Personal and Social Development Curriculum Units
with examples of teaching activities
Form 1
Personal and Social Development Curriculum
PERSONAL AND SOCIAL DEVELOPMENT CURRICULUM UNITS – FORM 1

PSD 1  Getting to know my new school Environment and Peers
PSD 2  Respecting ourselves and others
PSD 3  All about me
PSD 4  Roles and Responsibilities within different social contexts
PSD 5  Understanding growing up changes and making responsible choices
PSD 6  Making good use of my time
Subject: Personal and Social Development
Unit code and title: **PSD 7.1 Getting to know my new school Environment and Peers**
Strand: Personal Identity and Relationships
Unit Duration: 9 sessions of 40 minutes 6 hours

**OBJECTIVES**
The teacher will:
1. enable the students to get acquainted with each other and have a better understanding of what is PSD.
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 (rules and procedures).
4. enable the students to establish adequate ground rules for a positive working environment in PSD.

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**Key Words**
ground rules
team work
friends
communication
transition
effects
self expression
school rules
timetabling
school procedures
worries

**Points to note**
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.

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.

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.

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**Resources**

www.googleearth.com
http://www.lc.gov.mt/
http://skola.edu.mt/college-and-school-websites/
http://www.mindtools.com/pages/article/newLDR_76.htm
http://icebreakergames.net/100-get-to-know-you-questions/
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<th>Teaching objectives</th>
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<td>The teacher will:</td>
<td>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. 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. 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/she has to say his/her name to the whole class. This exercise can be repeated when each student talks about his/her hobbies, interests, likes and dislikes. . 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. 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.</td>
<td>Students will:</td>
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<tr>
<td>enable the students to get acquainted with each other and have a better understanding of what is PSD</td>
<td>be able to discuss how one’s perception of self can be affected by changes. (Level 8) be able to share and talk about their opinions, views and positive qualities (Level 7) be able to identify and appreciate their talents and physical qualities (Level 6) be able to identify their talents and physical qualities (Level 5)</td>
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</tbody>
</table>
| enable the students to get acquainted with the new secondary school set up and with their different teachers | 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.

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.

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.

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. | understand the rights and responsibilities within the new school context (Level 8)
show that they can deal with the challenges and feelings brought about by changes in school life (Level 7)
show that they belong to a classroom, school and college community (Level 6)
know that they belong to a different school structure (Level 5) |
| enable the students to familiarize themselves with the new school (rules and procedures). | 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 and 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.

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.

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.

The students can stick the school map on the reflective handbook. | understand the rights and responsibilities within the new school context. (Level 8)

show that they can deal with the challenges and feelings brought about by changes in school life (Level 7)

show that they belong to a classroom, school and college community (Level 6)

know that they belong to a different school structure (Level 5) |
enable the students to establish adequate ground rules for a positive working environment in PSD.

| Find a game that can be played indoor or outdoor. Another option is to brainstorm with the students, on the type of sports they can think about, and then they are asked what these sports have in common. Process and extrapolate the need for having 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 decide together which they will choose and use for the proper functioning of the group and PSD lessons. 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. |
| understand that rules are established for the effective functioning of a group (Level 8) understand the basic rules within the classroom and the new school community (Level 7) show how to express themselves assertively (Level 6) show that they know that they belong to a class that needs a structure (Level 5)|
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: 9 sessions of 40 minutes Total 6 hours

The teacher will:

OBJECTIVES at attainment levels 5,6,7,8.
The teacher will

1. enable the students get acquainted with each other and have a better understanding of what is PSD.
2. enable the students get acquainted with the new secondary school set up and with their different teachers.
3. enable the student to familiarize themselves with the new school (school rules and procedures)
4. enable the students establish adequate ground rules for a positive working environment in PSD.

OBJECTIVES at attainment levels 1,2,3,4.

1.1 enable the students learn to recognize and interact with people around them
2.1 enable students get acquainted with the new secondary school set up and with their different teachers.
3.1 enable student to familiarize themselves with the new school and help students take responsibility of school routines and rules
4.1 enable the students learn to cooperate with activities to help each other.

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
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<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of learning outcomes</th>
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<td>The teacher will: enable the students get acquainted with each other and have a better understanding of what is PSD.</td>
<td>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.</td>
<td>Students will: show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4) identify people they enjoy spending time with and take part in role play activities to support friendships. (Level 3) can combine different communication modes to express their needs, feelings and choices. (Level 2) greet known people and may initiate interactions and activities. (Level 1)</td>
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<td>enable the students get acquainted with the new secondary school set up and with their different teachers.</td>
<td>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.</td>
<td>show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4) identify members of the staff and communicate their preferences (Level 3) respond by sign, gestures or visual aids to refer to different members of staff in the school. (Level 2) explore sensory cues associated with different members of the staff. (Level 1)</td>
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<td>Task</td>
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<td>enable the student to familiarize themselves with the new school</td>
<td>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).</td>
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<td>establish adequate ground rules for a positive working environment</td>
<td>Students are encouraged to use Board maker visual schedules to sort out different rules (e.g. sitting properly, keeping hands to your self, 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.</td>
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<td>show the ability to take up active roles in a group and</td>
<td>show the ability to take up active roles in a group and appreciate that they belong to a class community (Level 4) interact with role play activities (Level 3) respond by sign or visual aids to members of staff in the school (Level 2) explore sensory cues associated with the school environment. (Level 1)</td>
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<td>appreciate that they belong to a class community</td>
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<td>interact with role play activities</td>
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<td>respond by sign or visual aids to members of staff in the school</td>
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<td>participate by prompting with paired and group play (Level 2)</td>
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<td>explore sensory cues associated with the environment</td>
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Subject: Personal and Social Development
Unit code and title: PSD 7.2 Respecting ourselves and others
Strand: Personal Identity and Relationships
Unit Duration: 9 sessions of 40 minutes Total 6 hours

