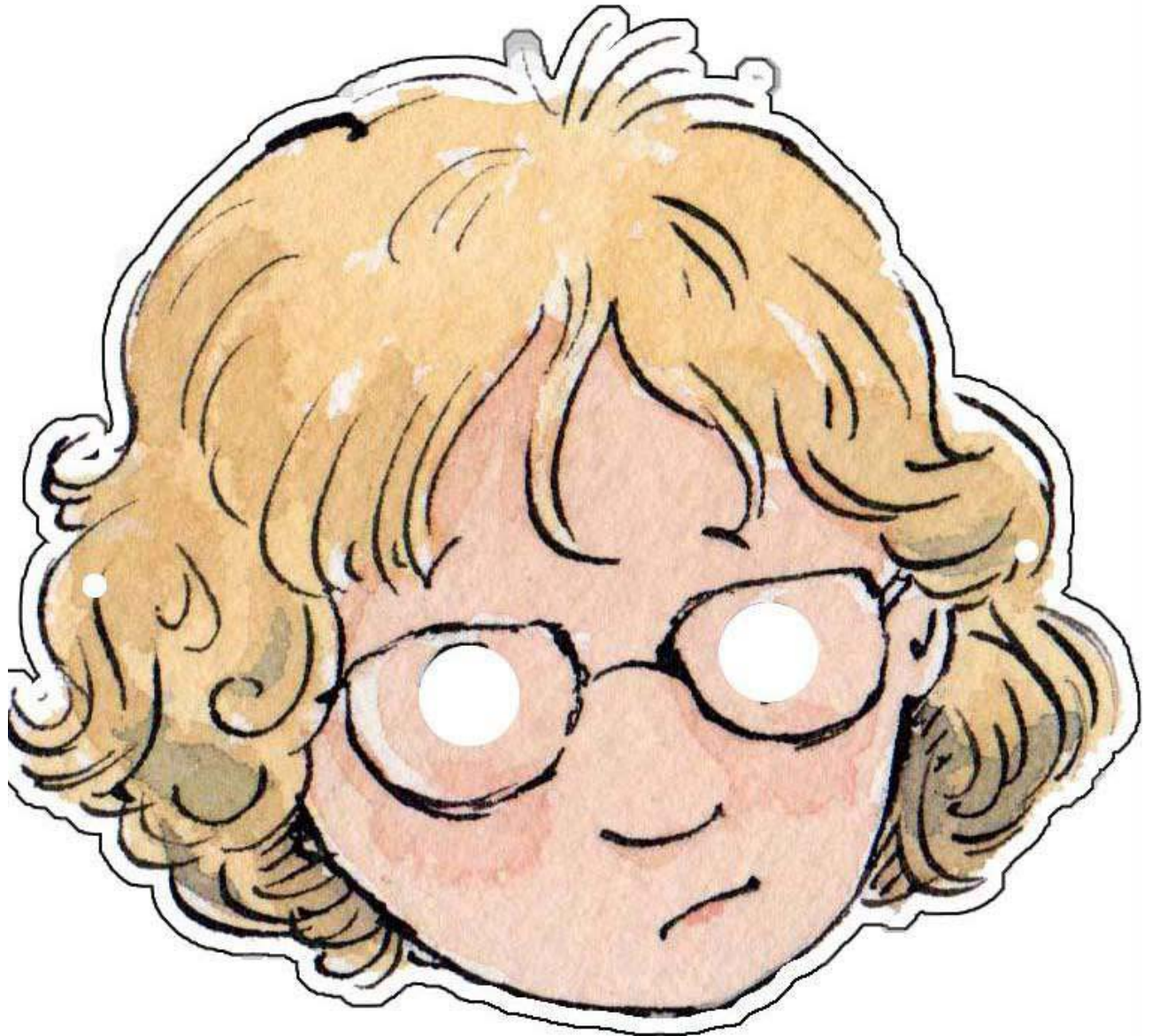






# DILEMMA ROLE PLAY MASKS

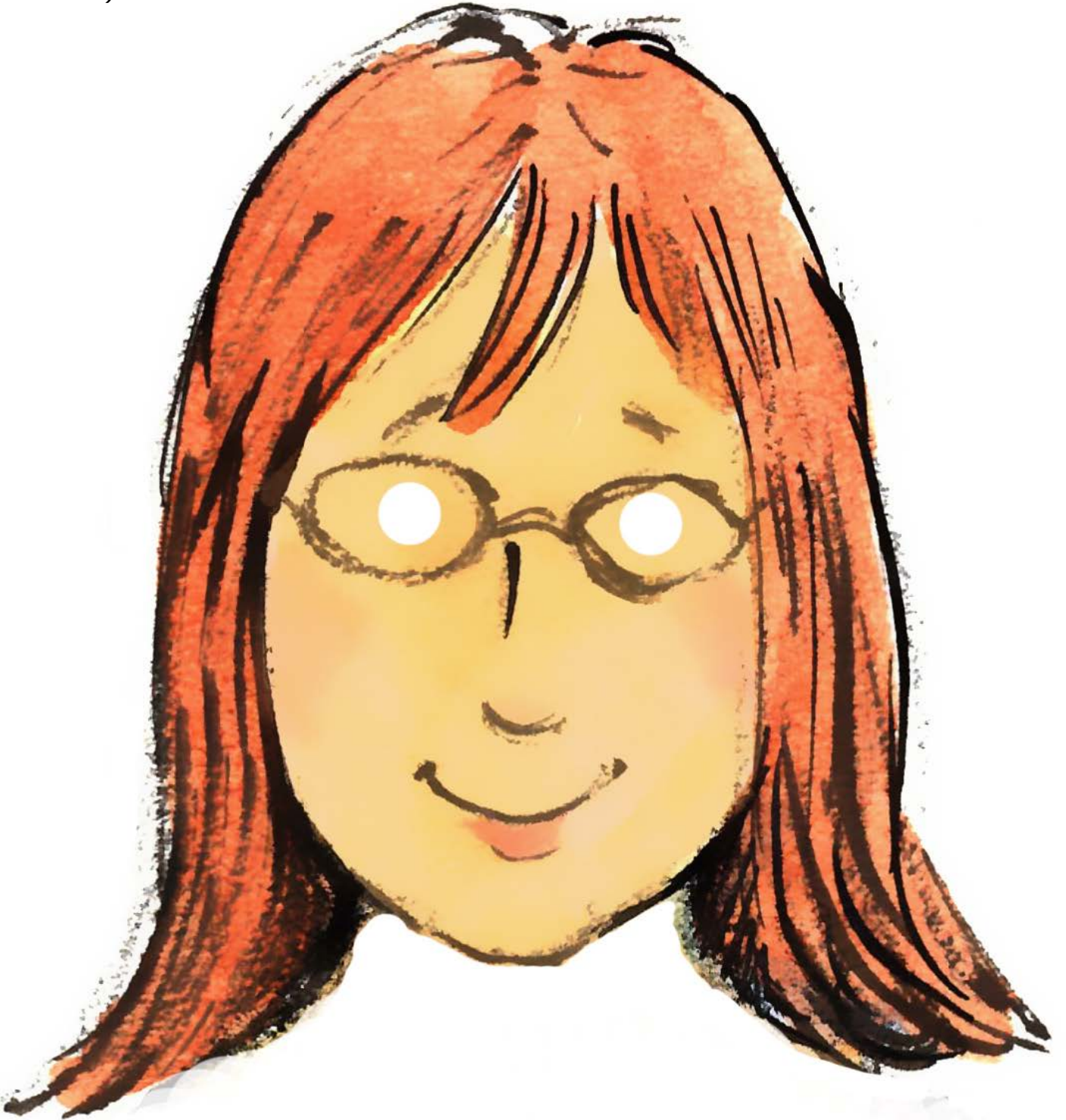
✂ Make masks for your role play by printing the character face onto card and securing with elastic or make a 'lollipop' using a pencil (remember to cut out the eye holes!)





# DILEMMA ROLE PLAY MASKS

✂ Make masks for your role play by printing the character face onto card and securing with elastic or make a 'lollipop' using a pencil (remember to cut out the eye holes!)





