

Personal, Social and Career Development Curriculum



Directorate for Quality and Standards in Education
Curriculum Management Department

PERSONAL, SOCIAL AND CAREER DEVELOPMENT CURRICULUM UNITS – FORM 5

Written and compiled by

Stephen Camilleri (Education Officer – PSCD)

Dunstan Hamilton (Education Officer – PSCD)

Dorianne Gravina (College Career Advisor)

- PSCD 1 Understanding how one can contribute to the well being of the community*
- PSCD 2 Understanding the importance of career planning*
- PSCD 3 Establishing healthy relationships through positive behaviour*
- PSCD 4 Understanding growing up changes and making responsible choices*

Subject: Personal, Social and Career Development

Form 5

Unit code and title: **PSCD 11 .1 Understanding how one can contribute to the well being of the community**

Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes 6 hours

| OBJECTIVES | | |
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| <p>The teacher will:</p> <ol style="list-style-type: none"> 1. enable students to re-establish a positive working environment 2. enable students to reflect on values and how these effect the decisions one takes 3. enable students to reflect on how one’s decisions that can have positive outcomes on the community 4. enable students to explore attitudes and knowledge about abortion and alternatives to it | | |
| Key Words | Points to note | Resources |
| Cooperation Collaboration Rules Value of education Value of work Value of friendship, Value of teamwork Value of family/relationships Blood donation Organ donation Volunteering Adoption Fostering Support Services | <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 opinions and attitudes.This will also help promote cooperation, tolerance, teamwork and self-esteem.</p> | <p>http://www.transplantsupport.com.mt/</p> <p>http://www.dailymail.co.uk/tvsho/wbiz/article-2302494/Madonna-takes-adopted-children-David-Mercy-visit-native-Malawi.html</p> <p>http://www.bing.com/images/search?q=anjolina%20jolie%20children&qpv=anjolina%20jolie%20children&FORM=IGRE&adlt=strict</p> |

| Teaching objectives | Examples of teaching experiences and activities | Indicators of Learning outcomes |
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| <p>The teacher will: 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>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 importance of collaboration and cooperation in the group</p> |
| <p>enable students to reflect on values and how these effect the decisions one takes</p> | <p>Students are introduced to the topic by being shown the following clip. https://www.youtube.com/watch?v=l48FyAmQNOc</p> <p>Students are then encouraged to discuss what messages the clip is trying to convey. The teacher can at this point introduce learning objective and his choices of career based on his or her values.</p> <p>This is then followed by the video clip on the value of friendship, teamwork and family. Clip: https://www.youtube.com/watch?v=sLz6B-gkm_4 This too is then followed by a general discussion on the three values highlighted.</p> | <p>identify the different values one possesses</p> <p>explain how values influence one's way of thinking and behaving</p> <p>demonstrate how one can influence others positively</p> |

Now that the students are aware that the lesson is about values, they are asked to brainstorm the different categories of values that exist, such as personal, moral, spiritual, family, material and universal values. All these values make us what we are and why people opt to become vegetarians, pacifists, support political ideologies, to get married in Church, to wear certain clothes but not others, to recycle and separate waste, to give to charity, to be volunteers in Non Governmental Organizations and so many other conscious choices that make us all unique.

Students are divided into groups and given different case studies. They are to discuss what they would do in such a circumstance. Would their values influence their decisions? If not, certain values they think they may have are actually very superficial and they should realise this during processing, which takes place after the groups share their case study and conclusions in the whole group. Case studies could include A) admitting or not that one touched the ball during a football or basketball game before it went out of the pitch; B) taking a clothes item you had just bought but then damaged accidentally yourself back to the shop demanding a refund or exchange, complaining it was damaged, C) closing an eye when you see someone being teased or bullied and D) Carrying on with your life when you know your help or presence is really needed at home E) Inventing a fictitious excuse for not having done one's homework. During processing, students are to become aware that apart from their values, other elements may influence their decision, such as financial reasons, peer pressure, etc. The teacher can indicate that peer pressure can also be positive by showing the following clip. <https://www.youtube.com/watch?v=OFgVGafSys8>

The teacher can use the following clip <http://www.youtube.com/watch?v=nm3ul5PCBV8> or a power point presentation to sum up what has been discussed during the whole lesson. Each student is asked to write down on reflective handbook that decision which for him/her would be most difficult, as a result of his/her personal values.

