

Lesson plan

Unit	2. Enhancing Life Competencies and Entrepreneurial Competencies
Lesson	3. Decision Making
Recommended language level	A2 - B2

Outcomes
<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> ● develop problem-solving skills ● foster critical thinking ● encourage effective decision-making skills
Resources
<ul style="list-style-type: none"> ● Slideshow ● Whiteboard ● Handout 4a ● Handout 4b ● Handout 4c - Self-assessment scheme ● Countdown app/Stopwatch
Frameworks connections
<p>Cambridge Life Competencies Framework: creative thinking, critical thinking, communication, collaboration, learning to learn, social responsibility</p> <p>Cambridge Employability Skills Framework: collaboration and teamwork, communication, critical thinking and problem-solving, leadership and initiative, self-management and resilience, creativity and innovation</p> <p>SPIRE Framework: setup, perform, inspire, review, empower</p>

Duration	60 minutes (expandable to 90 minutes)	
Overview	Stage	Timing
	Introduction and session objectives	5 min
	Lead-in	15 min
	Presentation - The Five Steps and the Chain Diagram	10 min
	Decision-making scenarios	20 min
	Self-assessment	5 min
	Reflection	5 min

Procedure			
Stage	Aim	Duration	Procedure
1. Let's get ready: What are we doing today? Slide 2	To introduce the theme; to get students interested by doing a warm-up activity.	5 min	The teacher shows the objectives, explains what the lesson will be about and tells the students that they will come back to these questions at the end of the lesson in order to reflect. Warm-up: Bingo
2. Lead-in Slide 3 Handout 4a	To raise curiosity about the theme by asking questions; to think about a problematic situation and how they have overcome it.	15 min	The teacher tells the students to think about one problem they had to face (a real one) and then complete the form (handout 4a). Then, the teacher asks the students to explain to the rest of the class what the problem was, what decision they had to make to solve it, who/what helped them to make that decision etc. Also, discuss possible scenarios/solutions with the other students.

<p>3. Presentation</p> <p>Slides 4, 5</p>	<p>To talk about the chain diagram and the 5 steps to problem solving.</p>	<p>10 min</p>	<p>The teacher explains that the creative decision-making process has 5 steps, all of which are equally important. The steps are:</p> <ol style="list-style-type: none"> 1. Analyze the situation 2. Think about the alternatives 3. Evaluate the best solutions 4. Implement a plan 5. Evaluate outcomes <p>They enable us to create a chain diagram which helps us not just to analyse the problems but also to come up with some creative solutions and also to evaluate those solutions.</p>
<p>4. Decision-making scenarios</p> <p>Slides 6, 7, 8</p> <p>Handout 4b</p>	<p>To practise different decision-making scenarios.</p>	<p>20 min</p>	<p>The teacher sets different problems (slide 7) and asks students to form groups by sitting together and then asks them to think about the problems, to discuss and analyse them using the 5 steps method and chain diagrams in order to come up with different solutions. In the end, the students have a class discussion and share their ideas.</p>
<p>6. Self-assessment</p> <p>Slides 9</p> <p>Handout 4c</p>	<p>To assess themselves and give feedback.</p>	<p>5 min</p>	<p>The teacher gives each student a self-assessment form (Handout 4c) asking them to tick what they think is more appropriate according to how they have interacted during the project. Remind the students that the self-assessment form is private and they must be honest.</p>
<p>7. Reflection</p> <p>Let's check - What did I learn today?</p> <p>Slide 10</p>	<p>To revisit lesson objectives and consolidate learning (CLS - Knowledge)</p>	<p>5 min</p>	<p>Teachers can ask questions to see whether the aims have been achieved but more importantly to point out the techniques students could use to analyse and address problems, improve critical</p>

			<p>thinking and enhance decision-making skills.</p>
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<p>Additional considerations</p> <p>Anticipated Problems and Solutions</p> <p>Low engagement in discussion/reflection: Some students may be reluctant to speak out and present in front of the others.</p> <p>Solution: Teachers could assign different roles within a group, for example: a note-taker, presenter, moderator etc.</p> <p>Uneven participation in discussions: More confident students may dominate.</p> <p>Solution: Use pair-work rather than group work.</p> <p>Differentiation Strategies</p> <p>Mixed ability in language use: Encourage students to note ideas in L1 first if needed, then share in English with support. Provide key vocabulary lists.</p> <p>Varied confidence levels: Allow options for contributing - verbally or in writing.</p>
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Teacher Reflections or Notes