



Personal and Social Development Curriculum Units Form 1



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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PERSONAL AND SOCIAL DEVELOPMENT CURRICULUM UNITS – FORM 1

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Subject: Personal and Social Development

Form 1

Unit code and title: **PSD 7.1 Getting to know my new school Environment and Peers**

Strand: Personal Identity and Relationships

Unit Duration: 10 sessions of 40 minutes 7 hours

OBJECTIVES

The teacher will:

1. enable the students to get acquainted with each other.
2. enable the students to get acquainted with the new secondary school set up and with their different teachers.
3. enable the students to familiarize themselves with the new school.
4. enable the students to establish adequate ground rules for a positive working environment in PSD.
5. enable the students to familiarize themselves with school rules and procedures

Key Words	Points to note	Resources
ground rules team work friends communication transition emotions self expression school rules timetabling school procedures worries	<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.googleearth.com</p> <p>http://www.lc.gov.mt/</p> <p>http://skola.edu.mt/college-and-school-websites/</p> <p>http://gov.mt/frame.asp?l=1&url=http://www.education.gov.mt</p> <p>http://www.mindtools.com/pages/article/newLDR_76.htm</p> <p>http://icebreakergames.net/100-get-to-know-you-questions/</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>help the students get acquainted with each other. (2 lessons)</p>	<p>A range of introductory exercises such as showing different pictures of emotions, sentence completion exercises and photo language can also be used. It is important to allow space for students to express their emotions. The teacher needs to use a number of energizers and other activities in order to create an environment whereby students get to know each other better in an informal manner.</p> <p>Use of games like Round Robin and ‘Get to know me’ games pictures of emotions, sentence completion exercises and photo language. It is important to give enough time for all students to introduce themselves and gets to know the other students.</p> <p>The teacher lays on the floor all the letters of the alphabet, each student will pick up the letter according to the letter his/her name starts with and he has to say his/her name to the whole class. This exercise can be repeated when each student talks about his hobbies, interests, likes and dislikes. .</p> <p>The teacher will help students start to form new friends. The teacher can use an exercise where the students are given a handout with different statements or pictures and they have to go around and fill in the name of the other students who for example come from the same locality</p> <p>On the reflective handbook the students are asked to set up an attractive project book/file for their future PSD work, which should include pictures reflecting their interests or hobbies.</p>	<p>Students will:</p> <p>be able to discuss how one’s perception of self can be affected by changes. (Level 8)</p> <p>be able to share and talk about their opinions, views and positive qualities (Level 7)</p> <p>be able to identify and appreciate their talents and physical qualities (Level 6)</p> <p>be able to identify their talents and physical qualities (Level 5)</p>

<p>help students get acquainted with the new secondary school set up and with their different teachers.</p> <p>(2 lessons)</p>	<p>After a short energizer of “how do I feel from a range of 1 to 10”, the teacher will help the students to make a distinction between the Primary and Secondary set-up. The teacher can use case studies of different students coming from the primary or secondary sector and discuss the differences and also similarities between these two sectors. The teacher should allow time for each student to express his thoughts, opinions about the new subject and teachers.</p> <p>The teacher needs to help students familiarize themselves with the various names of teachers of the different subjects through the use of their new class time-table given by the Form or Class teacher. The teachers can use the school website to help students become familiar with their new teachers and senior management team, and other members of staff.</p> <p>This can include the activity wherein students are given case situations which they have to discuss the possible solutions to problems which may arise within the school context, such as to whom one must refer on missing a bus back home, misplacing a book, being bullied or having difficulties with the timetable.</p> <p>On the reflective handbook the students are asked to draw a picture or find a picture from the school’s website and write something about the school</p>	<p>understand the rights and responsibilities within the new school context .(Level 8)</p> <p>show that they can deal with the challenges and feelings brought about by changes in school life (Level 7)</p> <p>show that they belong to a classroom, school and college community (Level 6)</p> <p>know that they belong to a different school structure (Level 5)</p>
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<p>help students to adopt a sense of belonging to the school.</p> <p>(2 lessons)</p>	<p>After the short energizer “Which colour shows my feelings today, and why”, the teacher will use different teaching methodologies to help the students get an overview of the different responsibilities and duties of the various members of the SMT other staff within the school community. This can take the form of a “Family Tree” drawn by the students either on their PSD reflective handbook or on a wall chart where all the relevant members of staff can be placed.</p> <p>Teacher will then help the student to familiarize themselves with the important landmarks of the school, such as the administration, health and safety, guidance room, PSD rooms, subject rooms, Library, staff rooms, tuck-shop, school grounds. The teacher can distribute a school map to each student who will together with the teacher go on a school orientation walk about and mark on their individual maps the different room allocations. This can also take the form of a treasure hunt.</p> <p>Processing and closure</p> <p>Moreover, teachers can also encourage the students to spend some of their free time after school hours to locate their school with the wider community that surrounds the school building, by making use of google earth and any other information available from local councils. Students can either use their home computers or use the free internet access computers available at Local Councils to do so.</p> <p>The students can stick the school map on the reflective handbook.</p>	<p>understand the rights and responsibilities within the new school context. (Level 8)</p> <p>show that they can deal with the challenges and feelings brought about by changes in school life (Level 7)</p> <p>show that they belong to a classroom, school and college community (Level 6)</p> <p>know that they belong to a different school structure (Level 5)</p>
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<p>help students to discuss school rules including use of diary, timetabling, and homework habits.</p> <p>(2 lessons)</p>	<p>A tree is stuck to the board, students are given sticky notes in the form of a leaf. They are asked to write their name on the leaf and according to how they are feeling today they have to stick the leaf on the tree. The teacher might decide to have a tree for each class so that the names of the students are always visible.</p> <p>Teacher will explore with student through exercises, experiences, brainstorming what will be best ways in keeping a well organized environment where each can contribute towards the educational development of every member. For example, use pictures of family, sports club, scouts, and religious doctrine classes and ask students what all these groups have in common? Discuss the importance of groups and rules within the groups.</p> <p>The teacher will need to help students to be aware of the various school policies that govern the daily running of the school within the college. Students will be given copies of school policies, which will be discussed within the whole group, for clear understanding by all the students. Teachers will help students to realize the need for rules in our daily life.</p> <p>On the reflective handbook, students can be asked to imagine they were the Head of School and think of a rule they would like to implement in the school.</p>	<p>understand their rights and responsibilities within various contexts and situations (Level 8)</p> <p>show that they can adapt to the new school community and the new school timetable (Level 7)</p> <p>show that they belong to a classroom, school and college community (Level 6)</p> <p>know that they belong to a different school structure (Level 5)</p>
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<p>students establish ground rules for a positive working environment in PSD.</p> <p>(2 lessons)</p>	<p>Brainstorm with the students type of sports they can think about, than ask them what do all these sports have in common, when any one of the students comes out with the need for a set of rules, discuss why these are important in sports, in our life, in the school and in the classroom. Teacher will ask students to brainstorm what rules the class needs to adopt to function properly. This can be done either in pairs or in groups. Another exercise could be that of giving different laminated cards with different rules and the students have to together decide which they will choose and use for the proper functioning of the group and PSD lessons.</p> <p>Teacher will help students to suggest ways how to work well as a group by identifying the ground rules the whole group will be adopting throughout the scholastic year. S/He can also write different rules on flash cards, divide groups into two and they select those which they think are appropriate for their group. The students will agree on the ground rules to be adopted, these will be written on a wall chart and signed by all the students as well as the teacher, and the chart will be hung up in a prominent space in the room. Processing and closure On the reflective handbook students are to be told to write one of the one of the rules that as a group they decided upon and reflect why this rule is important..</p>	<p>understand that rules are established for the effective functioning of a group (Level 8)</p> <p>understand the basic rules within the classroom and the new school community (Level 7)</p> <p>show how to express themselves assertively (Level 6)</p> <p>show that they know that they belong to a class that needs a structure (Level 5)</p>
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Subject: PSD

Form 1

Unit code and title: **PSD 7.1 Getting to know my new school Environment and Peers**

Strand: Personal Identity and Relationships

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES

The teacher will:

1. help the students get acquainted with each other.
 2. help students get acquainted with the new secondary school set up and with their different teachers.
 3. help student to familiarize themselves with the new school.
 4. help students establish adequate ground rules for a positive working environment in PSD.
 5. help students to familiarize themselves with school rules and procedures (use of diary, timetabling, and homework habits)
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- 1.1 help the students learn to recognize and interact with people around them.
 - 4.1 help the students learn to cooperate with activities to help each other.
 - 5.1 help students take responsibility of school routines and rules.

Key Words	Points to note	Resources
Hi, Hello, Good Morning, Bye, See you, friends, Names of People's roles, different areas of the school. Subjects, Teachers.	This vocabulary can be used in context or spoken, signed, and using objects of reference or symbols. This can also be experienced through communication through intensive interaction, and school routines. It is very important for the teacher to allow time for the students to respond. It is expected that this response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Paired and Group work is encouraged. This unit can be linked to Language, Literacy, Art, Physical education. For more detailed advice please consult the separate unit documentation.	Graphic signs, digital photos, flashcards, visual timetables, internet websites, props, puzzles, board games. Objects of reference related with different people. massage; aromatherapy; projector; charts; handouts, assistive technologies available in schools http://helpkidzlearn.com/creative/facemaker.html http://www.dotolearn.com/subscription/product_details/masonli ne.php

Teaching objectives	Examples of teaching experiences and activities	Indicators of learning outcomes
<p>The teacher will help the students get acquainted with each other. (2 lessons)</p>	<p>The teacher uses flashcards and handouts to help students talk about their interests, likes and dislikes. The teacher will help students start to form new friends by asking students to pair with other students who have similar interests. The teacher gives out a handout with different statements and students need to seek their peers and tick similar attributes such as peers who come from the same locality or have similar hobbies. Students are given choice boards to get to know their peers e.g. depicting facial characteristics, hobbies, needs, interests. Students use their communication passports to introduce themselves to their peers.</p>	<p>Students will show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4)</p> <p>Students identify people they enjoy spending time with and take part in role play activities to support friendships. (Level 3)</p> <p>Students can combine different communication modes to express their needs, feelings and choices. (Level 2)</p> <p>Students greet known people and may initiate interactions and activities. (Level 1)</p>
<p>The teacher will help students get acquainted with the new secondary school set up and with their different teachers. (2 lessons)</p>	<p>The teacher helps students familiarize themselves with the various names of the teachers through the use of a colour coded visual timetable. The teacher can use the school website to help students become familiar with their new teachers, the senior management team and other members of staff. Students use pictures of staff members to match their pictures to their names. Flashcards, objects of reference, digital photos, sight words and Clicker 5 sentence grids can be used to elicit this exercise.</p>	<p>Students will show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4)</p> <p>Students identify members of the staff and communicate their preferences (Level 3)</p> <p>Students will respond by sign, gestures or visual aids to refer to different members of staff in the school. (Level 2)</p> <p>Students will explore sensory cues associated with different members of the staff. (Level 1)</p>

