

## RESOURCES

Resources include:

- QCA information and case studies on education for sustainable development
- the National Healthy School Standard (supports work on healthy eating and exercise)
- the Food Forum (provides data and information on food choices)
- the Royal Society for the Prevention of Accidents (RoSPA; produces resources about choices relating to safety)
- the Personal Finance Education Group and the Financial Services Authority (for resources on money matters)
- the *Childline Teacher's Pack* (includes decision-making activities relating to friendship and peer influence)
- the Citizenship Foundation, which publishes open-ended stories about friendship and difficult choices

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at

- www.standards.dfes.gov.uk/schemes
- www.nc.uk.net/esd (Education for sustainable development)
  - National Healthy School Standard
  - Food Forum (information to support food choices)
  - Royal Society for the Prevention of Accidents
  - Personal Finance Education Group
  - Financial Services Authority
  - Citizenship Foundation

## EXPECTATIONS

### At the end of this unit

<i>most children:</i>	realise that they usually have several alternatives when making decisions. They take time to consider their options and begin to assess the consequences of their decisions. They know what they like and dislike and what is right and wrong. They are aware of peer, family and media pressure in certain circumstances. They make reasoned decisions and justify their choices. They cope with an increasing number of alternatives.
<i>some children have not made so much progress and:</i>	make decisions after some consideration of a limited number of options. They identify likes and dislikes and some things that are right and wrong. They are aware of some of the external pressures on their decision-making.
<i>some children have progressed further and:</i>	make well-informed decisions. They investigate their options through research and questioning, justify their decisions and evaluate the consequences. They understand that they have responsibilities to other people and the environment when making some personal choices.

## Unit 2 Choices

### ABOUT THE UNIT

In this unit, children discuss their likes and dislikes and the difference between right and wrong. They develop decision-making skills, explore the influences on the choices they make, and practise resisting peer influence. They consider rights and responsibilities when making decisions. The unit highlights the use of knowledge and skills to make informed and responsible personal choices and to consider the effect of those choices on other people and the environment. Children apply what they have learnt in a variety of contexts. The activities in this unit can be adapted for use at either key stage 1 or key stage 2.

There are opportunities to link with work in English and geography. Some links are indicated in the 'Points to note' section. The unit also links with unit 1 'Taking part – developing skills of communication and participation', unit 6 'Developing our school grounds' and unit 10 'Local democracy for young citizens'.

### WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2:

#### Key stage 1

1a, 1b

#### Preparing to play an active role as citizens

Pupils should be taught:

- 2a to take part in discussions with one other person and the whole class
- 2c to recognise choices they can make, and recognise the difference between right and wrong
- 3a
- 4a
- 5c, 5d, 5g

#### Key stage 2

1a, 1c

#### Preparing to play an active role as citizens

Pupils should be taught:

- 2a to research, discuss and debate topical issues, problems and events
- 2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- 2f to resolve differences by looking at alternatives, making decisions and explaining choices
- 2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- 3a, 3f
- 5c, 5d, 5g

### VOCABULARY

Through the activities in this unit, children will be able to understand, use and spell correctly words relating to:

- decision-making, eg *dilemma, conflict, pressure, influence, option, alternative, consequence, choice, responsibility*

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

### WHAT KINDS OF DECISIONS DO I MAKE?

- to recognise that they can make choices
  - the difference between right and wrong
  - what they like and dislike
  - what is fair and unfair
  - to share their opinions on matters that are important to them
  - to take part in discussions with one other person and the whole class
  - to resolve differences by looking at alternatives, making decisions and explaining choices
- The children take it in turns (in circle time, if appropriate) to identify their likes and dislikes by completing the sentences: 'I like ...' and 'I don't like ...'. They contribute to a class display, *eg with words or pictures of 'our likes' on a rainbow and 'our dislikes' on a cloud with raindrops.*
  - The children work in pairs or small groups to draw up a list of situations that they think are right or wrong. Younger children could sort simple statements or pictures, *eg relating to road safety, safe and unsafe places to play, dropping litter or putting it in a bin.* Or they could pretend to give advice to a puppet or soft toy about making choices in different situations. Older children could work in groups to explore various scenarios, *eg a friend wants them to try smoking and they would rather not; some children want to play near the railway line and others try to persuade them not to.* Or they could use discussion or role-play, *eg as an agony aunt.*
  - In pairs or small groups, the children discuss recent choices they have made, *eg about food, games to play at playtime, TV programmes to watch, what to wear.* Why did they make that choice? Did someone or something influence their choice, *eg a friend, a television advert, the weather?* The children reflect that sometimes it is difficult to make choices because other people or things influence them.

