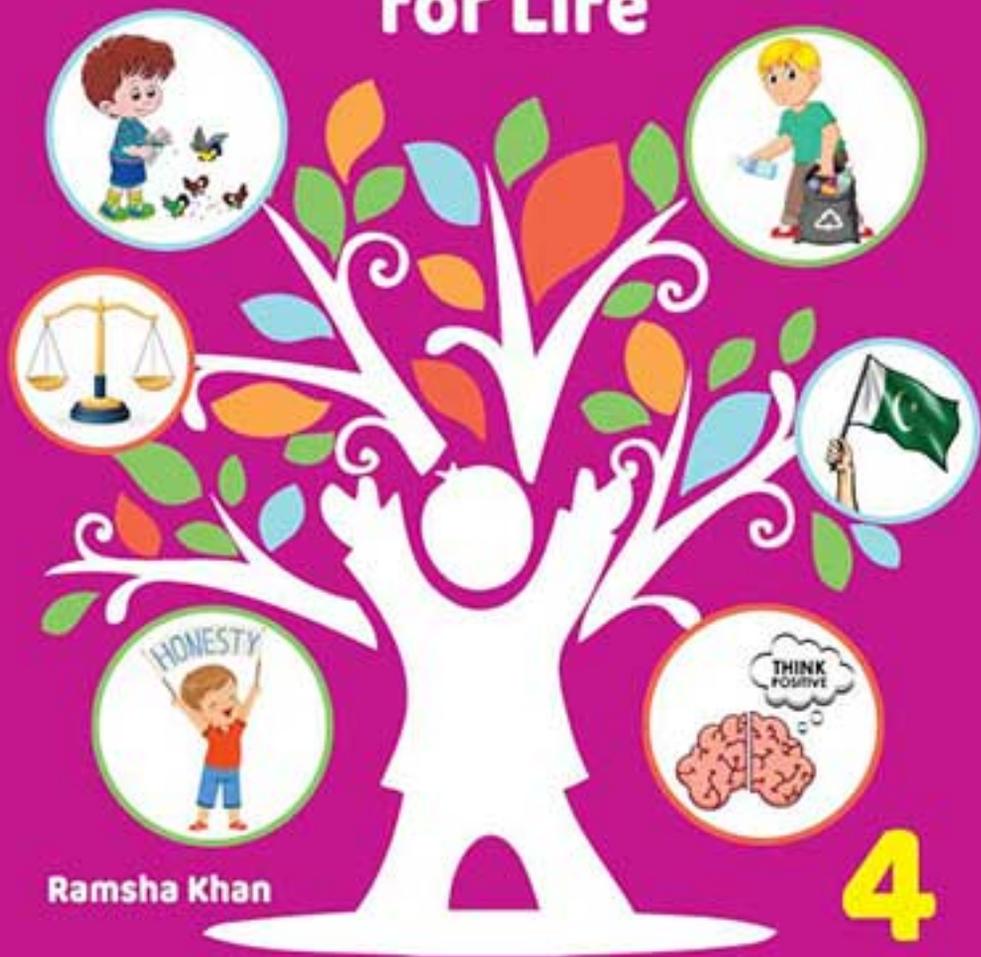




ETHICAL VALUES

for Life



Ramsha Khan

4

How it feels to have something stolen?

It doesn't matter whether it is a big or a small thing that is stolen – people are upset when it happens.



In the following situations, write down how you would feel.

1. Imagine you have been very careful about naming and looking after all your pencils, pens, rulers, etc. and you find that someone has taken some of them.

How would you feel?

2. Imagine you had just saved up enough money for a new bicycle and someone has stolen it.

How would you feel?

3. Imagine you have a really great idea in class, and someone already shared it without informing you.

How would you feel?

4. Imagine someone broke into your house and took lots of things from your family.

How would you feel?





Stealing Monitor

This Stealing Monitor shows certain right or wrong actions done by certain people.



Based on these actions, decide, if you should become friends with these people or not.

I have stolen from several different places.
I am out of control. I could go to jail.
Would you be my friend? Why?

5

I stole a packet of chips from the store.
I could be punished for a wrong decision.
Would you be my friend? Why?

4

I took money from someone's purse without their permission. This is wrong.
Would you be my friend? Why?

3

Someone gave me a present for my birthday.
I can show it to all my friends.
Would you be my friend? Why?

2

I returned a person's wallet that I found lying on the floor. I am proud of it.
Would you be my friend? Why?

1

A

C

T

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V

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Y



Help Me!

Your friend has realised he/she has a bad habit of stealing and he/she has decided to quit it. But he/she doesn't know how. He/She shares the problem with you. Do you think you can help?



Work in partners to complete the dialogue between you and your friend by filling in with your responses, and making your friend feel better.

Your friend: Hi. I need to share something with you. I have a bad habit of stealing. I am feeling guilty about it. Can you help me?

You: _____

Your friend: I don't know why I started it in the first place.

You: _____

Your friend: What will happen if people found out about me?

You: _____

Your friend: I don't want to be punished.

You: _____

Your friend: I don't want to lose my friends or family over this.

You: _____

Your friend: Do you think I can change and be a better person?

You: _____

Your friend: Will people accept me after this change?

You: _____



Decision Making

In today's Mathematics test, I find out that Rabia, sitting next to me has cheated. She asks me to cover it up for her as a good friend and offers to give me two special clutch pencils as a gift in return.

I really wish to get these two clutch pencils, but I am confused.

Ask yourself:

- ✓ If I do not report Rabia to the teacher, is it because I want to help her cheat? Or is it because I really want those two clutch pencils?

Think carefully:

What if I do not report Rabia's cheating?

Advantages:

Disadvantages:

Think again:

- ✓ Is it right if I accept an advantage from a class mate as a gift for not reporting her cheating? Why?

My decision is:



What do I do now?

A

I find some students cheating in today's History test. Our teacher trusts and loves us very much. What my classmates do is very wrong indeed.

C

Should I tell the truth to the teacher? If I do so, once my classmates find out that I am the whistle blower, they would definitely stop being friends with me. Should I lose my friends over this?

Ask yourself:

- ✓ If I tell the teacher the truth, does that mean I don't love my friends?

Think carefully:

What if I point out that the classmates have cheated?

Advantages:

Disadvantages:

Think again:

- ✓ Is it right if I come under my friends' pressure and cover up their mistake? Why?

My decision is:



About the Series

Ethical Values for Life for levels 1 through 5 has been specially designed with the aim to present ethical and moral values that develop a child's character. Through this set of books, students will gain experience of ethical reasoning and critical thinking. It is hoped that the students will not only acquire the knowledge of ethics, but they will also learn the skills to practice moderation in every aspect of life. The pedagogical elements are framed to develop the knowledge, values and attitude necessary to become a better and responsible person. The topics covered in this series will help to develop important aspects such as; sense of self, generosity and integrity, civic sense and contentment in life.



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