<p>The teacher will help students adopt a sense of belonging to the school. (2 lessons)</p>	<p>The teacher will use visual aids, objects of reference and gestures to help the students familiarize themselves with the school e.g. library, guidance room, PSD rooms, subject rooms, Library, staff rooms, tuck-shop, school grounds. The teacher will distribute a school map to each student who will together with the teacher go on a school orientation walk and mark the different room allocations on their maps. This can take the form of a treasure hunt. The teacher can hide objects of reference pertaining to particular staff members during the treasure hunt (e.g. the soccer ball hidden in the staff room – which pertains to the PE teacher; the school bell hidden in the guidance room).</p>	<p>Students will show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4)</p> <p>Students interact with role play activities (Level 3)</p> <p>Students will respond by sign or visual aids to members of staff in the school. (Level 2)</p> <p>Students will explore sensory cues associated with the school environment. (Level 1)</p>
<p>The teacher will help students discuss school rules including use of diary, timetabling, and homework habits. (2 lessons)</p>	<p>The teacher asks students to stay in groups and introduce their peer using various modes of communication including keyword signs, symbols or objects of reference which denote the person being introduced. The teacher will help students to become aware of one of the school policies. The teacher presents the school policy in an accessible mode using sight words and symbols using <i>Symwriter</i> or <i>Communicate in Print</i>. The teacher will help the student explore pictures of family, sports club, scouts, and religious doctrine classes and ask students to sort out what all these groups have in common.</p>	<p>Students will show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4)</p> <p>Students interact with role play activities (Level 3)</p> <p>Students will match persons' roles with their names. (Level 2)</p> <p>Students will actively seek a person's attention and respond to a familiar person by using a specific behaviour. (Level 1)</p>
<p>The teacher will help students establish ground rules for a positive working environment in PSD. (2 lessons)</p>	<p>Students are encouraged to use Boardmaker visual schedules to sort out different rules (e.g. sitting properly, keeping hands to yourself, asking permission to leave the room). The students are grouped in groups of three or four and the teacher will help students suggest ways how to work well as a group by identifying ground rules using visual aids. In order to record the ground rules, various means of technology can be used such as visual schedules, graphic signs and Clicker 5 software. Students and their teachers can mark or sign their ground rules and these are hung up in a prominent space in the room</p>	<p>Students will show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4)</p> <p>Students interact with role play activities (Level 3)</p> <p>Students will participate by prompting with paired and group play (Level 2)</p> <p>Students will explore sensory cues associated with the environment. (Level 1)</p>

Subject: Personal and Social Development

Form 1

Unit code and title: **PSD 7.2 Respecting ourselves and others**

Strand: Personal Identity and Relationships

Unit Duration: 10 sessions of 40 minutes Total 7 hours

<p>OBJECTIVES The teacher will:</p> <ol style="list-style-type: none"> 1. enable the students to identify the differences between non-verbal and verbal communication and to develop good listening skills 2. enable the students to develop cooperation and different forms of communication within the group 3. enable the students to reflect on positive traits in friendship 4. enable the students to reflect on the negative affects of bullying and stressful situations 5. enable the students to reflect on possible abusive relations and situations and develop skills on how to avoid these abusive situations 6. enable the students to develop skills on how to deal with abusive relationships and become aware of agencies which offer help in case of abusive relationships 	
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Key Words	Points to note	Resources
Communication Cooperation Empathy Feelings Friendship Bullying Relationships Assertive Passive Aggressive School support staff Helping Agencies Disabilities	<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.mindtools.com/pages/article/newLDR_76.htm http://icebreakergames.net/100-get-to-know-you-questions/ http://childnet-int.org/ http://kidscape.org.uk http://antibullying.net</p> <p>PSD manual re. Bullying entitled 'A war to be won' Poem by John Foster re. Bullying entitled 'Four O'clock Friday'</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>enable students to identify the differences between non-verbal and verbal communication and to develop good listening skills. (2 lessons)</p>	<p>The teacher whispers a sentence to one pupil. This sentence is then repeated to the second student, who repeats it to the next, etc, until all students have heard the sentence and repeated it once. The last student then says out aloud the version of the sentence heard, which in most cases is not exactly to the original sentence. This exercise, which can be repeated a number of times, shows that verbal communication messages can be misinterpreted or not understood properly or change .</p> <p>In the next exercise the students are given role plays where they have to show different messages without communicating verbally (Ex student keeps on doing what he was doing when someone speaks to him, showing lack of interest, a student tears up a newspaper after reading an article, showing anger or disapproval, ecc. The role-plays, hidden messages and feelings felt by students to be dealt with through processing.</p> <p>To conclude the lesson, the students are to work in pairs and write down a list of all means of communication they use in their daily lives (mobile, internet, telephone, etc). Through processing, the students discuss which of these means of communication are used most by them, which do not convey hidden non-verbal messages and which they cannot do without.</p> <p>In the reflective handbook students are to think about people with disabilities and how these manage to communicate (brail, sign language) with the rest of society. Students are to write down their thoughts in their PSD reflective hanbook or alternatively draw pictures or stick pictures regarding this issue.</p>	<p>Students will:</p> <p>be able to identify, explore and use appropriate communication skills (Level 8)</p> <p>be able to identify and explore different types of communication (Level 7)</p> <p>Show how to express them assertively. (Level 6)</p> <p>use basic communication skills to express basic feeling. (Level 5)</p>

<p>enable the students to develop cooperation and different forms of communication within the group</p> <p>(2 lessons)</p>	<p>The teacher instructs the group that they are going to do body letters. The teacher calls out a letter of the alphabet and the group has to make themselves into that shape. This is repeated as much as the teacher feels like. The group can do the exercise upright or on the floor. Process</p> <p>‘Drawing a friendly person’ The group is divided into groups of four. A piece of paper is folded into three sections and given to each group. The first student draws the head of a friend and says what is friendly about the head. This part of the picture is folded again so the next student is given the middle section on which to draw the body and arms and says what is friendly about this, the third student draws the legs and feet and says what is friendly about these legs and feet. The last student writes or says something that a friendly person might say. Each group does a show and tell about the drawing to the whole class. Process</p> <p>The teacher then asks the student to form two rows of two students each, telling the students that they are in a bus going on a field trip. On the way the bus has an accident and some of the students are hurt, the teacher blindfolds one of two students, and puts some in a sling or two and one or two become mute. The journey continues and the students have to help the others arrive at their destination. Process</p> <p>In the reflective handbook the students are to draw or attach a picture of a friend and describe how this friendship makes him or her feel.</p>	<p>be able to identify, explore and use appropriate communication skills (Level 8)</p> <p>be able to identify and explore different types of communication (Level 7)</p> <p>show how to express themselves assertively. (Level 6)</p> <p>use basic communication skills to express basic feeling (Level 5)</p>
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<p>enable students to reflect on the negative effects of bullying and to develop skills to cope with negative feelings as a result of bullying and stressful situations.</p> <p>(2 lessons)</p>	<p>An activity called 'inside outside' is best played with pictures and raises awareness of emotional hurt) The teacher explains that there are 'inside outside' hurts. Outside hurts are when it is a part of your body that is damaged even though this might be invisible, like a headache. Inside hurts are when you spirit hurts, when something happens that makes you feel angry, sad, dissappointed ecc. Some things are both inside and outside like someone kicking you. The students are given two voting palettes, on one is written inside and the other outside. The teacher then calls a variety of 'hurts' (such as a broken leg, a grazed knee, being laughed at...etc). The students have to call out and show the appropriate palette if it is outside or inside. Discuss and Process</p> <p>The students are divided into groups and given different pictures showing different bullying situations together with flash cards with the related names of bullying. The students have to match pictures with cards. During processing the students reflect on the different aspects of bullying and come out with a definition of what bullying entails.</p> <p>The students are again divided into groups and given a case study and of someone being bullied inside or outside school. The students have role play how to deal with that particular bullying situation.</p> <p>In the reflective handbook students are to be given a word search which contains a number of feelings that bullying can create or they could find a picture from the internet, magazines or other resources that show bullying and stick it on their project book.</p>	<p>show that they can recognize and articulate their needs in various contexts and situations (Level 8)</p> <p>show that they are able to deal with challenging situations and seek assistance when necessary. (Level 7)</p> <p>show how to express themselves assertively. (Level 6)</p> <p>use basic communication skills to express basic feeling (Level 5)</p>
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<p>help students reflect on possible abusive relations and situations and develop skills on how to avoid these abusive situations.</p> <p>(2 lessons)</p>	<p>A paper figure of a person is presented to the students. They are instructed that the teacher is going to read a story about this person and every time a negative comment on the person is read out they have to tear a piece of this person and pass on to the next student. When the story finishes the teacher will process the exercise asking the students to comment on how the person might have felt and how symbolically he was torn to pieces.</p> <p>To help students learn or develop giving positive feedback skills, the teacher gives the class a jigsaw puzzle laminated form of a person, and every time a student gives a compliment the puzzle is put together by the students themselves.</p> <p>The students are then divided into groups and given a role play about bullying and other abusive relationships. Each role play is played out in front of the class and processed accordingly. The teacher must ensure that the students are aware of the skills they need to confront such situations. This is an important feature of the lesson because students need to learn to be assertive and deal with bullying accordingly. It is also important that students come to understand when and where they could seek help..</p> <p>In the reflective handbook the students are to draw or write a slogan against bullying.</p>	<p>show that they can recognize and articulate their needs in various contexts and situations (Level 8)</p> <p>show that they are able to deal with challenging situations and seek assistance when necessary. (Level 7)</p> <p>show how to express themselves assertively. (Level 6)</p> <p>use basic communication skills to express basic feeling. (Level 5)</p>
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<p>enable students to develop skills on how to deal with abusive relationships and become aware of agencies which offer help in case of abusive relationships.</p> <p>(2 lessons)</p>	<p>Each group of four students is given a different emotion and they have to decide if this was a colour or an animal or a car or food what would it be</p> <p>Lyrics and song 'Don't hurt me no more' Eminem ft Lil Wayne. What is the clip about? what are the lyrics of the song trying to communicate to us?</p> <p>In some groups the students are then given different case studies of abusive relationships (such as a father striking a mother, parents not taking sick child to the doctor, an adult taking sexual advantage of a young child) They have to discuss how the victim would be feeling and why such behaviour by a significant other is abusive. In the whole group there is sharing of ideas and opinions and processing. Processing during which time the teacher makes reference to the help line 179.</p> <p>Students are shown the 'Words Hurt – Bullying Commercial' issued by OhioCommission DRCM. Processing</p> <p>In the reflective handbook students to find a picture of an abusive situation and write how the person abused might be feeling and where he or she can find help.</p>	<p>show that they can recognize and articulate their needs in various contexts and situations (Level 8)</p> <p>show that they are able to deal with challenging situations and seek assistance when necessary. (Level 7)</p> <p>show how to express themselves assertively. (Level 6)</p> <p>use basic communication skills to express basic feeling. (Level 5)</p>
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Subject: PSD

Form 1

Unit code and title: **PSD 7.2 Respecting ourselves and others**

Strand: Personal Identity and Relationships

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES

The teacher will:

1. enable students to identify the differences between non-verbal and verbal communication.
2. enable students to develop good listening skills and use empathy effectively.
3. enable students to reflect on positive and negative traits in friendship.
4. enable students to develop skills to cope with negative feelings as a result of bullying and stressful situations.
5. help students reflect on possible abusive relations and situations.
6. enable students to develop skills on how to avoid and deal abusive situations.
7. help students to become aware of agencies which offer help in case of abusive relationships.
8. help the students learn about the changing nature and relationships of friendships with peers and family.