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| <p>enable students to reflect on how one's decisions that can have positive outcomes on the community</p> | <p>Students are shown a few pictures of fatal car accidents or newspaper cuttings of such incidents. Students are asked to brainstorm the consequences of these accidents on the victims, their families, etc. Teacher is to probe if anything positive can come out of such unfortunate accidents that are sometimes caused due to irresponsibility of others rather than personal fault of driver concerned. Teacher is to bring up the idea of organ donation, if students do not bring up issue themselves.</p> <p>This is then followed by one of many short you tube clips available on the topic such as; https://www.youtube.com/watch?v=XuXYVLTisW4 or https://www.youtube.com/watch?v=tAlaAjUenDY</p> <p>This is then followed by a discussion of whether they would be ready to donate their organs or those of their loved ones if these ever died in certain circumstances. Information is to be given where and how one can register (see link) to become an organ donor.</p> <p>The lesson will help students become aware that one donor can help several people because a single donor can donate a number of organs, including: kidneys , liver , heart , lungs , small bowel and pancreas. Tissues that can be donated include: the cornea , bone , skin , heart valves, tendons and cartilage. This can be presented as a quiz, power point or as an activity.</p> <p>Students are then shown a clip promoting blood donation, https://www.youtube.com/watch?v=Af0gk_kiGac. During processing students may mention family or friends who are either blood donors or required blood during an operation. The students are then divided into groups to prepare slogans in favour of blood donation. These are then shared and the exercise is processed. Teacher then uses IWB to show pupils the Facebook page of the National Blood Transfusion Service, Malta. https://www.facebook.com/bloodmalta. Students are informed that in certain cases one cannot be a blood donor, such as due to medication, age, certain sexual behaviour, etc. Using the Reflective journal , students write down their thoughts.</p> | <p>Identify different ways on how one's actions can have positive outcomes on individual people or on the community at large</p> <p>talk about the positive outcomes of blood and organ donation</p> <p>explain how and when one can be a donor</p> |
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| <p>enable students to explore attitudes and knowledge about abortion and alternatives to it</p> | <p>Students are shown the music video by Madonna singing “Papa Don’t Preach”, including lyrics : https://www.youtube.com/watch?v=LL0tXgaA2xQ</p> <p>The students are to reflect on the messages the song is trying to convey eg. peer pressure, against abortion and in favour of family support. The learning objective of the lesson is introduced. Following a brain storming session on why people would consider or opt for an abortion, students are asked to reflect and share what they would do if faced with such a challenge teenage pregnancy would bring in their lives. Emphasis is to be placed on who students can ask help from and what support services exist. The legal aspect concerning abortion and the rights of the unborn child are also to be highlighted.</p> <p>The students are then shown a picture or photo of Anjelina Jolie. Students are asked what they know about the main actress Angelina Jolie and what she has in common with Madonna. Both have in fact adopted children. Students can be shown images of both personalities with their natural and adopted children. Adoption and fostering, thus, is not solely for infertile couple but takes place primarily due to love for others, irrespective of the race, history, etc of child. This is to be followed by a brief explanation of the difference between being fostered and being adopted. Also, the various reasons that lead to this, such as death of parents, prison, hospitalization, etc. The students should also be helped to reflect on the fact that fostering and adoption can also be alternatives to abortion.</p> <p>Students are asked to think silently individually on how their life would have been different had they been fostered or adopted. In some cases they may feel it would be better than the present family set up they are in and there may be students who are in fact in care, fostered or adopted so processing has to be done in a very sensitive way. Students will naturally be free to opt out of presenting their thoughts.</p> <p>Finally, one concludes positively by watching the video clip of a personal experience of a teenager : https://www.youtube.com/watch?v=uUguiCiLZvg (My miracle – how adoption saved me).Students then discuss the video in a group and the teacher processes the activity.</p> | <p>recognize that any unplanned pregnancy will bring with it challenges and difficulties</p> <p>outline why abortion is illegal in the local context</p> <p>describe alternatives to abortion and support services available</p> |
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Subject: Personal, Social and Career Development

Unit title and code: **PSCD 11 .2 Understanding the importance of career planning**

