



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 in 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 they understand the difference between them.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout. 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.
- B** 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 mention the factors that influenced it. As a class, you could also brainstorm other factors that usually 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.
- C** Ask students to get into pairs and invite them to share their lists. Guide them to give each other 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

- D** *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 exchange 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 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.

IT You can draw students' attention to the IT box if you need more help.



TAKING ACTION

2. PREVIOUS EXPERIENCES

Objective: Students will be able to notice how personal previous experiences can favor or not making decisions responsibly.

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, exchange ideas about what each quote means, and think of situations in everyday life that could exemplify them. Ask some volunteers to share their ideas with the class.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout. 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).
- B** 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.
- C** Get students into pairs and invite them to share their information with their partners. Ask them to reflect on how living that 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

- D** *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 invite 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 that haven't. Have them identify the ones that should be avoided and the ones that have proved useful, in order to continue applying them in future situations. Remind them that failure teaches us what we should change, rearrange, or eliminate in the future to improve and achieve success in all aspects of life.

- IT** You can draw students' attention to the IT box if you need more help.