

## THE HAPPIER SCHOOLS PROJECT OVERVIEW

Emotional Intelligence is the ability to understand and manage your own emotions, and to recognise and comprehend the emotions of those around you. While lots of time is spent focusing on happy and positive emotions - which are no doubt important! - it is just as important if not more so to be able to understand all of our emotions, especially those that may be harder to deal with like sadness or anger.

Now more than ever, nurturing emotional intelligence in children is key to their emotional well-being and mental health. This is a key part of their development throughout their early years and into school. SEL, or Social & Emotional Learning, is a vitally important part of children's schooling where they learn to socialise and manage their emotions, helping them to become more resilient, successful adults.



The Happier Schools Project is a series of lesson plans with activities designed to teach emotional intelligence (EQ), or social and emotional learning (SEL) skills. The lessons use the CASEL framework of five core competencies around SEL and explore the 27 Key Emotions as identified by psychologist Dacher Keltner from the Greater Good Science Center. Each lesson has been designed to meet a different level of the framework:

### LESSON 1

**Self-  
awareness**

### LESSON 2

**Self-  
management**

### LESSON 3

**Social  
awareness**

### LESSON 4

**Relationship  
skills**

### LESSON 5

**Responsible  
decision  
making**



## PROJECT STRUCTURE

The content in each lesson has been separated into discrete activities from which you can pick and choose whichever work best for your pupils. Or you can do all the activities over a long session or series of lessons. Each activity has been written with detailed steps which you can follow, adapt or use to create your own activities based on your knowledge of your pupils.

## LESSON STRUCTURE

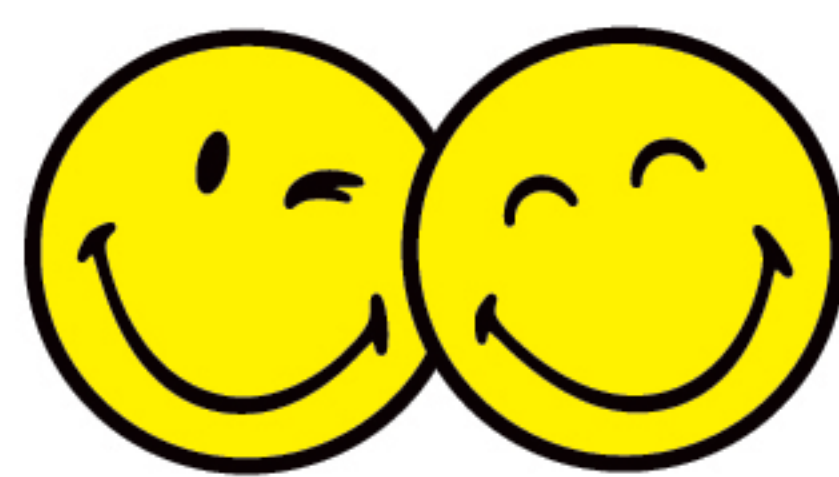
There are a mixture of different styles of lessons marked with icons for easy identification:



Teacher-led  
classwork



Individual  
classwork



Pair work



Group work



Homework or  
preparatory work  
(for outside school  
or classroom)

USE  
BONUS TAKE  
THE TIME TO  
SMILE ACTIVITY  
CARDS TO ADD  
TO YOUR  
LESSONS.

Look for the icons on each lesson plan to easily identify how it is structured and choose the best approach for your class or individuals.



## TAKE THE TIME TO SMILE! ACTIVITIES

We have grouped the activities in each lesson into five groups, which cover a variety of approaches to teaching to ensure that students are thinking and talking, but also playing and getting creative. The various activities will encourage students to...

TAKE THE  
TIME TO  
SMILE

Activities to  
improve  
their mood

TAKE THE  
TIME TO  
CREATE

Activities to help  
them express  
their emotions

TAKE THE  
TIME TO  
FEEL

Activities to help them  
better understand and  
manage their emotions

TAKE THE  
TIME TO  
PLAY

Games & activities  
to enjoy their day

TAKE THE  
TIME TO  
THINK

Activities to help  
them manage  
their time

CHECK OUT  
THE TAKE THE  
TIME TO TALK  
CONVERSATION  
STARTER CARDS  
WHICH COVER A  
VARIETY OF SEL  
TOPICS.

Look for the badges on each lesson so you can choose the best activity for your class or groups on any given day.










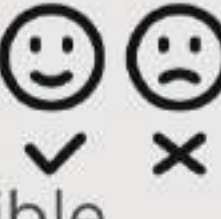


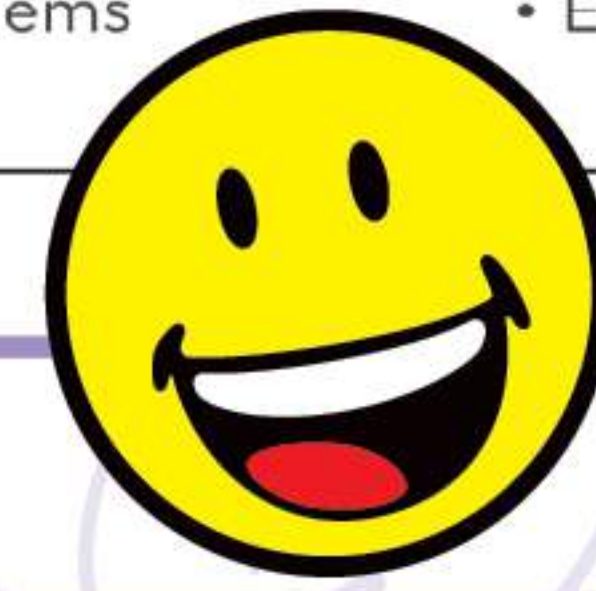


## THE CASEL FRAMEWORK: AN INTRODUCTION

The Collaborative for Academic, Social, and Emotional Learning (CASEL) was formed in 1994 to establish high-quality, evidence-based social and emotional learning (SEL) from early years to adulthood. CASEL commissions, conducts, synthesises and shares research and resources to help educate the whole child, equipping students for success in school and in life.

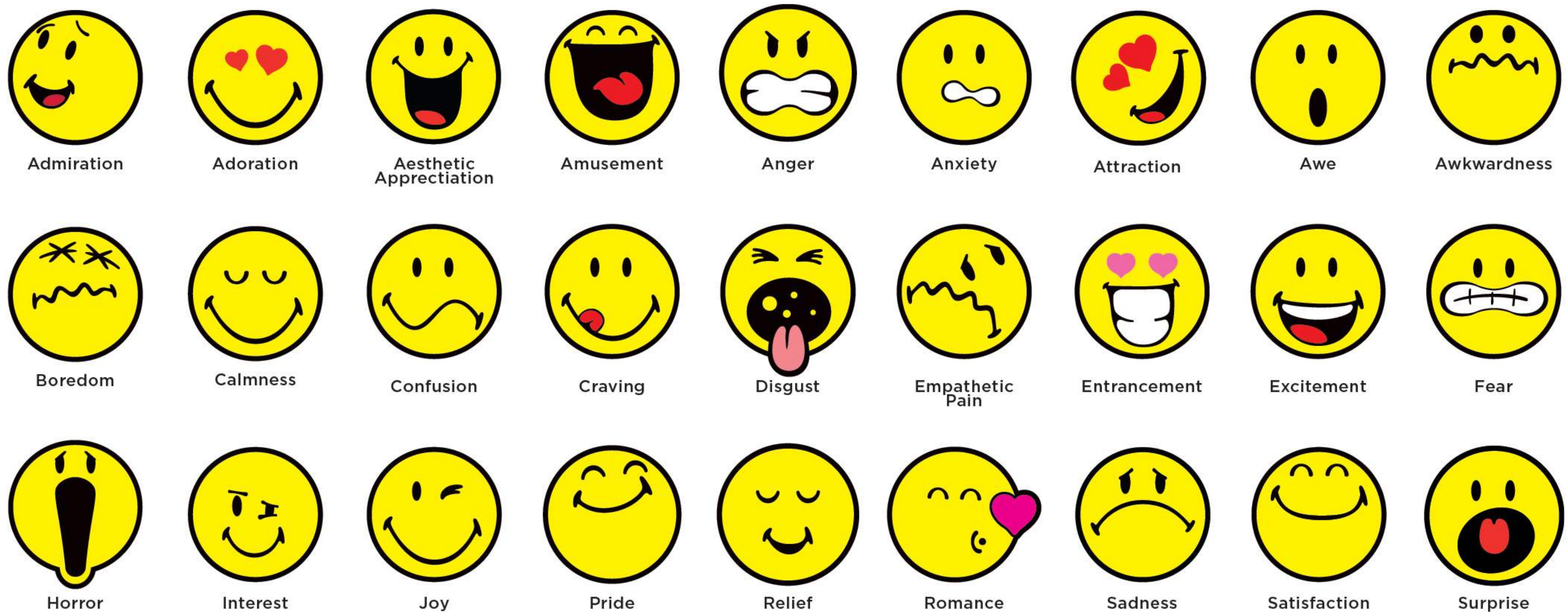
CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of core competence. By explicitly teaching the skills within these competencies, research shows that it can support equitable learning environments and improve optimal developmental outcomes for all children, adolescents, and adults.

CORE COMPETENCY	DEFINITION	ASSOCIATED SKILLS
 Self-awareness 	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognising strengths</li> </ul> <ul style="list-style-type: none"> <li>Self-confidence</li> <li>Self-efficacy</li> </ul>
 Self-management 	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	<ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> </ul> <ul style="list-style-type: none"> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> </ul>
 Social awareness 	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	<ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy/sympathy</li> </ul> <ul style="list-style-type: none"> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>
 Relationship skills 	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> </ul> <ul style="list-style-type: none"> <li>Relationship building</li> <li>Teamwork</li> </ul>
 Responsible decision making 	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analysing solutions</li> <li>Solving problems</li> </ul> <ul style="list-style-type: none"> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul>



## THE 27 KEY EMOTIONS: AN INTRODUCTION

The Happier Schools Project also uses the 27 Key Emotions at its core. While there are lots of emotions that we can experience, from good to bad and everywhere in between, Professor Dacher Keltner of the Greater Good Science Center has identified 27 key states of emotions that drill down into the most basic emotions that everyone experiences. All the lesson plans and activities in the Happier Schools Project use these as a base, and then explore gradations of emotions from these core states.





## LESSON 5 OVERVIEW

This lesson looks at how to analyse problems, evaluate options, reflect on what the consequences of different actions might be with a view to making good, responsible choices in behaviour and social interactions.

It starts by asking pupils to consider whether they would go to a concert or a birthday party if they happened on the same day. There is an optional, physical runaround activity that helps pupils realise how many decisions they make everyday and gets them practising making quick decisions without any context.

The lesson is centred around teaching pupils how to make a responsible decision by finding all the options and weighing up the advantages and disadvantages of each option. This can be differentiated into following 7 or 10 steps depending on your pupils. There are two sets of worksheets and posters to help. You can follow this by using the template and example in the **Decision Making Practice** worksheet.

The decision quiz helps pupils realise how they react in difficult situations. You can use the scenarios presented to discuss responsible decision-making.

The lesson ends with a pairwork recap and you can set a creative story homework and/or cloze passage assessment.



## LESSON PLAN MATERIALS

There are downloadable worksheets and posters to help you deliver the lesson, with a full list below of what needs to be prepared ahead of time.