Form 5

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 one’s future career goals and develop a career plan 2. enable students to understand the advantages and disadvantages of various work alternatives 3. enable students to understand the importance of employability skills 4. enable students to understand the rights, duties and responsibilities of employers and employees | | |
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| Key Words | Points to note | Resources |
| Personal characteristics Work values Career plan Work alternatives Life-Work balance Decision making Employability skills Personal attributes Work values Trade Union National Insurance Minimum Wage Rights Responsibilities | <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.ccdf.ca/ccdf/NewCoach/english/ccoachd/issue_d4b_alternatives.htm</p> <p>http://www.myfuture.edu.au/</p> <p>http://www.careersonline.com.au/</p> <p>http://www.jobguide.education.gov.au/</p> <p>https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx</p> <p>http://www.scotcareers.co.uk/</p> <p>http://www.myworldofwork.co.uk/</p> <p>https://www.myjobscotland.gov.uk/home/</p> <p>http://www.skillsdevelopmentscotland.co.uk/</p> <p>etc.gov.mt</p> |

| Teaching objectives | Examples of teaching experiences and activities | Indicators of Learning outcomes |
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| <p>The teachers will:</p> <p>enable students to reflect on one's future career goals and develop a career plan</p> | <p>Students are given the handout 'Personal inventory' to fill. Sharing in pairs or in the large group according to the needs of the class. The teacher introduces the learning objective and elicits from the students why it is important to know yourself when planning your career path.</p> <p>The next activity 'What is important to me for my future career/job' (see resources) will help students to get a better idea of themselves in relation to their future career or job. The activity can be either played as a card game or as a continuum exercise, depending on the needs of the students. The teacher is to prepare the five cards which include the following heading : VERY IMPORTANT, IMPORTANT, QUITE IMPORTANT, OF SOME IMPORTANCE, NOT IMPORTANT. The students are instructed that statements will be read and students will choose the card which best describes their preference and why? The process is repeated till all statements are used or ideas are exhausted.</p> <p>Then students are given the handout 'My career plan' (see resources) and individually fill it up. The aim of this exercise is to help students to identify their future path and develop an action plan. This is processed and discussed in the whole group.</p> <p>Students are then given six questions (see resources) and asked to find a family member or someone they know and interview him or her about their job or career.</p> | <p>The students will:</p> <p>identify their personal characteristics</p> <p>discuss their work values and how these will effect their job/career preferences</p> <p>plan their caree path</p> |

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| <p>enable students to understand the advantages and disadvantages of various work alternatives</p> | <p>Students can take turns to talk about the interview they had carried out at home. Alternatively the teacher can start the lesson by introducing the learning objective and inform students that today's lesson will help them reflect on the different work alternatives available. Brainstorm with the students 'Why people go to work?' Some examples other than earn money to support themselves and their families could be; help others (voluntary work), career satisfaction, feel they are contributing, enjoy working.etc. List these on the board. Discuss and process.</p> <p>Students are then divided into pairs and from a box they have to pick up a card with a name of a job or career. The teacher should try to find various jobs from various work sector for example: finance, tourism, education, health, technical/engineering sector, construction industry, gaming, IT, agriculture and fisheries, armed forces/police, beauty and care and others. In pairs they are to list the advantages and disadvantages of working in that particular job. Discuss and Process.</p> <p>Students are divided in groups and work together to find different work alternatives, part time work, full time, by fixed term contract, teleworking, voluntary, precarious work, outsourcing, self employment and summer job. Convene the class and discuss the advantages and disadvantages of each work alternative listed by the students.</p> | <p>outline why people take up employment</p> <p>identify the advantages and disadvantages of various jobs or careers</p> <p>identify and discuss about different work alternatives</p> |
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| <p>enable students to understand the importance of employability skills</p> | <p>Students are divided into groups and given an advert taken from a newspaper or other type of media. They are asked to list the skills and abilities employers look for in prospective candidates. In the whole group discuss with the students why these skills are important. Introduce the learning objective and inform students that these skills are known as employability skills, skills which are developed over time and are necessary and important at the place of work. Through processing the teachers can elicit other employability skills students fail to mention and their importance on the place of work. S/he can use a powerpoint to represent the different employability skills and their definition (see resources).</p> <p>Using the same job/career cards used in the previous lesson, the students are asked to pick a card from the box or pack, read out the name of job or career indicated and mention three employability skills important to work in this career or job. Discuss and Process.</p> <p>Students are given a handout 'Using my skills appropriately' (see resources). They are asked to write down the necessary skills needed to be able to carry out the tasks indicated on the handout, such as filling a CV etc. This exercise will help students to link skills with practical applications. If time permits the teacher can use the following clip. https://www.youtube.com/watch?v=1EgOHOscyCE 'How to write a CV' to emphasis the importance of having a good CV and how one's skills should be reflected in this document.</p> | <p>identify some employability skills, qualities and values;</p> <p>recognise the importance of employability skills, qualities and values in the workplace;</p> <p>relate these skills to practical applications</p> |
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| <p>enable students to understand the rights, duties and responsibilities of employers and employees</p> | <p>Students are presented with cuttings from newspaper or information about the 'Haddiem ta'sena' reward or/and employee of the month. Introduce the learning objective and divide the students into groups. Give each group a set of statements. Each group is to choose those whom they think are the rights of an employee and those that are the responsibilities of an employee. In the whole group discuss and process.</p> <p>Again divide the class into groups and give each group a scenario which they can either role play or discuss. The aim of the exercise is to help students understand the importance of health and safety issues on the workplace and how one uses his or her assertive skills to deal with certain situations.</p> <p>Ask students how certain rights of workers were obtained? Distribute a true and false handout and inform students that they will be seeing a clip about the role of trade unions. Whilst watching or after watching the clip they have to fill in the handout. Discuss and process in the whole group the importance of trade unions to see that rights of workers are respected and to make collective agreements. Emphasize the fact membership in trade unions will help an employee get better wages and work conditions http://www.youtube.com/watch?v=dNb0VYyfarc (unite the union ; about trade unions)</p> <p>The teacher can collaborate with the guidance personnel in schools to invite speakers from different trade unions, so they get a better idea of what a trade union stands for.</p> | <p>classify the rights and responsibilities of an employee</p> <p>demonstrate how to use assertive skills to deal with challenging situations that might arise on the place of work</p> <p>explain what is a trade union and its functions</p> |
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Subject: Personal, Social and Career Development

