



Healthy Heads Lesson Plan

Decision Making and Risk Taking - Year 5/6

- Our Aim:**
- I can understand what decision making and risk taking is
 - I can understand the difference between them both
 - I can demonstrate decision making and risk taking during physical activity games

Lesson Topic: Decision making and risk taking

Age: Year 5/6

Duration: 1 hour – 30 min classroom + 30 practical

Links to PSHE curriculum:

- About risk in different familiar situations
- About strategies for managing risk

Notes on the class:

Gain overview of class - discussion with teacher.

SEND Medical Behaviour Other

Resources

Theory: decision making and risk taking presentation

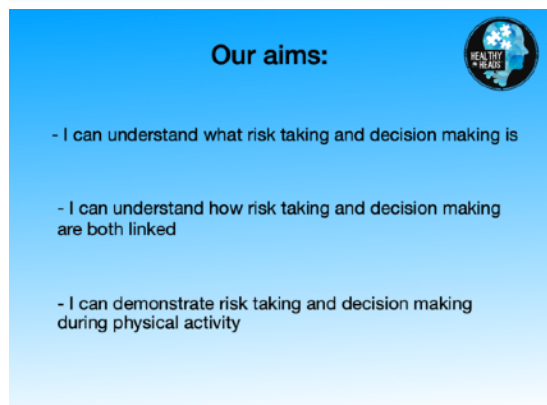
Practical: floor markers, dodgeballs, beanbags

Organisation/Diagrams

Teaching Points

Theory

Introduction



Introduce topic
Set classroom expectations

Share learning objectives

What is risk taking?



Do we think it is a positive or negative?



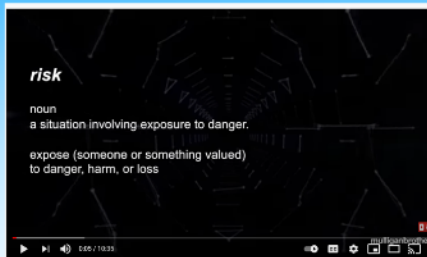
positive



negative

Ask: What is risk taking? Do you think it's something positive or negative? Ask children to show thumbs.

Risk Taking



<https://www.youtube.com/watch?v=T4HwVrK2vRE> (watch up to 2.20)

Explain using video. When video stops playing, review children's learning with them.

Ask: What did you learn?

Task 1

List your recent risks

Task 1



List all the risks you have taken recently



Examples:

Walked home from school alone

Made my first cup of tea

Tried a new sport

Set task as shown on the slide.

Set 1 minute timer and then review children's ideas.

Give some examples: took harder maths questions, went to football practice with the older group, started to help with the cooking at home, selecting a different high school from my friends.

What is decision making?



Decision making is the process of thinking and deciding if we should act upon our thoughts.



Make the link between decision making and risk taking with the children.

Risk taking and decision works together



Explain: Risk taking and decision making work together. You need to make a decision in order to take a risk.

Task 2

Scenario 1

It's a hot summers day, should be go for a swim?



Quick assessment

1 2 3 4 5



What is the reward? What is the risk?
What would you do?



Set task.

1. Present children with the scenario.
2. **Ask:** what would you do?
3. Instruct children to decide on a number with 1 being the lowest risk and 5 being the highest. Children show number on their fingers.
4. Get children to think about – what is the reward? What is the risk? Share children's ideas.
5. **Ask:** what would you do?

You could ask children to move around the classroom – to the left if they would and to the right if you wouldn't do it.

Scenario 2

Your brother or sister is about to climb over a wall not knowing the size of the drop the other side.



Quick assessment

1 2 3 4 5



What is the reward? What is the risk?
What would you do?



Repeat with scenario 2.

Scenario 3

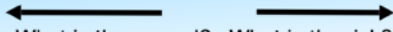


You leave your job to start a business.



