Social Studies Curriculum Units
with examples of teaching activities
Form 1

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012
Curriculum for Social Studies
SOCIAL STUDIES CURRICULUM UNITS – FORM 1

SOC 7.1  Living in society: socialisation
SOC 7.2  Living in a democracy: what it is all about?
SOC 7.3  The person as a consumer: good and services
### Objectives

The teacher will:

1. define and discuss the integration into society through socialisation.
2. demonstrate the relevance of the self as a unique person and distinguish between different levels of identity.
3. explain and discuss the dynamics of groups and teams.
4. explain the main types of social groups.
5. differentiate between sex, gender and race and discuss gender equality and racial discrimination.

### Key Words

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<td>The teaching and learning of Social Studies involve an investigative approach to society, exploring its various characteristics and how people live together. Students learn new skills through a variety of activities, including role play, digital resources and the internet. Bookings of media equipment, computer lab or media room in advance.</td>
<td>Resource Pack DVD for Form 1 Video/DVD player Laptop computer</td>
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### Key terms (already acquired)

- Society
- Identity
- Roles
- Values
- Equality

### Key terms (new)

- Socialisation
- Diversity
- Gender
- Gender roles
- Sex
- Race

### Hyperlinks

- [www.maltascout.org.mt](http://www.maltascout.org.mt)
- [www.maltagirlguides.com](http://www.maltagirlguides.com)
- [en.wikipedia.org/wiki/Malta_Youth_Football_Association](http://en.wikipedia.org/wiki/Malta_Youth_Football_Association)
- [www.sdcmuseum.org/Default.aspx](http://www.sdcmuseum.org/Default.aspx)
- [www.maltafootballnurseries.com/community/group/5](http://www.maltafootballnurseries.com/community/group/5)
- [http://lijaathletic.com/nursery.htm](http://lijaathletic.com/nursery.htm)
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| The teacher will: define and discuss the integration into society through socialisation | To get the students discover why people need to live together, teacher uses a video clip, a poem or a song and asks them to provide their feedback and reflections. Students are organized into five random groups, each with a leader. Teacher asks them to reflect on the importance of living together by producing a piece of work which may include a write-up, a poster, a caption and/or a drawing. Each group shares its written and/or visual experiences and reflections to each other.  

To form a reliable picture of what is a society teacher divides the class into five random groups each with a leader and reporter. Teacher distributes to each group level differentiated case studies (for example, a short story or paragraph or sequence of pictures), cartoons or colour coded pictures (with every colour representing a different level of ability – to be known only by the teacher) that show persons in different situations. Students use these case studies and/or pictures to observe, list and discuss the different roles people have in the community in different circumstances. Each group produces a chart or a presentation (with pictures, drawings and a write-up) to demonstrate how people change roles in different circumstances. Plenary follows and reporters of each group present their work to the rest of the class.  

To explore the mechanisms of society in a practical way teacher divides class into three groups. Teacher presents each group with a different story or picture of a social group (for example, a family or a classroom). Teacher asks each group to present a role play (of about 10 minutes) to demonstrate the importance of living together. Each group presents the role play to the rest of the class. Discussion follows and students have to identify, through a write-up, presentation and/or a drawing what were | Students will analyse the benefits of living in a community by applying their theoretical knowledge on society to practical situations (Level 8)  

Students will explain and discuss that living together in a community entails collaboration and respect towards each other (Level 7)  

Students will describe that in a society people need each other and so sharing our skills and talents in the same group is something positive (Level 6)  

Students will recognize that in society we need each other and no person can live on its own (Level 5)  


demonstrate the relevance of the self as a unique person and distinguish between different levels of identity

To get the students discover why they are unique the teacher asks the students in what way are they different from their friends. The teacher distributes a worksheet to be worked by the students individually. Teacher then distributes a template to be worked by the students individually. Students indicate their likes and dislikes, strengths and weaknesses, hobbies, family, background, beliefs, etc, in writing or through a picture. Teacher divides students into five random groups, each with a leader and reporter, to exchange their traits. Students exchange their answers with their classmates first then as a group they present a chart to show how they are different. Each member in the group comes up with a statement or a drawing, indicating what makes him/her unique and, as a group, what makes them diverse. Plenary follows during which the reporters present their findings to the rest of the class.

As an activity to learn more about the positive values of each other, the teacher divides students into pairs. The teacher provides each student with two cards representing positive values. The teacher asks each student to choose the value which best describes her counterpart and should be able to give a reason for his or her choice. This helps the students to identify what Personal Identity is. The next step is to use these personal positive values to help others. Here students should give examples of what they can do to practice their positive traits so that they familiarise themselves with Social Identity. Teacher leads his/her discussion to introducing Local Identity, as we all come from a particular locality. National identity will be introduced through a class discussion of what makes us Maltese—points such as culture, language, national anthem and flag should be raised. Malta is part of a whole big community which make part of our Global Identity/International identity.

Students will distinguish between and analyse different levels of identity: personal, social, local, national and global (Level 8)

Students will apply their theoretical knowledge into practice to demonstrate how one can respect him/herself and distinguish between various levels of identity of different social groups (Level 7)

Students will recognize that each person, social group and country have a different and unique identity (Level 6)