## Lesson 2 What's the Value?

You will need:

- Do the Right Thing KS1 - Interactive Storybook
- **RESOURCE 2.1**  
What's the Value - activity sheet

## Lesson Outcomes

Children will begin to understand the sentimental and emotional value that people attach to objects and how this is sometimes as (or more) important than monetary value.

Children will begin to understand the value of objects beyond their monetary value as well as the value of the experiences they attach to objects.

## The Activity

- Using the story and the previous 'Lily's Dilemma' activity in lesson 1 as a stimulus, discuss why grandma's ring might be so precious to mum. Encourage them to think about sentimental items that their family may have and write some of them down (photographs, objects etc.).
  - Working in small groups or pairs, ask the children to think about an object that is very precious to them, such as a stuffed toy, blanket, photograph of a family member etc.
  - The activity works well if you prepare the group prior to the session and ask them to bring in their precious objects, or a photograph of the object if this is not practical. Make sure they have parental permission.
  - Ask them to draw their 'precious thing' or stick a photograph of it on the sheet and then to write down what they think the monetary value of the object is (if they don't know ask them to estimate or use a generalisation such as 'a lot', 'a bit', 'not much').
  - Next ask them to estimate how much it is worth to them.
  - How much would they sell it for / would they sell it?
- Next ask them to write down why the object is special to them including the story of how it came to be theirs and any people associated with the object.
  - Make a display with the completed sheets.

Take the  
quiz here





# WHAT'S THE VALUE QUIZ

Your special thing



What do you think it is worth in money?



What is it worth to you?



Why is it special/precious to you?





## Lesson 3 Things That Money Can't Buy

You will need:

- **RESOURCE 3.1**  
Things That Money Can't Buy scenarios - enough for each group or pair.
- **RESOURCE 3.2**  
Kindness Calculator sheet - enough for one each.

## Lesson Outcomes

Children will explore the value of their actions and consider that some jobs or chores will be done for altruistic reasons or to add value to relationships.

## The Activity

- Ask the children to think of helpful things that they have done over the past few weeks, or to recall nice things they have done to be helpful (you may need to help them). You can use the pre-set ones on the scenario cards as well.
- Fill in the blanks with children's ideas, add them to the preset cards provided and distribute the scenarios amongst the children. Ask them to work in pairs. Depending on ability and age you may wish to work as a whole class or group with the teacher leading the activity.

Ask the children to score the scenario using the kindness calculator sheet, add up the totals for their scenario and try to think how they could add even more value to their actions.



- Ask them to compare their scores and ideas and to discuss what makes something "valuable". Encourage them to consider the material and non-material value of actions and objects, why we do acts for others without expecting to be paid and what we gain from being altruistic.

## Working Together: Activities to Explore at Home

Ask children to take a copy of the Kindness Calculator sheet home. Ask them to work together with the adults who care for them to consider jobs the adults do to help them and the family.

Calculate how many smiles they think it is worth. They can also consider some of the jobs they help with and what the adults think they are worth in smiles.

Hopefully this will help them to appreciate the value of what we do for each other better.

Take the  
quiz here





# SCENARIOS



Cut out individual cards

Helping with  
tidying your  
bedroom

Listening to a  
friend who is  
feeling sad

Helping to  
collect a metre  
of pennies for  
charity

Selling your  
old toys on the  
internet

**Your idea**

**Your idea**

**Your idea**

What you did

1. How much did it help someone else?

- Not at all
- A bit 😊
- A lot 😊😊

2. How much did it help someone feel good/happy?

- Not at all
- A bit 😊
- A lot 😊😊

3. How much did it make you feel good about yourself?

- Not at all
- A bit 😊
- A lot 😊😊

4. How many things did you give or do that money just can't buy?

- Kindness 😊
- Support 😊
- Was grown up 😊
- Listened 😊
- Time 😊
- Helped someone feel happier 😊

5. How 'valuable' do you think the thing you did was worth in smiles?

Not at all

- 1 😊
- 2 😊😊
- 3 😊😊😊
- 4 😊😊😊😊
- 5 😊😊😊😊😊

Really Valuable

## My totals are

I got this much money

I got this many smiles 😊

What could you do to add even more smiles to what you did?

