The main theme of this unit is understanding that we have choices and that by knowing how to make choices, we can control our lives more effectively. Making good choices also involves recognising the difference between needs and wants and the effects our choices can have on others.
Teaching approaches

The Democratic Classroom

A Democratic Classroom is one in which all who work there (teachers, other adults and children) make many decisions jointly. This includes decisions about how classroom jobs are shared (for example, giving out and collecting books, conducting morning registration, tallying lunch numbers, and tidying up after art). This is the practical outworking and modelling of respect for others, the environment and one’s self.

Fair Pairing and Grouping Ideas

Drawing Names
Keep every child’s name in a bag and ask a child to pull out two names at a time. This could equally be done when forming groups.

Adjectives
If you are studying adjectives make a list of contrasting adjectives (for example hot, cold; low, high; rich, poor; and so on). Each child then partners with the child who has the adjective that contrasts with theirs. When forming a group the adjectives could be classified for example, those to do with temperature: freezing, cold, warm, hot.

Fair Pairing and Grouping Ideas

Clumps
Ask the children to move about the circle (safely) to music. Tell the children that when the music stops they will hear a whistle and they must form a group of people according to the number of times the whistle is blown. On the third time, blow the whistle four or five times depending on the number in your class and the size of group you require. The people in each group then work together.

Maths Match
If your class is learning about shapes in Mathematics, give out shapes (or some names and corresponding shapes) being studied and have the children with the same shape form a group.

Numbers
Ask each child to pick a number card. Then have all even numbers form one group and all odd numbers form another group. You could use any other mathematical criteria to form the groups you need.
Key Experiences: playing an active and meaningful part in the life of the community and being concerned about the wider environment

Building on Key Stage 1
**Themselves as developing members of a community:**
- recognising the interdependence of members in the school community;
- being aware of how the school community interacts, how they listen and respond to each other and how they treat each other;
- being aware of who and what influences their views and feelings and behaviour at school;
- being aware of who and what influences their views, feelings and behaviour at home; and
- understanding how their environment could be made better or worse to live in and what contribution they can make.

Working at Key Stage 2
**Playing an active and meaningful part in the life of the community and be concerned about the wider environment:**
- exploring and examining what influences their views, feelings and behaviour;
- recognising the importance of democratic decision-making and active participation at home and in the classroom;
- appreciating the interdependence of people within the community;
- developing an understanding of their role and responsibility as consumers in society;
- knowing about the range of jobs and work carried out by different people;
- knowing about the process and people involved in the production, distribution and selling of goods;
- examining the role of advertising at a local and/or global level; and
- exploring how the media presents information.

Moving towards Key Stage 3
**Personal Development Key Concept: Self-awareness**
**Citizenship Key Concept: Diversity and Inclusion**
**Citizenship Key Concept: Democracy and Active Participation**
**Home Economics Key Concept: Independent Living**

Progress in learning

- I can follow a strategy for making choices.
- I try not to make impulsive decisions.
- I understand how people and media could influence my decisions.
- I can anticipate some consequences of my choices.
- I can say ‘No’ when others are encouraging me not to.
- I can ask for time to think about what I should do.
- I understand that making good choices keeps me safe and healthy.
- I think carefully about the difference between needs and wants.
- I am beginning to understand what basic human rights are.
Learning intention
Understand that choices involve consequences.

Planning together
Actively involving children from the beginning to establish a context that matters to them is vital in providing not only a stimulus for the learning but also a reason for future work.

During the planning phase, sit together in a circle and talk with the children about what they are going to learn and the different ways they are going to do it. Share the overall learning intention with the children and ask them to give examples of prior learning and things they already know.

Decision? Decision? How do we make them?

This is one teacher’s way of planning with a class.

Available to download from www.ccea.org.uk
Thinking Skills and Personal Capabilities by the end of Key Stage 2

Managing information
Be able to ask deeper and wider questions to clarify a task and to plan and set goals;
Begin to challenge conventions and assumptions;
Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;
Develop methods for collating and recording information and monitoring progress on a task; and
Have a sense of audience and purpose.

Thinking, problem solving and decision-making
Show the ability to use memory strategies to deepen understanding;
Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;
Make and test predictions, examine evidence and make links between possible causes and effects;
Discriminate between fact and opinion, and question the reliability of evidence;
Understand more than one point of view;
Examine options and weigh up pros and cons;
Try alternative problem solving solutions and approaches; and
Use different types of questions systematically and with purpose.