Students will recognize that each person in the world is unique and diversity in a group or community is something positive (Level 5)
<table>
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<tr>
<th>Explain and discuss the dynamics of groups and teams</th>
<th>The whole discussion will be presented with a simple diagram on the whiteboard for students to visualise what was discussed and can keep a note for future reference.</th>
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<tr>
<td>To enable students discover and experience how groups and teams work the teacher uses a video-clip, colour coded pictures or a case study. Teacher divides students into five random groups, each with a leader, and asks students to use their reflections on the video-clip, pictures and/or case studies to work on a hypothetical task (for example, to build a city). Students in each group identify their roles within the team and together agree on how the task is to be performed. Each group reports to the class (through a write-up, a drawing or both) on how the targets were met. As an activity to explore the advantages of teamwork teacher divides the class into five random groups, each with a leader. Each group is presented with a set of pictures of or information sheets about different social groups (for example, a peer group, scout or girl guide group, religious group, etc.). Each student in the team selects a picture of any group/s to which h/she may belong and talks about the activities organized by this group. Teacher then asks the students in each group to use their feedback and discussion to produce a presentation or a chart (with a write-up and pictures) to demonstrate the advantages of these organised groups and how they help them to grow up. Each group presents its work to the rest of the class. To explore the mechanisms of teamwork in a practical way teacher divides class into two random groups. Teacher presents each group with a picture and/or a case study. Teacher asks students to write a role play (not exceeding 10 minutes) to demonstrate that working in a team is positive but requires different skills. Each group presents the role play to the rest of the class. Students will analyse different types of groups and realize that different groups entail different group dynamics (Level 8) Students will distinguish between and explain different categories of social groups within their immediate and remote environment and explain how they function (Level 7) Students will demonstrate that to work in a group they need to show flexibility and different communication skills (Level 6) Students will be aware of the importance and advantages of participating and working in teams since people share different skills, knowledge and attitudes (Level 5)</td>
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<tr>
<td>Explain the main types of social groups</td>
<td>To enable students explore and discover the difference between social groups teacher divides class into five random groups, each with a leader and reporter. Each group is presented with differentiated level case studies about (for example, a short story or a sequence of pictures) or colour coded pictures of different social groups. Each group uses these case studies and/or pictures to identify and talk about a particular social group by listing, describing and analysing its characteristics. Teacher asks students to produce a write-up or a presentation in which they identify and explain how the identified social group has changed over time. Plenary follows during which the reporters of each group present their findings to the rest of the class. To explore and investigate different types of social groups, teacher shows students colour coded pictures that illustrate different examples of social groups (for example, a family, peer group, sports nursery, youth centre, etc.). Teacher organizes students into five random groups, each with a leader and reporter. Teacher asks students to browse through specific internet websites (chosen beforehand by the teacher) and write about or find pictures of particular groups or clubs they may pertain to. Plenary follows and reporters provide their written or oral feedback to the class. Teacher asks students to put together all the write-ups and pictures on a chart/s to be exhibited in the classroom.</td>
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<td>Differentiate between sex, gender and race and discuss gender equality</td>
<td>To enable students explore and discover the difference between sex and gender teacher shows a video-clip or colour coded pictures and asks students to reflect upon and express Students will analyse the advantages of gender equality and the effects of racial discrimination on</td>
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| and racial discrimination | Students are divided into five random groups, each with a leader and reporter, and use their reflections and feedback to discuss the following questions: “Can boys and girls do the same things?”; “How can boys and girls/men and women be treated equally in society?” Each group produces a write-up or a poster that demonstrates gender equality. Plenary follows and the reporters of each group present their findings to the rest of the class.

To explore and discover the advantages of diversity teacher shows the video-clip “Race Equality” and asks students to state or list three points that struck them most. Teacher organizes students into five groups and asks each group to produce a drawing, a poster, a write-up and/or a presentation that demonstrates the importance of treating each other the same, despite one’s race and gender. The groups demonstrate their work and give their oral feedback to each other. | students will explain the difference between sex and gender and how ethnic differences within the community contribute to diversity (Level 7)

Students will describe the difference between sex and gender and realize that people coming from different races should have similar rights and opportunities (Level 6)

Students will realize that boys and girls, whatever their social and racial background, can do similar things (Level 5) |
OBJECTIVES at attainment levels 5,6,7,8.
The teacher will help students:
1. appreciate the integration into society through socialisation.
2. understand the relevance of the self as a unique person and distinguish between different levels of identity.
3. appreciate the dynamics of groups and teams.
4. appreciate the main types of social groups.
5. differentiate between sex, gender and race and discuss gender equality and racial discrimination.

OBJECTIVES at attainment levels 1,2,3,4.
The teacher will help students:
1.1 feel part of a group and socialise with other persons.
2.1 understand that everybody is unique.
3.1 understand the importance of working in a group.
4.1 appreciate different social groups.
5.1 appreciate sex, gender and race differences.

Key Words
Happy, sad, angry, kind, generous, naughty, friends, help, like, man, woman, boy, girl, colours, hair, eyes, tall, short, fat, thin, scouts, girl guides, Youth club, Special Olympics.

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 PSD. For more detailed advice please consult the separate unit documentation.

Resources
Visual aids, props, puzzles, music ‘I think you’re wonderful’, board games e.g. people who help us. Software for recording work e.g. Clicker 5; Boardmaker Plus. Various hardware resources to access the internet.

Hyperlinks
http://www.getintoit.specialolympics.org
http://helpkidzlearn.com/stories/switchit_series_catch_that_crook.html
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<td>The Teacher will help students feel part of a group and socialise with other persons</td>
<td>The teacher uses a video clip, song or role play to demonstrate the importance of living together. The teacher distributes cliparts or colour coded pictures to students which show persons in different situations. Teacher asks students to use these pictures to observe, list and communicate the different roles people have in the community in different circumstances. Students are supported to produce a chart or a presentation (with pictures, drawings and the use of technology) to demonstrate how people change roles in different circumstances. Each group presents a role play of the importance of living together. The teacher encourages the students to draw, match or record their personal experiences using Switch It Maker 2, Clicker Paint or Clicker 5 to enable them to work together also through software which encourages turn taking.</td>
<td>Students will talk on issues arising from the home, the class and the school environment. (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)</td>
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<td>help students to understand that everybody is unique</td>
<td>Teacher helps students indicate their likes and dislikes, strengths/weaknesses, hobbies, family, background, beliefs using colour coded pictures. For example the teacher can ask what the student likes for example, Which is your favourite desert? The teacher can ask for a show of hands to see how many others like the same thing. Different descriptives such as <em>kind, generous, shy, angry, calm</em> can be used Students then make use of drawings or talking books to identify, list and describe the common personal values that emerge. The teacher puts students in pairs and provides each student with a set of three colour coded pictures that show different personal positive values (for example, kind, generous, etc.) and have to identify which one of the three pictures fits his/her counterpart. Teacher divides class into five random groups who have to produce a poster or a chart using newspapers, magazines, photographs and symbols. They can use pictures of local and foreign people who have been successful in their lives e.g. a special Olympics athlete who has won a gold medal in the Olympic games in bocce.</td>
<td>Students will understand that their friends come from different environments and appreciate that everyone is unique. (Level 4) Students will be sensitive towards others’ emotions and understand that they are unique. (Level 3) Students will understand that they are all different and that everyone is a unique individual. (Level 2). Students will react to different people by taking action through different means of communication. (Level 1).</td>
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| Help students to understand the importance of working in a group | As an activity to explore the advantages of teamwork, the teacher divides the class into five random groups. The teacher presents the students with a set of pictures or handouts of different social groups (for example, a peer group, a scout or girl guide group, a religious group).

