

# Lesson Plan

## Aim

- To understand the steps and influences involved in making a considered career decision

## Learning intention

- I will learn about the steps involved in making a career decision

## Success criteria

- I can reflect on the steps I have taken to make decisions in the past
- I can discuss and make decisions about my own career

## Before you start

- Download and prepare class resources
- Consider completing the [Strengths lesson plan](#)

## Resources and downloads

- Front screen computer required for presentation
- Pupil IT access useful for next steps activity (we recommend you use the latest versions of Chrome, Firefox or, in the case of Internet Explorer, version 10 or later)
- Printer
- [Making decisions worksheet](#)
- [PowerPoint presentation](#)

## Duration

These are suggested timescales only and will vary dependent on your group:

- 5 mins: Introduction to decision making
- 10 mins: How do I make a decision?
- 15 mins: How do I make a career decision?
- 10 mins: Review

## Suitable for

This activity is suitable for BGE: S1 to S3, but earlier or later for some pupils.

### Suggested activities

#### Introduction to decision making (5 mins)

- Discuss and define what is meant by decision making using the presentation
- Split the class into groups
- Ask each group to list all the decisions they can think of based on one of the timescales below
  - Group 1: What decisions did you make yesterday?
  - Group 2: What decisions did you make last week?
  - Group 3: What decisions did you make last month?
  - Group 4: What decisions did you make in the last year?
- Discuss each group's answers with the class

#### How do I make a decision? (10 mins)

- Using the example of buying a mobile phone, discuss with the class what steps they would take to decide what phone to buy (if stuck, prompt with ideas such as: speak to friends, try out a friend's phone, try out in a phone shop, research online, etc.)
- If time allows, provide each group with a Making decisions worksheet. Ask groups to fill this in, describing what steps they would take to decide what phone to buy. Use the completed example in the PowerPoint presentation to help illustrate the task
- Consider what factors might influence their decision, e.g. friends, money, family, mobile network, visual appeal, compatibility, etc.

#### How do I make a career decision? (15 mins)

- Now provide each person with a Making decisions worksheet and ask them to think about what steps they would take to make a career decision (this can be tailored to a specific career decision such as subject choices or leaving school). Ask them to think about what factors might influence their decision. They can discuss this in their groups
- Discuss each group's answers with the class

#### Review (10 mins)

- Reinforce and draw comparisons with key points such as: speak to other people, carry out research, work experience, etc. Emphasise that if they are willing to spend time making a decision about what phone to buy, they should spend the same and more thinking about their career

#### Next steps and related activities

- Pupils should go to [myworldofwork.co.uk](http://myworldofwork.co.uk) and select the green tab, [My career options](#), where they can explore career ideas further
- In a follow up lesson pupils could consider how the decision making process they've created would translate into an action plan for themselves

- Pupils to speak to peers, older siblings, parents or carers to find out how they made decisions about their career. Pupils could prepare a case study or flow chart to show how the individual made a career decision and present their findings to the class

### Curriculum links

This activity is designed to support:

#### Career Management Skills

Horizons	I know how to find and evaluate information and support to help my career development.
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#### Career Education Standard 'I can statements'

Broad General Education	<p>I can extend and use my network to find and apply for opportunities that match my interests, strengths and skills</p> <p>I can choose a blend of subjects, courses and experiences to enable my career pathways</p> <p>I can access advice and support to help me make informed choices about further learning and opportunities</p>
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#### Experience and outcomes

Health and wellbeing across learning	<p>Planning for Choices and Changes</p> <p><a href="#">HWB 3-19a</a></p> <p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</p> <p><a href="#">HWB 4-19a</a></p> <p>Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.</p> <p><a href="#">HWB 3-20a/ HWB 4-20a</a></p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining</p>
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	experience that helps me recognise the relevance of my learning, skills and interests to my future life.
Health and wellbeing across learning	<p>Mental, emotional, social and physical wellbeing</p> <p><a href="#">HWB 3-11a/ HWB 4-11a</a></p> <p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p>
Literacy across learning	<p>Listening, talking and reading</p> <p><a href="#">LIT 3-26a/ LIT 4-26a</a></p> <p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p>