



## TAKING ACTION 1. AUTONOMY

**Objective:** Students will be able to identify the elements that will help them make autonomous and responsible decisions in different situations of their lives.

### WARM UP

Write the word *autonomous* on the board and elicit its meaning. Then add the word *decisions* next to it and have students share their ideas about what *autonomous decisions* means. Invite them to give some examples of non-autonomous decisions, that is, decisions influenced by other people, so that they understand the difference between them.

### STEP BY STEP

- 1 Make sure every student has a copy of the printed handout to work with. Give students time to read the introductory text silently. Clarify any aspect they might not feel sure about. If necessary, give or elicit an example of what peer pressure is.
- 2 Focus students' attention on the handout and have them read the instructions for the activity. Ask a volunteer to read the list of factors that might influence a decision. Explain each factor and give examples, if necessary. You could give an example of a decision you have recently made and choose the factors that influenced it. As a class, you could also brainstorm other factors that normally influence someone's decisions and write them on the board. Give students some time to complete their lists and reflect on the reasons why they consider their decision was autonomous.
- 3 Ask students to get into pairs and invite them to share their lists. Guide them to give each other a respectful feedback on whether their decisions are autonomous or not. Encourage them to share their experiences and give each other advice to make autonomous decisions, if appropriate. Remind students that many

times most of us have experienced similar things, and sharing them helps us realize whether we are making a good decision or not.

### WRAP IT UP

- 4 *Why is it important to be autonomous when making decisions? What elements are necessary to make autonomous decisions? Why is it important to make personal choices based on reflection and individual analysis?*

Get students into groups and invite a volunteer to read the questions out loud. Encourage groups to discuss the questions. Allow enough time to promote the exchanging of ideas and opinions. Then bring the class together by inviting some students from different groups to share their answers. Guide them to identify the consequences of autonomous decisions vs. non-autonomous ones and how the lack of reflection and self-knowledge can affect their decision making. Invite them to go to the website in the IT box if they want to know more about the decision making process.

### TEACHING TIP

Have students notice that, in order to make responsible decisions, it is necessary to analyze priorities and personal values to decide autonomously. This requires reflection. Encourage students to think about what is important for them before making a decision and how that decision will impact their future lives.

**TAKING ACTION 2. PREVIOUS EXPERIENCES**

**Objective:** Students will be able to notice how personal previous experiences can favor or not making decisions in a responsible way.

**WARM UP**

Write the following quotes on the board: *We learn from failure, not from success. Experience is the mother of wisdom.* Invite students to get into groups and exchange ideas about what each quote means and to think of situations in everyday life that could exemplify them. Ask some volunteers to share their ideas with the class.

**STEP BY STEP**

- 1 Make sure every student has a copy of the printed handout to work with. Have students read the instructions. Solve any doubts. Elicit from students what the purpose of this handout is (to learn to take into account previous experiences as a source of information to make responsible decisions in the future).
- 2 Ask students to think of a personal situation in which things went wrong and fill in the first column of the table. Tell them to reflect on the decisions they made in that situation and why things went wrong. Once they have finished, ask them to think of a similar situation in which they made a different decision and things went better. Give them time to fill in the second column of the table.
- 3 Get students into pairs and invite them to share their information with their partner. Ask them to reflect on how living that past experience helped them make better decisions. Guide them to realize that every experience, good or bad, has something to teach us and it also helps us make better decisions in the future.

**WRAP IT UP**

- 4 *Do you think past experiences are helpful or not to make decisions in the present? Why? Do you think every bad experience you had taught you something? Why? How important is it to make mistakes and learn from them?*

Bring the class together by asking these questions, one at a time, and inviting volunteers to share their ideas with the rest of the class. Have students share their thoughts and results and guide them to conclude that one of the most important things to avoid bad consequences when making decisions is past experiences. This is because they are proof of what could happen when we take certain actions in certain situations. Invite them to go to the website in the IT box to read more about how past experiences are important in the process of making decisions.

**TEACHING TIP**

Invite students to apply the table in other aspects of their life, like school or their learning process. Tell them to reflect on their English learning process and think of strategies they have used in the past that have proved effective and others which haven't. Have them identify the ones that should be avoided and the ones that have proved useful, to continue applying them in future situations. Remind them that failure teaches us what we should change, rearrange or eliminate in the future in order to improve and achieve success in all aspects of life.

**TAKING ACTION 3. ACCEPTING CONSEQUENCES**

**Objective:** Students will be able to examine possible different consequences to take into consideration before making a decision in a responsible way.

