



Choices

Overview of the unit

This unit focuses on identifying options and making choices. The activities build on each other, scaffolding students from an activity that provides limited options and choices to one in which students identify the options and make choices based on identified risks. In the final activity students are asked to write a script which highlights the consequences of making a choice.

Another key focus of the activities is the development of teamwork skills and, in this aspect, the activities also build on each other. The first activity is relatively structured with a defined goal and tasks while the fourth activity is considerably more complex and requires students to work together to make decisions and develop a product.

Purpose

Road safety:

This unit is designed to help young people recognise that as drivers, passengers and in other aspects of their lives, they will encounter situations where they have a range of options and where they will need to make decisions. Each option may have different risks and consequences. The unit aims to assist students to identify the range of options and the risks associated with them.

VCAL:

The purpose of this unit is to develop problem solving, team building and interpersonal skills. The focus of the activities is to:

- work with others to discuss issues and solve problems
- develop problem-solving skills
- develop interpersonal communication skills required for working in teams
- develop teamwork skills
- identify options
- gain an understanding of the range of consequences of a decision
- understand the structure of a text type (script) and use this knowledge to produce an effective text of this type.

Teacher information

Young people sometimes have difficulty 'seeing' the range of options open to them in a situation and the possible consequences of their choices. They can find this even more pronounced when they are with friends. This unit provides students with a chance to identify and discuss a range of options and choices and to consider, in a safe environment, the consequences of decisions with the hope that they may develop strategies for dealing with real life situations.

It is assumed that this unit would be undertaken in conjunction with other units related to road safety, for example *High impact* and *Where's the party?*



Resource requirements

- Unit material**
- Handout 1: Writing a script
 - Worksheet 1: Tania's choices
 - Worksheet 2: Your call
 - Worksheet 3: Script overview
 - Choice cards

Alignment of the unit to VCAL

VCAL units

Personal Development Skills Unit 1

Reading and Writing

Oral Communication

VCAL level

Activities in this unit are predominately focused at **Foundation** level. For students at Intermediate level the first three activities can be used as preliminary activities to support Activity 4, which can be easily extended to Intermediate level. Students working at Intermediate level should also work more independently and show leadership skills in organising and undertaking the required tasks.

Learning outcomes

Activity	Units and learning outcomes
1. Evaluating choices	<p>Personal Development Skills Foundation Unit 1:</p> <ul style="list-style-type: none"> 4. Demonstrate knowledge specific to a simple activity or goal 5. Demonstrate teamwork skills (element 5.1 is likely to be covered. In conjunction with Extension activity 2 all elements are likely to be covered) <p>Oral Communication Skills Foundation:</p> <ul style="list-style-type: none"> 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic
2. Tania's call	<p>Personal Development Skills Foundation Unit 1:</p> <ul style="list-style-type: none"> 4. Demonstrate knowledge specific to a simple activity or goal 5. Demonstrate teamwork skills (element 5.1 is likely to be covered. The activity could be extended to cover all elements by incorporating Extension activity 2 from Activity 1) <p>Oral Communication Skills Foundation:</p> <ul style="list-style-type: none"> 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic



<p>3. Student experiences</p>	<p>Personal Development Skills Foundation Unit 1:</p> <p>4. Demonstrate knowledge specific to a simple activity or goal</p> <p>5. Demonstrate teamwork skills (element 5.1 is likely to be covered. Extension activity 2 could be used to cover all the elements)</p> <p>Oral Communication Skills Foundation:</p> <p>1. Oracy for self expression: Use and respond to spoken language to explore with others story and life experience (element (a) only)</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p> <p>Oral Communication Skills Intermediate:</p> <p>1. Oracy for self expression: Use and respond to spoken language to communicate to others story and life experience (element (a) only)</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>
<p>4. Writing a script</p>	<p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic (element (a) only)</p> <p>Oral Communication Skills Intermediate:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems topic (element (a) only)</p> <p>Reading and Writing Skills Foundation:</p> <p>1. Writing for self expression: Write a short recount, narrative or expressive text on a familiar subject</p> <p>Reading and Writing Skills Intermediate:</p> <p>1. Writing for self expression: Write a recount, narrative or expressive text</p>

Please note: The activities **support** the learning outcomes listed but may not cover all the assessment criteria/elements. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria/elements are covered. For assessment purposes, in the Personal Development Skills, Reading and Writing and Work Related Skills Units, all the elements of a learning outcome must be covered in the one assessment task. Where an activity doesn't cover all the elements, the activity can be used to build the student's portfolio of evidence.

