



Choice and decision making

This document is separated into session plans for 5-7 year olds and another for 7-11 year olds with alternative activities. Educators are encouraged to adapt all activities to the needs of their specific learners.

Learning how to make choices and decisions is an important life skill and being able to recognise risk, and ways we can reduce, remove, or take risks can help us in everyday life and difficult situations. Use the activities below to explore decision making and risk.

Recommended ages: 5-7



Suggested timing: 45 minutes



Learning objectives

Learners will:

- recognise what 'risk' is
- identify risks that may affect us or others badly
- understand how decisions affect yourself and others

Starter activity: What is a risk?



Risk is used to talk about things that we don't know. When we say "take a risk" we mean doing something without knowing what will happen and how it might affect ourselves and others - this could go well or not so well – it is the unknown. Some unknowns can cause harm to yourself or others health or happiness.

Encourage learners to think about an example when you "take a risk" on something unknown. To help you can give an example like: going on holiday to a new place? What could be positive or negative outcomes?

Understanding what might happen if we do things, can help us to make better decisions. Recognising the risks, we would like to avoid can help us plan before we act and reduce the chance of harmful outcomes happening.

To support learners, download the PowerPoint and have learners connect the sentences below with the graphic of the adverse outcome that can happen on Slide 1.

- go outside with no coat on a chilly day
- run too fast and bump into someone
- put a tea towel close to a hob that's cooking food

Ask learners if they can think of one way to reduce the risk of these things happening?

Core activity: Photo activity



Show learners the first two images on the PowerPoint and discuss one risk to the children in the picture's health, comfort or happiness.

If they find a risk challenging to identify - give them some examples like:

- could a virus spread easily in this picture?
- could they hurt themselves in this picture?
- could they talk and play with their friends safely in this picture?
- could they get lonely in this picture?

- how could this affect other people like family members?

Ask learners to give one action the people in the images can take to reduce the risks they identify. The goal is to show that we can still do things we enjoy, like going to the park or school, or stay at home, safely if we recognise the risks.

Remember that measures related explicitly to Covid-19 change and may be different for your specific area. Ensure that your learners are aware of the rules to follow.

Extension activity: Something safe and fun



Encourage learners to think about what they have learned about risk and making decisions which can help reduce risks and keep them and others safe.

Ask learners to draw a picture of an activity they like to do that has very few, not too serious risks. Ask them how it is safe and what they've done to reduce any risks.

For example, if they say going to the park, the risk could be that they fall over, or spread Covid-19, but if they don't run too fast or wash their hands and stay away from people not in their household, they can do the activity without risking their health or happiness.

Choice and decision making

Learning how to make choices and decisions is an important life skill and being able to recognise risk, and ways we can reduce, remove, or take risks can help us in everyday life and difficult situations. Use the activities below to explore decision making and risk.

Recommended ages: 7-11



Suggested timing: 45 minutes



Learning objectives

Learners will:

- recognise what 'risk' is
- identify risks that may affect us or others badly
- understand how decisions affect you and others

Starter activity: What is risk



Risk is used to talk about things that we do not know. When we say "take a risk" we mean doing something without knowing what will happen and how it might affect ourselves and others. These could go well or not so well – this is the unknown. Some unknowns can cause harm to yourself or others' health or happiness.

Encourage learners to think about an example when you "take a risk" on something unknown. To help you can give an example like: going on holiday to a new place? What could be positive and negative outcomes?

Understanding what might happen if we do things can help us to make better decisions. Recognising the risks, we would like to avoid can help us plan before we act and reduce the chance of not so good outcomes happening.

To support learners, download the PowerPoint and have learners connect the sentences below with the graphic of the negative outcome that can happen on Slide 1.

- go outside with no coat on a cold day
- run too fast and bang into someone
- put a tea towel close to a hob that's cooking food

Ask learners if they can think of one way to reduce the risk of these things happening?

Core activity: Photo activity



Show learners the first two images on the PowerPoint and discuss one risk to the children in the picture's health, comfort or happiness.

If they find it challenging to identify - give them some examples like:

- could a virus spread easily in this picture?
- could they hurt themselves in this picture?
- could they talk and play with their friends safely in this picture?
- could they get lonely in this picture?
- how could this affect other people like family members?

Ask learners to give one action the people in the images can take to reduce the risks they identify. The goal is to show that we can still do things we enjoy, like going to the park or school, or stay at home, safely if we recognise the risks.

Remember that measures related explicitly to Covid-19 change and may be different for your specific area. Ensure that your learners are aware of the rules to follow.

Extension activity: Choose your own adventure story writing



Encourage learners to reflect on decision making when it comes to risk and how different decisions have different consequences. Have everyone start with the following beginning of a story:

“A person was going down the street and saw a piece of paper on the floor...”

Ask each learner to write a short story about what happened next, or have a learner give the next few sentences of the story and then another learner adds the next section and so on, to create a version together.

When producing the events of the story, encourage learners to think about:

- what risks the character will be presented with
- how will they choose which risks to take?
- how can they reduce risks that may have negative consequences for themselves and others?

When they have completed the story, reflect on whether they would do anything differently to this character and why?