

Personal, Social and Career Development Curriculum



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department

PERSONAL, SOCIAL AND CAREER DEVELOPMENT CURRICULUM UNITS – FORM 3

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- PSCD 1 Understanding myself within a social context*
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- PSCD 5 Understanding growing up changes and making responsible choices*
- PSCD 6 Understanding how one can contribute to the well being of the community*

Subject: Personal, Social and Career Development

Form 3

Unit code and title: **PSCD 9.1 Understanding myself within a social context**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes 6 hours

OBJECTIVES

The teacher will:

1. enable students to re-establish the group atmosphere
2. enable students to identify the importance of communicating one's emotions verbally and non verbally
3. enable students to understand the different ways one expresses anger and promote a non-aggressive attitude towards dealing with this emotion
4. enable students to identify stressful situations and learn how to use different strategies

Key Words	Points to note	Resources
Group, ground rules, acquaintances, change, communication, emotions, verbal, non-verbal, expression, feelings, anger, non- aggressiveness, stress, stress management, coping strategies,	<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>http://www.youtube.com/watch?v=hnpQrMqDogE http://www.youtube.com/watch?v=xOpZU320v5E http://www.youtube.com/watch?v=git6DCXSqjEhttp://www.youtube.com/watch?v=h17glW9paO0 http://www.youtube.com/watch?v=9LhLjpsstPY http://www.youtube.com/watch?v=oPZRvt5x1-E</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>enable students to re-establish the group atmosphere</p>	<p>A variety of name games can be used such as round robin memory games or alphabetical line-up according to name or finding a particular characteristic/food/adjective starting with the first letter of the name e.g. ‘My name is Daniela/David and I like doughnuts’. These exercises or activities will help students get acquainted with their teacher and the group.</p> <p>Students are given a blank strip of paper. Each student is asked to write something about him/herself (things they like, hobbies, favourite subject or a personal characteristic about themselves) The class is then divided into two groups, each group is given a small box or bag in which the strips of paper are placed. The groups exchange the bags or boxes. Each student takes turns to pick out a strip of paper, reads the statement and the opposite group tries to guess who wrote it. Processing will follow.</p> <p>The students are given a work sheet called ‘This is Me’ which they have to fill in individually; processing is carried out in the whole group. Alternatively this exercise can be carried out by using cards. In turn each student takes a card and completes the sentence in the whole group.</p> <p>The students are asked what they think is needed to have an ordered and positive group atmosphere. Their ideas are written down on the whiteboard or IWB. The teacher will then highlight the importance of the ground rules which are needed for the proper functioning of PSCD sessions. These rules will then be processed by relating them to everyday life situations. Some of these ground rules are chosen by the students to serve as guidelines throughout the year. This can be presented either as a chart or hand out which students can sign and keep in their files.</p> <p>Students are asked to write one rule that they think is very important for group cohesion and say why.</p>	<p>Students will:</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>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>enable students to identify the importance of communicating one's emotions verbally and non-verbally</p>	<p>Students are informed that they will be seeing a short clip of Mr. Bean, and that they have to look at the way he is communicating. The class is then divided into groups and given two or three questions related to the clip. Together they have to answer these questions. In the whole group there is processing of these questions.</p> <p>A set of pictures are presented to the students who have to identify the emotion being expressed in the picture. They will have to explain their answer by referring to the expressions on the peoples' faces, the clothes they wear, the way they stand etc.</p> <p>Students are to form groups of five. Each group is given a set of emotion cards that are shuffled and placed face down. A volunteer then selects a card and tries to communicate this emotion non-verbally to the other group members. The other group members have to guess the emotion. Students take it in turn to select a card and convey an emotion. Processing will follow in the large group.</p> <p>Students are divided into small groups and each group will be given a case study 'Ma Niflahx Nissaporti' where they are asked to read out the situation and indicate the various emotions which relate to that particular context. Students will later explain their situation in the large group. Teacher processes on students' responses. Students can also refer to their everyday experiences and share how they dealt with similar situations with the rest of the class.</p> <p>Students are asked to stick a picture or a photo and write what emotion is the picture or photo in the file is portraying and write why they choose that picture/photo.</p>	<p>differentiate between verbal and non verbal communication</p> <p>recognize the importance of non verbal communication in interpreting emotions</p> <p>identify and express their emotional state/s adequately and assertively</p>

