

Grade 1 – 2: Social and Emotional Learning

Ethical Adventures: Right and Wrong

This resource can be used to plan an individual SEL lesson or a unit of study.
The suggested activities can be used in the order presented here, or they can be adapted for your lesson plan and classroom.

CURRICULUM OBJECTIVES

VIDEO OUTCOMES

Social and Emotional Learning / Connection

Show kindness and positive regard for others through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators.

Social and Emotional Learning / Critical Thinking Skills

Understand the "if/then" logic of choices.

Make decisions when limited options are presented.

TEACHER PACK OUTCOMES

Social and Emotional Learning / Collaboration

Play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.

Social and Emotional Learning / Connection

Show kindness and positive regard for others through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators.

Social and Emotional Learning / Critical Thinking Skills

Understand the "if/then" logic of choices.

Make decisions when limited options are presented.

Language / Listening and Speaking

Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives.

Language / Reading

Ask and answer questions about key details in a text, with prompting and support.

Theater / Connecting / Empathize

Identify character emotions in a guided drama experience and relate it to personal experience.

Activity	Resources	Outcomes
<p><u>Activity 1: Defining Right and Wrong Mathematically</u> Timeframe: 25 minutes Lesson overview: Students will be introduced to the concepts of "right" and "wrong" from a mathematical point of view and identify mathematical statements as either right or wrong.</p> <hr/> <p>Discuss with students what they think “right” and “wrong” means. Ask students to give their opinions and write any key words on the board under the heading of each.</p> <p>Show the <i>Is This Right or Wrong?</i> PowerPoint on the board. As you work your way through the images, count with your students the objects shown on screen and match it to the number in the statement written underneath the picture.</p> <p>Ask students: "Is this picture right or wrong?"</p> <p>As you go through each slide, discuss the words "right" and "wrong" in relation to the pictures to help students understand that everyone can agree on some form of 'right' and 'wrong'.</p> <p>You can set up a few more scenarios using students in your classroom to identify "right" and "wrong" from a mathematical point of view.</p> <p>For example:</p> <ul style="list-style-type: none"> • [Student X] has blonde hair. You tell your students "[Student X] has black hair. Is that right or wrong?" • The sun is shining outside. You tell your students "It is raining today. Is that right or wrong?" • Your name is Mr/Ms X. You tell your students "My name is Mr/Ms. X. Is that right or wrong?" <p>Continue this activity for as long as necessary.</p> <p>Afterwards, discuss with your students what they understand the words "right" and "wrong" to mean using their own words.</p>	<p>Smartboard / Digital display</p> <p><i>Is This Right or Wrong?</i> PowerPoint</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives.

Activity

Resources

Outcomes

Activity 2: Defining Right and Wrong Morally

Timeframe: 35 minutes

Lesson overview: Students will be introduced to the concepts of "right" and "wrong" from an ethical point of view, and reflect on how they would feel as a result of a range of behaviors that could be classified as "right" or "wrong".

Recap **Activity 1: Defining Right and Wrong Mathematically** with students, going through some of the "right" and "wrong" statements discussed during the lesson.

Once you have established and recognized a basic understanding of "right" and "wrong" from a mathematical accuracy perspective, progress to discussing right and wrong in relation to ethical behaviors of people.

Provide some examples and ask students to respond with whether it's a behavior that is right or wrong.

- Hitting someone in the face
- Sharing your pencils with someone who has none
- Stomping on someone's foot
- Returning a toy you borrowed from a friend

As you ask students whether each behavior/action is right or wrong, ask them to justify why. If someone did this to them, how would they feel? Would it make them happy or sad? Would it hurt them and their feelings or make them feel happy inside?

Distribute a copy of the *How Would You Feel If...* worksheet for each student. As a class (or independently), read through each scenario presented and ask students to draw the facial expression in the box next to it to represent the emotion they would feel. Then they are to write the name of the emotion they would feel underneath the facial expression using the word bank to support them.

Smartboard / Digital display

How Would You Feel If... worksheet

Writing materials

Students will:

- Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives.
- Show kindness and positive regard for others through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators.

