Personal and Social Development Curriculum
PERSONAL AND SOCIAL DEVELOPMENT CURRICULUM UNITS – FORM 2

*PSD 8.1*  Establishing a positive environment

*PSD 8.2*  All about me

*PSD 8.3*  Promoting the use of social skills

*PSD 8.4*  Roles and Responsibilities within the different social contexts

*PSD 8.5*  Understanding growing up changes

*PSD 8.6*  Making responsibly choices
Subject: Personal and Social Development
Unit code and title: PSD 8.1 Establishing a positive environment
Strand: Personal Identity and Relationships
Unit Duration: 9 sessions of 40 minutes 6 hours

OBJECTIVES
The teacher will:
1. enable the students to identify the various students’ perceptions of PSD and its relevance in one’s life
2. enable the students to get acquainted with each other and establish adequate ground rules for a positive working environment in PSD
3. enable the students to appreciate the importance of co-operation, negotiation in teamwork and recognize the importance of different roles in a team
4. enable the students to understand that everyone is of equal worth and that it is acceptable to be different

Key Words
- sharing
- ground rules
- confidentiality
- group cohesion
- teamwork
- communication
- cooperation
- commitment
- leader roles
- diversity
- multicultural respect
- tolerance
- prejudice

Points to note
- The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.
- The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.
- It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

Resources
- http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml
- http://www.jubed.com/youth_ministry/search/desc/hits/
- http://www.youtube.com/watch?v=NlFBW0-Cbz8
- http://www.youtube.com/watch?v=1orCAZB4Ss&feature=related
- http://www.youtube.com/watch?v=W86jlvGr54o&feature=related
- http://www.youtube.com/watch?v=UTrb6iZglAk
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<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
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<td>The teacher will: help the students to identify the various students’ perceptions of PSD and its relevance in one’s life</td>
<td>Students listen to a piece of music, which can be contemporary or classical. They are encouraged to reflect on what they heard. A discussion led by the teacher will focus on issues of talent, skills, feelings and what inspired the composer to write such a piece? The next question to ask is: What would have happened if the composer kept the piece of music to himself/herself? The personal aspect and the social aspect are discussed, whereby people share their talents and skills with others. Extrapolate points like: shared it, show talent, earned a living, promoted culture, worked in a team. From a Personal Expression it became a Social Expression. The next question one can ask is: How can our life be similar to that of the composer? A brainstorming exercise is used to elicit from students similarities they can find in their life and that of the composer. The teacher helps the students to make a link between aspects which are personal and social. What they can keep to themselves and what they can share with others. They are then asked to associate this to aspects of PSD. A handout with the words Personal and Social Development is distributed to each student and students are asked to write words or draw pictures related to PSD. This can be done either individually or in small groups. A variation of this exercise is that students may create an acronym using the letters on the handout. The whole group then comes together to share and process this activity. On the Reflective Handbook the students can write something they like in PSD.</td>
<td>Students will: be able to discuss how one’s perception of self can influence one’s life (Level 8) be able to share and talk about their talents, skills and views (Level 7) be able to identify and appreciate their talents, skills and views (Level 6) be able to identify their talents, skills and views (Level 5)</td>
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enable the students to get acquainted with each other and establish adequate ground rules for a positive working environment in PSD

| Ice-breaker games are used to help the students and the teacher get acquainted with each other. Game can vary from knowing the names to knowing what are the likes and dislikes of every member in the class. Other examples can be: sharing their hobbies, personal interests, personal qualities, etc. The students are divided into groups and each group is given a different board game or card games like Snap, Snakes and Ladders, Dominoes, etc. They are asked to play the game for around 5mins. After 5mins the groups rotate to engage into a new game. Later students are brought into the large group to discuss and process the activity. The main issue of the session is to understand that every game has its specific rules. This can be compared to situation and circumstances in our lives where different rules apply accordingly. Various pictures are then presented to the whole group. The pictures depict various people in various situations and where different rules apply. Processing must focus on the different rules in the different circumstances and their importance. Student are then divided into groups where they discuss what rules are needed so that they can work together as a group during PSD lessons. Sharing in large group and finalizing agreed upon rules. On the reflective handbook students are asked to write the rules they all have democratically agreed to and sign their name. | understand that rules are established for the effective functioning of a group (Level 8) understand the basic rules within the classroom and the new school community (Level 7) show that they understand the need for rules (Level 6) show that they know that they belong to a class that needs a structure (Level 5) |
help the students to appreciate the importance of co-operation, negotiation, teamwork and recognising the different roles in a team.

As an ice breaker everybody has to be in the circle. One person holds a Ball of String, and says something about herself/himself and then throws the ball to someone else whilst holding the end of the string. The process continues until everybody in the group has shared something about themselves. Processing of the importance of everyone in the group and the different roles one plays in the group. Pulling the string can be a good example of how each member effect the other.

Different pictures of groups or teams are distributed around the room and students are asked to pick a picture they like. Processing will focus on their choice and what all these pictures have in common.

Each student is given two or three pieces of a puzzle. They are asked to build the puzzle together without talking. The teacher will observe the dynamics of the group to help in processing later. Once the puzzle is made, the students are asked to come back into the large group to discuss and process what happened. The main issues that come out in this exercise are the different roles one adopts to reach one’s objective, task versus maintenance and the importance of working in a team.

Student in small groups are asked to identify the characteristics necessary for good teamwork. Later, students’ points are collated in a common list for all the class. A handout may be give to the students with a summary of characteristics which help in building teamwork.

In the reflective handbook a slogan, a symbol or a drawing on an aspect of teamwork can be created by the students.

are able of coming up with a number of ideas or alternatives in planning, executing and completing individual and group tasks (Level 8)

are capable of using task functions as well as maintenance functions to help the group function effectively (Level 7)

show an understanding of the different roles in different contexts and situations (Level 6)

begin to take different roles within a group (Level 5)
| enable the students to understand that everyone is of equal worth and that it is acceptable to be different | A number of pictures showing different types of people depicting gender, religion, cultures etc. are shown to the students. The students are asked to share their thoughts and reactions and feelings evoked by the pictures. Processing should focus on the similarities and differences between people depicted in the pictures. The teacher will help students become aware that differences make us unique individuals and therefore everybody has his/her own worth. Students are divided into groups and a case study is given to each group. The group has to highlight the positive aspects they see in the case study. During processing the teacher will help students become aware of the contribution different people can give to society. A song or a video clip which brings out the hardship some of the people suffer because they are different (colour, race, gender, religion etc) so that students are made aware of the feelings and hurts of certain sectors of society. The students are asked to trace their hand on a A4 paper and colour it. They cut out their hands and make a collage in the shape of a circle with everyone’s hands touching. Processing should focus on the fact that the hands are similar even though they are of different size and colour. On the reflective handbook students find a picture of someone who is different and write something positive about him/her. | able to explore and talk about issues related to relationships and friendships (Level 8) demonstrate an understanding of how to deal positively with diverse and different relationships (Level 7) know how to understand, talk about and accept differences (Level 6) know how to talk about differences and sameness (Level 5) |
Subject: Personal and Social Development

Unit code and title: **PSD 8.1 Establishing a positive environment**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes 6 hours

**OBJECTIVES**

The teacher will:

5. enable the students to identify the various students’ perceptions of PSD and its relevance in one’s life
6. enable the students to get acquainted with each other and establish adequate ground rules for a positive working environment in PSD
7. enable the students to appreciate the importance of co-operation, negotiation in teamwork and recognize the importance of different roles in a team
8. enable the students to understand that everyone is of equal worth and that it is acceptable to be different

**Objectives at attainment levels 1, 2, 3, 4**

1.1 encourage students to explore their talents and capabilities
2.1 encourage students to get acquainted with each other
3.1 enable the students to communicate with each other and experience teamwork activities
4.1 enable the students to appreciate that everyone is different, unique and special

**Key Words**

feelings sharing talents, teamwork communication commitment roles, cooperation trust, respect support

**Points to note**

The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students. The activities and work selected by the teacher should be age appropriate and tailored for the interests and needs of the students.

It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.