Each student in the team selects a picture of any group/s to which h/she may belong and communicates the activities organized by this group. Teacher then asks the students in each group to use their feedback and discussion to produce a presentation or a chart using a recording-software such as *Clicker 5* or *Communicate in Print*.

| Help students appreciate different social groups | The teacher will help the student use pictures to identify and communicate about a particular social group by listing, describing and analysing its characteristics e.g. the Special Olympics Movement in Malta. The teacher shares the ‘Wall of faces’, video clips of special Olympics athletes and their partners. The teacher then organizes students into five random groups and asks students to browse through specific internet websites and write about or find pictures of particular groups or clubs they may pertain to. The teacher presents the students with colour coded pictures of different social groups (for example, the family, peer groups, sport clubs, youth centres. Each group uses simple *Clicker 5* grids to identify, sort and match different social groups: family, peer group, Special Olympics group, youth centre.

| Students will recognise that community life in the neighbourhood depends on various factors. (Level 4) Students will recognise how important it is to work in a group as well as the advantages and duties. (Level 3) Students will start to feel part of a group and react to different members in the group. (Level 2) Students will react to different choices and may initiate interactions and activities. (Level 1). | Students will realise that their neighbourhood has characteristics and that community life depends on several factors (Level 4) Students will identify the importance of being part of a group and recognise their duties. (Level 3) Students will be conscious that they form part of a group. (Level 2) Students will greet peers and may initiate interactions and activities. (Level 1). |
| help student appreciate sex, gender and race differences | The teacher uses talking books, boards and visual aids to explore issues related to sex, gender and race. The teacher shows the students pictures of male and female roles in society e.g. a female pilot, a male chef, a male learning support assistant, a female bus driver. After this activity, the teacher can show pictures of people from different continents, for example Africa, Asia, Europe, and the students can sort these pictures according to their country.

The teacher then places students in groups of three or four and they are encouraged to use various modes of communication to express what they have observed from the pictures they are presented with e.g. Can girls drive a crane? Can boys wash the floor? Can they change nappies or prepare lunch? Each group is then encouraged to produce a write-up or a poster that demonstrates gender equality. Visual aids, symbols, magazines and newspapers can be used to produce the poster. | 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 appreciate familiar people’s roles. (Level 2)

Students will initiate interactions by reaching out to explore facial features. (Level 1) |
Subject: Social Studies
Unit Title: SOC 7.2 Living in a Democracy: what it is all about?
Strand 2: Rights and Responsibilities

Duration: 9 sessions of 40 minutes (6 hours)

Objectives
The teacher will
1. explain why in society it is important for people to respect each other.
2. explain how different societies sought to live in an equitable manner in different times.
3. explain why in society it is important for people to be equal and live freely.
4. explain how people can live fairly and equitably in different places.
5. explain why fundamental human rights are important

Key Words
Points to note
Resources

Key terms (already acquired)
- Society
- Elections
- Rights and responsibilities
- Leadership

Key terms (new)
- Democracy
- Fundamental Human Rights
- Equality

The teaching and learning of Social Studies involve an investigative approach to society, exploring what democracy is and how it functions in different environments. Role play, digital resources and the internet are indispensable teaching tools for the attainment of the unit’s objectives.

Booking of media equipment, computer lab or media room in advance.

Resource Pack DVD for Form 1
Video/DVD player
Laptop computer

Hyperlinks
- [http://www.teachers.tv](http://www.teachers.tv)
- [http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml](http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml)
- [http://www.bbc.co.uk/schools/citizenx/local/democracy/animation.shtml](http://www.bbc.co.uk/schools/citizenx/local/democracy/animation.shtml)
- [http://democracydaily.com/](http://democracydaily.com/)
- [http://www.amnesty.org/](http://www.amnesty.org/)
- [http://www.democracynow.org/](http://www.democracynow.org/)
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<td>The teacher will: explain why in society it is important for people to respect each other</td>
<td>To help students realise how important it is for people to respect each other, teacher shows a power-point presentation or a video-clip and asks students for their oral feedback. Students are divided into five random groups, each with a leader and reporter. Teacher distributes to each group a set of flashcards. Students use the feedback from these flashcards to indicate and discuss which statement best describes mutual respect. The reporters present the findings of each group to the class to demonstrate what mutual respect implies in real life. To explore how democracy implies respecting each other, teacher divides students into six random groups, each with a leader and reporter. Students are asked to browse through specific websites (chosen by the teacher beforehand) to identify pictures, caricatures or mottos that refer to mutual respect. Reporters present the work to the rest of the class. The material gathered is collaged so that students arrive at a common understanding that best describes democracy.</td>
<td>Students will analyse democracy in terms of mutual respect and apply their theoretical knowledge to real-life situations (Level 8) Students will explain and discuss how in a democratic environment people need to demonstrate mutual respect (Level 7) Students will recognize that in a democratic society or in a democratic environment respecting each other is crucial (Level 6) Students will be aware that when we respect each other, whatever our differences and opinions, leads to a healthy society (Level 5)</td>
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<td>explain how different societies sought to live in an equitable manner in different times</td>
<td>To help students realise that democracy was not always as we know it today, and that it changed through time, teacher shows a set of colour coded pictures “History of Democracy” and asks for their feedback (oral/written or any other way deemed appropriate) by asking the question “How are these pictures related to democracy?” or “In what way do these pictures refer to democracy?” Teacher asks students to organise themselves into four random groups each with a leader and reporter. Through the use of specific websites (chosen by the teacher beforehand) each group produces a chart with a write-up and pictures/drawings/speech that illustrates democracy during a specific period. Plenary follows and the work of each group is put</td>
<td>Students will analyse how different historical circumstances have led different societies to develop different political systems which were not always fair and equitable (Level 8) Students will explain and discuss how in different historical periods different communities have sought to live in a fair and equitable manner (Level 7) Students will describe how democratic institutions in a country have changed through time to provide a better service to the citizen (Level 6)</td>
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together to illustrate how democracy evolved through different historical periods and is different from how we understand it today.

