Decisions! Decisions!

The main theme of this unit is to increase children’s awareness of self and others. It also aims to demonstrate the importance of the decisions we make and their consequences for our own lives and those of others in the local and wider community.
Teaching approaches

Peer Instruction

Develop a sense of interdependence by giving the children opportunities to teach another child something new. For example, they might teach a classmate a tune on a tin whistle, a maths puzzle, a hand clapping game, a skipping game, the words to the latest pop song, hand and arm movements to music, how to write a name in a different language, how to count in a different language, how to draw a cartoon, bowling techniques, hip hop dance moves, etc.

This helps them to recognise their own talents and qualities and to share these with someone else. Note that the children will need time to identify the special strength they are willing to share and to think of ways that they can teach it to another child.

Building Positivity

Build up language is much more constructive than put down language. Encourage the children to use build up phrases by asking all adults to consistently model the practice and to reframe any put down language that they hear being used (without using put down language themselves!)

Community Projects

Use informed decision-making skills to discuss local community issues and to decide which to petition or to promote. This gives decision-making skills a context that is relevant to the children and the community in which they live.

Learning Through Challenge

Set the children challenges. For example, in groups of eight or nine, challenge everyone to step into and out of a hoop as quickly as possible. Give the group a set time to decide a strategy. Time each group at the beginning of the activity and then again after they have had a number of practice turns. The winning group is the one that has improved most (not necessarily the fastest!)
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

**Explore 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

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**Progress in learning**

- I can think of options.
- I can weigh up advantages and disadvantages before I make a decision.
- I know that ‘weighing up’ is more to do with importance than number.
- I can name the groups I belong to.
- I can talk about a number of factors that influence my decision-making.
- I can recognise if I need information to help me make a decision.
- I can distinguish between fact and opinion.
- I am interested in finding out more about my community.
- I can refuse to do something I know is wrong.
- I know how to be kind and helpful.
- I can speak about my good qualities.
Learning intention:
**Understand their roles in the school and local community.**

**Learning together**

Actively involving children in the planning process provides a starting point and gives a sense of current thinking in the class. It provides an understanding of the interests, needs and experiences of the children. Involving children in the planning of their work complies with Article 12 of the United Nations Convention on the Rights of the Child: ‘Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account (UNICEF).
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.

Being creative

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;

Show that they can 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

Mathematics and Numeracy

Thinking, problem solving and decision-making

Language Literacy

Collecting, representing and interpreting data

Examining options and weighing up pros and cons

Understanding how actions and words affect others

Words and phrases I will hear and use

Positive

Negative

Group

Weigh up

Organisation
Learning activities

Activity 1
**Groups I belong to**
Children explore the groups they belong to and how to evaluate their influence.

Activity 2
**Strategies for decision-making**
Children deepen their thinking about the decisions they make.

Activity 3
**Decision-making in practice**
Everyday acts of kindness are explored and discussed.

Activity 4
**What do I say to myself?**
Children explore how thoughts can affect how we think of ourselves and how we act towards others.
Learning activity 1: Groups I belong to

CORE CONCEPT
At this stage of development, children spend an increasing amount of time in the company of diverse groups. Their growing freedom brings more responsibility and the need to resist negative pressures or influences.

SUGGESTED SUCCESS CRITERIA
We will identify groups to which we belong. We will talk about how others can influence our views, feelings and behaviour.

POINTS TO NOTE
While groups can bring negative influences, the positive opportunities for informed and responsible choices given by organised or often informal groups should not be denied.

WHAT YOU NEED
- Flip chart paper
- A4 paper
- Danielle’s Story (Resource A)

WHAT TO DO
- Identifying Groups I Belong To
- Danielle’s Story
- Let’s Talk
- Groups We Belong To

Identifying Groups I Belong To

Fair group the children, and ask them to imagine a boy and girl called Rory and Danielle who are in Year 6. Ask each group to depict these two pupils on a sheet of flip chart paper. Encourage the children to identify the different groups to which each could belong. Ask the spokesperson for each group to give feedback to the class.
Clarify with the children what we mean by a **group** (i.e. people who have a common purpose). Give the children examples of appropriate groups to which **you** belong. The children could check the dictionary definitions. Encourage them to extend the original list and classify these under various headings, for example family, people who live at Example Crescent, or sports groups like a football team or swimming club.

