



Classroom Planning

Class: 5th & 6th

Strand: Myself
Strand Unit: Making decisions

*A strategy for developing positive school climate and atmosphere that would further support this Strand Unit is **Developing democratic processes** (TG p 24) e.g. school assembly with pupil input, celebrating class & school achievements, pupils taking part in events on behalf of school, student council, newsletter, parent input to assembly & newsletter.*

KEY WORDS/MESSAGES: *Read through content objectives. Highlight key words/key messages*

A sense of importance about making informed decisions. Examine critically factors that influence personal choices. Different people make different decisions & decisions have consequences Why adults can make decisions and set boundaries for young people and how adults do this. Opportunities to make choices increase as responsibilities are accepted and trust is earned. Learn and devise a simple decision making strategy. Distinguish between assumption, inference, fact, rumour, and opinion in making a decision. Identify sources of help in solving problems.

CONTENT OBJECTIVES: *Knowledge/Skills/Attitudes and Values*

SPHE Curriculum Statement p 60

CONTEXTS: *In what contexts can I teach these content objectives?*

Classroom climate and atmosphere that supports this unit is one that promotes:	Learning through discrete SPHE time	Learning through integration with other subject areas
<p>Decision making through specific opportunities and activities that allow pupils</p> <ul style="list-style-type: none"> • exercise judgements • weigh up different possibilities • openly examine and discuss steps that guide them to considered decision making • discuss rights and related responsibilities • reflect on actions taken e.g. election of class rep • reflect on different opinions and decisions • democratically allocate specific tasks and responsibilities with clear objectives • negotiate some class rules • show respect for differing decisions by encouraging pupils to choose some texts, activities and strategies that illustrate decision making 	<ul style="list-style-type: none"> • Examine critically the factors that influence personal decisions • Distinguish between assumption, inference, fact, rumour and opinion in making a decision • Identify sources of help in solving a problem. • Discuss and practise a simple decision making strategy • Important and legitimate role of adults in making decisions and setting boundaries for young people 	<ul style="list-style-type: none"> • Consequences • Informed thinking and informed decisions. • Different people, different decisions. • Taking on responsibility and earning trust • Integration could be developed across all subject areas e.g. <p><i>English:</i> Oral & Reading. Looking at stories and asking "What if?"</p> <p><i>History:</i> Looking at decisions made and consequences.</p> <p><i>Maths:</i> Problem solving.</p> <p><i>Drama:</i> Improvisation.</p>



INDIVIDUAL NEEDS: *Backgrounds, abilities, physical challenges, behaviours etc.*

Pupils with learning difficulties, pupils with specific disabilities, pupils with behavioural, social and/or emotional difficulties, pupils from disadvantaged homes, gifted pupils and such like.

Teaching methodology

Teaching approaches to support Active Learning

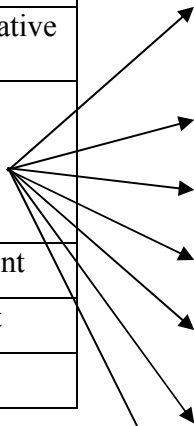
Key Methodologies

Talk and Discussion
Collaborative/Cooperative Learning
Active Learning
Use of the Environment
Skills through content
Problem-solving

Active Learning Strategies

Tick and elaborate strategy

Drama Activities	Group activities: Exploring responses to different situations; Role Play
Co-operative games	Ball game (A decision I made recently)
Pictures, Photographs and Visual Images	Using captions "What others think"
Discussion	Guided and open discussion
Written Activities	Three worksheets
Media and ICT	News paper headline and report on a conflict
Looking at children's work	Represent in graph form "What is important to me".



RESOURCES: *People/Materials/Community*

Possible visit by person from the community to the class to tell the pupils about a very important decision they made, how they informed themselves, how they were influenced, what strategy they used and how other people viewed their decision. How did they distinguish between assumption, inference and rumour?

Materials:

Walk Tall 5, p 91- 108: Types of decisions; Ways of deciding; I can choose; A conflict I had; Risky situations. Walk Tall 6, pp 76 – 78 and pp 83 – 87. What I decide; How to make a decision; How others see it.

Resource Materials for RSE pp113 -130

Active Learning Approaches as outlined above are explained in detail in Walk Tall resource materials.

Integration across all subject areas. See Decision Making in Integration section of planning.



ASSESSMENT:

Knowledge gained?

Skills practised?

Attitudes and Values experienced?

Thinking, critically assessing, informing, actively listening, questioning specifically.

Demonstrating respect, responsibility, trust, understanding and support.

Teacher Observation pp 72 - 74	Perseverance of the pupils in carrying out tasks Pupil's awareness of the difficulties of others, his/her willingness to help Ability of the pupils to engage in assessing his/her progress and to reflect on his/her learning Ability of pupils to ask for help
Teacher designed tasks and tests pp 74, 75	Write a report for the school newsletter about "A conflict/problem I had" under the following headings <ul style="list-style-type: none">○ The problem○ My side of the story○ The other side of the story○ Some solutions and/or sources of help○ My decision○ How I feel now looking back○ What I've learned
Portfolios and projects pp 75, 76	Keep the report and sample worksheets in class/pupil portfolio. At this stage the pupils have developed and practised two decision making strategies. They could do a survey on "What strategy do you use when making a decision?" Each group could target five people to talk about decisions they had made.