**OBJECTIVES**
The teacher will:
1. enable the students to identify the different forms of communication (non-verbal and verbal communication) and develop good listening skills
2. enable the students to reflect on positive traits in friendship
3. enable the students to reflect on the negative effects of bullying and develop the necessary skills to cope with the negative feelings this causes
4. enable the students to reflect on possible abusive relations and situations, become aware of agencies which offer help and develop skills on how to avoid such situations

<table>
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<tr>
<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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| Communication      | 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. 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. 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. | [http://www.mindtools.com/pages/article/newLDR_76.htm](http://www.mindtools.com/pages/article/newLDR_76.htm)  
[http://icebreakergames.net/100-get-to-know-you-questions/](http://icebreakergames.net/100-get-to-know-you-questions/)  
[http://kidscape.org.uk](http://kidscape.org.uk)  
[http://antibullying.net](http://antibullying.net)  
PSD manual re: Bullying entitled ‘A war to be won’  
Poem by John Foster re. Bullying entitled ‘Four O’clock Friday’ |
<p>| Cooperation        |                                                                                                                                                                                                            |                                                                                                               |
| Empathy            |                                                                                                                                                                                                            |                                                                                                               |
| Feelings           |                                                                                                                                                                                                            |                                                                                                               |
| Friendship         |                                                                                                                                                                                                            |                                                                                                               |
| Bullying           |                                                                                                                                                                                                            |                                                                                                               |
| Relationships      |                                                                                                                                                                                                            |                                                                                                               |
| Assertive          |                                                                                                                                                                                                            |                                                                                                               |
| Passive            |                                                                                                                                                                                                            |                                                                                                               |
| Aggressive         |                                                                                                                                                                                                            |                                                                                                               |
| School support staff |                                                                                                                                                                                                              |                                                                                                               |
| Physical, Sexual and Emotional Abuse |                                                                                                                                                                                                            |                                                                                                               |
| Helping Agencies   |                                                                                                                                                                                                            |                                                                                                               |
| Disabilities       |                                                                                                                                                                                                            |                                                                                                               |</p>
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<td>The teacher will:</td>
<td>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. 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 etc. The role-plays, hidden messages and feelings felt by students to be dealt with through processing. 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. 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 handbook or alternatively draw pictures or stick pictures regarding this issue.</td>
<td>Students will:</td>
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<td>enable the students to identify the different forms of communication (non-verbal and verbal communication) and develop good listening skills</td>
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<td>be able to identify, explore and use appropriate communication skills (Level 8)</td>
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<td>be able to identify and explore different types of communication (Level 7)</td>
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<td>Show how to express them assertively. (Level 6)</td>
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<td>use basic communication skills to express basic feeling. (Level 5)</td>
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enable the students to reflect on positive traits in friendship

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

‘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

The teacher than 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

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.

be able to identify, explore and use appropriate communication skills (Level 8)
be able to identify and explore different types of communication (Level 7)
show how to express themselves assertively (Level 6)
use basic communication skills to express basic feeling (Level 5)
| Enable the students to reflect on the negative effects of bullying and develop the necessary skills to cope with the negative feelings this causes | 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, disappointed etc. 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. 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.

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.

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. | Show that they can recognize and articulate their needs in various contexts and situations (Level 8)

Show that they are able to deal with challenging situations and seek assistance when necessary. (Level 7)

Show how to express themselves assertively. (Level 6)

Use basic communication skills to express basic feelings (Level 5) |
enable the students to reflect on possible abusive relations and situations, become aware of agencies which offer help and develop skills on how to avoid such situations

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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.

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.

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.

In the reflective handbook the students are to draw or write a slogan against bullying.

show that they can recognize and articulate their needs in various contexts and situations (Level 8)

show that they are able to deal with challenging situations and seek assistance when necessary. (Level 7)

show how to express themselves assertively. (Level 6)

use basic communication skills to express basic feelings. (Level 5)
Unit code and title: PSD 7.2 Respecting ourselves and others
Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES at attainment levels 5,6,7,8.

The teacher will
1. enable the students to identify the different forms of communication (non-verbal and verbal communication) and develop good listening skills
2. enable the students to reflect on positive traits in friendship
3. enable the students to reflect on the negative effects of bullying and develop the necessary skills to cope with the negative feelings this causes
4. enable the students to reflect on possible abusive relations and situations, become aware of agencies which offer help and develop skills on how to avoid such situations.

OBJECTIVES at attainment levels 1,2,3,4.