- Print out a **Ten Steps to Good Decisions worksheet** for each pupil or use the **Seven Steps to Good Decisions worksheet** for younger or less able pupils.
- Print out a **Decision Making Practice worksheet** for each pupil.
- Print out a **Decision Story worksheet** for each pupil's homework.
- Print out a **Making Good Decisions Notes worksheet** for each pupil, selecting the level most appropriate for them.

### OPTIONAL EXTRAS:

- Print out one copy of the **Decision Making Template** for each pupil.
- Print out a **Decision Quiz worksheet** for each pupil.

### POSTERS:

- Print out one copy of the **Ten Steps to Good Decisions poster** to display in your classroom.
- Print out one copy of the **Seven Steps to Good Decisions poster** to display in your classroom.
- Print out one copy of the **Why Should I Be Responsible? poster** to display in your classroom.



ANSWER  
SHEETS ARE AT  
THE END OF  
THE PACK



CAN'T PRINT?  
FOLLOW  
ALTERNATIVE  
SUGGESTIONS IN  
THE LESSONS



## LEARNING OBJECTIVES

- 💡 Understand that the things we do can affect others and different people may be affected in different ways.
- 💡 Make a decision by looking at all the options and their good and bad points.
- 💡 Consider different choices and select a better option.



## DIFFERENTIATION

- **Gifted and Talented:** Teach the **Ten Steps To Good Decisions** and provide more challenging scenarios in the Decision Making Practice.
- **English as an Additional Language:** There is a lot of language around options and considering advantages and disadvantages. Make sure new terms are understood.
- **Special Educational Needs:** Teach the **Seven Steps To Good Decisions** and use the Level 1 cloze passages. The language and concepts are quite advanced so explain new terms.



## CURRICULUM RELEVANCE: ENGLAND

### Relationships Education

#### Caring friendships:

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### Being safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

**Citizenship:** KS1: 1a, 1b, 2a, 2e, 4a, 4b, 4c, 4d, 5a, 5d, 5f, 5g, 5h. KS2: 1a, 1c, 2c, 2d, 2e, 2f, 4a, 5a, 5d, 5g.

**PSHE:** H14, H22, H24, H37, H38, R24, R28, R30, L1, L3

**Physical health and mental wellbeing:** Primary

#### Mental wellbeing:

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- where and how to seek support (including recognising the triggers for seeking support).

**CASEL Core Competency:** Responsible decision making





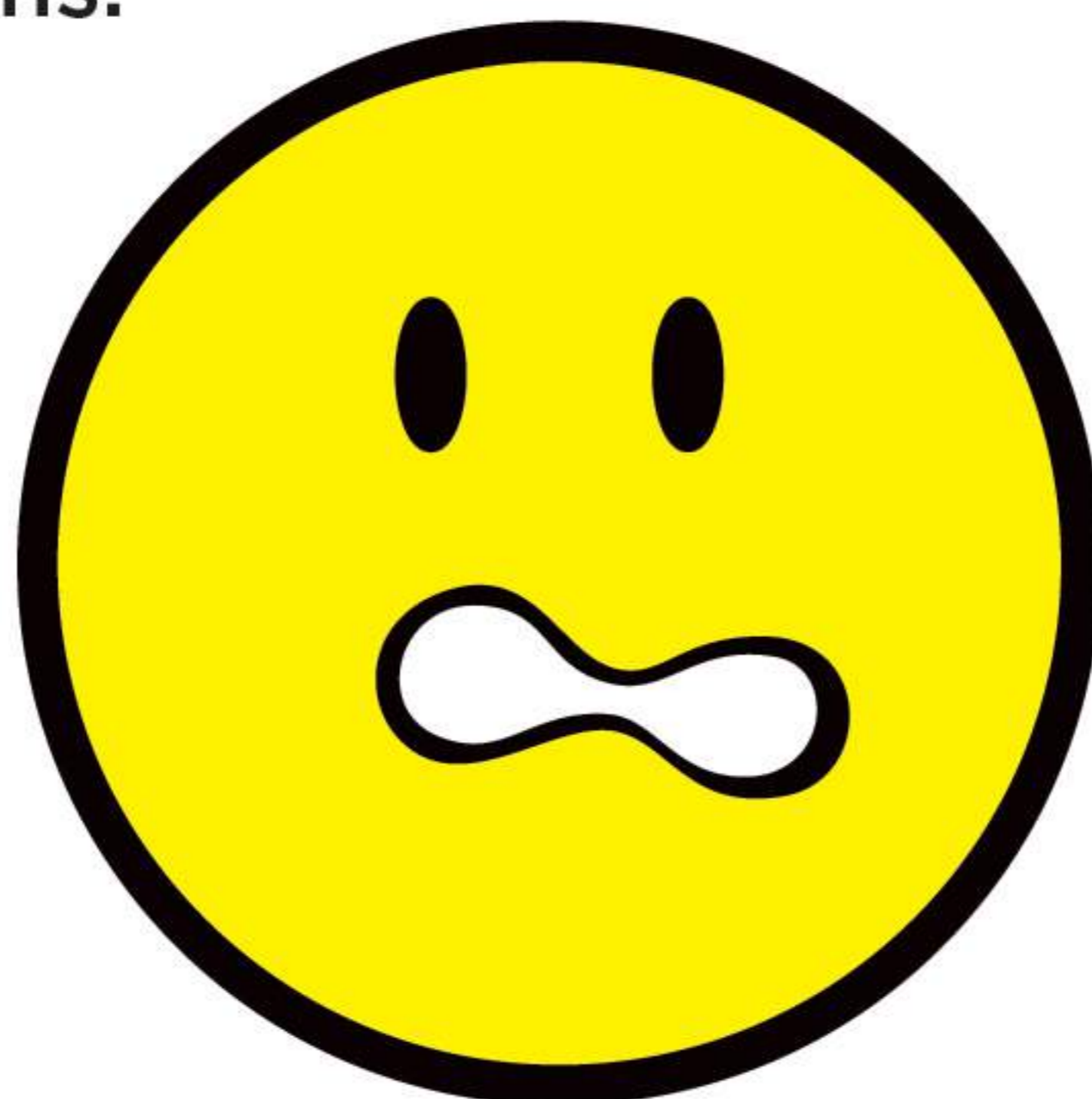
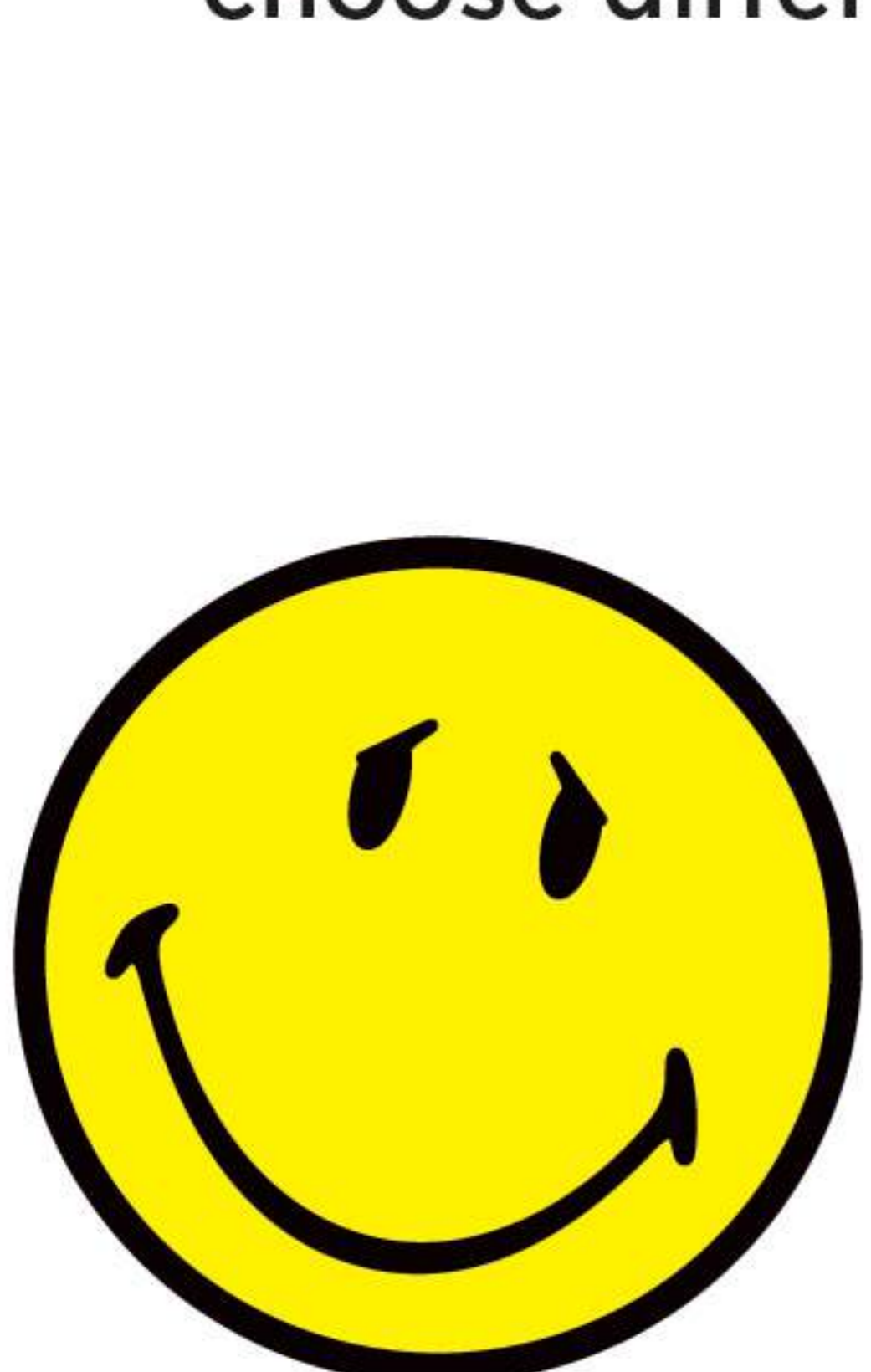
This activity asks pupils to decide what they would do if different friends invited them to do something on the same day. It should help them start to realise how they make decisions, what factors they evaluate and how they could improve at making decisions.

1. Write the following on the board:

One of your closest friends invites you to their birthday party.  
Another friend has invited you to go to a concert with them and has bought you a ticket.  
You find out they are on at the same time.  
What do you do?



2. Ask pupils to silently think about the problem on the board for a minute.
3. Ask pupils what they would do and take answers from a few different pupils.
4. Ask pupils how they reached their decision. What factors did they consider?
5. Tell pupils that there isn't a correct decision as how our friends will feel about our decision will affect what we decide.
7. Tell pupils that our decision will probably depend on our relationship with the people involved, how much we want to see the concert, if we can find a way to make both people happy and what would make us happy.
8. Tell pupils that in this lesson we will be looking at how we can improve our decision-making skills by considering the consequences - or what will happen when we choose different options.



INDIVIDUAL WORK

LESSON PLAN 5  
Making  
Decisions



This runaround activity tasks pupils with making quick decisions to highlight that we all make lots of decisions every day. It is best done in an empty hall or field where pupils can easily run backwards and forwards.