Activity	Resources	Outcomes
<p><u>Activity 3: Melfyn's Magical Quest</u> Timeframe: 40 minutes Lesson overview: Students will learn about right and wrong, and what consequences are. They will follow the main character in the Miniclip video and choose what is the "right" option for the main character to choose.</p> <hr/> <p>Watch the ClickView Miniclip <i>Ethical Adventures: Right and Wrong</i> as a class.</p> <p>At each scenario in the video where the voiceover asks students what they think is the right thing for Melfyn to do, pause the video and discuss with your students.</p> <p>What do they think is the right thing to do? Ask students to pick an option and justify their choice.</p> <p>Repeat this at appropriate moments for the rest of the video.</p> <p>After watching, summarize the definition of "consequences". <i>Definition: A consequence is something that happens as a result of an action.</i></p> <p>Ask students which of the options were considered the "right" thing to do. Why were they the right things to do? What were the consequences of these actions?</p> <p>Then ask them to list the options that were considered the "wrong" thing to do. Why were they the wrong things to do? What would be the consequences?</p> <p>Ask students to explain what they liked about Melfyn. What do you think she is like? Do you think she would be a nice person to have in the classroom with us? Would you want to be her friend? Why or why not?</p> <p>Distribute a copy of the <i>Color In Melfyn the Magic Scout</i> worksheet. Students are to color in the character and complete the writing passage at the bottom of the sheet identifying Melfyn as a good or bad person (they are to circle either "good" or "bad") while justifying why with a sentence.</p> <p>Ask students to share what they have written with the rest of the class.</p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>Ethical Adventures: Right and Wrong</i></p> <p><i>Color In Melfyn the Magic Scout</i> worksheet</p> <p>Coloring pencils</p> <p>Writing materials</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives. • Show kindness and positive regard for others through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators. • Understand the "if/then" logic of choices.

Activity	Resources	Outcomes
<p><u>Activity 4: Right and Wrong Roleplay</u> Timeframe: 35 minutes Lesson overview: Students will act out a range of roleplay scenario prompts to demonstrate the right (and wrong) way to respond to a situation.</p> <hr/> <p>As a class, rewatch the ClickView Miniclip <i>Ethical Adventures: Right and Wrong</i>. Summarize the events that happened in the video as well as the choices that Melfyn had to consider.</p> <p>Identify the right and wrong behaviors that Melfyn could have chosen, and hypothesize what the consequences would have been if Melfyn chose the wrong one.</p> <p>Begin discussing times when students have experienced "wrong" behaviors. <i>For example: Snatching toys away from someone else, not sharing with others, children excluding others in the playground etc.</i></p> <p>Ask students why someone might have chosen to behave that way. <i>For example: They snatched a toy away because they wanted to play with it and didn't want to wait for their turn.</i></p> <p>Ask students what they think would have been the right thing to do. <i>For example: If the person wanted to play with a toy that another student was using, they could politely ask them to use it when they're finished and use another toy in the meantime.</i></p> <p>Using the <i>Right and Wrong Roleplay Prompts</i> sheet, read out each scenario and ask students to act them out. You may choose to have the student playing the main character to act out two responses to the situation – one being the "wrong" way to behave, followed by the "right" way to behave.</p> <p>As a class, compare the two responses and discuss why the first was considered wrong and the second was considered right.</p> <ul style="list-style-type: none"> • What were the consequences for each? • How do you think the person on the receiving end felt? • Which behavior should you try to use in a similar scenario? <p>Continue the roleplay for as long as desired using different prompts.</p>	<p>Smartboard / Digital display</p> <p>ClickView Miniclip – <i>Ethical Adventures: Right and Wrong</i></p> <p><i>Right and Wrong Roleplay Prompts</i> sheet</p> <p>Cleared classroom space</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful. • Identify character emotions in a guided drama experience and relate it to personal experience. • Understand the "if/then" logic of choices. • Make decisions when limited options are presented.

Activity	Resources	Outcomes
<p><u>Activity 5: Exploring Ethics in Picture Books</u> Timeframe: N/A Lesson overview: Students will develop their understanding of ethics by reading a range of picture books depicting characters acting in wrongful ways, and identifying how they improved their behavior.</p> <hr/> <p>Below is a list of picture book suggestions for exploring ethics, honesty, decision-making, responsibility, and consequences. You can read these together as a class or encourage parents/guardians to read the books with students at home.</p> <ul style="list-style-type: none"> • <i>We Found a Hat</i> by Jon Klassen • <i>The Weasel Puffin Unicorn Baboon Pig Lobster Race</i> by James Thorp • <i>A Bike Like Sergio's</i> by Maribeth Boelts • <i>What If Everybody Did That?</i> by Ellen Javernick • <i>The Mine-O-Saur</i> by Sudipta Bardhan-Quallen • <i>Ruthie and the (Not So) Teeny Tiny Lie</i> by Laura Rankin • <i>If You Had to Choose, What Would You Do?</i> by Sandra Mcleod Humphrey • <i>The Cloud Spinner</i> by Michael Catchpool • <i>The Empty Pot</i> by Demi • <i>Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids</i> by Carol McCloud • <i>Just a Dream</i> by Chris Van Allsburg • <i>Harriet and the Garden</i> by Nancy Carlson • <i>Princess K.I.M. and the Lie That Grew</i> by Maryann Cocca-Leffler • <i>Red</i> by Jan De Kinder • <i>Rude Cakes</i> by Rowboat Watkins • <i>The Smallest Girl in the Smallest Grade</i> by Justin Roberts • <i>The Berenstain Bears and the Truth</i> by Stan and Jan Berenstain <p>Questions to discuss after reading one of these books could include:</p> <ol style="list-style-type: none"> 1. Who was the main character and what was the moral dilemma? 2. Was what the character did at the beginning of the story right or wrong? Was it good or bad? 3. Did the character right their wrong? If so, how? 4. How did the character/s improve their behavior? 5. What happened when the character/s improved their behavior? 6. Do you think the character ended up doing the right thing? Why or why not? 7. What do you think this book is trying to teach us? 	<p>One of the picture books listed, or one of your own choosing</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives. • Ask and answer questions about key details in a text, with prompting and support. • Understand the "if/then" logic of choices.

