



# Right & wrong

- **Lesson 1: Judgement - Don't judge a book by its cover**
- **Lesson 2: Truthfulness**
- **Lesson 3: Telling lies**
- **Lesson 4: Bullying**
- **Lesson 5: Teasing and bullying**
- **Lesson 6: Selfishness**
- **Lesson 7: Stealing**
- **Lesson 8: Jealousy**

# Lesson 7: Stealing

 30-45 mins

## Aim

To help children understand that you should leave other people's property alone and that it is wrong to steal.

## Learning outcomes

Children should be taught:

- to recognise what is right and wrong;
- to share their opinions on things that matter to them and explain their views;
- to take part in discussions with one other person and the whole class;
- to play and work co-operatively;
- to recognise how their behaviour affects others.

## Resources

- *Burglar Bill* by Janet and Allan Ahlberg
- **Activity sheet:** *Burglar Bill*

## Activity

Read the story of *Burglar Bill* to the class. Discuss it and explain to the children that they will be completing a comprehension activity all about Burglar Bill.

## Key Questions ?

*Why is it wrong to steal?*

*How do you think it feels when something is stolen from you?*

*Why do you think Burglar Bill was stealing?*

*What made Bill realise that stealing was not a good thing to do?*

*What made Betty realise it was not a good thing to do?*

*Are there any circumstances when stealing might be justified?*

Give out the **Activity sheet:** *Burglar Bill*.

This could be discussed in pairs or small groups. The responses can be considered in a plenary session.

## Further suggestions

Examine the story of 'Goldilocks and the Three Bears' in terms of right and wrong. Children could prepare a short piece of advice for Goldilocks to help her behave better in future.

## Differentiation

**SEN:** Scribe for children with additional needs or conduct this as a small group activity.

**More able:** Children could think about, and write down, two questions to ask Burglar Bill.

Have a teacher or Teaching Assistant (TA) in role as Burglar Bill. The teacher or TA (whoever is not in role) prompts discussion on the 'Golden rule', (see Vocabulary section at the beginning of this unit). What do the children think should happen to Burglar Bill to help him to behave better?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Burglar Bill



Answer the following questions:

1. What did Bill have for supper? \_\_\_\_\_  
\_\_\_\_\_
2. Name some of the objects that Burglar Bill steals.  
\_\_\_\_\_
3. Where did he find the brown box? \_\_\_\_\_  
\_\_\_\_\_
4. What was in the box? \_\_\_\_\_  
\_\_\_\_\_
5. What did he give the baby to eat? \_\_\_\_\_  
\_\_\_\_\_
6. How did he amuse the baby? \_\_\_\_\_  
\_\_\_\_\_
7. Who did he find in the kitchen? \_\_\_\_\_  
\_\_\_\_\_
8. How do you think Betty felt when her baby disappeared?  
\_\_\_\_\_
9. How do you think Burglar Bill felt when he found Betty in his kitchen?  
\_\_\_\_\_
10. What did Bill and Betty decide to do? \_\_\_\_\_  
\_\_\_\_\_
11. What new job did Bill find? \_\_\_\_\_  
\_\_\_\_\_