

LEARNING OBJECTIVE

To recognise choices they can make, and recognise the difference between right and wrong.

CURRICULUM LINKS

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

KS1: En1 Speaking and listening (3) Group discussion and interaction.

Choices

What you need

A 'speaking object' (see the introduction on page 6); two books – one brightly coloured and attractive looking but dull inside (such as an academic book), the other in a plain cover but a good read or very attractive inside (you could cover one title in brown paper); photocopiable page 47.

What to do

Introductory phase

- Ask the children to close their eyes and think of one person they would like to meet – the person can be real or a character from a story. Ask them to think about why they chose that person.
- Pass the 'speaking object' around the circle and encourage the children to finish the sentence, *I would choose to meet... because...*
- Congratulate the children for making a choice.

Middle phase

- Show the class the two books and ask which one they would like to read. Take a vote to see which book is the popular choice.
- Open the books and explain that before making decisions they need to stop, think and try to gather all the information they need to make a choice.
- Explain that sometimes choices involve making decisions about what feels right or wrong, such as choosing where to play or how to behave in a certain situation.
- In small groups, ask the children to discuss a choice they, or a character from a book, has had to make involving a right or wrong decision, for example, Goldilocks deciding to eat the three bears' porridge.
- Ask the groups to report back to the circle.
- Congratulate the children for sharing their ideas and for listening to each other.

Closing phase

- Ask the children to help make up a chant that involves right choices.
 - Start the chant slowly and gradually build up speed and momentum, like a train pulling away from a station until the final 'right' sounds like the train whistle.
- For example:

Listening, listening, listening, listening
Being gentle (x4)

Kind and helpful (x4)

Working hard (x4)

RI-I-I-I-GHT!

Differentiation

Younger or less able children may find it easier to discuss the scenarios shown on photocopiable page 47. Older children could write out some of the scenarios they discussed and then act them out to the class.



Choices



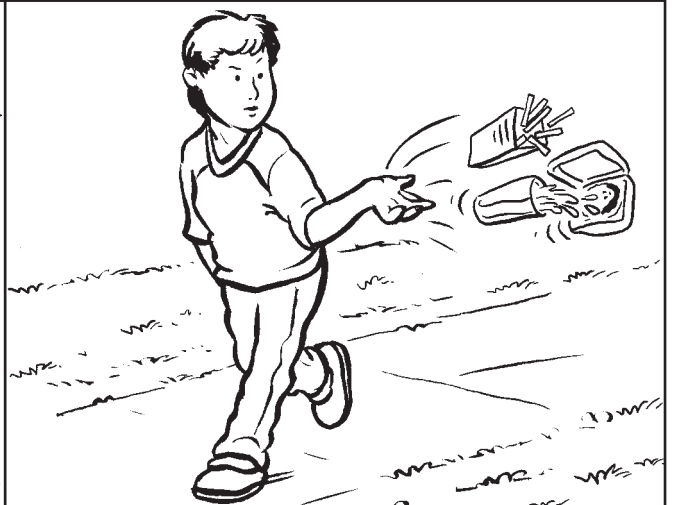
Playing in the street amongst traffic.



Playing in the park.



Putting litter in the bin.



Dropping litter.

A wrong choice

A right choice