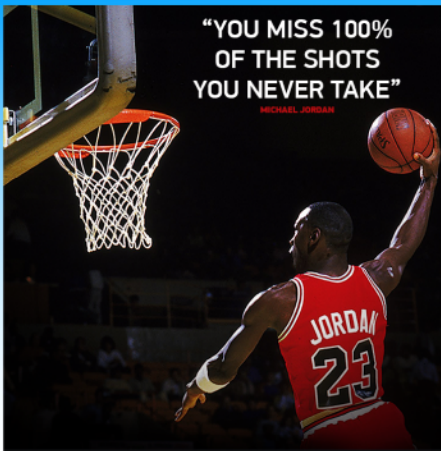
Quick assessment

1 2 3 4 5



What is the reward? What is the risk?
What would you do?

Repeat with scenario 3



Share quote with children.

Conclusion

What's important?



That we ensure risk taking and decision making works cohesively.



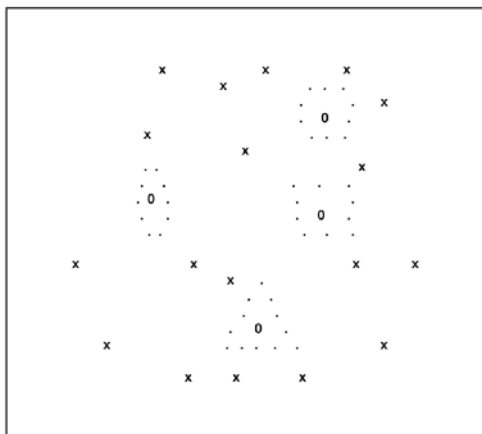
Balancing the two ensures we will make great choices.



Prepare children for practical. Emphasise that children will practise risk taking and decision making during the practical.

Practical

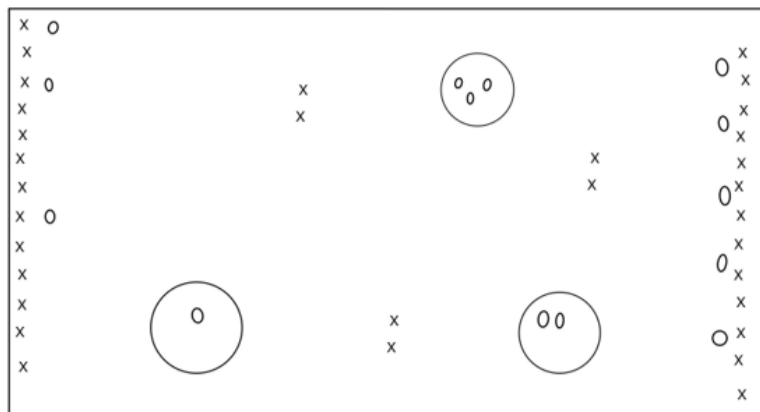
Activity 1 – Island hop



Key: . - cones x - children 0 - animals

There will be a series of islands marked out of cones in the area. Within each island is an animal such as a dragon or a bear with a dodgeball. Children must run around trying to spend as much time as possible in the islands without being tug. If tug, they must return to the side of the area, wait for 10 seconds, then rejoin the game.

Activity 2 - Charging Bulls



Key: children - x bean bags - 0 hoops or cones O

The children must move from one side of the court to the other without being tug by the guards in the middle. They will have beanbags that they must try and place in the hoop as they travel across the area. If they are tug, they must take the beanbag back with them and try again. The guards must try and tag the players and get rid of the beanbags from the hoops by placing them at either end of the court.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Change the size of the islands and make them smaller.

Progression 2 - Add a second animal onto a larger island and offer double points for the other children in this area.

Teaching points:

Ask: How can you make decisions during this activity?

Examples of correct answers:

- Make your own decisions about which island to run to, how long to stay there and where to enter.
- What decisions can the animals make in order to tag as many children as possible?
- What about the risk of entering vs. the reward?

Progression 1 – Shout instructions and the children must follow them as they move across the area and the guards must also follow. Eg- high knees, tip-toes, heel kicks.

Progression 2 - If the guards tag a player then they must stand out until another player places a beanbag in a hoop.

Teaching points:

Ask: How can you take risks in this game? What decisions can you make?

Examples of correct answers:

- Try to place a beanbag in a hoop as you cross the court.
- Dodge the other players and guards effectively.
- Try for a hoop that is being guarded.

