



Offering choices to our students.

And surviving the choices they make.

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Article 12 of the U.N. The Rights of the Child

When adults are making decisions for children, children have the right to say what they think should happen.

But what if it all goes wrong?

“I choose not to do my homework.”

“I choose to speak Latvian throughout my English class.”

“I choose the easiest task.”

But

.....which is the easiest task.....

Homework choices

- You can do page 10 **or** page 11 in the workbook
- Choose what **not** to do.
 - There are 10 exercises, you can skip 2 of them.
- You can do this page, **or** you can prepare a presentation on this topic / the grammar
- Here is your week's homework, you choose **when** to do it.

The “I’m not sure table.”

I’m not sure

defenitley
helpfull
dangerous
excitement

I’m certain

beautiful
responsable
suitable
carefully

Definitely
Excitement
Suitable

helpful
beautiful

dangerous
responsible
carefully

Choice Boards

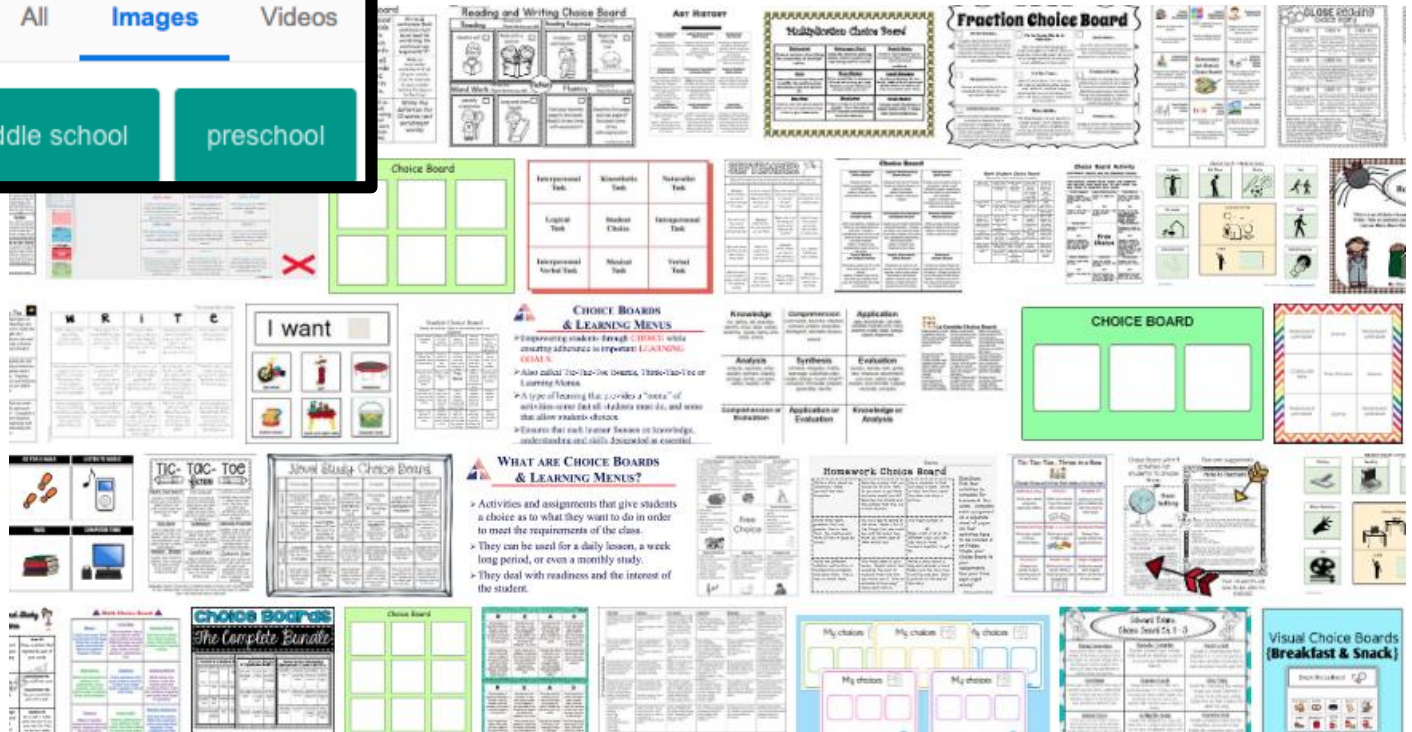
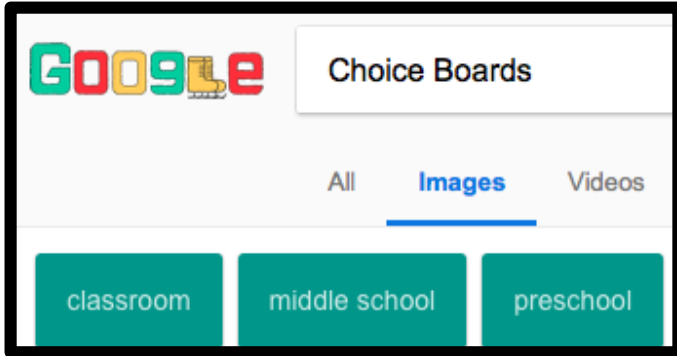
For
Younger
Students:
The topic
was
“sports”

Draw a picture and label it (1)	Interview someone (2)	Write a poem / song (3)
3 things you like and three you don't (1)	List of 5 things your friend does / doesn't do (2)	Write a fact file, 5 things about... (3)

Select a character. Write a message that character would write on social media. (A)	Create a story map of the main events that have occurred so far in the plot. (A)	Illustrate an important event in this story. Explain why this event is relevant. (A)
What is the theme of the story? How does the author use time, place and character to convey this theme? (B)	Make a prediction about an event that you believe will happen in the next chapter. (C)	Identify a metaphor, simile, personification or imagery. What does the author's use of this reveal? (B)
Select a character trait that best describes the main character of the story. Create an acrostic poem using each lesson. (C)	Words are powerful. Identify specific words the author uses to convey meaning and ideas in this story. (B)	Make connections across stories. Compare and contrast this story to another one that you have read. (C)

For
teens:
After
reading a
short
story

..And where to get ideas for boards



And what about having the students create them – and keeping suggestions on a large board on the wall.

Choices within the coursebook.

The image shows two pages from a coursebook. The left page features an illustration of a group of people in a classroom setting, with a headline that reads "Pupils perform 'alarming' feat". The right page contains a list of questions and a grammar focus section. Several orange callout boxes are overlaid on the pages, providing instructions for a task. The callouts are: "Choose 2 difficult words to ask", "Write a manual about how to use the Mosquito to your advantage", "Do as a jigsaw, choose which to read.", "Read all the questions, then choose 3 to answer. Rule: All Os must be answered by the group", "Write up the interview with one of the people", and "Textbook offers a choice: who to be." The page number "67" is visible at the bottom right of the right page.

Choose 2 difficult words to ask

Write a manual about how to use the Mosquito to your advantage

Do as a jigsaw, choose which to read.

Read all the questions, then choose 3 to answer. Rule: All Os must be answered by the group

Write up the interview with one of the people

Textbook offers a choice: who to be.

Writing tasks

- What format?
 - Article
 - Script
 - Interview
 - Story
- Who do you want to be?
 - Yourself
 - Harry Potter
 - Katniss Everdean
 - A dinosaur

Does it have to be written?

- Presentation
- Radio Play
- Interview
- Poster
- Graphic Novel
- How would ***you*** like to present this?



And surviving their choices.....





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