Creativity
Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;
Use all the senses to stimulate and contribute to ideas;
Experiment with different modes of thinking;
See opportunities in mistakes and failures;
Learn from and build on own and others’ ideas and experiences;
Value other people’s ideas;
Experiment with objects and ideas in a playful way;
Make ideas real by experimenting with different ideas, actions and outcomes; and
Begin to develop value judgments about the merits of their work.

Working with others
Become more independent in social and interpersonal skills;
Work in different roles in a group and take responsibility for appropriate tasks;
Be willing to help others with their learning;
Understand and learn to respond to feedback; and
Work with peers to reach agreements and begin to manage disagreements.

Self-management
Evaluate what has been learnt and compare approaches with others;
Make links between learning in different contexts;
Become more self-directed by working independently or with a group;
Learn ways to manage own time;
Seek help from a variety of sources;
Work towards personal targets identified individually or jointly with the teachers; and
Be more confident in the knowledge of personal strengths and weaknesses.
Across the Curriculum: Connecting the learning

Planning our Work
Examining options and weighing up pros and cons.

The World Around Us
Interdependance of people.

Language and Literacy
Understanding more than one point of view.

Words and phrases I will hear and use
Impulse  Decision  Choice  Options  Consequence
Learning activities

Activity 1
**Now or later in life**
An experiment to demonstrate deferred gratification.

Activity 2
**Who influences me?**
Exploring the influences in our lives.

Activity 3
**Acting on impulse**
What can happen when the choices we make aren’t thoroughly thought out.

Activity 4
**Making a choice**
Finding a strategy to help us to think before we act.

Activity 5
**Wants and needs**
Do we really need all that we want?
Learning activity 1: Now or later in life

CORE CONCEPT
Decision-making is an important life skill. We all face choices every day. Each choice we make has consequences. By knowing that we can choose, and knowing how to make sound choices, we can control our lives more effectively.

SUGGESTED SUCCESS CRITERIA
We will recognise that the choices we make have consequences. We will experience one strategy for making choices.

POINTS TO NOTE
This lesson is based on a famous marshmallow experiment by Walter Mischel in which he researched the relationship between impulse and future life developments. For the lesson to be successful, use something that encourages the children to choose between short term gain as opposed to delayed gratification. If you use sweets, check that all children are permitted to eat them.

WHAT YOU NEED
- Sweets (or other desirable product)
- Suitable story, for example ‘Charlotte’s Web’
- Analysis and Solution (Resource A)

WHAT TO DO
- Sweet Temptation, Sweet Reward
- Working Through Consequences

Sweet Temptation, Sweet Reward

Tell the children that, as a special treat, you are going to give each of them a sweet. They are free to eat it whenever they like. However, if they do not eat the sweet during the day, you will give them another two before they go home. Later in the day, go around and give out the extra sweets to those children who haven’t eaten theirs.
Discuss the experience, using the following questions to prompt conversation:

**What was that like?**
**How did you feel during the day?**
**What choice did you make about your sweet?**
**How difficult was this decision?**
**What was the consequence of your choice?**
**How did you feel when you got/did not get the extra sweets?**
**Did anyone try to persuade you to eat your sweet?**
**What happened?**
**What do you think helped you to keep it?**
**What other situations are there where children, or adults, are faced with such choices?**
**What do people usually do?**
**What did you learn from this?**

Explain to the children that for the next few lessons they will be looking at choices.

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**Working Through Consequences**

Read to the class the opening sequence of a story in which a decision is made, for example ‘Charlotte’s Web’ by E.B. White. It is important that the children have not already read or heard the story. Stop just before the final decision is made and ask the children:

**What is the problem?**
**Who ‘owns’ the problem?**
**Does anyone else ‘own’ the problem?**
**How do the problems differ depending on who ‘owned’ them?**
**What might be a solution?**

Write down all the possible solutions (especially those that seem unusual!) and assign a group of children to analyse each option (for example, if you have six solutions create six groups).

Give each group Resource A to record their analysis and solution. Have each group present their proposed solution’s advantages and disadvantages. Ask the class if there are any other advantages/disadvantages that the group hasn’t considered. Then, have the class decide if the solution is a good one or not, giving reasons.

