

# Personal, Social and Career Development Curriculum



Directorate for Quality and Standards in Education  
Curriculum Management Department

## PERSONAL, SOCIAL AND CAREER DEVELOPMENT CURRICULUM UNITS – FORM 4

*Written and compiled by*

*Stephen Camilleri (Education Officer – PSCD)*

*Dunstan Hamilton (Education Officer – PSCD)*

*Marie Ann Ciantar (Head of Department – PSCD)*

*Mario Cucciardi (Head of Department – PSCD)*

*Dorianne Gravina (College Career Advisor)*

- PSCD 1      Establishing relationships through positive communication*
- PSCD 2      Roles and responsibilities within relationships*
- PSCD 3      Understanding growing up changes and making responsible choices*
- PSCD 4      Understanding the importance of career planning*
- PSCD 5      Reflecting on ones lifestyle choices*
- PSCD 6      Understanding myself within a social context*

Subject: Personal, Social and Career Development

Form 4

Unit code and title: **PSCD 10.1 Establishing relationships through positive communication**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes 6 hours

<b>OBJECTIVES</b>		
<p>The teacher will:</p> <ol style="list-style-type: none"> <li>1. enable students to re-establish a positive working environment</li> <li>2. enable students to appreciate the good use of technology in one's life and how it can unite a community</li> <li>3. enable students to explore the similarities and differences between face to face and online communications, and how to write respectful messages</li> <li>4. enable students to explore the risks of sharing explicit photos on line</li> </ol>		
<b>Key Words</b>	<b>Points to note</b>	<b>Resources</b>
<p>Ground rules Team work Cooperation Technology Community Services Standard of living Respectful Tone Non verbals Sexting Responsibility Consequences Offence/Accessory</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p><a href="http://www.besmartonline.org.mt">www.besmartonline.org.mt</a></p> <p><a href="http://www.commonsemmedia.org">www.commonsemmedia.org</a></p> <p>www.childnet.org</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p><b>The teacher will:</b></p> <p>enable students to re-establish a positive working environment</p>	<p>A variety of group building activities can be used to help students get acquainted with the group. Other activities can be used to remind students of the ground rules and their importance for optimal group functioning.</p>	<p><b>The students will:</b></p> <p>talk and express themselves in front of their classmates</p> <p>revise the necessary ground rules necessary for effective group functioning</p> <p>explain the different roles in a group</p>
<p>enable students to appreciate the good use of technology in one's life and how it can unite a community</p>	<p>Students are asked to mention the different means of communication. A list of these are written on the board.</p> <p>Ask your students to consider what advances in technology have taken place over the past several hundred years, and discuss with them ways in which these advances have benefited human beings. Examples that can be mentioned are the printing press, electricity, the telephone, the automobile and aeroplane, and the computer, ipad, iphone and others.</p> <p>Before continuing the discussion, begin a chart on the whiteboard with three column headings: "Increases the use of Services," "Reduces the Amount of Labour" and "Provides a Higher Standard of living." Tell students that as they continue discussing the benefits of technology, they will be classifying the benefits under these headings. If necessary, go over the meaning of each heading with the class before you continue.</p> <p>As students discuss the benefits of technology and list them on the chart. For example, if students say that the telephone has made it easier to talk to friends,</p>	<p>describe the different types of communication</p> <p>differentiate and list the benefits of today's communication technology</p> <p>demonstrate how today's communication technology helps communities in general</p>

	<p>list “telephone” under “Provides a Higher Standard of living.” If they say that the dishwasher has made it easier to wash dishes, list “dishwasher” under “Reduces the Amount of Labour.” If students mention shopping on the internet this goes under the heading “Increases the use of Services,”(mail services, courier, transport, bank transaction) Students may decide to include some technologies under more than one heading.</p> <p>A clip is shown to the students highlighting the benefits of technology and how it can help and unite the community. Students will be asked to share their own experiences on how technology is helping them in their lives and how it is helping the community. <a href="https://www.youtube.com/watch?v=txTbFF_RX10">https://www.youtube.com/watch?v=txTbFF_RX10</a></p> <p>Teacher can prepare a ppt presentation about situations where technology has promoted positive changes in society e.g Malala’s Story, the North African uprising, and any other forms of injustice which have moved the world or/and how technological devices used generally by students and adults can be used in a positive way. Discussion and processing will follow.</p>	
--	---	--

<p>enable students to explore the similarities and differences between face to face and online communications, and how to write respectful messages</p>	<p>Students can be introduced to this lesson through the use of ice-breakers or activities related to communication to highlight the quality of communication as regards clarity, tone, giving detail etc. when being face-to-face. Examples of these can be Charades, Telephone, describing a shape or a picture when students are back to back and so on. Processing will follow after each activity.</p> <p>Students are then asked to give examples of <i>how to be clear and respectful to others when you are talking in school?</i> Sample responses:</p> <ul style="list-style-type: none"> <li>• Try to talk clearly, and explain what you mean if someone doesn't understand.</li> <li>• Listen to what other people have to say.</li> <li>• Take turns talking.</li> <li>• Speak instead of shouting.</li> <li>• Don't make fun of people.</li> <li>• Say "please" and "thank you."</li> <li>• Say nice things to people.</li> </ul> <p>Students will then continue discussing on this, either when they are face to face or on the telephone with people. They explore the concept of tone, then compare and contrast what it is like to communicate face to face versus online. A handout given to students with some point on how to be respectful online. They then apply what they have learned by editing an email message in groups of two. This e-mail message is found in the same handout given.</p> <p>Later the students come back to the group and give feedback on the changes they have made to the email explaining the reasons why.</p> <p>A video clip is shown and students can share experiences they would have had and explain how they can improve upon them.</p> <p><a href="https://www.youtube/watch?v=GhNwpKVMek8">https://www.youtube/watch?v=GhNwpKVMek8</a> (mindful messaging)</p>	<p>discuss how to show respect in social situations</p> <p>recognize the importance of tone in both face to face and on line communication</p> <p>identify rules for writing clear and respectful e-mails, posts, messages and tweets</p>
---	--	---

<p>enable students to explore the risks of sharing explicit photos on-line</p>	<p>Students are given a set of questions in relation to the clip that they will be shown on <i>sexting</i> as a means to introduce the topic. After they have seen the clip (Ally's story) they are divided into groups of three or four and have to answer the questions provided. Examples can be: How did Ally feel? How was she pressured to send intimate photos? How would you describe Ally? How would describe her boyfriend? What if the tables were turned and Ally had forwarded a sext that her ex-boyfriend had sent her? Who is responsible for this situation? Have you ever heard of or encountered similar situations in your life? How were these situations dealt with? Do you think this is a criminal offence and why?</p> <p><a href="http://www.youtube.com/watch?v=PKe0w2-8U_w">www.youtube.com/watch?v=PKe0w2-8U_w</a></p> <p>Process in the whole group</p> <p>Students are again divided into groups and each group is given one statement. The group has 5 minutes to discuss and prepare reasons why they do not agree with the statement given. (Debate sexting).</p> <p>As a concluding exercise students are given a handout (Safe or risky use) to reflect on situations that can put them at risk. During processing students are to identify ways and means of avoiding such risky situations.</p>	<p>discuss and understand sexting</p> <p>analyze risky forms of self disclosure and their possible consequences</p> <p>identify strategies for avoiding sexting while enhancing positive relationship</p>
--	---	---

Subject: Personal, Social and Career Development

Form 4

Unit title and code: **PSCD 10.2 Roles and responsibilities within relationships**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes Total 6 hours

<p><b>OBJECTIVES:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>1. enable students to explore the development of dating relationships</li> <li>2. enable students to recognize the different stages of a dating relationship with a partner</li> <li>3. enable student to identify and address signs of abusive relationships</li> <li>4. enable students to recognize and challenge the cultural expected behavior of different genders in a relationship</li> </ol>		
Key Words	Points to note	Resources
<p>Dating relationship Communcation Respect Enjoyment Trust Values Intimate relationships Infatuation (immature love) Mature love Physical/Psychological/ Verbal/Emotional abuse Social isolation Sexism Overt influences Covert influences</p>	<p>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.</p> <p>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.</p> <p>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 opionions and attitudes.This will also help promote cooperation, tolerance, teamwork and self-esteem.</p>	<p><a href="http://www.changethestory.net/">http://www.changethestory.net/</a></p> <p><a href="http://teachingsexualhealth.ca/">http://teachingsexualhealth.ca/</a></p> <p><a href="http://www.gmfa.org.uk/ghb-and-gbl">http://www.gmfa.org.uk/ghb-and-gbl</a></p> <p><a href="http://sexualhealth.gov.mt">http://sexualhealth.gov.mt</a></p> <p>www-education-portal.com/academy/lesson/sexual-relationships</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p><b>The teacher will:</b></p> <p>enable students to explore the development of dating relationships</p>	<p>Students are given the lyrics of the song ‘ See beneath your beautiful’ and asked to listen to it and try to understand what the song is about. The teacher can choose any other song related to the topic of relationships.  <a href="https://www.youtube.com/watch?v=bqlxctEveG8">https://www.youtube.com/watch?v=bqlxctEveG8</a></p> <p>Process the message behind the song. Ask students why most of the songs talk about love, relationships and heartbreak? Why meaningful relationships are important? Introduce the learning objective and ask students what they understand by a dating relationship? Other processing questions can include the following:</p> <ul style="list-style-type: none"> <li>• Do you think there is pressure to date? Where does it come from?</li> <li>• Do you think that males and females have similar expectations about dating?</li> <li>• How do we know what factors influence the qualities we look for in a partner?</li> </ul> <p>This lesson should encourage students to think about the important qualities of dating relationships by identifying what first attracts people to one another and what helps a relationship grow and change. It is important that the teacher emphasises the fact that there is no set time or age to start dating. Dating usually means that two people are spending time together in a close relationship. These relationships can be complex, and usually develop over time and may consist of friendship, romantic love, and/or intimacy involving sexual activity.</p> <p>Students are then divided into groups. Each group is given a different version of the relationship between Ann and James. Each group has to identify the positive or negative elements in the relationship. Process in the whole group. Summarize what has been discussed during the lesson.</p>	<p><b>Students will:</b></p> <p>explain the importance of the development of meaningful relationships</p> <p>identify the positive elements in a relationships (e.g. communication, trust, respect, enjoyment, love and commitment)</p> <p>describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships.</p>

<p>enable students to recognize the different stages of a dating relationship with a partner.</p>	<p>Introduce the activity by explaining that they (the students) will be building a relationship, step by step. They will be looking at the components of relationships and placing them in the correct order. Be sure to emphasize that all relationships may progress differently. Divide the students into groups (two or three) according to the number in class and give each member of the group one or two sets of cards (relationship progression). Each group has 5 minutes to discuss and decide which come first and last. (They can leave some cards out if they decide to do so). When time is up, ask each group to physically form a line beginning from right and ending left, holding the cards according to what the group thinks. Process activity. (see resources)</p> <p>This lesson encourages students to consider how relationships progress from the first meeting, through dating and eventually, if a couple chooses, sexual activity. They begin to understand that relationships evolve and as a couple begins to know each other, feelings, ideas and issues begin to develop and grow. It is important that students understand that there is no set time or age to start dating, fall in love or begin sexual activity. Students opinions will differ according to family/ personal values and/or cultural and religious backgrounds.</p> <p>Students are given lyrics of the song ‘Infatuation’ by Christina Aguilera and asked to see the clip of the song. Discuss with the students what the song is about and brainstorm what they understand by infatuation (a temporary passion: an intense but short-lived and irrational passion for somebody or something) and how this differs from mature love, how it can progress or not to love and why.</p> <p><a href="http://www.youtube.com/watch?v=XedbHTqr9v4">http://www.youtube.com/watch?v=XedbHTqr9v4</a></p>	<p>explain how dating relationships progress according to one’s personal values and expectations</p> <p>describe how intimate relationships may start and end at different times throughout one’s lives</p> <p>recognize how roles and role expectations can change according to the level of commitment in an intimate relationship.</p>
---	--	---

<p>enable student to identify and address signs of abusive relationships</p>	<p>On the board stick a silhouette of a man and/or woman and ask students to come and write the qualities their ideal partner would have. Discuss and process.</p> <p>Divide the students into two or three groups, give each group a set of statements (see resources) and ask them to sort them out under 'Acceptable and ' Non acceptable behaviour. Discuss and process how easy or difficult it was to identify and agree on where to slot the different behaviours and why some behaviours in a relationship are unacceptable. This exercise helps students reflect, identify and recognise signals of abuse and thus be able to assert themselves and challenge or walk out of leave the relationship.</p> <p>Introduce the learning objective and inform students that they will be seeing two short clips (Abuse in a relationship:would you stop yourself?) one from the perspective of the boy and one from the perspective of the girl. After the students have seen each clip discuss and process. Then hand students the handout ' What do I do? and ask them to reflect what would they do if they were in the same position as the girl or boy. They are allowed to tick more than one answer. Discuss and process.</p> <p><a href="https://www.youtube.com/watch?v=RzDr18UYO18">https://www.youtube.com/watch?v=RzDr18UYO18</a>  <a href="https://www.youtube.com/watch?v=r_IWQJPLd-8">https://www.youtube.com/watch?v=r_IWQJPLd-8</a></p> <p>Through a Power point presentation introduce the 5 different types of abuse in relationships:Emotionall,psychological,economic,physical,sexual abuse and social isolation. Distribute copies of different scenarios and in groups of 4 ask the students to identify under which headings each situation goes.</p> <p>Discuss in the whole group and conclude the lesson by informing them where one can seek help when s/he is feeling abused or uncomfortable in a relationship.</p>	<p>explore their views and consider other people's views about what is acceptable and not acceptable in a dating relationship.</p> <p>identify signs of an abusive relationship</p> <p>indicate places or people where help can be sought when confronted with an abusive partner</p>
--	--	---

<p>enable students to recognize and challenge the cultural expected behavior of different genders in a relationship</p>	<p>Put up a picture of an adolescent girl and one of an adolescent boy. Inform the students that you are going to read some statements (see resources) and that they have to pick up a green or yellow card if they do what the statement says. Once you have exhausted all the statements, ask the students to count the number of yellow and green cards they have in their hands. Invite all the students who have mostly yellow squares to go to one side of the room and those with mostly green to go to the opposite side of the room. Those with equal numbers of yellow or green cards are to go into the middle of the room.</p> <p>Introduce the learning objective and ask the students what the yellow and green cards represent? Yellow represents what is stereotypically female and green what is stereotypically male. Invite comments from the different groups by asking how they feel about their position (comfortable, pleased, upset or uncomfortable).</p> <p>Through processing questions the teacher should help students to reflect that our SEX seems to influence quite considerable how we ACT, what tasks and roles we adopt and what type of behaviour we adopt within different relationships. The teacher should also introduce students to the idea of SEXISM which means that one is expected to do or not to do certain things, to behave in a certain way simply because you are a girl or a boy.</p> <p>Students are divided into four or five groups and given a case study each. They are asked to discuss this in the small group. Convene the whole group and process.</p>	<p>recognize that stereotypically behaviour of being male or female are culturally and socially constructed</p> <p>identify the overt and covert nature of sexism and the challenges it offers</p> <p>criticize constructively stereotypically gender roles within relationships</p>
---	---	--

Subject: Personal, Social and Career Development

Form 4

Unit Code and title: **PSCD 10.3 Understanding growing up changes and making responsible choices**

Strand: Personal Identity and Relationships

Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes 6 hours

<b>OBJECTIVES</b>		
<p>The teacher will:</p> <ol style="list-style-type: none"> <li>1. enable students to consolidate their knowledge about growing up changes</li> <li>2. enable students to reflect how their personal values influences sexual choices</li> <li>3. enable students to reflect on attitudes and knowledge about STIs</li> <li>4. enable students to reflect on reasons for and against condom use and how to use it correctly</li> </ol>		
<b>Key Words</b>	<b>Points to note</b>	<b>Resources</b>
Puberty Physical/Psychological /Emotional/Sexual Changes Values Sexual choices Social/Cultural/ Religious influences Abstinence Risk Protection GU clinic STIs/Unwanted pregnancy	<p>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.</p> <p>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.</p> <p>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.</p>	<p><a href="http://teachers.teachingsexualhealth.ca">http://teachers.teachingsexualhealth.ca</a></p> <p><a href="http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx">http://www.sexeducationforum.org.uk/resources/curriculum-design.aspx</a></p> <p><a href="http://sexualhealth.gov.mt/">http://sexualhealth.gov.mt/</a></p> <p>contraceptive kit</p>

Teaching Objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p><b>The teacher will:</b> enable students to consolidate their knowledge about growing up changes</p>	<p>Consolidate with the students, what they know or do not know about growing up .This can be done in the form of a quiz or game.Refer to material of Form 3.</p>	<p><b>Students will:</b> recognize and discuss how they are growing up physically, psychologically and sexually</p>
<p>enable students to reflect how their personal values influences sexual choices</p>	<p>Students are handed three blank sheets of paper and are asked to write three values that are important to them. Then ask students to choose one that they think is important to them. Do a round robin allowing each student to verbalize why that particular value is important to him or her. Elicit a definition of what is a value and write it on the board.</p> <p>Write learning objective on board and explain to the students that making decisions about sexuality and sexual activities also involves one's values. The lesson will encourage students to explore their own ideas and values about sexuality. Taking time to think about values can help students when they have to make decisions that guide future behavior.</p> <p>Students are given sticky notes of different colours; red, green and yellow. They are instructed that they are going to go around the room (where value statements are distributed around the classroom)(see resources), read the statement and attach one of the stickers at the back of each statement. Green if they AGREE, Red if they DISAGREE and Yellow if they are UNSURE. The teacher explains that the exercise should be done in perfect silence and everyone has to respect each other. S/he must also emphasis the fact that everyone has a right</p>	<p>identify and define values</p> <p>recognize that one's values are influenced by one's social, religious and cultural upbringing</p> <p>describe how personal values influence one's decisions and choices in relation to sexual behaviour</p>

	<p>to choose and it is not important what others think, since a class discussion will ensue.</p> <p>Once the activity has been completed the teacher picks up the first statement and asks everyone to notice the range of responses. Ask students if anyone would like to comment or share their perspective. Process and discuss.</p> <p>When the first statement has been fully discussed, repeat for the remaining statements. Pacing is important as you want to get through as many statements while making sure you hear as many points of view students are willing to share. If time runs out, it is okay not to get to all of the statements. Make sure though that you reserve at least 10 minutes at the end to debrief the activity with the following questions.</p> <ul style="list-style-type: none"> <li>☐ How easy was it to vote on these values?</li> <li>☐ Which statements were hardest for you?</li> <li>☐ If your parents voted on these statements, would their votes be similar to, or different from those of the group?</li> </ul> <p>As a concluding exercise the students can be given a handout ('How to know my values'), which they have to fill individually to help them to reflect deeper about their own values.</p>	
--	---	--

<p>enable students to reflect on attitudes and knowledge about STIs</p>	<p>Students can be presented with a case study or a story of a teenager who has been sexually active. This can be presented in the form of a problem page. Ask students what makes a teenager have sex? Then ask the opposite What makes a teen Not have sex? What can be the consequences of unprotected sexual activity? After establishing that STIs can be one of the consequences, students are shown a clip regarding information about STIs.</p> <p>Before students are shown the clip they are divided into groups and given a true or false questionnaire which they have to answer according to the information they will obtain from the clip. (see resources)</p> <p><a href="http://www.youtube.com/watch?v=llnXtPZOazM">http://www.youtube.com/watch?v=llnXtPZOazM</a> (What is an STI?)</p> <p>Process and discuss points raised from the clip and questionnaire.</p> <p>Students have then to brainstorm ways on how to reduce risk of getting an STIs? Help students by reminding them of the ABC model. After the exercise has been exhausted show students the following clip</p> <p><a href="http://www.youtube.com/watch?v=PKiPfx80pK4">http://www.youtube.com/watch?v=PKiPfx80pK4</a> (How can I reduce my risk of getting a sexually transmitted disease?)</p> <p>Add other answers on the board, discuss and process.</p> <p>As a recapitulation exercise, give the student the quiz entitled 'Who wants to be a sexual health expert?' (see resources)</p>	<p>examine aspects and consequences of sexual behaviour</p> <p>describe sexually healthy choices for one's body, including abstinence</p> <p>recognize and identify different kinds of STIs and how to protect oneself</p>
---	---	--

<p>enable students to reflect on reasons for and against condom use and how to use it correctly</p>	<p>Without drawing attention to it put the sound of a crying baby in the background and continue the introduction to the lesson as if nothing has happened. At the same time be aware of their reactions to the crying baby in the background. Start the session by asking students if they have younger siblings: elicit from them the needs of young siblings and babies. List these on the board. Then try to elicit if a 12/13/14 or 15 year old are ready to shoulder this responsibility and why? Again list these on the board. What are the best methods not to get or make someone pregnant? Abstain from sexual intercourse or use a condom. Introduce learning objective of lesson.</p> <p>Then divide students again into two groups. Group A is to think of as many reasons as possible why someone might not want to use a condom. Group B is to think of reasons why someone might want to use a condom. In the whole group ask Group A to call out their answers, one by one, group B can counteract to it with one of their reasons. Continue like this till all reasons are exhausted. Write these on the board, see if the group can add some more. (see resources) Process and emphasise how condoms help protect against unwanted pregnancy and STIs.</p> <p>A small clip taken from the site com Friends re. effectiveness of condoms.  <a href="http://www.youtube.com/watch?v=VZmwEgK2AEA">http://www.youtube.com/watch?v=VZmwEgK2AEA</a></p> <p>Process this and emphasis that condoms are not 100% safe against STIs or unwanted pregnancy. Only abstinence from sexual intercourse can guarantee this. In pairs students are given a condom quiz which they have to fill out (See resources). Discuss and process each question. A demonstration of how to properly wear a condom ensues. This will help students become more familiar with the concept of using a condom when one is sexually active.</p>	<p>debate reasons for and against condom use</p> <p>value the importance of condom use as a means of protection against unwanted pregnancy and STIs</p> <p>recognize how to wear a condom effectively</p>
---	---	---

Subject: Personal, Social and Career Development

Unit title and code: **PSCD 10.4 Understanding the importance of career planning**

Form 4

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes Total 6 hours

<p><b>OBJECTIVES:</b> The teacher will:</p> <ol style="list-style-type: none"> <li>1. enable students to develop the necessary skills of how to express themselves in front of an audience</li> <li>2. enable students to learn how to write a good covering letter and a Curriculum Vitae (CV)</li> <li>3. enable students to develop the necessary skills on how to present themselves in an interview and how to prepare a good portfolio</li> <li>4. enable students to become aware of work ethics ( can be linked to career exposure experience/summer work/family business)</li> </ol>		
Key Words	Points to note	Resources
Preparation Appearance Assertiveness Self Expression CV writing Planning Presenting oneself Portfolio Interview skills Acceptable Behaviour Dress Code Time management Punctuality /Respect Initiative/Responsibility	<p>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.</p> <p>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.</p> <p>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.</p>	<p><a href="http://eures.europa.eu">http://eures.europa.eu</a></p> <p><a href="http://education.alberta.ca/teachers_program/health/resources/calmguide.aspx">http://education.alberta.ca/teachers program/health/resources/calmguide.aspx</a></p> <p>MnCareers.org</p> <p>personal action plan (<a href="http://www.etc.gov.mt">www.etc.gov.mt</a>)</p> <p><a href="http://www.youth.org.mt">www.youth.org.mt</a></p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p><b>The teacher will:</b></p> <p>enable students to develop the necessary skills of how to express themselves in front of an audience</p>	<p>Students are shown a short clip of the trailer of 'The King's Speech'. Through processing, points are elicited to introduce students to the lesson objective. It is important to focus on the emotional aspect and on the skills needed to be able to present oneself in front of an audience. Elicit from students why it is important for everyone to be confident in front of a group of people for example: interview, make a presentation on the work place, present a project at school and others.</p> <p>Students will be given some minutes to prepare a speech/presentation about a something that they like. The activity can be filmed so that then they will observe themselves and can be given feedback by their classmates.</p> <p>Students are then shown a short clip 'Be a more confident public speaker' which gives tips on how one should prepare and behave when addressing an audience</p> <p>The final and concluding exercise will help students practice what they have learned. Each student will pick up a question from a bag and has to come out in front of the class and answer as truthfully and assertively as possible. The teacher should take note of each student's performance and give the appropriate feedback.</p>	<p><b>The students will:</b></p> <p>identify the necessary skills needed to present oneself in front of an audience</p> <p>discuss the importance of this in relation future career opportunities</p> <p>rehearse or practice these skills in front of their classmates</p>

<p>enable students to learn how to write a good covering letter and a Curriculum Vitae (CV)</p>	<p>Distribute to the students different job adverts taken from different newspapers or websites. In groups of two or three ask them to identify what employers ask for when one applies for a job. Find job adverts that are asking for a CV and a covering letter.</p> <p>Brainstorm with the students what they think is a CV and why do employers ask for it. What should be included in a CV and why? List these on the board.</p> <p>The students are then shown a CV which is not good and ask them to identify the mistakes or lack of information given. The teacher can then use the power point presentation provided to help students understand how a CV should be appropriately filled up. It is important to bring to the attention of students the fact that sometimes employers prefer the Europass CV while others prefer a more personalised CV. The CV should also be adapted according to the job one is applying for.</p> <p>Give each student a blank copy of a CV and ask them to fill it up. Take time to collect some of them, read them aloud and give appropriate feedback or suggestions on how these could be filled better.</p> <p>Give students a copy of a covering letter and discuss with them what is included in it and why. Use the same adverts you had distributed earlier and ask students (in pairs) to write a covering letter applying for the job they have in that particular advert.</p> <p>You can conclude the lesson by showing students a clip ‘Ten funny resume mistakes you should avoid’ (see resources).</p>	<p>recognize the importance of a good covering letter and CV</p> <p>give examples of what should be including in a covering letter and a CV</p> <p>write a good covering letter and Curriculum Vitae</p>
---	--	--

<p>enable students to develop the necessary skills on how to present themselves in an interview and how to prepare a good portfolio</p>	<p>Prepare some props(a wig, and earring, chewing gum, mobile phone and others you deem appropriate and inform the students that three or four of them will be interviewing you for a particular job. Prepare some questions before hand. Select four students, go out of the room and put on the wig, the earring and chew the chewing gum. Sit for the interview without being asked to sit and do other gestures and mannerisms that are not appropriate during an interview. Once the interview is finished, process and discuss. Do the process again, this time choosing four other students. This time around you put on a tie etc. The teacher can ask a student to film the interviews so that they can be replayed and further discussion takes place.</p> <p>Students are then shown a slideshow which will tackle different aspects of an interview. Relate each slide to the role play and allow students to ask questions. In the power point it is important to include one or two slides about the portfolio, but leave these for discussion later.</p> <p>A Mock Interview of one of the students ensues. This will serve as a consolidation exercise. The student will invent a job that he wants to apply for and he will have fictional credentials. The teacher and two other students will be the interviewers. The other students are given an evaluation sheet to rate their classmate. Processing and discussion will ensue in the whole group.</p> <p>Refer back to your power point, to the slides referring to the portfolio, explain to the students what it is and how one should build his or her portfolio. Show a sample if necessary.</p>	<p>identify what is expected from someone attending an interview</p> <p>discuss the importance of preparing a well developed career portfolio</p> <p>model how one should behave during an interview</p>
---	---	--

<p>enable students to become aware of work ethics</p>	<p>Each student in the circle mentions one member of staff he or she feels is professional in the school. The choices of the pupils are then processed within the group, bringing out qualities such as diligence, professional attitude, caring, being well-prepared, available, approachable, helpful, etc. These characteristics are concluded to be important for work ethics within the school.</p> <p>Students are then divided into pairs or in triads, and given age related work ethic case studies are presented to the pupils, built around possible work placements, job exposure experiences, summer jobs of family business situations of relevance to the pupils. (Find examples in the resources folder) Each case study to be discussed, processing what type of ethical issue was raised, how serious it was and how the pupils would have resolved it. Processing should give importance to duties, obligations, rights as well as to the importance of following a code of conduct.</p> <p>Students are then shown a clip related to some aspects of work ethics <a href="http://youtu.be/sIN2kFTO6vU">http://youtu.be/sIN2kFTO6vU</a>. This is followed by processing and discussion. Other aspects of work ethics are emphasized through the presentation of a powerpoint. The teacher has to help students to see how what is learnt at school can be a reflection of the work environment.</p> <p>Students are asked to reflect on their own values, strengths and weaknesses and how these will effect their behaviour and actions at the place of work when certain situations will arise. Reflections to be written on reflective handbook.</p>	<p>demonstrate an understanding of what are work ethics</p> <p>identify the work ethic challenges at the place of work and the importance of taking morally correct decisions</p> <p>recognize own values, weaknesses and strengths and how these will determine work ethic decisions</p>
---	--	---

Subject: Personal, Social and Career Development

Unit code and title: **PSCD 10.5 Reflecting on one's lifestyle choices**

Strand: Healthy Lifestyle and Social Responsibility

Form 4

Unit Duration: 9 sessions of 40 minutes Total 6 hours

<b>OBJECTIVES</b>		
<p>The teacher will:</p> <ol style="list-style-type: none"> <li>1. enable students to reflect and verbalize their attitudes and beliefs about substance abuse</li> <li>2. enable students to recognize that legal is not the same as harmless</li> <li>3. enable students to critical reflect and analyze level of risk associated with different substances</li> <li>4. enable students to discuss harm reduction techniques to help oneself and others</li> </ol>		
<b>Key Words</b>	<b>Points to note</b>	<b>Resources</b>
Facts Beliefs Consequences Criminality Legal Harmful Consequences Decision making Peer pressure Effects Harm Reduction Techniques Helpline Recovery Position	<p>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.</p> <p>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.</p> <p>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.</p>	<p><a href="https://www.stmarys-ca.edu/sites/default/files/attachments/files/drug-myths-and-facts.pdf">https://www.stmarys-ca.edu/sites/default/files/attachments/files/drug-myths-and-facts.pdf</a></p> <p><a href="http://www.who.int/substance_abuse/about/en/dependence_myths&amp;facts.pdf">http://www.who.int/substance_abuse/about/en/dependence_myths&amp;facts.pdf</a></p> <p><a href="http://drugfactsweek.drugabuse.gov/files/teenbrochure_508.pdf">http://drugfactsweek.drugabuse.gov/files/teenbrochure_508.pdf</a></p> <p><a href="http://talktofrank.com">talktofrank.com</a></p> <p><a href="http://www.thesite.org/drink-and-drugs/drugs-and-your-body/i-started-taking-drugs-at-13-11654.html">http://www.thesite.org/drink-and-drugs/drugs-and-your-body/i-started-taking-drugs-at-13-11654.html</a></p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p><b>The teacher will:</b></p> <p>enable students to reflect and verbalize their attitudes and beliefs about substance abuse</p>	<p>Students can be presented with a variety of visual cues which are intended to initiate a conversation about substance abuse. The resources can include related magazine or newspaper cuttings or pictures of famous people (actors,singers etc.) who died or have had trouble with the law due to misuse or abuse of drugs. The processing questions asked can include the following aspects of substance abuse:</p> <ul style="list-style-type: none"> <li>○ recognition of the possible positive aftermath,</li> <li>○ the short and long-term consequences on one’s health,</li> <li>○ dependence and how it silently creeps in,</li> <li>○ likely spill-over to other types of criminality (theft), impact on family &amp; other relationships,</li> <li>○ emotional, social, career and financial repercussions.</li> </ul> <p>The teacher must make sure that the content of the resources is age-appropriate. Give a definition of what is substance misuse or abuse.</p> <p>At different ends of the room put up signs of ‘Naqbel’ /’ I agree’ , ‘Ma Naqbilx’/I disagree’ and ‘Miniex cert/a’ /’Not sure’. Explain to the students that you are going to read a list of statements and that after each statement they have to indicate their strength of opinion by choosing a place on the continuum. For every statement ask the students why they have chosen that position. Then ask the opinion of someone who is at opposing sides. After discussion, invite students to change places if they want to. The procedure is repeated for every statement. The Teacher decides which statements to choose according to the class or group. It is important to clairfy any misconceptions that might arise during the discussion.</p> <p>A handout is given to students to fill individually or in groups. Discuss and process.</p>	<p><b>The students will:</b></p> <p>clarify their own attitudes to drug use</p> <p>distinguish between facts and beliefs</p> <p>practice skills which may be used when they find themselves in challenging situations</p>

<p>enable students to recognize that legal is not the same as harmless</p>	<p>Write objective on the board and discuss with students what the term legal means. What type of drugs or substances are legal and why? At what age can one consume these substances and why?</p> <p>The students are shown the following clip; ‘People before and after doing drugs’ <a href="http://www.youtube.com/watch?v=cWj3C6j8u4M">http://www.youtube.com/watch?v=cWj3C6j8u4M</a>. They are then divided into three groups: the first group has to come out with points on ‘Why people consume drugs’, the second group ‘The short term effects of drugs’ and the third group ‘The long term effects of drugs’</p> <p>Through questioning and processing the teacher should help students understand that although some drugs are legal they are not harmless substances, but can have negative effects (physical, mental and financial ) on self and others.</p> <p>Use ‘The addiction wheel’ found in the resource section to help student critical reflect on the consequences of the three most commonly consumed legal drugs in Malta and in the world. The teacher has to keep in mind that the scope of the lesson is not information (unless asked by students themselves or to clarify misconceptions) but to help students critical reflect on the effects of legal drugs.</p> <p>As a preparation for the next lesson, the students are to pick up a name of a drug from the box. They will be asked to prepare individually or in twos a power point of not more than four slides on that particular drug. They would need to focus on: 1. Street names of the drug; 2. How it is administered or taken; 3. Circumstances when it is taken (for example. Partying); 4. Short and long term effects</p> <p>The teacher should choose the most commonly consumed drugs and must give students the appropriate and correct websites.</p>	<p>draw conclusions about why our society regulates legal drugs</p> <p>explain how legal drugs can have a negative effect on various parts of the body</p> <p>demonstrate how to use certain skills to make good decisions in relation to drugs</p>
--	--	---

<p>enable students to critical reflect and analyze level of risk associated with different substances</p>	<p>Students are introduced to the idea of risk through the presentation of a number of objects. The objects can include a boomerang, a smiley face, a traditional fishing net (nassa tal-vopi), a spring (molla), a box of dominoes, a picture of a group having fun, an A4 paper with the term 'avventura' printed on it. Students are first asked to share their views about how these objects could possibly be related to the theme of substance abuse. Through a number of processing questions the students are guided towards viewing both sides of the coin: the immediate positive impact which is not always a definite guarantee as well as the risk scenarios involved. Some underlining meanings which could be elicited from these objects can be found in the teachers' resources.</p> <p>NOTE: Before addressing the risk linked to the different substances it would be ideal to delve deeper into the concept of risk and initiate a discussion revolving around some of these issues: definition of risk; the relation between risk and teens; calculated and uncalculated risk, what positive outcomes risky health behaviours give to the youths who practice them; substance abuse in the context of other risky behaviours (unprotected sex, jumping from cliffs, parkour and free running etc.)</p> <p>In pairs or individually the students present their power point presentation to the whole class. After each process and discuss.</p>	<p>draw conclusions about why our society prohibits the use of certain drugs</p> <p>explain how illegal drugs can have an negative effect on various parts of the body</p> <p>demonstrate how to use certain skills to make good decisions in relation to drugs</p>
---	---	---

<p>enable students o discuss harm reduction techniques to help oneself and others</p>	<p>Students are given a set of questions and asked to reflect on them in silence after they see a short clip related to drinking and driving. <a href="http://www.youtube.com/watch?v=zhJxRWIS-uc">http://www.youtube.com/watch?v=zhJxRWIS-uc</a>.</p> <p>Questions can focus on, How did the clip make them feel? Imagine they were driving and a friend or relative of theirs got killed because they were under the influence of alcohol, how would they feel? How did the mother in the clip feel, Why? How easy is it not to ride with someone who is drunk when you don't have a lift home? The teacher can add more questions which will then be processing in the whole group. The teacher must also elicit from the students why different campaigns against drinking and driving are important.</p> <p>The teacher writes 'harm reduction technique' on the board and a brain storming exercise ensues. After processing what students have written down, teacher explains that drugs, including alcohol affects people differently at different times. Effects depend on the dose, what is in it, the person's mental and physical health and sometimes even the environment where the drug is taken. When drugs are misused or abused a lot of things can go wrong and therefore it is important to know what to do when this happens so that one can help others and do less harm to oneself. (See teacher's notes)</p> <p>Students are then divided into groups and given certain statements which they have to divide into Dos and Don'ts (see resources) Discuss and Process. If there is time you can show students how to carry out the recovery position.</p> <p>Remind students of helpline and emergency number.</p>	<p>identify and review their awareness of drugs and issues related to them</p> <p>demonstrate how to stay away from harm in relation to drug use</p> <p>identify how to help others stay safe in relation to drug use</p>
---	---	---

Subject: Personal, Social and Career Development  
 Unit title and code: **PSCD 10.6 Understanding myself within a social context**  
 Strand: Personal Identity and Relationships  
 Healthy Lifestyle and Social Responsibility

Form 4

Unit Duration: 9 sessions of 40 minutes Total 6 hours

<p><b>OBJECTIVES:</b>          The teacher will:</p> <ol style="list-style-type: none"> <li>1. enable students to reflect and differentiate between wants and needs</li> <li>2. enable students to reflect on how the advertising agencies use various media to encourage consumers to buy products</li> <li>3. enable students to understand how to manage their finances appropriately</li> <li>4. enable students to evaluate and reflect on another scholastic year</li> </ol>		
Key Words	Points to note	Resources
<p>Wants          Needs          Prioritization          Budget          Advertisement          Decision making          Critical analysis          Cost Comparison,          Cost Benefit          Analysis          Budget.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p><a href="http://www.practicalmoneyskills.com">www.practicalmoneyskills.com</a>   <a href="http://myrateplan.com">myrateplan.com</a>   <a href="http://www.smartaboutmoney.org/Portals/0/Worksheets/WantsvsNeeds.pdf">http://www.smartaboutmoney.org/Portals/0/Worksheets/WantsvsNeeds.pdf</a>   <a href="http://www.bbc.co.uk/northernireland/schools/4_11/pfocus/english/spring2001/worksheets/pr02.pdf">http://www.bbc.co.uk/northernireland/schools/4_11/pfocus/english/spring2001/worksheets/pr02.pdf</a></p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p><b>The teacher will:</b></p> <p>enable students to reflect and differentiate between wants and needs</p>	<p>Students are asked to write down all the things they would take with them if they were to move to another country. Once they have finished the list they are asked to draw another list but this time they have to imagine that they are in danger and they need to run away .They only have a few minutes to pack 5 essential items that are needed to survive the journey.</p> <p>Process by asking the students if they see a difference between the first and second list. Draw out the difference between a 'want' and a 'need'.</p> <p>Students are then divided into groups and are given a set of cards and they have to differentiate between wants and needs. Once they have done this exercise they are to put the cards in order of priority. Processing will follow.</p> <p>Each student is then asked to evaluate how much each student spends or saves by answering a set of questions. Students can discuss their answers in pairs or groups and later a discussion in the large group will follow.</p>	<p><b>The students will:</b></p> <p>identify the difference between wants and needs</p> <p>discuss how wants are perceived as needs</p> <p>illustrate how to plan one's spending</p>

<p>enable students to reflect on how the advertising agencies use various media to encourage consumers to buy products</p>	<p>Students are invited to imagine the following scenario. You are visiting a shop that sells all kinds of gadgets. There is also an area where you can try them out and watch a video of how they work. Students are asked: What is the purpose of having these gadgets on display. At this point the students will be made aware that the gadgets at the store are there to make you buy them.</p> <p>A powerpoint of attractive advertisements or a clip is shown to the students. <a href="https://www.youtube.com/watch?v=WnOiCn3rwCM">https://www.youtube.com/watch?v=WnOiCn3rwCM</a></p> <p>Whilst showing them the pictures or clip the students can be made aware of how the media is making the product attractive and appealing. The students are to pick one of the adverts which is the most appealing to them. They are then given a set of questions which can be answered in groups. The groups are formed according to the picture that they had chosen. In the large group the teacher will ask the student to present their outcomes. Discussion and processing will follow.</p> <p>A similar activity will follow but this time student are invited to work on their own by choosing an advert from a magazine provided by the teacher. Students be able to identify all the things in magazine that advertise something. Each student is to pick one advert, use the same questions of the previous activity, and finally they will have to present the advert to the whole class and try to explain how the advert is trying to make people buy the product.</p>	<p>recognize the importance of advertisement</p> <p>explain how o make informed decisions and choices</p> <p>synthesize what it means to be financially responsible</p>
--	--	---

<p>enable students to understand how to manage their finances appropriately</p>	<p>Start off the session with an ice breaker. The students are to make a chain of financial terms and the group with the longest chain wins. For example A Accounts, B Balance etc. Ask the students if there are any terms mentioned they are unfamiliar with. A handout with definitions of financial terms can be prepared.</p> <p>Do a Round Robin and ask the students to mention the largest purchase they did so far. Ask the students if they are happy with the purchase, do they regret buying that item? Did they put any research into what they were buying?</p> <p>Ask the student's to brain storm their ideas on the term <b>Financial Responsibility</b>. Process and discuss the responses given.</p> <p>Discuss the financial terms Cost Comparison, Cost Benefit Analysis and Budget (see resources)</p> <p>Divide the class into three groups and each is given a case study. Each group is given some time to come up with strategies on how they would manage their finances in that situation. Refer to hand out for cases. Each group presents their work. Discuss and process the ideas of each group.</p> <p>After this exercise each student is to find something they would really like to buy. On a hand out they are to make a step by step plan on how they are going to go about it. Sharing in diads and process in the large group.</p> <p>As a conclusion the teacher does a round and asks the students to think of the lesson and mention something they have learnt and that will help them in managing their finances.</p>	<p>recognize the importance of financial costs</p> <p>explain how to make informed financial decisions and choices</p> <p>synthesize what it means to be financially responsible</p>
<p>enable students to evaluate and reflect on another scholastic year</p>	<p>The teacher finds some appropriate exercises for the conclusion of the year. The students are given space to reflect and evaluate what they have learnt throughout the year.</p>	<p>reflect on this year's learning and personal growth</p>