Form 5

Unit code and title: **PSCD 11 .3 Establishing healthy relationships through positive behaviour**

Strand: Personal Identity and Relationships

Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes 6 hours

| OBJECTIVES | | |
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| <p>The teacher will:</p> <ol style="list-style-type: none"> 1. enable students to understand how relationships can affect one’s emotions and life 2. enable students to reflect on how to avoid risky online relationships 3. enable students to explore issues of responsibility in sexual relationships 4. enable students to explore the effect of alcohol on sexual relationships | | |
| Key Words | Points to note | Resources |
| Illnesses Bereavement Separation/Divorce Break up Grooming Risk/s Decision making Responsibilities Requirements Values Impaired decision making Undesired consequences Violent behaviour | <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>www.shrinkinabox.com/dealing-with-difficult-relationships</p> <p>http://www.ehow.com/info_7811675_separation-grief.html</p> <p>https://www.commonsemedia.org/</p> <p>http://www.drugabuse.gov/drugs-abuse</p> <p>http://talktofrank.com</p> |

| Teaching objectives | Examples of teaching experiences and activities | Indicators of Learning outcomes |
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| <p>The teacher will:</p> <p>enable students to understand how relationships can affect one's emotions and life</p> | <p>Students are divided into pairs and in the clip they will be seeing, there will be a mother, a daughter and a son. Each group is asked to list the emotions they manage to identify in the clip.</p> <p>https://www.youtube.com/watch?v=OAlYHUWjNjE&feature=em-share_video_user</p> <p>In the whole group introduce the learning objectives and discuss why different situations in relationships affect one's emotional state and life in general. The aim of this lesson is to help students understand that relationship stress carries a heavy toll on one's emotional life and creates strong emotional responses because relationships impact greatly one's life both positively and negatively.</p> <p>Students are then put into pairs or groups and handed out a scenario (see resources) which they have to discuss and then answer the questions related to that scenario. Bring the group back together to share and process. During processing the teacher is to ensure that students are aware of where they can seek help in such emotionally difficult situations and that it is ok to seek help and support.</p> <p>Emotional stress can be particularly painful and challenging to deal with especially during puberty and adolescence since one has limited control over one's life and decisions. The teacher should at this stage help students come up with different positive strategies of how they can destress themselves in emotionally difficult situations. Eg. talking to a friend, listening to music etc.</p> | <p>The students will:</p> <p>describe different emotions experienced in relationships</p> <p>identify the challenges brought about by emotionally difficult relationships</p> <p>list different positive coping strategies that helps one deal with emotionally difficult relationships</p> |