Discuss the experience, using the following questions to prompt conversation:

**What was that like?**
**How did you feel during the day?**
**What choice did you make about your sweet?**
**How difficult was this decision?**
**What was the consequence of your choice?**
**How did you feel when you got/did not get the extra sweets?**
**Did anyone try to persuade you to eat your sweet?**
**What happened?**
**What do you think helped you to keep it?**
**What other situations are there where children, or adults, are faced with such choices?**
**What do people usually do?**
**What did you learn from this?**

Explain to the children that for the next few lessons they will be looking at choices.
Learning activity 2: Who influences me?

CORE CONCEPT
Being aware of what or who influences our choices can help us to take more control over our decision-making.

SUGGESTED SUCCESS CRITERIA
We will recognise the influences that may affect our choices. We will recognise and name a range of influences that affect our choices.

POINTS TO NOTE
There may not be time to work through all of the ‘Choices’ cards, so choose the most appropriate or devise more suitable ones.

WHAT YOU NEED
- Choices Cards (Resource B)
- Influences Cards (Resource C)
- The Broken Car (Resource D)

WHAT TO DO
- Who Influences Us?
- Role Play
- The Broken Car

Who Influences Us?
Refer back to the previous lesson and the choices the children made around eating the sweets. Explain that they’re now going to make other choices in different situations. Take one of the ‘Choices Cards’ (Resource B) and read it out. Ask if this happened to any of them, what would they do? Discuss a number of ideas.

Ask the children to name who or what might influence their final choice. List these on the board. Then, ask the children to imagine what the people listed on the board might say to influence him/her (a small group could role play this for the other children). Remind the children that influences can be both positive and negative.
Role Play

Divide the children into groups of four or five and give each group one of the ‘Choices Cards’ (Resource B) and four or five ‘Influences Cards’ (Resource C). Give the groups time to decide who will play the different roles and then role play each situation. The child with the role of making the choice should make a decision each time. Roles can be rotated in the groups.

As a class, discuss the role play using the following questions to prompt conversation:

- Was it easy to resist influence?
- Who had most influence?
- Are there any other influences that were not included (e.g., media)?
- What about the feelings/needs of the child making the choice? Did they influence the choice?
- Has anyone been involved in a situation like this before?
- Would you like to tell us what decision you made and what happened?
- What have we learned from this that will help us to make choices in future?

Ask the children to name a number of choices that they have made in the last 24 hours. Then, have each child write down four or five of these choices and write down the influences on those choices. Ask them if anything surprised them and if they learned anything new from the exercise.

You can use the following questions to prompt discussion:

- Are some choices more difficult than others?
- What makes them more difficult?
- Are there any choices we make that only affect ourselves? (or is it possible that these choices will affect others in the long term, for example eating unhealthy foods?)

The Broken Car

Read the four character roles present in ‘The Broken Car’ (Resource D) aloud to the class. Ask for volunteers to role play the situation. Then, ask the class to decide who, if anyone, was to blame. Has anything similar ever happened to any member of the class? What happened?

Use the following questions to further explore the impact of influences and the choices we make:

- What choices did each person in the story make?
- How did each person’s choice affect someone else?
- How did each person feel?
- What other choices could they have made?
- How would each different choice have changed the situation?
- Was there any way the situation could have been made to please everyone after the car was broken?

think before you make your choice
Learning activity 3: Acting on impulse

CORE CONCEPT
Acting without thinking can have serious consequences for personal safety. All learning requires some degree of risk. Assessing risk is an important skill.

SUGGESTED SUCCESS CRITERION
We will recognise the risks associated with acting on impulse.

POINTS TO NOTE
This activity is designed to help both the impulsive and the very serious child reflect on risks that endanger us and risks that help us to grow.

WHAT YOU NEED
- Large sheet of paper
- ‘Trouble in the Playground’ (Resource E)
  or
- ‘Problem in the Line’ (Resource F)

WHAT TO DO
- Story
- Rate the Risk

Story

Select the most appropriate story (Resource E or Resource F) and read it to the children. Then, use the following questions to encourage a discussion:

Trouble in the Playground:
What was Stephen thinking?
How was he feeling?
What choices did Stephen make?
What were the consequences of his choices?
What options did he have?

What might he have done differently?
What choices did Seán have?
What would have happened if... Stephen had been caught with the cards?
Have you ever done anything like this?
Tell the children that they are going to look at choices that involve taking a risk. Explain that many choices we make may involve risks. Ask the children for examples of risks that children take, and then write their examples on a large sheet of paper so that it can be used in the next lesson. Use the following examples, as necessary, to prompt them:

- standing up to do something in front of the class;
- going in for a tackle in a football game;
- skateboarding without protective clothing;
- cycling on the road;
- starting to smoke cigarettes;
- eating too much;
- not getting enough exercise;
- swimming when there is no lifeguard about; and
- talking to strangers.

