

# Should Bjorn move to France?

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**AGE RANGE:** Primary



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## **KEY CONCEPT:**

Life choices

## **KEY WORDS:**

Opportunity, decision making, duty, responsibility, sacrifice, choice, dreams, aspirations, goals, risk, reward, security, selfish, single-minded, driven, familiarity, unfamiliarity, life-changing, safe, cost, unintended consequences, ideas, ambitions, morals and ethics

## **USEFUL PRIOR LEARNING:**

Ensure all learners are familiar with the Tour de France and that it is possible to be a professional cyclist.

## **LEARNING INTENTION:**

To understand the complexity of the decision-making process involved in making a life choice.

## **SUCCESS CRITERIA:**

We can

- Define what makes something a life choice.
- Identify potential implications of making life choices.
- Evaluate evidence in order to make a decision.
- Explain cause and effect/risk and reward related to making a life choice.
- Engage in dialogue to explore alternative viewpoints.

## **STRATEGIES USED:**

Mystery

Opinion Line

## 1. Identify Important Concepts:

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Some of the key areas to investigate within and around the concept of 'life choices' are the following:

- The definition of a 'life choice'
- The types of life choice that we can be presented with
- The choices and/or dilemmas that making choices generates
- Personal opportunity and self-interest
- Social interests
- Opportunity and opportunism
- Risk and reward of life choices
- Aspiration and self-determination
- Chance and good fortune in relation to life choices
- Considerations of status, social and economic security in relation to life choices
- The responsibilities that affect and have an effect our decision making
- Consequences and implications of life choices
- The sacrifices that people may make in relation to making a choice
- Ethical and moral principles
- The effects of personal life choices on others
- Responsibility and life choices
- Selflessness and life choices
- Ambition and life choices
- Risk vs. reward

## 2. Challenge Students' Understanding of the Concept

Here are some examples of cognitive conflict that we expect your students to experience:

Opinion	Conflicting opinion
Life changing choices are empowering and exciting.	Life changing choices are stressful and daunting.
People with the need to make life choices are privileged to have the options available to them.	People with the need to make life choices are not privileged. Everyone must make choices about their lives.
Life choices should be made based on a hunch or a feeling.	Life choices should be made having considered all the consequences.
You could spend the rest of your life regretting that you made a certain life choice.	You will never know the consequence of a choice you didn't take so you can't spend time regretting your decision.
To fulfill your ambitions, life choices should not be influenced by others.	You should make life choices that take account of the needs of others.

### Questions for challenge

- How would you define a life choice?
- 'Carpe diem' is Latin. It is widely translated as 'seize the day' – What does this mean? Is this good advice?
- Is making a life choice which takes advantage of an opportunity always a good thing?
- If you won a free holiday of a lifetime but you knew you would miss an important exam, miss a family reunion, or let your sports team down, what would you do?
- Are some opportunities too good to miss?
- Is making a life choice about seeing an opportunity and taking it? Is this opportunism?
- What are the differences between 'making the most of opportunities that arise' and being 'opportunistic'?
- Are opportunities that come along which relate to personal ambitions different? Would other people regard your decision to 'seize the opportunity' in a different way if they saw what it might lead to?
- In what way do our life choices define our individual identity?
- Do all people see the bigger picture?
- Do all people regard all of other people's ambitions as realistic? Are some people's ambitions never realized simply because people around them didn't support them?
- Should we judge other people's ambition?
- If someone's ambition is just to be famous, should we support that as much as if someone's ambition is to be a brain surgeon?
- How much does personal strength, wealth and security contribute to an individual's ability to make life choices – to be in control of their own future?

These questions provide extended opportunities for dialogue, thinking and discussion and may form lesson activities in their own right.

- Tennis player Serena Williams, Formula 1 driver Lewis Hamilton, and footballer Lionel Messi are all people who have in various ways been described as single-minded and driven and who are said to have made sacrifices early in their careers. What do we mean by sacrifice? Do you think that other people had to make sacrifices for them too?
- What's the difference between single-mindedness and selfishness? Is selfishness an important and necessary part of being a success?
- Can you still make life choices if your aim in life is to be selfless – always thinking of others first?
- Can we make a life choice in relation to an opportunity that emerges without it having impacting negatively on someone else in some way?
- What is the relationship between the desire to be popular and our willingness to make a difficult life choice or seize an opportunity?
- To what degree does making a life choice have to be a conscious act?
- There is a saying that 'You make your own luck in life'. From a growth mindset perspective, this saying works quite well. Can we create our own opportunities too or are opportunities just random things that are dealt to us by others – fate, etc.?
- To be successful learners we must 'wobble', be challenged, embrace the challenge and find the answers to enable us climb out of the pit – are some of the best opportunities we encounter in life like this? Or do you prefer taking opportunities that are easy?
- 'Should life's journey be the path of least resistance or like an assault course?'

