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| **Section: Good and bad choices** | | | |
| **Objective:** | | Children practice brainstorming good and bad decisions  SEL Competency: Responsible Decision Making,  Developmental level: Foundational  Key message: I can identify and make good and bad decisions  Time: 11 mins 30 seconds | |
|  | **Character name** | | **Content:** *Format*  (TONE OF ADDRESS)/‘Lines from script’/song/sound clip no. |
| **1.** | FX (sound FX) | | STANDARD INTRODUCTORY JINGLE NO.xx |
| **2.** | Host | | Now, we are going to play a game about making choices!  Life is full of choices. Another word for choice is decision. Every day we make choices, or decisions. Some of these choices are small, like what to eat for breakfast. These choices are easy to make and don’t have a huge impact on your life.  Some choices, or decisions, are really big. They can be hard to make and can have a huge impact on your life. An example of this kind of decision might be whether or not to continue going to school. This would have a really big impact on your life.  I’m going to read out some situations that you might find yourself in. I want you to think very carefully and decide what you would do.  After I tell you about a situation, I’m going to give you some time to think about what choice or decision you would make. Then we are going to discuss together. Does that make sense? |
| **3.** | All | | Yes |
| **4.** | Host | | Ok! Lets go! |
| **5.** | FX (sound FX) | | Sound to introduce activity |
| **6.** | Host | | The first situation is:  While playing with your little brother, he accidentally breaks your favorite toy. What do you do next?  Again, while playing with your little brother, he accidentally breaks your favorite toy. What do you do next? |
| **7.** | FX (sound FX) | | Sound to allow children at home time to think (roughly 20 seconds) |
| **8.** | Host | | Ok. What do you think? What would you do? |
| **9.** | Child A | | Ughhh… I’d be so angry. I think I’d want to scream at him… but that’s not nice so I guess I’d try to forgive him. I could tell my Mama I think |
| **10.** | Host | | This is a really tough one. It is so annoying when someone takes something that belongs to you and breaks it. It’s ok to be angry when this happens! In fact, it’s the normal reaction! Anyone would feel angry!  I’m so proud of you for noticing that while you wanted to scream at your brother, you would choose not to. This takes a lot of self-management. And well done for choosing to speak to an grown up instead of being angry at your brother directly.  Ok, are you ready for another situation? |
| **11.** | All | | Yes |
| **12.** | Host | | Ok Great! |
| **13.** | FX (sound FX) | | Sound to introduce activity |
| **14.** | Host | | The next situation is:  You see a new girl in your school playing by herself during the lunch break. What do you say to her?  Again, You see a new girl in your school playing by herself during the lunch break. What do you say to her? |
| **15.** | FX (sound FX) | | Sound to allow children at home time to think (30 seconds) |
|  | Host | | Ok. What do you think? What would you do? |
|  | Child B | | I’d say hello to her and ask her if she wants to play with me and my friends! |
|  | Host | | Very good! That is so kind of you! it can be so scary to be a new student in a school. Making friends can be really hard when you are new and you don’t know anyone. When you see children who are alone, help them to feel welcome by including them in your groups!  Ready for another situation? |
|  | All | | Yes |
|  | Host | | Ok! |
|  | FX (sound FX) | | Sound to introduce activity |
|  | Host | | The next situation is:  You’re eating a piece of fruit and your friend asks if he can have a bite. How do you respond?  Again, You’re eating a piece of fruit and your friend asks if he can have a bite. How do you respond? |
|  | FX (sound FX) | | Sound to allow children at home time to think (roughly 20 seconds) |
|  | Host | | Ok. What do you think? What would you do? |
|  | Child C | | Well, usually I’d share but now because of COVID19, I couldn’t do that because we are not supposed to be that close to other people. if possible, I could use a knife to cut out a piece for my friend, but I couldn’t let them take a bite out now. |
|  | Host | | Well done! Usually you would want to share with your friend and this is really good. But now we have to be even more careful about touching people or spreading germs. We should always try to use a knife to divide food we want to share. If possible, ask a grown up to help you cut things like fruit in two pieces!  Ready for another situation? |
|  | All | | Yes |
|  | Host | | Ok! |
|  | FX (sound FX) | | Sound to introduce activity |