Next, pass out blank A4 sheets of paper and ask each person in the class to depict themselves, and have them identify the groups to which they each belong. Ask them to circle the three groups they consider most important to them and to note their reasons for choosing each.

Respect each person’s privacy by asking them individually if they would mind sharing their identified groups with others in the class. Explore the groups chosen by the children and some of the reasons given for belonging to them. Their responses may include fun, security, love, safety, achievement or togetherness. Highlight the fact that we don’t always choose to belong to a group. For example, we are born into a particular family or we are placed in a particular class group in school.

Which groups did they choose to belong to? Are there any groups they would like to belong to?

Ask the children to identify one good thing about belonging to each of the groups on their list.

Explain to the children that the more important a group is to us, the more we want to belong to that group. And of course the more important the group is to us, the more influence it has on us. Check that the children understand what is meant by influence.

Finally, ask them to think of times when they were influenced by a group and to share examples without actually naming people. Ask them to share by using the sentence stem: **I can think of a time when some people in a group I am in...**
Learning activity 1: Groups I belong to (continued)

Danielle’s Story

Tell the children that they are going to hear a story about the influence a group of friends had on a young person. Then read the story in Resource A with the class and ask them:

- Do you think something like this could happen?
- What was the cause of the row between Danielle and her mother?
- Name some of the feelings experienced by Danielle throughout the story.
- What might have happened if she had refused the cigarette? Why?
- What do you think Danielle’s mum would have said about her smoking?
- What do you think was going through Danielle’s mind as Zoe told her plans to the friends?
- What were the risks in the plan?
- Who all is likely to be affected?
- In what way would each be affected?
- What rewards might there be?
- Would they be worth it?

Fair group the children and ask each group to construct an ending to the story. Ask each spokesperson to relate their ending to the rest of the class. Allow time for them to discuss the advantages and disadvantages of each ending.

You may choose to take a community of enquiry approach to discuss the story and/or the suggestions for its conclusion. Use questioning skills to encourage the children to think more deeply about the situation. This will be more than a speaking and listening activity and will encourage the children to respond and interact with each other’s statements - agreeing, disagreeing, giving reasons and taking the discussion deeper. Encourage the children to think about the story and to ask their own questions, for example: What makes life exciting?

Make a list of the questions, categorise them and collectively choose one to discuss. Examples of questions that could be used by the facilitator to make thinking deeper are outlined in the Teaching approaches section of the Blue Unit: Speaking Up for Me. In this story a question might be:

Is it ever right to steal? (think of famine times or a single parent who is ill and has no money but four children to feed and clothe).

Is not taking a library book back, stealing?

Is taking a piece of school equipment, for example a pencil, stealing?
Let’s Talk

Ask the children to imagine how they might feel if they were asked to leave their group of friends. Record their responses in a Circle of Feelings. Children may remember this activity from the Green Unit’s Activity 3. Highlight the importance of friendship and the importance of mutually satisfying relationships. While this unit explores the influence of friends in the decisions we make, it also builds on the work on friendship completed in the Year 5 Blue Unit: Valuing Self and Others.

Groups We Belong To

When the children have identified the organised groups to which they belong, have the class design a data collection sheet. Use the data collected to draw up a class graph of the groups. You could also have the children from each identified group give a presentation to the rest of the class giving information about its purpose, where and when it meets and so on. It may also be appropriate to have someone from the organisation come and talk to the children and for the children to plan and arrange such a visit. Planning might include ascertaining suggested organisations, identifying a recommended speaker, choosing a suitable range of dates, writing invitations, giving appropriate guidance for the presentation (for example content and duration), preparing thank you letters, and so on. Such classroom visits help children learn more about the community in which they live. Even if the children travel some distance to come to the school, it raises their awareness of opportunities within the school’s vicinity.
Learning activity 2: Strategies for decision-making

CORE CONCEPT
Making healthy choices is central to preventing substance misuse. Giving children a strategy for making choices will help them to be more in control of the decisions they take in all situations.

