Making decisions

Teachers' notes

Time

One hour

Purpose

To explore different decision making strategies and how they can be applied.

Rationale

People make decisions every day. Some decisions are simple such as choosing what to wear or eat. Others involve more complex factors and have more far reaching consequences. Young people need to understand how decisions are made to enable them to make informed decisions and resolve conflicting choices.

Activities

1. The teacher asks students to write down decisions they have made:
   - in the last 24 hours;
   - in the last week.
2. Students note which decisions were important and which were not as significant.
3. Students describe what steps they went through to make their decisions. Students should compare the process for the more significant decisions and the less important decisions.
4. Teacher distributes the Decision chart and asks students to identify whether they used these steps when making their decisions.
5. Students draw a lifeline from birth to death. On this lifeline they mark important decision points (e.g. starting school, moving house etc). They then identify who made these decisions (e.g. parents, themselves, another adult or combinations of people).
6. Students in groups read through a newspaper to find an article that they think involved people making one or more decisions. (Teachers could select a number of articles for this task if necessary and present these to the students). Try to ensure a variety of different decision making situations are covered – political, personal etc. Students in groups then use the decision making flow chart to identify the different stages that may have lead to making this decision and present their findings to the rest of the class.

Further activities

- Students may also do the lifeline exercise with their parents at home and look at the decision makers in their parent’s lives.
Making decisions

Resources

- Copies of the newspaper (or articles selected by the teacher that relate to decisions being made)
- Copies of the Decision making chart for each student (one page)
- Deciding step in the My guide section of the myfuture website [http://www.myfuture.edu.au/](http://www.myfuture.edu.au/)

Victorian Essential Learnings (VELS)

**Level 5 and 6**

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**Teachers' notes**

**Time**  
One hour

**Purpose**  
To apply decision making strategies to solving conflicts in choices.

**Rationale**  
The ability to make informed decisions is very important in career development. Decision making strategies can help resolve conflicting choices.

**Activities**  
If teachers feel that there are particular scenarios their students should explore, they can develop their own.

1. Teacher reviews the Decision making chart.
2. Students read through the decision making scenarios on the Decision scenarios handout.
3. In small groups students answer the questions for each scenario.
4. Students report back on their responses and the class identifies similarities and differences in options.

**Further activities**  
- If students are comfortable with this activity, they may offer their own personal scenarios of decisions they need to make for students to analyse in small groups or as a class.

**Resources**  
- Copies of Decision scenarios and Decision scenario questions for each student
- Deciding step in the My guide section of the myfuture website at http://www.myfuture.edu.au

**Victorian Essential Learnings (VELS)**

**Level 6**

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**Teachers' notes**

**Time**  Two hours (plus surveys and other activities homework)

**Purpose**
To build upon goal setting and to consider how the world might change.

**Rationale**
The world of work is changing rapidly with jobs disappearing and new jobs emerging. Technological advancement is also having a huge impact on the way people work and the tasks they perform. In light of this, it is important for young people not only to consider jobs that are available now, but to think about, and possibly create, jobs of the future.

**Activities**
1. Begin the exploration of the future world of work by getting students to administer the *Future survey form*. This should be done with a range of people – fellow students, other school staff, parents, family friends, neighbours etc. (If students do this beyond their immediate circle, you will need to deal with issues of survey administration particularly in relation to interpersonal skills and safety issues involved with interviewing strangers – see the Evolving careers lesson).
2. Students then collate their results and use this as a basis for discussion of future trends.
3. Students then read and complete the *Future predictor* sheet. Discuss their responses in small groups and report back to the class.
4. Students in small groups discuss the *Trends* handout, with a particular view to identifying the impact it will have on careers in the future. (Teachers may want to add other examples).
5. From their analysis of these trends, students identify possible future careers and careers that will no longer exist.
6. Discuss the *Risk Assessment* handout with the students. Get students to explore the website [www.australia21.org.au](http://www.australia21.org.au) and any other sites they can find relating to this topic.
7. From this investigation students in small groups identify five major risks and the implications this may have on careers

**Further activities**
**Students discuss the following:**
- Can the future cause the present? (a forthcoming exam might cause you to study)
- Can you see the past? (Consider seeing the light from stars that has taken so many light years to get here that you may be viewing a star that no longer exists).
Resources