**Resources**

- [http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml)
- [http://www.youtube.com/watch?v=NlFBWo-Cbz8](http://www.youtube.com/watch?v=NlFBWo-Cbz8)
- [http://www.youtube.com/watch?v=1orC_AZB4Ss&feature=related](http://www.youtube.com/watch?v=1orC_AZB4Ss&feature=related)
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<td>The teacher will:</td>
<td>Students watch a video of a pianist playing a piece of music and watch and listen to the performance. They are encouraged to reflect on what they saw and heard. A discussion lead by the teacher will focus on issues of talents and what inspired the pianist to play in a such a manner? More video clips are shown, depicting various talents people may have such as: dance, acting, sewing, painting and many more. The students are encouraged to speak about each talent and then to explore what they are good at doing. Some students can have an activity where they can draw a picture that shows their talent, others can be encouraged to match pictures/visuals showing people using their talent to words associated with the picture.</td>
<td>Students will: Talk about various talents and capabilities one can have and explore their own talents. (Level 4) Show awareness and understanding by pointing to or indicating which pictures depict talents we may have and speak briefly about each talent. (Level 3) Show emerging awareness by matching visuals/ symbols to words . (Level 2) Encounter activities and experiences. (Level 1 - development of visual pursuit and permanence of objects)</td>
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<td>encourage students to explore their talents and capabilities</td>
<td>Ice-breaker games are used to help the students and the teacher get acquainted with each other. Games can vary from knowing the names to knowing what are the likes and dislikes of every member in the class. Other examples can be by sharing their personal interests, favourite colour, etc. The students are divided into groups and each group is given a different board game or card games like Snakes and Ladders, Dominoes, etc. They are asked to play the game for around 5mins. After 5mins the groups rotate to engage into a new game. Later students are brought into the large group to discuss and process the activity. The main issue of the sessions is to be fun and to help the students get acquainted and to understand that every game has rules which need to be followed.</td>
<td>appreciate each other in class and share personal interests, follow game rules during the games (Level 4) play games with others, follow simple rules and share little facts about oneself with others (Level 3) be interested in games presented and participate in the games . (Level 2) encounter activities and experiences. (Level 1 - development of visual pursuit and permanence of objects)</td>
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<tr>
<td>Enable the students to communicate with each other and experience team work activities</td>
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<td>The session can be introduced with an icebreaker game related to the topic of Teamwork. An example of this can be playing tug of war. Aspects that will come out of this exercise are different roles, communication and working as a group for a particular goal. Different pictures of groups or teams are distributed around the room and students are asked to pick a picture they like. Students in small groups can be given two or three pieces of a puzzle. They are asked to build the puzzle together without talking. The teacher will observe the dynamics of the group to help in processing later. Once the puzzle is made, the students are asked to come back into the large group to discuss and process what happened. The main issues that come out in this exercise are the different roles one adopts to reach one’s objective and the importance of working in a team.</td>
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<th>Enable the students to appreciate that everyone is different, unique and special</th>
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<td>A number of pictures showing different types of people depicting gender, religion, cultures etc. are shown to the students. The students are asked to share their thoughts and reactions and feelings evoked by the pictures. Processing should focus on the similarities and differences between people depicted in the pictures. The teacher will help students become aware that differences make us unique individuals and therefore everybody has his/her own worth. The teacher will then divide students in pairs and gives each pair a mirror, students are then asked to look into the mirror and use single words to describe themselves, then also describe their personality, likes, dislikes, where they live. Processing questions will help students realize that they are unique and special. For another activity the students can be asked to trace their hand on an A4 paper and colour it. They are encouraged to realise that the hands are similar even though they are of different size and colour.</td>
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<table>
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<tr>
<th>Begin to try and take different roles within a group (Level 4)</th>
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<tr>
<td>Work in a group and enjoy participation (Level 3)</td>
</tr>
<tr>
<td>Sit in a group and participate in group tasks with support (Level 2)</td>
</tr>
<tr>
<td>Encounter activities and experiences. (Level 1 - development of visual pursuit and permanence of objects)</td>
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<tr>
<td>Know how to observe, discuss and point out differences and sameness (Level 4)</td>
</tr>
<tr>
<td>Demonstrate acceptance of the differences between people (Level 3)</td>
</tr>
<tr>
<td>Take part in activities and show emerging awareness in observing and sharing with others (Level 2)</td>
</tr>
<tr>
<td>Encounter activities and experiences. (Level 1 - development of visual pursuit and permanence of objects)</td>
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Subject: Personal and Social Development
Unit code and title: **PSD 8.2  All about me**  
Strand: Personal Identity and Relationships  
Unit Duration: 9 sessions of 40 minutes  Total 6 hours

**OBJECTIVES**  
The teacher will:

1. enable the students to reflect on their developing interests, qualities and skills
2. enable the students to reflect on how to manage time effectively between study and leisure activities
3. enable the students to reflect on their learning styles and appropriately apply a range of revision techniques for effective learning
4. enable the students to reflect on good decision making skills and on making informed decisions about their learning and subject choices

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<th>Key Words</th>
<th>Points to note</th>
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<td>interests/qualities, skills/talents</td>
<td>The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.</td>
<td>Youth Information Malta - <a href="http://www.youthinfo.gov.mt/default.asp?m=cat&amp;id=371">http://www.youthinfo.gov.mt/default.asp?m=cat&amp;id=371</a></td>
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<td>time management, duties/self discipline, priorities</td>
<td>The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.</td>
<td>KidsHealth.org – Schools and Jobs <a href="http://kidshealth.org/teen/school_jobs/">http://kidshealth.org/teen/school_jobs/</a></td>
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<tr>
<td>study plan, leisure time, visual/auditory learning by doing study skills</td>
<td>It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.</td>
<td>About.com - <a href="http://homeworktips.about.com/">http://homeworktips.about.com/</a></td>
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<tr>
<td>decision-making/values, choices/reflect consequences, evaluate</td>
<td></td>
<td>Homework and Study Skills – <a href="http://www.homeworkandstudyskills.com/studylinks.html">http://www.homeworkandstudyskills.com/studylinks.html</a></td>
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| **Youth Information Malta** – http://www.youthinfo.gov.mt/default.asp?m=cat&id=371  
KidsHealth.org – Schools and Jobs http://kidshealth.org/teen/school_jobs/  
About.com - http://homeworktips.about.com/  
Homework and Study Skills – http://www.homeworkandstudyskills.com/studylinks.html  
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<td>The teacher will: enable the students to reflect on their developing interests, qualities and skills</td>
<td>To tune in students for this topic they may be asked to stand up in a circle. The teacher has to point at a student and call out “snap”. The student chosen has to lower down and the two next to him have to snap each other. The person who snaps first wins. Through processing students have to come out with the necessary skills required to win this activity, such as self-discipline, concentration, attention and agility. Students are then presented with a card each. They have to form sub-groups by finding the others who have the same picture. In the middle of the circle place a set of cards with include various stories of people who despite having experienced some difficulties in their life, they still managed to be successful. Each group has to find the story related to their cards. Through brainstorming, students have to reflect on the skills and qualities the persons in the story required to overcome the difficulties experienced. Each story will then be discussed as a whole group. Through processing highlight that everyone has different skills, qualities and abilities which one needs to work on instead of letting life circumstances blind them to their true potential. Additionally, students may also be given some time to go through magazine pictures in order to create a chart about themselves. Students can include their interests, qualities and skills. When ready, students can present their work and the teacher carries out processing. Students are divided into two groups. A person in each group has to distribute a card to each student and then place the remaining cards in a pile face down. The card indicates a strength or weakness. Students have to think about the card they were given and reflect on whether it agrees with their personality or not. If the card means something to them they keep it, if not, they are given another card from the pile. Process feelings. On the reflective handbook students are asked to briefly write about and find pictures of their interests, qualities and skills.</td>
<td>Students will: understand how one's perception of self can affect their self-esteem (Level 8) are able to reflect, talk and express themselves assertively and persuasively (Level 7) can talk and express themselves assertively (Level 6) know how to talk about themselves (Level 5)</td>
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</table>
| Enable the students to reflect on how to manage time effectively between study and leisure activities | Students divided into four groups. Each group will be given a list of objects. Students have to find the flashcards according to the objects on their list. The team that manages to find all of the objects in the shortest time wins the game. After the game, the teacher may carry out the processing of the activity by discussing that if students succeed in working well together and delegate tasks, they would manage to finish before the other groups.

In the same group, students have to read and discuss a case-study. When ready, students should present their case to the rest of the group and share their opinions. Processing in the whole group.

Students once again join the small group. Students are provided with a long piece of string, some paper clips, OHP markers and laminated flashcards showing various activities students have to do during the day. In their group, students have to discuss how they would manage their time. On the flashcard, students should indicate the time when they would carry out a particular activity and attach it with the paper clip onto the string in chronological order. Some flashcards are left blank for students to indicate other activities. When ready, ask each group to present its work and carry out the processing of the activity.

Following this the teacher may use the document on starboard to reflect on important skills students need to manage their time effectively. The handout “Getting started with time management” can then be distributed and discussed.

In the final part of the lesson, the teacher may ask students to create a study plan which they will follow during the following week. Students should take into consideration, the different activities they have to carry out during the day.

On the reflective handbook the students are asked to make a list of the activities they attend after school hours and their responsibilities. Students should discuss how they could find a balance between their duties and their leisure activities. | Show that they can come up with a number of ideas and alternatives when planning and using their time (Level 8)

Learn how to make a distinction between free time and study time (Level 7)

Show an awareness of and are able to mention age related and relevant lifestyle choices (Level 6)

Can talk about how they use their time (Level 5)
enable the students to reflect on their learning styles and appropriately apply a range of revision techniques for effective learning

<table>
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<th>Students are instructed to choose one of the flashcard depicting various aspects related to school, learning and studying. They are given 15 seconds to say what comes to their mind about the card.</th>
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<tr>
<td>In the following part of the lesson, the teacher may carry out and process three short exercises to show different learning styles, namely the memory game, Simon says … and creating an origami.</td>
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<td>The memory game may be used to demonstrate visual learning styles. In this game, students may work in pairs or in small groups. They have to place the thirty-six flashcards facing downwards, placing them in six rows by six columns. Students have to take turns to reveal two flashcards. If the cards match, the student may remove them from the table. The winner is the student with the highest number of cards.</td>
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<td>Consequently, the game ‘Simon says …’ may be implemented and processed to discuss the auditory learning style.</td>
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<tr>
<td>Finally, the teacher may divide students into small groups and ask them to create a pencil shaped origami. Students can only follow the instructions in the handout. This activity will tackle tactile or kinaesthetic learning style.</td>
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<tr>
<td>Through a PowerPoint presentation, carry out the learning styles questionnaire. If students feel that the statement applies to them they are asked to pick a coloured card according to the colour of the question. The teacher may indicate that each colour represents the three different learning styles. The teacher may use the document for starboard to hold a discussion on the different learning styles and effective study skills.</td>
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<td>On the reflective handbook the students are asked to describe their preferred learning style and to describe different ways how they could improve their learning.</td>
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<td>show that they are capable of selecting and describing learning strategies that take account of their own learning preferences and show that they are able to formulate a balanced programme of study (Level 8)</td>
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<tr>
<td>capable of describing and taking into account their learning styles (Level 7)</td>
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<td>be able to describe the best methods of study that suit their personal learning style (Level 6)</td>
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<tr>
<td>are aware of what hinders their learning (Level 5)</td>
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| enable the students to reflect on good decision making skills and on making informed decisions about their learning and subject choices | Three students are asked to volunteer for the first exercise. The students are presented with four bags, each having a small treat inside. Students have to choose one bag each, depending on the bag’s appearance. Students can then pick the bag and either trade it or keep it. At this point, the volunteers may feel what’s inside and may chose to trade their bag once again. Finally, the volunteers may open their bags and once they reveal the bags’ contents they may exchange or keep the treats. The teacher may carry out the processing of the activity by discussing how every new piece of information has helped the volunteers in their choice.

Divide students into groups and distribute the worksheet ‘Catastrophe’ to every group. Students have to discuss between them who will be allowed to survive on a desert island and provide a reason for their choice. During processing, the teacher may also make reference to the handout ‘The Decision-Making Model’.

