



STAND AGAINST VIOLENCE

Yr. 5/6 Making a Choice Assembly:

This is designed for a class sized group. Prepare a space in the room for pupils to easily move around in and use tape to divide the area into two. For Larger numbers rather than move around ask for a show of hands.

Objectives:

H38. how to predict, assess and manage risk in different situations

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Time(mins)		Grouping	Activity	resources	Notes
				Tape areas as described above Copy of the 'stop and think' poster accompanying this lesson plan	
1		Whole class			Run over what you are hoping they will learn- say you are happy to take questions at any point in the session= remember to keep asking if there are any!
1		Whole class	Set ground rules: We will to listen to each other without ridicule		Discuss the need for respecting each other in their answers- once agreed write on a white

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			We will respect each other and what we say		board or have pre-printed and stick up copy
5			<p>Assign each half of the room to a different answer. Pupils move to the correct side to show their choice</p> <p>Begin by saying that they are going to be given 2 options to choose between and you want them to go and sit on the side of the taped line (see above) that shows their choice. Then ask so who prefers maths and who prefers literacy and name one side of the line as maths preference and the other Literacy.</p> <p>Take feedback as to why</p> <p>Then do the same for Art and Drama</p> <p>A visit to the Fair or a visit to the zoo</p> <p>Each time take a couple of responses for feedback</p>		

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			<p>Conclude by saying:</p> <p>Life is full of choices and we make them every day of our lives without thinking about it other than what we would like.....That's ok for simple things like this- what pleases us most- but what about choices that are more difficult</p>		
5			<p>Then try:</p> <p>What about spending the day with your family or spending the day with your friends</p> <p>Take feedback around the reasons for their choices</p>		<p>Notes for discussion points:</p> <p>Spending a day with your family (For: love family etc Against: miss out on friends might feel excluded etc)</p> <p>Spending a day with your friends (For: good time;</p>

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			<p>Conclusion: it was more difficult to decide because their choice has consequences not just on themselves but on others too. It is not just what they prefer but also how they feel both at the time and later about the choices they have made.</p>		<p>like to do similar things Against: -letting down the family-what if the younger sibling was looking forward to playing with them- they look upto the child are you letting them down???)</p>
10			<p>When else might you be faced with a choice that you are unsure of? When someone asks you to do something or wants to give you something that you are not certain about...</p> <p>so, what if It is a hot sunny day and you hear the ice cream van. You haven't got any money, but you</p>		<p><i>Answers to cover:</i></p> <p>1)not really a problem you trust this person have known them most</p>

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			<p>really really want an ice cream.</p> <p>1)Your best friend is buying themselves one and has enough money left over for you. Do you say yes or no?</p> <p>2) A stranger is at the van and suggests they buy an extra one for you.</p> <p>3)You have recently started to hang out with a group of older children one of who says they remind you of their little brother or sister. They say they will get one for you.</p>		<p><i>of your life and you bought them one last time.</i></p> <p><i>2)No – never take anything from someone you don't know</i></p> <p><i>3)This needs thinking about- how much do you really know that person how much can you really trust them... you just don't know- they could be genuine or they might be looking at finding a way for you to like them and trust them enough. Sometimes this is the way that young people are drawn into doing things they shouldn't because once they have accepted that ice cream its then easy for that person to say 'could you just do this' or 'could you take that there'..... and then if you refuse... I just bought you that ice cream didn't I...or come</i></p>
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					<p><i>on I thought we were friends – I bought you that ice cream I wouldn't do that if you weren't my friend...etc.</i></p>
10			<p>Lastly what if you were on line in a games room where you had been talking to a person you had met in the room and they suggested it would be easier for the 2 of you to chat 1:1 on social media. Would you say yes or no?</p>		<p>Answer: No, you don't know who they are. Some adults pretend to be to be children themselves just to trick young people into doing things like this. What should you do: Tell an adult- you might be worried about their response or that you might not be allowed online again but it is something that you need to take action on. Report it using the CEOP button Remember you do not have to do what an adult online says....and in fact should not do so.</p>

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					<p>You can expand this section to include discussions around within your feedback to the overall question:</p> <p>What about if they asked you for information about yourself- like where in the country are you?</p> <p>What about if they asked you to meet up</p>
5	Plenary		<p>Summarise the activities by saying that as we move on and our world gets bigger, we will be faced with more and more difficult choices. The thing to remember is to always think first. Ask what they should think about and refer to the think acronym on the poster to help with the 5 points list</p> <p>Is it:</p>		<p>Once you have completed the plenary the poster can be displayed for the pupils to help embed the idea of consideration of choice over time.</p>

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			<p>Truthful</p> <p>Harmful</p> <p>Illegal</p> <p>Necessary</p> <p>Kind</p> <p>Then talk about a strategy for each time they are unsure or come across a choice that they first stop and ask themselves 'What if I did say yes'. Then think of 5 different outcomes for each choice and go through the think list for each outcome to fully explore their options definitely do not say Yes at this point!</p> <p>What else might you do before making that choice?</p> <p>Talk to known adult or Talk to teacher.</p>		
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			<p>Choices can be big- even the simple ones can have big implications- think back to the day with the family or the day with the friends- so many people are affected. But choices can also take you down different paths like our ice cream example. So, it is always best to talk over your options before you make your choice. People can help you unpick things and make everything so clear that in the end – as with the ice cream – you will see there is only 1 choice- in this case to say no.</p>		
After the assembly (extension activity)			<p>Ask Pupils to design a poster on the theme of choice.</p> <p>Ideas could include stop and think about the consequences of your choices before deciding. If you know</p>		

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			something is wrong don't do it- talk to someone about it. Or what to do if you are concerned about the choices a friend is making.		
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