Key Words	Points to note	Resources
Bully, Feelings, Bullying, Help, School, People's names, Friend, Group, Together, Talk, Listen, Play, Sad, Happy, Worried, Laugh, Cry, Right, Wrong, Breaking the law, Police, Like, Don't like, No.	Approach to teaching and learning for PSD. This unit emphasis the need to focus on the ways students can communicate with each other. The vocabulary for this unit can be used in context or spoken, signed, and using objects of reference or symbols. This can also be experienced through communication through intensive interaction. It is very important for the teacher to allow time for the students to respond. It is expected that this response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Paired and group work is encouraged. It is recognised that some of these concepts may not be appropriate for students in the early stages of development. This unit can be linked to Language, Literacy, Art, Physical education. <i>For more detailed advice please consult the separate unit documentation.</i>	Graphic signs, symbols. Songs, theme tunes and videos, social sight signs. puzzles, board games. Objects of reference related with different people. massage; aromatherapy; projector; charts; handouts. http://kidscape.org.uk http://helpkidzlearn.com/stories/switchit_series_catch_that_crook.html Powell, Jillian. What Do We Think About Bullying? London, Hodder Wayland, 2000.

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will: enable students to identify the differences between non-verbal and verbal communication and to develop good listening skills. (2 lessons)</p>	<p>Students are given role plays and photographs where they have to show different messages without communicating verbally (e.g. a person prefers to stand on a bus than sit in the only empty place next to someone. Students work in pairs by sorting and matching a list of all means of communication they use in their daily lives (mobile, internet, telephone, etc) and how these can be used to convey meaning and function in communication. Different means of technology can be used to facilitate this exercise and may include real objects, digital photos and symbols.</p>	<p>Students will talk about themselves and understand that they are unique. (Level 4) Students will increase their knowledge on social interaction. (Level 3) Students will take part in work or play involving two or three others. (Level 2) Students will greet known people and may initiate interactions and activities. (Level 1)</p>
<p>help students develop empathy and reflect on positive traits in friendship. (2 lessons)</p>	<p>Students have to match pictures of different people who convey different facial expressions together with emotion flashcards. Students are divided in groups and given the same situation e.g. a story of a student who is new in the school and has no friends. Through visual aids, the students have to identify how the student is feeling and what he can do to make friends. Students are then given the opportunity to comment using alternative modes of communication about the different feelings they came out with and become aware that such situations can bring out different feelings. Students can use pen/pencil/technology are to draw or attach a picture of a friend and use symbols to show how this friendship makes him or her feel.</p>	<p>Students will understand and express some basic feelings. (Level 4) Students will identify people they spend time with and learn how to develop friendship. (Level 3) Students will take part in work or play involving two or three others. (Level 2) Students will greet known people and may initiate interactions and activities. (Level 1)</p>
<p>enable students to reflect on the negative effects of bullying and to develop skills to cope with negative feelings as a result of</p>	<p>Students stay in a line to hear a number of short tunes. They move forward if the music makes them feel good or they move backward accordingly. Keyword signs and symbols with 'good' or 'bad' can be used. The students are then divided into groups and have to match different pictures showing different bullying situations together with flash cards with the related situations.</p>	<p>Students will show respect to self and to others. (Level 4) Students will show some consideration of the needs and feelings of other people. (Level 3) Students will take part in work or play involving two or three others. (Level 2) Students will greet known people and may initiate interactions and</p>

<p>bullying and stressful situations. (2 lessons)</p>	<p>They can find pictures from the internet, magazines or other resources that show bullying and stick them on their project books.</p>	<p>activities. (Level 1)</p>
<p>help students reflect on possible abusive relations and situations and develop skills on how to avoid these abusive situations. (2 lessons)</p>	<p>A thick paper figure of a person is presented to the students. They are instructed that the teacher is going to read a story about this person and every time a negative comment on the person is read out, they have to tear a piece of this person and pass it on to the next student. The story can also be produced on power point so it can be visually and aurally stimulating. Afterwards, students can use <i>Boardmaker</i> interactive or printable based material to sort out cyber bullying messages from other email or sms messages. Messages can also be sorted out in two trays marked with a 'right' and 'wrong' symbol.</p>	<p>Students will understand and show some basic feelings. (Level 4) Students will show some consideration of the needs and feelings of other people. (Level 3) Students will take part in work or play involving two or three others. (Level 2) Students will greet known people and may initiate interactions and activities. (Level 1)</p>
<p>enable students to develop skills on how to deal with abusive relationships and become aware of agencies which offer help in case of abusive relationships. (2 lessons)</p>	<p>The teacher presents the students with Lyrics and song 'Don't hurt me no more' Eminem ft Lil Wayne. The students can listen to the song and follow the lyrics of the song on power point. The lyrics can be accompanied by symbols to enable better access to literacy. In some groups the students are then given different case studies of abusive relationships (such as a father striking a mother, parents not taking sick child to the doctor,) The teacher encourages students to be aware of where to seek help when in such abusive relationships are taking place and how to make reference to the help line 179. Role play and videos can be used to enable students understand why some people behave like bullies.</p>	<p>Students will show the ability to take up active roles in group. (Level 4). Students will show some consideration of the needs and feelings of other people. (Level 3) Students will take part in work or play involving two or three others. (Level 2) Students will greet known people and may initiate interactions and activities. (Level 1)</p>

Subject: Personal and Social Development
 Unit title and code: **PSD 7.3 All about me**
 Strand: Personal Identity and Relationships

Form 1

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES:

The teacher will:

1. enable students reflect on their personal abilities, talents and preferences.
2. enable the students to reflect on how their personal attributes affect their confidence and self esteem.
3. enable the students to reflect how different circumstances create different feelings.
4. enable the students to identify and acknowledge different feelings.
5. enable the students to develop skills to deal with different feelings.

Key Words	Points to note	Resources
Feelings self esteem self confidence talents abilities preferences skills empathy differences similarities uniqueness communication non verbals	<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.mindtools.com/pages/article/newLDR_76.htm http://icebreakergames.net/100-get-to-know-you-questions/ www.authentic happiness.org www.adl.org/education/curriculum_connections www.livingvalues.net www.circlespeak.com.au www.bounceback.com.au</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>help the students reflect on their personal abilities, talents and preferences</p> <p>(2 lessons)</p>	<p>Students are first of all involved in an introductory exercise, where they will all mime the story of a seed in the soil, growing little by little into a large tree. Through processing the teacher will bring out the thought that everyone has a lot inside than can be helped to flourish and develop, his or her personal abilities and talents. The teacher might also want to stick pictures the phases of development of the tree so that students can visulaize things better.</p> <p>The students are given a handout depicting a “Tower of Power” made up of twenty five bricks, with an empty emblem and flag at the top of this tower. Each brick contains a statement regarding a personal ability or talent one may have, such as I can ride a bicycle, I can multiply, I can tell a joke, I know how to swim, I know how to play the violin, etc. Students are to color all the bricks they are capable of doing. They are then to fill in their emblem and flag with symbols that reflect their abilities and talents. Through processing the students will become aware that they have indeed many abilities and talents and that, just like all the others in the group, there are a few things that they cannot do, since nobody is capable of doing everything.</p> <p>Students are to also speak about their emblem and flag and all these handouts “Towers of Power” are hung up on the wall. Students are then given situations where they have to reflect on their preferences and the consequences of these choices on their lives and those around them. These situations could include a) If I have some free time would I go to see my grandparents, chat with friends, watch television, study, go to hear mass, do voluntary work or help with the housework ? b) If I had Euro 20, would I spend it on clothes, a DVD, a videogame, books, save it, buy junk</p>	<p>Students will:</p> <p>understand how one’ s perception of self can affect self esteem (Level 8)</p> <p>show that they can deal with challenges and feelings brought about by changes (Level 7)</p> <p>show how to handle different feelings in diverse and challenging situations (Level 6)</p> <p>know how to talk about themselves (Level 5)</p>

	<p>food, give some of it to charity or spend it on something else ? Through processing, students are to reflect on their choices and their implications.</p> <p>On the reflective handbook, students are to write down some reflections on what they have learnt during the lesson or a picture where they are involved in an activity.</p>	
<p>will help students to reflect on how their personal attributes affect their confidence and self esteem.</p> <p>(2 lessons)</p>	<p>Students are presented with a tray containing cubes of chocolate, grapes, sweets and biscuits or any other sweets one desires. Each student is to select one item and eat it. Students are helped to become aware of how different they all are in even a simple choice.</p> <p>Students are then grouped into groups of four and are given flash cards to match. These cards contain a number of personal attributes (such as Being responsible, Creative, Honest etc.) and are to be matched with the cards having the corresponding meanings. The teacher goes round the various groups.</p> <p>After all groups have decided on what they feel are the corresponding meanings the large circle is formed once again and the terms are discussed. Students are given a handout with the correct answers. Using the same handout as a reference, students are given a few situations. a. You join a youth group and know nobody. What attributes are important to start getting to know others ? b. A student in Form 2 starts teasing you, to the extent that you start getting annoyed. What attributes are important to stop this annoying behaviour ? c. A friend nominates you as a candidate for the Student Council ? What attributes are necessary to accept this nomination and to get elected ? Through processing, the students are to realize that the personal attributes one has affect the level of confidence and self esteem needed in certain</p>	<p>understand how one's perception of self can affect self esteem (Level 8)</p> <p>show that they can deal with challenges and feelings brought about by changes (Level 7)</p> <p>show how to handle different feelings in diverse and challenging situations (Level 6)</p> <p>know how to talk about themselves (Level 5)</p>