<p>enable students to understand the different ways one expresses anger and promote a non-aggressive attitude towards dealing with this emotion</p>	<p>The students can be introduced to the idea of anger by asking them to stand up and form a circle, holding hands. They are asked to imagine that they are a volcano, and are asked to squat down and together come up, bringing their hands up and shouting out. The teacher can repeat this two or three times as he or she deems fit. Process what happens when the volcano is dormant and it bursts out suddenly and makes a lot of damage. Ask students to relate this an emotion they are familiar with (the teacher towards the emotion of anger). Ask students to explain how it feels when one keeps everything inside and then burst out. Continue processing with ‘What happened? Why? Who got hurt?’ Ecc.</p> <p>Students will then be required to complete a hand out entitled: ‘What makes me Angry’. While working on this hand out, students are encouraged to identify both school and home based situations. Students will then be asked to form a large group and can take turns to share views and experiences about situations that make them feel angry. This will be processed in the whole group.</p> <p>The teacher will then present a list of different anger situations. The teacher will read out each situation and students will take a position on how they will react. Different headings are placed in various part of the class room labelled : <i>Hafna, Ftit , Xejn</i>. (Passive, Assertive, Aggressive). The different situations are discussed and processed.</p> <p>It is important that students note that anger is an emotion that everybody experiences. and that it is part of our repertoire of emotions, it is how you deal and do with it that is important. Thus, one needs to be aware of what responses are appropriate or not appropriate.</p> <p>Students are grouped in pairs and are given a situation where they are asked to think how they would currently deal with that situation and how they can deal with it in a more positive manner. Bring out a list of positive ways of dealing with anger.</p> <p>A hand out with a set of anger management strategies is given to students for discussion and processing. This can be kept in the file.</p>	<p>recognize that anger is an important emotion that needs to be adequately expressed</p> <p>distinguish between appropriate and inappropriate ways of expressing anger</p> <p>show different ways of dealing with anger</p>
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<p>enable students to identify stressful situations and learn how to use different strategies</p>	<p>A picture of a stressful situation is presented to the students. They have to give their ideas, opinions and reactions about it. Later the teacher asks the students to come up with examples of when they or others have experienced this feeling. A number of case studies are presented. The points mentioned by the students can be written on the board and processing takes place. The teacher can help the students focus on the meaning of STRESS. Each student, in a round robin are asked to express what it means to them (stress). The teacher can summarize their points by giving a definition, how (if any) effects their body, mind and behaviour. The students can also be asked whether STRESS is a positive or a negative feeling.</p> <p>The students are given a hand out with a series of statements which describe a range of stressful situations. They are asked to consider which situation they would regard to be most stressful and which they would think of as least stressful. They will have to rank the situations given: number 1 being the most stressful and the least stressful being the last in the rank. This can be done individually, however the teacher may then ask the students to compare their rankings with a partner or small groups to discuss any similarities or differences. Processing takes place. It is important to keep in mind that stress is a person specific experience noted and sometimes age related.</p> <p>The teacher can find a short clip about stress and show it to the students. The students are asked to recall any strategies mentioned in the clip which helps one to cope with stress. These are listed on the board for discussion. The students can add other strategies they use to the list. Here the students can compare strategies and explain why the strategies chosen seem to work for them. The teacher can then differentiate positive and negative strategies. Examples of positive strategies may be relaxation and sports while negative strategies may be smoking and alcohol consumption. 'Stress Busters' hand out is then given out.</p> <p>In their personal file the students have to mark the stress relievers they would use in order to alleviate feeling of stress or anxiety and write why.</p>	<p>explain how stress and stressful situations can have an impact on one's health</p> <p>compare different stressful situations and indicate which they find most stressful</p> <p>demonstrate how they can use different strategies to handle stressful situations</p>
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Subject: Personal, Social and Career Development

Form 3

Unit code and title: **PSCD 9.2 Explore similarities and differences between people**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes Total 6 hours

<p>OBJECTIVES The teacher will:</p> <ol style="list-style-type: none"> 1. enable students to reflect on the different types of relationships and the skills needed to build positive relationships 2. enable students to identify what is a caring and non-caring relationship 3. enable students to reflect on stereotypes and prejudice related to religious beliefs and cultural diversity, sexual orientations, ethnicity and disability 4. enable students to reflect and practise conflict management skills 		
Key Words	Points to note	Resources
<p>relationships love affection assertive caring, empathy non-caring rejection aggressive abusive stereotypes religious beliefs cultural diversity sexual orientation ethnicity assertive/aggressive passive,</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>http://www.maltagayrights.org/localcampaignsselected.php?title= <u>http://www.changethestory.net/</u></p> <p>http://gc2000.rutgers.edu/GC2000/MODULES/STEREOTYPES/Glossary.htm</p> <p>http://teachingsexualhealth.ca/ http://www.gmfa.org.uk/ghb-and-gbl http://sexualhealth.gov.mt/</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>enable students to reflect on the different types of relationships and the skills needed to build positive relationships</p>	<p>A song related is used to introduce the topic of relationships. The song is used to highlight the various aspects which help in having positive relationships. The lyrics can be handed to the students and the words that indicate a positive experience are highlighted, this will help in the processing exercise.</p> <p>Ask students to define the term relationship and the different relationships they have developed during their lifetime. The teacher can divide the board into three columns present relationships(parents, siblings, family and teacher-student...etc) and future relationships(employer-employee, neighbour, guidance teacher ...) and benefits of relationships (Love, Companionship, Safety, Shared interests, Affection, Sharing hopes, dreams, problems, Someone is there for you, Shared culture or religion or sports,someone to have fun with...ecc). Elicit from students the fact that a relationship involves a connection between people and although we come into contact with many people in our daily lives only a few encounters will result in relationships or friendships. Teacher can you use the handout provided ‘Tal-boghod u tal-qrib’ as a resources to help students identify the different kind of relationships in our lives.</p> <p>Students are divided into groups . Each group is given a Relationships Role-Play Scenario card. Explain that groups must plan and present a role-play as outlined on the card they received. The role-play should provide appropriate examples of negotiating relationships. Role-plays should range from 1-3 minutes in length. Discussion will ensue after each role play. Have each group begin by reading the scenario and introducing the actors and their roles. Groups then act out the role-play. After each presentation, the teacher can ask the following questions and other questions s/ he deems appropriate to lead the discussion: □ What skills were used to deal with the relationship? □ What level of commitment is involved in this relationship? □ Can you suggest other ways the characters may have handled this situation? □ What were your feelings as you watched this role-play?</p>	<p>The students will:</p> <p>name different types of relationships in their lives</p> <p>discuss how these different relationships are important in their lives</p> <p>describe how they can positively contribute to develop these relationships</p>

