Making Good Choices





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Quality Standard Approved

Aim

- I can identify good and poor choices.

Success Criteria

- I can describe some of the choices I make about my behaviour.
- I can explain some consequences of making good and not-so-good choices.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association.

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The Big Questions

Do you have any ideas about these questions?

What choices can we make about our behaviour?

How might our choices affect the members of our home/class?





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Happy Families

You might not realise, but you make lots of choices every single day. Here are some of the choices you make at home each day before you even come to school!

Will you get dressed?



Will you eat your breakfast?



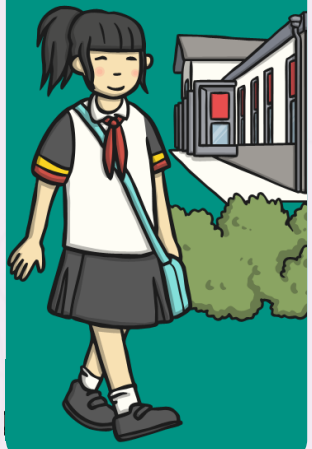
Will you brush your teeth?



Will you put on your shoes and coat?



Will you go in to school?



Making the right choices at home is important to keep everyone healthy and happy.

Happy Families

Whole Class

What might happen if you made different choices?

Will you get dressed?



Will you eat your breakfast?



Will you brush your teeth?



Will you put on your shoes and coat?



Will you go in to school?



What might happen if you chose not to get dressed?

What might happen if you chose not to eat breakfast?

Who would be affected by these choices?

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Making Choices



Your choices have **consequences.** These are the things that happen because of the choices that you make.

Making good choices usually has good consequences. This means that good things usually happen when you make good choices.

Making choices that are not so good often has consequences that are not so good too. This means that things that are not so good will happen when we make the wrong choice.



Can you think of a time that this has happened to you?

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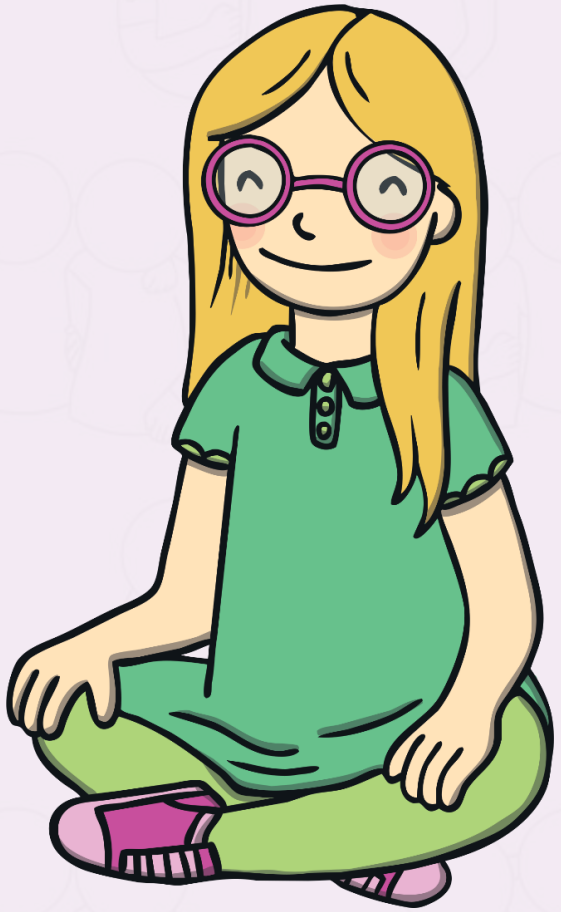
Making Choices



You are sitting in assembly. You are supposed to be listening, but you feel a bit fed up.

You could choose to sit up straight and show your teacher that you are being a good listener.

You could choose to start fidgeting and try to talk to the person sitting next to you.



Which is a good choice and which is a poor choice?
What might for each choice?

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Making Choices



This is called a choice chart.
It shows what might happen when we make a choice.

Will you get dressed in the morning?

Yes	No
Your parents is happy says well done and you are ready for the day.	Your parent is cross and tells you off. You are not ready on time. This makes you sad.





Which is the good choice?

Which is the not-so-good choice?

Which are the good consequences? How would you feel if this happened?

Which are the not so good consequences? How would you feel if this happened?

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Making Choices



Here is another choice chart. Fill in the chart together.

You need to tidy your room. Will you do it?

Yes

No

Who is affected by this choice? What kind of consequences are these?

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Consolidating
Reflecting

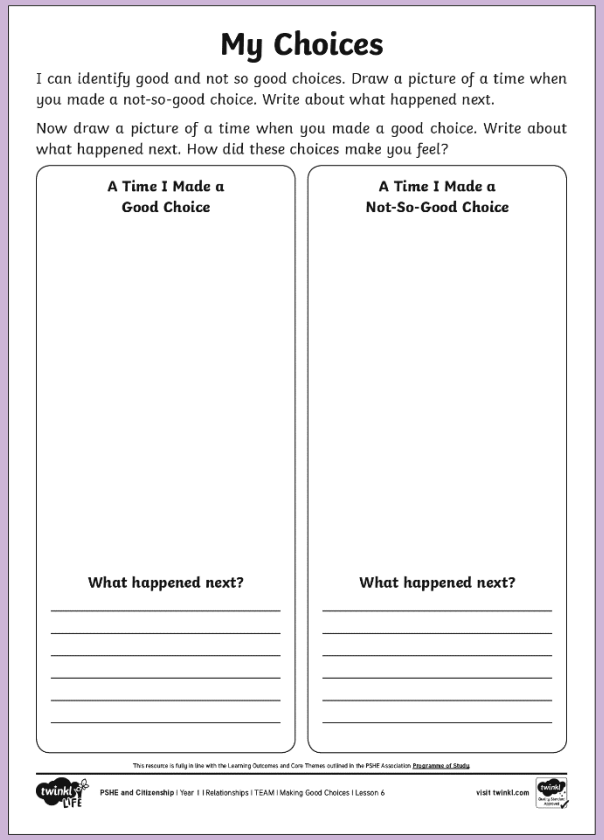
My Choices



Draw a picture of a time that you made a not-so-good choice and write a sentence about what happened next.

Think about how these choices made you feel.





My Choices

I can identify good and not so good choices. Draw a picture of a time when you made a not-so-good choice. Write about what happened next.

Now draw a picture of a time when you made a good choice. Write about what happened next. How did these choices make you feel?

A Time I Made a Good Choice	A Time I Made a Not-So-Good Choice
What happened next?	What happened next?

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programmes of Study

Now draw picture of a time you made a good choice and write a sentence about what happened next.

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Tricky Times



Sometimes it can be hard to make good choices.

Molly took an apple out of another child's lunchbox.

Was this a good choice? Why do you think Molly did this?



Molly didn't have any breakfast this morning, so she was very hungry. Does this mean Molly made a good choice? What might happen next?

What could Molly have done instead of taking another child's apple?

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Tricky Times

Albert pinched Rupa on the arm.

Was this a good choice?
Why do you think Albert did this?

Albert was cross because Rupa pushed in the line in front of him. Does this mean Albert made a good choice? What might happen next?

What could Albert have done instead of pinching Rupa on the arm?



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The Big Questions

Can you think of one thing you have learnt about these questions since the start of the lesson?

What choices can we make about our behaviour?

How might our choices affect the members of our class or family?





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