

THE RIGHT THING TO DO

Lesson plan on:

Ethics and integrity.

Adaptation tips to suit different contexts and realities:



- Consider amending elements of the lesson plan in the **Start** activity that do not fit your environment.
- If you are working with a large group of children, you can substitute the pair work in the **Start** activity for small-group work.

Learning objectives:



By the end of this lesson, children should be able to:

- Understand how individual choices and actions can have positive or negative consequences for them, other people and the environment.
- Recognize and value positive and respectful behaviours towards other people and the environment.
- Identify the right thing to do if they encounter difficult choices and understand how to decide what the right thing to do is.

How to use this lesson plan:



The lesson plan is divided in three parts: **Start**, **Learn** and **Reflect**. There are also **Guidance** boxes to help you deepen your knowledge of the specified topics. In addition, there are **Family** activity and **Extension** activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

Lesson overview:



Some of the decisions that we make in our everyday life are simple, such as choosing between eating tomatoes or carrots. Others are much more difficult. In this lesson, the children should reflect on the choices that they make around their actions. They should explore the consequences of their actions and reflect on the fact that some actions have negative consequences and others have positive ones.

By using fictional scenarios, the children will observe positive and negative behaviours and should reflect on the consequences of those behaviours, as well as on what causes people to act in certain ways.

The children should identify the right thing to do in these scenarios and reflect on how they can know what the right thing to do is.

Key questions:

What are the consequences of my actions?

Why is it important to do the right thing?

Age:

6 - 9

Values:



Skills:



Time:



Preparation and materials:

- If possible, The Zorbs [video](#) *Picking Up Good Habits* or the corresponding [comic book](#), both available on the GRACE website.

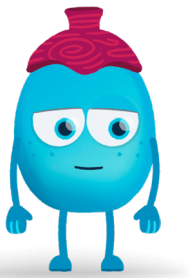
In addition, check out the [colouring book](#) and [children's book](#), both available on the GRACE website.



Start



1. Explain to the children that the class today is about the importance of making the right choices and doing the right thing, even when no one is looking.
2. Invite the children to work in pairs. Explain that you will read a few statements and that they should talk about each statement together. Invite them to reflect on the following:
 - “What are the possible consequences of the actions?”
 - “Are the consequences of the actions positive or negative?”
3. Explain that each pair should make a sad face if they think the consequences of the actions are negative or a happy face if they think they are positive. Invite them to share their thoughts with the rest of the class.
4. Read out loud the following statements. Amend them if you need to. Allow a short amount of time after each statement (e.g., one minute) for the children to talk about them and invite each pair to share their thoughts.



- I helped my neighbour carry her groceries upstairs.
- I made a card for my best friend’s birthday.
- I agreed to help my best friend cheat during the math test.
- I ate a banana and threw the skin on the ground outside school.
- One of the children in my school called me names.
- I saw one of the children in my neighbourhood pushing a child I do not know and I walked away.
- I told my mother when my teacher praised my art work.
- I did not return my neighbour’s greeting this morning.

5. Explain that all our actions have consequences and that some of them are good and some are bad.

Learn



Note: If it is possible to watch The Zorbs [video](#) *Picking Up Good Habits* or read the corresponding [comic book](#) with the children, you should follow all the steps below. If it is not possible, skip step 2.

1. Explain to the children that the class is going to examine why it is important to always think about the consequences of actions and to make sure that they always do the right thing.
2. Invite the children to watch The Zorbs [video](#) *Picking Up Good Habits* or hand out the relevant [comic book](#). After watching the video or reading the comic book, use the following questions to start a discussion:

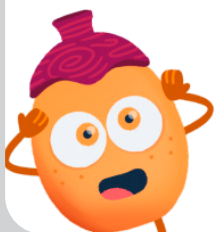
“What do you think the story is trying to teach us?”

“Why do you think Grace thought she could throw the banana skin on the ground?”