Students are made aware of an important decision in their school life, the choice of their option subjects. Four signs (Strongly Agree, Agree, Disagree and Strongly Disagree) are displaced around the room. The teacher reads different imaginary short stories related to students’ subject choice. Students have to decide whether they agree or disagree with the statement by moving near the sign that mostly represents their opinion. The teacher may hold a short discussion after each statement.

Individually, the students are asked to complete the worksheet ‘Form 2 Subject Choice’. This will help students to reflect on their preferred subjects, their doubts and what type of questions they might ask subject teachers to clarify any misconceptions.

On the reflective handbook the students are asked to describe how they would take an important decision in their life or find pictures of important decisions that they may take in future. | able to discuss and understand that they are responsible for their own decisions and actions in different contexts and situations (Level 8).

are able to reflect and talk about the different skills required in different option choices and demonstrate that they can use these skills to facilitate their choices (Level 7)

can identify and talk about transition and choice of subjects (Level 6)

can talk about their personal aspirations (Level 5) |
Subject: Personal and Social Development
Unit code and title: PSD 8.2 All about me
Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES

The teacher will:

1. enable the students to reflect on their developing interests, qualities and skills
2. enable the students to reflect on how to manage time effectively between study and leisure activities
3. enable the students to reflect on their learning styles and appropriately apply a range of revision techniques for effective learning
4. enable the students to reflect on good decision making skills and on making informed decisions about their learning and subject choices

Objectives at attainment levels 1,2,3,4

1. encourage students to talk about themselves
2.1 encourage students to explore time and to discuss leisure activities
3.1 enable the students to explore what and how they like to learn
4.1 enable the students to appreciate that every decision made has a consequence on our life

Key Words

- interests
- skills
- talents
- time,
timer,
duties
- leisure time
- learning by
doing
- decision-making
- choices,
consequences

Points to note

The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students. The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.

It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.

Resources

- KidsHealth.org – Schools and Jobs
  http://kidshealth.org/teen/school_jobs/
- About.com
  http://homeworktips.about.com/
- Homework and Study Skills –
  http://www.homeworkandstudyskills.com/studylinks.html
- Study Skills for Teens
  http://www.ncld.org/in-the-home/supporting-learning-at-home/homework-and-study-skills/study-skills-for-teens
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<th>Examples of teaching experiences and activities</th>
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<td>The teacher will: encourage students to talk about themselves</td>
<td>Prior to the lesson the teacher asks the students to bring photos of themselves since they were younger, photos showing events that made part of their lives and of important people in their lives. Students are grouped in pairs and together they are encouraged to share the photos and with support and the use of questions to prompt they can discuss the photos to talk about themselves, events in their lives and who is important to them. Some students can answer yes or no questions, e.g. Is that woman in the photo your grandmother? They can also use ‘feelings’ flashcards to show how they feel about a certain event or person in their lives. The teacher will change pairs so each student can have the chance to share their photos with all the other students in class.</td>
<td>The students will: learn how to talk about themselves using simple words and/or phrases (Level 4) indicate their feelings and use single words to describe events and people in their lives (Level 3) indicate that they recognise people and events shown in the photos (Level 2) encounter activities and experiences. (Level 1 - development of visual pursuit and permanence of objects)</td>
</tr>
<tr>
<td>encourage students to explore time and to discuss leisure activities</td>
<td>Students are divided into four groups. Each group will be given a list of objects. Students have to find the picture or symbol flashcards according to the objects on their list. The teacher will use a timer and the team that manages to find all of the objects before the timer rings or by the time the timer rings, wins the game. In the same group, students are encouraged to discuss leisure activities they enjoy doing in their free time. Some students can use symbols or pictures to depict activities they enjoy. Students are encouraged to use their visual schedule to explore all the activities they have to carry out throughout their school day. The teacher will point out the different times for each can talk about what activities they enjoying doing during the day and explore that most activities need to be finished on time (Level 4) indicate an understanding of the use of a timer and have short discussions about what they enjoy doing (level 3) participate and interact positively in a group (Level 2) Encounter activities and experiences. (Level 1 - development of visual pursuit and permanence of objects)</td>
<td></td>
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activity and then explain that a timer will be used to show the beginning and end of each activity. This will help the students explore the passing of time and make them aware that most activities need to be completed on time.

<table>
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<tr>
<th>enable the students to explore what and how they like to learn</th>
<th>Students are instructed to choose one of the flashcard depicting various aspects related to school, learning and studying. They are given some time to think and to say what comes to their mind about the card. A memory game may be used to demonstrate visual learning styles. In this game, students may work in pairs or in small groups. They have to place thirty-six flashcards facing downwards, placing them in six rows by six columns (for students one may wish to use less cards). Students have to take turns to reveal two flashcards. If the cards match, the student may remove them from the table. The winner is the student with the highest number of cards. Consequently, the game ‘Simon says …’ may be implemented and processed to discuss the auditory learning style. The teacher may explain and say that each of us learns in different ways. Students may be asked which game they preferred and why. Some students can indicate or select which game they preferred when shown flashcards representing each game.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start to become aware that we learn differently, and be able to indicate how they like to learn (Level 4)</td>
<td>Interact well with others and show an understanding and participate during games activities (Level 3)</td>
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<tr>
<td>Enjoy participating and interact with other pupils during games activities (Level 2)</td>
<td>Encounter activities which involve movement (Level 1)</td>
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</table>
| enable the students to appreciate that every decision made has a consequence on our life | Three students are asked to volunteer for the first exercise. The students are presented with four bags, each having a small treat inside. Students have to choose one bag each, depending on the bag’s appearance. Students can then pick the bag and either trade it or keep it. At this point, the volunteers may feel what’s inside and may chose to trade their bag once again. Finally, the volunteers may open their bags and once they reveal the bags’ contents they may exchange or keep the treats. The teacher may carry out the processing of the activity by discussing how every new piece of information has helped the volunteers in their choice.

Students are then asked to reflect on things they can do and can use pictures to talk about them. Talk to the pupils about the things they can do now for themselves and what consequences these leave on them. Provide the pupils with a collection of pictures cut from magazines showing various people doing something, e.g. someone washing a car, a youngster reading a book, and discuss the consequences of each person’s actions and decisions. |
| indicate an appreciation that their choices and actions have consequences on their life (Level 4) | interact well with others during activities and are aware of their decisions during the activities. (Level 3) |
| | participate in activities which are new to them using symbols of reference, pictures, etc. (Level 2) |
| | respond to activities by independent movement. (Level 1) |
Subject: Personal and Social Development

Unit title and code: **PSD 8.3 Promoting the use of social skills**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes  Total 6 hours

**OBJECTIVES:**
The teacher will:
1. enable the students to identify different feelings in self and others and to recognize one’s values whilst respecting the values of others
2. enable the students to reflect on the effects of bullying due to religious beliefs, gender, race, sexual orientation, disability, age and social background
3. enable students reflect on what is acceptable when communicating on social networking sites
4. enable the students to reflect on the effects of cyber bullying and coping strategies that can be used

**Key Words**
- emotions/feelings
- personal values/group values
- respect/understanding
- physical, emotional, psychological bullying
- religious beliefs/ gender/race
- sexual orientation
- disability
- social networks
- chatting
- grooming
- addiction
- personal Boundary
- acceptable/non-Acceptable
- behaviour
cyber-bullying

**Points to note**
The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.

The activiites and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.

It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

**Resources**
- [http://www.senteacher.org/Worksheet/42/ThoughtsFeelingsBubble.xhtml](http://www.senteacher.org/Worksheet/42/ThoughtsFeelingsBubble.xhtml)
- [http://www.saferinternet.org/web/guest/home;jsessionid=4228D457AC51697F115BB5456802130B](http://www.saferinternet.org/web/guest/home;jsessionid=4228D457AC51697F115BB5456802130B)
- [http://www.cyberbullying.us/](http://www.cyberbullying.us/)
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<td>The teacher will:</td>
<td>A Snap activity is used as an introduction exercise. Each student is given 5 cards showing different feelings. A pile of cards are placed in the middle of the circle. The PSD teacher reveals the first card and the student who has a card with either the same picture or the same word, may put it over the first card. The process continues like that until every student has had 4 turns. For every matching card, the student has to mention a situation in which they experienced the same feeling. Processing may focus on the awareness of different feelings in self and others. Each student is given a laminated A4 dart board sheet and with a whiteboard marker the student has to list things which are: of great importance in the yellow concentric circle, of moderate importance in the red concentric circle and of little importance in the blue concentric circle. Those things which are not important should be listed around the black concentric circle. This exercise will help students begin to identify their personal values. Each student presents his or her dart worksheet. The importance of each value is discussed. The whole group, has then to agree on three things which are best placed in each concentric circle. During the processing, it is important that the difference between personal and group values is elicited. The importance of each value is discussed. Students are invited to participate in a board game. Prior to starting the board game activity, every student is given a blank flashcard on which s/he is invited to write a situation which might have evoked different feelings in her/him. The intention of the game is that of helping students understand that different situations and stimuli evoke different feelings. On the reflective handbook the students are asked to write one value that they feel is important for them and write why?</td>
<td>The student will: show that they can recognize and articulate their needs in various contexts and situations (Level 8) show that they are able to deal with challenging situations and seek assistance when necessary (Level 7) show how to express themselves assertively (Level 6) use basic communication skills to express basic feelings (Level 5)</td>
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enable the students to reflect on the effects of bullying due to religious beliefs, gender, race, sexual orientation, disability, age and social background

Pictures showing different religions, gender, race, sexual orientation, disability, age and social background are stuck on the board. The students are asked to reflect on the similarities and differences they can see in these pictures. Then the students are given a picture of a person. Each student is asked to mention a negative adjective and strongly tear off a piece of paper from the picture. Students take it in turns to do this process. Processing will tackle the feelings involved in bullying and the causes for bullying (Such as religion, gender, race, sexual orientation, disability, age and social background).

Students are then divided into two groups. Each group is given five pictures of blank knives where they have to write descriptions that explain who is the bully. The whole group is then asked to choose those definitions which most effectively explain who is the bully. They may choose them all if they believe that all definitions are true. Each group fixes the agreed definitions in the form of knives, in the holes of the cardboard person. Processing may tackle the definitions of the bully and the fact that the bully also needs help.