	<p>challenging situations.</p> <p>Students are given a handout depicting the figure of a person. They are to write in the figure those attributes that they already possess and out of the figure those attributes they wish to have but do not feel they have yet.</p> <p>On the reflective handbook students are to stick the handouts given on their project book and also colour in the figure on the last handout given, choosing clothes, accessories and a hair style they identify themselves with.</p>	
<p>help student to reflect how different circumstances create different feelings</p> <p>(2 lessons)</p>	<p>Angry Alex activity. The students sit in a circle and one is given a tennis ball to start the game. A piece of music is played by the teacher and whoever is holding the ball when the music stops becomes 'Angry Alex' or Happy Henry or Misreable Michael or Sressed Samatha according to how the student is feeling today. Angry alex yells 'Aaaaargggghh!', Happy Henry shows a broad smile ecc. The teacher or the students ask the student , what makes he or she angry, happy today? The tennis ball continues around the circle until all students have had their turn. Process on why people have feelings, what causes different feelings and why it is important to be able to talk about and express feelings.</p> <p>The students are divided into different groups, each group is presented with a different scenarios; eg. Bullying in schools, a new student in a new school, friends at a youth club consuming alcohol ecc. In the small group the students are to identify the behaviour taking place and identify feelings that come out due to such behaviour. Picutres of emotions can be given to each group During processing in the large group the students are helped to reflect on how different circumstances create different feelings.</p> <p>Students are divided into groups and given role plays to prepare and act</p>	<p>show that they can recognize, articulate and manage feelings in a positive way (Level 8)</p> <p>show that they can understand, express and deal with the feelings experienced in different situations (Level 7)</p> <p>show how to handle different feelings in diverse and challenging situations (Level 6)</p> <p>know the basic feelings (Level 5)</p>

	<p>out in front of the others. These role plays can include themes such as hearing about the death of a grandparent, realizing that you bought a dress for thirty euro when it only costs 8 euro from another shop, you realize that your best friend told everyone at school about a secret you shared with her and that you failed in a test for which you had studied hard. Apart from discussing the feelings shown by those acting out the role plays, through processing the students are to realize that people react differently and have different feelings even within the same situation.</p> <p>On the reflective handbook the students are to find a picture of an event in their life and how they felt.</p>	
<p>help students to identify and acknowledge different feelings.</p> <p>(2 lessons)</p>	<p>Some students are given different feelings and they have to make a face according to that feeling. The other students will try to guess what the feeling being mimed is.</p> <p>‘Faces’ activity. Divide the class into groups and give each group two or three pictures that depict faces that look happy, sad, grumpy, surprised ecc. The group has to try and guess how the person feels? In the whole group discuss why we interpret these feelings differently and also that people might be feeling a variety of feelings and not just one.</p> <p>A short clip taken from a silent movie by Charlie Chaplin or Laurie and Hardy. Through processing students are helped to understand that feelings are also conveyed through non- verbals and facial expressions. They also come to realize that each individual interprets the non- verbals and facial expressions differently</p> <p>On the reflective handbook the students are given a handout with a list of statements to finish off, such as “I am happy when....”, “I am sad when...”, “I get frustrated when....”, etc.</p>	<p>show that they can recognize, articulate and manage feelings in a positive way (Level 8)</p> <p>show that they can understand, express and deal with the feelings experienced in different situations (Level 7)</p> <p>show how to handle different feelings in diverse and challenging situations (Level 6)</p> <p>know the basic feelings (Level 5)</p>

<p>will help students to develop skills to deal with different feelings</p> <p>(2 lessons)</p>	<p>The lesson will start with an energizer, where the students will be told to close their eyes and imagine they are asleep. Suddenly, whilst students are with their eyes closed, the teachers makes an alarm clock ring noisily. In a Round Robin, students are then asked to describe their feelings as soon as they heard the bell ring after all that silence. Processing</p> <p>In groups of two or three students are given different scenarios. (missing the school bus , someone stealing pencil case , being teased by your brother, shouted at by your mother, arrangeing to meet a friend who does not turn up) They have to act it out in front of the whole class and the group has to identify the feeling coming out of this situation. Porcessing</p> <p>‘I feel it here’ exercise. Each student is given an outline of the human body. S/he are to pick any feeling that the teacher had written on the board and mark on the outline where s/he thinks the person might feel such feelings. Process whether it is what happens that causes the feelings or what we think is happening? What influences are thinking and our feelings?</p> <p>On the reflective handbook students have to think about a situation which made them angry, sad, dissapointed ecc and write a sentence of how they dealt with that feeling.</p>	<p>show that they can recognize, articulate and manage feelings in a positive way (Level 8)</p> <p>show that they can understand, express and deal with the feelings experienced in different situations (Level 7)</p> <p>show how to handle different feelings in diverse and challenging situations (Level 6)</p> <p>know the basic feelings (Level 5)</p>
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Subject:PSD

Form 1

Unit code and title: **PSD 7.3 All about me**

Strand:Personal Identity and Relationships

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES:

The teacher will

1. help the students reflect on their personal abilities, talents and preferences.
2. help students to reflect on how their personal attributes affect their confidence and self esteem.
3. help students to reflect how different circumstances create different feelings.
4. help students to identify and acknowledge different feelings.
5. help students to develop skills to deal with different feelings.
- 4.1 help the students experience a range of personal feelings.
- 4.2 help the students explore a range of other people’s feelings.
- 5.1 help students learn ways how to express their feelings appropriately in a range of situations.

Key Words	Points to note	Resources
friends, hobbies, I like, happy, sad, angry, frustrated, frightened, embarrassed, shy, bully, emotions, reflect	This unit emphasis the need to focus on the individual experiences of the students. The vocabulary presented throughout this unit can be used in context or spoken, signed, objects of reference or symbols. This can also be experienced through communication through intensive interaction. It is very important for the teacher to allow time for the students to respond. It is expected that this response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Paired and group work is encouraged. It is recognised that some of these concepts may not be appropriate for students in the early stages of development. This unit can be linked to Language, Literacy, Art, Physical Education. <i>For more detailed advice please consult the separate unit documentation.</i>	Digital media such as You Tube, Graphic signs, digital photos, flashcards, internet websites, props, puzzles, board games. Objects of reference related with different people. massage; aromatherapy; projector; charts; handouts, assistive technologies available in schools. http://helpkidzlearn.com/creative/facemaker.html http://helpkidzlearn.com/findout/smartyants.html

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will help the students reflect on their personal abilities, talents and preferences. (2 lessons)</p>	<p>The students are given a sentence strip with a statement regarding a personal ability such as <i>I can ride a bicycle, I can swim, I can paint, I play the tambourine</i>. They are encouraged to communicate these choices on their lives and those around them through the use of graphic symbols and reading/writing software such as <i>Clicker 5</i>.</p>	<p>Students will say something special about themselves. (Level 4) Students will communicate feelings and emotions in simple phrases. (Level 3) Students will recognize that people have different qualities and abilities. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>
<p>The teacher will help students to reflect on how their personal attributes affect their confidence and self esteem. (2 lessons)</p>	<p>Students are given flash cards containing personal attributes (kind, helpful, lazy) and supported to match their own attributes to digital photos. The students are divided into different groups, each group is presented with a different scenario; e.g. bullying in schools; a new student in a school. The students are encouraged to match the behaviours identified in the photographs to the feelings wheel provided.</p>	<p>Students will identify and talk about their strengths (Level 4) Students will communicate feelings and emotions in simple phrases. (Level 3) Students will recognize that people have different qualities and abilities. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>
<p>The teacher will help student to reflect how different circumstances create different feelings. (2 lessons)</p>	<p>Students are encouraged to work in small groups where they have to use non-verbal means of communication to express their feelings. Students are given role plays including realistic situations such as your best friend tells everyone at school about a secret you shared with. Through this role play, students are encouraged to understand that people react differently and have different feelings even within the same situation. The students are helped to retrieve a picture of an important event in their life and with support, indicate their reactions.</p>	<p>Students will say something special about themselves. (Level 4) Students will communicate feelings and emotions in simple phrases. (Level 3) Students will recognize that people have different qualities and abilities. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>

<p>The teacher will help students to identify and acknowledge different feelings. (2 lessons)</p>	<p>Students are shown the You Tube clip “Stand In the Rain – Friendship Crossover Kiara x Pocahontas” by DvSFox. Through the aid of visuals, students are then helped to understand the different feelings evoked in the clip and what causes such feelings. Students use symbol cards, feelings wheel, role play and video clips with a list of statements, such as “I am happy when...”, “I am sad when...”, I get frustrated when...”. to appreciate that feelings are conveyed through non-verbal communication. This can be presented using various visual aids including print based and interactive sample boards produced by <i>Boardmaker Plus</i>.</p>	<p>Students will understand and acknowledge different feelings (Level 4) Students will communicate feelings and emotions in simple phrases. (Level 3) Students will recognize that people have different qualities and abilities. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>
<p>The teacher will help students to develop skills to deal with different feelings (2 lessons)</p>	<p>The teacher encourages the students to close their eyes and hear different sensory sounds such as a ticking clock, loud music, an alarm. The students are helped to realize that their feelings changed abruptly after they hear different noises. The teacher can facilitate this process by using photos and symbols of the different objects which produced the sounds and photos of different persons with various facial expressions. Students are shown a number of clips taken from the film “Mrs Doubtfire” clip showing realistic situations (when mother and father quarrel in front of children) . Students are helped to elicit what feelings they would assign to different scenes taken from the film. This can be facilitated through the use of still photos taken from the clips which are then matched to different photos of emotions. The teacher presents video clips and role play with different scenarios. (missing school , being teased by brother, shouted at by mother) Students can use flashcards, handouts and technology to express themselves in such situations.</p>	<p>Students will understand and acknowledge different feelings (Level 4) Students will communicate feelings and emotions in simple phrases. (Level 3) Students will recognize that people have different qualities and abilities. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>

Subject: Personal and Social Development

Form 1

Unit code and title: **PSD 7.4 Roles and Responsibilities within different social contexts**

Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES

The teacher will:

1. enable the students to reflect on the different occupations within the local community and how these contribute to the well being of the local population
2. enable the students to reflect on the stereotypical messages that media can portray
3. enable the students to reflect how gender stereotypes can affect one's life choices
4. enable the students to reflect on the contribution they can give within the home environment
5. enable the students to reflect on their contribution and participation within the school and local communities