- know what they like and dislike
- recognise and make some safer choices, based on right and wrong, good and bad
- identify some of the influences on choices
- demonstrate a simple decision-making process
- think about what is important to them in making choices
- discuss their opinions with others and explain their choices

- Link with RE: work on right and wrong.
- Circle time techniques encourage children to listen to each other and take turns when contributing to discussion about choices, influences and strategies.
- This section could be linked with unit 8 'How do rules and laws affect me?'.
- It is important that children understand that they can choose what to talk about in small groups and what to disclose to the larger group when discussing personal experiences.
- Assertiveness training could be linked to work on personal safety.
- Link with English: En1 S&L 3a, 3b in the key stage 1 programme of study and En1 S&L 3a, 3b in the key stage 2 programme of study.
- Link with geography: 1c, 5b in the key stage 1 programme of study and 1d, 2g, 5a, 5b in the key stage 2 programme of study.

### HOW DO I MAKE DECISIONS?

- about strategies for making informed decisions
  - to consider alternatives, make decisions and explain their choices
  - about rights and responsibilities when making decisions
- The children work in groups to devise diagrams that represent the decision-making process, *eg as in one of the scenarios they considered in the activities above.* They illustrate their options and the possible consequences of each, *eg to smoke a cigarette and feel ill or get into trouble, or not to smoke it and risk their friend refusing to play with them.* They use arrows on the diagram to indicate where more information could help them make the choice, *eg knowing more about the health risks involved or knowing where to go for extra help and support if they are feeling under pressure.*
  - The children then add to the diagram the rights and responsibilities which need to be considered, *eg the right to choose friends to play with, the responsibility to keep playground rules.*
  - Ask the children to draw up a simple decision-making strategy suitable for their age and stage, *eg for older children: 'Pause; think; consider options; predict consequences; weigh up advantages and disadvantages of each option; go ahead with choice'.*
  - The children design a poster entitled 'You have a choice'. This could have a general or a specific focus. The posters could be displayed around the school.

- communicate the decision-making process visually
- identify situations in which more knowledge or external help may be needed to make informed choices
- identify rights and responsibilities to consider when making decisions
- produce a source of advice for others about informed decision-making
- explain their choices

- Children could do research to find the information they need or to identify people, organisations or agencies that could provide information, advice or support.
- Information on health education (healthy eating, exercise, mental health) is available on the key stage 1 or key stage 2 website.
- The Food Forum provides information on food choices.
- Link with English: En1 S&L 3e in the key stage 1 programme of study and En1 S&L 3c in the key stage 2 programme of study.
- Link with geography: 2g, 5a in the key stage 2 programme of study.

