

Moral values

AGE RANGE 5-11

LEARNING OBJECTIVE

To consider other people's feelings; to know how they can make a positive difference; to link action and consequences.

CURRICULUM LINKS

QCA citizenship, Unit 1: Taking part; Unit 2: Choices.

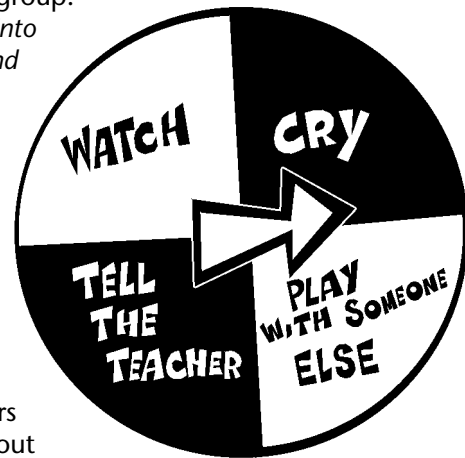
Can I play?

What you need

Photocopiable page 49 copied on to card, enough for one per child; split pins; copies of the dilemma, below, for each group; a board and writing materials.

What to do

- Give each child a Decision Wheel and show them how to pin the arrows on.
- Put the class into groups of four to six and tell the children they are now all Decision Makers.
- Read the dilemma, below, to the children and give each group a copy. Ask them to consider the dilemma in their heads and think about what they might do in this situation. Tell them to indicate their choice on their Decision Wheel by moving an arrow (they could indicate two options by using both arrows if they wish). Emphasise that there are no right and wrong answers.
- Ask the children to share their decisions with their group. For example, *I'd go and play with someone else; I'd go into the corner and cry; I'd tell an adult; I'd remember this and try to get some other friends to do exactly the same to them another time.*
- Stop the groups after a short time and tell them you want them to consider the possible good and bad outcomes of some of the choices they have talked about.
- Go around the groups as they do this and encourage them to broaden the discussion to include individual children's feelings and how they might overcome these.
- Remind the groups that they are all Decision Makers and that you want them to reach a group decision about how they would respond to the dilemma. Explain that it is acceptable not to reach a unanimous decision and, if so, they should go with the majority opinion.
- Record each group's solution on the board and discuss each with the whole class.



Dilemma

It's lunchtime and most of the children are in the playground playing. You go out to play. Some of your friends are playing and it looks like a good game. You ask if you can play too. They say *no*. How does this make you feel? What do you do next?

Differentiation

More able children could verbally discuss the processes they took to reach their decisions. Less able children could prepare a short drama based on the dilemma to use as a class (or whole school) assembly.