“What would have been the consequences if Grace and Signal had thrown the banana skin on the ground?”

“Why should Grace throw her banana skin in the bin, even if no one is looking?”

“Why did Sentimo and Signal pick up other people’s rubbish and put it in the bin at the end?”



Learn



3. Invite the children to form small groups. Give each group one of the statements from the **Start** activity in which one of the characters makes a choice that has negative consequences for them, others, the community or the environment. If you prefer, allow the children to come up with other examples of choices with negative consequences.
4. Explain that each group should take five minutes to answer the following question:
 - "How do you think each of the characters in the scene might feel?"
 - "Why do you think people might behave in this way?"
 - "Is this the right thing to do? Why?"
5. Invite each group to present their answers and talk about each scenario with the class.
6. Invite the class to reflect on what the right thing to do is in each scenario. Invite the children to suggest alternative circumstances in which the characters do the right thing and avoid any negative consequences.

Guidance box: when you see something wrong and you don't act, you are part of the problem

Sometimes understanding what the right choice is can be tricky. In the following examples, the children might find it hard to understand why what is being described is not the right thing to do.

1. I agreed to help my best friend cheat during the math test.
2. I saw one of the children in my neighbourhood pushing a child I do not know, and I walked away.

The children might be thinking the following and it is crucial to address these questions:

1. No one is hurt and if no one finds out, why is it a bad choice to help my friend?
2. Someone is being mistreated, but I am not the person responsible for the bad action. Why should I do anything about it?

Use the following statements to start a discussion about these example scenarios:

1. Explain that cheating is like lying and is unfair towards others. Therefore, it is never the right thing to do and it should not be encouraged. (If you would like more input on why cheating is wrong, check out the *Shortcuts with Long Consequences* lesson plan).
2. Explain that it is important to do the right thing even when no one is around or no one sees you, because often there will still be negative consequences, even if they happen later or no one knows you caused them.
3. Explain that doing the right things means behaving in a fair, just, respectful way, not because of the threat of punishment, but because these values are our moral compass which guide all our actions, to build an inclusive, just and peaceful society.
4. Explain that, when you see something wrong and you don't act, you are part of the problem, because you are allowing the bad behaviour to continue when you have a chance to help stop it.



Reflect



1. Explain to the children that deciding if they are doing the right thing or not might be hard.
2. Together, discuss how they can tell when something is the right thing to do or not. Use the box below "Guidance box: how to know if this is the right thing to do" to help guide the discussion.
3. Emphasize the importance of listening to your inner voice. Make it clear that doing the right thing does not simply mean following rules and laws. Learning to make the right choice also involves assessing the situation and the consequences of their own and other people's actions.
4. Finish the discussion by reiterating that, when we are unsure what the right thing to do is, it is always a good idea to speak to a trusted adult.

Guidance box: how to know if is the right thing to do

The following exercise can help the children decide what the right thing to do is. Explain to them that they should think about all the possible consequences of their actions and that they should make sure that:

- No one (including them) is hurt or unsafe.
- No one (including them) is worried, lonely, upset, scared or sad.
- No one (including them) is embarrassed or excluded.
- They are fair and respectful towards everyone and everything, including the environment.
- They do to others what they expect the others to do to them.
- They think about what adults who they trust and respect would do in a similar situation.
- They listen to their inner voice: what do you really think about this action deep down inside?

Feel free to adapt these statements as needed.


Family activity: making a "Right Choices" weekly chart

Invite the children to create a Right Choices weekly chart with their families.

To create the chart, they should take a piece of paper and divide it into seven rows. On the left side, they should write the days of the week.

Explain that, for every day of the week, they should think about the choices they make. At the end of each day, they should talk to their family and find out which choices had positive consequences. Parents and siblings can participate by sharing their right choices. Everyone should note their right choices on the chart.

If possible, after the week is over, invite the children to share their charts with the class and discuss together what they have written in them.