Key Words	Points to note	Resources
Work occupations roles contribution voluntary work gender stereotypes media self esteem self confidence talents, abilities families home environment local communities	<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, 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 opinion and attitudes.</p> <p>This will also help promote cooperation, tolerance, teamwork and self-esteem.</p>	<p>http://www.equality.gov.mt/page.asp?p=8527&l=1</p> <p>http://www.unicef.org/gender/</p> <p>http://ec.europa.eu/social/main.jsp?catId=418</p> <p>http://www.oxfam.org.uk/resources/issues/gender/introduction.html</p> <p>http://www.media-awareness.ca/english/issues/index.cfm</p> <p>http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</p> <p>http://classprojects.kenyon.edu/wmns/Wmns21/stereotypes2.htm</p> <p>http://europa.eu/youth/volunt</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 occupations within the local community and how these contribute to the well being of the local population (2 lessons)</p>	<p>As an introduction to the topic the teacher distributes pictures of different occupations around the classroom. Each student is asked to pick out a picture that he finds interesting. After discussion on why these pictures were chosen, the teacher introduces the theme of the lesson by asking the students what all pictures have in common.</p> <p>A family tree handout is given to each student, they have to fill up the family tree handout according to the career or jobs each member of the family has. The students are helped to reflect on the various occupations their own family members are/were involved in. www.PDCeducation.co.uk</p> <p>In groups the students are given one of the pictures used previously and together they have to bring out the contribution of this occupation and the list of beneficiaries. Through Processing in the whole group, discussion the teacher needs to highlight the value of work, working in a team, enhancement of self-esteem, job satisfaction and contribution to the community, importance of schooling and others.</p> <p>On the reflective handbook students are asked to find a picture of the career and occupation they want to pursue and write why.</p>	<p>Students will:</p> <p>explore the qualities, attitudes and skills necessary for employability (Level 8)</p> <p>show an awareness of the different jobs within their local community and how these contribute to the well being of the local community (Level 7)</p> <p>show an awareness of the different jobs within their community (Level 6)</p> <p>show an awareness of the occupations within the school setup (Level 5)</p>

<p>enable students to reflect on the stereotypical messages that media can portray (2 lessons)</p>	<p>Brainstorming exercise on the word ‘stereotypes’, Through processing the teacher helps students understand that we make assumptions on people that ultimately influence our attitudes, decisions and actions. What are stereotypes and how do they affect people's lives? How can the media (newspapers, television, movies) help to reduce stereotyping? Do you think certain groups are more subject to stereotyping than others? If so, why? How do people learn to make stereotypes? How might they unlearn them? What do you think an individual can do to help reduce bias and stereotyping?</p> <p>The teacher then tells the students that he or she is going to read statements and they have to move around the class according to what they believe is true or not. Statements such as ‘A garage is not a suitable place for a girl to go on work in, boys should not cry, female nurses are better than male nurses, male politicians are much better than female politicians because they are much better at public speaking or allowing female soldiers is ridiculous’ should help students recognise, reflect and challenge stereotypical views of opportunities in learning and work.</p> <p>The teacher can then divide the class into three groups and gives each group a different activity. A written advert, a pictorial advert and advert shown on the computer. Each group is given a sheet with 2 or 3 questions and they have to identify the hidden messages the advert is portraying. Groups rotate after 5 minutes. Discussion and processing in the whole group.</p> <p>On the reflective handbook the students reflect on how they or their friends and families could be affected by stereotyping in the future and</p>	<p>continue to develop skills to accommodate and challenge all forms of prejudice and discrimination within the different social contexts (Level 8)</p> <p>be able to discuss on how stereotypical messages may affect one’s perceptions, beliefs and career choices (Level 7)</p> <p>show an appreciation towards the enrichment created by diversity (Level 6)</p> <p>accept , respect and care for others irrelevant of gender, ability and social status (Level 5)</p>
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	<p>what they could do about this. Look at some of this work and discuss during the next session. For example someone wants to become a cook or a soldier but is told by his parents or those that they care of him or her that this is a work for a woman or a man and therefore he or she must choose another career. How would he or she feel? Would he or she be happy in his life?</p>	
<p>enable students to reflect how gender stereotypes can affect one's life choices (2 lessons)</p>	<p>Processing of reflective work done at home. The teacher uses the website link http://www.karrieri.com/Video/Viewer?vg=453c75593ed2434fbf109d0e1f894b22 which shows an interview with a Maltese woman pilot. The teacher can use other careers he or she deems fit for the class from the same website . After the feature the teacher should help students understand that all persons irrelevant of gender can (if they have the necessary qualifications and aptitude) do any job they want. Questions such as - How did the person get the job? How does the person feel about the job? Do you think the person feels comfortable in a role usual associated with men/women? Why aren't there more people from non-traditional backgrounds doing this job? Think of other jobs that are specifically associated with men or women? Why? These processing questions should help the students to recognise, reflect and challenge stereotypical views of opportunities in learning and work.</p> <p>Teacher divides the group into two and the groups, each group is given two figures of a person on different coloured papers. The groups are asked to list as many stereotypes that are commonly used to describe 'man' and 'woman'. The teacher should emphasize that students should list stereotypes that they would have heard, not ones they necessarily believe</p>	<p>will continue to develop skills to accommodate and challenge all forms of prejudice and discrimination within the different social contexts (Level 8)</p> <p>be able to discuss on how stereotypical messages may affect one's perceptions, beliefs and career choices (Level 7)</p> <p>Students show an appreciation towards the enrichment created by diversity (Level 6)</p> <p>Students accept , respect and care for others irrelevant of gender, ability and social status (Level 5)</p>

	<p>to be true. When they are finished rotate the sheets between the groups, so that each group can add on the other. Discuss and Process</p> <p>Changing groups the teacher distributes different pictures of stereotyped images and others which are not for example: an advert related to things in the kitchen where a woman is present and a totally opposite picture of a man cooking. The group discusses the messages these adverts are trying to pass.</p> <p>On the reflective handbook they have to write down the answers to an interview they have to carry with a member of the family, asking he or her, why they chose the career/job they are currently in? What satisfaction they get from this career/job? Who influenced them most to pursue such a career/job?</p>	
<p>enable students to reflect on the contribution they can give within the home environment (2 lessons)</p>	<p>Bamboo stick' exercise which will introduce the idea of co-operation and working together. Students are divided into two groups and given a bamboo stick. The stick is to rest on the index fingers of every team member. The aim of the exercise is that of lowering the stick to the ground without dropping it.</p> <p>Different pictures of different families (extended family, one parent family, living with relatives, fostering ...etc.) are stuck or put on display in the class. Discuss what are the common elements that have all in common and the elements that make them different. Discuss how the roles change due to family formation and what role does the student have in any one of these families.</p> <p>Role plays different situations where there are conflicts in the home due to the fact that the children do not contribute to house chores.</p>	<p>show that they are actively contributing to well being of the family community (level 8)</p> <p>reflect on how they can contribute to their home community (level 7)</p> <p>develop a sense of awareness of their roles and responsibilities within the home (level 6)</p> <p>understanding the importance of helping in the home (level 5)</p>

	<p>In the reflective handbook the students have to stick a picture of the family members in their own home or where they are residing.</p>	
<p>enable students to reflect on their contribution and participation within their school and local communities (2 lessons)</p>	<p>The teacher can make use of a camera or mobile phone provided by the school. Go round the school premises taking pictures of area which helps or hinders the school ethos. Students can then later discuss whether the area identified help to promote a positive ethos of the school and enhancing a more positive well being of each member.</p> <p>Students can come up with proposals to present to the school's students' council to ensure that care to the school's environment is maintained by all concerned. A variation of this can be writing letters which have an environmental message to the editor of the school magazine. Issues that the teacher can focus on are Health and Safety, the school's tangible and intangible cultural heritage, cleanliness and environment.</p> <p>Alternatively the student can take note of the school environment and share with the rest of the class how this can be improved and safeguarded through a class project: charts, recycling bins, school exhibition, internet search of articles related to the school's ethos through sustainable development initiatives, and a short school survey</p> <p>Different pictures of various organizations found in the various towns and villages for example, scouts and girl guides, sports nurseries.ecc. The class is divided into groups and given different pictures. They need to discuss how each group contributes to the well being of the community and how they themselves benefit from this participation</p> <p>On the reflective handbook, students reflect and than list the organizations one finds in one's town or village.</p>	<p>be able to show how they can be actively involved in the school and the community (level 8)</p> <p>reflect on how they can contribute to the well being of the school and community (level 7)</p> <p>develop an awareness of their roles and responsibilities as effective citizenships (level 6)</p> <p>understand the importance of participating in different initiatives within the school and the community (level 5)</p>

Subject: PSD

Form 1

Unit code and title : **PSD 7.4 Roles and Responsibilities within different social contexts**

Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES The teacher will:

1. enable the students to reflect on the different occupations within the local community and how these contribute to the well being of the local population
2. enable the students to reflect on the stereotypical messages that media can portray
3. enable the students to reflect how gender stereotypes can affect one's life choices
4. enable the students to reflect on the contribution they can give within the home environment
5. enable the students to reflect on their contribution and participation within the school and local communities
- 4.1. enable students understand that they belong to a family or community and that they can contribute towards the home environment
- 5.1 enable students understand their contribution and participation in the school and the community.