1.1 enable students to experience some forms of non-verbal and verbal communication.
2.1 enable students to respond to the feeling of others appropriately.
3.1 enable the students learn about the relationships of friendships with peers and family.
4.1 enable students to develop skills to cope with negative feelings.
5.1 enable students to become aware of some abusive situations.
6.1 enable students to develop skills on how to avoid abusive situations and become aware of agencies which can offer help
### Key Words

- Bully,
- Feelings,
- 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.

### Points to note

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

### Resources

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://kidscape.org.uk)

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<td>The teacher will:</td>
<td>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.</td>
<td>Students will: talk about themselves and understand that they are unique. (Level 4) increase their knowledge on social interaction. (Level 3) take part in work or play involving two or three others. (Level 2) greet known people and may initiate interactions and activities. (Level 1)</td>
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<td>enable the students</td>
<td>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.</td>
<td>understand and express some basic feelings. (Level 4) identify people they spend time with and learn how to develop friendship. (Level 3) take part in work or play involving two or three others. (Level 2) greet known people and may initiate interactions and activities. (Level 1)</td>
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<td>develop empathy and</td>
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<tr>
<td>reflect on positive</td>
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<tr>
<td>traits in friendship.</td>
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Directorate for Quality and Standards in Education - Curriculum Management and eLearning Department – **PSD** – 2011
| Enable the students to reflect on the negative effects of bullying and develop the necessary skills to cope with the negative feelings this causes. | 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. They can find pictures from the internet, magazines or other resources that show bullying and stick them on their project books. | Show respect to self and to others. (Level 4)
Show some consideration of the needs and feelings of other people. (Level 3)
Take part in work or play involving two or three others. (Level 2)
Greet known people and may initiate interactions and activities. (Level 1) |
| Enable the students to reflect on possible abusive relations and situations, become aware of agencies which offer help and develop skills on how to develop such situations. | 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 Board marker 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.

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 same 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. | Understand and show some basic feelings. (Level 4)
Show some consideration of the needs and feelings of other people. (Level 3)
Take part in work or play involving two or three others. (Level 2)
Greet known people and may initiate interactions and activities. (Level 1) |
Subject: Personal and Social Development
Unit title and code: PSD 7.3 All about me
Strand: Personal Identity and Relationships
Unit Duration: 9 sessions of 40 minutes Total 6 hours

OBJECTIVES:
The teacher will:
1. enable the students to reflect on their personal abilities, talents and preferences.
2. enable the students to reflect on how their personal attributes effect their confidence and self esteem.
3. enable the students to reflect on how different circumstances create different feelings.
4. enable the students to reflect on one’s style of learning and on why, how, where and when to study.

Key Words
- Feelings
- self esteem
- self confidence
- talents/abilities
- preferences
- skills
- empathy
- differences
- similarities
- uniqueness
- communication
- non-verbal
- time management
- study habits, visual, auditory, kinaesthetic.

Points to note
- 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.
- 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.
- 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.

Resources
- http://icebreakergames.net/100-get-to-know-you-questions/
- www.authentichappiness.org
- www.adl.org/education/curriculum_connections
- www.livingvalues.net
- www.circlespeak.com.au
- www.bounceback.com.au
<table>
<thead>
<tr>
<th>Teaching objectives</th>
<th>Examples of teaching experiences and activities</th>
<th>Indicators of Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will: enable the students to reflect on their personal abilities, talents and preferences</td>
<td>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 visualize things better. 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 etc. Students are to colour 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. Processing will help students become aware of the different one’s and others abilities and talents. “Towers of Power” can be 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 ecc. Processing will help students reflect on their choices and consequences. 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.</td>
<td>Students will: understand how one’s perception of self can affect self esteem (Level 8) show that they can deal with challenges and feelings brought about by changes (Level 7) show how to handle different feelings in diverse and challenging situations (Level 6) know how to talk about themselves (Level 5)</td>
</tr>
</tbody>
</table>
enable the students to reflect on how their personal attributes effect their confidence and self esteem.

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.

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.

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 challenging situations.

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.

| Understand how one’s perception of self can affect self esteem (Level 8) |
| Show that they can deal with challenges and feelings brought about by changes (Level 7) |
| Show how to handle different feelings in diverse and challenging situations (Level 6) |
| Know how to talk about themselves (Level 5) |
enable student to reflect on how different circumstances create different feelings

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 Miserable Michael or Stressed Samatha according to how the student is feeling today. Angry Alex yells ‘Aaaargghhhl, Happy Henry shows a broad smile etc. The teacher or the students ask the student, what makes him or her 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.

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. During processing in the large group the students are helped to reflect on how different circumstances create different feelings.

Students are divided into groups and given role plays to prepare and act out in front of the others. These role plays can include different themes related to different situations that students can encounter in their life. 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.

On the reflective handbook the students are to find a picture of an event in their life and how they felt.

show that they can recognize, articulate and manage feelings in a positive way (Level 8)

show that they can understand, express and deal with the feelings experienced in different situations (Level 7)

show how to handle different feelings in diverse and challenging situations (Level 6)

know the basic feelings (Level 5)
enable the students to reflect on one’s style of learning and on why, how, where and when to study.