Assessment

The activities in this unit have been designed as learning activities. However, documentation can be used to build a portfolio of evidence to be used for the assessment of relevant learning outcomes.

Evidence may include:

- teacher checklist and observation
- script overview – Worksheet 3
- script.

Sample assessment record sheet

See next page.



Sample assessment record sheet: Foundation

Unit name: Choices

VCAL Level: Foundation

Student name:

Form/Group:

Unit outline: This unit is designed to help young people recognise that as drivers, passengers and in other aspects of their lives, they will encounter situations where they have a range of options and where they will need to make decisions. Each option and choice may have different risks and consequences. The unit aims to assist students to identify the range of options and the risks associated with them. The purpose of this unit is to develop problem solving, team building and interpersonal skills. The focus of the activities is to:

- work with others to discuss issues and solve problems
- develop problem-solving skills
- develop interpersonal communication skills required for working in teams
- develop teamwork skills
- identify options
- gain an understanding of the range of consequences of a decision
- understand the structure of a text type (script) and
- use this knowledge to produce an effective text of this type.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Evaluating choices	<p>Personal Development Skills Foundation Unit 1:</p> <p>4. Demonstrate knowledge specific to a simple activity or goal</p> <p>5. Demonstrate teamwork skills (element 5.1 is likely to be covered. In conjunction with Extension activity 2 all elements are likely to be covered)</p> <p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
2. Tania's call	<p>Personal Development Skills Foundation Unit 1:</p> <p>4. Demonstrate knowledge specific to a simple activity or goal</p> <p>5. Demonstrate teamwork skills (element 5.1 is likely to be covered. The activity could be extended to cover all elements by incorporating Extension activity 2 from Activity 1)</p>		



	<p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
3. Student experiences	<p>Personal Development Skills Foundation Unit 1:</p> <p>4. Demonstrate knowledge specific to a simple activity or goal</p> <p>5. Demonstrate teamwork skills (element 5.1 is likely to be covered. Extension activity 2 could be used to cover all the elements)</p> <p>Oral Communication Skills Foundation:</p> <p>1. Oracy for self expression: Use and respond to spoken language to explore with others story and life experience (element (a) only)</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic</p>		
4. Writing a script	<p>Oral Communication Skills Foundation:</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic (element (a) only)</p> <p>Reading and Writing Skills Foundation:</p> <p>1. Writing for self expression: Write a short recount, narrative or expressive text on a familiar subject</p>		

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- script overview
- script.



Sample assessment record sheet: Intermediate

Unit name: Choices

VCAL Level: Intermediate

Student name:

Form/Group:

Unit outline: This unit is designed to help young people recognise that as drivers, passengers and in other aspects of their lives, they will encounter situations where they have a range of options and where they will need to make decisions. Each option and choice may have different risks and consequences. The unit aims to assist students to identify the range of options and the risks associated with them. The purpose of this unit is to develop problem solving, team building and interpersonal skills. The focus of the activities is to:

- work with others to discuss issues and solve problems
- develop problem-solving skills
- develop interpersonal communication skills required for working in teams
- develop teamwork skills
- identify options
- gain an understanding of the range of consequences of a decision
- understand the structure of a text type (script) and
- use this knowledge to produce an effective text of this type.

Learning outcomes and performance:

Activity	Learning Outcomes	Performance	Evidence/comments
1. Evaluating choices	Foundation level learning outcomes only		
2. Tania's call	Foundation level learning outcomes only		
3. Student experiences	<p>Oral Communication Skills Intermediate:</p> <p>1. Oracy for self expression: Use and respond to spoken language to communicate to others story and life experience (element (a) only)</p> <p>4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems</p>		



4. Writing a script	<p>Oral Communication Skills Intermediate: 4. Oracy for exploring issues and problem solving: Use and respond to spoken language in discussions to explore issues or solve problems topic (element (a) only)</p> <p>Reading and Writing Skills Intermediate: 1. Writing for self expression: Write a recount, narrative or expressive text</p>		
---------------------	--	--	--

Unit performance codes: Y = Yet to do; NYC = Not yet completed; CS = Completed satisfactorily

Teacher's signature:

Date:

Evidence of successful completion of the unit could include:

- teacher checklist and observation
- script overview
- script.



Activity 1: Evaluating choices

In this activity students are given a scenario where they must consider four different choices and evaluate their suitability.

What to do

The *Choice cards* should be cut up before the activity begins. Depending on the size of the group, it may be necessary to have more than one set of the cards. If the cards were laminated they could be used on other occasions. On the page, the cards have been arranged in the possible categories that students may arrive at. However, there is no correct order for the cards.