Key Words	Points to note	Resources
Work, Occupations, Duty, Role, Services, Voluntary Work, hobbies, Abilities, Home, Community, school, Difference, father, mother, brother, sister, grandfather, grandmother, uncle. Auntie, Religion Gender, Discrimination Race	Role play, digital resources and the internet can be used with spoken, signed, and objects of reference or symbols. It is very important for the teacher to allow time for the students to respond. It is expected that this response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Paired and Group and group activities are encouraged. This unit can be linked to Language, Literacy, Art, Physical Education and Social Studies. For more detailed advice please consult the separate unit ocumentation.	Visual aids, props, objects of reference, puzzles, board games e.g. people who help us. Resource Pack DVD, Video/DVD player. Laptop and projector. Software for recording work e.g. Clicker 5; Boardmaker Plus. Various hardware resources to access the internet. Hyperlinks http://www.maltascout.org.mt/ http://www.maltagirlguides.com/ http://en.wikipedia.org/wiki/Malta_Youth_Football_Association http://www.maltafootball.com/links/youth-nurseries/ http://www.specialolympics.org/Locations/Special_Olympics_E_Malta.aspx

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 occupations within the local community and how these contribute to the well being of the local population (2 lessons)</p>	<p>The student is asked to pick out a picture of different occupations that he/she finds interesting. The teacher will help the students to reflect on the various occupations their own family members are/were involved in. A Family tree of Occupations handout is presented to help facilitate the development of the lesson. The teacher highlights the value of work, of working in a team, job satisfaction and contribution to the community. Students are asked to find a picture of an occupation they want to pursue and use Clicker 5 to write some sentences about this preferred occupation. Students can also draw or complete a picture of different occupations using <i>Switch it People</i> software.</p>	<p>Students will communicate issues arising from the home, the class and the school environment. (Level 4). Students will communicate an understanding of the role of others and will take part in role play activities. (Level 3) Students will be aware that they are members of a group. (Level 2) Students will respond to sensory clues associated with roles of people in the community. (Level 1)</p>
<p>enable students to reflect on the stereotypical messages that media can portray (2 lessons)</p>	<p>The teacher presents stereotypic adverts using the Symbolate Button from Boardmaker software. Students are then asked to comment using signs, gestures or other means of communication anything in particular they have noticed about these adverts. Students are given pictures or photos of persons performing daily chores in the home. They match and sort these according to whether they are male or female stereotypes. e.g. if a male is washing the floor, the student will put it either in the yes (thumbs up) box or no (thumbs down) box.</p>	<p>Students will accept , respect and care for others irrelevant of gender, ability and social status (Level 4)</p> <p>Students identify people they enjoy spending time with and take part in role play activities to support friendships. (Level 3)</p> <p>Students can combine different communication modes to express their needs, feelings and choices. (Level 2) Students greet known people and may initiate interactions and activities. (Level 1)</p>
<p>enable students to reflect how gender stereotypes can affect one’s life choices (2 lessons)</p>	<p>The teacher distributes different pictures of stereotyped images and others which are not for example: an advert related to things in the kitchen where a woman is present and a totally opposite picture of a man cooking. The student is then asked to identify whether this advert is suitable or not. Role play can be used to facilitate this process. The students can then draw or use a simple Clicker 5 grid to write a small sentence on each</p>	<p>Students will appreciate male and female roles in society. (Level 4) Students will identify people’s roles and communicate an understanding of male and female roles in society. (Level 3) Students will start to notice that they are members of different groups. (Level 2) Students will initiate interactions by reaching out to explore</p>

	stereotype. e.g. <i>The man is washing the plates. The woman is fixing the car. The boy is playing with the doll. The girl is playing with the car.</i>	facial features. (Level 1)
enable students to reflect on the contribution they can give within the home environment (2 lessons)	The teacher invites students to explore each student's family unit and compare with others. Students can use photos, model figures and discuss similarities and differences. Students can celebrate everyone's family equally Different pictures of different families (extended family, one parent family, living with relatives) are then stuck in the student's talking photo album or communication passport. The teacher presents power point presentations of different families and afterwards the students have to sort out pictures of different families in categories. The teacher can present a social story or role play of what happens in the home environment if the children do not contribute to house chores.	Students identify similarities and differences arising from family units. (Level 4). Students take part in role play activities to celebrate family relationships. (Level 3) Students can combine different communication modes to express their needs, feelings and choices. (Level 2) Students respond to pictures/scent/object of own family. (Level 1)
enable students to reflect on their contribution and participation within their school and local communities (2 lessons)	Students will take photos of different areas of the school, using a digital camera. They can use charts to contribute towards the class project: to show recycling bins, notices, rules, clean/dirty areas, safe/unsafe areas. Students sort out different pictures or objects of reference of various organisations found in the various towns and villages e.g. catechism, girl guides, sports clubs, cubs and brownie uniforms. They use Clicker 5 ready made grids to describe their involvement in these groups.	Students will appreciate that they belong to a class community (Level 4) Students will identify people they enjoy spending time with and take part in role play activities to support friendships. (Level 3) Students will be aware that they are members of a group. (Level 2) Students will greet peers and may initiate interactions and activities. (Level 1)

Subject: Personal and Social Development

Form 1

Unit code and title: **PSD 7.5 Understanding growing up changes and making responsible choices**

Strand: Health Lifestyles and Social Responsibility

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES The teacher will :

1. enable the students to reflect on the different physical development stages and on how physical changes affect the way students feel about themselves and others
2. enable the students to reflect on how and why the different sexes develop differently.
3. enable the students to reflect on the need of personal hygiene due to physical changes and the need to be more responsible for their own hygiene
4. enable the students to reflect on the negative effects of alcohol on their health.
5. enable the students to reflect on how to be assertive and make healthy lifestyle choices

Key Words	Points to note	Resources
puberty growing up body parts personal hygiene healthy choices mood changes drug addiction dependency tolerance energy drinks assertiveness	<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>Dwarek Innifsek/Crossroads www.dfes.gov.uk/teenagepregnancy www.dh.gov.uk/safeguardingchildren/index.htm http://www.avert.org/lesson1.htm http://fpa.org.uk http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/ www.alcoholconcern.org.uk www.drinkwise.co.uk www.drugfree-world.org</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>help students to reflect on the different physical developmental stages each individual goes through and how they feel about themselves and others. (2 lessons)</p>	<p>The teacher will introduce the topic putting on the floor a set of pictures of both sexes. The pictures will show different developmental stages of people from birth to old age. The students have to line the pictures in the right order. Through questioning the teacher will make the students aware of the topic at hand i.e. puberty</p> <p>Measuring Tape. Each student is asked to come out and be measured. On the board the teacher writes the names and height of each student. Through processing students begin to realize that everyone develops at different rates. An extension of this exercise might be that students draw and cut out the form of their hand/foot and put it on a chart so that they realize that everyone is different.</p> <p>The teacher will help students identify the changes taking place in their own body and those of others. The teacher can divide the class into groups and hand out a copy of 'Minn tifel/tifla ghal guvni/tfjlal:Bidliet fizici' Each group has to identify the changes taking place in within their bodies. In the whole group there is clarification and processing about the function of each body part.</p> <p>Case studies re. feelings that might arise due to one not feeling comfortable with himself/herself and the fact that others might be teasing him/her or making fun of him/her or s/he has not developed like the others</p> <p>On the reflective handbook the students are asked to stick a photo of when they were younger and a photo of how they loo now.</p>	<p>Students will:</p> <p>be able to discuss about issues related to sexuality and relationship education (Level 8)</p> <p>show an understanding of the physical, emotional and cognitive changes in self and others (Level 7)</p> <p>show an awareness of how their body is changing and its effects on moods and feelings (Level 6)</p> <p>show an awareness of the changes in their bodies (Level 5)</p>

<p>will help the students to reflect on how and why the different sexes develop differently (2 lessons)</p>	<p>The teacher divides the class into different groups and introduces the lesson by making a quiz about the different parts of the body and their functions. Each group of students have to choose a question and answer correctly, the group that gets the most correct answers wins and is given a token prize. This serves as a revision of the previous lesson and as an introduction to the new lesson.</p> <p>The teacher will help students identify the physical changes taking place in the opposite sex. The teacher can divide the class into groups and hand out a copy of ‘Minn tifel/tifla ghal guvni/tfjlal:Bidliet fizici’ Each group has to identify the changes taking place in the male/female body. In the whole group there is clarification and processing about the function of each body part.</p> <p>The teacher here makes a demonstration of how the period of the women comes about every month with the use of a funnel representing the uterus), 2 empty containers (to represent 2 ovaries) and some water. The water is poured into the funnel and collected onto a sanitary towel placed underneath the funnel. The teacher can conclude the lesson by showing the clip on the menstrual cycle from you tube. http://www.youtube.com/watch?v=mf_0my4wfiU&NR=1</p> <p>On the reflective handbook students give reasons why different sexes develop differently.</p>	<p>are able to discuss about issues related to sexuality and relationship education (Level 8)</p> <p>show an understanding of the physical, emotional and cognitive changes in self and others (Level 7)</p> <p>Students show an awareness of how their body is changing and its effects on moods and feelings (Level 6)</p> <p>Students show an awareness of the changes in their bodies (Level 5)</p>
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<p>help students to reflect on the need of personal hygiene due to physical changes and the need to be more responsible for their own hygiene (2 lessons)</p>	<p>A figure of a male or female teenager is stuck to the board, the teacher distributes arrows to the students, and each student will come out and place his / her arrow on a place in the figure which due to physical development brings about hygiene issues. Through processing the group will discuss why personal hygiene is important and also the need that students take more responsibility of their personal well being. In groups the students will brainstorm ideas on how to take better care of their personal hygiene.</p> <p>In the centre of the room, the teacher puts a box with different objects related to hygiene, for example, tooth brush, deodorants, flip flop ecc. Each student is given the chance to pick one of these objects and say how these are related to their personal hygiene.</p> <p>Students are then shown the You Tube Clip “Smell Check” by Poke Gray Studios (suitable for male students) or “Lets Talk Puberty for Girls” by School Cinema (suitable for female students). Students then discuss the points on personal hygiene brought up by clip and what other points not brought up by the clip that they can add</p> <p>On the reflective handbook the students are told to find pictures of deodorants, soaps, etc that help students to keep clean, and stick them on their project books.</p>	<p>show that they are responsible for their personal well being (Level 8)</p> <p>develop an understanding of the importance of taking care of oneself (Level 7)</p> <p>talk about why it is important to to keep oneself clean (Level 6)</p> <p>demonstrate the necessary skill to make informed choices regarding personal hygiene (Level 5)</p>
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<p>help students to reflect on the negative effects of alcohol on their health.</p> <p>(2 lessons)</p>	<p>Treasure Hunt - various alcohol bottles (including Alco pops) are distributed in the classroom. The students are divided into two groups and in 3 minutes they have to find all the bottles within the room . Processing. What are these called individually? What is the topic of today? Why is alcohol a drug?</p> <p>Students are then divided into groups according to the bottles they have, spirits, wines, beers and alcopops. Each group is given a different question to answer. Why do people drink? What are the immediate effects of alcohol? What are the long term effects of alcohol? What activities can one do to enjoy himself without the need for the use of alcohol?</p> <p>The group is asked to present their findings, discussion will ensue and processing is carried out.</p> <p>The students are then shown the You Tube clip “The Effects of Alcohol Part 1 – Internet Goon Squad” by InternetGoonSquad. The teacher uses processing questions to help students reflect on the effects of alcohol on health.</p> <p>Through a role play by some of the students, students bring out the need for being assertive in situations where one is pressured to consume alcohol. Processing and closure.</p> <p>On the reflective handbook the students are to be given a handout from the Crossroads Pack entitled ‘ Kemm taf dwar l-alkohol’ p. 54, which deals with the myths and misconceptions about the use of alcohol.</p>	<p>be knowledgeable about the different legal and illegal substances and their effects and risks (Level 8)</p> <p>explore how the use of specific drugs affects one’s social and personal life and that of others. (Level 7)</p> <p>show awareness of age related healthy lifestyle choices. (Level 6)</p> <p>show that they can take responsibility for their choices and actions (Level 5)</p>
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<p>help students to reflect on how to be assertive and make healthy lifestyle choices</p> <p>(2 lessons)</p>	<p>The teacher starts off the lesson by discussing with the students, the handout they had to work out for homework. The teacher clarifies any misconceptions the students might have.</p> <p>The teacher divides students into groups of three and gives each group different bottles of energy drinks and sports drink. Each group has to look at the label of the bottles and identify any ingredients that are common in all energy drinks and in sports drinks. In the whole group these ingredients are put on the board. Through processing the difference between energy drinks and sports drinks is elicited.</p> <p>In the different corners of the room there are Cards with the words I agree, I do not agree, I don't know. The teacher reads out statements related to the use of energy drinks on their own and mixed with alcohol. The students have to move around the room according to their beliefs about the statements read out by the teacher. It is important that the teacher emphasis the fact that when alcohol which (a depressant) and energy drinks (a stimulant) are mixed up they are making a lot of damage to the heart, the brain is sending mixed messages to the heart.</p> <p>The students have to search on the wikipedia about the negative effects of energy drinks and write it on their reflective handbook.</p>	<p>be knowledgeable about the different legal and illegal substances and their effects and risks (Level 8)</p> <p>explore how the use of specific substances affects one's social and personal life and that of others. (Level 7)</p> <p>show awareness of age related healthy lifestyle choices. (Level 6)</p> <p>show that they can take responsibility for their choices and actions (Level 5)</p>
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Subject: PSD