<p>enable students to identify what is a caring and non-caring relationship</p>	<p>The teacher prepares two headings entitle CARING and NON CARING and places them in different corners of the room. Students are asked to identify what makes a caring and non caring relationship. A number of statements presented as flash cards or as a power point presentation are read to the students. The students are then asked to take a position in the room according to the decision made. Processing follows.</p> <p>The students are divided into two or three groups. The students are given a number of statements about positive aspects within a relationship. There is no right or wrong answer for this exercise but students will be able to reflect on their own priorities according to their personal values, context and cultural background. Students will place the statements in order of the group’s priority starting with the most important to the least. Processing will follow on the choices of the different groups.</p> <p>As a concluding exercise the teacher can make use of a video clip, different pictures or newspaper article about an non caring relationship. These should help students critically reflect on the consequences and affect of abusive actions on the person involved and on the relationship. During the discussion and processing part it is the important that the teacher emphasizes the fact that an aggressive person needs help, and things will not change (as is wrongly believed by some) after marriage.</p>	<p>recognize what is a caring and non caring relationship</p> <p>compare the different positive aspects within different relationships</p> <p>identify the consequences of non-caring, aggressive and abusive relationships and how to act in such circumstances</p>
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<p>enable students to reflect on stereotypes and prejudice related to religious beliefs and cultural diversity, sexual orientations, ethnicity and disability</p>	<p>A set of flags of different countries are shown to the students. The teacher will ask the students to mention any characteristic related to that country. E.g. Italy – spaghetti, Russia – Vodka, Malta – Ghana, Marocco – clothing etc...</p> <p>Ask the students where we get our images from, whether they are negative or positive and what effects they may have on our relations with the people concerned.</p> <p>The teacher will present a quote from 'To Kill a Mocking Bird' by Harper Lee. 'You never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it.' The teacher then asks the students to share their reactions. The teacher explains that students will be exploring the concept of stereotyping. Teacher asks the students what they understand by the term through brain storming. Provide students with a definition of "stereotype." Using a brainstorming exercise make a list of groups based on religious belief, cultural diversity, ethnicity or sexual orientation on the board.</p> <p>Students are divided into groups and a hand out entitled 'Stereotypical' is given to each group and are asked to discuss the questions provided, related to the previous brainstorming exercise. Student later present their points in the large group while processing takes place.</p> <p>Students are asked to prepare a role play involving a stereotypical scenario where they are asked to act out a situation where a person might have been treated differently by the way he/she looked, dressed or acted. Ask for 4 volunteers to play the role accordingly. Some time is given to each participant to prepare for the role. The rest of the group will observe. Allow the role play to go on for a short while. Processing will follow.</p> <p>After the group discussion, ask students to create their own posters to spread awareness about the harms of stereotyping. They can select any group from the list that was generated during the warm-up activity. They are to think of a caption for their poster.</p>	<p>describe what stereotypes and prejudice mean</p> <p>discuss how stereotypical messages can influence one's perceptions about others</p> <p>illustrate how a person might be treated differently because of his religious beliefs, cultural identity, sexual orientations, ethnicity or disability</p>
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<p>enable students to reflect and practise conflict management skills</p>	<p>The word CONFLICT or KUNFLITTI is written in a jumbled way on the board or set of cards with the respective jumble letters are given to a number of groups. Students will then form the word after which a discussion takes place as part of a brainstorming exercise.</p> <p>A picture of a goat and donkey tied to a rope is presented to the students. Students in a whole group will try to find ways how that particular scenario can be resolved. They will observe the process by which they have come to their solution and conclusion. The various steps are listed on the whiteboard for further processing and discussion. During the processing the teacher could ask questions such as: What will happens if the two animals persist in going their own way?</p> <p>Ask the pupils to form pairs or small groups. They are then given a conflict scenario and are asked to engage in a role play. Students who are not comfortable with role plays can talk through it with their partner. A number of questions are discussed and processed in the large group.</p> <p>Referring to the session on anger management it is worthwhile to point out that conflict and anger are different, however many of us in conflict situations experience feeling of anger. At this point teacher can invite students to describe situations where they have experienced this personally.</p> <p>The session is concluded by presenting the pyramid of Peaceful Problem Solving on the Interactive White board. Students are asked to use the arrow (cursor) to drag the coloured boxes to uncover statements that show how to positively resolve conflicts. Talk about the negotiating procedure in relation to the conflict scenarios presented earlier. Processing takes place. Finally the students can fill in a handout on how they can resolve their own conflicts.</p>	<p>select possible alternatives when faced with conflicts or disagreement</p> <p>recognize the necessary skills to deal appropriately with conflict</p> <p>describe how they could solve conflicts or disagreement without resorting to angry outburst or unacceptable behaviour</p>
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Subject: Personal, Social and Career Development
 Unit title and code: **PSCD 9.3 Reflecting on one's lifestyle choices**
 Strand: Healthy Lifestyle and Social Responsibility