1. Tell pupils that a decision is when you select from different choices or options, like choosing chocolate ice cream instead of strawberry, or deciding what to wear in the morning.
2. Tell pupils that they are going to be asked to quickly choose between two options. You're going to point in different directions for the two options and they have to walk or run in the direction of the option that they choose or think is best. You can either tell the pupils where to run or mark it out on the field.
3. Ask pupils to choose between the following and point in opposite directions for the two options:
  - a) Cats **or** Dogs
  - b) Films **or** Music
  - c) Carrots **or** Potatoes
  - d) Reading **or** Running
  - e) Blue Socks **or** Red Socks
  - f) Saying Hello First **or** Waiting for Someone Else to Speak First
4. Ask pupils how difficult they found it to make those decisions.
5. Tell pupils that simple decisions can be quick to make, but bigger decisions can take longer.
6. Ask pupils how many decisions they think they make every day.
7. Tell pupils we make hundreds of decisions every day - maybe more.

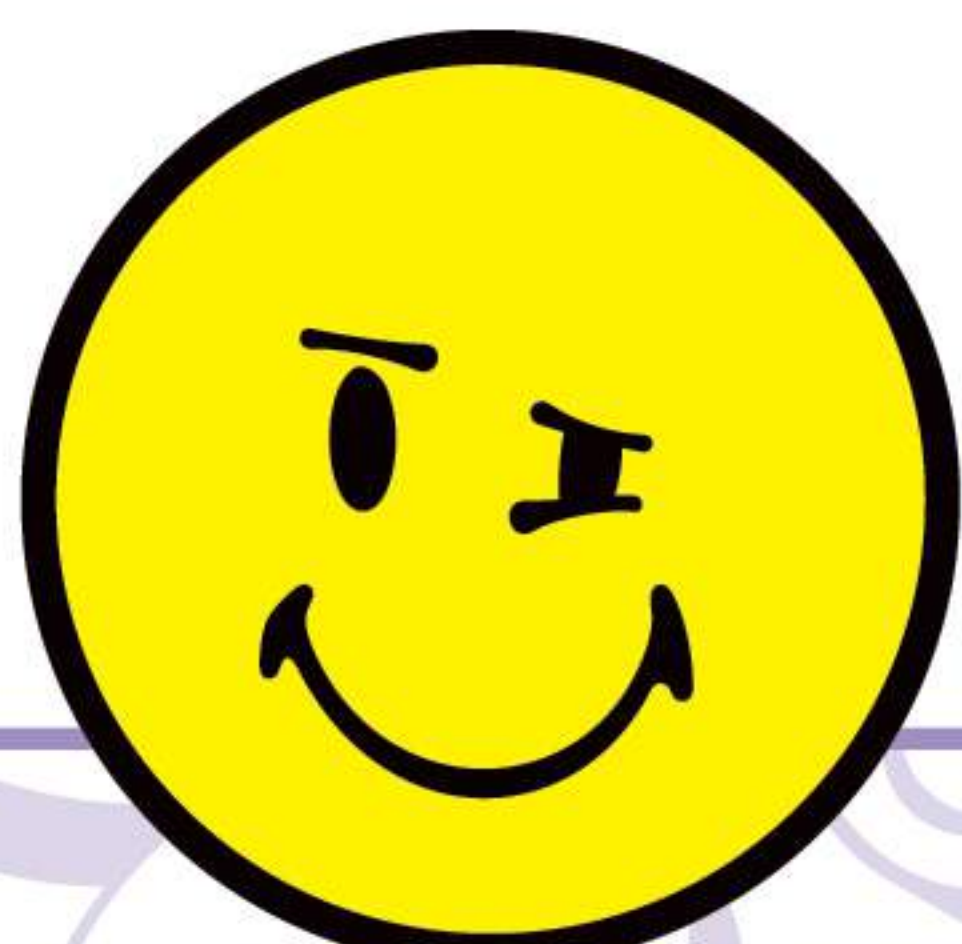
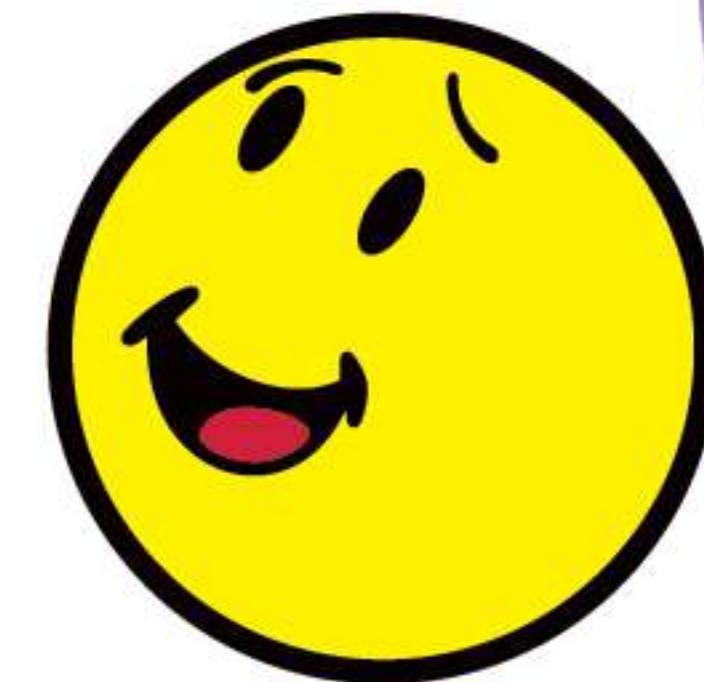




This activity introduces pupils to the idea that some decisions are small and can be made quickly and some are big and difficult and may need more thinking, research and talking to others. It covers a few methods of reaching a decision before teaching a decision-making process. The process is quite complicated so, for younger pupils, simplify it to focus on looking at the good and bad points of each of the options.

1. Remind pupils that a decision is when you select from different choices or options, like deciding whether to go to your friend's birthday party or to a concert.
2. Ask pupils to tell you some decisions they've already made that day. They may be:
  - a) What to wear
  - b) What to eat
  - c) Where to go in school
  - d) How to travel to school
  - e) Which music they're going to listen to
  - f) Who they're going to speak to or play with
  - g) What they're going to talk about or play with
  - h) What they're going to say to answer a question
3. Tell pupils that most of these decisions are small and may only affect the person making the decision.
4. Tell pupils that some decisions are more complicated and affect more people. When making a bigger decision, we may want to think about it and talk to other people to help us decide.
5. Tell pupils we might think about some big, difficult decisions for many years, like what job we want to do. We might want to learn a lot about our options so we can make a decision based on information.
6. Tell pupils that sometimes we may want to change our mind after we've made a decision - and that it's okay to try something and change your mind afterwards. But it is not always possible to go back and make a different decision. For example, if you've spent your pocket money on an ice cream you don't like, you can't change that decision once you've eaten it.
7. Tell pupils that we can learn from bad decisions and make a different choice in future.
8. Ask pupils what they would do if four of their friends wanted to watch one film but they wanted to watch a different film.
9. Tell pupils that it's okay to make a decision that is different from other people's decisions, or to make a decision that other people don't like. They should respect your decision and you should respect theirs.

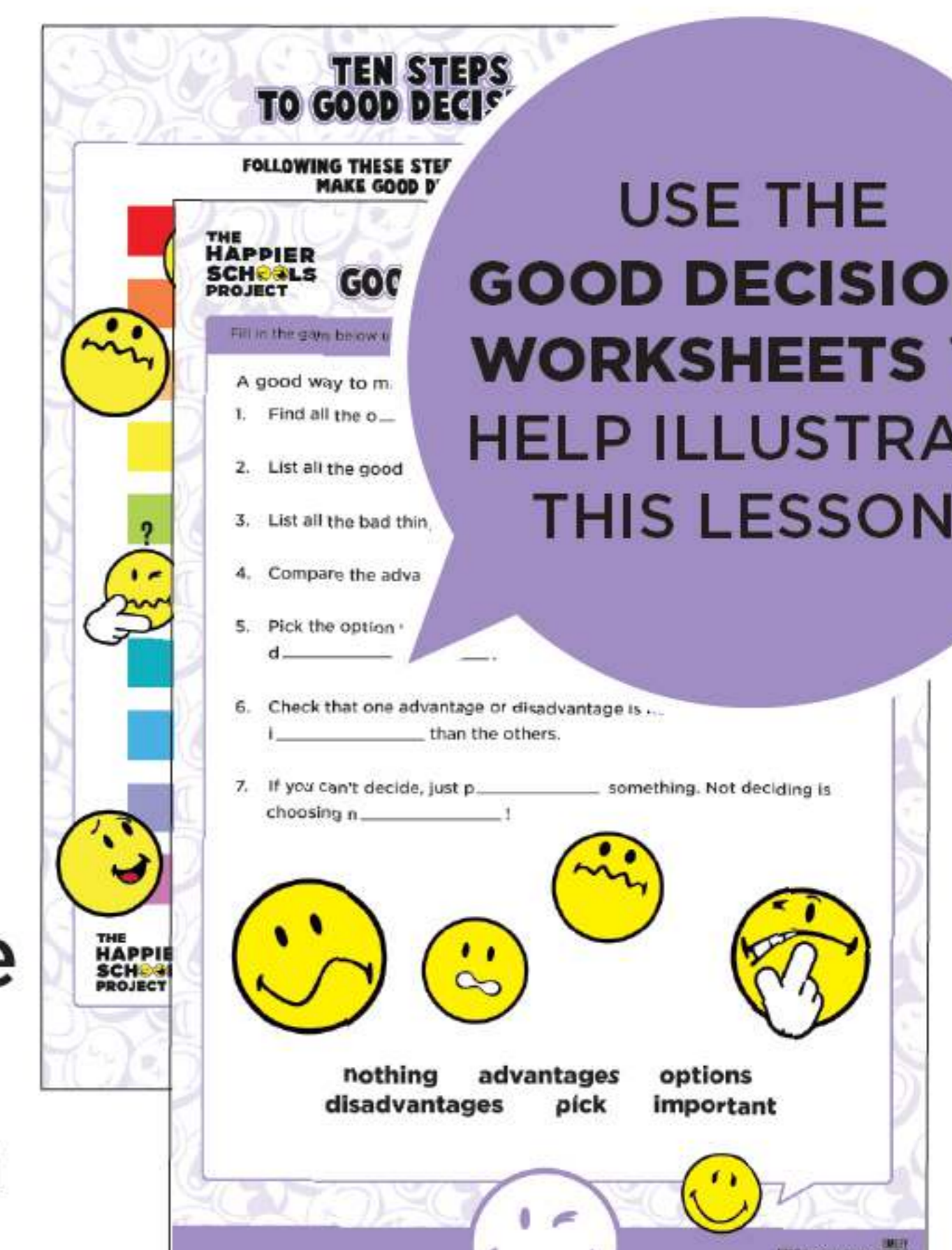
THERE IS A SIMPLER VERSION OF THE WORKSHEET THAT LEAVES OUT STEPS 7-9.