To explain the development of democracy in different historical periods teacher shows video-clips “Athens – Dawn of Democracy” and “Democracy Is”. Teacher divides the class into four random groups (A, B, C and D) to identify and discuss three different ways how democracy has changed from the past to modern times. Each group produces a piece of work that can include a write-up, pictures or drawings to demonstrate this difference. In order to let students experience the difference between democracy and other types of political leadership (that characterised different historical periods), teacher chooses a leader from Group A (an example of dictatorship), from Group B the teacher gives the right to vote to only half of the group (old democracy), in Group C the eldest will rule, and in Group D everybody has the right to vote (modern democracy). Votes can be related to which music video to watch or to other issues. Students in each group indicate (orally, in writing or otherwise) which system of leadership they prefer most, and why.

explain why in society it is important for people to be equal and live freely

To explore democracy in its various aspects teacher shows video-clip “Give peace a chance” and asks students to provide their oral and/or written feedback regarding the meaning of this song. Teacher divides the class into five random groups, each with a leader and reporter, and provides each group with used newspapers or magazines. Each group has to identify pictures and/or articles that deal with cases of lack of freedom, freedom or excessive freedom taken from the newspapers, magazines or printouts from news websites. The reporters present the findings to the rest of the class. Teacher shows video-clips “What equality means to you” and “It-Telgħa tal-Kalvarju – Hooligan” and asks students to organise themselves in pairs to answer, through a

| Students will distinguish how the organization of their neighbourhood has changed from one that was religion based to one that is civil and more democratic (Level 5) |
| Students will analyse freedom and equality as fundamental values without which a democratic society cannot exist (Level 8) |
| Students will explain and value the benefits that people enjoy when, in a democratic society, they enjoy their freedom and are treated the same. (Level 7) |
| Students will appreciate that freedom and equality are a right and responsibility at the same time. (Level 6) |
write-up or a cartoon, and discuss the following questions: “Why it is important to be equal and to show respect to each other?”, “How would you feel if the teacher prefers some students and punishes others?” and “How would you feel if you show respect to somebody else but the other person does not respect you?”

Teacher divides the class into three random groups and asks them to produce a role play (not exceeding 10 minutes) during which they demonstrate what they understand by the value of equality, inclusion and mutual respect.

To celebrate freedom, equality and mutual respect as important aspects of democracy, teacher shows students video-clips “Democracy is Everyone’s Responsibility” and “Charter of Fundamental Rights of the European Union” and asks them for their oral and/or written feedback. The class is divided into five random groups, each with a leader and reporter. Teacher asks each group to reflect again on the video-clips and discuss the following questions: “Why it is important for all to be free and equal?”; “Why it is important that we show respect to each other?” “How can we be free and yet observe the rules?” and “Why is democracy everybody’s responsibility?”

Students use their discussion and ideas to produce a presentation or a chart to demonstrate the value of freedom, equality and mutual respect in a democratic society (examples from holocaust or other genocides can give a clearer picture). Plenary follows during which the reporters of each group present their findings to the rest of the class. Teacher organizes class into pairs and asks each group to browse through specific websites (chosen beforehand by the teacher) to explore for real life situations where there is no freedom, equality and respect. Each pair uses the information retrieved to produce a piece of work that includes a write-up and/or a drawing (for example, a slogan, or a letter to the editor or an article on a children’s magazine) to express their concern about this issue and what would they do to

Students will recognize that in a free and democratic society people are to be treated equally and enjoy the same rights (Level 5)
**improve the situation. Each pair provides oral feedback to the rest of the class. Students’ works are collected and exhibited in the classroom or in a prominent part of the school to celebrate the importance of freedom, equality and respect.**

| **explain how people can live fairly and equitably in different places** | **To explain how democracy is evident in different environments, for example at school, in the family, and in the wider society, teacher asks students to use the internet to identify pictures, slogans or cartoons that refer directly or indirectly to how democracy is present in school and in the way a country is ruled. Students provide their oral feedback and personal reactions to these pictures to demonstrate how democracy is practised in these different environments. Teacher divides the class into four random groups, each of which chooses its own leader and reporter. The groups are presented with four different contexts: a) democracy in the family; b) democracy at school, c) democracy in the group to which I belong, and d) democracy in government. The groups decide between them which topic to choose. Each group uses magazines and/or newspapers to identify pictures, cartoons and/or articles related with their topic and produce a chart that includes a write-up, pictures and/or drawings on how democracy is practised (or not) in that particular environment. The charts are then collected and exhibited in the classroom. Plenary follows and the reporters of each group describe their work to the rest of the class.** |
| | **Students will differentiate between and analyse real life situations where a fair, equitable and democratic environment is present or even inexistent (Level 8)** |
| | **Students will explain and discuss that in a society which promotes democratic values people can live fairly and equitably in different environments. (Level 7)** |
| | **Students will recognize that a democratic environment prevails outside the school and their village/town environment (Level 6)** |
| | **Students will realize that a democratic environment in the family, at school and in their neighbourhood is positive and healthy (Level 5)** |
| **To explore the advantages of voting and how elections are practised in a true democracy teacher shows a video-clip, a presentation or colour-coded pictures which demonstrate different voting systems and practices that void freedom of expression or make a farce out of voting. Students give their oral feedback and state what has struck them. Teacher divides the class into five random groups each with a leader and reporter. Students use the internet to explore different situations around the world where** |
| Explain why fundamental human rights are important | To explore the importance of fundamental human rights, teacher shows a video-clip “30 Words Universal Declaration of Human Rights” and asks students the questions “What is a right?”, “Why are these human rights called ‘fundamental’?” and “Why are they called ‘universal’?” The class is divided into five random groups, each with a leader. Teacher presents a list of ten human rights on the white board, with each group deciding on which two human rights to investigate (the five groups tackle different human rights). Each group discusses the two chosen human rights and identify examples or case studies of countries or real life situations where such human rights are being violated. Each group produces a poster or a chart with an emphasis on how these specific human rights can be respected in a practical way. Plenary follows and the works of each group are collected to demonstrate the relevance of fundamental human rights.

