# Title: How do I decide?

**Key Questions:** Why should we follow rules? Who/what should make the rules? Why should believers be reflective? What rules for life do T\* teach? Why can it be a good thing to have rules to follow?

**Key Concepts:** influences,morality,absolute morality, relative morality, conscience

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| **Learning objectives** | **Activities** | **Resources** |
| Be able to identify and evaluate the things that influence our own decision making | * Ask students to draw (or give them a sheet with it done for them) 4 concentric circles- label them starting with the inner circle: most important, very important, fairly important, less important. Students are given a list of things that may influence their decision making e.g.: Friends, Family, School, the Media, sense of independence, Education, Environment, Religion, Financial impact/money, emotions, laws, own sense of right/wrong etc. - place these within the circles. Discuss what is the most influential thing on their decision making and why. * Discuss what is meant by morality * Students to Choose a topic: lying, stealing, cheating, killing – think of an incident including that issue. Write a very short story (50-100) words about the incident from the point of view of an **absolute moralist.**  Then write about the same incident from the point of view of a **relative moralist**. Or can be done in groups as a drama activity. * My moral code: students complete a paragraph explaining how they make decisions and what influences them and whether they are closest to being an absolute or relative moralist. | Create concentric circles sheet. Not downloadable.  YouTube clip: [www.youtube.com/watch?v=5rE5ILrDCgM](http://www.youtube.com/watch?v=5rE5ILrDCgM) |