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| <p>enable students to reflect on how to avoid risky online relationships</p> | <p>Brainstorm why people want to share, learn from and respond to others on line. Ask students to divide these into positive interactions and negative interactions. Discuss and Process why. Introduce the learning objective and ask students what they think are risky online relationships.</p> <p>Students are divided into groups and each given a chat situation (see resources) together with the related questions. They have to discuss the situation in the group. In the whole group, processing of all situations. This activity will help students understand that some flirty conversations might seem exciting or flattering but have the potential to be upsetting or abusive. They should know that people may in fact say or do things online that they would not do in person. Students should also know that they may feel used, uncomfortable, or violated while chatting with people online – whether it’s with someone their own age or older) That is why some online relationships can become risky.</p> <p>The teacher can use a power point presentation to emphasis the different choices face when faced with risky online conversations. Mainly ‘Change it up’, ‘Log off or quit’, ‘Know that’s it’s ok to feel embarrassed or/and confused’ and ‘Talk to a trusted adult’ (see resources)</p> <p>To sum up the lesson students are given a handout which they have to fill up individually and processed in the whole group. This exercise will help to reinforce the learning objective of the lesson.</p> | <p>describe negative and positive on line Interactions</p> <p>recognize when on line interactions become risky</p> <p>identify actions that should be taken to avoid risky on line interactions</p> |
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| <p>enable students to explore issues of responsibility in sexual relationships</p> | <p>Introduce the learning objective and divide the students into groups. Hand out one scenario to each group. Ask each group to carry on the story. In the large group these scenarios could be role played or discussed depending on the level of maturity of students. Processing and discussion takes place. The process is repeated again for the different scenarios. The teachers can use the scenarios found in the resource section or create their own.</p> <p>On the IWB put up a picture of a burger and ask students to 'imagine that they own a burger stand and don't want to run it. So you need to hire someone to run it for you and at the end of each month they will bring you the money. You will pay them a salary and keep the rest.' Brainstorm with the students the requirements required (see resources for some guidance questions) and write these on one side of the board. Ask students to make a list of "requirements" that need to be met before becoming a parent and write these on the other side of the board. Compare the requirements of the two options you presented and process issues of responsibility, care etc.</p> <p>The teacher might also want to explore the needs of a baby and the increase in responsibilities for the person who becomes a parent,</p> | <p>distinguish the different responsibilities in sexual relationships</p> <p>outline the positive and negative behaviour in sexual relationships</p> <p>recognize the importance of skills and characteristics needed for parenting, and the value of acquiring them before becoming a parent</p> |
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| <p>enable students to explore the effect of alcohol on sexual relationships</p> | <p>The teacher informs the students that the guided visualisation exercise that will be done will help them explore how alcohol impacts on their sexual decision making. Students are asked to find a comfortable position, keep silent and close their eyes whilst the teacher will read or narrate the story (see resources). The teacher can opt to play some party music when narrating the story to immerse the students more in the exercise. This is then followed by processing (see resources for guided questions).</p> <p>Students are then shown different pictures of battered people due to aggressive behaviour as a result of alcohol. A discussion ensues on how different members within the family are effected . Within the same power point presentation the teacher can show how alcohol effects the decision making process. The teacher mentions the concept of impaired decision making; this is because alcohol slows down the brain functions and thus our ability to make good decisions. A lot of decisions just happen when one is drinking, like blurting out something one don't intend to say, kissing someone or make out or sleep with someone when one does not intend to.</p> <p>The aim of the lesson is to help students understand that one might have the best intentions when sober, but when one consumes alcohol, his/her judgement and decision-making ability are impaired. Thus it is important that one is aware of choices that can hurt him/her or those around him/her.</p> <p>Students are then given the handout 'What type of questions do you need to consider for each of these' (see resources). Process each section separately, emphasising that, before one takes a decision about alcohol and sex s/he should consider the following: what are one's limits, what one is comfortable with, how one is going to keep safe, and who you can go to for help. Introduce the idea that making a well-considered decision requires that you take into account all three aspects of self (mental, emotional and physical).</p> | <p>state how one feels and thinks after having sexual encounters under the influence of alcohol</p> <p>outline the undesired consequences after having sexual encounters under the influence of alcohol</p> <p>recognize the importance of skills needed for good decision making in relation to sexual relationships</p> |
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Subject: Personal, Social and Career Development

Form 5

Unit title and code: **PSCD 11 .4 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