Students are invited to participate in a fantasy trip, thus they are asked to find a comfortable position. After the fantasy trip, every student has a blank sheet and a whiteboard marker to draw the feelings felt after the fantasy trip. Processing may tackle the fantasy trip experience and the effects of bullying due to religion, gender, race, sexual orientation, disability, age and social background.

Statements are then read by the teacher and the students are asked to find a place in the room where the cards “Agree”, “Slightly Agree”, “Disagree” and “Slightly Disagree” are fixed, to express their opinions about statements related to bullying.

Working in pairs or in groups of three the students come out with a slogan against bullying or in favour of diversity and write it down on their reflective handbook. These can be shared at the end of the lesson or used as an introduction for the next lesson.
enable students to reflect on what is acceptable when communicating on social networking sites

Each student is given a laminated timetable and set of mini-cards showing different activities eg. sleep, school, study, sports, reading, internet use, recreation and other preferred activities. Students are asked to think about the way they usually spend their day by placing the mini-card according to the provided time slots. Processing will focus on how much time is dedicated to internet use. Chatting and other ways of social networking are elicited and written on the whiteboard.

Students are invited to form groups of 4. Each group chooses a representant to participate in the Twister game. For every turn, the group members are asked to answer or do a particular task depending on whether the arrow on the roulette indicates the right or left foot or hand. Processing will tackle the positive and negative ways of social networking.

Students are divided in two groups. Each group is asked to form a straight line in such a way that the two groups are facing each other. Each student is asked to look at the person in front of them. In this way pairs will be formed. Students in group 1 are asked to move towards students in group 2. When students in group 2 signal stop, then the opposing students will do so immediately. Students in group 2 should only signal stop when they feel that the other student is coming too close to them. The activity may be repeated by switching roles. Processing will focus on the issue of personal boundaries and how these can be trepassed by internet use.

In the three different corners of the room the teacher will put up pictures of Flag it, Block it and Zip it. Statements are read out to the students and each student has to decide by physically moving around the room whether they would share that information, block it or tell someone about it. Each statement is discussed and processed.

In the reflective handbook the student are asked to write 3 things they would keep safe in a treasure chest and 3 things that they would do to ensure personal safety when using the internet.

show that they can recognize and articulate their needs in various contexts and situations (Level 8)
show that they are able to deal with challenging situations and seek assistance when necessary (Level 7)
show how to express themselves assertively (Level 6)
use basic communication skills to express basic feelings (Level 5)
enable the students to reflect on the effects of cyber bullying and coping strategies that can be used

| The students are introduced to the topic of cyber bullying by being shown a clip entitled: “Still fighting”. Students are asked to give their reaction to the clip, how they felt, how the victim felt and whether such situations can happen to them. Different pictures or photos are then used to help students reflect, think and express themselves about the causes of cyberbullying. Students are also invited to come up with a definition of cyberbullying. Each student is then given a laminated cardboard foot and has to think about one effect of cyberbullying and write his or her answer on the cardboard foot with a whiteboard marker. Answers are analysed and discussed. The cardboard feet are then put around the room. Processing can focus on make students realize that every negative comment is like stepping on someone and thus making him or her feel small or hurt. Students are asked to form groups of four. Every group must select a card from the photolanguage and do a role play to elicit ways of coping with cyber bullying. Processing will further explore such coping strategies. As a closure activity, students are asked to find a position, forming a statue that delivers the message against cyber-bullying. On the reflective handbook the students are asked to copy the definition of cyberbullying and write one comment on why cyberbullying hurts people. |

| show that they can recognize and articulate their needs in various contexts and situations (Level 8) show that they are able to deal with challenging situations and seek assistance when necessary (Level 7) show how to express themselves assertively (Level 6) use basic communication skills to express basic feelings (Level 5) |
Subject: Personal and Social Development

Unit title and code: PSD 8.3 Promoting the use of social skills

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES:
The teacher will:
1. enable the students to identify different feelings in self and others and to recognize one’s values whilst respecting the values of others
2. enable the students to reflect on the effects of bullying due to religious beliefs, gender, race, sexual orientation, disability, age and social background
3. enable students reflect on what is acceptable when communicating on social networking sites
4. enable the students to reflect on the effects of cyber bullying and coping strategies that can be used

Objectives at attainment levels 1, 2, 3, 4
1.1 encourage students to identify different feelings
2.1 encourage students to find out about and talk about bullying
3.1 and 4.1 enable the students to explore how we can communicate appropriately on social networking sites and how to use the internet safely

Key Words
- emotions
- respect
- physical, emotional, psychological bullying
- religious beliefs/
- gender/race
- sexual orientation/
- disability
- social background
- chatting/grooming
- addiction
- personal Boundary
- acceptable/non-acceptable behaviour

Points to note
The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.

The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.

It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.

Resources
- http://www.senteacher.org/Worksheet/42/ThoughtsFeelingsBubble.xhtml
- http://www.childnet-int.org/
- http://besmartonline.org.mt/
- http://www.saferinternet.org/web/guest/home;jsessionid=4228D457AC51697F115BB5456B02130B
- http://www.cyberbullying.us/
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<td>The teacher will:</td>
<td>A Snap activity is used as an introduction exercise. Each student is given 5 cards showing different feelings. A pile of cards are placed in the middle of the circle. The PSD teacher reveals the first card and the student who has a card with either the same picture or the same word, may put it over the first card. The process continues like that until every student has had 4 turns. For every matching card, some students are encouraged to mention a situation in which they experienced the same feeling. Students can also match pictures of different people who convey different facial expressions together with emotion/feelings flashcards. Students are invited to participate in a board game. Prior to starting the board game activity, some student are given a blank flashcard on which s/he is encouraged and invited to write a situation which might have evoked different feelings in her/him. Some students will be encouraged to use picture feelings cards to select their feelings. The intention of the game is that of helping students understand that different situations and stimuli evoke different feelings. Pictures showing different gender, race, disability, and age are stuck on the board. The students are asked to reflect on the similarities and differences they can see in these pictures. Then the students are given a picture of a person. Each student is asked to mention a negative and or positive adjective to describe the person in the picture and why. Some students can use the feelings picture cards to place next to each picture, feelings used can be; angry, sad, scared, happy. ‘Good’ and ‘bad’ symbols can also be used.</td>
<td>The student will: identify with and start to understand different feelings and know what each feeling is called, e.g. excited, happy. (Level 4) select and match feeling pictures with the names of each feeling. (Level 3) respond and interact with others during activities (Level 2). respond to activities by independent movement (Level 1).</td>
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<td>Students are then divided into two groups. Each group is given five pictures of blank knives where they have to write or discuss descriptions that explain what they think is the bully. The whole group is then asked to choose those definitions which most effectively explain who is a bully. They may choose them all if they believe that all definitions are true. Each group fixes the agreed definitions in the form of knives, in the holes of the cardboard person. Processing may tackle the definitions of the bully and the fact that the bully also needs help. With support and working in pairs or in groups of three the students come out with a slogan or picture against bullying or in favour of diversity. These can be shared at the end of the lesson or used as an introduction for the next lesson.</td>
<td>use basic communication skills to identify basic feelings and start to recognise what a bully is (Level 4) start to become aware of bullying (Level 3) respond and interact with others during activities (Level 2). encounter activities and experiences. (Level 1)</td>
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<tr>
<td>Each student is given a laminated timetable and set of mini-cards showing different activities eg. sleep, school, study, sports, reading, internet use, recreation and other preferred activities. Students are asked to think about the way they usually spend their day by placing the mini-card according to the provided time slots. Processing will focus on how much time is dedicated to internet use. Chatting and other ways of social networking are elicited and written on the whiteboard. Students are divided in two groups. Each group is asked to form a straight line in such a way that the two groups are facing each other. Each student is asked to look at the person in front of them. In this way pairs will be formed. Students in group 1 are asked to move towards students in group 2. When students in group 2 signal stop, then the opposing students will do so immediately. Students in group 2 should only signal stop when they feel that show respect to self and to others and recognise personal space. (Level 4) show some consideration of the needs and feelings of other people. (Level 3) take part in work or play involving two or three others. (Level 2) encounter activities and experiences. (Level 1)</td>
<td>enable the students to explore how we can communicate appropriately on social networking sites and how to use the internet safely</td>
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the other student is coming too close to them. The activity may be repeated by switching roles. Processing will focus on the issue of personal boundaries and how these can be trespassed by internet use.

The students are then introduced to the topic of cyber bullying by being shown a clip entitled: “Still fighting”. Students are asked to give their reaction to the clip, how they felt, how the victim felt and whether such situations can happen to them. Emotion/feelings cards can be used by the students to select how this video made them feel.
Subject: Personal and Social Development                                                                                                                                                                  Form 2
Unit code and title: **PSD 8.4 Roles and Responsibilities within different social contexts**                                                                                                                                                        Unit Duration: 9 sessions of 40 minutes Total 6 hours
Strand: Healthy Lifestyle and Social Responsibility

**OBJECTIVES**

The teacher will:

1. enable the students to reflect on the different legal and illegal drugs
2. challenge students’ misconceptions and erroneous attitudes about marijuana and volatile substances
3. enable the students to practice and develop the necessary resistance skills in situations involving peer pressure
4. enable the students to reflect on different family setups which present different roles and responsibilities

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<th>Points to note</th>
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| drugs/abuse/misuse/marijuana/volatile substances Dependence/tolerance    | The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, studies, photo stories, fantasy exercises and any other activity that engages students. | http://extension.missouri.edu/bsf/strengths/index.htm  
http://kidshealth.org/teen/your_mind/friends/peer_pressure.html  
http://www.thecoolspot.gov/pressures.asp  
http://www.drugabuse.gov/publications/brain-power/grades-6-9  
http://www.drugfreeworld.org/real-life-stories/inhalants.html  
http://teens.drugabuse.gov/mom/  
http://kidshealth.org/teen/drug_alcohol/  
http://www.tes.co.uk/pshe-secondary-teaching-resources/ |
| addiction stimulants/depressants hallucinogens withdrawal peer pressure    | The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus. It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. |                                                                                                                                     |
| consequences assertive/saying No family/fostering/adoption role/responsibility conflict resolution respect | Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinion and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem. |                                                                                                                                 |