LESSON PLAN 5  
**Making  
Decisions**



10. Ask pupils how they can make a decision if more people in a group want to do one thing than another - for example, playing football over cricket.
11. Tell pupils it's often fairer to do the thing that most people want to do. If necessary, you can take a vote on it. In the example of the film, you can either join in with your four friends who want to watch the same film, or find something else to do instead - or a different film for you all want to watch.
12. Tell pupils that making a decision can be hard if we want all the options, like all the flavours of ice cream, or if we're afraid of making the wrong choice. If we find it difficult to choose, we may select none of our choices, which means we've really picked nothing.
13. Tell pupils it is usually better to make a choice, even if that choice is to do nothing, as once we've made a decision, we often stop thinking about it and our brains can think about other things instead.
14. Ask pupils how they go about making decisions. Select a few pupils to give their answers. Try to get pupils to tell you that they weigh up options.
15. Tell pupils they're going to learn how to make good decisions and what that process is: (If possible, show pupils the **Ten Steps to Good Decisions poster** as you talk through the steps. NOTE: For younger pupils use the **Seven Steps to Good Decisions worksheet** and process that leaves out steps 7-9)
  1. Find all the options.
  2. List all the good things, or the advantages, of each option.
  3. List all the bad things, or the disadvantages, of each option.
  4. Compare the advantages and disadvantages.
  5. Pick the option with more advantages, or fewer disadvantages.
  6. Check that one advantage or disadvantage is not much more important than the others.
  7. If one advantage or disadvantage is more important, you could count it twice. Or you could give each advantage or disadvantage more points based on its importance.
  8. Add all the points for advantages. Subtract all the points for each disadvantage. Select the option that has the most points.
  9. If two options seem equally good, choose the one that is easiest, fastest or helps the most people.
  10. If you can't decide, just pick something. Not deciding is choosing nothing!
16. Ask pupils to note down the **points** or give them the **Ten Steps to Good Decisions worksheet** to complete.
17. Tell pupils that making big decisions is hard but we can practice by making small decisions.
18. Tell pupils that no one makes the right decision every time, but the more we practice making decisions, the better we can get at it.



USE THE  
**GOOD DECISIONS  
WORKSHEETS** TO  
HELP ILLUSTRATE  
THIS LESSON!



LESSON PLAN 5  
**Making  
Decisions**



This activity provides pupils with the opportunity to practice using the **Ten Steps to Good Decisions** process to decide what someone should do. You can extend the activity to add your own scenarios that your pupils might experience.

1. Tell pupils that they're going to consider a situation and should try to make a good, responsible decision.
2. Give each pupil a **Decision Making Practice worksheet**. Read through Saira's scenario with the class.
3. Ask the class to think of the advantages and disadvantages of Saira's two options and consider what advice they would give to Saira about what she should do. Give the class time to do this. If you think your pupils are able to, ask them to give points to each possible outcome based on how important or likely it is. Tell pupils there is no correct way to give points - or the number of points to give, as that is a personal decision based on individual values, but it can be a way weigh up different options. If you think your pupils will struggle to assign points, use the version of the sheet without this.



4. If pupils used points to rate their advantages and disadvantages, ask pupils how many points they gave to each. Tell pupils there is no correct amount of points as assigning values to options is a personal decision, but the consequences of some actions may be more severe than others.

5. After the pupils have done the exercise, ask them to tell you what the advantages and disadvantages of each option are.

6. Ask pupils what the responsible decision is.

7. Discuss that the disadvantage of not looking after her brother could have far more serious consequences than being tired at football so that point outweighs, or counts more, than other considerations.

8. Ask pupils for other decisions they could make using the table.

### EXTENSION

Give your pupils other scenarios to consider and ask them to use the **Decision Making Template** to help them reach a decision. Try to choose examples that are pertinent or relevant to their circumstances.

**DECISION MAKING PRACTICE: HELP SAIRA DECIDE LEVEL 2**

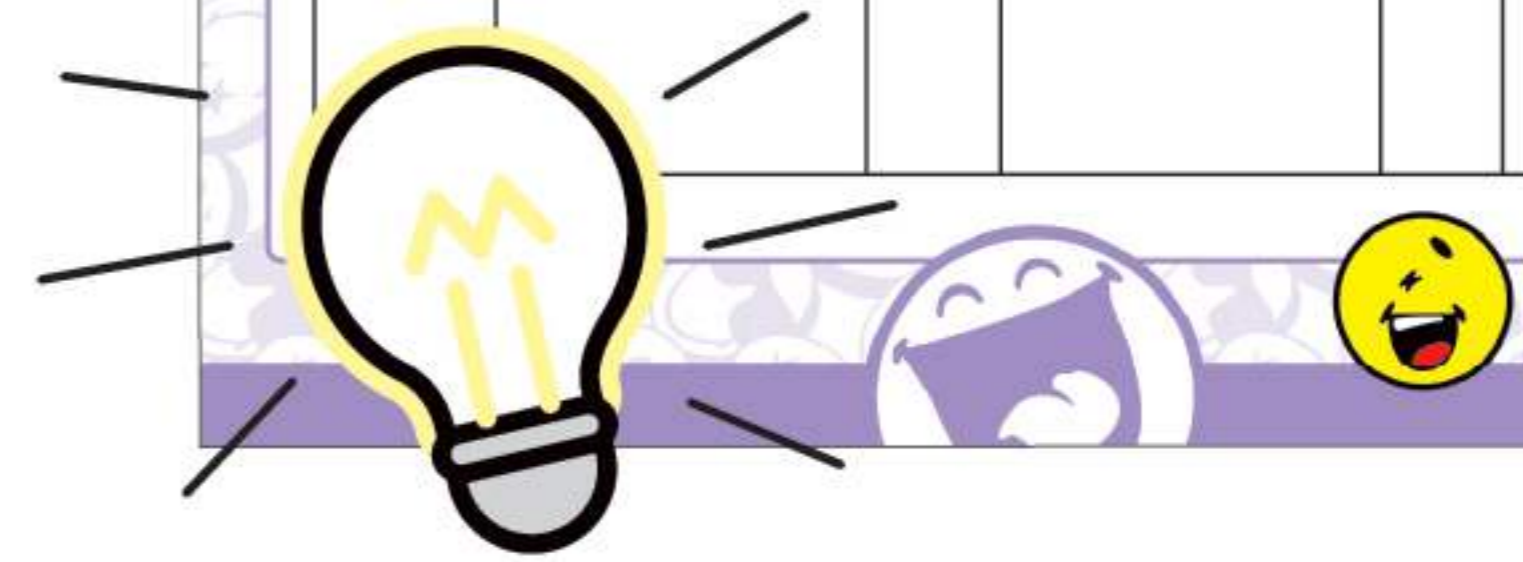
Use the table below to work out your decision by listing out the options and assigning points. Some options may have more or less than two advantages or disadvantages. You can change the number of points according to how important they are.

Use this blank table to help you make a decision about Saira

Saira has been asked to look after her younger brother after school until her parents get home. Saira is tired and wants to have a short sleep before going to play football later that night. Saira can either sleep and have energy for football, or stay awake and look after her brother. What are the advantages and disadvantages of the two options? What should Saira do?

Options	Advantages (Good things that might happen if I choose this)	Points	Disadvantages (Bad things that might happen if I choose this)	Points	Total Points (Advantage points - Disadvantage points =)
	Advantage 1 is:		Disadvantage 1 is:		
	Advantage 2 is:		Disadvantage 2 is:		
	Advantage 1 is:		Disadvantage 1 is:		
	Advantage 2 is:		Disadvantage 2 is:		

DECISION MAKING PRACTICE WORKSHEET



LESSON PLAN 5  
**Making Decisions**

INDIVIDUAL WORK



This activity asks pupils to imagine they are in different situations and consider how they would respond. It is important that pupils are honest with themselves. They should feel into the situation and imagine themselves reacting. Afterwards, discuss how, in real life, there are different possibilities. And our responses may depend on who else is involved, when and where the incident takes place and our mood at the time.

1. Give each pupil a **Decision Quiz worksheet** to complete by themselves. Alternatively read out the questions and get pupils to note down the letter of their answer for each question.
2. Tell pupils that there are lots of other options for alternative decisions and the ones given in the exercise are just **suggestions**.
3. Ask pupils to note down what they would do if their answer differs from the suggestions.
4. Tell pupils to imagine each scenario as vividly as they can and feel what they would be most likely to do. Tell pupils not to answer what they think they should, but select the answer that is closest to what they might actually do!

- Q1. Your best friend offers you some chocolate from a chocolate bar they have just stolen from the school cafeteria. Do you:
- a) Eat the chocolate, enjoy it, thank your friend and ask them if they can steal two bars tomorrow.
  - b) Tell a teacher.
  - c) Tell your friend that stealing is bad and they shouldn't do it again.
  - d) Something else.
- Q2. You've accidentally run over a puppy on your scooter and it has an injured paw. Do you:
- a) Scoot away as fast as you can and hope no one else sees you.
  - b) Look at the dog's collar and try to find the puppy's owner so you can explain and apologise.
  - c) Try to fix the puppy's paw yourself by bandaging it up.
  - d) Something else.
- Q3. During art class, you accidentally spill paint down the back of the school bully's white shirt. No one saw you do it. He thinks the spill was done by someone who recently called you names. Do you:
- a) Let the other person take the blame - it's only fair after they were mean to you.
  - b) Tell a teacher that there's an argument over someone spilling paint but don't say it was you.
  - c) Tell the school bully that you spilled the paint by accident, apologise and offer to fix it by cleaning their shirt.
  - d) Something else.
- Q4. You see a large group of older pupils picking on a kid you know doesn't speak English very well. Do you:
- a) Walk away - you don't want them to pick on you next.
  - b) Tell a teacher or adult.
  - c) Go up to the group, start talking to the person being picked on as if you're good friends and lead them away from the group. When the group starts calling you names, you tell them to stop being mean or you'll tell a teacher.
  - d) Something else.
- Q5. Your younger sister got into a fight and is covered in bruises. Do you:
- a) Demand to know who hit her and search the school to hit them back.
  - b) Tell your sister not to get into fights and to go to a teacher if it happens again.
  - c) Speak to your sister to find out what happened and offer her your support.
  - d) Something else.
- Q6. You promised your best friend that you would watch them in the school play but just before the performance you're not feeling well and are worried you might make other people ill. Do you:
- a) Take some cough sweets to the school play and go anyway because it's probably alright.
  - b) Send a message to your friend to say you're sorry you can't go because you're ill and wish them luck.
  - c) Stay at home and ask someone who is going to record the performance so you can watch it back together with you friend when you're well again.
  - d) Something else.





5. Review pupils' answers by telling pupils:
  - a) If they got mostly 'a' answers, they might need to look at their values and decision-making again.
  - b) If they got mostly 'b' answers, they are good at going to adults for help.
  - c) If they got mostly 'c' answers, they are brave and good at dealing with situations themselves but they might get themselves into trouble with some of their decision-making.
  - d) If they got mostly 'd' answers, they are very creative.
6. Discuss each scenario and what might be the advantages and disadvantages of each option. Review some alternative answers pupils had for each scenario.
7. Tell pupils that there could be many different possibilities and, in real life, our responses may depend on who else is involved, when and where the incident takes place and our mood at the time.
8. Tell pupils that learning to make the right, responsible decision in different situations is a life-long skill that we are all working on all the time.

