DO THE RIGHT THING

KS1 Learning Resources
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 storybook and do the following interactive activities linked to the story.

Baseline and Assessment

Conduct the quiz as a baseline for the 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 the score sheet (this is in the teachers’ area).

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

Learning Objectives

Each Lesson Outline includes the learning outcomes children should achieve.

Unit links to PSHE Association Guidelines, the Financial Education Planning Framework from Young Money (formerly pfeg) and the National Curriculum are overleaf.

Lesson Overview for this Unit

Deliver as separate lessons, combine or split down further to suit your children’s needs. See each Lesson Outline for more detail.

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 its 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 the child to select a sentimental object to take into school for lesson 2 (or take in a photograph of it).

Take home a 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.
## LEARNING OBJECTIVES

### KS1 | DO THE RIGHT THING

#### Links to PSHE Outcomes

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<thead>
<tr>
<th>Met?</th>
<th>Ref</th>
<th>Links to PSHE Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>R2.</td>
<td>to identify the people who love and care for them and what they do to help them feel cared for</td>
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<td>R8.</td>
<td>simple strategies to resolve arguments between friends positively</td>
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<td>R21.</td>
<td>about what is kind and unkind behaviour, and how this can affect others</td>
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<td>R24.</td>
<td>how to listen to other people and play and work cooperatively</td>
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<td>R25.</td>
<td>how to talk about and share their opinions on things that matter to them</td>
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#### Financial Education Planning Framework 5-7 years (Young Money)

- **How to manage money**
  - Value of coins and notes
  - I know the value of the coins and notes I use and can put them in the correct order of value.

- **Understanding the important role money plays in our lives**
  - Where my money comes from
  - I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given.
<table>
<thead>
<tr>
<th>Met?</th>
<th>Links to Spoken Language Years 1 to 6. Pupils should be taught to:</th>
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<tbody>
<tr>
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<td>Listen and respond appropriately to adults and their peers.</td>
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<td>Ask relevant questions to extend their understanding and knowledge.</td>
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<td></td>
<td>Articulate and justify answers, arguments and opinions.</td>
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### Met? Links to Reading Comprehension Year 1. Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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.

Understand both the books they can already read accurately and fluently and those they listen to by:

- 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. Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- 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.
### Met? Links to Writing Composition Year 1. Pupils should be taught to:

- Write sentences by:
  - 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. Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.

- Consider what they are going to write before beginning by:
  - 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. Measurement. Pupils should be taught to:

- Measure and begin to record the following:
  - 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. Measurement. Pupils should be taught to:

- 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.

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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:
• Choose and justify a response to a dilemma around money.
• Identify the consequences of a decision.
• Make a simple moral decision around money.

Lesson Structure

Starter Activity
• Conduct the unit quiz to establish a baseline of the children’s understanding for this unit.
• Introduce the concept of honesty. Ask the children to share examples of when it’s important to be honest, including in relation to using or taking things that don’t belong to them.

Main 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 storyboard 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.

Plenary Activity
• Ask children to give examples of what feelings someone might have when they realise someone has taken something that’s precious to them. How might this affect that person? What might happen to the person who took their belongings?
• Discuss what can help the children to decide what to do, including their understanding of ‘right’ and ‘wrong’, and their own feelings about any action they are about to take.

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 a proportion of pounds e.g.: 75p = 0.75.

Take the quiz here
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?
Lily finds the ring

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

Oh gosh no, that was grandma’s ring – it is very precious to me. How about taking this necklace instead?
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!)
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:
• Know that objects can have sentimental value as well as monetary value.
• Describe why an object is precious to them.
• Understand that money cannot always replace the value of a precious item.

Lesson Structure

Starter Activity

• Ask children to remind you of an example of when they need to distinguish between 'right' and 'wrong', and what can help them to make the right choice.
• Introduce the idea that an item can be 'precious' to us. Invite children to share examples of something they own that they might not like to lose, and something they would very much not wish to lose. Use their examples to explore the idea of 'precious'.

Main 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.

Plenary Activity

• Ask children to share their completed sheets with the class. Use their examples to highlight that it’s not always the same if we replace something lost with a new one, like a favourite soft toy. Discuss why this is: it’s because the children attach memories and experiences to that particular item. Invite pupils to share other examples of things that are precious in this way to someone in their family.
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:

• Recall some helpful things they have done for others.

• Understand that helpful acts have a value that can be non-material.

• Explain how helping others feels, for themselves and for the person they help.

Lesson Structure

Starter Activity

• Ask the children what it means to be ‘helpful’ or ‘kind’ to someone else.

Main 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.

Plenary Activity

• Ask the children to share some reasons to be helpful to others (and how this makes children and those they help feel).

• Go round the room and share ideas for how children could be helpful at school and at home.

• Repeat the unit quiz and evaluate the children’s progress.

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.
Cut out individual cards

<table>
<thead>
<tr>
<th>Scenarios</th>
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<tbody>
<tr>
<td>Helping with tidying your bedroom</td>
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<tr>
<td>Listening to a friend who is feeling sad</td>
</tr>
<tr>
<td>Helping to collect a metre of pennies for charity</td>
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<tr>
<td>Selling your old toys on the internet</td>
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</tbody>
</table>

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?

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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.
<table>
<thead>
<tr>
<th>Lot number</th>
<th>Item</th>
<th>Sealed bid amount</th>
<th>Bidder’s name</th>
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Auctioneer: .................................................................

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<tr>
<th>Lot number</th>
<th>Item</th>
<th>Reserve price</th>
<th>Sale price</th>
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</table>
Collect items for the auction

☐ 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)

Set up the auction room

☐ 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

Advertise your auction (publicity / marketing)

☐ Poster
☐ Leaflet
☐ Website / internet / school newsletter
☐ Letter to parents/carers
Name/s of person/people with the job of making publicity

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.

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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.
Record the initial quiz scores here. After the unit is completed, repeat the quiz and enter the post-test scores. You should see an improvement if the teaching has been successful. For a more thorough evaluation use the learning outcomes assessment grid in the Unit Overview sheet.

<table>
<thead>
<tr>
<th>Pupil name</th>
<th>Initial quiz score</th>
<th>Post-quiz score</th>
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</tbody>
</table>

Totals