



LESSON PLAN 3

Making an informed decision

Target Group: Year 12–13 Students
(could also be used for younger groups if you choose)

Duration: 50 Minutes

Objective: Equip students with the tools to make well-informed decisions about their future study and career options by assessing their personal priorities and available resources.

Materials Needed:

- Projector/Screen for Presentation Slides
- Printed Activity Sheets
- Whiteboard/Markers
- Internet Access (Optional, for Digital Resources)

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Lesson Outline

1

Introduction: Factors to Consider When Choosing Post-18 Options (10 Minutes)

- **Outcome:** Students will understand the different factors to consider when making a post-18 decision.
- **Activity:** Use the “Considerations for Post-18 Decisions” slide to introduce key factors, such as:
 - ◇ Location (stay local or move away)
 - ◇ Course Content (interest and career alignment)
 - ◇ Financial Considerations (fees, scholarships, and budgeting)
 - ◇ Personal Goals (work-life balance, job prospects, etc.)
 - ◇ **Prompt:** “Which of these factors are most important to you?”
 - ◇ **Whiteboard Activity:** Write down the different factors that students consider most important.

2

Personal Priorities Reflection (15 Minutes)

- **Outcome:** Students will develop prioritisation and decision-making skills by reflecting on their goals and discussing scenarios.
- **Activity:** Distribute the “Personal Priorities Worksheet.” This worksheet includes a list of factors and a scale for students to rate each one based on its importance to them (e.g., 1-5, with 1 being least important and 5 being most important).
 - ◇ **Task:** Students complete the worksheet individually, rating their priorities and reflecting on why each is important to them.
- **Class Sharing:** Allow a few students to share their top priorities with the class, explaining their reasoning.

3

Decision-Making Scenario Activity (15 Minutes)

- **Outcome:** Students will develop prioritisation and decision-making skills by reflecting on their goals and discussing scenarios.
- **Activity:** Present different scenarios that involve making post-18 decisions, such as:
 - ◇ “Alex wants to be a graphic designer but is unsure whether to take a university course or an apprenticeship.”
 - ◇ “Jordan has received an offer from a local university and one from a university further away but isn’t sure which to choose.”
- **Group Task:** Divide the class into small groups and assign each group a scenario. Each group should discuss the scenario and come up with a decision based on the factors introduced earlier.
 - ◇ **Presentation:** Groups present their decision and justify their reasoning to the class (2-3 minutes per group).

4

Wrap-Up and Next Steps (10 Minutes)

- **Outcome:** Students will identify their next steps in making informed decisions about their future.
- **Activity:** Ask students to write down three actions they can take in the next month to move forward in their decision-making process (e.g., attending an open day, speaking with an adviser, researching specific courses)..
 - ◇ **Follow-Up:** Provide links to useful resources, such as unimythsbusted.co.uk, UCAS, apprenticeship websites, and university open day information. Encourage students to use these resources as they continue their research.



Wrap-Up and next steps

Learning Outcomes

- **Knowledge:** Students will identify the different factors to consider when making a post-18 decision.
- **Skills:** Students will develop prioritisation and decision-making skills by reflecting on their goals and discussing scenarios.
- **Reflection:** Students will identify their next steps in making informed decisions about their future.

Assessment Criteria

1. Participation in group discussions and scenario presentations.
2. Completion of the “Personal Priorities Worksheet.”
3. Reflection responses collected at the end of the lesson.