Point out to them that to give an answer to a question is to take a risk: it could be wrong, it might upset someone, it might even get you into trouble. However, if everyone started to think like that, no one would ever do anything. We need to get the balance right between taking risks that help us to grow and taking risks that endanger us.

Next, review the list they’ve compiled. Ensure that there is a good range of situations and make some additions, if necessary. Ask the children to write down the three situations which they consider to be the least risky and the three they think carry the highest risk. It should emerge that there are degrees of risk-taking. Some of these are necessary for growth, others are simply dangerous. Ask them what they can do about risky situations (for example, take steps to minimise any danger (give examples) or avoid the situation altogether.)

**Problem in the Line:**

What was Lorna thinking while the children were lining up? How do you think she was feeling? Why?

How do you think Alison felt when she discovered that Megan was Lorna’s partner?

How did Lorna feel?

What did Alison do?

What might she have done differently?

What choices did Clare have?

Should Lorna have told Alison her secret?

Has anything like this ever happened to you?

Explain that to act on impulse is to do something suddenly, without giving any thought to the consequences of the action. Even though it is sudden, and may not feel like a choice in that moment, it is still a choice. This is something that a person can do something about. Use the following to further explain impulses:

One example is what happened the other day when you had the sweet in front of you. Usually people eat sweets without thinking too much about it. Some people eat impulsively. What many (all) of you did was to ignore the impulse to eat the sweet. You made a choice. If you practise that with sweets every day, you might never eat a sweet again! You would be practising control. When you practise control in one small area of your life, it will help you to practise control in other, bigger areas.

If you used ‘Trouble in the Playground’, also discuss the following:

**How could Stephen have avoided acting on impulse?**

What do you do when you are in a situation like that?

He could count to ten, he could imagine a red flag which says stop, he could tell himself that Seán is the one with the problem.

Tell the children that they are going to look at choices that involve taking a risk. Explain that many choices we make may involve risks. Ask the children for examples of risks that children take, and then write their examples on a large sheet of paper so that it can be used in the next lesson. Use the following examples, as necessary, to prompt them:

- standing up to do something in front of the class;
- going in for a tackle in a football game;
- skateboarding without protective clothing;
- cycling on the road;
- starting to smoke cigarettes;
- eating too much;
- not getting enough exercise;
- swimming when there is no lifeguard about; and
- talking to strangers.
Learning activity 4: Making a choice

CORE CONCEPT
Making healthy choices is central to the prevention of substance misuse. Giving children a technique for making choices will help them to be more in control of all their decisions.

SUGGESTED SUCCESS CRITERION
We will put into practice the Stop, Think, Decide technique of making choices.

POINTS TO NOTE
The children will best learn the technique of Stop, Think, Decide if you refer to it when discussing different situations that occur in and out of school.

WHAT TO DO
- Review
- Stop, Think, Decide

WHAT YOU NEED
- Picture of traffic lights (with Stop beside red, Think beside amber and Decide beside green)
- Choices Cards (Resource B)

Review

Remind the children of the topics and content of the previous lessons: making choices, who or what influences choices and acting on impulse. Ask children what they have learned so far about making choices.

Next, refer the children to the list of risky choices devised in the previous lesson. You could add to it at this stage. Ask them to think of useful ways to make choices about these situations, bearing in mind what you’ve talked about in previous lessons, such as not acting on impulse. The ‘Choices Cards’ (Resource B) may also be useful.
Stop, Think, Decide

Introduce the children to the Stop, Think, Decide technique and use particular examples to illustrate the technique. Then present one or two situations and ask the children, as a class to come to a choice/action using the Stop, Think, Decide method, outlined below:

**Stop**
What are the possibilities here?
What might happen?

**Think**
What are the advantages of each possibility?
What are the disadvantages?
What is the worst thing that could happen?
What would I do?
Who could I talk to about this?

**Decide**
What will I decide to do?
Why have I decided to do this?

Next, fairly divide the children into groups of three or four. In their groups, have the children discuss risky choices and use Stop, Think, Decide to come to a decision. The children may choose their own risky choices, which will give you a useful insight into their experiences, or you can provide them with scenarios.