|  | Host | | The next situation is:  On the playground, a group of kids from my classroom were saying mean things about Sarah. Sarah felt frustrated and called them a mean name right back.  On the playground, a group of kids from my classroom were saying mean things about Sarah. Sarah felt frustrated and called them a mean name right back. |
|  | FX (sound FX) | | Sound to allow children at home time to think (30 seconds) |
|  | Host | | Ok. What do you think? What would you do? |
|  | Child C | | I’d try to be nice to Sarah because a group of children were being mean to her. Even though she said a mean thing back at them, she was just annoyed because everyone was being mean to her.  And maybe I could call a teacher before things get worse. If the other children don’t like what Sarah said to them they could say things back and maybe they might start shouting and pushing and hitting. |
|  | Host | | Well done! These are some really good choices! Choosing to be nice to Sarah because you see she is being bullied is really kind. Choosing to call a teacher to stop the name calling is a really good idea and even though you didn’t say it, not choosing to join in the fight and start calling people names yourself is a really, really good choice!  Do you want to think about another situation? |
|  | All | | Yes |
|  | Host | | Ok! |
|  | FX (sound FX) | | Sound to introduce activity |
|  | Host | | Great! The next situation is:  Your friend lets you borrow their scarf. It’s a really, really beautiful scarf and you want to keep it so badly. What do you do?  Again, Your friend lets you borrow their scarf. It’s a really, really beautiful scarf and you want to keep it so badly. What do you do? |
|  | FX (sound FX) | | Sound to allow children at home time to think (30 seconds) |
|  | Host | | Ok. What do you think? What would you do? |
|  | Child D | | If I really liked it, I guess I’d really want to take it… but that would be wrong so I wouldn’t. I’d ask her where she got it and then maybe I’d ask my mama if she could get me the same one. |
|  | Host | | Well done. These are all really good choices. Even though you might want to take your friends scarf, you are choosing not to.  When you really like something that belongs to your friend might want to take it but this is stealing and stealing is wrong. Instead, (Child D) had a really good idea of asking your mother if she can get you one just like your friends.  Will we try another situation to practice making choices? |
|  | All | | Yes |
|  | Host | | Ok! |
|  | FX (sound FX) | | Sound to introduce activity |
|  | Host | | You are doing your homework and the maths problems are really really hard. You want to give up and play outside instead. You know you will get into trouble if you don’t do your homework but it’s just too hard.  Again, You are doing your homework and the maths problems are really really hard. You want to give up and play outside instead. you know you will get into trouble if you don’t do your homework but it’s just too hard. |
|  | FX (sound FX) | | Sound to allow children at home time to think (30 seconds) |
|  | Host | | Ok. What do you think? What would you do? |
|  | Child A | | Maybe ask someone for help? Like my mama or older sister? |
|  | Child B | | But I’m the oldest and my parents can’t help me. That wouldn’t work for me at all. |
|  | Host | | (KINDLY) Some children will be able to ask for help at home with their homework. This is a great choice to make if you can.  If you don’t have anyone who can help you with something really hard, like maths problems, what could you choose to do instead? |
|  | Child B | | (SADLY) Ummm… well I wouldn’t be able to do the homework so I’d have to tell my teacher that it was too hard for me. She might get really angry and shout at me. |
|  | Host | | (KINDLY) That’s not nice. Teachers really shouldn’t shout at their students. It can be really scary!  When homework is too hard and there is no one at home to help you with it, you do have to be honest with your teacher and tell them that you just found it too hard. Show them that you really tried by showing your notebook with all the efforts that you made. You can also ask another student in your class, one that is really good at maths, to help you. Maybe you can help that student with something that you are really good at that they find hard! |
|  | FX (sound FX) | | Sound to end activity |
|  | Host | | How did you find that activity? Did you like it? |
|  | All | | Yes! |
|  | Host | | What did you learn about making choices? |
|  | Child A | | That you should always make good choices! |
|  | Host | | (LAUGHING KINDLY) Very good! And how can you make sure you are making good choices? |
|  | Child B | | Well, you have to think about what might happen when you make a choice |
|  | Child C | | And then you have to think about what all the other people might be thinking or feeling so that you are kind to everyone and everyone is happy |
|  | Host | | Well done! i’m so proud of you! you did such a good job in this activity! |