**WARM UP**

Ask students to think of all the things someone has to consider before making a decision. Write everything they say on the board. Invite them to reflect on how many options a person can have when making a decision, taking into account all of the things they mentioned before. Then ask students to come up with a definition of *consequence* and ask them whether they think consequences are one of the key elements to consider when making decisions.

**STEP BY STEP**

- 1 Make sure every student has a copy of the printed handout to work with. Have students read the introduction for accepting consequences and have the class follow the reading. Remind students of the warm up activity where they defined the concept of consequence.
- 2 Get students into groups and ask them to read the situation they have to analyze. Tell them to discuss and answer the questions first. Allow enough time for groups to discuss and exchange ideas.
- 3 Focus students' attention on the diagram. Explain that it is an example of how they can analyze the situation and try to come up with as many options and consequences as they can. Walk around the classroom and provide help if needed. If necessary, invite students to draw a bigger diagram on a separate piece of paper or add extra options in the diagram on the handout. Remind them that it is important to explore every possible option.

- 4 Invite groups to share their diagrams with the rest of the class. Draw a table on the board for students to identify and compare all possible options to solve the problem according to the diagrams they made. Ask them to choose the best option and give reasons for it. There can be more than one valid option.

**WRAP IT UP**

- 5 *Why is it important to consider different options and their consequences? Do you think that reflecting on the consequences helps you be responsible for your decisions? Why?*

Ask students to get into pairs and give them enough time to discuss the questions. Monitor the activity. Guide them to understand that analyzing the consequences is not only useful for making the best decision, but it also entitles them with the full responsibility of their actions. Tell them that, in decision making, pausing to think and analyze is a key step to reach the best possible outcome. If possible, tell them to check the website in the IT box to learn more about key steps for good decision making.

**TEACHING TIP**

You can have students print their diagrams and display them on the classroom walls. Remind them to use this useful technique to come up with the best decision, according to their goal and the possible outcomes or consequences. Visualizing and organizing all possible options can help them find the best way to achieve their goal.

**TAKING ACTION 4. HASTY DECISIONS**

**Objective:** Students will be able to avoid making hasty decisions by carefully reflecting on the consequences of their decisions.

**WARM UP**

Invite students to give examples of situations where they decided something without even thinking, and others where they had to think carefully to decide what to do. If necessary, provide some practical examples of your own. Ask them why in some situations they thought carefully of their decision and why in others they didn't stop to think.

**STEP BY STEP**

- 1 Make sure every student has a copy of the printed handout to work with. Invite a volunteer to read out loud the introduction and have the rest of the class follow the reading silently.
- 2 Direct students' attention to the handout and explain that they are going to read about Mike's hasty decision. After they have read the situation, ask them why Mike's decision to adopt the puppy was a bad one and what the final outcome of the situation was. Invite students to share with the class what they think Mike should have thought of before taking the puppy home.
- 3 Now, ask them to think of a personal situation where they made a hasty decision without thinking of the consequences and how it turned out. Have them write down the consequences of their hasty decision and the things they learned from it. Ask them to be honest and to list all of the consequences that came out of that decision, including things that affected others.
- 4 Get students into pairs. Ask them to share their experiences and discuss about the consequences. Encourage them to exchange ideas about the things they didn't take into consideration, but should have, before

deciding. Finally, guide them to reflect on the things they learned and will help them to avoid making the same mistake in the future.

**WRAP IT UP**

- 5 *What benefits does reflecting before making decisions have? What would have changed in the situation you shared if you had taken the time to think before deciding? What can you do from now on to stop acting on impulse?*

Ask students to get into groups. Give them time to read the questions and to discuss them. Monitor the activity walking around the classroom and listening to students. Then invite some from different groups to share their answers with the class. You could ask them to make a list of the benefits that reflecting has before making a decision. Help them realize that sometimes hasty decisions lead to negative results and that pausing and thinking before acting often has better results. Explain that emotions, previous experiences, and specific situations can favor or hinder making a responsible decision. Taking a moment to consider all of them helps avoid taking bad decisions.

**TEACHING TIP**

Tell students it is important to exercise emotional self-regulation and pause before making hasty decisions. These decisions are usually made without taking into consideration priorities and responsibilities, considering only our immediate gratification. Have students notice self-regulation is necessary also at school and inside the classroom, when sometimes decisions require patience and reflection instead of immediate action. Practice self-regulation inside the classroom when decisions have to be made. Invite students to take a moment and consider each specific situation before making up their minds.