As a class, discuss some or all of the risky choices and the decisions taken:
Did you find the Traffic Lights technique useful?
Could you use it in the playground?
On the street?
At home?
In class?

Explain that even when they stop and think, they may still make mistakes and that is okay. They can learn from them and get better and better at making decisions.
Learning activity 5: Wants and needs

**CORE CONCEPT**
We do not need everything we ‘want’ in life. We need to be able to distinguish between needs and wants.

**SUGGESTED SUCCESS CRITERION**
We will know the difference between an essential need and a want.

**POINTS TO NOTE**
When we learn to distinguish basic needs, then we can connect with basic human rights. This activity links closely with Activity 2 in this unit: ‘Who Influences Me?’

**WHAT YOU NEED**
- Needs or Wants? (Resource G)
- My Needs and My Wants (Resource H)
- ‘Primary Values’ p144 -147 and p233

**WHAT TO DO**
- Thinking About Needs and Wants
- Decisions About Needs and Wants
- Discussion

What makes us want the things we want?
How can we give presents that are about needs?
Thinking About Needs and Wants

Ask each child to make a list of five items they need to keep them happy, healthy and safe. Then, ask each child to make a separate list of five items they want to keep them happy, healthy and safe.

Next, pair the children and review each other’s lists, agree five items people need to keep them happy, healthy and safe and agree a list of five items that people want to keep them happy, healthy and safe. Then, as a class, discuss what would be the most difficult item to do without from their ‘want’ lists? Why?

Decisions About Needs and Wants

Instruct the children to look at the ‘Needs or Wants?’ list (Resource G) and decide which is a ‘want’ or a ‘need’ for them. Have them agree with a friend which items on the list are basic needs and why. Provide them with ‘My Needs and My Wants’ (Resource H) to display their sorted items.

Next, as a class, try to decide which of the basic needs connect with basic rights, for example the right to food (see Primary Values p144-147 and p233).

In pairs again, have the children list ten items they think they would need to take with them in order to live on a deserted island. Tell them to be prepared to give reasons for their choices. Then, pair pairs into groups of four and have each group renegotiate a list of ten items to incorporate the thinking of all four members.

Discussion

Finally complete the activity by discussing some of the following questions:

Does everyone need the same things?
Who might have different needs?
Do children around the world have the same needs as you do?
What makes us want the things we want?
What sort of media coverage catches our attention?
What kind of packaging makes us want to buy?
What sort of access makes it easy to obtain?
What makes the latest gadget difficult to resist?
What can we do to think more about what we need rather than what we want?
How can we give presents that are about needs rather than wants?
How can we support each other?
How can we support others who may not have anyone to support them?
Has this unit changed us in any way?

Ask each child to make a list of five items they need to keep them happy, healthy and safe. Then, ask each child to make a separate list of five items they want to keep them happy, healthy and safe.

Next, pair the children and review each other’s lists, agree five items people need to keep them happy, healthy and safe and agree a list of five items that people want to keep them happy, healthy and safe. Then, as a class, discuss what would be the most difficult item to do without from their ‘want’ lists? Why?

Decisions About Needs and Wants

Instruct the children to look at the ‘Needs or Wants?’ list (Resource G) and decide which is a ‘want’ or a ‘need’ for them. Have them agree with a friend which items on the list are basic needs and why. Provide them with ‘My Needs and My Wants’ (Resource H) to display their sorted items.

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How can we give presents that are about needs rather than wants?
How can we support each other?
How can we support others who may not have anyone to support them?
Has this unit changed us in any way?
Resource A
Personal Development and Mutual Understanding Violet Unit

Learning activity 1: Now or later in life

Analysis and Solution
Our problem:

Our Solution:

Advantages:       Disadvantages:

After thinking about our problem we think our solution is:

Available to download from www.ccea.org.uk
Resource B
Personal Development and Mutual Understanding Violet Unit
Learning activities 2 and 4: Who influences me? and Making a choice