(3 lessons)

<table>
<thead>
<tr>
<th>A magic box is presented to the students. 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.</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<td>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) will be able to demonstrate that they have good time management skills and can plan a timetabled study programme (level 7) 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) will be able to identify the elements that hinder students from understanding what is being taught in class. (level 5)</td>
</tr>
</tbody>
</table>
Subject: PSD
Unit code and title: **PSD 7.3 All about me**
Strand: Personal Identity and Relationships

Unit Duration: 9 sessions of 40 minutes Total 6 hours

**OBJECTIVES:**

**OBJECTIVES at attainment levels 5,6,7,8.**
The teacher will

1. enable the students reflect on their personal abilities, talents and preferences.
2. enable students to reflect on how their personal attributes effect their confidence and self esteem.
3. enable students to reflect on how different circumstances create different feelings.
4. enable one’s style of learning and help students reflect on why, how, where and when to study.

**OBJECTIVES at attainment levels 1,2,3,4.**
The teacher will

1.1 enable the students to reflect on their abilities, talents and preferences.
2.1 enable students to appreciate their personal attributes.
3.1 enable the students experience a range of feelings.
4.1 enable students to experience studying according to one’s style of learning
<table>
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<tbody>
<tr>
<td>friends, hobbies, I like, happy, sad, angry, frustrated, frightened, embarrassed, shy, bully, emotions, reflect</td>
<td>This unit emphasizes 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 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, Art, Physical Education. <strong>For more detailed advice please consult the separate unit documentation.</strong></td>
<td>Digital media such as YouTube, 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. <a href="http://helpkidzlearn.com/creative/facemaker.html">http://helpkidzlearn.com/creative/facemaker.html</a> <a href="http://helpkidzlearn.com/findout/smartypants.html">http://helpkidzlearn.com/findout/smartypants.html</a></td>
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<tr>
<td>The teacher will: enable the students reflect on their personal abilities, talents and preferences.</td>
<td>The students are given a sentence strip with a statement regarding a personal ability such as <em>I can ride a bicycle, I can swim, I can paint, I play the tambourine</em>. 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 <em>Clicker 5</em>.</td>
<td>Students will: say something special about themselves. (Level 4) communicate feelings and emotions in simple phrases. (Level 3) recognize that people have different qualities and abilities. (Level 2) observe the results of their own actions with interest. (Level 1)</td>
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<tr>
<td>enable the student to reflect on how their personal attributes effect their confidence and self esteem.</td>
<td>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.</td>
<td>identify and talk about their strengths (Level 4) communicate feelings and emotions in simple phrases. (Level 3) recognize that people have different qualities and abilities. (Level 2) observe the results of their own actions with interest. (Level 1)</td>
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<td>enable to reflect on how different circumstances create different feelings.</td>
<td>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.</td>
<td>say something special about themselves. (Level 4) communicate feelings and emotions in simple phrases. (Level 3) recognize that people have different qualities and abilities. (Level 2) will observe the results of their own actions with interest. (Level 1)</td>
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<td>enable the students to reflect on one’s style of learning and help them reflect on why, how, when and where to study.</td>
<td>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 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. Colour coding material and visuals can help students memorise tasks. Activities can also be presented using mind maps, mnemonics, checklists and other types of visual aids.</td>
<td>appreciate the features needed for effective studying. (Level 4) communicate their preferences of their particular learning style using simple phrases. (Level 3) express their likes and dislikes towards their learning style using various forms of communication. (Level 2) observe the results of their own actions with interest. (Level 1)</td>
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</table>
Subject: Personal and Social Development  
Unit code and title: PSD 7.4 Roles and Responsibilities within different social contexts  
Strand: Healthy Lifestyle and Social Responsibility  
Unit Duration: 9 sessions of 40 minutes Total 6 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 effect one’s life choices
4. enable the students to reflect on the contribution they can give within the home, school and local communities

<table>
<thead>
<tr>
<th>Key Words</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>Work occupations</td>
<td>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. 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. 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. This will also help promote cooperation, tolerance, teamwork and self-esteem.</td>
<td><a href="http://www.equality.gov.mt/page.asp?p=8527&amp;i=1">http://www.equality.gov.mt/page.asp?p=8527&amp;i=1</a></td>
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<td>roles</td>
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<td><a href="http://www.unicef.org/gender/">http://www.unicef.org/gender/</a></td>
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<td>voluntary work</td>
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<td><a href="http://www.oxfam.org.uk/resources/issues/gender/introduction.html">http://www.oxfam.org.uk/resources/issues/gender/introduction.html</a></td>
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<td>gender stereotypes</td>
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<td><a href="http://www.media-awareness.ca/english/issues/index.cfm">http://www.media-awareness.ca/english/issues/index.cfm</a></td>
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<td>media</td>
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<td><a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</a></td>
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<td>self esteem</td>
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<td><a href="http://classprojects.kenyon.edu/wmns/Wmns21/stereotypes2.htm">http://classprojects.kenyon.edu/wmns/Wmns21/stereotypes2.htm</a></td>
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<td>self confidence</td>
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<td><a href="http://europa.eu/youth/volunt">http://europa.eu/youth/volunt</a></td>
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<td>talents, abilities</td>
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<td>families</td>
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<td>home environment</td>
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<td>local communities</td>
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<tr>
<td>The teacher will:</td>
<td>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 where chosen, the teacher introduces the theme of the lesson by asking the students what all pictures have in common. 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. <a href="http://www.PDCeducation.co.uk">www.PDCeducation.co.uk</a> 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. On the reflective handbook students are asked to find a picture of the career and occupation they want to pursue and write why.</td>
<td>Students will: explore the qualities, attitudes and skills necessary for employability (Level 8) 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) show an awareness of the different jobs within their community (Level 6) show an awareness of the occupations within the school setup (Level 5)</td>
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</table>
| enable students to reflect on the stereotypical messages that media can portray | 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?

