

Lesson plan

Decision making



55+
Minutes

14-16
Age

Learning outcome(s)

By the end of the lesson students will:

- Recognise the importance of seeking information before making a decision
- Be aware of the steps involved in the decision making process

Summary of the lesson

Students are introduced to the lesson topic through a starter activity using tiddlywinks. Then in groups they brainstorm different decisions they have made recently, which leads to a class discussion about how to make decisions and further group work. Students consider their personal steps to make a specific career-related decision and the factors influencing this decision. A model for the decision making process is introduced to reinforce the learning.

Classroom requirements:

- Interactive whiteboard
- Accompanying PowerPoint slides
- Bag of tiddlywinks in three colours
- Paper and pen for each group
- **Decision making** worksheets, one per student

Suitable for students aged:

14-16

Time required to complete tasks:

55 mins minimum

Skills Builder Universal Framework



Lesson activities

1. Starter activity

To introduce the session, explain what we mean by making a decision using PowerPoint Slide 2.

Then ask for two volunteers and explain the starter activity:

- The teacher holds open a clear plastic bag containing at least 100 each of three different colours of tiddlywinks
- The volunteers have 60 seconds in turn to take out of the bag as many tiddlywinks as they can, one tiddlywink at a time
- They may only use one hand to remove the tiddlywinks

When the first volunteer has had their 60 seconds they keep their tiddlywinks to count up at the end. The teacher changes the instructions as follows:

- 'I forgot to mention that the white tiddlywinks are worth \$1 each, the red ones are worth \$5 each and the blue ones are worth \$10 each' (or substitute white, red and blue for whatever colours you have in your bag)

When the second volunteer has had their turn each volunteer sorts their tiddlywinks into the three colours, and adds up their total number of tiddlywinks and their overall value.

Note the outcome for the class; the second volunteer will have the higher total value but not necessarily more tiddlywinks than the first volunteer.

You could discuss with the class how a little knowledge or information can influence the way one approaches making a decision, resulting in a better choice or outcome.

**Time
Required**

**10
Min**

Resources

PowerPoint Slide 2

Bag of tiddlywinks in three different colours

2. How do I make decisions?

Split students into groups of 3 or 4 with a sheet of paper and pen for each group. Show PowerPoint Slide 3; give the groups a minute or two to brainstorm and note in three columns on their paper:

- The decisions they made yesterday
- The decisions they have made in the last week
- The decisions they have made in the last year

**Time
Required**

**20
Min**

Resources

PowerPoint Slide 3

Paper and pen for each group



3. How do I make decisions? (continued)

Ask groups to feedback briefly on the different types of decisions they have noted in each column and discuss the responses with the class.

Now choose an example from the groups' lists for the next exercise (a popular example may be choosing a new phone). Discuss with the class how they would go about gaining the information they need to make their decision. If needed, give them prompts, such as talk to their friends, research online, try out a friend's phone, go to a phone shop for advice etc.

Now give each group a sheet of paper and ask them to note in two columns:

- What steps would they take to decide which phone to buy? (or whichever decision you have chosen for them to work with)
- What factors might influence their decision?

You can show an example on PowerPoint Slide 4 to illustrate this exercise.

Resources

Paper and pen for each group

Resources

PowerPoint Slide 4

4. How do I make career decisions?

Give each student their own **Decision making** worksheet to fill in on their own, focusing this time on a career-related decision they have ahead of them in the next year or two, such as subject choice or choosing a work experience placement.

What information do they need to make their decision? Who or what will influence their decision?

When students have done this encourage them to discuss their answers in their groups. If there is time, ask groups to feedback the key points of their discussion to the class.

Review what they have learnt in the lesson about the process of decision making. Emphasise that the approach we take to decide on things, like what phone to buy or which holiday to go on, can be applied to career related decisions as well.

Time
Required

15
Min

Resources

Decision making worksheets, one per student



5. Conclusion

Show PowerPoint Slide 5 which shows the full process for making a decision - note the activities in this lesson are intended to specifically explore identifying a decision and gathering relevant information. However, in their discussions students may have started to explore other steps in the process:

1. Identify the decision that needs to be made
2. Gather relevant information
3. Identify the possible options
4. Weigh up each option
5. Choose from the alternatives
6. Take action
7. Review your decision and its consequences

Show PowerPoint Slide 6 with some final points for students to remember. Deal with any comments or questions that these points provoke.

**Time
Required**

**10
Min**

Resources

PowerPoint Slide 5

Resources

PowerPoint Slide 6

Differentiation

Some students may need help with the career decision activity.



Extension activities

- Students could talk to an older sibling, parent or friend about how they made a decision about their career. They could write this down as a case study or flow chart
- Students could write an action plan on their worksheet to support them with the career-related decision they are faced with

Students who have a Morrisby account add one of these activities or an alternative goal to their Morrisby Action Plan.

