

Activity 8

Title:	Understanding Choice Making
Focus:	Enhancing awareness of self, self-management, interpersonal skills, meta-cognitive skills, self-control, empathy and handling relationships
Time:	45 minutes to 1 hour
Guiding Question:	<p><i>For students to become more aware of choice making, both individually and within groups.</i></p> <p><i>Chat about “alternatives” and “choices”. That is, people make choices constantly, every second is about:</i></p> <ul style="list-style-type: none"> (i) what to believe (ii) how to think (iii) how to act
Connections	Freedom is not merely the opportunity to do as one pleases; neither is it merely the opportunity to choose between set alternatives. Freedom is, first of all, the chance to formulate the available choices, to argue over them—and then, the opportunity to choose.
Rationale/ Background	Making choices is an essential part of functioning independently as an adult in society. Activities specifically directed toward helping students learn to make choices, however, are typically neglected in educational programs for students. This lesson and the activities presents a rationale for the inclusion of choice-making as an important skill area for all persons, including those with severe disabilities. Behavioral approaches that present useful means of conceptualizing choice-making in the school life of students are identified. Procedures are suggested for teaching choice-making skills, for integrating opportunities for exercising those skills throughout the course of the student's school life, and for fostering choice-making skills through the use of logical consequences.
The Learning Experience	
Setting The Stage <i>Tips to the Teacher</i>	<ul style="list-style-type: none"> • Try to respond to comments in a way that validates and affirms the feelings expressed. • If time is short, do only selected questions. • Move the continuum part of the activity along quickly, and don't dwell too long on one question. • Expect that there may be more than one way to interpret each question. • Make sure to allow anyone to “pass” on any item. • Consider behaviours, noise level, ways to participate, eg, no put-downs, everyone listens to instructions, everyone is in charge of keeping themselves in control.

<p>The Activity</p>	<ol style="list-style-type: none"> 1. A Body Poll is where students move to a part of the room based on which item they agree with (eg, Hungry Jacks to the door side and McDonalds to the window side of a room). Conduct Body Polls on: <ol style="list-style-type: none"> (i) Hungry Jacks vs McDonalds (ii) Study vs TV (iii) Physical Education vs Drama (iv) If there was someone in class who no-one liked would you: Talk to them OR Ignore them (v) If you could cheat on a test with no chance of being caught would you: Cheat OR Not cheat (vi) If you knew someone had cheated and you hadn't, would you: Tell someone OR let it slide 2. Reflect on which polls were easy and which took some brain power: <ul style="list-style-type: none"> • Why is this? • Which one was easy/hard to make? • Could it be that the greater the impact on others, the harder the choice is to make? 3. Draw Star (whole class). Discuss with reference to making choices: <ol style="list-style-type: none"> (i) look at alternatives (ii) choose an alternative (iii) act on choice (iv) evaluate choice (v) keep or change choice 4. Brainstorm their daily choices, with friends, parents, teachers. Encourage all information. 5. Alphabet activity: <ol style="list-style-type: none"> (i) clear large space (ii) Ball of string activity (iii) Students form letters with their bodies: <ul style="list-style-type: none"> • individually (maybe I, O, P, T) • in pairs (maybe H, X, M) • group of 4 (maybe N, C, D) • whole group (maybe S, W, star)
<p>Wrap Up</p>	<ul style="list-style-type: none"> • Question where groups based locally, nationally and internationally are examples of groups working well and of other groups not working well. Relate to choice making.
<p>Extension</p>	<p>8.1.1</p> <ul style="list-style-type: none"> • Keep a 'Choice Log' of hard choices to discuss next week. • Help the students to focus on feelings that existed before the choice and after the choice. <p>1.1.1 : Students further expand their persona within the Play Real game, building on the information given in the game. They will draw the person and surround them with words that describe their interests, likes and dislikes, personal qualities, strengths and weaknesses. This is added to their folder of Play Real activities.</p> <p>2.1.4 :Students participate in class group meetings in which they openly communicate positive comments about other students, or ask that interpersonal issues be discussed and resolved. Each student is expected to participate.</p> <p>7.1.3 Discuss as a class and then give examples of: if a decision needs to be made, identify what the issue or problem is, determine whether anything can be done, determine if help is needed.</p>

Teacher Program Review – Reflective Question

What makes you care about this lesson plan the most?

Emotions often rule our lives. This lesson provides students with the opportunity to reflect on and begin to manage their emotions.

Questions For Students to Consider:

What worked? What didn't? Why?

Hopefully the “star” was a disaster and the students work out that group decision-making skills/processes are needed. Link to choice discussion previously undertaken.

Activity Materials

Resources / Materials:

White board
Blank A4 piece of paper for each student.

Blueprint Career Management Competencies & Indicators

- 1.1.1 Explore the nature of personal characteristics such as interests, likes and dislikes, personal qualities, strengths and weaknesses
- 1.1.3 Understand how your self concept influences your behaviours
- 1.1.7 Evaluate which of your behaviours and attitudes contribute either positively or negatively to your self concept
- 2.1.4 Identify the skills and qualities that help you get on well with others and work with them in groups.
- 2.1.6 Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to your beliefs
- 2.1.10 Adopt behaviours and attitudes that help you to build positive relationships in life.
- 8.1.1 Understand how choices are made.