Form 3

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES: The teacher will: <ol style="list-style-type: none"> 1. enable students to reflect on the positive aspects of staying drug free and living a healthy lifestyle 2. enable students to reflect on why energy drinks are a boost in the wrong direction 3. enable students to understand the risk of inappropriate sharing of personal information 4. enable students to reflect on their responsibility to protect the privacy of others when posting information about them online 		
Key Words	Points to note	Resources
Healthy lifestyle, drug free, drug abuse, caffeine intoxication sleep disruption choices digital footprint responsibility management strategies consequences privacy reputation 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>https://www.youtube.com/watch?v=IE6v1xexu6k Red bull advert</p> <p>https://www.youtube.com/watch?v=f-ecpn2l-YI Powerade</p> <p>https://www.youtube.com/watch?v=J8-v9A0uFp4 Gatorade</p> <p>https://www.youtube.com/watch?v=FZ3DDIkB3HY Water</p> <p>http://besmartonline.org.mt/</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>enable students to reflect on the positive aspects of staying drug free and living a healthy lifestyle</p>	<p>Students will be invited to brainstorm on healthy or unhealthy lifestyles. Their ideas are discussed and processed. The class is divided into two groups and are asked to discuss the case study they are given. They are to choose someone from the group to take down points on the questions discussed. These points are then later presented to the group.</p> <p>The whole group comes together for discussion and processing. During processing the teacher can divide the board in three columns and points presented are listed on the board .This will help students visualise what is being discussed and prompt students to point out alternative answers.</p> <p>The teacher uses the first column to list the positive aspects for staying drug free, while the second column is used to list the negative consequences of drug use according to the case-studies. In the third column the teacher can elicit positive things that students can do to feel happy and content without drug use.</p> <p>In the file students can write and share ideas on the different ways they can improve their lifestyles. Students can mention good practices they already adopt.</p>	<p>The students will:</p> <p>recognize the difference between a healthy and unhealthy lifestyle</p> <p>assess the impact of the use of drugs on one’s physical , psychological and financial well being</p> <p>value the importance of making positive healthy life choices</p>

<p>enable students to reflect on why energy drinks are a boost in the wrong direction</p>	<p>Using the white board the students are asked to make up a list of common drinks they are familiar with. They are asked then to individually rank their top three drinks. A class survey proceeds showing the ranking of the student's favourite drinks. Examples of drinks may be: Red Bull, milk, coffee, Gatorade, water, wine, orange juice, Coca/Pepsi Cola, beer, and others. The most popular drinks are noted. Choices are discussed and processed.</p> <p>A number of pictures of different kinds of energy and sports drinks are shown to the students. Students are asked what they are noticing. A discussion follows. Do you know the difference between an Energy drink and a Sports drink? Discuss with the class "How many of you have ever drunk energy drinks? What is an 'energy drink?'" Various responses may include "any drink that gives you energy, drinks with caffeine, Gatorade, Red Bull, drinks for athletes, etc." "What attracts you to a particular energy drink?" What are some techniques that advertisers use to "sell" to young people?</p> <p>The teacher must help students to distinguish between energy and sports drink, which are sometimes mixed up.</p> <p>The students are asked to fill in the first part of a hand out 'Energy Drinks – lesson plan' which is to be given for this lesson. They are then asked to analyse the nutrition value of the various beverages as indicated on their labels. When this is done they are asked to fill in the second part of the hand-out. Discussion and processing will follow in the large group.</p> <p>Clips (found in the resource section) can be used for further discussion.</p>	<p>recognize the difference between an energy drink and a sports drink</p> <p>assess the impact of energy drinks on their physical and mental well being</p> <p>value the importance of making good healthy choices when consuming different beverages</p>
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<p>enable students to understand the risk of inappropriate sharing of personal information</p>	<p>Give each student an A4 handout with the names of different applications one can find on the internet. Ask them to indicate which applications they use on a daily basis by using a coloured marker. It is important to instruct students that they should not pause whilst drawing so that they leave or create a trail.</p> <p>Process with the students what they see and thus introduce the idea of a footprint, which disappears if it is done in the sand (for example) but remains on the internet for all to see.</p> <p>The students are then introduced to a clip on - Digital Footprint. https://www.youtube.com/watch?v=9udrvJNTEww</p> <p>Students are then divided into groups and given two or three questions about the clip.</p> <p>In groups they have to discuss and answer the questions related to the clip. The students are reconvened into the whole group and a discussion on what is digital footprint and risks associated with internet use ensue. The students are helped to think critically of and identify the possible short and long term effects of their digital footprint. Here the teacher can use the power point (see resources) to help students get a better understanding of what is a digital footprint.</p> <p>The students are again divided into groups and given different scenarios or situations or shown clips (https://www.youtube.com/watch?v=CE2Ru-jqyrY&list=PLF9D6A7C800FCCB31) where different personalities making choices and take decisions in the online world. In the small groups students are then encouraged to discuss each situation – what would they have done and whether they think that each individual took the right decisions with respect to his/her digital footprint etc.</p>	<p>recognize that whoever uses the internet has a digital footprint and that any personal information can be searched, copied and passed on</p> <p>analyze the risks, effects and consequences associated with internet use</p> <p>assess their responsibilities in the digital world</p>
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<p>enable students to reflect on their responsibility to protect the privacy of others when posting information about them online.</p>	<p>Students are shown a picture of a group of people partying on the IWB. Discuss whether the picture is appropriate or not? Students are then asked to uncover statements on the IWB and comment whether these statements are appropriate or not and why? It is important that the teacher through processing brings out that comments posted online can make a difference in the way others see the picture or interpret the post. The teacher should emphasize the point that one should be careful before posting something because this can harm or embarrass oneself and others.</p> <p>Students are then divided into 3 groups. Each group is given a different scenario. Within their respective groups students have to reflect and think about the consequences of each post. As a group they have to decide whether or not, it is safe and acceptable to post.</p> <p>Students are then asked to reflect on the questions 'Think before you post' which are presented as a power point or hand out. In the whole group students present their points on how they can show responsibility and protect the privacy of their friends and anyone with whom they connect online.</p> <p>After being shown a short clip showing the harm that can be caused by sending certain comments or pictures online, students are given matching statements. This exercise will serve to assess whether students have understood the learning objective of the lesson.</p>	<p>discuss the possible benefits and risks of sharing information online</p> <p>recognize the importance of context in posting or viewing online images</p> <p>give examples of the choices they need to make to protect one's privacy and that of others, online</p>
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Subject: Personal, Social and Career Development