Introduce to students the concept that as drivers and passengers, we are constantly making decisions concerning our own safety and that of others.

Read out the following scenario and/or write it on the board:

Josh, a P Plater, drives his friend Jamie to a party. He agrees to be the agreed non-drinker and to give Jamie a lift home at the end of the night. At the party Jamie sees Josh drinking a beer. What are Jamie's choices?

Working in small groups, students should consider what choices Jamie has. The *Choice cards* can be used to assist students discuss benefits, negatives, risks, and possible consequences of each option. The cards can be arranged under the headings *Choices, Benefits, Problems, Risks* and *Possible Consequences*. Some cards are blank and students may wish to use these for other options, benefits, problems, risks and consequences. There is no correct order for the cards and students should be encouraged to explain why they have organised the cards in a particular way.

Once students have completed the activity, discuss as a whole class which choice would be most appropriate and why.

Student role and responsibilities in relation to the activities

Contribute to class and small group discussions.

Listen to the opinions of others.

Level of teacher support

Facilitate discussion.

Provide encouragement.

Key questions

Why is it important to consider risks and consequences when making a decision?

Extension activities

1. Students write one or two paragraphs about a situation where they have had to make a decision regarding their own safety. Evaluate whether, in hindsight, this was the most suitable decision.
2. Students discuss how well they worked together in this activity and what they could have done to work more effectively together. From this they could develop a list of the factors that contribute to good teamwork.



Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the discussion.



Activity 2: Tania's call

In this activity students discuss a scenario in which a decision needs to be made about what action to take. Students consider possible choices and consequences and evaluate the suitability of each choice.

What to do

Write this scenario on the board:

Tania's boyfriend picks her up from basketball in his car. He's not on his Ps and has been to the pub with his mates. He has had a few drinks, but doesn't seem to have had too much. Two of his mates are also in the car and have definitely had too much. What are Tania's choices?

In small groups, students think of at least three options that Tania has. Using the same headings as in the previous exercise - *Choices, Benefits, Problems, Risks* and *Possible Consequences*, the group will discuss the benefits/negatives, risks, and possible consequences of each choice.

Using *Worksheet 1: Tania's choices*, one member from each group writes down the groups' ideas.

Each group shares their ideas.

Discuss as a class which choice would be the most appropriate.

Student role and responsibilities in relation to the activities

Contribute to class and small group discussions.

Listen to the opinions of others.

Level of teacher support

Facilitate discussion.

Provide encouragement.

Key questions

How do we determine a good choice?

What is an informed decision?

Extension activities

Imagine you are:

1. Tania. Write a letter to an advice column asking what you should do if this happens again
2. an advice columnist. Respond to Tania, advising what to do if the situation arises again.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the discussion.



Activity 3: Student experiences

In this activity, students discuss their own experiences of making choices in driving situations. They consider the available choices and determine the most appropriate.

What to do

Ask students to recall the scenario used in Activity 2 and relate their own experiences of situations where they have faced similar choices.

As a class, brainstorm some real or imaginary driving scenarios where people are forced to make choices about the risks involved. Write scenarios on the board.

In small groups, students choose a scenario and use Worksheet 3 to help determine the choices involved and the benefits, risks, and consequences that may follow. In their groups, students decide which choice is most suitable.

Each group shares their scenario, possible choices, and the benefits/negatives, risks, and possible consequences that follow. The groups specify which choice they think is best, giving reasons for their decision. The discussion should also include why it can be difficult to follow the choice they think is the best one.

Student role and responsibilities in relation to the activities

Contribute to class and small group discussions.

Listen to the opinions of others.

Level of teacher support

Facilitate discussion

Provide encouragement.

Key questions

What makes a choice more suitable?

Why is it sometimes difficult to follow the best choice?

Extension activities

1. Students write one or two paragraphs explaining which choice they believe is most appropriate for their scenario and why.
2. Each group should write down:
 - one or two things that they think helped their group work well together to come up with the choice they thought was best, and/or
 - one or two things they felt hindered the group from working well together.

They should share these with a different group and come up with a list of what helps and hinders people working together in groups.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the discussion.



Activity 4: Writing a script

In this activity, students further consider the consequences of choices. Students develop a script about the events that take place after a choice has been made.

What to do

Discuss what a script is and when it is used.

Working in small groups, students choose one of the scenarios from Activity 3. Students imagine what might happen after the main character has made a particular choice.