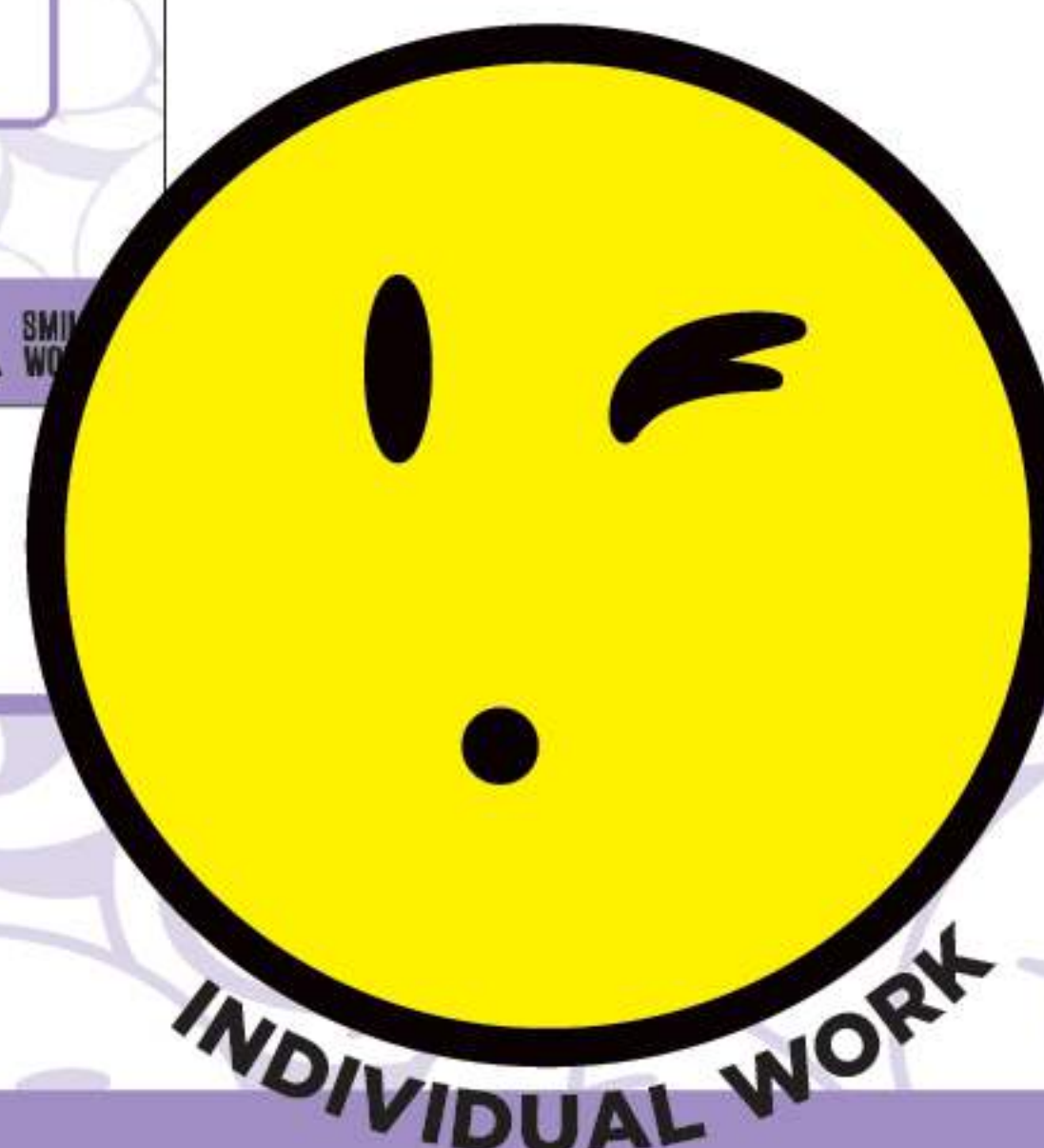
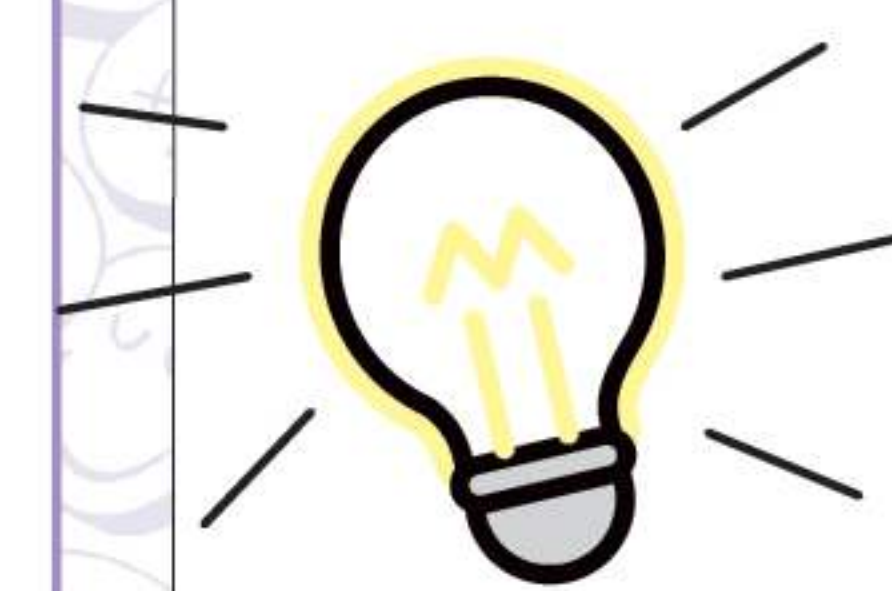
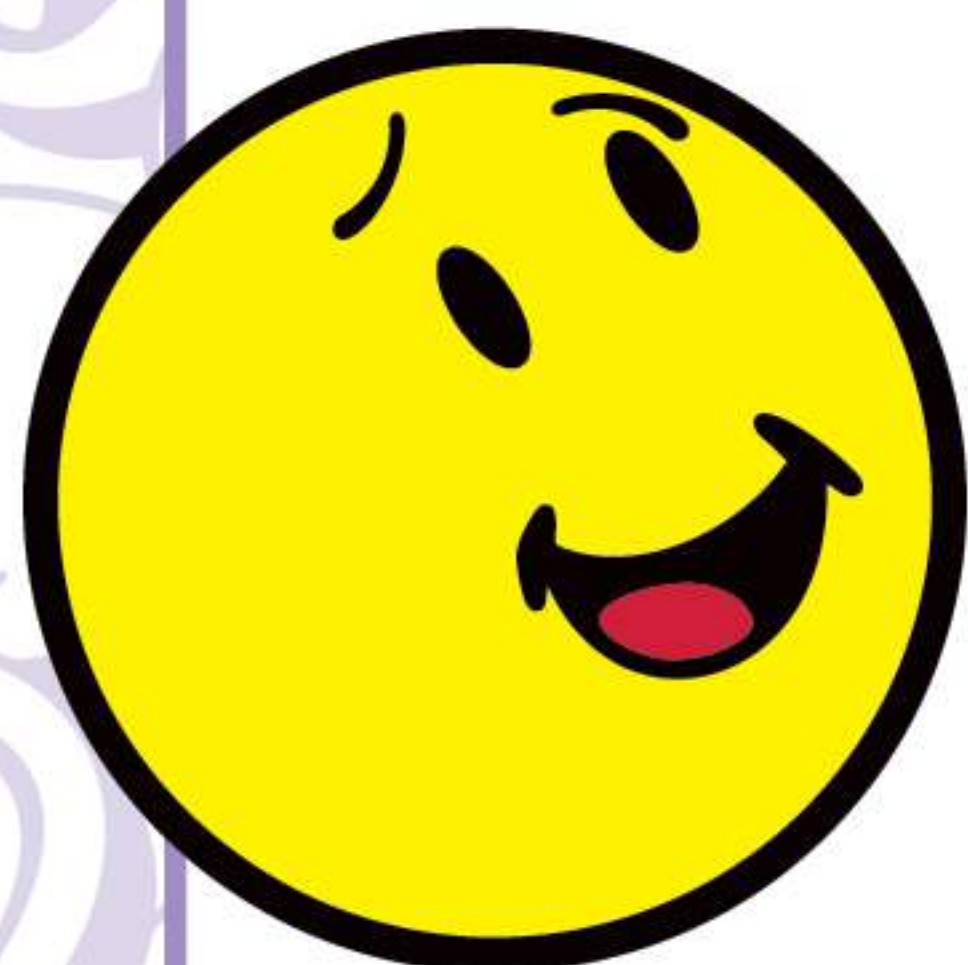
**DECISION  
QUIZ  
WORKSHEET**

LESSON PLAN 5  
**Making  
Decisions**

## DECISION QUIZ

Read the below questions and circle the answer that best describes how YOU would react in each situation. Be as honest as you can!

- Q1. Your best friend offers you some chocolate from a chocolate bar they have just stolen from the school cafeteria. Do you:
  - a) Eat the chocolate, enjoy it, thank your friend and ask them if they can steal two bars tomorrow.
  - b) Tell a teacher.
  - c) Tell your friend that stealing is bad and they shouldn't do it again and you won't eat it.
  - d) Something else.
- Q2. You've accidentally run over a puppy on your scooter and it has an injured paw. Do you:
  - a) Scoot away as fast as you can and hope no one else sees you.
  - b) Look at the dog's collar and try to find the puppy's owner so you can explain and apologise.
  - c) Try to fix the puppy's paw yourself by bandaging it up before scooting away.
  - d) Something else.
- Q3. During art class, you accidentally spill paint down the back of the school bully's white shirt. No one saw you do it. He thinks the spill was done by someone who recently called you names. Do you:
  - a) Let the other person take the blame - it's only fair after they were mean to you.
  - b) Tell a teacher that there's an argument over someone spilling paint but don't say it was you.
  - c) Tell the school bully that you spilled the paint by accident, apologise and offer to fix it by cleaning their shirt.
  - d) Something else.
- Q4. You see a large group of older pupils picking on a kid you know doesn't speak English very well. Do you:
  - a) Walk away - you don't want them to pick on you next.
  - b) Tell a teacher or adult.
  - c) Go up to the group, start talking to the person being picked on. Pretend you're good friends and lead them away from the group. When the group starts calling you names, you tell them to stop being mean or you'll tell a teacher.
  - d) Something else.
- Q5. Your younger sister got into a fight and is covered in bruises. Do you:
  - a) Demand to know who hit her and search the school to hit them back.
  - b) Tell your sister not to get into fights and to go to a teacher if it happens again.
  - c) Speak to your sister to find out what happened and offer her your support.
  - d) Something else.
- Q6. You promised your best friend that you would watch them in the school play but just before the performance you're not feeling well and are worried you might make other people ill. Do you:
  - a) Take some cough sweets to the school play and go anyway because it's probably alright.
  - b) Send a message to your friend to say you're sorry you can't go because you're ill and wish them luck.
  - c) Stay at home and ask someone who is going to record the performance so you can watch it back together with your friend when you're well again.
  - d) Something else.