SUGGESTED SUCCESS CRITERION
We will be able to use a decision-making strategy for a given situation.

POINTS TO NOTE
The more options children can create, the less likely they are to make impulsive and inappropriate decisions. This unit builds on the learning activities completed in the Year 5 Violet Unit: Making Good Choices, but it asks children to think more deeply.

WHAT YOU NEED
- Traffic Lights (Resource B)
- Sample Situations (Resource C)
- Seeing Options (Resource D)

WHAT TO DO
- Making Choices
- Making Decisions
- Traffic Lights
- Seeing Options
- Risky Situations

Making Choices

As a starter activity, ask the children to stand in the middle of the room. Tell them that you are going to ask them a series of questions and then they have to decide which of two options to choose. Explain that you will point in one direction for one answer and another direction for the other. They should move to the spot that best describes them. Those who are unsure should stay where they are. Emphasise that there are neither right nor wrong answers, only choices. Ask the children questions such as the following:

- Which do you prefer: the mountains or the sea?
- Which do you prefer: a banana or an apple?
- Do you prefer: to shout or whisper?
- Do you prefer: to travel by car or bus?
- Do you prefer: to watch TV or listen to music?

After each choice, ask them why they chose what they did. Then ask them to return to the middle of the room.
Making Decisions

Inform the children that everybody makes decisions every day. Ask what decisions they have made for themselves since they got up that morning and what decisions they will have to make before they go to sleep that evening. Many of those decisions will require little thought - these are things we do almost automatically. Ask for other examples.

Explain that some decisions are made for us by others. For example, the school may decide for us what clothes to wear as a uniform. Ask for other examples. Sometimes the children may choose between two or more alternatives and consider the consequences, for example whether to walk to school or take a lift with Mum. Can they think of other examples? Ask for examples of decisions that parents insist on for example, asking permission to go out with friends; or coming home at a stated time (or before!)

Explain to the children that there are a lot of things which help us to make decisions. These include our past experiences (good and bad), what we like, imagining what will happen, our beliefs, and influences (for instance the ability or power of others to sway, persuade or force us to choose one thing over another).

There are also different ways of making decisions, for example:

- I always do it that way.
- They’re doing it, so will I.
- My parents told me to do it.
- If I did it, I know it would be bad for me.
- We all talked about what would be best and agreed to do it that way.

Ask the children which way they think is the best to make decisions. Remind them of exploring the choices Rory could have made in the Green Unit’s Activity 3: Working at Harmony.
Learning activity 2: Strategies for decision-making (continued)

Traffic Lights

Distribute Traffic Lights (Resource B) and explain that it gives a strategy for making a decision. Remind the children of the Year 5 Violet Unit’s Activity 4: Making Good Choices. This is when the traffic light strategy was introduced. Make sure that they all remember how it works. Explain that you want them to use the traffic lights to help them make decisions, and that this year everyone is going to think more deeply about decision-making.

Next, choose a situation from the Sample Situations (Resource C) or present one that is more relevant to your class. Using the traffic lights strategy to guide them, ask the children to tell you all the different things that could be done (the options/the alternatives) if they found themselves in this situation. Then discuss the consequences of each alternative. Decide which would be most appropriate.

Is there a better strategy for making a decision? Evaluate and amend Resource B as necessary.
Ask each child to choose a situation from their own life that requires a decision. If they cannot think of one, ask them to choose one from Resource C. Demonstrate making a decision with the children using Seeing Options (Resource D) and the Stop, Think, Decide strategy (Resource B).

- Divide the children into small groups. Ask the groups to think of the different options/choices. As a class, discuss the options. If necessary, categorise the options and allocate a different one to each group.
- Is there any further information you might need before you could make a decision? If so where could you get an answer?
- Have each group draw up the consequences of their option; weigh them up and decide if it would be a responsible option.
- After considering all the options as a class, decide which is the most responsible choice to make.