Choices
Cards
<table>
<thead>
<tr>
<th>You are going to buy a pair of trainers</th>
<th>You’re thinking about what you’d like to be when you are older</th>
<th>You are going to buy a pair of jeans</th>
<th>Dinner is over and the dishes have to be done</th>
<th>You are buying a DVD from the local shop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone has called you a name</td>
<td>You are deciding what you will have for breakfast</td>
<td>The practice for the school team is at the same time as the choir practice</td>
<td>Your Mum wants you to tidy your room and your friend has called to see if you can come to play</td>
<td>You find a purse full of money lying in the street</td>
</tr>
<tr>
<td>You’re out playing and it’s nearly dinner time</td>
<td>You are deciding what to have for lunch</td>
<td>You are given your pocket money</td>
<td>You’re told not to go to the shopping centre with a crowd of friends</td>
<td>You need to choose a cold drink in a shop</td>
</tr>
<tr>
<td>Your friends are passing around a can of beer</td>
<td>You are on your way home from school to start your homework</td>
<td>You find your Gran’s cigarettes and lighter</td>
<td>You are thinking of joining the local Guide/Scout group</td>
<td>Your birthday is coming up and you are trying to decide how to celebrate</td>
</tr>
<tr>
<td>A game of football is starting in the park. What position will you play?</td>
<td>You notice your friend make a sectarian remark during a conversation with you</td>
<td>You find £10 lying on the street</td>
<td>A new pupil has come to your school from another country. On your way home from school you see a group of children you know shouting racist remarks at her</td>
<td>The shop keeper gives you back too much change</td>
</tr>
</tbody>
</table>

Available to download from www.ccea.org.uk
Resource C
Personal Development and Mutual Understanding Violet Unit
Learning activity 2: Who influences me?

Influences
Cards
<table>
<thead>
<tr>
<th>Pop Star</th>
<th>Sports Star</th>
<th>Someone on TV</th>
<th>Mum</th>
<th>Dad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brother</td>
<td>Sister</td>
<td>Teacher</td>
<td>Friend</td>
<td>Mum</td>
</tr>
<tr>
<td>Friend</td>
<td>Dad</td>
<td>Brother</td>
<td>Sister</td>
<td>Friend</td>
</tr>
<tr>
<td>Teacher</td>
<td>Friend</td>
<td>Sister</td>
<td>Mum</td>
<td>Dad</td>
</tr>
<tr>
<td>Friend</td>
<td>Sister</td>
<td>Mum</td>
<td>Friend</td>
<td>Pop Star</td>
</tr>
<tr>
<td>Sports Star</td>
<td>Someone on TV</td>
<td>Friend</td>
<td>Teacher</td>
<td>Sister</td>
</tr>
</tbody>
</table>
The Broken Car

Andrew

It was a lovely remote controlled car. I know it cost Mum and Dad a lot of money because I had seen it in the shop. I really didn’t think I would get it for my birthday, and I could hardly believe my eyes when I unwrapped my present. I don’t usually kiss Mum in front of everyone anymore, but when I saw that car I just flew to thank her and Dad. By the time the others arrived for the party I had learned how to work it properly. I could make it go forward, reverse, turn and park. I did it all very carefully because I didn’t want to scratch the shiny paintwork. Little did I know that young cousin of mine would ram it into the wall and wreck it. Dad was there when it happened. He just said, ‘These things happen.’ Mum was really cross. She blamed Uncle James. ‘He should have been watching Peter more carefully,’ she hissed.
Mum

Andrew really wanted that car. He had been watching it in the shop for weeks coming up to his birthday and he had been so good recently when he had chickenpox. He had been covered in spots and I know they were itchy, but he never made a fuss. I know the car was a bit more than we usually spend, but his Dad and I thought Andrew would be able to play with it a lot on the driveway, and he is really interested in the way mechanical things work. His Dad took a long time helping him practise on the controls so that he would be very careful when making the car manoeuvre about. I was busy when Peter and James arrived. I thought Andrew’s Dad was outside organising turns to play with the car. Why didn’t he keep an eye on what was happening and make sure nothing was damaged. Why didn’t James look after Peter? He’s his child after all. He’s responsible for what he does.

Dad

I wasn’t too hard to persuade when it came to buying Andrew the car for his birthday. I thought I might have some fun with it, too. I like it when Andrew and I are outside playing together, and he was really quick to learn how to work the controls. I had explained that he needed to be careful because it was only a toy. When James and Peter arrived, James and I started to talk about the plants in the garden. I needed his advice about where to plant the roses, and we walked over to where he thought they should go. We were just walking back when I heard the crash. Andrew was crying so hard and muttering at Peter. The front of the car was in splinters where it hit the wall. I didn’t want to make a fuss because I didn’t know exactly what had happened.