The teacher than 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.

The teacher can than 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.

In the reflective handbook the students can stick a picture which transmits a stereotypical message. |
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<tbody>
<tr>
<td>continue to develop skills to accommodate and challenge all forms of prejudice and discrimination within the different social contexts (Level 8)</td>
<td>be able to discuss on how stereotypical messages may affect one’s perceptions, beliefs and career choices (Level 7)</td>
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<td>show an appreciation towards the enrichment created by diversity (Level 6)</td>
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<td>accept, respect and care for others irrelevant of gender, ability and social status (Level 5)</td>
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</tbody>
</table>
enable students to reflect how gender stereotypes can effect one’s life choices

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. Processing questions should help the students to recognise, reflect and challenge stereotypical views of opportunities in learning and work.

Students are divided into two or more 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 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.

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.

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?

will continue to develop skills to accommodate and challenge all forms of prejudice and discrimination within the different social contexts (Level 8)

be able to discuss on how stereotypical messages may affect one’s perceptions, beliefs and career choices (Level 7)

Students show an appreciation towards the enrichment created by diversity (Level 6)

Students accept, respect and care for others irrelevant of gender, ability and social status (Level 5)
<table>
<thead>
<tr>
<th>enable students to reflect on the contribution they can give within the home, school and local communities</th>
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<tbody>
<tr>
<td><strong>Bamboo stick’ exercise</strong> 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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>Role plays different situations where there are conflicts in the home due to the fact that the children do not contribute to house chores.</td>
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<tr>
<td>In the reflective handbook the students have to stick a picture of the family members in their own home or where they are residing.</td>
</tr>
<tr>
<td>show that they are actively contributing to well being of the family community (level 8)</td>
</tr>
<tr>
<td>reflect on how they can contribute to their home community (level 7)</td>
</tr>
<tr>
<td>develop a sense of awareness of their roles and responsibilities within the home (level 6)</td>
</tr>
<tr>
<td>understanding the importance of helping in the home (level 5)</td>
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</tbody>
</table>
Subject: PSD
Unit code and title: **PSD 7.4 Roles and Responsibilities within different social contexts**
Strand: Healthy Lifestyle and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

**OBJECTIVES at attainment levels 5, 6, 7, 8.**

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, school and local communities

**OBJECTIVES at attainment levels 1, 2, 3, 4.**

1.1 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
2.1 enable the students to reflect on the stereotypical messages that media can portray
3.1 enable the students to reflect how gender stereotypes can affect one’s life choices
4.1 enable students to understand that they belong to a family and that they can contribute towards the home
4.2 enable students to understand their contribution and participation in the school and the community.
<table>
<thead>
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<tbody>
<tr>
<td>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</td>
<td>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 documentation.</td>
<td>Visual aids, props, objects of reference, puzzles, and 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; Board marker Plus. Various hardware resources to access the internet. Hyperlinks <a href="http://www.maltascout.org.mt/">http://www.maltascout.org.mt/</a> <a href="http://www.maltagirlguides.com/">http://www.maltagirlguides.com/</a> <a href="http://en.wikipedia.org/wiki/Malta_Youth_Football_Association">http://en.wikipedia.org/wiki/Malta_Youth_Football_Association</a> <a href="http://www.maltafootball.com/links/youth-nurseries/">http://www.maltafootball.com/links/youth-nurseries/</a> <a href="http://www.specialolympics.org/locations/Special_Olympics_EE_Malta.aspx">http://www.specialolympics.org/locations/Special_Olympics_EE_Malta.aspx</a></td>
</tr>
<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of Learning outcomes</td>
</tr>
<tr>
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<tr>
<td>The teacher will:</td>
<td>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 Switch it People software.</td>
<td>Students will: communicate issues arising from the home, the class and the school environment. (Level 4). communicate an understanding of the role of others and will take part in role play activities. (Level 3) be aware that they are members of a group. (Level 2) respond to sensory clues associated with roles of people in the community. (Level 1)</td>
</tr>
<tr>
<td>enable students to reflect on the different occupations within the local community and how these contribute to the well being of the local population</td>
<td>The teacher presents stereotypic adverts using the Symbol Button from Board marker 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.</td>
<td>accept, respect and care for others irrelevant of gender, ability and social status (Level 4) identify people they enjoy spending time with and take part in role play activities to support friendships. (Level 3) can combine different communication modes to express their needs, feelings and choices. (Level 2) greet known people and may initiate interactions and activities. (Level 1)</td>
</tr>
<tr>
<td>enable students to reflect on the stereotypical messages that media can portray</td>
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<tr>
<td>enable students to reflect how gender stereotypes can effect one’s life choices</td>
<td>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 stereotype. e.g. <strong>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.</strong></td>
<td>appreciate male and female roles in society. (Level 4) identify people’s roles and communicate an understanding of male and female roles in society. (Level 3) start to notice that they are members of different groups. (Level 2) initiate interactions by reaching out to explore facial features. (Level 1)</td>
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<tr>
<td>enable students to reflect on the contribution they can give within the home, school and local communities</td>
<td>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.</td>
<td>identify similarities and differences arising from family units. (Level 4). take part in role play activities to celebrate family relationships. (Level 3) can combine different communication modes to express their needs, feelings and choices. (Level 2) respond to pictures/scent/object of own family. (Level 1)</td>
</tr>
</tbody>
</table>
Subject: Personal and Social Development

