



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 hello) 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.*



Lesson 4 Bert's Shopping Challenge Calculator

You will need:

- Bert's Shopping Online Calculator
- **RESOURCE 4.1**
Pension Factsheet
- Access to computers and the internet
- **RESOURCE 4.2**
Make a Meal of it sheets (several per child)

Lesson Outcomes

Children will explore how to spend money within a set budget and what constitutes value for money. Children will start to consider some of the considerations involved in shopping choices such as healthy choices, treat and necessities.

The Activity

Using the pension factsheet find out how much pension Bert and Ada get per week.

Ask children to discuss what kind of budget might be suitable for a weekly shop (bearing in mind that Bert and Ada will still need money for other things).

Calculate this as a proportion / percentage of the pension.

Working as a class, with the online calculator projected onto the interactive whiteboard, or in pairs

at computers, look at the shop and discuss the criteria for 'essential' and apply to the items in the shop (you can use copies of the "Make a meal of it" sheet to mark and record these - or use the sheet on the board).

Use the chosen budget amount as the starting point and choose a week's shopping, comparing brand and non-brand, essentials and treats until they have a shopping basket within the budget.

Children create and price a healthy meal based on the food triangle.

Extend: Mathematics

Set different budget allowances/limits for groups/pairs and ask the pupils to record their results on the tally/shopping lists provided, adding the total cost.

Explore the data, identifying 'most essential' 'most popular' items shopped for.

Tally the items and then display as a bar chart.

Working in pairs, set challenges for mental calculation with one child selecting items so that the price is displayed in the price checker and mentally added to the previous choice before it is placed in the basket. Use the checkout to check answers.

Create set meals for two (or use the ones suggested below) and ask half the children to calculate how much it would cost to buy the ingredients and make the meal.

- Pasta with sausage and tomato sauce
- Spicy chicken with potato wedges and beans
- Cheese omelette with bread and butter

Meanwhile, the other half imagine they work in the local cafe and draw pictures of the meals for a menu and decide on a realistic price for the meal (e.g.: £4.50 per person).

Compare the cost of home made meal for two to cafe meal for two.

How many meals could Bert and Ada buy in the cafe for the same money it costs to make the meals?

Extend: English/ICT/D&T

Write a letter to Bert explaining that when you pay for branded products they may not be better but they may be more expensive - you are paying for the adverts in many cases.

Devise a menu of cheap nourishing meals for one week using the shopping available in the shop. (You can use one ingredient in more than one meal.)

Create an attractive, illustrated menu for Bert and Ada.