### 3. Construct Understanding:

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#### Scenario

20 year old Norwegian cycle star Bjorn Larsen has the chance to ride professionally for French cycle team FDJ. Alternatively, he can stay in Norway where he can continue to receive coaching and financial support through the state funded elite athlete development programme. There could also be other considerations in his life...

#### Activity 1: Mystery

Read the above scenario.

A Mystery is a problem-solving activity based around a central question that is open to more than one reasonable answer. The information or 'clues' needed to answer the question are provided on the resource cards that can be found at the end of this lesson plan, so that your students can analyse, sort, sequence, and link them together.

Introduce the question:

#### Should Bjorn move to France?

Ask your students to work in groups of 3 or 4.

Give out the first set of **Activity Cards (orange)** and ask your students to sort them.

It is often useful to support the students when they are sorting through the information in front of them. This can help them to interpret and handle the information more easily and reconstruct their thinking in order to reach an understanding.

Your students could create a Consider Chart to help assimilate their thinking.

Evidence that suggests that Bjorn should move to France.	Evidence that suggests that Bjorn should not move to France.	Evidence that is not relevant.

Our conclusion is...

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The key reasons for this are...

When your students have had sufficient time to sort the first set of cards you can get the groups to compare how they are working and the reasoning they are employing.

#### Questions to promote further dialogue

- What do we know about Bjorn?
- What are his life choices at the moment?

- Does he have any dilemmas to deal with?
- Who is he thinking about in terms of making his choice?
- Who should he think about in terms of making his choice?
- Could anyone be upset by his actions?

Then provide them with the second batch of **Activity Cards (blue)**.

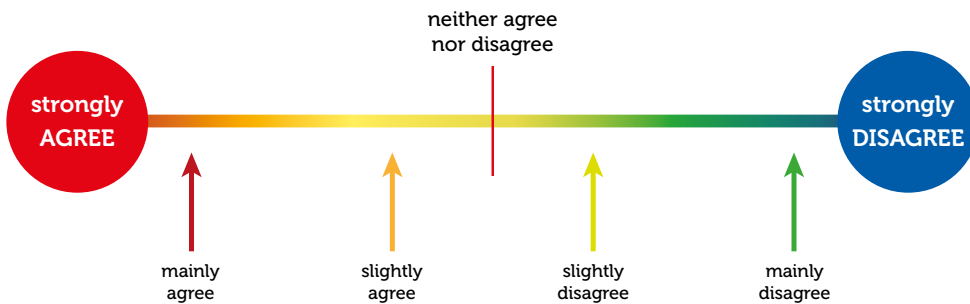
Ask each group to present their findings to the class.

### Activity 2: Opinion Line

Opinion Lines are very useful for beginning to explore statements using examples, gauging degrees of agreement and disagreement, or identifying degrees of preference. In this instance they are a very useful way to allow individuals to explore their own conclusion to central question and to compare that to others.

Create a 'line' long enough for all your students to stand along. If you can mark this with a rope or some string, then that might help. Mark one end with a 'Strongly Agree' sign and the other with a 'Strongly Disagree' sign. Ask your students to place themselves on an Opinion Line in response to the following statement:

**Bjorn should move to France**



Once your students have taken a place on the line, get them to talk with the people around them to compare their reasons for standing where they are. Encourage all students to justify their decisions and to constructively challenge each other's opinions.

### Adaptation

Reduce the number of mystery cards the students need to analyse in any one batch or provide reading support to enable all students to access the clues.

### Extension

Students could create a list of additional positive and negative factors about Bjorn's potential move to France.

## 4. Consider The Learning Journey:

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At the end of the activity it is usual to encourage the students to review their learning journey and the thinking process they have engaged in throughout the session.

This can include reflection on the thinking that has taken place to this point and a summary and conclusion of the new understanding reached.