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

Strand: Health Lifestyles and Social Responsibility

Unit Duration: 9 sessions of 40 minutes Total 6 hours

### OBJECTIVES

The teacher will:

1. enable the students to reflect on the different physical development stages and on how physical changes effect 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 alcohol, its effects on one’s health and how students can develop assertive skills to make healthy lifestyle choices.

### Key Words

- Puberty/growing up changes
- Masturbation
- Wet dreams
- Menstruation
- Mood changes
- Personal hygiene
- Healthy choices
- Drug addiction
- Dependency
- Tolerance
- Energy drinks
- Assertiveness

### Points to note

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.

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.

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.

### Resources

- Dwark Innifsek/Crossroads
- [www.dfes.gov.uk/teenagepregnancy](http://www.dfes.gov.uk/teenagepregnancy)
- [www.dh.gov.uk/safeguardingchildren/index.htm](http://www.dh.gov.uk/safeguardingchildren/index.htm)
- [http://www.avert.org/lesson1.htm](http://www.avert.org/lesson1.htm)
- [http://fpa.org.uk](http://fpa.org.uk)
- [www.alcoholconcern.org.uk](http://www.alcoholconcern.org.uk)
- [www.drinkwise.co.uk](http://www.drinkwise.co.uk)
- [www.drugfree.com](http://www.drugfree.com)
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<td>The teacher will:</td>
<td>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. 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. 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. 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.</td>
<td>Students will: be able to discuss about issues related to sexuality and relationship education (Level 8) show an understanding of the physical, emotional and cognitive changes in self and others (Level 7) show an awareness of how their body is changing and its effects on moods and feelings (Level 6) show an awareness of the changes in their bodies (Level 5)</td>
</tr>
<tr>
<td>enable the students to reflect on the different physical developmental stages and how physical changes effect the way students feel about themselves and others</td>
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</table>
enable the student to reflect on how and why the different sexes develop differently.

Students are divided into different groups and introduces the lesson by making a quiz about 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.

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.

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=rmf_0my4wfiU&NR=1](http://www.youtube.com/watch?v=rmf_0my4wfiU&NR=1)

On the reflective handbook students give reasons why different sexes develop differently.

are able to discuss about issues related to sexuality and relationship education (Level 8)

show an understanding of the physical, emotional and cognitive changes in self and others (Level 7)

Students show an awareness of how their body is changing and its effects on moods and feelings (Level 6)

Students show an awareness of the changes in their bodies (Level 5)
| 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 | 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.

In the centre of the room, the teacher puts a box with different objects related to hygiene, for example, toothbrush, deodorants, flip flop etc. Each student is given the chance to pick one of these objects and say how these are related to their personal hygiene.

Students are then shown the YouTube Clip “Smell Check” by Poke Gray Studios (suitable for male students) or “Let’s 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.

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. | Show that they are responsible for their personal well being (Level 8)
Develop an understanding of the importance of taking care of oneself (Level 7)
Talk about why it is important to keep oneself clean (Level 6)
Demonstrate the necessary skill to make informed choices regarding personal hygiene (Level 5) |

| }
| enable the students to reflect on alcohol, its effects on one’s health and how students can develop assertive skills to make healthy lifestyle choices. | 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? 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. The group is asked to present their findings, discussion will ensue and processing is carried out.

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.

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. Processing helps students realize the the mixing of alcohol which (a depressant) and energy drinks (a stimulant) are mixed up they are making a lot of damage to the heart, the Brian is sending mixed messages to the heart.

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. |

| be knowledgably about the different legal and illegal substances and their effects and risks (Level 8) explore how the use of specific drugs affects one’s social and personal life and that of others. (Level 7)
show awareness of age related healthy lifestyle choices. (Level 6)
show that they can take responsibility for their choices and actions (Level 5) |
Subject: PSD
Unit code and title: **PSD 7.5 Understanding growing up changes and making responsible choices**
Strand: Health Lifestyles and Social Responsibility
Unit Duration: 9 sessions of 40 minutes Total 6 hours

The teacher will:

**OBJECTIVES at attainment levels 5,6,7,8.**

1. enable the students to reflect on the different physical development stages and how physical changes effect 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 alcohol, its effects on one’s health and how students can develop assertive skills to make healthy lifestyle choices.