Form 3

Unit title and code: **PSCD 9.4 Understanding the importance of career planning**

Strand: Personal Identity and Relationships

Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES:

The teacher will:

1. enable students to be aware how their attitudes and behaviours
2. enable students to recognize one’s biases and prejudices and evaluate their impact on self and others
3. enable students to reflect on the different occupations/ career and the characteristics needed for a particular job/career
4. enable students to reflect on the value of work and the benefits to self and others when one is gainfully employed

Key Words	Points to note	Resources
Attitudes/Behaviour Self awareness Consequences Bias Prejudice Stereotype Gender roles Influences Career/Job Employability Skills The value of work Contribution Self Fulfilment Rights/Duties	<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>http://icould.com/</p> <p>http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/primary-education-resources/resource-toolkit</p> <p>http://www.careered.com/</p> <p>http://www.etc.gov.mt</p>

<p>The teacher will:</p> <p>enable students to be aware of one's attitudes and behaviours</p>	<p>In a box or a bag the teacher prepares a set of objects (for example; a sparking plug a comb, a ferry ticket, a bus ticket, a needle, a pen drive, a pair of glasses and others) Students are asked to pick one of the objects and in 1 minute they are asked to mention all the jobs or careers related or associated with that object. Each student is allowed to take a turn. S/he can ask the classroom for assistance. During processing the teacher should ask questions that elicit the fact that the employees of most of these occupations/jobs or careers have to work with people both as clients and as colleague and that there are certain positive attitudes that are very important. S/he can divide the board and through a brain storming exercise the positive and negative attitudes are listed.</p> <p>Students are then given a handout 'Check out your attitude' . They are instructed to put a <u>P</u> in those boxes that they think are positive and an <u>N</u> in those boxes that are negative. During processing the teacher should try to elicit the fact that much of the way one conducts herself or himself at school or at home will probably follow her/him into the world of work. A bad or negative attitude might be funny now. Some people will even think you are cool but you might have to pay for it through bad marks, bad reports or even detention.</p> <p>As a concluding exercise students w. Two sets of cards are presented to the students; with two set of cards. SET A are attitudes or behaviours one adopts at the work place and SET B the people who might be influenced by this. A student picks one card from the first SET A and reads the statement , another student picks up one card from SET B and has to say how the behaviour influences the people on his card. The third student picks up a card again from SET B and s/he also states how the behaviour affects the person mentioned in the card. Once the cards in SET B are exhausted the process starts again. The exercise finishes when all the cards in SET A have been exhausted. The teacher may opt to leave some blank cards in SET A so that students can come up with other situations themselves. Processing should help students reflect that certain behaviour and attitudes effect different people around us and the importance of trying to change certain negative attitudes and behaviours for the benefit of all.</p>	<p>The students will:</p> <p>recognize that most jobs/careers entail working with different people</p> <p>discover how one's attitudes can influence one's future job/career</p> <p>critically reflect on how to change negative attitudes</p>
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<p>enable students to recognize one's biases and prejudices and evaluate their impact on self and others</p>	<p>Students are introduced to the 'Lucky Dip game'. A series of job titles or careers are put into a box or a hat. Each student is asked to choose a card. S/he reads out the title and decides whether or not s/he likes the job/career by moving either to the right side of the room (if s/he likes it) or to the left side of the room (if s/he does not like it). Each student is asked what s/he likes or/and dislikes about that particular job or career and why? The teacher should note whether any student opted not to choose that particular job because of gender stereotypical or bias notions, but for now he should not comment.</p> <p>Students are then divided into groups and the teacher presents different case scenarios. After each scenario is presented the students are given some time to discuss the questions presented.</p> <p>After every two scenarios processing takes places. The teacher elicits the similarities and differences between responses of the different groups and why? Here s/he can introduce the learning objective of the lesson and emphasizes that prejudices and biases can reduce/affect one's choice of job or career. The activity continues as before.</p> <p>It is important that students are made aware of their biases and prejudices, what these mean and how this can affect their choice of job or career later in life. Such biases are a result of explicit or not so explicit messages children receive from the family, from schools and from the media.</p> <p>The teacher can conclude the lesson by showing pictures of men and women in jobs or careers generally associated with one gender and not the other. Process students' reactions to this.</p>	<p>recognize their own preconceptions about who does certain jobs</p> <p>discover how one's biases and prejudices can reduce job/career opportunities</p> <p>critically evaluate and challenge stereotypical thinking</p>