Give each group a situation that requires a decision to be made. Use suggestions from the situation sheet (Resource C) or together devise some that are relevant to the children’s lives. Distribute one to each group. Have them follow the strategy outlined above using Seeing Options (Resource D). They will need to look at the consequences of each option that the group decides could be worthwhile. They may initially consider some as options but after discussion dismiss these as all agree there are no positive consequences. Encourage each group to research any further information they may require, for example what the law states about a certain action.

Risky Situations

Ask the children to give some examples of risky situations that they might sometimes experience. Use the following questions to prompt discussion.

- What are the particular risky situations in your community? What are the risks involved?
- Without naming anyone, can you make a list of all the people involved, for example children, brothers, sisters, parents, grandparents etc?
- Is your information regarding the risks based on fact or opinion?
- Is there any further information you need?
- What can be done to lessen the risk?

Ask them to identify the options and consequences. Is the risk worth taking?

Discuss the options with the children, for example:
- Who might help and what could they do?
- Is it wrong to avoid all risky situations?
- What could be gained from being in a risky situation?
Learning activity 3: Decision-making in practice

**CORE CONCEPT**
Giving children experience in making informed choices to improve their environment will help them develop the decision-making skills necessary in life.

**SUGGESTED SUCCESS CRITERION**
We will demonstrate a variety of decision-making skills.

**POINTS TO NOTE**
From time to time encourage the children to develop their own agenda for Circle Time to discuss issues that are important to them. They could put their suggestions into a Topic Box. At the end of a session, take a suggestion from the box and read it out so that everyone can think about the topic and their feelings and ideas about it in preparation for the next session. You may need to use a large space for the closing activity of Circle Time.

**Circle Time and Would it help if...**
are ideas adapted from the Jenny Mosley Quality Circle Time Model. See the Suggested Resources section for further details.

**WHAT YOU NEED**
- Use of a hall or large space for Circle Time
- Spreading Sunshine (Resource E)
- Box in which each child’s name is written on a piece of card

**WHAT TO DO**
- Circle Time
- Spreading Sunshine
- Secret Friend
- Tie a Knot
- Thank You

**Introduction**
Welcome everyone to Circle Time. Ensure that chairs have been included for anyone who may join in later. This makes it easier to join in quickly and without embarrassment and helps develop the children’s empathy. Sensitively praise thoughtful gestures.
Next, mix up the children by asking them to change places if they:
- have had a difficult decision to make this week;
- find making decisions difficult;
- have made a wrong decision this week;
- have made a decision today; or
- enjoy being involved in making decisions that affect the class.

Sentence completion
What I like most about break time in school (or pick some other more suitable topic, for example lunch time, being in this class, PDMU, homework). What I like least about break time (or the chosen topic).

Identify the main issue that emerges. Why is it an issue?

Information sharing
Fair pair the children and ask each pair to consider all the possible things that could be done to help deal with this problem so that school could be a happier place for everyone.

Ask one person from each pair to complete the sentence stem, Would it help if _____? Then, record and group the solutions.

Next, fair group the children into four or five, and allocate one solution to each group. Ask them to discuss the advantages and disadvantages. Set a limited time for discussion and to decide about its viability. Then, ask each group to share their assigned solution and their thoughts on its effectiveness. As a class, decide on one solution and how it could be achieved. Together allocate roles and responsibilities that will allow the class to manage the chosen solution. This may involve the children working together or individually. Emphasise to the children that each adult and child in the room has a part to play in making the agreed solution work. Decide how the solution will be monitored and evaluated. Finally, allow time for a review of progress during or at the end of the week.

Closing the Circle
Remind the children that in Circle Time you have been working together to find even better ways of working together. Remind them that if the class works as a team, everyone will enjoy school because they will be sharing together and feeling the support of each other - Together Everyone Achieves More (TEAM).