**OBJECTIVES at attainment levels 1,2,3,4.**

1.1 enable students develop an awareness of their changing bodies and their relationships
2.1 enable students develop an awareness of their sexuality.
3.1 enable the students to become aware of personal hygiene due to physical changes.
4.1 enable the students to be aware of the negative effects of alcohol on their health.
5.1 enable the students to make healthy lifestyle choices.
### Key Words
- Puberty
- Body Parts
- Breasts
- Penis
- Vagina
- Erection
- Personal Hygiene
- Routine
- Growing Up
- Healthy Choices
- Masturbation
- Wet dreams
- Menstruation
- Alcohol
- Energy Drinks
- Sports Drinks

### Points to note
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.

### Resources
- You Tube, soap, towels, personal care products, mirrors, Graphic signs and digital photos, flashcards and software. Objects of reference, massage; charts; handouts.
- [http://www.priorywoods.middlesbrough.sch.uk/page_viewer.asp?page=What%27s+A+Girl+To+Do%3F&pid=154](http://www.priorywoods.middlesbrough.sch.uk/page_viewer.asp?page=What%27s+A+Girl+To+Do%3F&pid=154)
- [http://www.switchitseries.com/switchitygiene/hygienehome.htm](http://www.switchitseries.com/switchitygiene/hygienehome.htm)
<table>
<thead>
<tr>
<th>The teacher will:</th>
<th>Students will:</th>
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<tbody>
<tr>
<td>enable the students to reflect on the different physical developmental stages and on how physical changes effect the way students feel about themselves and others.</td>
<td>identify and talk about changes in their bodies (Level 4)</td>
</tr>
<tr>
<td>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 labelling 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.</td>
<td>communicate about changes in their bodies. (Level 3)</td>
</tr>
<tr>
<td>enable the students to reflect on how and why the different sexes develop differently</td>
<td>become aware of their own body image and some features of their body. (Level 2)</td>
</tr>
<tr>
<td>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.</td>
<td>observe the results of their own actions with interest. (Level 1)</td>
</tr>
<tr>
<td>identify and talk about changes in their bodies (Level 4)</td>
<td>communicate about changes in their bodies. (Level 3)</td>
</tr>
<tr>
<td>become aware of the main differences between a boy and a girl. (Level 2)</td>
<td>observe the results of their own actions with interest. (Level 1)</td>
</tr>
<tr>
<td>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</td>
<td>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, 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 accompanied by the written word. Students will then look for pictures of deodorants, soaps, personal care products that help students to keep clean. Students will then look for pictures of deodorants, soaps, personal care products that help students to keep clean.</td>
</tr>
<tr>
<td>enable the students to reflect on alcohol, its effects on one’s health and how students can develop assertive skills to make healthy lifestyle choices</td>
<td>The students are encouraged to look for hidden alcohol bottles in the classroom. The students are then shown the YouTube clip “The Effects of 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.</td>
</tr>
</tbody>
</table>
Subject: Personal and Social Development
Unit code and title: **PSD 7.6 Making good use of my time**
Strand: Healthy Lifestyle and Social Responsibility
Unit Duration: 9 sessions of 40 minutes Total 6 hours

**OBJECTIVES**
The teacher will:
1. enable students to reflect on how to find a balance between study and free time
2. enable students to reflect on how hobbies and interests improve one’s social and emotional development
3. enable students to express themselves about the topics dealt with during the year
4. enable students to reflect, discuss and talk about the feelings associated with parting.

**Key Words**
- hobbies
- roles in a group
- management,
- socialization,
- working with others,
- relaxation
- free time
- stress
- relaxing study habits

**Points to note**
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.

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.

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.

**Resources**
- http://www.greatcvs.co.uk/hobbies-and-interests-that-command-attention-on-a-cv.html
- http://www.rememberanything.com/study-skills/
- http://www.activityvillage.co.uk/study_skills.htm
- http://www.study-skills-for-all-ages.com/study-skills-activities.html
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</thead>
<tbody>
<tr>
<td>The teacher will:</td>
<td>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. Students are shown two jars, one filled ¾ 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 he 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. 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.</td>
<td>Students will: show that they can come up with a number of ideas and alternatives when planning and using their time (Level 8) learn how to make a distinction between free time and study time. (Level 7) show an awareness of and are able to mention age related and relevant life style choices (Level 6) can talk about how they use their time (Level 5)</td>
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</tbody>
</table>
enable students to reflect on how hobbies and interests improve one’s social and emotional development

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, etc) The teacher asks the group to sort the pictures to divide them into groups which they decide upon themselves.

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).

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.

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.

On the reflective handbook the students they can fix different photos and information about the hobby they practise.

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)

are able to identify the social skills learnt through participation in activities whilst interacting with others (Level 7)

are able to mention the benefits acquired through involvement in different activities (Level 6)

can talk about how they use their time (Level 5)
enable students to express themselves about the topics dealt with during the year

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 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.

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.

will be able to discuss how they have changed during the year and what has influenced them most (level 8)

can assertively and persuasively express themselves and say how the group have helped them to grow (level 7)

will be able to say which other members of the group have influenced them most. (level 6)

will be able to say something they have learnt about each other person in the group (level 5)
| enable students to reflect, discuss and talk about the feelings associated with parting (2 lessons) | 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.

