

Teachers' notes

Year level
Year 7, 8, 9, 10

VELS
Level 5 & 6



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.



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)
- *Youth Central* website <http://www.youthcentral.vic.gov.au/>
- Deciding step in the My guide section of the *myfuture* website <http://www.myfuture.edu.au/>
- *Job Guide* – in print or online <http://jobguide.dest.gov.au/>

Victorian Essential Learnings (VELS)

Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Health and Physical Education	Health knowledge and promotion
	Personal Learning	The individual learner Managing personal learning
	Civics and Citizenship	Civic knowledge and understanding Community engagement
Discipline-based Learning	The Humanities – Economics	Knowledge and understanding
Interdisciplinary Learning	Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition