**Lesson 1 – Introduction to virtuous decision making (neighbourliness and integrity)**

**ENQUIRY**

**What is being investigated?**

The importance of making good decisions.

**LEARNING OBJECTIVES:**

* How can we stop and notice before making important decisions?
* What is the importance of stopping and noticing for decisions connected to Geographical issues?
* What are, and how can we assess, integrity and neighbourliness?

**Knowledge and Geographical Terms**

Virtuous, decision making, neighbourliness, integrity, stakeholder, character education.

**Values**

Understand that we have to make decisions all the time, and that our decisions can have a huge impact on people and places.

Neighbourliness and integrity are important virtuous when making decisions different groups of people wanting to use national parks differently to other groups.

Integrity in their decision making process.

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| Starter:  What is the most important decision you have had to make in your life?  Discussion of decisions students have made and what was difficult about making those decisions. |

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| Content:  Task 1. Introduce an ethical dilemma e.g. Pregnant woman dilemma  In groups students to discuss what they would do and to be prepared to share with the rest of the class. What have they learnt from their discussion?  After discussion explain what an ethical dilemma is and share other ethical dilemmas with students. Explain why they ethical dilemmas are a useful tool in helping us learn.  Task 2. Get students to brainstorm who makes decision in their local community or society at large.  Get them to come up with examples of how they are connected with Geography and how these decision makers affect themselves. Discuss the concept of a stakeholder and identify stakeholders in a series of Geographical contexts e.g. new airport construction, wind farms, logging and flood defences.  Task 3: Ask students to think about why it is sometimes said that decisions are poor. Ask student to given examples of poor decisions based on their own experience and ask them to share and justify these decisions with the rest of the class. In their groups ask students to given examples of poor decisions that they have read about, heard or seen at a range of scales e.g. local, national and global. |

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| Plenary:  Based on their understanding of decision making ask students to create a success criteria of what would make a good decision. Students should first think about this on their own, then in pairs, then as group and finally discussed as a class. A whole class consensus should be reached as to what a successful decision would look like and how a decision could be assessed. To put this in to context students should be asked to consider if they are likely to have to make a decision soon or if this success criteria could be applied in other subjects and what would be the benefit of making better decisions? |

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| Literacy/Numeracy Objective:  Literacy – **spelling of integrity, dilemma, neighbourliness and creating definitions of these terms.** |