Peter

I couldn’t wait to go to Andrew’s birthday party. Andrew is two years older than I am and he’s great fun. When we arrived I jumped out of the car. Most people were outside and I ran over to Andrew. He was playing with a new car his Mum and Dad had given him for his birthday. I watched him for a minute or two and then asked if I could play with it. Andrew wasn’t too sure but I kept on until he gave it to me. He told me to be careful. I made it go forward and then I made it go faster and all of a sudden I saw it heading for the wall but I didn’t know how to stop it. I knew Andrew would be upset if anything happened to the car but he wasn’t beside me any more and Dad wasn’t there, either, to help me stop it. Craaaaassssshhhh!!
Stephen was very lucky. Ms. Beckham hadn’t seen him showing his newest football cards to his friends. Stephen didn’t think it was fair that football cards were banned in his school. He didn’t understand why.
It was break time. When the principal had walked very close to where Stephen and his friends were standing, Stephen hadn’t seen her. But then, she hadn’t seen Stephen either. It was David who warned him. Stephen quickly bundled the cards under his jumper. When Ms. Beckham walked over to the other side of the playground, he arranged the cards neatly and put an elastic band around them. Down into the bottom of his pocket they went. ‘Phew!’ he said, letting out a long sigh.

It wasn’t just a question of losing the cards, Stephen thought to himself. He stood to lose a lot more. He had got into trouble so often since he came to this school. With every new teacher, the length of the list of complaints about him seemed to have grown longer. After the last incident, where he had broken a chair by swinging on the two back legs, he had been warned. ‘Any more trouble from you, Stephen, and I’ll have to see your parents,’ Ms. Beckham had said. His own teacher had warned him that if he got into any more trouble, his situation would be really serious. ‘Why are they always picking on me?’ Stephen wondered angrily to himself.

Stephen continued talking to his friends about the nature programme on the television the previous evening. It was about tarantulas. With Stephen, spiders were a speciality. ‘Did you see the bit where…’ he didn’t get to finish his sentence. Seán, one of the boys in his class was running away from someone and crashed into Stephen. ‘Move off!’ said Seán, spitting the words at Stephen without pausing for breath. Stephen saw red. Up came his left hand, formed into a fist and straight into the side of Seán’s face. ‘What did you do that for?’ shouted Seán, as he launched himself at Stephen.

From the other side of the yard, Ms. Beckham heard the chant, ‘Fight! Fight!’ Taking a deep breath, she rushed over in the direction of the commotion.
Lorna has just been to see the principal, Miss O’Reilly. One of the other teachers, Ms. Smith, had found Lorna in floods of tears. When she heard why Lorna was crying, she brought her in to tell Miss O’Reilly her story.
Earlier on in the day, Ms. Smith had arranged to bring the class out to a nearby field to do science. This was one of Lorna's favourite subjects. As well as that, it was a beautiful day and she thought it would be nice to get out of the classroom for a while. Whenever the children left the school, Ms. Smith always asked them to line up in twos. That's when the problem arose.

Any other time that they had to line up in twos, Lorna had paired off with Alison, her best friend. This time, Megan had asked Lorna to be her partner. Because Lorna couldn’t see Alison around, she said, ‘okay’. Actually, Alison was in the toilet. When she came out to line up with Lorna, she found Megan beside her. ‘I thought you were my best friend,’ she said to Lorna. ‘I am,’ said Lorna, ‘I looked for you. Sorry.’ Alison wasn’t listening to her. She was going through a whole ‘potful’ of feelings. Hot tears of disappointment and rage poured down her cheeks as she went in search of a new partner.

She finally found someone alone at the end of the line. It was Clare. Along with most other children in the class, Alison didn’t like Clare much. That’s because she was a bit of a bully who was always jeering people. ‘What’s the matter, did someone hit you?’ asked Clare, hoping for a bit of excitement. ‘Buzz off,’ said Alison angrily. Just then she had an idea. ‘Do you want to know something about Lorna?’ she asked, not stopping to think. ‘Yeah, tell us,’ Clare replied eagerly.

At first, Alison felt fairly happy as she watched Clare pass on Lorna’s secret to their classmates. Then she began to feel not-so-good. She rushed after Clare. ‘Wait,’ she cried.

It was shortly after this that Ms. Smith found Lorna crying. And now Alison is just about to see Miss O’Reilly and explain what happened.
Needs or Wants?

