



PROGRAMME 21: STEALING

AIMS

The aim of this topic is for children to understand the consequences of stealing.

LEARNING OBJECTIVES

Children will:

- know that stealing is taking without asking
 - understand the effects that stealing has on people
 - display honest intentions in tempting situations
 - learn different ways, that are honest, to get things they want
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SKILLS

- Communication
 - Sociability and co-operation
 - Problem solving
 - Work and Study
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VIRTUES

- Honesty
 - Courage
 - Consideration
 - Justice
 - Respect
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Lesson

View the DVD **Stealing** before the lesson. Related programmes are Liar Liar and Secrets.

1. Brainstorm/mind-map the meaning of stealing on the board with the children.

 2. In groups give the children a variety of scenarios on stealing (cards are included). Discuss and place cards under two headings on the board; Stealing and Not Stealing.

 3. In small groups have children discuss and write down ideas as to why people steal.

 4. Using the scenario cards, ask the children about the consequences that people who steal may face. Discuss with children the following:
 - they will feel dishonest and bad about themselves
 - they may have to pay for the item they have stolen
 - they may have to replace the item
 - they are seen by others as not trustworthy
 - they could go to jail
 - they could get a criminal record
 - they may not be able to travel to a foreign country
 - they may not be able to become a teacher, police officer or nurse.
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Have children in small groups read these out to the class and offer possible consequences to each.

The person in front of you drops \$20. You pick it up and pocket it. You will never see them again.

You borrowed someone's pencil and forgot to give it back.

You see some lovely apples in a neighbour's orchard. You ask to pick some for yourself.

You took some flowers from your neighbour's yard to give to your teacher.

You see a great toy on your teacher's desk. She will never know if you take it.

You see a cool looking rubber in someone's desk. You really like it. You take it.

Stealing Criss-cross Puzzle

Name:

Date:

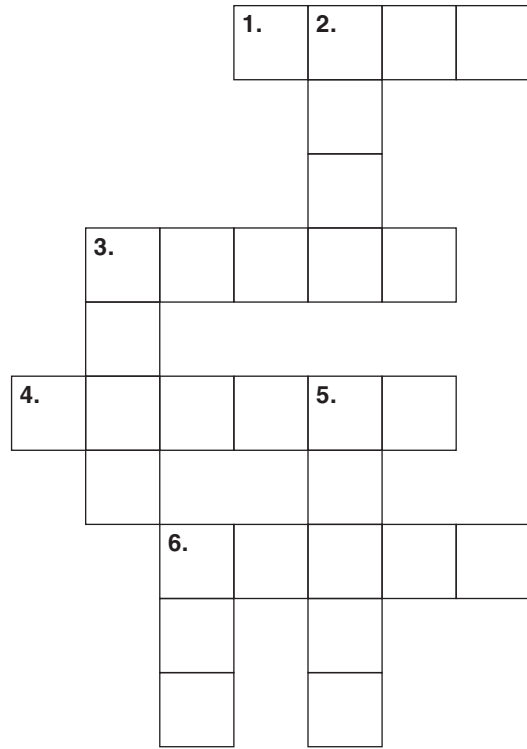
Work out and write each answer using the numbers going across and down.

Across

- 1. Another name for 'thing' i m.
- 3. Someone who steals something t f
- 4. If you are h you are trustworthy
- 6. People should never c in a game

Down

- 2. Another name for steal that starts with 't'
- 3. I to it yesterday not today
- 5. You take without asking s l
- 6. Another word for shedding tears that starts with 'c'



Junior Puzzle

Name:

Date:

Unscramble these words and match up the letters with the boxes below to spell a virtue.

Y A T O D 2

T I 6

S E H U O 5

O N I G G 3

B E 7

S Y E 4

H E E R 1

T E H M 1



Supplementary Activities

Written Language

Write an account of a time when something was stolen from you:

- who, when, why, what, where.

What are the steps to take when somebody 'pressures' you to steal. Write a guideline/draw a picture/discuss with your classmates what you should do.

Visual Language

Make a poster on: **Do not steal** or **Always be honest! When you steal we all lose!**

Oral Language

Have children discuss a time when a personal item was stolen and how they felt about it.

Topic

Have a virtue day on **Honesty** and discuss with the children why it is important to be honest.

Discuss other ways for children to obtain what they want without stealing such as doing chores for parents or caregivers for pocket money, doing odd jobs for neighbours etc.

See if you can find out the different penalties for stealing in New Zealand.

Describe something you really would like to get for your class and then see if you and your classmates can think of ways to fundraise for it.