To discover what fundamental human rights are, teacher organizes students into random groups of three. Students use specific websites (chosen beforehand by the teacher, for example the UN website) to get acquainted and explore more about the relevance of the Universal Declaration of Fundamental Human Rights. Each group produces a presentation with a write-up and/or pictures that compares and contrasts three fundamental human rights with real life situations. Plenary follows during which each group displays and comment upon their presentation to the rest of the class. | Students will discuss and analyse the consequences and effects in countries where basic human rights are not respected (Level 8)

Students will explain the importance of fundamental human rights and apply their theoretical knowledge to real life situations in the context of developed and non-developed countries (Level 7)

Students will be able to describe what basic human rights are and why they are important (Level 6)

Students will be able to mention one basic human right and describe its relevance and importance to the person (Level 5) |
Subject: Social Studies
Unit Title: Living in a Democracy: what it is all about?
Strand 2: Rights and Responsibilities

Duration: 9 sessions of 40 minutes (6 hours)

OBJECTIVES at attainment levels 5,6,7,8.
The teacher will help students:
1. appreciate the term democracy in modern day society
2. appreciate the development of democracy through the ages.
3. celebrate democracy in terms of freedom, equality and mutual respect.
4. appreciate how democracy works in different environments.
5. understand the importance and relevance of fundamental human rights.

OBJECTIVES at attainment levels 1,2,3,4.
The teacher will help students:
1.1 appreciate that they should show respect to the beliefs and views of others.
2.1 experience how elections were carried out in the past and today.
3.1 experience freedom, equality and respect for each other.
4.1 understand rights and roles in different social groups.
5.1 appreciate their rights to live and make basic choices.

Key Words
Choose, Which one?, Who?, Me, I, Think, Decide, Important, Authority, Vote, Election, Most, Democracy, Equality, Peace.

Points to note
The vocabulary used in this unit is in context of spoken, signed, using objects of reference or symbols. The teacher should allow time for the students to respond. This response can take the form of unaided and/or aided means of communication and the teacher needs to provide adequate scaffolding techniques to enable the students to respond affectively or intentionally. 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. For more detailed advice please consult the separate unit documentation.

Resources
Handouts, symbols of different religious symbols, photographs showing people of different countries such as clothing, artefacts and symbols; flags; Resource Pack DVD for Form 1, Video/DVD player, Laptop computer, pebbles, markers.

Hyperlinks
http://www.teachers.tv
http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml
http://www.bbc.co.uk/schools/citizenx/local/democracy/animation.shtml
http://www.myopinionmyvote.eu/
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<th>Teaching Objectives</th>
<th>Examples of Teaching Activities/Experiences</th>
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<tr>
<td>The teacher will help students appreciate that they should show respect to beliefs and views of others</td>
<td>The teacher helps the students to explain to the students that in Malta there are different religions, cultures and beliefs. The teacher gets the students to look at the photograph of their face and use symbols or words to describe what their face looks like. After all the students have done this, they are asked to identify what the differences and similarities are and that we are all equal regardless of how we look. The teacher divides the students into groups and each group is asked to browse through specific websites to identify pictures, symbols and cliparts that refer to different religions, cultures and beliefs. The material gathered is collaged in the form of a poster or chart.</td>
<td>Students will appreciate that regardless their differences and similarities, they are all different. (Level 4) Students will start to show respect to the beliefs and views of others. (Level 3) Students will be conscious that they are all different and everyone is unique. (Level 2) Students will react to different choices by taking action, through gestures, signs or other means of communication. (Level 1)</td>
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<td>help students experience how elections were carried out in the past and today</td>
<td>Students are divided in different groups and are allowed to dress up in clothes and manipulate objects of different eras (Greek, Roman, Maltese). The teacher allows role play to allow students to appreciate how groups featured in different historical periods. This can be consolidated by creating simple Clicker 5 scenes to depict different eras, and students have to match and label symbols on the screen. The students are asked to bring their own pebble from home and they are supported to write their name on the pebble. (ostrakon) Students take turns to role play the ancient Greek voting system by throwing a pebble with their peer’s name on it.</td>
<td>Students will recognise that being part of a group involves flexibility and a number of skills. (Level 4) Students will recognise the importance of being part of a group and the advantages and duties they have. (Level 3) Students will be conscious that they form part of a group and they are members of a group. (Level 2) Students will react to different choices by taking action, through gestures, signs or other means of communication. (Level 1)</td>
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<tr>
<td>help students experience freedom, equality and respect for each other</td>
<td>The teacher discusses with the students that not all people are happy when they are together. The students are guided what is the right and wrong way of treating other people. The students are encouraged to create slogans and a class assembly which can be created for around the school. The</td>
<td>Students will realise that rules and regulations exist in different environments in the family, in the community and at school. (Level 4) Students will become aware of respecting the views and beliefs of others.</td>
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<td>Activity</td>
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<td><strong>Help students understand rights and roles in different social groups</strong></td>
<td>The teacher asks students to use magazines, newspapers to identify pictures, cliparts and/or articles related with their topic and produce a chart that includes a write-up, pictures and/or drawings on how the children’s school council operates, on how the Maltese people cast their vote. The charts are then collected and exhibited in the classroom. The teacher supports the students to come up with their class rules and individual roles in the classroom. The teacher shows a video-clip, a presentation and colour-coded pictures which demonstrate an accessible voting system for persons with intellectual disabilities. The students can post their preferences into colour coded letter boxes.</td>
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<tr>
<td><strong>Help students appreciate their rights to live and make basic choices</strong></td>
<td>The teacher asks and discusses with students whether they think that all people should be allowed to go to school. Teacher then presents different pictures of human rights with realistic examples of real life situations where human rights are being violated for example children dying of hunger, children not being given any shelter. Each group has to match the different pictures to the written words. Students can be supported to recognise prejudice of race, gender and age and how discrimination in the school community be prevented. Through role play, students can be helped to suggest ways of ensuring fairness in class by...</td>
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(Level 3) Students will become aware that they are all different and unique. (Level 2)