Activity

Resources

Outcomes

Activity 6: Ethical Karaoke

Timeframe: N/A

Lesson overview: Students can use these sing-a-long karaoke videos to learn more about ethics, working together, respect, teamwork, appropriate behaviors, rules and more.

Students can develop their understanding of ethics through the following videos available in ClickView's Primary Library.

The following songs from the *Curriculum Karaoke* series helps students to develop their understanding and appreciation of working together in a school community, treating others with respect, following rules to keep others safe, and using their manners. Students can sing these songs at home with parents or in the classroom with students.

1:1 devices with Internet connection

Access to the videos listed or of your own choosing

Students will:

- Play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.

Hyperlinked video	URL
<u>A Class Family</u> Duration: 3 minutes Students read, sing and learn about respecting the rights of others in the class and identifying needs, roles and responsibilities of self and others.	https://online.clickview.us/videos/9503404
<u>Living Values</u> Duration: 3 minutes Students read, sing and learn to identify and understand some core values for living and contributing to a flourishing school community. These values include care and compassion, doing your best, responsibility, freedom, integrity, respect, honesty, tolerance, inclusion, and fair play.	https://online.clickview.us/videos/39439175
<u>Manners</u> Duration: 4 minutes Students read, sing and learn to understand the need for good manners and to show consideration and respect towards others.	https://online.clickview.us/videos/39439177
<u>School Days</u> Duration: 3 minutes Students read, sing and learn about their role in contributing to the creation of a happy, healthy, safe classroom and the different roles of people in the school.	https://online.clickview.us/videos/39438784

Activity**Resources****Outcomes**

<u>Our Class Rules – OK!</u> Duration: 3 minutes Students read, sing and learn positive classroom behaviors, rules, and responsibilities. The song emphasizes consideration for the safety and happiness of others, and is a perfect classroom management resource for reinforcing rules and expectations.	https://online.clickview.us/videos/39477569
<u>The Citizen Ship</u> Duration: 3 minutes Students read, sing and learn about the basic tenets of active citizenship, including participation, teamwork, cooperation, and valuing fair and equitable treatment for all.	https://online.clickview.us/videos/39438774
<u>Our School</u> Duration: 3 minutes Students read, sing and learn about their responsibility for helping to make the school happy, healthy, fair and safe for all.	https://online.clickview.us/videos/39439225

Activity	Resources	Outcomes
<p><u>Activity 7: Interactive Video</u> Timeframe: 15 minutes Lesson overview: Students will watch the ClickView Miniclip and answer the interactive questions to show their understanding of right and wrong.</p> <hr/> <p>ClickView has created an interactive video lesson to accompany the ClickView Miniclip <i>Ethical Adventures: Right and Wrong</i>. It includes a range of question types such as multiple choice, missing word, and true or false.</p> <p>You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the premade questions to suit your students or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> 1. Search for the Miniclip <i>Ethical Adventures: Right and Wrong</i> that has the interactive logo (Interactive). 2. Click to view the video. 3. Click on the "Interactive videos" tab beneath the video. 4. Click the "Print as Worksheet" OR "Save to Workspace" button on the interactive video. 5. If you click "Save to Workspace", you can either click "Share with your students" or access it via your Workspace. <ul style="list-style-type: none"> • If you choose "Share with your students", copy the link and send it to your students. • Otherwise go to your Workspace, select the "Interactive videos" folder, and click "Share" to access the link and send to students. <p>Students can watch and answer the interactive questions either in class or at home. Their results will be collated for you to view from your Workspace.</p> <p>The following guides are available if you require assistance:</p> <p>Creating an interactive video How do I share an interactive video? How do I make my interactive video private/public?</p>	<p>Smartboard / Digital display</p> <p>Interactive video for the ClickView Miniclip – <i>Ethical Adventures: Right and Wrong</i></p>	<p>Assessment</p>