



## Lesson 1 Dale & Kyle's Dilemma

You will need:

- Finders Keepers KS1/2 Interactive Storybook.
- **RESOURCE 1.1**  
Dilemma Cards - enough for each group, cut and folded.
- **RESOURCE 1.2**  
Stop and Think sheet - enough for each group.
- **RESOURCE 1.3**  
Role Play Masks for use in role play to explore dilemmas (optional).
- **RESOURCE 1.4**  
Finding Valuables Factsheet - enough for each group.

## Lesson Outcomes

Children explore the law in relation to found money (or property).

Pupils consider what the boys should do and explore reasoning skills to help make moral decisions.

Children practice resistance skills.

## The Activity

- As you read the Finders Keepers Interactive Storybook stop at the point in the story where the characters face their dilemmas and discuss.
- Encourage them to explore the morality of the situation as well as the temptation and the justifications of the character.

### Discussion prompts:

- Who do you think the person was who lost the money?
- What were they doing with the money?
- Is it okay to keep the money if they don't know who it belongs to?
- Is it okay to keep it, even if the person might be a bad person?
- Does that make it okay (do two wrongs make a right?)
- Is it okay to keep it if nobody knows and if they don't get caught?
- What if belonged to Bert and Ada? Would that be different?
- What if they found £5 or £10 - would that be different? (this point links to Lesson 2)
- Working in pairs, distribute the Dilemma Cards amongst the groups.
- Children explore the possible consequences of their position using the Stop and Think sheets.
- Next, ask the children feedback and further debate their position on the dilemma, making points to support their arguments.

*Pupils can use the Dale and Kyle masks if they prefer to work/feedback in role. You can discuss and/or use role play to further explore the issues.*

## Role play

- In groups (minimum three per group), one pupil states their 'position' on the dilemma while two more stand at each shoulder. One acts as the 'conscience' and the other as the 'persuader'. Ask them to whisper the moral arguments and temptations/persuasions into their ears. The rest observe. Children take turns to repeat the exercise until each has tried a range of roles.
- Reflect on how this influences their position on the dilemma.
- In pairs, in role as Dale and Kyle, ask them to re-enact the scenario in the storybook. Focus on practicing the responses they might make to each other and the skills they have identified to communicate their moral position and explore peer influence and resistance skills.



## 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**  
Dilemma Statements

## Lesson Outcomes

Using familiar scenarios involving found money or property, children determine their own moral stance, what is acceptable and what is unacceptable and why.

## The Activity

- The activity is designed to help the children explore different attitudes to found money / property.
- Place the continuum statements either end of a line or a room (choice of 2 versions provided).
- 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.
- Select a Dilemma Scenario Statement card. Ask the children to decide where they think it should go on the line by standing, 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 in how much money/value is involved. Discuss if this is right or wrong.  
*(Note: The law remains the same regardless of the amount of money/value of the item 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.
  - 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.
  - 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.