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<td>The teacher will: enable the students to reflect on the different legal and illegal drugs</td>
<td>The teacher presents a number of objects to the students. Objects can include the following: a bottle of beer, a lighter, glue, paracetamol, coffee grains, sweets, antibiotic pills etc. The students will be asked to separate those items that are drugs from those that are not drugs. The name of the legal drugs are written on one side of the board and students are asked to name any illegal drugs that they are aware of. When their suggestions are exhausted, the teacher through processing helps students understand that all drugs (legal and illegal) have adverse effects when abused and misused. On the board four concentric circles are drawn. Label the innermost circle &quot;Body,&quot; the next circle &quot;Family and Friends,&quot; the next &quot;School and Activities,&quot; and the outermost circle &quot;Community.&quot; Show students the following clip <a href="http://www.youtube.com/watch?v=tM-awiy-V7s&amp;feature=youtube_gdata">http://www.youtube.com/watch?v=tM-awiy-V7s&amp;feature=youtube_gdata</a> and discuss and process who is effected by drug use and misuse and why. The students are then divided into two or more groups. Each group is given a set of definitions which they have to match with the corresponding title, namely what is a drug, addiction, substance abuse, drug addict, dependence, tolerance, stimulants depressants, hallucinogens, withdrawal. In the whole group discussions on each item is ensued and any misconceptions are clarified. In the different corners of the room have sheets of paper with the following words: START, DON'T KNOW, YES-OFFENCE, NO-OK. Ask all the students to go to the START corner. Read out the first statement and ask students to go to what they think is the appropriate corner. Discuss and repeat for every statement. On the reflective handbook the students are asked to think and write an activity that can keep them away from drugs and why?</td>
<td>Students will: be knowlegable about the different legal and illegal substances and long term and short term effects and risks (Level 8) explore how the use of specific drugs affects one's social and personal life and that of others (Level 7) show awareness of age related healthy lifestyle choices (Level 6) show that they can take responsibility for their choices and actions (Level 5)</td>
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| Challenge students’ misconceptions and erroneous attitudes about marijuana and volatile substances | A brainstorming exercise about ‘drugs’ at the beginning of the lesson will serve as a revision lesson and to allow the teacher introduce the new lesson. After the students write or say everything that comes to their mind when they hear the word drugs, the teacher will circle the words legal and illegal, volatile substances and marijuana and write the lesson objective on the board.

The students are divided into groups and a quiz on marijuana and volatile substances/inhalants is organized in the class. The groups of students would have been given websites such as drugfreeworld or talktofrank.com or teensdrugabuse.gov/mom/ and have to find information about these two different types of drugs and read about them.

For the following activity a volunteer stands in the middle of the room. Each student is asked to mention something he learnt during the lesson and with the string provided has to go round the students the middle and have him/her tied up. This is repeated with every student in class. Process the fact that it was easy to tie him/her up but with its very difficult to untie oneself as is true with any type of drug.

The students are again divided into groups and they have to make a chart on the effects of marijuana and volatile substances together as a group. The teacher can provide some pictures and markers and glue for the students to use. Alternatively, they can write a slogan against drugs.

On the reflective handbook students have to write one sentence on why they should not engage in drug use. |
<p>| be knowledgeable about the different legal and illegal substances and long term and short term effects and risks (Level 8) | explore how the use of specific drugs affects one’s social and personal life and that of others (Level 7) |
| show awareness of age related healthy lifestyle choices (Level 6) | show that they can take responsibility for their choices and actions (Level 5) |</p>
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<th>enable the students to practice and develop the necessary resistance skills in situations involving peer pressure</th>
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| The students will be divided in pairs. One of the students has to start drawing on a sheet of paper and the other student has to continue drawing from where the other one stopped. The students through processing will check if they continued to draw in a similar fashion like their partner or if they varied their drawing.  

A container with treats/beads/marbles/cards would be placed on the teacher’s desk. While the teacher is doing something else two to three students that the teacher would have identified prior to the lesson would get into action. They would take a treat from the bowl while passing comments such as “The teacher will never notice!” or “Do you think he/she counted them?” The aim of the exercise is to see if there would be others that follow their example.  

First the students would be shown a picture of peer pressure and they have to brainstorm what they know about it. Following this they will be given flash cards with statements about peer pressure. The students have to say if this is true or false. Alternatively if an interactive whiteboard is available ‘Peer Pressure’ might be written in the middle and it would be surrounded by different pictures of peer pressure. Using the rub and reveal or the hide and reveal techniques the students would uncover statements and these will be discussed.  

The students would be shown a video clip where the negative consequences of negative peer pressure would be portrayed. The students would discuss the events that lead to the end result. : [http://www.youtube.com/watch?v=EcxExdrA03s](http://www.youtube.com/watch?v=EcxExdrA03s)  

The students would be divided in groups and they would be given other scenarios/role plays of peer pressure and they have to state/act how they would react to get out of the situation without causing offence.  

On the reflective handbook the student have to find a picture of peer pressure taking place and write a statement the boy/girl being pressured can say. |
| show that they can express themselves assertively and persuasively and understand the consequences of certain decisions and actions in different contexts and situations (Level 8)  
show that they can express themselves assertively and persuasively in a variety of ways in different contexts and situations (Level 7)  
show that they can express themselves assertively in a variety of ways and in different contexts and situations (Level 6)  
show that they can take responsibility for their choices and actions (Level 5) |
enable the students to reflect on different family setups which present different roles and responsibilities.

| The students will be divided in groups and each group will be given a number of buttons. The students have to find buttons that match in some way and put them in groups (‘families’). A representative from each group will be asked to describe the commonality between the buttons despite these having differences e.g. in shape, colour and size (like families do).

The students will be given pictures of people and they have to construct families from those pictures. They will then describe the families they constructed. The teacher will probe the reasons why the students omitted/forgot about particular family types.

The above pictures and/or others will be used once again and in addition a number of statements about particular roles and responsibilities in the family will be given. The students have to discuss in groups who does that role in their family. The variation in roles and responsibilities across families will be discussed in the whole group.

A short video clip will be shown to the students about a typical argument that arises between the children and the adults in the family. As a whole group the students would discuss what can be done to improve or resolve the situation and how one should behave to be a ‘good/ideal’ family member. **Bought a Zoo Movie (son and father):**
http://www.youtube.com/watch?v=l_TZcsvtSC4/

**Freaky Friday Movie (daughter and mother):**
http://www.youtube.com/watch?v=zEqrViynPwU
http://www.youtube.com/watch?v=fZscclmfolA&feature=relmfu

On the reflective handbook students will be asked to put a picture of their family and write one or two responsibilities they have within that family context.

| are able to understand the rights and responsibilities within various contexts and situations (Level 8) demonstrate an understanding of that different relationships present with them different roles and responsibilities (Level 7) understand that they can have different roles and responsibilities in different context and situations (Level 6) begin to understand the different roles and responsibilities in different setups (Level 5)
OBJECTIVES
The teacher will:
1. enable the students to reflect on the different legal and illegal drugs
2. challenge students’ misconceptions and erroneous attitudes about marijuana and volatile substances
3. enable the students to practice and develop the necessary resistance skills in situations involving peer pressure
4. enable the students to reflect on different family setups which present different roles and responsibilities

Objectives at attainment levels 1, 2, 3, 4
1.1 and 2.1 present the effects of different legal and illegal drugs to the students
3.1 encourage students to recognise situations involving peer pressure and how to develop resistance skills
4.1 encourage students to recognise different family setups and roles of different family members

Key Words
family/respect
role/responsibility
peer pressure
consequences
assertive/saying no
drugs/abuse
misuse/substances
dependence
tolerance
addiction
stimulants
depressants

Points to note
The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, studies, photo stories, fantasy exercises and any other activity that engages students.
The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus. It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom.
Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinion and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.
At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.

Resources
http://extension.missouri.edu/bsl/strengths/index.htm
http://kidshealth.org/teen/your_mind/friends/peer_pressure.html#
http://www.thecoolspot.gov/pressures.asp
http://www.drugabuse.gov/publications/brain-power/grades-6-9
http://www.drugfreeworld.org/real-life-stories/inhalants.html
http://teens.drugabuse.gov/mom/
http://kidshealth.org/teen/drug_alcohol/
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| Present the effects of different legal and illegal drugs to the students           | The teacher presents a number of objects to the students. Objects can include the following: a bottle of beer, a lighter, glue, panadol pills, coffee grains, sweets, antibiotic pills etc. The students will be asked to separate those items that are drugs from those that are not drugs. The names of the legal drugs are written on one side of the board. Prior to the lessons students are encouraged to find pictures and names of illegal drugs and during the lesson they are asked to name any illegal drugs that they are aware of and show the pictures they found, if any. Some students are divided into groups and the groups of students would have been given websites such as drugfreeworld or talktofrank.com or teensdrugabuse.gov/mom/ and have to find information about drugs and the teacher will read the information to the students. For the following activity, with support the students create a slogan/chart against illegal drugs. | The student will:                                                                                                                                   
|                                                                                   | use basic communication skills to participate in activities presented and become aware that different drugs exist (Level 4)                                                                                                                                           | start to become aware of what constitutes a drug (Level 3)                                                                                                                                                                                                 |
|                                                                                   |                                                                                       | Respond, participate and interact with others during activities (Level 2).                                                                                                                                                                                        | encounter activities and experiences. (Level 1)                                                                                                                                                                                                 |
|                                                                                   |                                                                                       | use basic communication skills to participate in pair games and recognize peer pressure (Level 4)                                                                                                                                                                   |                                                                                     |
|                                                                                   |                                                                                       | start to become aware of what peer pressure is and participate in pair games (Level 3)                                                                                                                                                                           |                                                                                     |
|                                                                                   |                                                                                       | respond, participate and interact with others during activities (Level 2).                                                                                                                                                                                        |                                                                                     |
|                                                                                   |                                                                                       | encounter activities and experiences. (Level 1)                                                                                                                                                                                                                 |                                                                                     |
| Encourage students to recognise situations involving peer pressure and how to develop resistance skills | The students will be divided in pairs. One of the students has to start drawing on a sheet of paper and the other student has to continue drawing from where the other one stopped. The students through processing will check if they continued to draw in a similar fashion like their partner or if they varied their drawing. A visual word game can also be used for some students who cannot write or draw, e.g. one student takes out a card showing the beginning of a word and the other student has to find the second part on another card. This can be varied by having statements/requests as a visual card and when one student presents it the other has to follow the command, e.g. ‘Stand up and jump three times’. The students would be shown a picture of peer pressure and they have to brainstorm what they know about it using word cards or pictures. Following this they will be given flash cards with statements about peer pressure. The students have to say or indicate if use basic communication skills to participate in pair games and recognize peer pressure (Level 4) start to become aware of what peer pressure is and participate in pair games (Level 3) respond, participate and interact with others during activities (Level 2) encounter activities and experiences. (Level 1) |
this is true or false. Alternatively, if an interactive whiteboard is available ‘Peer Pressure’ might be written in the middle and it would be surrounded by different pictures of peer pressure. Using the rub and reveal or the hide and reveal techniques the students would uncover statements and these will be discussed.