Charity auctions are fun community events and a good way to raise money for a charity.

There are 2 types of charity auction:

### Silent auction

You publish a list of items and invite people to make bids in writing by the end of a certain time period. The highest bidder gets the item.

### Live auction

People gather at a venue to place bids by shouting out or holding up signs for their bids. People can also leave a sealed bid\* to add to the auction on the day, if they cannot go in person. You may need an auctioneer (somebody in charge and announces the bids) to make sure things run smoothly.

### Things you will need to think about if you have a live auction:

- Advertising
- Organise a large enough venue
- Provide an opportunity for sealed bids (when someone can't come to the event but leaves a bid to include on the day)
- Have refreshments available (another useful way to raise money!)

### Obtain the items for your auction, such as:

- Second hand items in good condition
- Items donated by businesses, sports teams and local celebrities
- Buy items to sell. If you buy items to sell you must fix reserve prices (the lowest bid you will accept) to make sure they sell for more than you paid!
- Auction one big item such as a holiday donated by a local travel company

### Advertise your auction well. Contacting the local media and making flyers are good ideas.

- Be very organised on the day
- Explain to everyone exactly how the auction will run
- Make a careful note of who has made the winning bids
- Agree how the money will be accepted from winning bidders
- After the auction make sure you let everyone involved know how well it went and how much money was raised for your good cause

\*A sealed bid is when people write how much they are prepared to pay for an item and seal it in an envelope. The envelopes are opened and the 'bids' added to all the others on the day.





# FACTSHEET

## CHARITY AUCTION BIDDING LOG

**Auctioneer:** .....

Lot number	Item	Reserve price	Sale price	Buyers name
		<b>Target total</b>	<b>Actual total</b>	



## Collect items for the auction

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Check they are safe and not broken

Check you are allowed to sell them - decide 'reserve price'

Name/s of person/people with the job of quality controller (role: to check the items are clean and not broken)

.....

## Advertise your auction (publicity / marketing)

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Poster

Leaflet

Website / internet / school newsletter

Letter to parents/carers

Name/s of person/people with the job of making publicity

.....

## Set up the auction room

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Tables for auction items

Chairs

Auctioneer table and gavel (a special wooden hammer for auctions that is banged on the desk when an item is sold)

Door monitor to welcome people in

Name/s of person/people with the job of room organising / door monitors

.....

Name/s of person/people with the job of organising and selling refreshments

.....

Name/s of Treasurer/s to collect and count the money and record on auction bidding log sheet

.....

Auctioneer/s

.....



**Dear Parent/Carer**

Your child has been working hard on the Values, Money and Me programme. She/he is bringing this activity home in the hope you can do some learning together that they can take back into school.

The unit we have been working on is called Do the Right Thing. The lessons in this unit are:

**Lesson 1: Lily's Dilemma**

Using the interactive story, children explore the choices that Lily makes and the consequences of various options she may choose in relation to taking a valuable ring from her mother's jewellery box for the charity auction at school. Pupils explore through discussion and role play.

**Lesson 2: What's the Value**

By exploring objects in their own life (based on an item they will bring in from home, such as a photo or toy), children will begin to understand the sentimental and emotional value that people attach to objects and how this is sometimes as (or more) important than the monetary value. They will consider the value of the experiences they attach to objects.

**Lesson 3: Things that Money Can't Buy**

Children will explore the value of their actions and consider that some jobs or chores will be done for altruistic reasons or to add value to relationships, using the kindness calculator sheet.

*We would like you to do the following activities if it is practical (or more if you wish)*

- Read the Do the Right Thing interactive story online with your child.

This can be found at: [www.valuesmoneyandme.co.uk/teachers/do-the-right-thing-ks1](http://www.valuesmoneyandme.co.uk/teachers/do-the-right-thing-ks1)

- or read the story sheets provided by the teacher.
- Help your child to select a sentimental object to take into school for lesson 2 (or take in a photograph of it).
- Using the Kindness Calculator Sheet, work with your child to consider jobs you do to help them or other children and family members. Calculate how many 'smiles' you think it is worth.