Students will react to different choices by taking action, through gestures, signs or other means of communication. (Level 1)

Students will realise that rules and regulations exist in different environments (Level 4)

Students will appreciate their rights as well as their duties. (Level 3)

Students can communicate through various modes of communication including sign, symbols, words and speech (Level 2)

Students will react to different choices by taking action, through gestures, signs or other means of communication. (Level 1)

Students will be able to identify between rights and responsibilities. (Level 4)

Students will be able to recognise that everyone should be treated fairly. (Level 3)

Students will intentionally make simple choices to identify a basic need and right. (Level 2)

Students will react to different choices by taking action, through gestures, signs or other means of communication. (Level 1)
ensuring everyone is given the right to complete a particular job or responsibility. The teacher can devise a job schedule using Boardmaker software when the students are aware of what responsibilities they have in the classroom.
**Subject:** Social Studies  
**Unit Title:** SOC 7.3 The Person as a Consumer: goods and services  
**Strand 3:** Impact of Enterprise and Industry

**Duration:** 9 sessions of 40 minutes (6 hours)

### Objectives
The teacher will:
1. explain and discuss the difference between production, distribution and consumption.  
2. show and discuss the difference between goods and services and how these can be used wisely.  
3. explain and investigate the relationship between consumption and the provision of goods and services.  
4. describe and differentiate between different types of consumers and how this affects consumerism.  
5. discuss how students can manage their own resources.

### Key Words
- **Points to note**
  - The teaching and learning of Social Studies involve an investigative approach to society, exploring its various characteristics and how people live together. The exploration of how people behave in such a complex commercial world helps the student to investigate and differentiate between production, distribution and consumption of goods and services. The teaching and learning of this unit involves group work, digital resources and the internet. These are indispensable teaching tools for the attainment of the unit’s objectives.
  - Booking of media equipment, computer lab or media room in advance.

### Resources
- **Resource Pack DVD for Form 1**
- **Video/DVD player**
- **Laptop computer**

### Hyperlinks
- [http://www.dolceta.eu/malta](http://www.dolceta.eu/malta)
- [http://www.teachmeaboutmoney.org](http://www.teachmeaboutmoney.org)
- [http://www.moneyinstructor.com](http://www.moneyinstructor.com)
- [http://www.media-awareness.ca](http://www.media-awareness.ca)
- [http://www.atg.wa.gov/TeenConsumer/](http://www.atg.wa.gov/TeenConsumer/)
- [http://www.dfi.wa.gov/consumers/education/kids_students.htm](http://www.dfi.wa.gov/consumers/education/kids_students.htm)
- [http://www.dolceta.eu/ireland/Mod4/](http://www.dolceta.eu/ireland/Mod4/)
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<td>The teacher will: explain and discuss the difference between production, distribution and consumption</td>
<td>To help students discover what production means, the teacher uses a video-clip or a presentation and asks students for their oral feedback about what they observed. Students are organized into five random groups, each with a leader and reporter. Teacher uses a chart or a poster to demonstrate the journey a product takes from its manufacturing process until it arrives to the customer. Each group uses these resources to identify a particular product and discuss how this is produced and reaches the consumer. Each group produces a piece of work which may include a write-up and/or a drawing that illustrates and/or describes its chain of production. The reporter of each group shares their findings to the rest of the class. To enable students explore and discover the difference between producers, wholesalers, retailers and consumers, teacher divides the class into five random groups, each with a leader and reporter. Teacher provides each group with a set of differentiated level case studies (“Żaru l-Bżaru, Kikku s-Siġgu, Ċetta l-Karta, Bajlu l-Mowbajl”) about production, distribution and consumption. Students to discuss these case studies and produce a chart that includes a write-up, pictures and/or drawings about one of these groups and how this has changed over time (for example, e-commerce). Plenary follows and the reporters explain their work to the class.</td>
<td>Students will apply their theoretical knowledge on production and consumption to real life situations and analyse the three main stages that form the chain of production (Level 8) Students will explain and discuss how the chain of production starts with the production itself and ends in the consumption of products by the consumer (Level 7) Students will describe how each product that we acquire passes through different stages before it is consumed by the final user (Level 6) Students will recognize and talk about products that are produced and consumed in their own town/village and beyond (Level 5)</td>
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<td>show and discuss the difference between goods and services and how these can be used wisely</td>
<td>To differentiate between goods and services, the teacher divides the class into five random groups. Teacher shows each group a set of colour coded pictures illustrating different goods and services. Students are asked to identify</td>
<td>Students will analyse the difference between goods and services and various ways how people can make good use of them in their everyday life (Level 8) Students will explain and discuss the difference between</td>
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<td>Explain and discuss the relationship between consumption and the provision of goods and services</td>
<td>To enable students discover and become aware of our consumption patterns, teacher shows a video-clip “Do I need it?” Teacher distributes a small sticky paper note on which each student writes a word or a comment to express their feedback. The notes are collected together on the whiteboard to generate a class discussion. Teacher organises the class into five random groups each with a leader and reporter. Each group is provided with a questionnaire “Bżonn jew Kapriċċ?” for which students discuss and share their views. Plenary follows and reporters present their findings to the class. To help students discover the difference between “needs” and “wants”, teacher distributes a set of colour-coded</td>
<td>Students will discuss and analyse how, as responsible consumers, they can contribute actively towards the protection of their own environment when they acquire different products or services (Level 8) Students will explain and discuss how through the intelligent use of goods and services in their everyday life they can be responsible consumers (Level 7) Students will recognise that the relationship between consumption and the provision of goods and services is important even for maintaining a healthy lifestyle (Level 6) Students will identify that in their everyday life not all their</td>
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<td>pictures through which students explore and investigate the difference between what people “need” and what people</td>
<td>needs are wants (Level 5)</td>
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<td>want”. Teacher divides the class into five random groups, each with a leader and reporter. Through the use of specific websites (chosen by the teacher beforehand) teacher asks students to discuss their “needs” and “wants” and to identify five different goods and/or services people buy. Each group produces a chart with a write-up and/or pictures to demonstrate how certain people consider certain goods and services as “needs” when in fact they are “wants”. The work of each group is collected and exhibited in the classroom.</td>
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<td>describe and differentiate between different types of consumers and how this affects consumerism</td>
<td>Students will apply their theoretical knowledge to real life situations and analyse the effects of consumerism on different types of consumers (Level 8)</td>
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<td>To explore and investigate different types of consumers, teacher shows a presentation “Il-Konsumatur” and asks students for their oral and/or written feedback. Teacher organizes students into five random groups, each with a leader and reporter. Each group has to identify adverts from different magazines and/or newspapers targeted to different consumer groups. Each group produces a write-up, a presentation or a drawing on how adverts target different market segments (age, hobbies, income, social class, etc). Plenary follows and the reporters of each group present their findings to the class.</td>
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<td>Students will explain and discuss different types of consumers and how the choices of different people affect consumerism (Level 7)</td>
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<td>To enable students discover and experience how consumerism affects consumers, the teacher shows the video-clip “Consumerism Cartoon” and asks students to provide their oral and/or written feedback. Teacher then divides students into five random groups, each with a leader. Teacher distributes a quiz to each group (for example, a true and false or a multiple choice exercise) through which students explore how consumerism affects</td>
<td>Students will realize that different people can be different consumers and their choices for specific products and/or services depend on their needs (Level 6)</td>
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<td>Students will recognize that adverts can have a lot of influence on the kind of products different consumers buy (Level 5)</td>
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consumers. The leaders of each group present their findings to the class.

