

## Upper Intermediate – Make Well-informed Decisions

**Aim:** To help students make better decisions by gathering and considering all necessary information.

**Lead-in:** Get students to think for three minutes and write down four decisions they have had to make in the past couple of years. Two should be important 'life' decisions and two less important 'everyday' decisions, e.g., *changing school subjects, a project title, a film to see at the cinema, what gift to choose for someone, who to invite to a celebration, etc.*

Elicit some of the students' answers and write them up on the board. Using the list compiled on the board, ask students what they would do to help them make their decisions (e.g., *do research, ask for advice, write lists of pros and cons, etc.*).

Discuss with students what makes it difficult for them to make decisions (Suggested answers: *peer pressure, worrying about whether or not the decision is right, not having enough information, etc.*). Ask individual students whether they consider themselves good or bad at making decisions. Why? (not)?

**Choose A Scenario:** Ask students to work in pairs and choose one of the three scenarios (A–C). Encourage students to put together a scenario for coming to a better decision and to perhaps suggest ways the person could learn from their decision-making mistake. Refer students to the Reflection Point as they complete the task.

**Reflection Point:** Explain to students that they will need to make decisions throughout their lives. Point out that the best way to make a decision is to make sure you have all the information you need before making it. Make clear that each decision probably requires a different approach and that they need to be able to decide the right one and always give each decision the appropriate amount of consideration.

**Class discussion:** Put groups together who chose the same scenario. Ask them to compare their ideas and see if they picked out the same problem areas and if they suggested similar alternative scenarios for making better decisions. Ask students

if hearing the other group's suggestions has made them look at the steps to making the decision in a different way. Write up on the board:

*There is no such thing as a wrong decision.*

Ask students whether or not they think it is true. Encourage them to suggest why or why not. Ask students the following questions:

- *How easy is it to make decisions alone?*
- *What are the risks of making decisions with just the help of your friends?*
- *What did you learn about decision-making from the scenario you approached?*

**Work alone:** Ask students to choose a second scenario (A–C) and approach the scenario on their own. Encourage them to follow the steps they used in section 2. When students have finished, invite individuals to stand up and present their new approach to the scenario.

**Extension:** Explain to students that it's really not the end of the world if they make the wrong decision; there is nearly always a way to make something right. Suggest the following situations and ask students how they could make the 'wrong' decisions right or OK:

- You dye your hair a colour that looks awful.
- You post a rude comment on someone's social media page.
- You give your homework to a friend to copy.
- You invite some friends to your house without telling your parents and something gets broken.
- You went to bed late the night before an important tryout and didn't make the team.

Finish off by asking students to discuss what they could learn from these situations.