- One copy of each of the Future survey forms for each student
- One copy of the Become a future predictor handout for each student
- One copy of the Trends handout for each student
- One copy of the Risk assessment handout for each student
- Internet access to explore the website (www.australia21.org.au) and any other relevant sites

Victorian Essential Learnings (VELS)

Level 5 and 6

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**Teachers' notes**

**Time**  
One hour

**Purpose**  
Identify skills that they have that are transferable to the workplace.

**Rationale**  
Students have an array of skills that they may not be aware of that are useful in the workplace. They need to recognise the skills that they have and how these can be transferred to the workplace.

**Activities**

**Students should complete the Employability Skills lesson before doing these activities.**

1. Review the Employability Skills information and ensure students have a copy of the *Employability Skills Framework and summary* handouts.

2. Students make a list of:
   - the skills they have learned outside the classroom that can be used at school or in the workplace
   - the skills they have developed (or are developing) at school, both in the classroom and in co-curricular activities (e.g. sport, music and the arts) and how they can be used at work.

3. Students read out their skills (with someone acting as scribe) to create a list of all the skills available in their class. These can be written on butcher’s paper and displayed in the classroom. (This list can be added to after students have completed the worksheets.)

4. Students complete the *My transferable skills* sheet. If necessary they can work in pairs with other students who know them well, who can help them identify their transferable skills.

5. In small groups students discuss their transferable skills.

6. In pairs, students list three types of work that they are considering and the skills necessary for these jobs. They should identify skills common to all three and should also check whether they have these skills by comparing them with their own lists.

**Further activities**

If students have undertaken work experience, they could:

- describe how they used their skills during work experience;
- describe any new skills they gained.
Transferable skills

Resources

- Copies of Employability Skills Framework and summary handouts from the Employability skills lesson
- Copies of the My transferable skills sheet (3 pages)
- Identifying step in myfuture website http://www.myfuture.edu.au

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**Decision learning**

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**Personal skills and work**

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**Teachers' notes**

**Time**  
One hour

**Purpose**  
Identify personal skills and how skills relate to occupations.

**Rationale**  
Some skills are needed in many jobs and others are specific to particular jobs. Personal skills play an important role in the workforce, for example when networking or dealing with people. Students need to identify their existing skills and identify those that they may need to consider for particular jobs.

**Activities**

1. Students discuss the topic ‘What is a skill?’
2. Students work in small groups and identify personal skills that may have a bearing on an individual’s career plans. The teacher provides a list of up to ten well known occupations and students write down the skills suitable for these occupations.
3. Students complete the My skills checklist individually.
4. Using the sheet, students rank the ten skills they currently consider most useful in the world of work.
5. Students complete the My current and developing skills tables individually considering the skills they are very good at and the jobs that involve those skills. They also consider skills they would like to develop and how they can do this and what jobs this might lead to. Students can discuss their results in small groups.

**Further activities**

- Students identify personal skills that they need for other jobs that they are interested in pursuing.

**Resources**

- Copies of My skills checklist (2 pages) for each student
- Identifying step in the My guide section of the myfuture website [http://www.myfuture.edu.au](http://www.myfuture.edu.au)

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**Teachers' notes**

**Time**  
One hour

**Purpose**  
Identify different approaches to solving problems.

**Rationale**  
As students follow their career development journey, they will meet a variety of problems that they need to solve as they make choices and when they enter the paid workforce. These activities are designed to give them different approaches and strategies for solving issues as they arise.

**Activities**  
1. Introduce the area of problem solving to the students.
2. Divide the class into two groups and give each group a different version of the Zandra Zero scenarios.
3. After 15 minutes, get representatives from each group to report back to the class.
4. Compare the number and quality of the responses.
5. Distribute the *Finding connections* handout to the students. Get students to make connections between two careers by finding something they have in common, or a link between them.
6. Get students to make up a story that connects as many of the occupations listed as possible in a realistic way.

**Resources**  
- One copy of one version of the *Zandra Zero* scenarios for each group of students (one page)
- One copy of the *Finding connections* handout for each student (one page)

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