Form 1

Unit code and title : **PSD 7.5 Understanding growing up changes and making responsible choices**

Strand: Health Lifestyles and Social Responsibility

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES:

The teacher will :

6. enable the students to reflect on the different physical development stages and on how physical changes affect the way students feel about themselves and others
7. enable the students to reflect on how and why the different sexes develop differently.
8. enable the students to reflect on the need of personal hygiene due to physical changes and the need to be more responsible for their own hygiene
9. enable the students to reflect on the negative effects of alcohol on their health.
10. enable the students to reflect on how to be assertive and make healthy lifestyle choices
- 1.1 enable students develop an awareness of their changing bodies and their relationships
- 2.1 enable students develop an awareness of their individual sexuality and take responsibility for their changing role.

Key Words	Points to note	Resources
Puberty , Body Parts, breasts, penis, vagina, erection, Personal Hygiene, routine, Growing Up, Healthy Choices, masturbation, Wet dreams, Menstruation, Alcohol, Energy Drinks, Sports Drinks,	The vocabulary presented throughout this unit can be used in context or spoken, signed, objects of reference or symbols. It is very important for the teacher to allow time for the students to respond. It is expected that this response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Paired and group work is encouraged. It is recognised that some of these concepts may not be appropriate for students in the early stages of development. This unit can be linked to Language, Literacy, Science, Physical Education. For more detailed advice please consult the separate unit documentation.	You Tube, soap, towels, personal care products, mirrors, Graphic signs and digital photos, flashcards and software. Objects of reference, massage; charts; handouts. http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/ http://www.priorywoods.middlesbrough.sch.uk/pageviewer.asp?page=What%27s+A+Girl+To+Do%3F&pid=154 http://www.switchitseries.com/switchithygiene/hygienehome.htm

<p>The teacher will: help students to reflect on the different physical developmental stages each individual goes through and how they feel about themselves and others. (2 lessons)</p>	<p>The teacher will present pictures will show different developmental stages of people from birth to old age and students are encouraged to put them in order. They are then measured using an inch tape and can also trace their hands and feet. The teacher will help students identify different body parts and function of each body part. They can use Clicker 5 labeling sets to identify and label various body parts. Students are asked to bring a photo of when they were younger and a photo of how they look now and put them in their communication passports.</p>	<p>Students will identify and talk about changes in their bodies (Level 4) Students will communicate about changes in their bodies. (Level 3) Students become aware of their own body image and some features of their body. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>
<p>will help the students to reflect on how and why the different sexes develop differently (2 lessons)</p>	<p>The teacher will help students identify the physical changes taking place in the opposite sex by using photographs and symbols. Each group has to identify the changes taking place in the male/female body using flashcards of male/female bodies. Students use personal care items or pictures of these items to match them to their function using Clicker 5 grids. The teacher demonstrates menstruation with the use of a funnel representing the uterus), 2 empty containers (to represent 2 ovaries) and some water. The water is poured into the funnel and collected onto a sanitary towel placed underneath the funnel.</p>	<p>Students will identify and talk about changes in their bodies (Level 4) Students will communicate about changes in their bodies. (Level 3) Students become aware of the main differences between a boy and a girl. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>
<p>help students to reflect on the need of personal hygiene due to physical changes and the need to be more responsible for their own hygiene (2 lessons)</p>	<p>Students are shown the YouTube Clip “Smell Check” by PokeGray Studios (suitable for male students) or “Lets Talk Puberty for Girls” by School Cinema (suitable for female students). Photos of a male or female teenager are stuck to the board, the teacher distributes arrows to the students, each student will come out and place his/ her arrow on a place in the figure which due to physical development brings about hygiene issues accompanied by the written word. Students will then look for pictures of deodorants, soaps, personal care products that help students to keep clean.</p>	<p>Students will start making choices regarding personal hygiene (Level 4) Students will establish and develop independent personal care routines. (Level 3) Students will recognize the value of personal care routines and their own hygiene needs (Level 2) Students will observe the results of their own actions with interest. (Level 1).</p>
<p>help students to reflect on the negative effects of</p>	<p>The students are encouraged to look for hidden alcohol bottles in the classroom. The students are then shown the YouTube clip “The Effects of</p>	<p>Students will be aware of the dangers around them.</p>

<p>alcohol on their health. (2 lessons)</p>	<p>Alcohol Part 1 – Internet Goon Squad” by InternetGoonSquad. Through role play, students are encouraged to communicate their feelings and emotions in situations where they may be pressured to consume alcohol. Through Clicker 5 software, the students have to sort out statements from the Crossroads Pack entitled ‘ Kemm taf dwar l-alkohol’ p. 54 on myths and misconceptions towards alcohol.</p>	<p>(Level 4) Students will identify hazards in the environment and are aware of things which keep them safe. (Level 3) Students will recognize their need to feel safe. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>
<p>help students to reflect on how to be assertive and make healthy lifestyle choices (2 lessons)</p>	<p>The teacher divides students into groups of three and gives each group different bottles of energy drinks and sports drink. Each group has to look at the label of the bottles and identify any ingredients that are common in all energy drinks and in sports drinks. These labels are also made available as flashcards so students can match the flashcards to the drinks and then sort them into separate containers. The teacher presents different pictures of energy drinks e.g. alcoholic drinks, fruit drinks and non-alcoholic drinks and the students have to sort out healthy from unhealthy drinks using PCS symbols to facilitate the process.</p>	<p>Students will know the basic rules of healthy eating. (Level 4) Students will communicate healthy lifestyle choices in simple phrases. (Level 3) Students will recognize their need to feel safe. (Level 2) Students will observe the results of their own actions with interest. (Level 1)</p>

Subject: Personal and Social Development
 Unit code and title: **PSD 7.6 Making good use of my time**
 Strand: Healthy Lifestyle and Social Responsibility

Form 1

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES

The teacher will:

1. help students to reflect on how to find a balance between study and free time
2. help students to reflect on how hobbies and interests improve one's social and emotional development
3. help students to reflect on why, how, where and when to study according to one's style of learning
4. help students to express themselves about the topics dealt with during the year
5. help students to reflect, discuss and talk about the feelings associated with parting.

Key Words	Points to note	Resources
hobbies roles in a group management, socialization, working with others, relaxation free time stress relaxing study habits visual auditory kinesthetic	<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.buzzle.com/articles/list-of-hobbies-interests.html http://www.greatcv.co.uk/hobbies-and-interests-that-command-attention-on-a-cv.html http://getjohnnyreading.blogspot.com/2007/07/student-hobby-survey.html: http://www.slideshare.net/josephineebjergrech/history-of-band-clubs-in-malta-1250441 http://www.rememberanything.com/study-skills/ http://www.activityvillage.co.uk/study_skills.htm// http://www.education.com/activity/studyskills/ http://www.study-skills-for-all-ages.com/study-skills-activities.html</p>

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>will help students to reflect on how to find a balance between study and free time (2 lessons)</p>	<p>Teacher starts the lesson by informing the students that in the bag there are certain statements. Each student is asked to pick up one of the statements and mime it in front of the class, the class has guess what the student in the middle is miming. The guessed items are written on the board. Statements should vary between hobbies (such as playing tennis, football, on the playstation and chores such as washing the plates, washing oneself etc) Process and discuss.</p> <p>Students are shown two jars, one filled $\frac{3}{4}$ with sand (representing leisure activities) and the other with large stones (representing daily necessary chores) Students are asked to place the stones in the jar with sand, but naturally, only a few stones will fit, symbolizing that too many leisure activities may take the place of necessary chores (such as brushing teeth, doing bed, studying, etc) Then, students are asked to instead place the sand in the jar with stones and this will surprisingly all fit. This activity is processed, bringing out the point that once the necessary chores are done then time can be found for leisure activities too.</p> <p>In the reflective handbook students will write down the time spent on study, other necessary activities/chores and recreation activities taken place after school. Students will evaluate for themselves whether they have managed to have a balanced schedule having both leisure time as well as doing the necessary chores and routines.</p>	<p>Students will:</p> <p>show that they can come up with a number of ideas and alternatives when planning and using their time (Level 8)</p> <p>learn how to make a distinction between free time and study time. (Level 7)</p> <p>show an awareness of and are able to mention age related and relevant life style choices (Level 6)</p> <p>can talk about how they use their time (Level 5)</p>