The students would be shown a video clip where the negative consequences of negative peer pressure would be portrayed. The students would discuss the events that lead to the end result. : [http://www.youtube.com/watch?v=EcxExdrA03s](http://www.youtube.com/watch?v=EcxExdrA03s)

| encourage students to recognise different family setups and roles of different family members | The students will be divided in groups and each group will be given a number of buttons. The students have to find buttons that match in some way and put them in groups (‘families’). A representative from each group will be asked to describe the commonality between the buttons despite these having differences e.g. in shape, colour and size (like families do).

The students will be given pictures of people and they have to construct families from those pictures. They will then describe the families they constructed. The teacher will probe the reasons why the students omitted/forgot about particular family types.

The above pictures and/or others will be used once again and in addition a number of statements about particular roles and responsibilities in the family will be given on visual cards. The students have to discuss in groups who in their family has that role. The variation in roles and responsibilities across families will be highlighted by the teacher.

A clip will be showing a typical argument that arises between the children and the adults in the family is used and processed. **Bought a Zoo Movie (son and father):**
[http://www.youtube.com/watch?v=l_TZcsvtSC4](http://www.youtube.com/watch?v=l_TZcsvtSC4)

**Freaky Friday Movie (daughter and mother):**
[http://www.youtube.com/watch?v=zEqrViynPwU](http://www.youtube.com/watch?v=zEqrViynPwU)
[http://www.youtube.com/watch?v=fZscCmfolA&feature=relmfu](http://www.youtube.com/watch?v=fZscCmfolA&feature=relmfu) |
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<td>start to become aware of different family setups and roles of family members (Level 3)</td>
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<td>respond, participate and interact with others during activities (Level 2).</td>
<td>encounter activities and experiences. (Level 1)</td>
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Subject: Personal and Social Development

Unit code and title: **PSD 8.5 Understanding growing up changes**
Strand: Health Lifestyles and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

**OBJECTIVES**
The teacher will:

1. enable the students to understand the influence of media on young people (body images & sexualized images)
2. enable the students to explore attitudes about what constitutes an ‘ideal’ body and how these can lead to bulimia and anorexia
3. enable the students to develop a positive view of sexuality and understand the process of conception and pregnancy
4. enable the students to understand the changing moods and feelings associated with growing up changes

**Key Words**
- body image,
- healthy eating,
- advertisements,
- stereotypes,
- fitness
- self-esteem,
- differences,
- media,
- eating disorders
- anorexia, bulimia,
- emotions,
- mood changes,
- sexuality,
- intercourse,
- conception,
- foetus
- pregnancy, embryo,

**Points to note**

- The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.

- The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.

- It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

**Resources**

- http://www.youtube.com/watch?v=DnIqFJfYOGY&feature=related
- http://www.youtube.com/watch?v=4mu3UJxamY&feature=related
- http://www.youtube.com/watch?v=7qm1KpurZds&feature=related
- http://www.youtube.com/watch?v=2gtLIW5tBE&feature=fvwp&NR=1
- eating disorders facts and myths worksheet
- http://www.youtube.com/watch?v=xyfK2yuyRik
- http://www.youtube.com/watch?v=QKEwRw_u5-8&feature=related
- http://www.youtube.com/watch?v=pXsOBuefDNE&feature=related
- http://www.youtube.com/watch?v=gAnMymnllBM&feature=related
- http://www.youtube.com/watch?v=r2MFF2dQ9Q&feature=related
- http://www.youtube.com/watch?v=QHLG-Ari9NA
- http://www.youtube.com/watch?v=4P17gwFFMs
- http://www.youtube.com/watch?v=cZkZjENALfg&feature=related
- http://www.youtube.com/watch?v=f2kJENALfg&feature=related
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<td>The teacher will:</td>
<td>The teacher will introduce the topic by a brainstorming exercise. The students are asked: ‘In what ways are people different from each other?’ The teacher will make different lists for physical and non-physical features of people. Possible responses may be as follows: height, weight, body build, hair, complexion, language, likes, dislikes, interests etc. A variation of the latter is presenting the students with various pictures or adverts depicting various body images. Through processing the teacher together with the student can discuss element in ourselves that can be changed or modified through commitment and effort e.g. sports, studying and practising a skill related to one’s strengths or abilities. On the other hand there are some aspects in ourselves that cannot be changed. Teacher together with the students can highlight the list already presented on the board and add more to the list if necessary e.g. height, eye color ... This exercise can be presented in the form of an activity where a number of questions are presented on prepared cards. Each student is to take a card and discuss accordingly. Discussion is then opened to the whole group. The class is then divide into 3 or 4 people per group. Each group is given two advertisements from a recent issue of a popular magazine for teens/or pics from a website. The teacher can prepare a handout with questions related to the images provided. Examples of such questions can be: ‘Does the ad include people of a variety of body, shapes and sizes? What is the body type of the people shown in the ad? Do you think the models in the ad appear natural or have they been enhanced? Etc. Each group is asked to discuss and answer questions related to the ads. Later processing in the larger group will take place where each group presents their finding and ideas. On the reflective handbook the students can be asked to reflect on features they like or dislike about themselves. They can also find a photograph of themselves and comment about it.</td>
<td>The students will: be able to reflect and discuss about issues related to sexuality and relationship education (Level 8) show an understanding of the physical, emotional and cognitive changes in self and others (Level 7) show an awareness of how their body is changing and its effects on moods and feelings (Level 6) show an awareness of the changes in their bodies (Level 5)</td>
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enable the students to explore attitudes about what constitutes an ‘ideal’ body and how these can lead to bulimia and anorexia.

The introduction of this lesson will refer to the previous lesson about body image depicted by the media. This will serve as a recapitulation. Students will also be able to clarify any thoughts or ideas. The following link and song (I feel pretty/unpretty – Glee Cast) can help in this particular process for reflection and discussion http://www.youtube.com/watch?v=7-RbPVUzDUU. Students can be made aware about the extremes one goes through to change oneself without realizing the physical and psychological harm.

Introduce the subject of bulimia and anorexia through the use of the following clip http://www.youtube.com/watch?v=sRU-zr6GVQ8. Process the clip presented.

The students are then divided into small groups of 3 or 4 depending on the class size. Each group is given a number of statements about bulimia and anorexia and are instructed to match the statements with the two separate captions of anorexia and bulimia. Discuss and process.

The small groups are then asked to look through magazines for examples of conflicting messages about eating and body image such as ads for high calorie foods or an all-you-can-eat restaurant and an image of an overly thin model. They can also come up with examples they see themselves on television. On a chart they can make a collage or write down a display of these messages.

Conclude by asking students how they can help themselves to counteract the effect of these messages and avoid conditions that trigger eating disorders. Make a list on the board of Positive Behaviours. Examples of these are: Good nutritional habits, physical activity, involvement in group activities. Traits and talents are not linked to Physical appearance. Appreciate others for who they are and not for their looks.

Reflective Handbook how can you live a more healthy lifestyle?

are able to reflect and discuss about issues related to sexuality and relationship education (Level 8)

show an understanding of the physical, emotional and cognitive changes in self and others (Level 7)

show an awareness of how their body is changing and its effects on moods and feelings (Level 6)

show an awareness of the changes in their bodies (Level 5)
| Students are asked to share their birth stories as they have been told by their parents in a round or talk about the picture they would have brought with them of when they were a baby. The teacher would need to inform students to bring a photo of themselves in the lesson preceding this one. The teacher should also be aware of any adopted/fostered or children in homes and thus adapted the exercise accordingly. Sharing and Processing follows.

The students are divided into groups of 3 or 4 according to the class size and given four different pictures (friends, a couple, a couple holding hands and a pregnant woman) and four different captions ‘friendship’, ‘love’, ‘intimate love’ and ‘maternal love’ and students have to match captions with pictures. Process the positive aspects of sexuality and give or try to elicit a definition of what is or what we mean by sexuality.

The group is then again divided into groups and given the picture of the pregnant woman together with pictures of intercourse, conception and the process of growth of embryo, foetus and baby. Process.

(If necessary a revision of the male and female sexual organs can be carried out.)

The teacher can conclude by showing the following clip
www.youtube.com/watch?v=jvanNDQhIYI or http://www.youtube.com/watch?v=QHLG-Ari9NA

On the Reflective Handbook the students are asked to stick a picture of themselves as babies or when they are young and write something positive about themselves.

| are able to reflect and discuss about issues related to sexuality and relationship education (Level 8)

| show an understanding of the physical, emotional and cognitive changes in self and others (Level 7)

| show an awareness of how their body is changing and its effects on moods and feelings (Level 6)

| show an awareness of the changes in their bodies (Level 5)
| enable the students to understand the changing moods and feelings associated with the changes taking place whilst growing up | Different pictures of people on roller coaster. These show different emotions. Process with the students the emotions that the pictures are presenting and explore how one feels when he is on a rollercoaster. Process why we sometimes feel like a rollercoaster during puberty or adolescence. Students are then given the handout ‘The Growing and Changing I Have Done’ and are asked to fill up the appropriate boxes. During processing students are made aware of the different physical, sexual and emotional changes taking place.

In the large group the students are given a number of case studies of boys or girls that are experiencing various changes whilst they are growing up. They are to discuss the questions given.