Explicit reference to Learning Intentions and Success Criteria is a good starting point for this reflection, but it is also helpful to return to and re-examine some key questions:

- How would you define 'life choice'?
- What choices/ dilemmas have you faced in the past and what made it difficult to decide?
- What life choices might you face in the future?
- How much would you be willing to risk for the reward of fulfilling your personal ambitions?
- Are some opportunities too good to miss?
- What is the difference between making a life choice and being opportunistic?
- How much do wealth and security contribute to being able to make life choices and be in control of your own future?
- Should Bjorn move to France?

### Ideas for Transfer

Research and investigate the life choices made by people from the past such as Elizabeth Fry and present philanthropists such as Bill and Melinda Gates. Your students could explore the reasons for these choices and the impact they had on others.

Ask your students to investigate and explore the choices that we can't make in our lives, for example euthanasia is not a choice in many countries.

Ask your students to list what they believe will be the most important choices they make in the future. They could then rank these choices according to which will be the most important and have the most impact on their life.



Bjorn's ambition is to wear the yellow jersey in cycling's most prestigious event – The Tour de France.

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Bjorn's grandmother was French.

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Bjorn has been Norway's Under 18 national road race champion.

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Bjorn's father had the opportunity to ride professionally when he was in his early 20s but decided instead to focus on his career in medicine.

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When he was young, Bjorn visited France with his mother and father. They stayed in a hotel because his father was at a seminar. Bjorn remembers hating the food and thought all the adults he met were unfriendly.

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Bjorn went to the Norwegian College of Elite Sport (Norges Toppidrettsgymnas/ NTG) in Baerum (near Oslo).

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Alcohol is much cheaper in France than in Norway.

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Bjorn recently read the autobiography of a Tour de France winner. He wrote that the most significant thing he did as a young rider was to compete in the tough culture of the French professional road racing circuit.

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In mid-winter, daylight hours in the south of France are 9 hours. In Oslo, they are less than 6.

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Bjorn's father was recently diagnosed with lung cancer.

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Bjorn took part in the Gran Fondo Stelvio in Italy last June but he really struggled with the unusually hot conditions.

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Bjorn currently lives at home with his parents and his 15-year-old younger brother.

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Bjorn's father recently presented Bjorn with a scrap book containing all of the newspaper clippings and pictures from when he had been a competitive cyclist.

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Bjorn struggles with juggling the demands of his full-time academic studies and his commitment to cycle training.

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Bjorn is taking his girlfriend to Paris for a long weekend break to celebrate her birthday.

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Bjorn's mother and father recently gave Bjorn a photograph that showed him as a toddler on his first bike. On the back his father had written - "Carpe diem – love Mum and Dad".

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Bjorn has been offered the chance to ride professionally for French cycle team FDJ.

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Bjorn has told his girlfriend that he has something he needs to talk to her about.

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Bjorn recently took time to talk at length with his mother about his father and to express gratitude to her for all they, as parents, had done for him.

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Bjorn's mother is called Marie-Christine.

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You can win a gold medal at the Olympic Games for BMX and mountain biking.

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Bjorn is studying Sports Science at University in Oslo.

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There hasn't been a French winner of the Tour de France since Bernard Hinault in 1985.

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Bjorn's first bike was blue.

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Bjorn Larsen is 20 years old.

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Bjorn currently receives coaching and financial support through the state funded elite athlete development programme.

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Direct budget airline routes from France to Norway only fly in the summer. A standard return ticket from Paris to Norway at Christmas costs over €350 (2015).

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Bjorn's girlfriend drives a Citroën.

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The FDJ cycle team would pay Bjorn a starting salary of €25,000 and would provide free accommodation for him.

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Bjorn has enrolled on a beginners French language course.

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Bjorn has no real fixed monthly outgoings at the moment. If he moved to France he would need to buy food and pay for transport. He would also become a French tax payer.

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Bjorn would have a full-time commitment to the professional cycle team. Opportunities to return to Norway would be limited to just a few weeks each year, mostly in the winter months.

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Bjorn's biggest rival in the Norwegian Young Rider Development Programme is the son of the senior coach.

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Bjorn doesn't know anyone in France although there are other international young riders on the FDJ team.

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Bjorn receives funding of €15,000 per annum as part of the National Elite Athlete Development Programme. This would be guaranteed for the next two years if he remains part of that programme.

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Bjorn has never spent more than 3 weeks away from home before.

Bjorn's course tutor at University had been a professional skier but his career was cut very short through injury.

Bjorn enjoys meeting his friends in the evenings to play football or watch movies.