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<p>enable students to reflect on the different occupations/ careers and the characteristics needed of a particular job/career</p>	<p>Students are divided in two teams and asked to find as many careers, jobs and occupations as possible starting with the letters provided. The group with the longer lists is the declared a winner. The various jobs mentions can be written down on the IWB for all the students to see. Processing and discussion on the activity may follow.</p> <p>The students are given a hand out with various characteristics which constitutes working environments. Each student will have to choose a number of work environments that they prefer. Later the students will be asked to identify different jobs related to the different work environment. Processing and discussion will follow highlighting different occupations and careers.</p> <p>Following this activity, the teacher will group the students in twos or threes and are given a hand out entitled Choose an Occupation or Career . Students need to identify an occupation or career in each group and will need to answer a number of questions related to the occupation chosen. After this activity, the students will reconvene to the large group where a whole class discussion takes place. Handout needs to reflect this as well.</p> <p>The teacher will then focus on occupations or career which have common characteristics namely Social, Investigative, Artistic, Enterprising, Realistic and Conventional. The students are given a list of different occupations and are asked to place them under the appropriate heading according to each definition provided. The students can discuss their exercise with the rest of the class. Later the teacher will then ask the students to try to identify their future occupation intentions with one of the categories as defined. It is important to point out that the same career or occupation can fall under more than one category</p> <p>As a concluding exercise students are given the reflective handout to consolidate what has been discussed..</p>	<p>discuss about the difference between a job, and a career</p> <p>discover how different work environments exist for different jobs or careers</p> <p>recognize that jobs or careers have common characteristics</p>
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<p>enable students to reflect on the value of work and the benefits to self and others when one is gainfully employed</p>	<p>Each student is given a hand out 'Find Someone who'.. with different titles of jobs and/or careers. The students have to go around the classroom to look for someone who knows a person engaged in the various jobs/careers listed in the hand out.</p> <p>The session continues by showing the students a set of pictures showing people in various occupations. This will serve as a recapitulation of the previous lesson. The students can identify the different groups of work or environmental setting.</p> <p>Students are then asked to individually write a definition of "work". The ideas presented can be listed on the board. In groups students are then asked to discuss reasons why people work. Discussion and processing in whole group follows. The teacher can then write down the correct definition of work.</p> <p>Different concepts related to work (Volunteering, Unemployment and Homemaking) are then introduced by the teacher. This can be done through case studies or pictures. The Teacher can ask the students what they think about these terms and whether they fall under the category of work. A discussion will follow.</p> <p>Students are then divided into two groups. Group 1 is asked to list the rights and duties of the employee in two different columns. Group 2 will make a list of the rights and duties of the employer in two different columns. Students are expected to list terms related to employment benefits such as wages, leave, sick leave, safety on the work place, conditions of work, National Insurance Contributions, Income Tax, productivity, professional development, investment, respect and accountability towards the employer, etc. A discussion will follow related to this aspect of work.</p> <p>In their file students need to reflect on how the work of their parents or caregivers contributed to their well-being.</p>	<p>explain the reasons why people enter into paid employment and how choice of work effects lifestyle</p> <p>describe different types of work(e.g. employment, voluntary work etc)</p> <p>gather information on the rights and duties of an employee</p>
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Subject: Personal, Social and Career Development

Form 3

Unit title and code: **PSCD 9.5 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 Total 6 hours

OBJECTIVES:

The teacher will:

1. enable students to understand their growing up changes
2. enable students to understand the importance of good personal hygiene and regular check ups
3. enable students to understand the importance of adopting the ABC model in relation to sexual encounters
4. enable students to reflect on the different methods of contraception and their reliability

Key Words	Points to note	Resources
healthy lifestyle, growing up, hygiene, check-ups, Breast screening, Testicular examination, ABC model, Values Sexual experimentation sexual intercourse, STIs Unwanted pregnancy contraception, reliability	<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>http://www.changethestory.net/</p> <p>http://gc2000.rutgers.edu/GC2000/MODULES/STEREOTYPES/Glossary.htm</p> <p>http://teachingsexualhealth.ca/</p> <p>http://www.gmfa.org.uk/ghb-and-gbl</p> <p>http://sexualhealth.gov.mt/</p>