### WHAT INFLUENCES OUR CHOICES?

- about different influences that can affect choices
  - to discuss their views and communicate with others
  - that pressure to behave in an unacceptable way can come from a variety of sources, including people they know
  - that peer influence can be positive as well as negative
  - about different types of advert
  - that our resources are limited and we need to make choices
  - to understand that text on the same topic may contain different information, and to distinguish between fact and opinion
  - to evaluate how the media present information to their target audience
- Reflecting on the activities above, produce a class list of 'Things that influence choice', *eg personal likes and dislikes, knowledge, friends and family, adverts.* Choose one or two of the themes to explore in more detail.
  - With the class, read a story about friends. Ask the children to identify what makes a good friend, and compile a class list of qualities desirable in a friend. The children discuss and agree on which qualities are most important, and why they are.
  - In small groups, the children talk about a time when they did something because a friend persuaded them to do so. They consider if, on reflection, this was a good idea and whether or not they would do it again. They also discuss a time when they persuaded friends not to do something because they thought it was wrong or dangerous. The groups share examples with the rest of the class – through verbal feedback, a storyboard or a short drama – illustrating how friends can influence choices.
  - In groups, the children compile a list of adverts they have seen and choose their favourites. They report back to the class on the group's favourite advert and explain why it is. As a class, they discuss the strategies that advertisers use to persuade us to buy their products, *eg 'ours is best', 'you'll look better if you use this product', 'everybody has got one'.* The children could ask older people in school or at home about their favourite adverts.
  - In pairs, the children discuss how they would spend a sum of money, *eg £100.* They use the decision-making strategy discussed in the previous section. They look at what influences our choice to buy something, *eg Do I want it? Do I need it? Can I afford it? Is there something I need more? Is there someone else who needs it more than I do?* Each pair shares its results with another pair. The class could develop a survey using these discussion questions and publish the results.

- know that there are different influences on our choices
- describe the qualities of a friend
- recognise positive and negative peer influence and identify how they can support friends in decision-making
- discuss and communicate what they have learnt verbally or through visual presentation
- recognise that we buy things for different reasons and that the media can influence our choice
- understand that our resources are limited and we need to make informed choices about what we purchase
- how spending decisions can affect others, *eg our friends and family*
- understand that advertisers target specific audiences

- It would be appropriate to provide opportunities for the children to learn about assertiveness and how it differs from passivity or aggression. They could practise assertiveness techniques through role-play, *eg by enacting situations they have encountered already or that they may know about from older children, by performing scenes from television programmes.*
- Adverts from magazines or newspapers could be used as a resource.
- Guidelines on the teaching of sensitive and controversial issues are included in the *Teacher's guide.*
- Link with English: En2 R 2b in the key stage 1 programme of study and En2 R 3f in the key stage 2 programme of study.

## LEARNING OBJECTIVES

## POSSIBLE TEACHING ACTIVITIES

## LEARNING OUTCOMES

## POINTS TO NOTE

### CHILDREN SHOULD LEARN

### CHILDREN

#### HOW DO WE MAKE INFORMED CHOICES IN OUR EVERYDAY LIVES?

- how choices affect us, other people and the environment
  - to investigate and consider alternatives when making an informed choice
  - about the responsibility involved in making choices
- The children could use the decision-making process in one or more contexts, eg
    - *sustainable development: they could enquire into an environmental issue, such as recycling, safe routes to school, the development of the school grounds*
    - *money matters: they could make decisions about pocket money, raising money for charity, the cost of a class trip; they could make choices related to banks and interest rates on savings accounts; they could consider a real budget, such as that for classroom games, school council budgets*
    - *healthy eating: they could choose food for a balanced diet, select from different types of restaurant menus, make food choices from different countries and cultures*
    - *exercise and play: they could make choices about sport, exercise and playground games; they could select an exercise programme suitable for individuals; they could decide what influences their choice of activity and safe play*

- appreciate the responsibilities involved in making choices
- know the choices open to them in relation to the decisions they make, eg relating to the environment, money, food, exercise and play
- make real and informed choices in relation to specific areas, eg play or money
- recognise that their choices affect themselves, others and the environment

- The work in this section could be linked with more detailed activities addressed through other aspects of the PSHE and citizenship framework or other subjects, eg RE, geography, science, PE.
- Information relating to health education (healthy eating, exercise, mental health) is available on the key stage 1 or key stage 2 website.
- The Food Forum provides information on food choices.
- The Personal Finance Education Group and the Financial Services Authority provide information on money matters and financial choices.
- Decision-making about personal safety could be introduced. This could include internet safety – raising awareness of the need to be cautious about giving personal details over the internet, eg in chat rooms or through e-mail correspondence with people they do not know well. The children could produce a poster about internet safety and the need to ‘think before you click’. The Royal Society for the Prevention of Accidents (RoSPA) has resources about choices relating to safety.
- Link with geography: 5b in the key stage 1 programme of study and 5a, 5b in the key stage 2 programme of study.