

Teacher Follow-up Activities

The Right or Wrong follow-up activities provide pupils with opportunities to achieve Foundation Phase learning outcomes from The Foundation Phase Framework for 3 to 7 year olds

Right or Wrong? Follow-up Activity	Links with The Foundation Phase Curriculum Document	
	SKILLS	RANGE
Personal Development	<ul style="list-style-type: none"> ▪ Express and communicate different feelings and emotions - their own and those of others ▪ Show curiosity and develop positive attitudes to new experiences and learning 	<ul style="list-style-type: none"> ▪ Activities in the indoor and outdoor learning environments
Social Development	<ul style="list-style-type: none"> ▪ Be aware of and respect the needs of others ▪ Consider the consequences of words and actions for themselves and others ▪ Develop an understanding of the behavioural expectations of the setting/ school and understand that rules are essential in an ordered community 	<ul style="list-style-type: none"> ▪ Activities that allow them to use their senses, to be creative and imaginative
Moral and Spiritual Development	<ul style="list-style-type: none"> ▪ Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate ▪ Communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses 	<ul style="list-style-type: none"> ▪ Activities that allow them to solve problems and discuss outcomes

Well-being	<ul style="list-style-type: none"> ■ Be aware of their own feelings and develop the ability to express them in an appropriate way ■ Understand the relationship between feelings and actions and that other people have feelings ■ Demonstrate care, respect and affection for other children, adults and their environment 	<ul style="list-style-type: none"> ■ Activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
Oracy	<ul style="list-style-type: none"> ■ Use appropriate language in spontaneous and structured play activities and when conveying meaning ■ Listen and respond appropriately and effectively, with growing attention and concentration 	
Creative Development	<ul style="list-style-type: none"> ■ Work on their own, with a partner or in a small group to develop their own and others' ideas and help them to reflect on them 	

Introductory Activity - The Kindness Tree

Review the content of the lesson. Ask the group to give examples of Right or Wrong behaviour. Discuss how it makes you feel when we do or see others doing naughty things.

Possible class activities may include:

- Make happy or sad faces with play dough.
- Use the 'feelings' picture cards to discuss our different feelings.
- Use Small World to act out different scenarios - vandalism, dropping litter, smashing windows etc.

- Talk about why it is wrong/naughty to do the things they are acting out. Encourage pupils to carry out normal play scenarios - holding on adult's hand to walk to school, putting litter in the bin etc. Talk about how nice it is to be good because you don't get in to trouble and everyone is happy.
- Make a Kindness Tree. Plant a bare twig in a pot. Make cut outs of leaves ready for use. When a pupil does something kind, write the pupil's name and the good deed on a leaf and attach it to the twig.

Activity 2 Circle Time - Sharing

a. You will require:

Two glove puppets. A small selection of toys.

- b.** Introduce the puppets to the children, e.g Harry Hedgehog and Sally Squirrel.

Explain Sally has a pile of toys in front of her and Harry has none.

c. Script

Teacher:

Harry Hedgehog, why are you looking so sad today?

Harry:

Sally won't let me share the toys with her. I have nothing to play with.

Teacher:

Sally, why won't you share the toys with Harry?

Sally:

Because I had them first.

Teacher:

But Sally, you can't play with all of the toys at once and poor Harry has no toys.

Ask the children if they think Sally is right. What should Sally do? Why should she share?

Teacher:

Sally, you have heard what the children have said. What do you think you should do?

Sally:

I think they are right. It is kind to share and I want to be kind. I will let Harry have some.

Sally gives some toys to Harry.

- d. Tell the children that they are going to pretend to do some sharing. They are to imagine that they have their very favourite sweets in a bag. They are to think about taking one of these delicious sweets and eating it. Now they are going to be kind and pretend to offer their sweets to other children. Each child then has a turn to offer their sweets to two other children remind the children to say thank you when they have taken a sweet.
- e. Pass a hand shake and smile around the circle.
- f. Make a point of emphasising the idea of sharing and turn taking when opportunities arise. This also applies to sharing jobs such as tidying up.
- g. Draw around a child's hand and use it to write a commendation for sharing. This is called a 'Helping hands' award.

Activity 3 Right or Wrong Song

The whole class joins in singing 'Don't Drop litter...' to the tune of 'Ten Green Bottles'.

Right or Wrong Song

Don't drop litter put it in the bin
Don't drop litter put it in the bin
If you see a crisp packet lying on the floor
Don't drop litter put it in the bin!



Change the item of rubbish for each new verse:

Milk carton
Fruit peeling
Sweet wrapper
Drinks can/carton
Piece of paper and so on

Activity 4 Drawing/Freeze Frames Role Play

Ask pupils to consider, 'What can we do to help?' Using a 'wrong' photo (4a) set up a demonstration tableau (freeze frame) of the situation. Ask the children to show Tarian (This could be the puppet if you have one, or, a picture of the puppet left by the officer Activity sheet 4b) how to change it so that everyone feels happy and safe, Children can either suggest or show how to change it.

Alternatively, pupils could use the Right or Wrong choice cards (Activity sheet 4c) to indicate when they are happy that the 'wrong' situation has been changed to a 'right' situation.

Pictures of Tarian hand puppet and character.



Activity 5 Litter Pick

Organise a 'litter pick' to improve the school/local environment.

Activity 6 Help Tarian

Tell the pupils that Tarian needs 3 ideas to make your school a better/safer/happier place... Ask the pupils, 'Can you help him?'

Listen to the pupils' ideas and discuss with the whole class.

Pupils can complete colouring sheets of Tarian (sheets 6a, b, c, d.)

Activity 7 Scenario Activity

Give pupils scenarios to discuss in groups. Ask the children to think about how they would feel in each scenario.

Suggested scenarios:

- You take money from your Mum's purse
- You share your chocolate with your friends
- You give some sweets to all your friends in class except the new boy
- You take a cake in to school on your birthday to share with everyone
- You help your Gran in the garden
- You sit by your friend who is feeling sad
- You carry a book for your teacher
- Your friends are arguing
- You see your friend push a boy over in the yard



- You tell tales on your friends
- You laugh at the girl who falls over in the yard

Invite extended vocabulary for feelings, e.g.

angry . . . mad . . . cross

fear . . . scared . . . frightened

sad . . . disappointed . . . let down

happy . . . joyful . . . delighted