Next, give each group a hoop and two mats. Set them the challenge of working together so that every member of their group moves from one end of the room to the other using the hoop and two mats without touching the floor. The hoop and mats cannot be thrown.
Learning activity 3: Decision-making in practice (continued)

Spreading Sunshine

Distribute *Spreading Sunshine* (Resource E). Explain that on this sheet they will record their actions over the coming week. Each day that week, they are to write or draw something they did to make their community, classroom, school or home a more caring place. Encourage them to feel that they can have a positive effect wherever they are. Modelling from your own experience will help the children to think of what they can do. For example, you might say: **Last night at W.I. I went over to speak to a new member; I have cleared a corner so that we can put a floor cushion for you to read on; I also planted some sweet pea in our garden so that we will have lovely coloured flowers later in the summer.** Give time each day for this activity and for some discussion. Some children may need you to point out the thoughtful things you have seen them do.
Secret Friend

Put the children’s names in a box. Have each child pick out a name. This will be their secret friend for the week. They must not tell anybody the identity of their secret friend. During the week they are to perform some kind actions for this secret friend without telling them. At the end of the week, discuss with the children their experience of this activity.

- Did you enjoy it?
- Did you remember to do the kind things?
- Did you notice any one being kind to other children?
- Do you know who your secret friend was?
- Were there any difficulties?
- What did you learn?

Tie a Knot

Ask each child to bring in several lengths of colourful wool. Plait these together to form a rope. Have each child keep their length of rope somewhere safe. Ask them to tie a knot in their rope every time someone does something that makes them feel good. At a later date talk with the children about the knots they have tied and what action each one represents.

Thank You

Using your chosen materials, ask each child to make a special card, picture or item for someone who has done something to make them feel special.

Alternatively as a class make special tokens. Then, pass these from one child to another around the class to recognise everyday acts of kindness or something special that someone has done.
Learning activity 4: What do I say to myself?

CORE CONCEPT
Negative thoughts can increase the intensity of negative emotion. Developing the skills to change negative thinking can help us all to cope with difficult situations. Self-esteem (the personal judgement we make of our own worth), is expressed in the attitudes and beliefs we hold about ourselves. What we think about ourselves will affect how we interact with others.

SUGGESTED SUCCESS CRITERIA
We will understand and talk about how our thoughts can influence our feelings. We will understand that by changing our thoughts we can change how we feel in certain situations. We will recognise, name and celebrate our qualities.

POINTS TO NOTE
Encourage the children to share their negative thoughts if you, yourself, are prepared to risk doing so!

WHAT YOU NEED
- Thoughts (Resource F)
- Material to make a poster
- The Voice in My Head (Resource G)
- A wide range of collage materials
- Superstar (Resource H)
- A photograph of each child’s face

WHAT TO DO
- Negative Thinking
- Let’s Talk
- The Voice in My Head
- Superstars

Negative Thinking
Distribute Thoughts (Resource F) to the children. Ask them to read each situation and think about how each character might be feeling. Ask them to complete the thought bubbles by identifying what are the ‘Put down’ messages the person might be saying to himself or herself.
Let's Talk

When they have completed the ‘Put down’ portion of Resource F, compare the feelings and thoughts attributed to each character that the children have. Discuss with them alternative ways that the characters could think in the situations. Complete the ‘Build up’ messages. To prompt discussion, use the following questions:
- By changing the way they think, could they change their feelings?
- How might this affect the way they interact with others?
- Can anyone give you any examples from their own experience?

Make a poster showing the ‘Build up’ messages and add to it throughout the year.

The Voice in My Head

Explain to the children that sometimes we can make ourselves feel good or bad about something simply by changing what we think. Often we tell ourselves that we cannot do something before we even try. Give examples from your own experience and invite the children who are prepared to do so to share some of their negative thoughts with the class. Comments might include:
- I can’t do these maths.
- I’m no good at drawing.
- S/he doesn’t like me.
- PE is stupid.

The children will be more inclined to talk about their stories if you have identified some of your own negative thinking and share this with them. After discussion, ask each child to begin The Voice in My Head (Resource G), asking them to identify a situation in which they find it difficult to think positive thoughts.