As a follow-up activity the teacher can show clips from the Kellimni.com. Clips of different Maltese youths sharing their adolescent experiences.

On the Reflective Handbook each student can write about: What s/he is experiencing now that s/he is growing up. |
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Subject: Personal and Social Development
Unit code and title: PSD 8.5 Understanding growing up changes
Strand: Health Lifestyles and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES
The teacher will:

5. enable the students to understand the influence of media on young people (body images & sexualized images)
6. enable the students to explore attitudes about what constitutes an ‘ideal’ body and how these can lead to bulimia and anorexia
7. enable the students to develop a positive view of sexuality and understand the process of conception and pregnancy
8. enable the students to understand the changing moods and feelings associated with growing up changes

Objectives at attainment levels 1, 2, 3, 4
1.1 encourage students to explore and recognise how we differ from each other and how the media present information
2.1 enable students to recognise an ‘ideal’ body and how to keep healthy
3.1 encourage students to recognise and develop awareness of their sexuality and pregnancy
4.1 enable students to be aware and appreciate that we change over time physically and emotionally

Key Words
body image, healthy eating, advertisements, fitness, self-esteem, differences, media, eating disorders, emotions, mood changes, sexuality, intercourse, pregnancy.

Points to note
The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, and any other activity that engages students. The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus. It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

At levels 1-4, it is very important for the teacher to allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively and/or intentionally.

Resources
http://www.youtube.com/watch?v=DnJQJFLyDGY&feature=related
http://www.youtube.com/watch?v=4mu3UxamY&feature=related
http://www.youtube.com/watch?v=2gtLgwr8he&feature=related
http://www.youtube.com/watch?v=xyFK2yqCRlk
http://www.youtube.com/watch?v=QKEwRW_u5-8&feature=related
http://www.youtube.com/watch?v=pXsOBuefdNE&feature=related
http://www.youtube.com/watch?v=gAnMymQILM&feature=related
http://www.youtube.com/watch?v=_2MFFzldkYQ&feature=related
http://www.youtube.com/watch?v=QHLG-Ari9NA
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<tr>
<td>The teacher will: encourage students to explore and recognise how we differ from each other and how the media present information</td>
<td>The teacher will introduce the topic by carrying out a brainstorming exercise. The students are asked: ‘In what ways are people different from each other?’ The teacher will make different lists for physical and non-physical features of people. Possible responses may be as follows: height, weight, body build, hair, complexion, language, likes, dislikes, interests etc. The students will use pictures or adverts depicting various body images. The teacher will point out that there are some aspects in ourselves that cannot be changed. Teacher together with the students can highlight the list and pictures already presented on the board and add more to the list if necessary e.g. height, eye color. The class is then divided into pairs. Each pair is given two advertisements from a recent issue of a popular magazine for teens/or pictures from a website. The teacher can prepare a handout or cards with questions related to the images provided. Examples of such questions can be: ‘Does the ad include people of a variety of body, shapes and sizes? What is the body type of the people shown in the ad? Do think the models in the ad appear natural or have they been enhanced? Etc. Each group is asked to explore with support and discuss issues and questions related to the ads. Later processing in the larger group will take place where each group presents their finding and ideas.</td>
<td>The students will: use basic communication skills to explore how they differ from each other and how advertisements depict body images (Level 4) start to become aware of different body images and adverts (Level 3) Respond, participate and interact with others during activities (Level 2). Encounter activities and experiences and encounter a range of media resources (Level 1)</td>
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<td>Topic</td>
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<td>enable students to recognise an 'ideal' body and how to keep healthy</td>
<td>The introduction of this lesson will refer to the previous lesson about body image depicted by the media. This will serve as a recapitulation. The following link and song (I feel pretty/unpretty – Glee Cast) will be played and some students are asked what emotions this song elicits. Students can be made aware about the extremes one goes through to change oneself without realizing the physical and psychological harm. Introduce the subject of bulimia and anorexia through the use of the following clip <a href="http://www.youtube.com/watch?v=sRU-zr6GVQ8">http://www.youtube.com/watch?v=sRU-zr6GVQ8</a>. Process the clip presented. The students are then divided into small groups of 2 or 3 depending on the class size. Each group is given a number of statements and/or pictures which reflect how to be healthy or unhealthy and are instructed to match the statements/pictures with two separate captions: healthy / unhealthy. The small groups are then asked to look through magazines for examples of conflicting messages about eating and body image such as ads for high calorie foods or an all-you-can-eat restaurant and an image of an overly thin model. On a chart they can make a collage or write down a display of these messages.</td>
<td>use basic communication skills to explore how to keep healthy and how to look good (Level 4) start to become aware of different emotions related to body image and become aware of what is healthy/unhealthy (Level 3) respond, participate and interact with others during activities (Level 2). encounter activities and experiences. (Level 1)</td>
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<td>encourage students to recognise and develop awareness of their sexuality and pregnancy</td>
<td>The teacher may introduce the session by asking students to share their birth or childhood photos and some students can be encouraged to say what they remember their parents saying about their birth or childhood. The students are divided into groups of 3 or 4 according to the class size and given four different pictures (friends, a couple, a couple holding hands and a pregnant woman) and four different captions friendship, love, intimate love and maternal love and students have have to match captions with pictures.</td>
<td>use basic communication skills to explore and develop awareness of their sexuality and pregnancy (Level 4) start to become aware of different emotions related to body image and become aware of what is healthy/unhealthy (Level 3) respond, participate and interact with others</td>
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The group is then again divided into groups and given the picture of the pregnant woman together with pictures of the process of growth of embryo and baby. The teacher will explain the process of a baby’s growth in brief.

If necessary a revision of the male and female sexual organs can be carried out.

The teacher can conclude by showing the following clip
www.youtube.com/watch?v=jvanNDQhIYI or http://www.youtube.com/watch?v=QHLG-Arl9NA

Look at pictures of bodies showing development of physical features. How do they know that this growth has happened - hands have grown, they needed new gloves, clothes don’t fit, teeth fall out, breast have grown.

| enable students to be aware and appreciate that we change over time physically and emotionally | The students are given a number of short case studies of boys or girls that are experiencing various changes whilst they are growing up. The teacher read them out and encourages the student to reflect and try to discuss the questions given. As a follow-up activity the teacher can show clips from the BBC DVD Raging Teens/The Human Body. This programme gives the Experience of a girl named Beatrice and a group of Californian boys who recount their experiences of Puberty | use basic communication skills to explore and develop awareness of their sexuality and pregnancy (Level 4) start to become aware of different emotions related to body image and become aware of what is healthy/unhealthy (Level 3) respond, participate and interact with others during activities (Level 2) encounter activities and experiences. (Level 1) |
Subject: Personal and Social Development
Unit code and title: PSD 8.6 Making responsible choices
Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES
The teacher will:
1. enable the students to understand the effects of teenage pregnancy on self and others
2. enable the students to reflect on how one’s actions can improve the surrounding environment and to reflect on their responsibility towards sustainable development
3. enable the students to reflect on how to use summer time safely and constructively
4. enable the students to give positive feedback to each other and the group

Key Words
- responsibility,
- consequences,
- teenage pregnancies,
- changing lifestyles,
- sustainability,
- environment,
- effects,
- responsible choices,
- action taking

Points to note
- The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.

- The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.

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Resources
- http://kidshealth.org/
- http://www.youtube.com/watch?v=XAi3VTSdTxU
- http://www.youtube.com/watch?v=thuViaxRd_w&feature=related
- http://powerdown.actionaid.org.uk/
<table>
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<th><strong>Teaching objectives</strong></th>
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<th><strong>Indicators of Learning outcomes</strong></th>
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<td>The teacher will:</td>
<td>Students are asked to take some time and imagine how they see their life in a couple of years. What they dream to be doing in terms of friends; leisure; work etc. Who are the significant others who you think will be part of this life? What are your feelings when you think about your plans for the future? The group is then divided into three sub-groups, real life cases of a pregnant teen is presented to the group. Each group is to come up with their reactions to the situation. A discussion follows regarding reactions, actions and responsibilities. Individually students are invited to write an outline of how they spend a normal day. They are asked to focus on the following questions: What time did you wake up? What time did you go to sleep? What did you eat during the day? How much time did you spend with friends? Process in the large group. Ask them if they would be able to keep the same routine if they had to become pregnant or become parents. How would their life style have to change? Would the lifestyle of important others be effected? Brainstorming consequences related to teen pregnancy in terms of self and others. Processing should focus on who would be affected and why. What does a Baby Cost? to be filled individually and processed so that students will realize the cost of having babies and whether a teenage child can afford to sustain a baby. In the reflective handbook students find a picture of a teenage girl and write one of the consequence discussed in class. A presentation of the song with video of Michael Jackson’s Earth Song:</td>
<td>Students will: be able to talk about issues related to relationships and understand that certain behaviour carries with it certain responsibilities (level 8) be able to understand how certain decisions can effect one’s life time choices (level 7) show that they can take responsibility for their choices and actions (level 6) show an awareness of age related lifestyle choices (level 5)</td>
</tr>
</tbody>
</table>
| enable the students to reflect on how one’s actions can improve the surrounding environment and to reflect on their responsibility towards sustainable development | http://www.youtube.com/watch?v=XAi3VTSdTxU
A handout with the lyrics of the song is distributed to students. They are invited to fill-in the missing words while listening to the song. Processing
A list of 20 sustainable action statements is prepared by the teacher. Using footprint flash cards the floor is divided into a sustainability action scale indicator (one footprint per 5 statements). Students are invited to form a straight line, across the far end of the room; this is marked with the first footprint. Statements are read out to students, each student who replies positively to the statement is invited to take a step forward. Statements should include actions related to reducing, reusing & recycling; ethical consumption; energy conservation etc. Such issues are processed as the activity unfolds.
The group is divided in sub-groups of three students. Each group is to work on an interactive eco game which challenges them to put into practice the issues discussed in the previous activity: (Computers and an internet connection are needed for this activity). Processing of decisions and choices.
A chart with the outline of a tree is prepared. Students are each given a sticky note in the form of a leave on which they are invited to write or draw an action they are personally promising to take towards sustainability. Each leaf is signed and stuck to a tree brunch, with the student saying what positive effect this is going to leave.
On the reflective handbook the students will write an action they can do in class or at home to take care of their immediate environment |
| able to talk about issues related to the environment and understand that certain behaviour can help in positively or negatively effect the environment (level 8) | able to understand one’s actions can positively or negatively effect the surrounding environment (level 7)
show that they can take responsibility for their choices and actions (level 6) | understand that they belong to a community and can contribute towards the good of that community (level 5) |
enable the students to reflect on how to use summer time safely and constructively

Teacher will ask the students to close their eyes for two minutes and imagine they’ve just woken up on their first day of summer holidays. Students should imagine at what time they would’ve woken up and what they would be doing the rest of the day. Teacher will ask students to open their eyes and describe what they’ve imagined.