<p>will help students to reflect on how hobbies and interests improve one’s social and emotional development (2 lessons)</p>	<p>The teacher divides the class into groups and gives them different sets of pictures of hobbies and interests (for example, model makers, reading a book, seeing a film scouts, drama, ecc) The teacher asks the group to sort the pictures to divide them into groups which they decide upon themselves.</p> <p>Discussion. Two lists; those which involve socializing and/or require teamwork (such as sports, playing in a band, drama, etc) and those which are practiced individually (stamp collecting, reading, drawing, etc).</p> <p>Students are again divided into groups, each group has to choose one picture from the pictures used previously, a picture of a hobby or interest which involves group work. The teacher will distribute laminated cards with different statements, teamwork, cooperation, roles in a group ..etc. and the students have to write down on a worksheet given by the teacher reasons why these skills are developed in such groups. Processing and discussions.</p> <p>There is then a Fantasy Exercise where students are helped to imagine that they have a very bad day, full of conflicts, pressures and disappointments. Students are helped to reflect on what they would do to unwind and relax once they get home. Through processing, the teacher helps the students to realise the positive aspects and feeling of the hobbies mentioned so as to help the students evaluate the social and psychological aspect of the hobbies and use these to reduce stress in their lives.</p> <p>On the reflective handbook the students they can fix different photos and information about the hobby they practise.</p>	<p>are able to speak about the positive physical/emotional and social changes brought about as a result of participation in activities whilst interacting with others (Level 8)</p> <p>are able to identify the social skills learnt through participation in activities whilst interacting with others (Level 7)</p> <p>are able to mention the benefits acquired through involvement in different activities (Level 6)</p> <p>can talk about how they use their time (Level 5)</p>
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<p>will help students to reflect on why, how, where and when to study according to one's style of learning (2 lessons)</p>	<p>The teacher presents the students with a magic box. A large number of items are brought out of the box and placed on the table. These are then placed back in the box and the students have to try and list down all the items they can remember. To help, the teacher can tell the students to try and think what came out of the box first, which items were made of plastic, which can be used in class, which were placed at the corners of the table, etc. Through processing, students are to become aware that it is difficult to remember everything after having seen them only once. Similarly, if one reads notes only once it will be difficult to remember them in an exam, thus bringing out the importance of revision.</p> <p>Using the same items from the box, and pictures of different occupations in groups the students have to associate the items presented to the group with a job or career. Through processing the teacher should help the students understand if one is to succeed in life he must be able to dedicate time to studying.</p> <p>Case studies of students studying in different ways, in the whole group this time, they are read out or put on a powerpoint and processed. The teacher will help students understand that everyone has his own means of studying because of the different learning styles.</p> <p>On the reflective handbook the students will prepare a short journal entry to note what helped or what hindered their studying on a particular day of their choice.</p>	<p>show that they are capable of selecting and describing learning strategies that take account their own learning preferences and show that they are able to formulate a balanced programme of study (level 8)</p> <p>will be able to demonstrate that they have good time management skills and can plan a timetabled study programme (level 7)</p> <p>will be able to talk about possible study skills habits and the things that help and hinder such an activity. They will also be able to describe the best methods of study that suit their personal learning style (level 6)</p> <p>will be able to identify the elements that hinder students from understanding what is being taught in class. (level 5)</p>
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<p>will help students to reflect on their personal and social development within the group (2 lessons)</p>	<p>The teacher goes round the class with a box filled with different pictures or objects related to the different topics covered during the year, for example, a picture of a someone being bullied, a bottle of beer, or energy drink etc. Each student is to take a picture or object and tries to identify the topic that had been discussed and what he had learnt.</p> <p>In the form of a quiz the teacher can help students revisit and remember certain material that was covered during the year. On the reflective handbook the students can find a picture of themselves taken a year ago and another taken recently. The students can place the photos on a page of their project book divided in two columns. The date or year of each photo written under each. In the first column the student writes the expectations while on the other column the student explains whether the expectations have been met and briefly explains how and in what ways.</p>	<p>will be able to discuss how they have changed during the year and what has influenced them most (level 8)</p> <p>can assertively and persuasively express themselves and say how the group have helped them to grow (level 7)</p> <p>will be able to say which other members of the group have influenced them most. (level 6)</p> <p>will be able to say something they have learnt about each other person in the group (level 5)</p>
<p>students to reflect, discuss and talk about the feelings associated with parting (2 lessons)</p>	<p>The class is divided into groups and each group is given a case study re. transition from one school to another, a friend goes abroad with his family, a sibling leaves home to go to study abroad or get married, the teacher can use picture stories to help in the differentiated process. Within the group has to discuss how the person leaving is feeling, the others around him are feeling, why parting causes such feelings. Process and Discussion in the whole group.</p> <p>The other activity will serve as a closure exercise for the year. Each student is given two small papers, one green and one yellow, On the yellow paper they have to write or draw what they enjoyed most</p>	<p>will be able to reflect on and talk about the changing feelings brought about by changes in one's life (level 8)</p> <p>show that they can talk and deal with challenges and feelings brought about by the changes occurring in their scholastic life (level 7)</p> <p>will be able to show how that they can express and handle the different feelings</p>

	<p>during this year, on the green paper they have to write or draw what annoyed or wished for during this year. When they are they put it in a box which is situated in the middle of the class. Than the teacher randomly picks up any paper and s/he can discuss it with the students.</p>	<p>brought about by parting. (level 6)</p> <p>will be able to show that they can understand, express and control basic feelings (level 5l)</p>
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Subject: PSD

Form 1

Unit code and title: PSD 7.6 Making good use of my time

Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 10 sessions of 40 minutes Total 7 hours

OBJECTIVES: The teacher will:

1. help students to reflect on how to find a balance between study and free time
 2. help students to reflect on how hobbies and interests improve one's social and emotional development
 3. help students to reflect on why, how, where and when to study according to one's style of learning
 4. help students to express themselves about the topics dealt with during the year
 5. help students to reflect, discuss and talk about the feelings associated with parting.
- 2.2 help students learn about different forms of leisure and its benefits.

Key Words	Points to note	Resources
hobbies, roles, duties, pocket money, free time, voluntary work, stress, relaxing, study habits, leisure, fitness, exercise, relax, recreational, exciting, calming, benefit, healthy, not so healthy, exercise, clean, rest, responsible, happy.	The vocabulary presented throughout this unit can be used in context or spoken, signed, objects of reference or symbols. It is very important for the teacher to allow time for the students to respond. It is expected that this response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. Paired and group work is encouraged. It is recognized that some of these concepts may not be appropriate for students in the early stages of development. This unit can be linked to Language, Literacy, Science, Physical Education. For more detailed advice please consult the separate unit documentation.	A range of adaptive PE equipment, Visual aids, props, objects of reference, talking photo album, social stories. Software for recording work e.g. Clicker 5; Boardmaker Plus. Big macks. http://helpkidzlearn.com/games/chooseit_maker_2_bakedpotato_2.html http://www.inclusive.co.uk/switchit-sports-extra-p2355 http://autismsupportteam.blogspot.com/2008/05/cocmic-strip-stories-create-for-free.html http://www.polyxo.com/socialstories/

Teaching objectives	Examples of teaching experiences and activities	Indicators of Learning outcomes
<p>The teacher will:</p> <p>will help students to reflect on how to find a balance between study and free time (2 lessons)</p>	<p>The teacher asks students to perform role play activities of different statements - hobbies (playing tennis, football, playstation, Wii,) and chores (washing the plates, washing oneself). Students are encouraged to comment using signs. Symbols and other means of communication about various forms of free time. They can use visual schedules to set up their own schedule made up of different forms of chores and leisure activities.</p>	<p>Students will make meaningful choices on the different leisure activities they can take up after school hours. (Level 4)</p> <p>Students will communicate meaningful choices in simple phrases. (Level 3)</p> <p>Students will express their likes and dislikes using various forms of communication. (Level 2)</p> <p>Students will observe the results of their own actions with interest. (Level 1)</p>
<p>will help students to reflect on how hobbies and interests improve one's social and emotional development (2 lessons)</p>	<p>The teacher gives the students different sets of pictures of hobbies and interests (for example, model makers, reading a book, watching a film, scouts, drama) The teacher asks the group to sort the pictures into two lists: those which involve socializing and/or require teamwork (such as sports, playing in a band, drama, etc) and those which are practiced individually (stamp collecting, reading, drawing, etc). Students can then prepare a chart with different photos and information about their own hobby or produce it using Clicker 5 grids.</p>	<p>Students will learn to share and build new relationships (Level 4)</p> <p>Students will communicate feelings and emotions in simple phrases. (Level 3)</p> <p>Students will express their likes and dislikes using various forms of communication. (Level 2)</p> <p>Students will observe the results of their own actions with interest. (Level 1)</p>
<p>will help students to reflect on why, how, where and when to study according to one's style of learning (2 lessons)</p>	<p>The teacher presents the students with a magic box. A large number of items are brought out of the box and placed on the table. These are then placed back in the box and the students are shown pictures of the items and they have to indicate which of them they can remember. To help, the teacher can tell the students to try and think what came out of the box</p>	<p>Students will appreciate the features needed for effective studying. (Level 4)</p> <p>Students will communicate feelings and emotions in simple phrases. (Level 3)</p>

	<p>first, which items were made of plastic, which can be used in class, which were placed at the corners of the table, etc. Using the same items from the box, and pictures of different occupations, the students will be supported to match the items presented to the group with a job.</p>	<p>Students will express their likes and dislikes using various forms of communication. (Level 2)</p> <p>Students will observe the results of their own actions with interest. (Level 1)</p>
<p>will help students to reflect on their personal and social development within the group (2 lessons)</p>	<p>The teacher allows the students to go through their communication passports, project books, talking books and are given the opportunity to express their feelings and experiences using various modes of communication. Students can find a picture of themselves taken a year ago and another taken recently. They can use the Talking Books grids in Clicker 5 grid sets to insert the two pictures in and then write a short sentence accompanied by graphic signs.</p>	<p>Students will learn to share and build new relationships while developing social skills (Level 4)</p> <p>Students will communicate feelings and emotions in simple phrases. (Level 3)</p> <p>Students will recognize that people have different qualities and abilities. (Level 2)</p> <p>Students will observe the results of their own actions with interest. (Level 1)</p>
<p>students to reflect, discuss and talk about the feelings associated with parting (2 lessons)</p>	<p>Students are given a social story using Boardmaker Plus 1) transition from one school to another, 2) a friend goes abroad with his family, 3) a sibling leaves home to go abroad or get married. The teacher can use picture stories to help in the differentiated process. The student can be supported to comment using various modes of communication or conversation starters of how the person is feeling, how the others around him are feeling. Students can also use comic strips and fill them in or draw in what they are feeling and what the affected person is feeling.</p>	<p>Students will learn to share and build new relationships while developing social skills. (Level 4)</p> <p>Students will communicate feelings and emotions in simple phrases. (Level 3)</p> <p>Students will recognize that people have different qualities and abilities. (Level 2)</p> <p>Students will observe the results of their own actions with interest. (Level 1)</p>