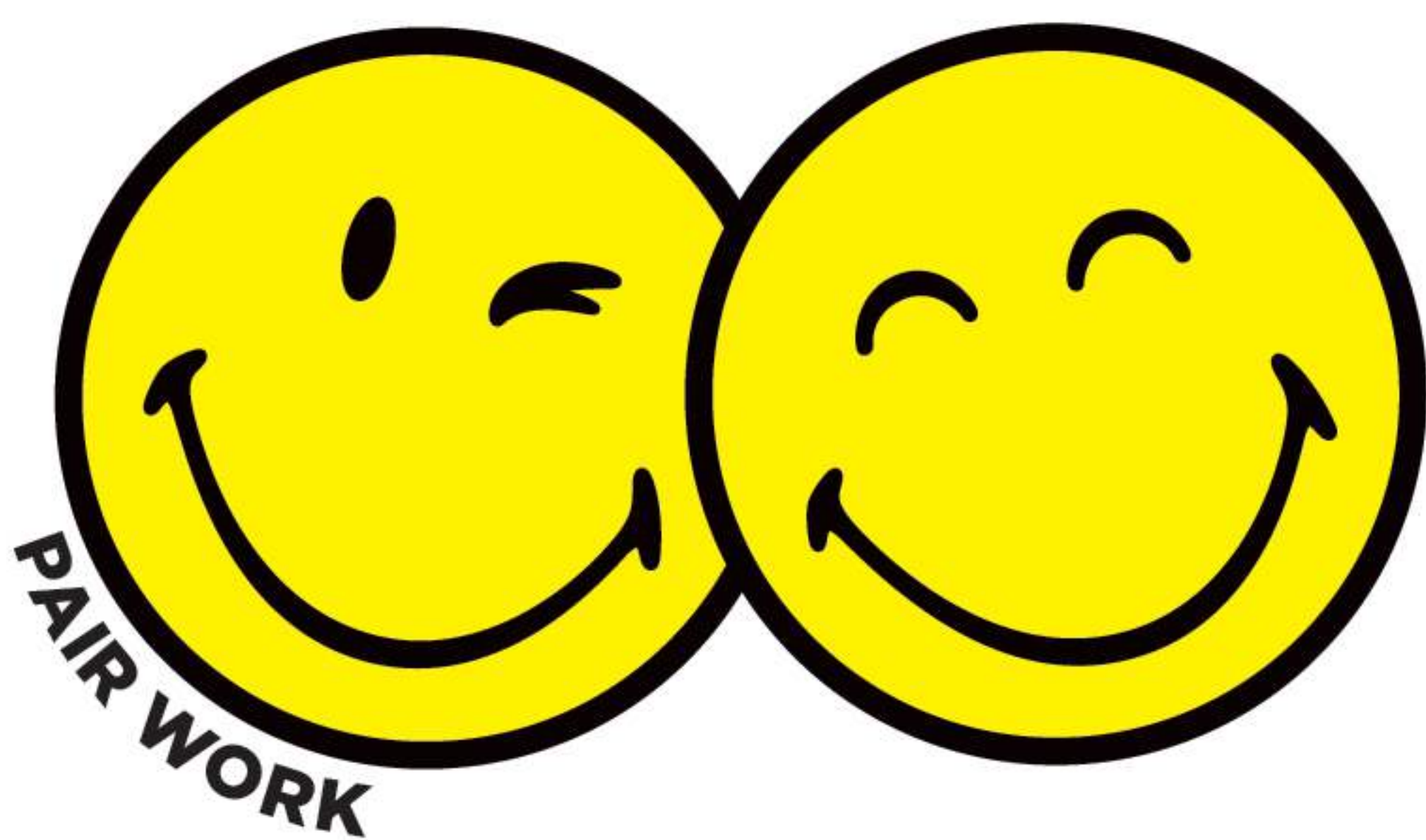
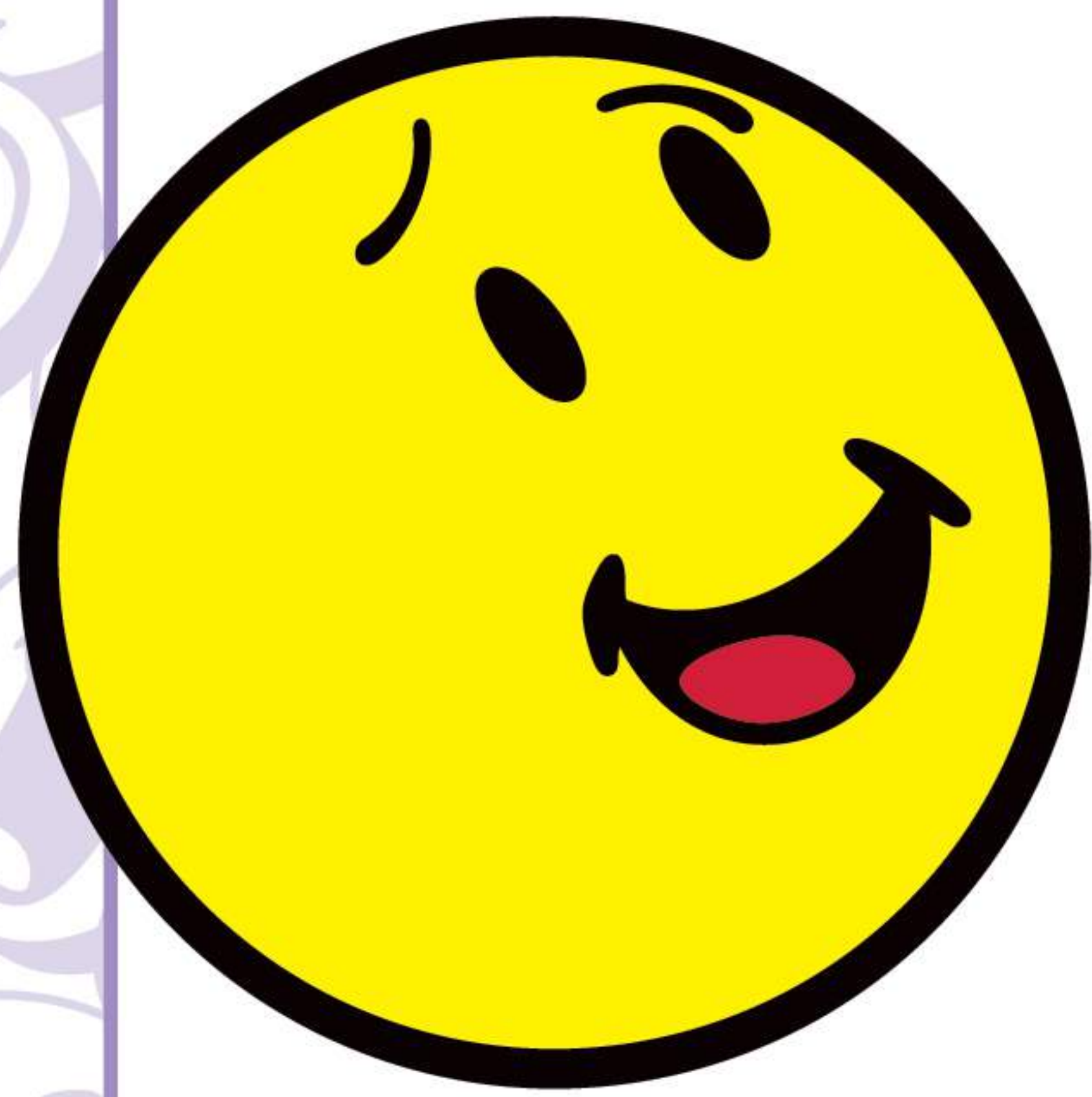
**LESSON PLAN 5  
Making  
Decisions**

**INDIVIDUAL WORK**



This activity recaps what pupils have learned about decision-making by asking them to talk to a neighbour about how they would make a difficult decision and who they could talk to, to help them.

1. Ask pupils to tell a neighbour:
  - a) What they would do if they had to make a difficult decision.
  - b) Who they would talk to if they needed help making a decision.
2. Recap on the **Ten Steps to Good Decisions** process (omitting steps 7-9 for less able pupils).
3. Tell pupils that they can always talk to trusted adults to help them make decisions.



PAIR WORK

TEN STEPS  
TO GOOD  
DECISIONS

**SEVEN STEPS TO GOOD DECISIONS**

A GOOD WAY TO MAKE DECISIONS IS:

**TEN STEPS TO GOOD DECISIONS**

FOLLOWING THESE STEPS CAN HELP YOU MAKE GOOD DECISIONS.

1. What are all the possible options?
2. What are the advantages of each option?
3. What are the disadvantages of each option?
4. Compare the advantages and disadvantages.
5. Which options have more advantages or fewer disadvantages?
6. Is one advantage or disadvantage much more important than the others?
7. If you're stuck, give each advantage or disadvantage a number of points based on its importance.
8. Add all the points for advantages. Subtract all the points for each disadvantage. Which option has the most points?
9. If two options seem equally good, choose the one that is easiest, fastest or helps the most people.
10. If you still can't decide, just choose something. Not deciding is choosing nothing!

THE HAPPIER SCHOOLS PROJECT

EMOTICONS FOR A SMILEY WORLD.

## QUICK PLENARY OPTION

Ask each pupil to draw a Smiley (or not so smiley) face on a piece of paper to show how they feel about the lesson and how well they understood what they learned. If you have sticky notes, you can ask pupils to do this on a sticky note and stick it to the board or the wall.



INDIVIDUAL WORK

LESSON PLAN 5  
**Making  
Decisions**



This activity asks pupils to write a creative story about a character who makes a responsible decision when faced with difficult options. A **Decision Story worksheet** is provided to scaffold the activity and help pupils plan their story.

1. Tell pupils that they should write a story about a character who has to make a difficult decision.
2. Give each pupil a **Decision Story worksheet** or you can write or read out the questions on the worksheet to help them come up with an idea.
3. Tell pupils that in their story, they will need to make the story clear to the reader. To do this, they should set up the situation their character is in and show why the decision is difficult.
4. Tell pupils they should explain how their character reaches their decision and the result of their choice.
5. Some pupils may struggle to come up with an idea but ask them to think about a difficult decision they've made in their own life and use that. It could be something simple like deciding what they want for a birthday present, how to spend their pocket money or even what to eat for lunch.

**THE HAPPIER SCHOOLS PROJECT**

## DECISION STORY

**DECISION STORY WORKSHEET**

Write a story about a character who makes a responsible choice when faced with a difficult decision. Help the reader understand the situation. Describe why the decision is difficult. The questions below will help you work out your story. If you get stuck, think about a decision you've made in your own life. Explain how your character reaches their decision and the result of their choice.

