



PROGRAMME 7: CHOICE

AIMS

The aim of this lesson is for children to become aware that the choices they make on a daily basis may result in a negative, neutral or positive outcome. The aim is also for children to make choices on what they believe are the right things to do.

LEARNING OBJECTIVES

Children will:

- learn that taking responsibility for their choices and actions is an essential part of growing up
 - realise that making choices, based on what is right, can bring positive results
 - think about whether something is right or wrong before making a choice
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SKILLS

- Communication
 - Co-operation
 - Self-management
 - Work and study
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MATERIALS

- DVD 1 episode 'Choice'
 - Whiteboard
 - Helping Hand story board
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VIRTUES

- Responsibility
- Co-operation
- Caring
- Understanding
- Common sense
- Awareness

LESSONS (*Adapt for Juniors*)

View episode 'Choice' on DVD 1 before the lesson. See CD Rom for printable worksheets.

1. Agree or Disagree

Have a variety of statements ready to ask the children in regard to making simple choices. One side of the classroom should have the label 'Agree' and the other side 'Disagree'. Explain that the children have to stand somewhere along an invisible line that runs from 'Agree' to 'Disagree' to express their agreement or disagreement with the statements.

Remind children that they are there to make sensible choices and to make their own decisions when standing on the line. Ask the children some of the questions below and/or your own questions. After each statement is made, ask children why they have decided to stand in that particular place.

- a) You should do homework every day.
 - b) You should read a book at home every day.
 - c) You should make your bed before coming to school.
 - d) You should always have your hair cut just above your ears.
 - e) You should make your own school lunch.
 - f) You should always eat chocolate six times a day.
 - g) You should tell on someone who is annoying another child when on the mat.
 - h) You should tell the teacher that you do not understand how to do a piece of work.
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2. Consequences and Choices

Brainstorm or mind map then discuss where choices can lead you. Ask the children what the difference is between right and wrong. Write down the children's ideas; inner knowing. Have I ever been told that it's wrong? Deep down, how do I feel about it? How will I feel about myself later if I do it? What would adults I respect say about it?

3. Making Choices Role-Play

Explain to the children that everyone has to make choices many times a day, every day. Some people make choices that have good, neutral or negative consequences.

Arrange the children in pairs. Give each pair a green card that means good choice and a red card that means poor choice. Write these words on each coloured card or on the board for all to see. After each of the following situations has been read out, on the count of three, have the children hold up a red or green card to show the choice that was made. Have the pairs explain their answers and ask if they could have made different choices and what the likely consequences would have been.

4. Role-play (*Each actor could wear a label with the word 'actor' around their neck*)

- a) The teacher is reading a fiction book to the class. One child who is on the mat is constantly interrupting the teacher by calling out what happens next on each page.
- b) It's lunchtime when you see a group of kids picking on another kid. You want to fit in with the cool crowd. You decide to help pick on the kid too.
- c) The bell has rung and a child needs to get a ball back to the PE shed. They throw the ball into the PE shed without telling the PE monitors. They run away back to class.
- d) You see a small kid who has dropped \$5 on the ground and doesn't know. You forgot your lunch and are hungry. You decide to pick up the money and give it back to the kid.

Make up some of your own scenarios.



CHOICES AND CONSEQUENCES

(For juniors, have them draw a picture of the consequences)

Name:

Date:

- 1. Sam was asked to take a box full of money for the class trip up to the office. He felt an urge to steal \$2 and he did.**

What is your opinion about the incident? Write about the choice Sam made and what the consequences might be.

- 2. Tracey's homework was due the next day. Her friends visited and asked her to go shopping with them. She did. This meant that Tracey could not finish her homework.**

What is your opinion about what happened? Write about the choice Tracey made and what the consequences might be.

- 3. Carly was playing with her friends on the playground. Someone else wanted to play with her, but she made a point about not wanting to play with them and made the others not want to play with her either.**

What is your opinion about what happened? Write about the choice Carly made and what the consequences might be.

SUPPLEMENTARY ACTIVITIES

Oral Language

Have a debate with three children in the 'for' panel and three children in the 'against' panel. Give the groups a range of scenarios that the children have to debate. Each side must persuade the audience to their way of thinking. (Should John have taken a rubber from Sarah's pencil case without asking?)

Written Language

Write a letter to someone in the news who made a choice that you do not think was right. Be specific about why you don't think it was right, and why you think this action sets a bad example for young people.

Write a letter to someone in the news who made a good choice and helped someone. Be specific about why you think this action sets a good example for young people.

Write at least five things you can say to yourself when you are tempted to do something that you feel is wrong or could lead you to making a poor choice.

Write about a time when you or a friend made a choice that showed good self-respect.

Topic

Keep a diary entry per day for a week and write down the positive or negative choices that you made and the consequences that resulted.

Divide the class into two groups. Give each group a scenario to role-play. In each role-play, half the group wants to do the wrong thing and the other half wants to do the right thing. Each should try to convince the other side that they've made the best decision.

Ask a well known person to come into your class and discuss a range of positive and negative choices they have made throughout their lives.

Visual Language

Draw/Design a poster that encourages children to make the 'right' choice in the playground.