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 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. | will be able to reflect on and talk about the changing feelings brought about by changes in one’s life (level 8)

|  | show that they can talk and deal with challenges and feelings brought about by the changes occurring in their scholastic life (level 7) | will be able to show how that they can express and handle the different feelings brought about by parting. (level 6) | will be able to show that they can understand, express and control basic feelings (level 5) |
Subject: PSD
Unit code and title: PSD 7.6 Making good use of my time
Strand: Healthy Lifestyle and Social Responsibility
Unit Duration: 9 sessions of 40 minutes Total 6 hours

The teacher will:

**OBJECTIVES at attainment levels 5,6,7,8.**

1. enable students to reflect on how to find a balance between study and free time
2. enable students to reflect on how hobbies and interests improve one’s social and emotional development
3. enable students to express themselves about the topics dealt with during the year
4. enable students to reflect, discuss and talk about the feelings associated with parting.

**OBJECTIVES at attainment levels 1,2,3,4.**

1.1 enable students to reflect about study and free time
2.1 enable students to learn about different forms of leisure and its benefits.
3.1 enable students to experience the topics dealt with during the year
4.1 enable students to experience the feelings associated with parting.
<table>
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<th>Key Words</th>
<th>Points to note</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>Hobbies, Roles, Duties, Pocket money, Free time, Voluntary work, Stress, Relaxing, Study habits, Leisure, Fitness, Exercise, Relax, Recreational, Exciting, Calming, Benefit, Healthy, Exercise, Clean, Rest, Responsible, Happy.</td>
<td>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, and Physical Education. For more detailed advice please consult the separate unit documentation.</td>
<td>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; Board marker Plus. Big macks. <a href="http://helpkidzlearn.com/games/chooseit_maker_2_bakedpotato_2.html">http://helpkidzlearn.com/games/chooseit_maker_2_bakedpotato_2.html</a> <a href="http://www.inclusive.co.uk/switchit-sports-extra-p2355">http://www.inclusive.co.uk/switchit-sports-extra-p2355</a> <a href="http://autismsupportteam.blogspot.com/2008/05/comic-strip-stories-create-for-free.html">http://autismsupportteam.blogspot.com/2008/05/comic-strip-stories-create-for-free.html</a> <a href="http://www.polyxo.com/socialstories/">http://www.polyxo.com/socialstories/</a></td>
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<tr>
<td>Teaching objectives</td>
<td>Examples of teaching experiences and activities</td>
<td>Indicators of Learning outcomes</td>
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<td>The teacher will:</td>
<td>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.</td>
<td>Students will: make meaningful choices on the different leisure activities they can take up after school hours. (Level 4) communicate meaningful choices in simple phrases. (Level 3) express their likes and dislikes using various forms of communication. (Level 2) observe the results of their own actions with interest. (Level 1)</td>
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<td>enable the students to reflect on how to find a balance between study and free time</td>
<td></td>
<td>learn to share and build new relationships (Level 4) communicate feelings and emotions in simple phrases. (Level 3) express their likes and dislikes using various forms of communication. (Level 2) observe the results of their own actions with interest. (Level 1)</td>
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<tr>
<td>enable students to reflect on how hobbies and interests improve one’s social and emotional development</td>
<td>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.</td>
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| Enable students to express themselves about the topic dealt with during the year | 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. | Learn to share and build new relationships while developing social skills (Level 4) 
Communicate feelings and emotions in simple phrases. (Level 3) 
Recognize that people have different qualities and abilities. (Level 2) 
Observe the results of their own actions with interest. (Level 1) |
|---|---|---|
| Enable students to reflect, discuss and talk about the feelings associated with parting | Students are given a social story using Board marker 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. | Learn to share and build new relationships while developing social skills. (Level 4) 
Communicate feelings and emotions in simple phrases. (Level 3) 
Recognize that people have different qualities and abilities. (Level 2) 
Observe the results of their own actions with interest. (Level 1) |
The following are suggestions which can be utilised to expand the range of teaching approaches used in the teaching of various topics.

**Getting to know my new school Environment and Peers** - Coping in a new school, dealing with teachers, bullying and repeating a year.
http://www.e-learningforkids.org/Courses/Liquid_Animation/Feelings_and_Worries/School/school_object.html

**Respecting ourselves and others** - Dealing with bullying and two different case studies.
http://www.e-learningforkids.org/Courses/Liquid_Animation/Feelings_and_Worries/Bullying/bully.html

http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/You_and_Others/index.html
Some notes and a game on making friends, good traits in a friend.

http://www.e-learningforkids.org/Courses/Liquid_Animation/Feelings_and_Worries/Relationships/relationships_object.html
Different types of relationships

**All about me** - A short lesson and quiz on Personal ID and self-esteem
http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Personal_ID/index.html

**Roles and Responsibilities within different social contexts**
http://e-learningforkids.org/Courses/Choosing_Career/index.html - How different careers depend on each other

**Understanding growing up changes and making responsible choices**
http://www.e-learningforkids.org/Courses/Liquid_Animation/Growing_Developing/Growing_Body/index.html

**Making good use of my time** – A case study
http://pbskids.org/itsmylife/school/time/

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