<p>The teacher will:</p> <p>enable students to understand their growing up changes</p>	<p>This lesson will serve as a revision and clarification of growing up. Teachers can refer to material covered in Form 2.</p>	<p>The students will:</p> <p>recognize and discuss how they are growing up physically, psychologically and sexually</p>
<p>enable students to understand growing up changes and the importance of good personal hygiene and regular check ups</p>	<p>In a round, students will be asked to complete the following statement: Now that I am growing up (Issa li qed nikber).</p> <p>Students will then be divided in two different groups. A set of cards with different statements on growing up are presented to the groups and they are asked to match the cards. After completion the answers are checked.</p> <p>During the process a discussion can be held in order to clarify any doubts or misconceptions.</p> <p>Students will also be given information regarding health care issues related to hygiene, breast screening, pap tests (against cervical cancer) and testicular examination (against testicular cancer). The teacher should point out persons and agencies that student can refer to in case they need some personal assistance on Healthy Sexual related issues for example parents, teachers, family doctor, GU clinic (no need to be accompanied by an adult) and The Breast Care Support Group Europa Donna Malta.</p> <p>In their personal file students can be asked to find some information about how they take care of their personal well being</p>	<p>recognize the importance of the different aspects of sexual health</p> <p>discuss the importance of personal hygiene and regular check ups to keep themselves healthy</p> <p>name agencies or persons that can help in cases of sexually related issues</p>

<p>enable students to understand the importance of adopting the ABC model in relation to sexual encounters</p>	<p>Students are invited to participate in the STI mystery exercise. The exercise will introduce students in a fun way to how STI's are easily transmitted. The exercise consists of giving all students a slip of paper. All papers are empty except for 4 papers. One has an X, the three others have an A, B, and C with instructions on them. Students except those with special instructions on cards are asked to go around and ask three different questions to different students and collect their signatures. The others have to follow the instructions on the card. (A detailed instruction about the activity can be found in the resource folder).</p> <p>Through processing the teacher will introduce the importance of Abstinence from sexual intercourse, of Being Faithful and use Contraception if one decides to be sexually active. The teacher must help students distinguish between sexual intercourse and sexual experimentation and highlighting the value of sex within a stable and steady relationship. It is important to emphasise that abstinence is the ideal sexual behaviour among teens. This is because abstinence from sexual activity that involves an exchange of body fluids and/or genital to genital or skin contact is the only sure way of avoiding the risk of pregnancy or /and STIs. Postponement of sexual intercourse, adherence to one sexual partner and protected sexual intercourse are sequentially offered as the next best alternatives.</p> <p>Students are then divided into groups and given a case study which they have to read and discuss between themselves. Each group will present its answers in the whole group. During processing it is important that values play an important part of how one behaves sexually and it is OK not to feel pressured to have sexual intercourse. It is also important to emphasise the fact that people can love each other in different ways.</p> <p>Concluding remark: The decision whether to have sexual intercourse or not is not an easy one decision to make. However it is important not to take hasty decisions that one might regret later.</p>	<p>discuss choices and consequences in relation to sexual experimentation</p> <p>analyze strategies for choosing responsible and respectful sexual expressions</p> <p>explain how one's values play an important part on choices related to sexual behaviour</p>
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<p>enable students to reflect on the different methods of contraception and their reliability</p>	<p>Students are divided in groups of two or three and given a hand out 'True or False' . They have to mark whether the statements presented are true or false. This exercise will serve as a revision exercise for the previous learning objective and introduce the concept of contraception. The exercise will also help the teacher to assess what the students already know and clarify any misconceptions or myths they might have regarding contraception. Through processing, a definition of the word 'Contraception' is elicited. Processing and discussion of the statements on hand out follows.</p> <p>Students are divided into groups and given a set of cards with different names of contraceptives and the different types of contraceptives (hormonal, barrier, spermicidal and others) They have to match accordingly. In the whole group processing and discussion ensues about the different forms of contraceptives presented to the students.</p> <p>Students are again divided into groups and are given a handout 'Contraceptive Quiz'. As a group they have to fill in. Each group is given only two or three particular contraceptive methods to work on, so the teacher has to adapt the handout according to the number of students. A table (see teacher's notes) can be given to guide the groups regarding information about contraceptives .One can vary this exercise by taking students to an available computer lab and each group can do some research on the Contraceptive methods assigned. During processing the teacher has to focus on the differences between contraceptives that need to be used regularly (e.g. NFP) or when one has sexual intercourse and other information that students need to be aware of. The teacher should also focus on the places of purchase of different contraceptives.</p> <p>The teacher should emphasis the fact that the use of contraceptives is not the sole responsibility of the women but should be the responsibility of the couple.</p>	<p>recognize the importance of the different aspects of healthy sexuality and responsible sexual behaviour</p> <p>identify the different types of contraceptives</p> <p>define the effectiveness and reliability of each contraceptive against STIs and unwanted pregnancy</p>
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Subject: Personal, Social and Career Development

Form 3

Unit title and code: **PSCD 9.6 Understanding how one can contribute to the well being of the community**

Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

<p>OBJECTIVES: The teacher will:</p> <ol style="list-style-type: none"> 1. enable students to understand the idea of sustainable development and recognize its implications for different people, places and environments 2. enable students to reflect on how conflicting demands on an environment arise 3. enable students to reflect how they can contribute to the sustainability of their environment 4. enable students to reflect on their scholastic journey 		
Key Words	Points to note	Resources
<p>Sustainable Development Responsibility Contribution Economic demands Environment Resources Preservation Reduce Reuse Recycle Recover</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>http://www.un-documents.net/ocf-02.htm</p> <p>http://www.consumerclassroom.eu/</p>

