



LESSON PLAN

How decisions are made

Learning outcome 3.2

Describe decision-making processes and the roles of different groups in their class/school

Students will learn

- ▶ Who has power and influence in their school
- ▶ Who makes the decisions in their school

Materials

- ▶ Slide show
- ▶ Sticky notes
- ▶ A4 sheets and dot stickers for dotmocracy (optional)
- ▶ Stakeholder cards – one set
- ▶ Worksheet: World Café – four copies printed on A3 size paper if possible

Assessment for learning/Key skills

- ▶ Discussion
- ▶ World café activity
- ▶ Dotmocracy
- ▶ Working with others
- ▶ Being creative



1 Recap: power and influence

SLIDE 3

Recap the lesson Power and Influence.

Ask students to consider who has power and influence in their school.

Through guided discussion establish with the class the four main stakeholders in the school community.

2 Explore the role of stakeholders in the school community

Divide the class into four groups and give each group a stakeholder card (see page 5).

Ask each group to explore the role of their stakeholder in the school community.

Note: You may need to clarify the format of the board of management, student council and parent association in your school.

3 Bring the class together again and take feedback

SLIDE 4

On slide 4, take note of points about the power and influence each group has in the school community.

4 Select issues for a world café discussion

SLIDE 5

Establish four issues about which a decision may need to be made in a school community and note them on slide 5.

Suggested issues:

- ▶ Change the timetable
- ▶ Extra-curricular activities
- ▶ Change the uniform
- ▶ Remove or add a specific school rule

5 Dotmocracy

SLIDE 6

If there is a difficulty coming to a consensus, use the dotmocracy method.

- ▶ Write each issue on an A4 sheet and post them on the classroom wall.
- ▶ Give each student two dot stickers and ask them to place them on the two issues they most want to see discussed.
- ▶ The issue with the most dots wins.
- ▶ If there is an even spread of votes you may need to repeat the process to gain consensus.

Note: Dotmocracy is valuable for gaining an insight into the feelings and opinions of every member of the group. It is useful also for critical thinking skills.

6 Hold a world café discussion

SLIDE 7

Write each of the four issues at the centre of a world café worksheet (see page 6).

Give a worksheet to each of the four stakeholder groups from the earlier activity and ask them to:

- ▶ Discuss the issue from the point of view of their stakeholder.
- ▶ Write a summary of their discussion in the relevant section of the worksheet.

After a few minutes ask each group to move to a different worksheet and repeat until each group has filled in the relevant section of each worksheet.

Ask each group to return to their original worksheet, read all comments and prepare to report a summary of the discussion on this issue to the whole class.

7 Feedback and summary

Ask each group to report back to the class a summary of the discussion around each issue.

Discuss the students' understanding of the roles of the various stakeholders in the school community and the decision-making process.

→ Extension activities

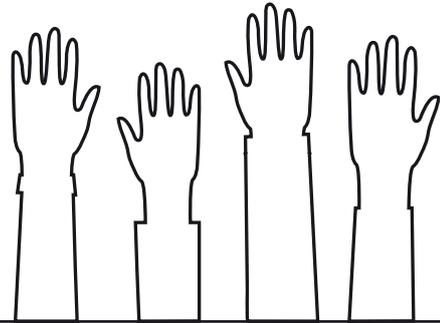
Invite a member of the student council, parent association or board of management to visit your class. Discuss the activity and its findings with them and ask their opinions on the issues discussed. This could form the basis for a classroom-based activity (CBA).

Investigate the following organisations and find out how they represent the views of young people:

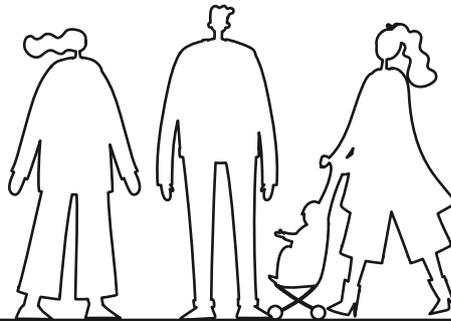
- ▶ Comhairle na nÓg
www.comhairlenanog.ie
 - ▶ Dáil na nÓg
www.comhairlenanog.ie/dail-na-nog
 - ▶ Irish Second-Level Students' Union (ISSU)
www.issu.ie
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Stakeholder cards

Students

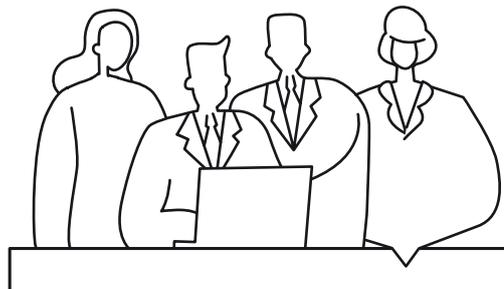


Parents

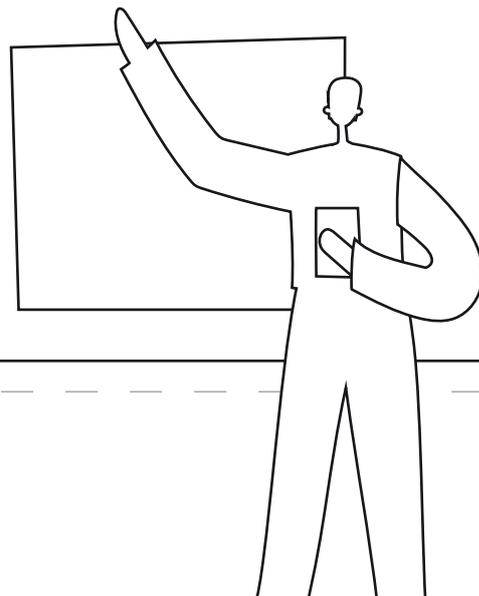


Management

Principal and Board
of Management



Teachers





Worksheet

World Café