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| <p>OBJECTIVES</p> <p>The teacher will:</p> <ol style="list-style-type: none"> 1. enable students to understand different sexual orientations 2. enable students to explore personal and societal attitudes towards pornography 3. enable students to reassess their learning on sexuality topics 4. enable students to reflect on challenges they will face after secondary school life | | |
| <p>Key Words</p> <p>Sexual orientations Homophobia Heterosexism Offensive Derogatory Fantasy Puberty Physical/Psychological/Emotional/Sexual Changes Challenges Opportunities Goals</p> | <p>Points to note</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>Resources</p> <p>http://www.medicinenet.com http://sexualhealth.gov.mt/ http://www.gmfa.org.uk/ghb-and-gbl http://maltagayrights.org/</p> |

| Teaching objectives | Examples of teaching experiences and activities | Indicators of Learning outcomes |
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| <p>The teacher will:</p> <p>enable students to understand different sexual orientations</p> | <p>Spread the different pictures of men and women on a large table or on the floor in plain view of all. Ask students to select a picture of a person they think looks straight. In rounds, talk about each selected picture and allow the person who selected it to explain his/her reasons for choosing it. Discuss how the pictures were selected and list the words on the board – for example, »macho«, »manly«, »make up«, »girlie«, etc.</p> <p>Repeat the exercise with different pictures and ask students to select a picture that they think is gay/lesbian, and transgender and transvestite. Discuss how the pictures were selected and on what basis; list words on the board – for example 'feminine look', 'baby face', 'posture (of hand)', 'sissy' etc</p> <p>During processing the teacher might want to focus on the following points</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do our preconceptions of femininity and masculinity affect how we view heterosexuality and homosexuality? <input type="checkbox"/> How does society view people's sexual orientation and expression and why? <input type="checkbox"/> How does the cultural, political and religious influence effect one's perception and opinion of the subject? <p>Students are then divided into groups and are given a matching task to work. Each group will have cards with definitions, key words and a picture depicting people who fall within that particular category. (See resources) Clarify and process in the whole group.</p> <p>Students are shown the following clip '11 Yr Old Girl Goes To School As A Boy – Transgender' http://www.youtube.com/watch?v=ceQd4zFvC24</p> <p>Process and discuss issues related to homophobia and heterosexism.</p> | <p>The students will:</p> <p>recognize and explore one's attitudes towards different sexual orientations and expression</p> <p>distinguish between different sexual orientations and clarify their definitions</p> <p>infer the impact of homophobia and heterosexism, whilst identifying the negative behaviours that reinforce homophobia and heterosexism</p> |

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| <p>enable students to explore personal and societal attitudes towards pornography</p> | <p>Give each student a pair of 3D glasses and discuss how they are feeling and why things look different through these classes. Introduce the learning objective and brainstorm what students think is real and what is fantasy in pornographic movies.</p> <p>Students are then divided into pairs, each pair is given two to three discussion card which the teacher feels are suitable for the age and maturity of the class. Students are given some time to discuss between themselves the content of the card. Discuss and process and give appropriate feedback in the whole group.</p> <p>The teacher can then use part of the following clip http://www.youtube.com/watch?v=fPY7PQG-abw (STi infected pornstars) to emphasise the point that not all is glamorous in the porn world.</p> <p>As a follow up activity students are divided into groups and they have to come up with a list of possible impacts of pornograph on the self and on one's relationships (see resources for some points).</p> | <p>differentiate between fantasy and reality and the unrealistic nature of pornography</p> <p>recognize and explore one's attitudes towards pornography</p> <p>explain how pornography could affect how people view and behave in a relationship</p> |
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| <p>enable students to reassess their learning on sexuality topics</p> | <p>This session is to be used by the teacher to summarize and reassess what students have learnt during sexuality and relationships lessons during these 5 years and correct any remaining misconceptions.</p> <p>The teacher can use any resources and material s/he deems fit for the needs of each particular class.</p> | <p>recall information about sexuality and relationships education themes</p> <p>review how much they have learnt on sexuality and relationships education themes</p> <p>assess previous knowledge on sexuality and relationships themes</p> |
| <p>enable students to reflect on challenges they will face after secondary school life</p> | <p>Students are given a blank A4 paper and asked to fold it into three and asked to write in the different sections: something positive about themselves, what do they think they would be doing in 3 years time and how do they think life will have changed for them in 10 years time. Discuss and Process</p> <p>Students are divided into four groups of 3 or 4 pupils each and each group is given a set of cards. These have the words: lack of work, illness or weak health, no money, academic success, family, working or studying abroad..etc. In the separate groups they have to come up with the challenges and responsibilities these situations can bring about. Discuss and process in the whole group.</p> <p>Finally, through brainstorming, students come up with long term solutions to prevent, as much as possible these long term issues, such as living a healthy lifestyle, saving money, investing, life policies, life-long learning, etc.</p> | <p>talk about how they think life will change after compulsory schooling</p> <p>identify the challenges and responsibilities one faces because of different life situations</p> <p>explain how to prevent or minimize the impact of changes in one's life</p> |