Who is your main character?  
\_\_\_\_\_

Where do they live? What is their world like?  
\_\_\_\_\_

What difficult decision do they need to make?  
\_\_\_\_\_  
\_\_\_\_\_

Why is it a difficult choice?  
\_\_\_\_\_  
\_\_\_\_\_

How do they make their decision?  
\_\_\_\_\_  
\_\_\_\_\_

What happens before the decision?  
\_\_\_\_\_

What happens after the decision?  
\_\_\_\_\_

How can you show the reader of your story that it's a difficult decision?  
\_\_\_\_\_  
\_\_\_\_\_

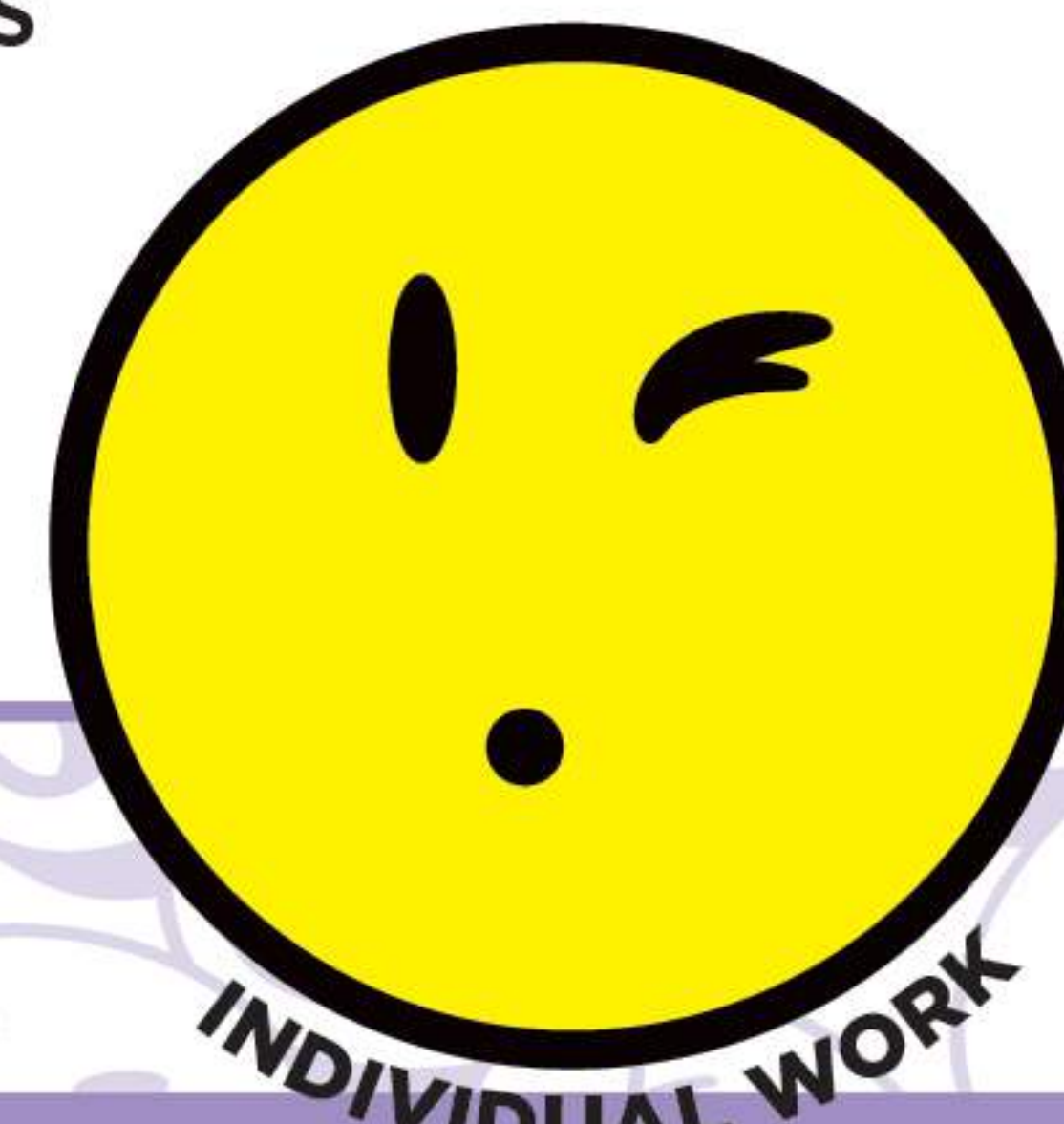
Now write a story using the details above and show how your main character made a good decision.



## REVIEW OF DECISION STORY HOMEWORK

The **Decision Story** homework stories should be marked before being discussed in class. As well as checking the writing technique, look at the decision-making process. Select a few good examples to read out and discuss in class.

1. Give pupils general feedback on their writings.
2. If pupils give their permission, select a few examples of stories to read out in class and explain why they are good stories. What plot points make it a good story? Is the decision-making process good?
3. Tell pupils that we all have to make difficult decisions throughout our lives and the better we can get at it, the easier it can make our lives.



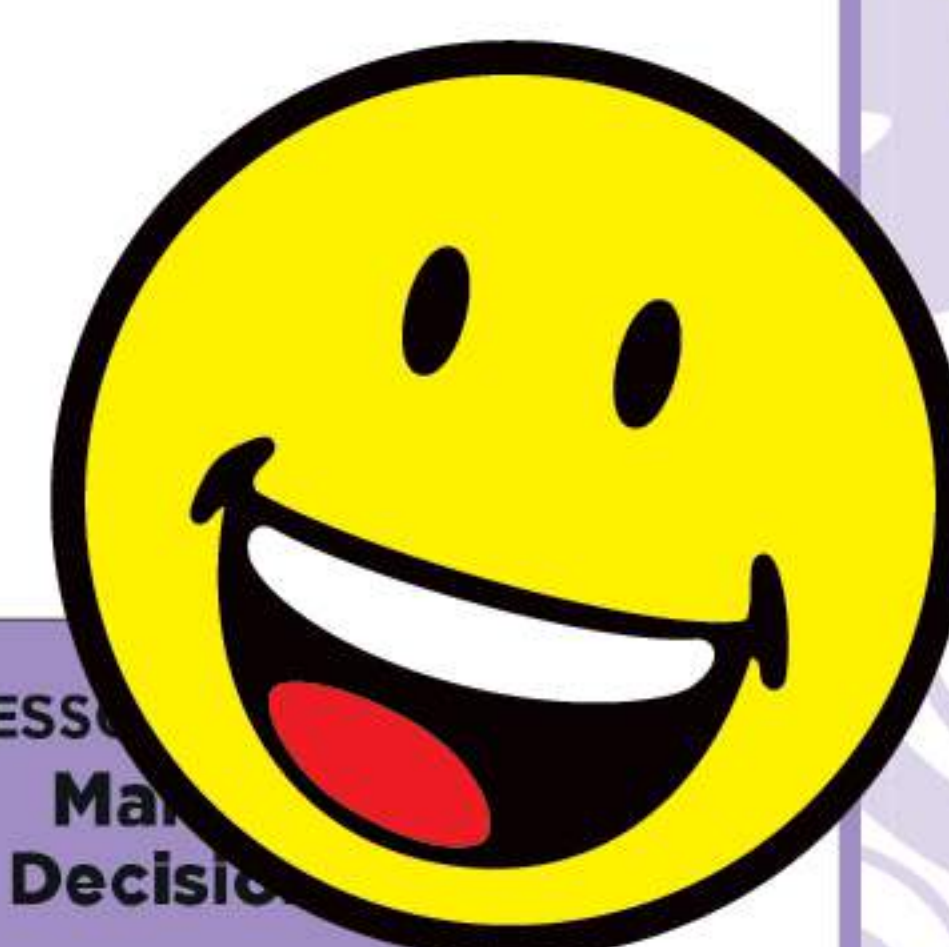
INDIVIDUAL WORK

LESSON PLAN 5  
**Making  
Decisions**



These differentiated worksheets offer an opportunity to assess pupils as well as give them notes that summarise the key learnings from the lesson activities.

1. Ask pupils to complete the blanks in a passage of lesson notes, shown below.
2. You can provide this as a worksheet (see the **Making Good Decisions Notes worksheets**) for pupils to complete in class or as part of their homework. Alternatively provide the text on the board with the underlined words missing and ask pupils to copy the text into their books, filling in the blanks.
3. You can differentiate this and help students complete it by providing the words to choose from and/or the first letter of the missing word.
4. Check in the class that pupils understand the gaps.



**THE HAPPIER SCHOOLS PROJECT** **MAKING GOOD DECISIONS NOTES: LEVEL 1** LESSON PLAN 5 Making Decisions

Read the passage and fill in the blanks with words from the selection below. Answer the numbered questions in the spaces provided.

Small decisions, like what flavour ice cream to eat, may only make a difference to us. We may make those decisions quickly.

1) An example of a small decision I make is \_\_\_\_\_

Some decisions, like what music to listen to at home, may affect more people. If different people in a group don't agree, we may go with the decision that more people want. Or you can find something else to do instead.

2) An example of a decision that affects more people is \_\_\_\_\_

We might spend many years thinking about some big decisions, like the job we want. We may want to learn a lot about our options so we can make a decision based on information. We may also want to talk to other people to help us decide.

3) An example of a big decision is \_\_\_\_\_

It's okay to change your mind after you have made a decision, but it is not always possible to go back and make a different choice. If you spent your pocket money on an ice cream you don't like, you can't change that decision once you've eaten it. But you can make a different choice in future.

Making a decision can be hard if we want all the options, like all the flavours of ice cream. It can also be hard if we're afraid of making the wrong choice. If we find it difficult to choose, we may select none of our choices, which means we've really picked nothing. It is usually better to make a choice. Once we've made a decision, our brains can think about other things instead.

**THE HAPPIER SCHOOLS PROJECT** **MAKING GOOD DECISIONS NOTES: LEVEL 2** LESSON PLAN 5 Making Decisions

Read the passage and fill in the blanks with words from the selection below. Answer the numbered questions in the spaces provided.

Small decisions, like what flavour ice cream to eat, may only make a difference to us. We may make these decisions quickly.

1) An example of a small decision I make is \_\_\_\_\_

Some decisions, like what music to listen to at home, may affect more people. If different people in a group don't agree, we may go with the decision that more people want. Or you can find something else to do instead.

2) An example of a decision that affects more people is \_\_\_\_\_

We might spend many years thinking about some big decisions, like the job we want. We may want to learn a lot about our options so we can make a decision based on information. We may also want to talk to other people to help us decide.

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**THE HAPPIER SCHOOLS PROJECT** **MAKING GOOD DECISIONS NOTES: LEVEL 3** LESSON PLAN 5 Making Decisions

Read the passage and fill in the blanks with the words that you think fit best. Answer the numbered questions in the spaces provided.

Small decisions, like what flavour ice cream to eat, may only make a difference to us. We may make those decisions quickly.

1) An example of a small decision I make is \_\_\_\_\_

Some decisions, like what music to listen to at home, may affect more people. If different people in a group don't agree, we may go with the decision that more people want. Or you can find something else to do instead.

2) An example of a decision that affects more people is \_\_\_\_\_

We might spend many years thinking about some big decisions, like the job we want. We may want to learn a lot about our options so we can make a decision based on information. We may also want to talk to other people to help us decide.

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**none more future options years wrong brains information change quickly different talk**

**THE HAPPIER SCHOOLS PROJECT** **MAKING GOOD DECISIONS NOTES: LEVEL 2** LESSON PLAN 5 Making Decisions

Read the passage and fill in the blanks with words from the selection below. Answer the numbered questions in the spaces provided.

Small decisions, like what flavour ice cream to eat, may only make a difference to us. We may make these decisions quickly.

1) An example of a small decision I make is \_\_\_\_\_

Some decisions, like what music to listen to at home, may affect more people. If different people in a group don't agree, we may go with the decision that more people want. Or you can find something else to do instead.

