

3 Managing Influences and Making Decisions

Aim: To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 1
Internal and External Influences

Teaching Activity 1
What Influences My Decisions?

Sub-theme 2
Managing the Decision Making Process

Teaching Activity 2
Decisions and Consequences

Resources



3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 1

Internal and External Influences

Teaching Activity 1

What Influences My Decisions?

Learning Intentions

Pupils are learning:

- to understand that decisions are not made in a vacuum;
- to make links between cause and effect when exploring what influences their choice;
- to understand the influence of peers in the decisions that they make.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving and Decision Making: Make links between cause and effect when exploring what influences their choice;
- Communication.



Learning Experiences

- On going reflection
- Challenging and engaging
- Active and hands on
- Relevant and enjoyable
- Supportive environment



Attitudes and Dispositions

- Openness to new ideas
- Optimism - pragmatism
- Personal responsibility
- Tolerance



Resources

- Flipchart/pens
- 'What Influences Me Most?' (Resource 1)
- Smarties
- 'Smarties Game Cards' (Resource 2)

Methodologies

- Group work
- Whole class discussion
- Individual reflection

3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 1

Internal and External Influences

Teaching Activity 1

What Influences My Decisions?

Teaching Notes

This activity is to highlight that everything we do is for a reason. There are a range of factors, internal and external, which influence our decisions. Different things influence different people, and the teacher should highlight that we all have reasons for our decisions and behaviour, encouraging empathy and tolerance of diversity.

Activity 1.1

- a Ask the class a range of questions, such as
 - Why did you choose to wear the shoes you are wearing today?
 - You are going to the cinema with your mates. What do you wear and why?
- b On the board or flipchart write two headings; External Influences and Internal Influences.
- c Explore with the class the various reasons for their choices. Explore the feelings and emotions that would also impact on our decisions e.g.; reasons for choosing shoes could be because they were fashionable, they look good, they make me feel good, they make me fit in, other people will think I look good, they make me feel better about myself.



Opportunity for AfL Effective questioning

- d Pupils classify these influences into internal or external and they are recorded on the flipchart.

Activity 1.2

- a To develop this further, ask pupils to work in groups to identify why they make the choices they do.
- b Pupils individually complete 'What influences me most?' (Resource 1) to identify what influences them in a range of situations. Back in the same or different groups pupils discuss their choice of influences.



Opportunity for AfL Pupil reflection and self evaluation

- c **Whole class discussion:**
 - Are there differences?
 - What made them choose the things that they did?
 - What are the strongest influences: internal or external?



Opportunity for AfL Effective questioning

Personal Journal:

Encourage pupils to record what/who are the biggest influences on their decision making? Are they being influenced to make good decisions or bad ones?



Opportunity for AfL Pupil reflection and evaluation

3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 1

Internal and External Influences

Teaching Notes

One of the greatest influences on teenagers is their peer group. The Smarties Game activity aims to examine the concept of peer pressure as one of the possible influences on their decision making. They will consider 'Is it really an external pressure from your friends to do something you might not otherwise do or is it more an internal pressure in an attempt to fit in with your peers (peer influence)?'

The teacher needs to respect and acknowledge how important it is for teenagers (and adults!) to feel that they fit in with the group they are part of, and not assume that everyone should easily be able to resist peer pressure. The alternative could be a feeling of exclusion and loneliness. Open discussion of this point could also help the class to be more respectful and supportive towards each other generally.

Activity 1.3

Note: there are five versions of secrets - see 'Smarties Game Cards' (Resource 2).

The Smarties Game

- a Give each pupil a smartie and a 'secret' ensuring an even balance between secrets.
- b Ask them to carry out what their secret tells them to do. Let them think that they have a unique secret.
- c Give pupils time to observe the different actions and reactions in the room.
- d Allow time for feedback at the end to look at the influences between peers. During the discussion consider:
 - Group dynamics - did groups form of like-minded people, did they all stand in one group, did friends group together first, did they tend to work with the same gender initially.
 - Emotions used to persuade - aggression, persuasion, bribery, flattery etc



Opportunity for AfL Effective questioning

3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 2

Managing the Decision Making Process

Teaching Activity 2

Decisions and Consequences



Learning Intentions

Pupils are learning:

- to develop and use a framework to assist in the decision making process;
- to understand that decisions have consequences, both good and bad;
- to make ideas real by experimenting with different actions and outcomes through consideration of alternative endings to scenarios;
- to review learning and some aspect that might be improved through self reflection in personal journal.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Being Creative: Make ideas real by experimenting with different actions and outcomes through consideration of alternative endings to scenarios;
- Self Management: Review learning and some aspect that might be improved through self reflection in Personal Journal;
- Communication.



Learning Experiences

- Offers choice
- Enquiry based
- Supportive environment
- Skills integrated



Attitudes and Dispositions

- Personal responsibility
- Curiosity
- Community spirit
- Moral courage

Resources

- 'Making an Informed Decision' (Resource 3)
- 'How do I make decisions?' (Resource 4)
- Situations You Find Yourself in' (Resource 5)
- 'A Decision Making Worksheet' (Resource 6)

Methodologies

- Discussion
- Scenarios/role-play
- Self-reflection

3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Sub-theme 2

Managing the Decision Making Process

Teaching Activity 2 Decisions and Consequences

Teaching Notes

This activity examines the processes we go through to make a decision. Providing the class with a framework to structure the process of decision making supports this. By doing so, pupils will have a strategy to help them make informed decisions.

Activity 2.1

- a Using 'How Do I Make Decisions?' (Resource 4), ask the class to work in pairs and talk about a difficult decision they have had to make:
 - How did they reach that decision?
 - What steps did they take to get there?
 - What works for you when making decisions?
 - What doesn't work for you?



Opportunity for AfL Effective questioning

- b Class feedback the steps they currently use when making a decision. Record these on a flipchart.
- c Using the PowerPoint slide introduce the pupils to the decision making framework.



Opportunity for AfL Formative feedback



Activity 2.2

Teaching Notes

The following activity considers life situations and provides opportunities for pupils to apply the framework and consider the consequences of various outcomes. It is important to not pass judgement here. Give the pupils the space to be honest about what they think it is worth taking the risk of a negative outcome for. The pupils will learn far more if they feel that they can speak freely without fear of judgment or criticism. Class discussion will usually lead to a responsible conclusion in reaction to any extreme opinions, and if not, it can be gently guided that way by open questions to the whole class.

- a Allocate each group a scenario, using 'Situations You Find Yourself in' (Resource 5) with the instruction to enact two or three possible endings, showing the consequences of each decision made. The use of drama helps to cater for different learning styles and also makes the process more 'experiential'. However, if this is inappropriate, students could work their way through the scenarios using 'A Decision Making Worksheet' (Resource 6) to consider various consequences.
- b Follow-up discussion could highlight whether individuals think it would be worth taking risks or not.



Opportunity for AfL Formative feedback

- c Students complete their personal journal in response to what they have learnt about their own decision making process and what they may want to change about their behaviour.



Opportunity for AfL Pupil reflection and evaluation