Discuss the following questions:
- When you think negative thoughts, how do you feel about yourself?
- How are the thoughts linked to how you feel about the situation?
- How could changing the way you think affect your feelings?
- How could changing the way you think and feel affect the situation?

Then, ask the children to write in the thought bubble an alternative way for them to think about the situation.

Alternatively, have the children write out their negative thought(s) on a separate sheet of paper. They can then crumple these up and throw them in the bin or into a Worry Jar with the lid put on tightly!!

Finally, give the children access to a wide range of materials, and ask them to make a mask of how they think they look to others. Ask why they chose the materials they did. Are they happy with their mask? Is it comfortable to wear? Are there any bits they would like to change? Do others think they look like this?

Superstars

Sit the children and adults in groups of six. Distribute Superstar (Resource H) to each person. Each person places a photograph, writes his/her own name or draws him/herself in the centre of the star. They then pass the sheet to the person on their right. This person writes something affirming about the named person in one of the points of the star. The sheet is passed in an anti-clockwise direction until all points are completed and the star is returned to its owner. Then, have everyone read out loud what was written about them. Adults need to do this too! Encourage everyone to design their own ‘star’ shapes.
Danielle’s Story

Danielle had just had yet another row with her mother about the state of her room - she couldn’t find any of the school blouses her mum had ironed for her over the weekend. Just then the doorbell rang - it was her friends Ciara and Alison. Was she glad to see them! She got her coat and bag and ran out of the house. She heard Mum saying “Bye” as she slammed the door.
She quickly forgot about the row when the three of them started talking about the previous evening’s T.V. programmes. As they lined up in the playground, they met up with their other friend Zoe. They had formed their friendship at the beginning of Year 5 and were unlike any other group in the class. Each of them liked the same film star, the same football team and the same kind of music. They all had different coloured hair, but they liked the same kind of clothes, and they each described themselves as ‘mad’. There were other similarities too. None of them was all that well off and each of them had problems of one kind or another at home.

Recently, life had been very exciting; Alison had ‘borrowed’ a pack of her Dad’s cigarettes and after school they had gone into the park to light up. Danielle was always getting on to her mum about smoking because she hated the smell of her clothes afterwards, but she wasn’t going to tell her friends that – what would they think? She didn’t enjoy smoking at all, but she pretended she did. The others seemed to enjoy it and it looked cool. When she got home, she spent twenty minutes brushing her teeth to get the taste out of her mouth.

One day, Zoe said that she had thought of something really exciting that they could do. After school, they sat in the park and Zoe unfolded her plan. She wanted to steal magazines from the local shop and she needed the help of the others to do it. Alison and Ciara were to distract the shopkeeper. Danielle would keep watch while Zoe stuffed the magazines into her bag. This sounded exciting! Would they be able to take the magazines without anyone seeing them? It was only a bit of fun... a challenge! Or was it?

Danielle felt sick. She must have looked it too, because Zoe asked her what was the matter.
Steps for making decisions

When we make decisions we need to:
What could I do?  
Who could I talk to about this?

What options do I have?  
Do I need any information to help me?  
Choose one option you think would work for you.  
What is likely to happen if I do _____?  
Who all would be involved by my decision?  
How would they be affected?  
Think of the advantages and disadvantages of your chosen option.

When I weigh up the advantages and disadvantages, which are the most important?  
What is the best thing to do?  
Why have I decided to do this?
Sample Situations

What do you do if:
The traffic lights are not working at the busy crossing when you arrive on your way to school.

You find a wallet with £30 on the street and a name and telephone number written inside.

Your friend’s dad is giving you a lift to school. He opens a packet of cigarettes and throws the wrapper out of the car window before lighting his cigarette.

You have a bad headache. You know that the tablets your mother takes when she has a headache are in the cupboard.

You are sleeping over at your friend’s house as his/her parents are having a party and they said that you could come to keep your friend company. While you are having supper, you both see some drinks in a glass. You don’t know what they are but your friend suggests that you both drink some.

Some boys and girls you know are smoking in the park. When you stop to talk with them, they offer you and your friend a cigarette.

