

# A Classroom Pet - Making a Decision! – Decision Grid

ACTIVITY OVERVIEW	SUGGESTED TEACHING AND LEARNING SEQUENCE	
<p>In this activity students will learn how to complete a decision making grid. The teacher suggests to the class that they are going to get a classroom pet and the class uses a decision making grid to list and analyse pet choices.</p> <p>The purpose of this activity is for students to learn about making good decisions from a range of choices by collecting and analysing information that is important to the decision.</p> <p>NB: Choosing a classroom pet is just one suggestion for this lesson plan. Students may use the decision making grid for a range of purposes such as selecting a class trip destination, choosing food items for a class lunch, deciding what type of stall to set up at the school gala, etc.</p>	<ol style="list-style-type: none"> <li>1. The teacher asks students to brainstorm a range of classroom pet ideas and then choose their five 'most popular' by voting. The teacher explains that the Decision Making Grid is a useful tool to collect and analyse information and that the thinking process is an important first step in making any good decision. The five choices are recorded horizontally along the top of the Grid.</li> <li>2. Teacher asks the students to brainstorm a range of criteria that they think are important to consider when deciding on a classroom pet; e.g. will it be suitable for a classroom? what will it cost? do we have the skills to look after it?, etc. List these vertically on the grid. Students may need to gather information about each criterion in the context of the choices of pets.</li> <li>3. Students consider and analyse each criterion against each of the listed choices (i.e. they work horizontally along each row) and, using a number system (1 – 5 for ranking: 1 = not good, 5 = excellent), make a judgement to differentiate each choice against the criteria. Students add downwards to gain totals and then consider what the information is telling them.</li> <li>4. Students communicate their decision, providing a rational explanation of why the class decision was the best one for their class.</li> <li>5. The teacher shows students the list of enterprising attributes and students work in groups to identify which attributes they employed when using the Decision Making Grid.</li> </ol>	
<p><b>LEARNING OUTCOME/S</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a decision making grid to analyse and rank a range of pet choices.</li> </ul>	<p><b>Reflective questions/discussion</b></p> <ol style="list-style-type: none"> <li>1. Why will some students in the class have to be flexible, as well as take on new responsibilities with the classroom pet?</li> <li>2. Identify the prior knowledge that assisted students to make this decision, and new knowledge that had to</li> </ol>	<p><b>VOCABULARY FOR THE LANGUAGE WHEEL</b></p>
<p><b>RESOURCES</b></p> <p>Decision Making Grid</p>	<p><b>Key competencies and enterprising attributes to consider:</b></p> <p><b><u>Thinking</u></b> Collecting, organising and analysing information Generating, identifying and assessing opportunities</p> <p><b><u>Participating and Contributing</u></b> Planning and organising Being flexible and dealing with change</p> <p><b><u>Using Language, Symbols and Texts</u></b> Communicating and receiving ideas and information</p>	
		<p>Decision Time Collecting Organising Analysing Planning Communicating Flexible Criteria Decision grid</p> <p>NB: The context for these words is Education for Enterprise's set of enterprising attributes and this activity.</p>

# Decision Grid

Criteria \ Choices					
Total					