<p>The teacher will:</p> <p>enable students to understand the idea of sustainable development and recognize its implications for different people, places and environments</p>	<p>The following statement is written on the board: '... development that meets the needs of the present without compromising the ability of future generations to meet their own needs. '</p> <p>The students are asked what do they understand by this statement and why? This can take a form of a brainstorming exercise, pairs or small groups. The ideas of the students are presented, discussed and processed. This will lead the group to the idea of Sustainable Development.</p> <p>The students are asked to work in groups and imagine if someone from the future generations had to write a letter to our present generation, what they would talk about regarding their environment and their social well-being. Examples of question could be the following: What if future generations were able to speak to us: What would they say to us if they could? If they had a voice today, what would they ask us to do for them? Students will later present their ideas to the whole class and a discussion follows.</p> <p>Students will listen to an audio presentation or simply read and follow from a hand out entitled A LETTER FROM THE FUTURE. The following are the points that the teacher can follow for this exercise: Q1: What three messages in the Letter from the Future are most important to you? Q2: Did you expect the letter to be so positive? Why?</p> <p>The lesson is concluded with a video clip. Students will watch Severn Suzuki (a 13 year old) who gave a speech at the Rio Earth Summit in 1992. http://www.youtube.com/watch?v=oJJGuIZVfLM Discuss and process.</p>	<p>The students will:</p> <p>infer the meaning of sustainable development</p> <p>demonstrate the implications of unsustainable development on the environment and on future generations</p> <p>value the important contribution of every individual to a sustainable environment</p>
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<p>enable students to reflect on how conflicting demands on an environment arise</p>	<p>The students are first asked if they know any of the Millennium goals. http://www.un.org/millenniumgoals/bkgd.shtml</p> <p>The students are shown a power point depicting the 8 Millennium goals. The students are then asked to see the relation between these goals and how these are linked with the concept of sustainable development. A discussion will follow.</p> <p>The teacher will then continue by giving the students a hand out on ‘Links in Global issues and Environmental awareness’. The students are asked to try and find a link between the different global issues on the hand out they are given. They are to draw a line between the links they find. They are also asked to write an example in the box of that particular issue. The teacher helps them analyse and process their work by using the questions which are on the hand out.</p> <p>The students can later be shown some clips showing examples of how these global issues can effect our environment. http://www.youtube.com/watch?v=sW7fxGG9cEM (air pollution) http://www.youtube.com/watch?v=VPtKOrwf1h0 (evolution and pollution)</p> <p>The teacher defines the three components of sustainability namely: Society, Environment and Economy. An overhead of these key components is shown. https://www.youtube.com/watch?v=5r4loXPx8 . The class is then divided into groups of five students each. They are given the following instruction: ‘When a resource is extracted it is removed from the environment so that it can be used to create products that we buy. Each of you will receive a role card that provides some information about your perspective on the extraction of a particular resource. Each person should read aloud their role card to the group. During the activity students have to try to retain the perspective of their role card. They are to work together as a group to determine how resource extraction impacts the long term well-being of people and the planet. (REFER TO ROLE CARD AND HANDOUT FROM PDF FILE ‘BUY, USE, TOSS’ PAGE 28)</p>	<p>infer the meaning of sustainable development</p> <p>demonstrate how different demands on the environment leaves their mark</p> <p>value the important contribution of every individual to a sustainable environment</p>
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<p>enable students to reflect how they can contribute to the sustainability of their environment</p>	<p>Ask the students if they have eaten a hamburger during this past week. Draw a hamburger or write the word Hamburger on the board. Brainstorm the impact associated with producing the Hamburger. (REFER TO SIMPLE IMPACT DIAGRAM TO GENERATE IDEAS). Examples of question: What are the basic ingredients of the burger? What does one need to raise a cow? What happens between the cow and the burger? Process with questions like: What impacts result from each of the processes and technologies required to produce the hamburger? Consider any other effects like burger consumption, packaging, transportation, and so on. Also consider positive consequences of producing and consuming the burger for example economic benefits.</p> <p>Students are then asked to complete the table (Activity - Acting locally) to identify global, national and local examples of some major issues. Some examples have been provided. The teacher might add other issues that s/he thinks are important to the list. Students are then given a Handout : How Green are you? and individually they have to reflect on how much they care for the environment. They can discuss their responses in groups of two or three. They are then asked to make a list on the board of ways they can conserve energy and resources. Ask how individual action can help a) nationally ,b) locally and c) at home/school. After some examples have been drawn out, students can carry out another activity using the hand-out provided. The following link can be used for ideas and examples.</p> <p>http://www.youtube.com/watch?v=8DJ45Yc3urg (Examples of good practice on how one can help out to do his part for the environment.)</p> <p>The teacher can continue to develop this topic by encouraging students to do related projects such as write a slogan, a short rap song, take picture of the natural environment and so on.</p>	<p>infer how everyday consumption has a direct and indirect effect on the environment</p> <p>demonstrate how they contribute to a better environment</p> <p>describe different ways of how they can help to make the world a better place</p>
<p>enable students to reflect on their scholastic journey</p>	<p>Evaluation and reflection. The teacher finds some appropriate exercises for the conclusion of the year. The students can go through the reflective handbook and evaluate things they have learnt, things they enjoyed doing etc...</p>	<p>reflect on this year's learning and personal growth</p>