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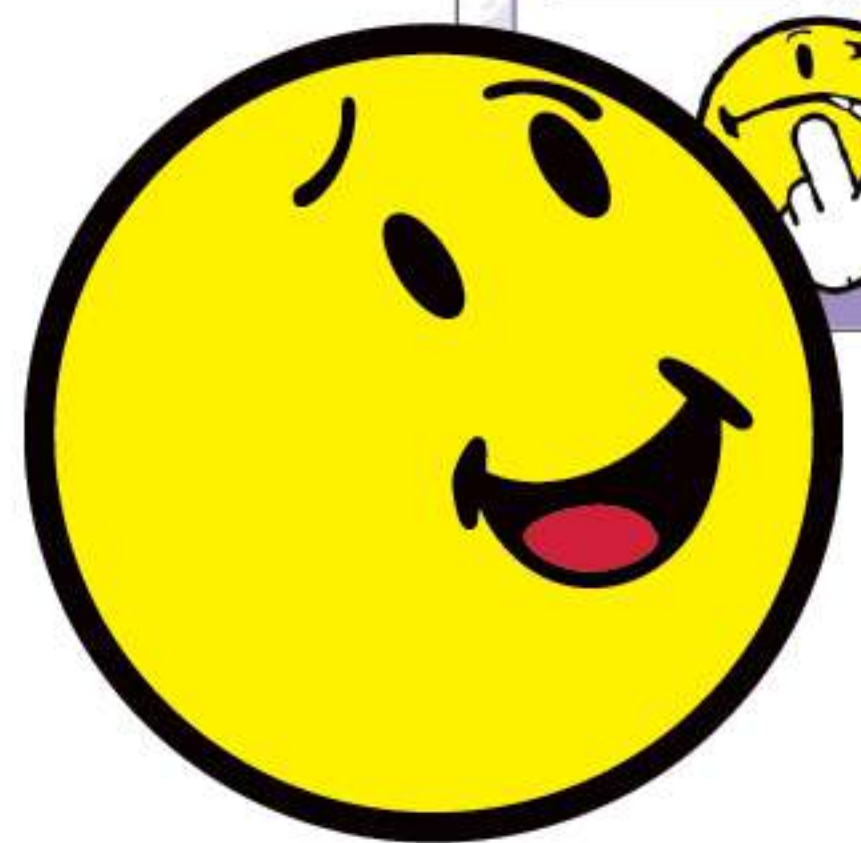
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**none more future options years wrong brains information change quickly different talk**

**MAKING GOOD DECISIONS NOTES WORKSHEET**



**LESSON PLAN 5 Making Decisions**

**INDIVIDUAL WORK**



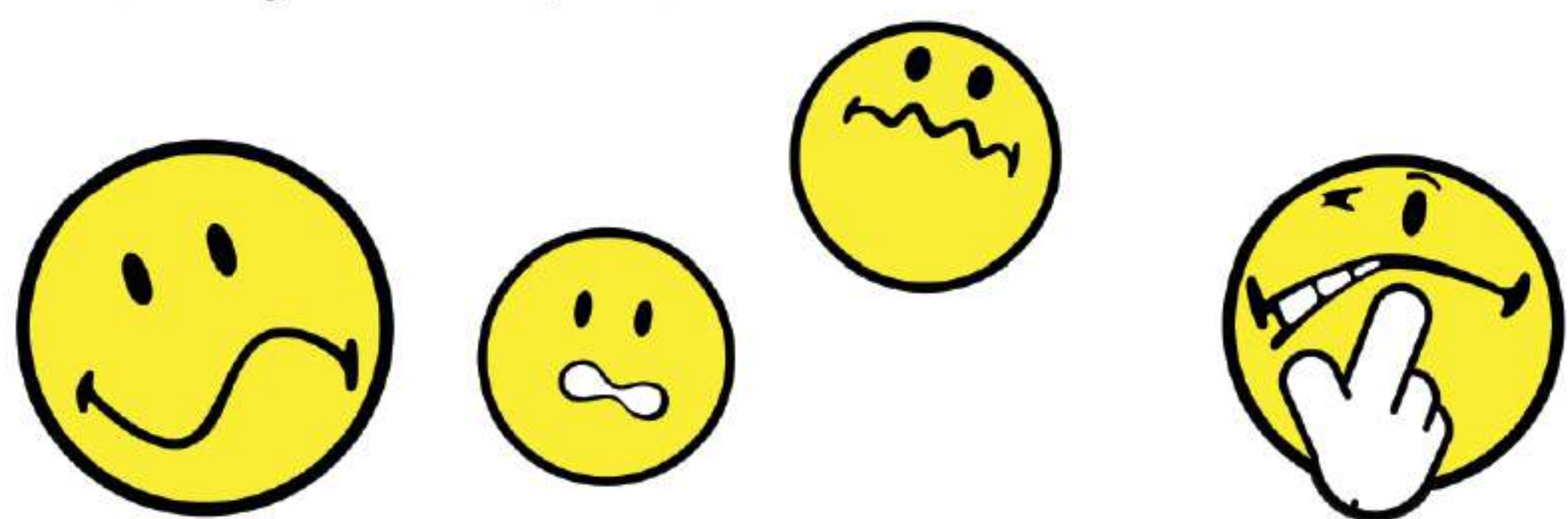
## SEVEN STEPS TO GOOD DECISIONS: LEVEL 2

LESSON PLAN 5  
Making  
Decisions

Fill in the gaps below using the words from the word cloud at the bottom of the page.

A good way to make decisions is:

1. Find all the options.
2. List all the good things, or the advantages, of each option.
3. List all the bad things, or the disadvantages, of each option.
4. Compare the advantages and disadvantages.
5. Pick the option with more advantages, or fewer disadvantages.
6. Check that one advantage or disadvantage is not much more important than the others.
7. If you can't decide, just pick something. Not deciding is choosing nothing!



**nothing    advantages    options  
disadvantages    pick    important**

## TEN STEPS TO GOOD DECISIONS: LEVEL 3

LESSON PLAN 5  
Making  
Decisions

Fill in the gaps below using the words you think fit best.

A good way to make decisions is:

1. Find all the options.
2. List all the good things, or the advantages, of each option.
3. List all the bad things, or the disadvantages, of each option.
4. Compare the advantages and disadvantages.
5. Pick the option with more advantages, or fewer disadvantages.
6. Check that one advantage or disadvantage is not much more important than the others.
7. If one advantage or disadvantage is more important, you could count it twice. Or you could give each advantage or disadvantage points based on its importance.
8. Add all the points for advantages. Subtract all the points for each disadvantage. Select the option that has the most points.
9. If two options seem equally good, choose the one that is easiest, fastest or helps the most people.
10. If you can't decide, just pick something. Not deciding is choosing nothing!

SEVEN STEPS  
TO GOOD  
DECISIONS  
WORKSHEET

## MAKING GOOD DECISIONS NOTES: LEVEL 2

LESSON PLAN 5  
Making  
Decisions

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**none    more    future    options    years    wrong    brains  
information    change    quickly    different    talk**

TEN STEPS  
TO GOOD  
DECISIONS  
WORKSHEET

MAKING GOOD  
DECISIONS  
WORKSHEET

LESSON PLAN 5  
Making  
Decisions



We have created some posters related to the content in this lesson plan that you can print out and display in your classroom to help reinforce the information being taught.

### SEVEN STEPS TO GOOD DECISIONS

A GOOD WAY TO MAKE DECISIONS IS:

1. Find all the options.
2. List all the good things, or the advantages, of each option.
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7. If you can't decide, just pick something. Not deciding is choosing nothing!

THE HAPPIER SCHOOLS PROJECT

SEVEN STEPS TO GOOD DECISIONS POSTERS

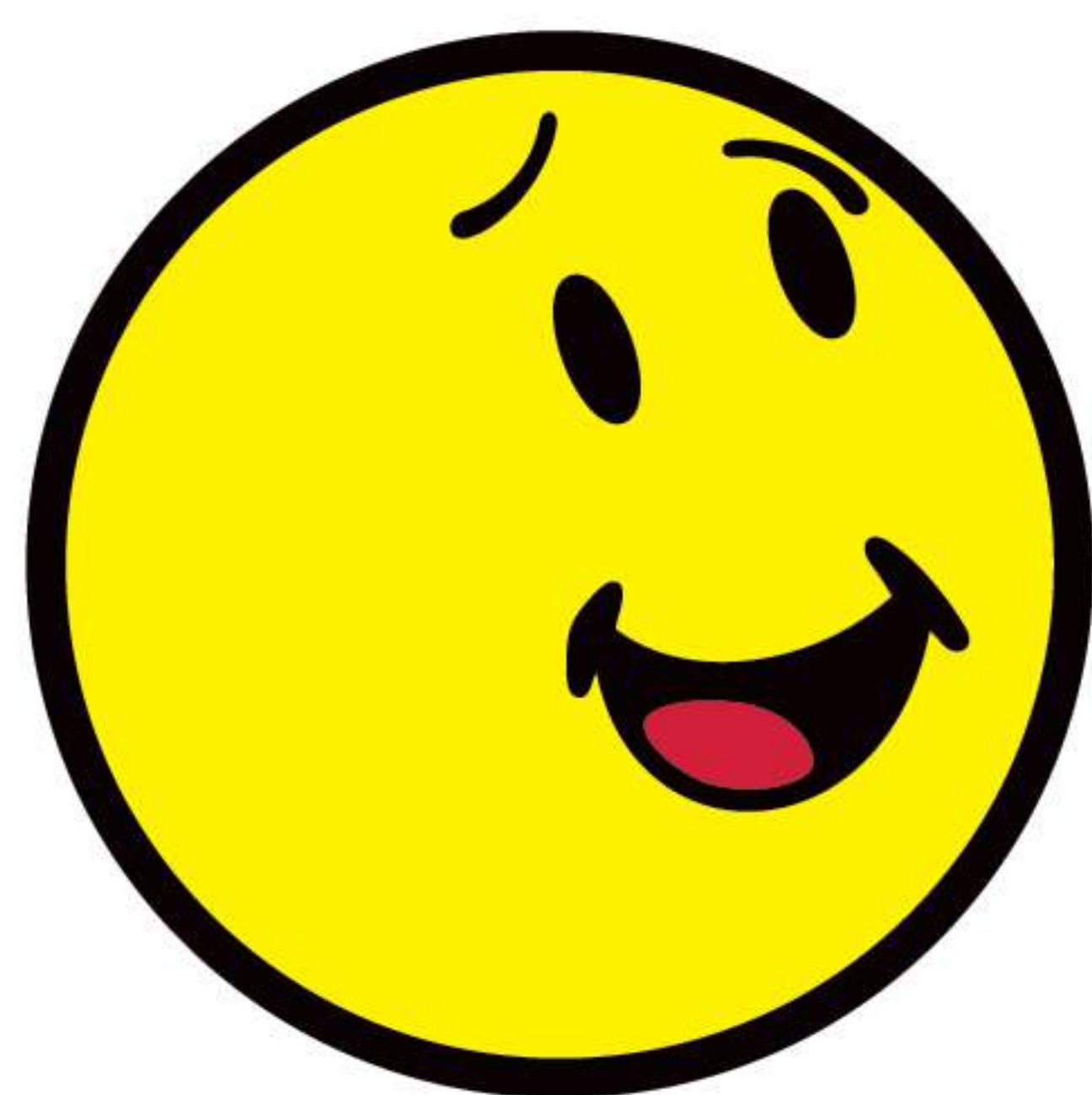
### TEN STEPS TO GOOD DECISIONS

FOLLOWING THESE STEPS CAN HELP YOU MAKE GOOD DECISIONS.

1. What are all the possible options?
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6. Is one advantage or disadvantage much more important than the others?
7. If you're stuck, give each advantage or disadvantage a number of points based on its importance.
8. Add all the points for advantages. Subtract all the points for each disadvantage. Which option has the most points?
9. If two options seem equally good, choose the one that is easiest, fastest or helps the most people.
10. If you still can't decide, just choose something, anything!

EMOTICONS FOR A SMILEY WORLD.

TEN STEPS TO GOOD DECISIONS POSTERS



### WHY SHOULD I BE RESPONSIBLE?

- It feels good to do the right thing.
- It helps others.
- It means people can trust me.
- It shows I can look after myself.

EMOTICONS FOR A SMILEY WORLD.

WHY BE RESPONSIBLE POSTER



LESSON PLAN 5  
Making  
Decisions