You are walking home from school with a group of friends. You notice Hassan walking home on his own. Some other boys are shouting at him.

Your best friend in school also lives beside you and moves away to live in a different county.

You go to the local shop and start to talk to some children from your class in school who have called in. You notice one of the group has lifted a packet of sweets and left without paying for it.
Seeing Options
making informed decisions
Advantages

Disadvantages

Options

1. 

2. 

3. 

Consequences for option: 

This is a ______ option because ________________________________

______________________________________________________________
Spreading Sunshine

Use this page to design your own spreading sunshine sheet. Make a border and find a way to show the things that you did each day to make home, school, the classroom and the community a happier place. If you have done something each day for each place, you will have lots to put on your page. Each night, use your sheet to show the acts of kindness you have done no matter how small or how big.
Resource F
Personal Development and Mutual Understanding Violet Unit

Learning activity 4: What do I say to myself?

Thoughts
Paul is a goalkeeper for the school team. His team was beaten in the last game 2-0. He saved at least 5 shots.

Outside school you have a friend who goes to a school where most of the children are a different religion to you. People in your class who live nearby ask why you want to play with her/him.

Geraldine doesn’t want to go to school today. She forgot to do her homework last night. But today special visitors are coming to her class. It is the celebration of all the work they did for the topic.

Your class is starting to learn about decimals. You don’t understand them, but the rest at your table got them all right.
The Voice in My Head

Situation:
(Who is there? What is happening or about to happen?)
How do you feel?
What are you thinking?
How could you change what you are thinking?
Look at your face carefully in a mirror.
Draw your face and write positive thoughts in the speech bubble.
Design a star with the number of points being one less than the number of people in your group. Put a photograph, write your name or draw a picture of yourself in the centre of the page and pass it to the person on your right who will write a quality they like about you in one of the points of the star. Pass the sheet on until everyone in the group has had a chance to write something and each point has been filled. When the star comes back to you, read aloud what people have written and the qualities they value in you.
Suggested stories


Wilson, J. *Sleepovers* (New Edition Corgi Children’s: 2002) 0 55254709 3

Fine A. *The Tulip Touch* (Puffin Books: 1997) 0 14037808 1


Fine A. *Madame Doubtfire* (Puffin Books: 1995) 0 14037355 1

Ashley, B. *Dinner Ladies Don’t Count: AND Linda’s Lie* (Puffin Books: 1984) 0 14031593 4

Ashley, B. *Growing Good* (Puffin Books: 2000) 0 74754700 9

Mark, J. *The Snow Maze* (Walker Books Ltd: 2005) 1 84428968 0

Patten, B. *The Impossible Parents Go Green* (Walker Books Ltd: 2001) 0 74451881 2

Mark, J. *Road Closed* (Hodder Children’s Books: 2006) 0 34086100 2

Dahl, R. *Matilda* (Jonathan Cape Children’s Books: 1988) 0 22402572 4


Wilson, J. *Candyfloss* (New Edition Corgi Children’s: 2007) 0 44086645 6

Collodi, C. *Pinocchio* (Usborne Publishing Ltd: 2005) 0 74607035 7

Suggested further reading

Mosley, J. *Quality Circle Time in the Primary Classroom* (LDA: 1997) 1 85503357 7

Lynagh, N. & Potter, M. *Joined Up: Developing Good Relations in the School Community* (NCIE and the Corrymeela Community: 2005) 1 87373930 3


Rae, T. *Good Choices* (Paul Chapman Educational Publishing: 2006) 978-1412918190


Stanley, S. and Bowkett, S. *But Why* (Network Educational Press Ltd: 2004) 1 85539172 4

Suggested additional resources

Naylor, Y. *Stepping Out* (from the Transforming Sectarianism SEED Project by the Irish School of Ecumenics, Trinity College, Dublin) www.creni.org

Circle Time Resources www.circle-time.co.uk

Games, posters, books www.incentiveplus.co.uk

CCEA Thematic Unit: Being and Belonging (CCEA: 2008)