To protect and inform future consumers regarding honest packaging and improved safety standards, teacher shows a set of colour-coded pictures of different products with which they are familiar. The class is organised into pairs. Each pair is given three identical pictures to identify and tick on a separate worksheet “Dan Ġenwin jew Le?” if the packaging of these products includes certain important data, such as the product name, the manufacturer’s address, storage instructions, safety marks, usage instructions and the expiry date. Students produce a piece of work that includes a write-up and/or pictures/drawings to demonstrate their concern about the lack of packaging information certain products may contain. Students share their findings with each other. Teacher organizes class into five random groups, each with a leader and reporter. Through the use of specific websites (chosen by the teacher beforehand) students use the internet to investigate how, to whom and when they should report products that do not comply with quality standards.

discuss how students can manage their own resources

To let students explore and investigate how they can manage their own resources teacher shows the poster “Il-Proċess kif Naqla’, Infaddal u Nonfoq il-Flus” and asks students to provide their oral and or/written feedback. Teacher divides class into two random groups and asks each group to use the model provided in the poster to present a role play (not exceeding 10 minutes) to demonstrate how as responsible consumers they can manage their own resources. Each group presents the role play to the rest of the class and discussion follows.

To explore how students can manage their own money, teacher presents the video-clip “Saving Money!” and asks

| Students will analyse the importance of working, target setting and management of own resources to reach their goals (Level 8) |
| Students will apply their theoretical knowledge to demonstrate that, through careful planning, they are able to manage their own resources (Level 7) |
| Students will describe the advantages of the proper management of resources and how this leads also to a healthy lifestyle (Level 6) |
students for their oral feedback. Teacher organises the class into pairs and provides each pair with a set of differentiated level case studies “Irridha, Nixtieqha, Nħobbha”. Students use these case studies to discuss how with the proper management of one’s own resources a person can reach a specific goal. Teacher divides the class into five random groups, each with a leader and reporter. Through differentiated level word searches each group identifies the key terms associated with the management of one’s own resources. Plenary follows during which the reporters of each group present their findings to the class.

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<td>Students will recognise that their own resources are important and valuable and need to be managed properly (Level 5)</td>
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Subject: Social Studies
Unit Title: The Person as a Consumer: goods and services
Strand 3: Impact of Enterprise and Industry
Duration: 9 sessions of 40 minutes (6 hours)

OBJECTIVES at attainment levels 5,6,7,8.
The teacher will help students:
1. understand the difference between production, distribution and consumption.
2. understand the difference between goods and services and how these can be used wisely.
3. understand the relationship between consumption and the provision of goods and services.
4. understand the difference between different types of consumers and how this affects consumerism.
5. manage their own resources.

OBJECTIVES at attainment levels 1,2,3,4.
The teacher will help students:
1.1 identify goods they consume
2.1 become aware of goods and services in the community.
3.1 understand different needs and wants in relation to products.
4.1 understand safety issues of some of the products
5.1 appreciate and take care of their own resources.

Key Words
Shops, supermarkets, food stalls, Factories
Buy/sell, Money, Euros, Euro cents, I want / I need / I wish / I like
Good / Bad, Healthy/Unhealthy,
Safe/Unsafe,
Dangerous/toxic

Points to note
The teaching and learning of Social Studies involve an investigative approach to society, exploring its various characteristics and how people live together. 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 PSD. For more detailed advice please consult the separate unit documentation.

Resources
Numicon kit, graphic signs and digital photos of goods and services, plastic Euros,

Hyperlinks
http://www.doceta.eu/malta
http://www.teachmeaboutmoney.org
http://www.moneyinstructor.com
http://www.media-awareness.ca
http://www.numicon.com/numicon_free_resources.html
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<td>The teacher will help the student identify goods they consume</td>
<td>The teacher uses a video-clip or a presentation and asks students for their feedback about what they observed. Teacher uses a chart or a poster to demonstrate the journey a product takes from its manufacturing process until it arrives to the student’s house. The teacher can take the students to visit one of the manufacturing companies. Photos are taken during the event and are then uploaded on Switch It Maker 2 or Photostory 3 for Windows. Each group is supported by the teacher to create a presentation in sequence of the whole process of production, for example milk and soft drinks.</td>
<td>Students appreciate how some products are manufactured and distributed (Level 4)</td>
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<td>Students are able to identify some goods they consume (Level 3)</td>
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<td>Students will combine different communication modes to express their needs, feelings and choices. (Level 2)</td>
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<td>Students will react to different choices and may encounter interactions and activities. (Level 1).</td>
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<td>help the student become aware of goods and services in the community</td>
<td>Students are asked to identify between goods and services by sorting these pictures in two different categories: <strong>goods</strong> and <strong>services</strong>. Each group produces a write-up, a caption, a poster or a drawing that describes three goods services they use in their everyday life. Students find captions from different magazines and/or newspapers about different goods and services (for example, students can differentiate between durable and non-durable goods and identify from where they can acquire such goods and services).</td>
<td>Students are aware of goods and services in the community (Level 4)</td>
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<td>Students are able to identify five goods and five services. (Level 3)</td>
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<td>Students will be aware of a variety of different environments, for example shops and town. (Level 2)</td>
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<td>Students will react to different choices and may initiate interactions and activities. (Level 1).</td>
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| Help the student understand different needs and wants in relation to products | The teacher distributes a set of colour-coded pictures through which students sort pictures of what people “need” and what people “want”. Through the use of specific websites, teacher asks students to identify five different goods and/or services people buy. Each group produces a chart with pictures to demonstrate different needs and wants. In this activity, the students can make use of Clicker 5 to sort out the different needs and wants, as well as Clicker Writer to produce their work. | Students will describe different needs and wants (Level 4)  
Students will identify different needs and wants. (Level 3)  
Students will use different communication modes to express their needs and wants. (Level 2)  
Students will react to different choices and may initiate interactions and activities. (Level 1). |
|---|---|---|
| Help the student understand safety issues of some of the products | Each group identifies adverts from different magazines and colour-coded pictures of different products with which they are familiar. Each pair is given three identical pictures to identify and tick on a separate worksheet “Dan tajjeb jew le?” if the packaging of these products includes certain important data, such as the product name, the manufacturer’s address, storage instructions, safety marks, and the expiry date. These handouts can be prepared using the symbolate button of Boardmaker Version 6 Plus. | Students will sort different products according to whether they are safe or not (Level 4)  
Students will identify different products according to particular information on the packaging (Level 3)  
Students will co-operate with shared exploration in manipulating objects which are safe. (Level 2)  
Students will react to different choices and may initiate interactions and activities. (Level 1). |
| Help the student appreciate and take care of their own resources | The teacher organises the class into pairs and asks the students to sort out different pictures into “Irriđha”, “Nixtieqha” and “Nhobbha”. Students can make use of Clicker 5 customised sets to sort out the different pictures into 3 categories: “I want”, “I wish”, “I like”. These can also be sorted out using colour-coded labelled containers, where the students have to sort the pictures according to the various categories. Alternatively the teacher can prepare ready made handouts and the students can tick the various categories which can be accompanied by picture support using Boardmaker grids. | Students will learn that in the consumption of goods and products, they need to respect their environment (Level 4)  
Students will identify the importance of taking care of their environment and distinguish aspects of the environment which contribute to a cleaner and safer place. (Level 3) |
| The teacher then uses customised Numicon grids and corresponding Numicon shapes to support students in order to appreciate the value of the Euro coins. The teacher involves the students in a role play activity where they take turns to buy or sell goods and products from a make-shift supermarket stall. | Students will show understanding of things they can do to keep the environment clean, for example recycling of plastic. (Level 2)

Students will react to different choices and may initiate interactions and activities. (Level 1). |
**Digital Technology Enhanced Learning – Social Studies eLearning Entitlement**

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

http://wallwisher.com/

An online wall that students can use to express their thoughts on a topic (online socialisation)  http://en.linoit.com/

An online web sticky note service that can be used to post memos, to-do lists, ideas, and photos anywhere on an online web canvas (online socialisation)  http://popplet.com/

A collaborative brainstorming tool (online socialisation)  http://penzu.com/

A personal journal and an online diary (self-evaluation of your own ideas)

**Living in Society: Socialisation**

The following are video clips which convey messages to students accordingly:

- **Integration into society through socialisation**
  - Loneliness: http://www.youtube.com/watch?v=OWbj-8h-Mng (Portrait of Sad Feelings)
  - Relationships: http://www.youtube.com/watch?v=RTHQHUHLr4&feature=related (Hope)
  - Wars: http://www.youtube.com/watch?v=D8bCuNjU-Nt&feature=related
  - Love: http://www.youtube.com/watch?v=aqv8z2XzMeY

- **Appreciate the dynamics of groups and teams**
  - Poor vs. Rich: http://www.youtube.com/watch?v=i22DvoyuCOc
  - Differences: http://www.youtube.com/watch?v=is88O__qc

- **Appreciate the main types of social groups**
  - http://www.youtube.com/watch?v=s3Jlrk685Rc

- **Differentiate between sex, gender and race and discuss gender equality and racial discrimination**
  - Racism http://www.youtube.com/watch?v=I0HsS1Sr6Vw
  - Anti-Racism http://www.youtube.com/watch?v=H_ykJk8F
  - Sexism http://www.youtube.com/watch?v=6MCul8Nne8K
Living in a Democracy: What is it all about?

The following are video clips/games that convey messages to students accordingly.

- **Respect each other**
  - http://www.zoodles.com/free-online-kids-games/respect (Games)
  - http://www.youtube.com/watch?v=IlmYoKkvi8k (Video)

- **Different societies living in an equitable manner in different times**
  - http://www.youtube.com/watch?v=9hhX0KkQBW4 (Video)
  - http://www.youtube.com/watch?v=mdu71FSKJvl (Video)

- **Equality in different places**
  - http://www.youtube.com/watch?v=dX8WQnlYAwE (Video)

- **Human Rights**
  - http://www.youth-egames.org/index.php?option=com_content&task=view&id=40&Itemid=84 (E-Games)
  - http://www.youtube.com/watch?v=oh3BbLk5UIQ (Video)
  - http://www.youtube.com/watch?v=kbul3hxYGNU&feature=related (Video)
The Person as a Consumer: Good and Services

These are reasoning games/activities that enable students to explain how resources can be used in various ways, identify goods and services, and recognize money as the generally accepted medium of exchange for goods and services.

- **Difference between Production, Distribution and Consumption**
- **Goods and services (and how these can be used)**
- **Relationship between consumption and the provision of goods and services.**
- **Difference between different types of consumers and how this affects consumerism.**

  - http://www.thebakeryshop.org/ ¹

¹. Public cloud – Signing up required.
². downloadable program.