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/

Victorian Essential Learnings (VELS)

Level 5 and 6

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