



Choices


L Lower

- Lesson 1: Making choices
- Lesson 2: Wheel of choice
- Lesson 3: Dilemmas
- Lesson 4: Influences

U Upper

- Lesson 5: Choosing to behave responsibly
- Lesson 6: Making informed choices
- Lesson 7: Making choices about the school environment
- Lesson 8: Making better choices

Lesson 4: Influences

L  30-45 mins

Aim

To help children understand the influences that affect our choices.

Learning outcomes

Children should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to research, discuss and debate topical issues, problems and events;
- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

Resources

- Pencils, paper

Activity

Ask the children to think about, and discuss, the people who might influence decisions they make – e.g. family members, authors, pop stars, people on television, friends, teachers.

Give the class a scenario. Each child chooses someone who might influence that decision. They then write a short speech that person might make to explain his or her point of view. These persuasive arguments could be negative or positive influences.

For example:

- **Scenario:** Your friends are passing around a cigarette.
- **Policeman:** It is against the law to smoke under the age of 16.
- **Friend:** Just one puff won't hurt anyone.
- **Man on television advert:** When you smoke, toxins attack your body and cause it to rot. Every cigarette rots you from the inside out.

The class can then play a game in the *Blind Date* format, where one person has the dilemma and three children who have chosen different personas play the different influences. They read out their opinions. The child with the dilemma then has to pick the one who would have the greatest influence on his or her decision.

In a plenary session, some of the children could explain their responses. Allow others in the class to comment on their explanations.

NB: The same scenario could be used more than once, with different children playing the various parts, as individuals will be influenced by different arguments and people.

Differentiation

SEN: These children could work in smaller groups that are likely to generate less arguments or they could use pre-prepared opinions.

More able: More confident pupils may wish to put their arguments forward to the whole school.