

BEHAVIOUR ONLINE

Promoting good discipline & better behaviour

High School Behaviour Worksheet

Rethinking my behaviour

TOPIC 2

Theft & Dishonesty in School

Student's Name Class/Form

Teacher giving you this work

Today's date Time started Time finished

When completed, show this also to

and ask them to sign it here

Then return it to

Giving students the opportunity to think through their behaviour

You have been given this opportunity to think through your behaviour and to think about how important it is to be honest and trustworthy in school.

Q1: Tell me why you have been asked to complete this work about theft and dishonesty in school.
Tell me your side of the story, using neat handwriting:

Handwriting practice area for Q1 with 10 horizontal dashed lines.

*You must fill **EVERY** line on all these sheets. Please use neat handwriting.*

Q2: We have school rules to help our community run smoothly.
Which school rule did you get wrong?

Handwriting practice area for Q2 with 3 horizontal dashed lines.

Through these sheets you will be able to think about what you did. *You will be able to think of better ways to behave and the importance of honesty.*

Q3: Tell me how you feel about doing these sheets.

Handwriting practice area for Q3 with 3 horizontal dashed lines. The first line contains the handwritten text "I feel".

Please make sure you have filled in every line. *Please go back and check*

Q4: Explain why you decided to do something dishonest:

I did it because

.....

.....

Q5: Give words to describe how you now feel about what you did.

Perhaps you feel: ashamed, sorry, upset, regretful, cross, angry, sad, embarrassed?

1	<input type="text"/>	2	<input type="text"/>
3	<input type="text"/>	4	<input type="text"/>
5	<input type="text"/>		

Q6: Explain how you could have used your time in a more positive and productive way.

I could have:

1

2

3

What we choose to do will affect other people too.

Q7: What inconvenience did your dishonesty cause to various other people? Explain:

Person 1: *They were affected because*

.....

.....

Person 2: *They were affected because*

.....

.....

Please make sure you have filled in every line. *Please go back and check*

Q8: If you see other students behaving in a dishonest way, what will you say to them?

I will say:

Handwriting practice area for Q8, featuring a large speech bubble shape with three horizontal dashed lines for writing.

Q9: Our behaviour has an effect on other people around us.

Choose one of the people affected by your dishonesty and write an apology to them.

Dear

Main handwriting practice area for Q9, consisting of 15 horizontal dashed lines for writing an apology.

from

Please make sure you have filled in every line. *Please go back and check*

Q10: Now that you have been dishonest, how do you intend to put right the problems you have caused?

Four horizontal dashed lines for writing an answer to Q10.

Q11: Some people may now think of you as a person who they cannot trust. **What kind of person would you like them to think of you as?**

Four horizontal dashed lines for writing an answer to Q11.

What you did was not acceptable behaviour.

Q12: How can you obtain the things you want that other people have? (Rewrite into columns)

- *I could borrow it but not give it back and say I had lost it*
- *I could save up my pocket money to buy it or do a part time job*
- *I could ask my relatives to give it to me for Christmas or for my birthday*
- *I could get it by being dishonest and stealing it*
- *I could ask if I could borrow what they have*
- *I could bully the person until they gave it to me*

This could be a good way

This would be a bad way

Four horizontal dashed lines for writing a response to 'This could be a good way'.

Four horizontal dashed lines for writing a response to 'This would be a bad way'.

Please make sure you have filled in every line. ***Please go back and check***

Q13: Do you want your school to be a place where pupils are afraid to leave anything unattended in case others steal their things?

Describe what sort of place you would like your school to be.

I would like my school to

.....

.....

Q13 (b): How will you feel if other pupils do not trust you any more?

.....

.....

.....

Q14: What would your parents say to you if they knew you were being dishonest in school?

They would say:

.....

.....

.....

Q15: How would you feel if other people acted dishonestly towards you?

.....

.....

.....

Please make sure you have filled in every line. *Please go back and check*

Q16: What would you say to them if they took your things?

I would say,

.....

.....

.....

Q17: Why is it so important to be **honest** and **trustworthy** with one another at school?

It is very important because

.....

.....

.....

It's time to plan some changes:

Q18: Tell me how you intend to change your behaviour and to be more honest?

From now on, I shall

.....

.....

.....

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.....

.....

Please make sure you have filled in every line. ***Please go back and check***

We have other options and choices:

Q19: Think back to what you did. You did not have to behave like that. How else could you have behaved?

Option 1: *I could have*

.....

Option 2: *I could have*

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.....

.....

Q20: Who do you think you have let down by your behaviour? **Explain.**

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.....

Q21: “Some people take other people’s things to show off to their friends.”
What is your reaction to that statement?

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.....

.....

Please make sure you have filled in every line. ***Please go back and check***

Part B: We all like to be trusted by our friends and by adults.
If we lose someone's trust it can be difficult to gain that trust again.

Now, please read this

Most of the pupils had gone out to the playing fields for PE but Sam said he felt a little unwell and so he stayed around his classroom, reading and sitting quietly.

After a while he noticed a sports bag by the chair of a desk in the next row. It had a wallet just sticking out of the top of the bag as well as a revision folder of notes and essays. He looked away. Then he looked back at it. He gazed around the room. He could hear the cries and shouts from the sports field as his friends and class mates raced and puffed their way through another PE lesson.

After a few seconds he decided to walk across to the bag and the next thing he knew he had placed the wallet and the revision folder inside his own bag.

He had felt a sudden excitement as he did it but now he just sat back down and continued reading his book. Some minutes passed by. He decided to have a look inside the wallet. There were photographs of some elderly people and a five pound note. He looked around the revision folder, too. He thought the notes and essays would be very useful to help him study for his exams.

He decided to take his new found belongings out to his locker where he placed them safely. He would take them home tonight when the school day ended.

He could hear his friends heading back from PE. They would be here soon.

Q1: Make a list of Sam's actions that you believe are unacceptable:

Please make sure you have filled in every line. *Please go back and check*

Q2: How do you think one of his classmates will feel when he/she finds the wallet missing?

We should try to imagine how other people will feel:

Q3: Imagine that you are the father of the pupil whose wallet and folder were stolen. You telephone the school to complain. What do you say on the phone?

Q4: The pictures in the stolen wallet were of old family relatives who recently died. What will members of the pupil's family think when they find they have been taken?

They will probably think that

Q5: What will the other pupils think if they discover that Sam has been dishonest and taken these things?

Please make sure you have filled in every line. *Please go back and check*

Our actions can affect other people.

Q6: Imagine that you are the pupil whose revision notes folder has been stolen by Sam.
How will this affect you and inconvenience you?

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Q7: The teacher discovers that Sam has been dishonest.
Imagine that you are the teacher. Tell Sam what you think of his actions and give him some advice.

Sam, I think that

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.....

Q8: Think about Sam's actions. Suggest possible reasons to explain **why** he chose to do the things he did.

.....

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Please make sure you have filled in every line. ***Please go back and check***

We often have other options and choices.

Q9: If Sam had wanted some money or wanted more revision notes, how else could he have obtained them without being dishonest?

.....

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Q10: What do you think should happen to Sam? Explain your thoughts.

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Q11: If Sam had taken things belonging to you, how would it affect your trust in him?

.....

.....

Q12: What would Sam have to do to regain your trust?

.....

.....

Q13: Tell me again why it is so important that we are honest.

.....

.....

Please make sure you have filled in every line. ***Please go back and check***