Using *Worksheet 3: Script overview*, students plan their script by writing a brief description of the characters, setting, and a scene outline (overview of what happens).

Give students *Handout 1: Writing a script* and discuss the conventions of a script.

Students write a script of a scene showing the events after a choice has been made.

Student role and responsibilities in relation to the activities

Contribute ideas in a small group situation.

Plan and write script.

Level of teacher support

Facilitate discussion.

Support students in becoming familiar with script writing conventions.

Key questions

What is the purpose of a script?

What are the different features of a script?

Why is it important to plan a story before you write it?

Extension activities

Students perform and/or film their script or produce a digital story using the script. Students working at Intermediate level should write a longer and more complex script.

Assessment

This is a learning activity. To use it as an assessment task you would need to collect evidence such as:

- teacher checklist and observation of the discussion
- Worksheet 3 completed
- completed script.



Choice cards



Choices	Benefits	Problems	Risks	Possible Consequences
Go home with Josh.	It will be easier.		Josh's driving ability may be impaired.	Josh's impaired judgment may result in him having a crash.
Leave Josh at the party and find someone else who hasn't been drinking to catch a lift with.	Jamie will get home safely.	It may be hard for Jamie to find someone who is willing to drive him home.	Josh may still drive home affected by alcohol.	Josh's impaired judgment may result in him having a crash.

CHOICES



			<p>None</p>	<p>Josh may be picked up by the cops and lose his licence.</p>
		<p>None</p>	<p>None</p>	<p>Josh may be picked up by the cops and lose his licence.</p>
<p>Convince Josh to leave his car at the party and get a taxi home. He can pick his car up the next day.</p>	<p>Jamie and Josh will get home safely.</p>	<p>A taxi will be expensive.</p>	<p>None</p>	<p>Josh has to explain to his parents why he didn't drive home after the party.</p>



		<p>It will be a **** pain for Josh to pick up his car the next day.</p>	<p>None</p>	<p>None</p>
<p>Check out if it's OK for you both to crash on the floor. Josh can drive home later the next day.</p>	<p>Jamie and Josh will get home safely.</p>	<p>The floor will be hard.</p>	<p>None</p>	<p>Jamie and Josh have to explain to their parents why they didn't go home after the party.</p>



Handout 1: Writing a script

A script is a story written to be performed. This could be a play, movie, TV show, or an advertisement.

A script needs:

- an overview of who the characters are, of the setting and what happens (see Worksheet 3)
- a title
- dialogue (what characters say)
- description of what happens where.



The short script below shows you the different parts of a script and how they should be written.

AFTER THE GAME

Characters:

Tania: Tania is 18 and is dressed in her basketball uniform.

Steve: Tania's boyfriend. Steve is 21 and is the driver of the car.

Nick: Steve's mate. He appears to be drunk.

George: Steve's mate. He has been drinking but is not as drunk as Nick.

Setting:

Outside a basketball stadium/hall and inside Steve's car.

Scene outline:

Tania's boyfriend picks her up from basketball in his car. He's not on his Ps and has been to the pub with his mates. He has had a few drinks, but doesn't seem to have had too much. Two of his mates are also in the car and have definitely had too much.

Tania decides to get in the car but when Steve's mates start to distract Steve and encourage him to drive too fast, she becomes angry and concerned.

TANIA IS STANDING ON THE FOOTPATH IN FRONT OF A SPORTS STADIUM. SHE HAS JUST FINISHED A GAME OF BASKETBALL AND IS STILL WEARING HER UNIFORM.

Steve: C'mon Tania get in the car!

Tania: How many drinks have you had?

Title of the script.

Names and description of the characters.

Setting - Tells the actors and director where the play/film takes place.

Scene outline - Gives an overview of what happens in the scene.

Description is used to help tell the story and to describe people and places.

The description is usually in capital letters to make it stand out.

Dialogue is what the characters say. It should be set out like this.



Worksheet 1: Tania's choices

Tania's boyfriend picks her up from basketball in his car. He's off his Ps (a fully licensed driver) and has been to the pub with his mates. He has had a few drinks, but doesn't seem to have had too much. Two of his mates are also in the car and have definitely had too much. What are Tania's choices?

Choices	Benefits	Problems	Risks	Possible Consequences
Choice 1				
Choice 2				
Choice 3				



Worksheet 2: Your call

Scenario: _____

Choices	Benefits	Problems	Risks	Possible Consequences
Choice 1				
Choice 2				
Choice 3				



Worksheet 3: Script overview

Name of characters	Description

Setting (where the action happens)

Scene outline (brief description of what happens)

CHOICES



Notes: