

You Choose

Rationale	As we live our lives we all have to make choices. It is important for us to realise that every choice we make has a consequence. Some of the choices we have to make are as the result of other people's good or bad choices. How we deal with the effects of the actions of others is all part of the challenge of life.
Title	"You Choose"
Aim	SENSING CHANGED QUALITY OF AWARENESS, SENSING MEANINGFULNESS The aim is to help students reflect on the way they made choices and perhaps discover a strategy that will help them make more informed choices. It is also hoped that students will come to see that even bad choices can be turned around.
Objectives	Students will: <ul style="list-style-type: none"> • Be reminded that relationships function through decision making • Be made aware of the inward struggle between self interest and the interest of others • Recognise decisions have consequences which follow • Interact with others in making simple decisions • Be challenged about personal decisions that have global consequences • Be asked to think about some of their own decisions or choices • Be asked to reflect as to why important choices are often marked by a symbol
Link with 5–14	PSD; Emotional health; movement; writing
Link with ACfE	Successful learner Effective contributor
Is this part of a series	Single Assembly
Introduction	This assembly outline is designed to be delivered to a departmental group. It is also suitable for whole school / stage / single class assemblies. The success of this particular event will depend on encouraging everyone to enter into the spirit of the idea of choice. This could be an excellent opportunity for the school to do a bit of fund-raising.
Stimulus	Playing cards, travel brochures, drinks, charity cans and badges
Guided Reflection	This will take place as the leader links all the various sections of the event together. <ul style="list-style-type: none"> • All decisions have consequences • Some decisions are spit-second, others call for reflection, both have consequences • Viewing the film <i>Sliding Doors</i> should create a discussion around fate or freedom to choose • Making the right choices should be centred around truthfulness,

	integrity, reliability and trust
Response	Students invited to think about how and why they make decisions. Invited to consider who they think is in charge of the decision making affecting their future. Can they make changes so that they become more responsible for the way they make decisions? They are invited to become more reflective in the way they make decisions.
Evaluation (a)	Relevant staff should ask a sample of pupils to share their feelings and attitudes about the assembly. Notes should be taken to inform Evaluation (b) and for the preparation of future assemblies.
Evaluation (b)	Relevant staff should meet and engage a sample of staff teachers to discern how pupils have responded during the assembly and their recall and impression of the whole assembly experience.

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Running Order

Running Time	Mins	Activity	Personnel	Resources	Action
0-10	10	<p>Instant choices. The room is set out ready for a cocktail party with waiters and other personnel hanging about. As students enter the room they are invited to make the following decisions. There should be a light hearted atmosphere with appropriate music playing</p> <ul style="list-style-type: none"> • Give to Charity • Choose a drink • Choose a badge that best describes them as negative or positive • Choose a card and see a trick • Invited to take one airplane trip per year or four 	<p>Charity collectors Drinks waiters Badge distributors Card tricksters Travel promotion</p>	<p>Badges Drinks Playing cards Travel Brochures Charity collecting cans</p>	
10-13	3	<p>Invited to go into groups of seven all have to make the choice to join a group of all males or all females or a mixed group</p>	<p>Previous helpers encourage the groups to be formed</p>		
13-16	3	<p>Leader reminds everyone of the decisions they have made and that each decision has a consequence. They are invited to look at the clip from the film <i>Sliding Doors</i> or <i>Trainspotting</i></p>	<p>Video projector and a DVD operator</p> <p>The clip being used is the opening shots from <i>Sliding Doors</i> or the last shots from <i>Trainspotting</i> – "Choose Life"</p>		
16-18	3	<p>Leader invites all the groups to decide what was the consequences of the characters being late. Was this fate or the consequences of a decision?</p>	<p>Helpers move among the groups encouraging them to put forward their views.</p>		

18-28	5-10	The discussion is interrupted with the appearance of an auctioneer who begins to sell goods that the students and staff might want. For example CDs.	Collect articles be auctioned off. Students can be invited to donate articles.		
28-30	2	The leader then explains how the hammer is a symbol of a decision being made final, Symbols are important in our lives. One of the most important symbols relating to a decision is a wedding ring.			
30-32	3	A video is shown explaining the ring and the significance of getting married at Gretna Green with the blacksmith.	Wedding video from Gretna Green		
32-35	3	Leader asks what are the important things that the students will be making decisions about in their lives. Ask do you have a plan to take charge of your life? Ask these three questions: — Are you shaped by the world around you? — Are you shaped by your own personal desires? — Are you shaped by an ideal or a philosophy of life? There are three things that help make good decisions. Truthfulness, Trust, and Reliability. Making the right choices not only impact the individual it also impacts others	Helpers to move around the groups to enable discussions		
35-38	3	Show clip from <i>Trainspotting</i> "Choose Life" if you didn't show it earlier.		Video Projector and DVD Player	