Students are divided into 4 groups, and given a situation card and an A3 sheet. They are instructed to imagine they were the parents will be giving their teenager daughters/sons advice. Processing.

A powerpoint presentation is used to help students become aware of the various courses/activities which they can engage in during summer while having fun, other than spending days on the beach or on the internet.

Student are given a coloured A4 sheet of paper. Teacher shows students how to do the boat. Students have to write their name on the boat somewhere and on the sail bit, students write down what they’d like to do during summer. Teacher asks students to share what they’ve written on the boat. The boat signifies the students voyage during summer, what skills/experiences they are going to acquire till the end of it. Students can keep the boat in their room to remind them of what they have to do. (They could bring it back to school the following year).

On the reflective handbook the students choose an activity or course which was discussed in class and reflect why it would be beneficial to them.

| Show that they can come up with a number of ideas and alternatives when planning and using their time (level 8) | Learn how to make a distinction between free time and study time (level 7) | Can talk about how they use their time (level 5) | Show an awareness of and are able to mention age related and relevant lifestyle choices (level 6) |
to enable the students to give positive feedback to each other and the group

A pile of flashcards is put in the middle of the group. Each student is asked to complete the sentence on the card.

Students are then asked to individually fill in a handout given to them. Group discussion and processing on the questions ensues.

Students are split up into pairs/groups of 3. Each group is given an envelope containing a card with module name and key words. Students have to come up with slogans summarising what they’ve learnt. They could write them on charts or present them to the rest of the group.

On the board teacher draws a time-line from September till June. Teacher could ask students to mention happy memorable moments and mark them on the board (or chart).

Or
Teacher tells students that they are going to write a poem together. Teacher can start it off (e.g. L-ħħar tas-sena waslet…) and students complete it. The poem should highlight the great moments together, for a safe parting atmosphere.

Teacher will give students some time to think of positive feedback to give to one another, after that students have to write something positive on each of the other students’ autograph book. When all students are done from writing comments, students can read their autograph books and share one or two with the rest of the group.

Closure Song: Video of Mr.Bean’s Holiday end song La Mer, or Friends Will Be Friends. Students can sing or join hands.
Subject: Personal and Social Development
Unit code and title: **PSD 8.6 Making responsible choices**
Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

### OBJECTIVES
The teacher will:

4. enable the students to understand the effects of teenage pregnancy on self and others
5. enable the students to reflect on how one’s actions can improve the surrounding environment and to reflect on their responsibility towards sustainable development
6. enable the students to reflect on how to use summer time safely and constructively
7. enable the students to give positive feedback to each other and the group

### Objectives at attainment levels 1,2,3,4

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.1</td>
<td>encourage students to recognise the effects of teenage pregnancy</td>
</tr>
<tr>
<td>2.1</td>
<td>enable students to recognise that their own actions can improve the surrounding environment</td>
</tr>
<tr>
<td>3.1</td>
<td>will help students to reflect on how to spend free time in summer constructively</td>
</tr>
<tr>
<td>4.1</td>
<td>enable students to remember positive events and moments during their school year</td>
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</tbody>
</table>

### Key Words
- responsibility
- consequences
- teenage pregnancies
- changing lifestyles
- sustainability
- environment
- effects
- responsible choices
- action taking

### Points to note
The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.

The activities and work selected by the teacher should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus.

It is important for the teacher to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. Teachers should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

### Resources
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- [www.youtube.com/watch?v=thuVixRd_w&feature=related](http://www.youtube.com/watch?v=thuVixRd_w&feature=related)
- [powerdown.actionaid.org.uk/](http://powerdown.actionaid.org.uk/)
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<td>The teacher will:</td>
<td>Being a Girl, Being a Boy. Tell the students to think that if they were the opposite sex how a typical day in their life would be different. Consider home, getting up, having breakfast, getting to school, break time, after school, home. Then students are asked to take some time and imagine how they see their life in a couple of years. What they dream to be doing in terms of friends; leisure; work etc. Who are the significant others which you think will be part of this life? What are your feelings when you think about your plans for the future? Real life cases of a pregnant teen is presented to the students. Each group is to come up with their reactions to the situation. A discussion follows regarding reactions, actions and responsibilities. Picture cards and emotion cards can be used throughout this session. Individually, students are invited to write/use pictures to depict an outline of how they spend a normal day. They are asked to focus on the following questions: What time did you wake up? What time did you go to sleep? What do you enjoy doing? Following this ask them if they would be able to keep the same routine if they had to become pregnant or become parents. How would their lifestyle have to change? Would the lifestyle of important others be effected?</td>
<td>Students will: identify and talk about differences between being a boy or girl and what changes occur during pregnancy (Level 4) communicate about their routine and become aware of how it would change because of pregnancy. (Level 3) become aware of their own body and of pregnancy. (Level 2) encounter and observe activities with interest. (Level 1)</td>
</tr>
<tr>
<td>enable students to recognise that their own actions can improve the surrounding environment</td>
<td>A presentation of the song with video of Michael Jackson’s Earth Song: <a href="http://www.youtube.com/watch?v=XAi3VTSdTxU">http://www.youtube.com/watch?v=XAi3VTSdTxU</a> The teacher will point out the elements of the song and ask the students to show action pictures/symbols of things we can do to improve our environment. Pictures can also include actions related to reducing, reusing &amp; recycling, etc. A chart with the outline of a tree is prepared. Students are each given a sticky note in the form of a leave on which they are invited to draw or find a symbol of an action they are personally promising to take towards improving their environment. Each leaf is then stuck to a tree brunch, and displayed in class</td>
<td>become aware that they belong to a community and can contribute towards the good of their environment (Level 4) communicate about how to care for the environment. (Level 3) become aware of their own actions (Level 2) encounter activities with interest. (Level 1)</td>
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will help students to reflect on how to spend free time in summer constructively

| Personal and Social Development – 2012 |

| The teacher will ask the students to close their eyes for two minutes and imagine they’ve just woken up on their first day of summer holidays. Teacher will ask students to open their eyes and to try to describe or show symbols of what they’ve imagined.  

Students are then given a picture situation card.  They are instructed to observe the picture, try to describe what they see and imagine what they would do in the current social situation.

A PowerPoint presentation is used to help students become aware of the various activities which they can engage in during summer while having fun, other than only spending days on the beach or on the internet.

Student are given a coloured A4 sheet of paper.  Teacher shows students how to make a paper boat.  With support students try to make a boat and write their name on the boat, students have to then stick pictures showing activities they would like to carry out during summer.  Teacher asks students to share this in class.  The boat signifies the students’ voyage during summer, what skills/experiences they are going to acquire till the end of it.  Students can keep the boat in their room to remind them of what they have to do. (They could bring it back to school the following year). |

| make meaningful choices on the different leisure activities they can take up in Summer. (Level 4) |

| communicate meaningful choices in simple phrases. (Level 3) |

| express their likes and dislikes using various forms of communication. (Level 2) |

| observe the results of their own actions with interest. (Level 1) |

| enable students to remember positive events and moments during their school |

| The teacher will ask the students to close their eyes for two minutes and imagine they’ve just woken up on their first day of summer holidays. Teacher will ask students to open their eyes and to try to describe or show symbols of what they’ve imagined.  

Students are then given a picture situation card.  They are instructed to observe the picture, try to describe what they see and imagine what they would do in the current social situation. |

| be able to show that they can remember events and express basic feelings (level 4) |

| communicate meaningful choices. (Level 3) |

| express their likes and dislikes using... |
A PowerPoint presentation is used to help students become aware of the various activities which they can engage in during summer while having fun, other than only spending days on the beach or on the internet.

Students are given a coloured A4 sheet of paper. Teacher shows students how to make a paper boat. With support students try to make a boat and write their name on the boat. Students have to then stick pictures showing activities they would like to carry out during summer. Teacher asks students to share this in class. The boat signifies the students’ voyage during summer, what skills/experiences they are going to acquire till the end of it. Students can keep the boat in their room to remind them of what they have to do. (They could bring it back to school the following year).

On the board teacher draws a time-line from September till June. Teacher could ask students to mention happy memorable moments and instances and mark them on the board. The teacher can write events down and some students can indicate whether they were happy moments or not by using symbols e.g. thumbs up. The class will discuss these events and recount them.

**Closure Song:** Video of Mr.Bean’s Holiday end song La Mer, or Friends Will Be Friends. Students can sing, dance and/or join hands.
**Digital Technology Enhanced Learning – Personal and Social Development eLearning Entitlement**

The following are suggestions which can be utilised to expand the range of teaching approaches used in the teaching of various topics:

**Personal Self:**
Students visit [http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Personal_ID/index.html](http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Personal_ID/index.html) and follow the online lesson with quiz on the personal self.

**Bullying:**
Students visit [http://www.e-learningforkids.org/Courses/Liquid_Animation/Feelings_and_Worries/Bullying/bully.html](http://www.e-learningforkids.org/Courses/Liquid_Animation/Feelings_and_Worries/Bullying/bully.html) and follow the online lesson with quiz on bullying.

**You and Others:**
Students visit [http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/You_and_Others/index.html](http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/You_and_Others/index.html) and follow the online lesson and quiz on you and others.

**Growing Body:**
Students visit [http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Growing_Body/index.html](http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Growing_Body/index.html) and follow the lesson and quiz on growing body.

**Making responsible Choices:**
Students visit [http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Dealing_with_Things/index.html](http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Dealing_with_Things/index.html) and follow online lesson with quiz on how to deal with choices.