Learning activity 5: Wants and needs
<table>
<thead>
<tr>
<th>bottle of mineral water</th>
<th>mobile phone</th>
<th>designer trainers</th>
<th>football shirt</th>
<th>crisps</th>
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<tbody>
<tr>
<td>fresh water</td>
<td>i-pod</td>
<td>name</td>
<td>television</td>
<td>tree house</td>
</tr>
<tr>
<td>air</td>
<td>teachers</td>
<td>bicycle</td>
<td>own bedroom</td>
<td>golden retriever puppy</td>
</tr>
<tr>
<td>computer</td>
<td>warmth</td>
<td>shelter</td>
<td>ice cream</td>
<td>playground</td>
</tr>
<tr>
<td>clothes</td>
<td>salad</td>
<td>to like myself</td>
<td>cinema</td>
<td>sleep</td>
</tr>
<tr>
<td>hugs</td>
<td>money</td>
<td>friends</td>
<td>food</td>
<td>home</td>
</tr>
</tbody>
</table>

Available to download from www.ccea.org.uk
Resource H
Personal Development and Mutual Understanding Violet Unit

Learning activity 5: Wants and needs

My Needs and My Wants
Learning intention
Understand that choices involve consequences.

Planning together
Active involving children from the beginning to establish a context that matters to them is vital in providing not only a stimulus for the learning but also a reason for future work.

During the planning phase, sit together in a circle and talk with the children about what they are going to learn and the different ways they are going to do it. Share the overall learning intention with the children and ask them to give examples of prior learning and things they already know.

Decision! Decision!
How do we make them?
This is one teacher’s way of planning with a class.

 Needs | Wants
--- | ---

Available to download from www.ccea.org.uk
The main theme of this unit is understanding that we have choices and that by knowing how to make choices, we can control our lives more effectively. Making good choices also involves recognizing the difference between needs and wants and the effects our choices can have on others.

Personal Development and Mutual Understanding: Key Stage 2, Year 5

Strand 2: Mutual Understanding in the Local and Wider Community

Unit 7: Making Good Choices

Complementary Unit: Ups and Downs

Valuing Self and Others

Learning More About Others

Stay Safe and Healthy

Playing an Active and Meaningful Part in the Life of the Community and Being Concerned About the Wider Environment

Teaching approaches

The Democratic Classroom

A Democratic Classroom is one in which all who work there (teachers, other adults and children) make many decisions jointly. This includes decisions about how classroom jobs are shared for example, giving out and collecting books, conducting morning registration, tallying lunch numbers, and tidying up after art. This is the practical outworking and modelling of respect for others, the environment and oneself.

Drawing Names

If your class is learning about shapes in Mathematics, give out shapes with contrasting properties and corresponding shapes being studied and have the children with the same shape form a group.

Adjectives

If you are studying adjectives make a list of contrasting adjectives (for example hot, cold; low, high; rich, poor; and so on). Each child then partners with the child who has the adjective that contrasts with theirs. When forming a group the adjectives could be classified for example, those to do with temperature: freezing, cold, warm, hot.

Fair Pairing and Grouping Ideas

Clumps

Ask the children to move about the circle (safely) to music. Tell the children that when you hear a whistle and see the number of times the whistle is blown, they must form a group of the corresponding size. For example, two, four, six... etc.

Maths Match

If your class is learning about shapes in Mathematics, give out shapes (or some names and corresponding shapes being studied) and have the children with the same shape form a group.

Numbers

Ask each child to pick a number card. Then have all even numbers form one group and all odd numbers form another group. You could use any other mathematical criteria to form the groups you need.

Suggested stories

- Silverstein, S. *The Giving Tree* (Harper Collins: 1964) 0 06025665 6
- Barrett, J. and Barrett, R. *Cloudy With a Chance of Meatballs* (Atheneum Books for Young Readers: 1982) 0 68970749 5
- White, E.B. *Charlotte's Web* (Puffin: 1963) 0 14030185 2

Suggested further reading

- Clough, H. and Holden, C. *Education for Citizenship: Ideas Into Action* (Red Fox: 1992) 0 09983480 4
- Foreman, M. *One World* (Red Fox: 1992) 0 09945530 7
- Naylor, Y. *Stepping Out* (from the Transforming Sectarianism - SEED Project by the Irish School of Ecumenics, Trinity College Dublin) www.creni.org
- School Councils Toolkit at www.schoolcouncils.org
- Circle Time Resources www.circle-time.co.uk

Suggested additional resources