



# Social Studies Curriculum Units

with examples of teaching activities

## Form 2



Directorate for Quality and Standards in Education  
Curriculum Management and eLearning Department  
Malta 2012

# Curriculum for Social Studies



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

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## **SOCIAL STUDIES CURRICULUM UNITS – FORM 2**

- SOC 8.1 Living in society: agents of socialisation*
- SOC 8.2 Living in a democracy: government*
- SOC 8.3 The person as a consumer: rights and responsibilities and work identity*

**Subject: Social Studies**

**Form: 2**

**Unit code and title: SOC 8.1 Living in Society: Agents of Socialisation**

**Strand 1: People and Cultures**

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

**Objectives**

- The teacher will
1. explain, differentiate between and discuss different types of agents of socialisation.
  2. identify, explain and discuss different types of family models and how the family has changed through time.
  3. identify and explain the difference between and the relevance of formal, informal and non-formal education.
  4. explain how media, religion and sports affect our life.
  5. explain socialisation as a form of self-discipline and primary social control.

Key Words	Points to note	Resources
<p><b>Key terms (already acquired)</b> Socialisation, diversity, gender and gender roles, sex and race, norms</p> <p><b>Key terms (new)</b> Agents of socialisation (primary and secondary); Family (extended, nuclear, symmetrical and others); Social institutions Peer groups and peer pressure; Mass media; Self-discipline and social control; Sanctions</p>	<p>The teaching and learning of Social Studies in a student-centred environment involves an investigative approach to society, exploring its various characteristics and how people live together. The student's social development depends on the role of various agents of socialisation, such as the family, peer groups and the media. Role play, digital resources and the internet are indispensable teaching tools for the attainment of the unit's objectives. This unit builds on the knowledge and experiences already gained in Unit 7.1.</p> <p>Booking of media equipment, computer lab or media room to be made before in advance.</p>	<p>Resource Pack DVD for Form 2 Video/DVD player; laptop computer</p> <p><b>Hyperlinks</b> <a href="http://en.wikipedia.org/wiki/Socialization">http://en.wikipedia.org/wiki/Socialization</a> <a href="http://www.megaessays.com/viewpaper/101562.html">http://www.megaessays.com/viewpaper/101562.html</a> <a href="http://en.wikipedia.org/wiki/Extended_family">http://en.wikipedia.org/wiki/Extended_family</a> <a href="http://www.answers.com/topic/extended-family">http://www.answers.com/topic/extended-family</a> <a href="http://en.wikipedia.org/wiki/Nuclear_family">http://en.wikipedia.org/wiki/Nuclear_family</a> <a href="http://family.jrank.org/pages/1222/Nuclear-Families.html">http://family.jrank.org/pages/1222/Nuclear-Families.html</a> <a href="http://sixthsense.osfc.ac.uk/sociology/family/conjugal_roles.asp">http://sixthsense.osfc.ac.uk/sociology/family/conjugal_roles.asp</a> <a href="http://www.encyclopedia.com/topic/symmetrical_family.aspx">http://www.encyclopedia.com/topic/symmetrical_family.aspx</a> <a href="http://en.wikipedia.org/wiki/Peer_group">http://en.wikipedia.org/wiki/Peer_group</a> <a href="http://en.wikipedia.org/wiki/Peer_pressure">http://en.wikipedia.org/wiki/Peer_pressure</a> <a href="http://en.wikipedia.org/wiki/Sanctions">http://en.wikipedia.org/wiki/Sanctions</a> <a href="http://en.wikipedia.org/wiki/Deviance_(sociology)">http://en.wikipedia.org/wiki/Deviance_(sociology)</a></p>

Teaching Objectives	Examples of Teaching Activities/Experiences	Indicators of Learning Outcomes
<p>The teacher will: explain, differentiate between and discuss different types of agents of socialisation</p>	<p>To explain agents of socialisation teacher uses colour-coded flashcards and asks students to mention or write down words related with socialisation. Teacher shows students a video-clip or colour coded pictures that illustrate different agents of socialisation. Students are organised in pairs and use their reflections and feedback on the video-clip or pictures to produce a chart with a write-up and drawing on how different agents influence their socialisation at different stages of their life. Plenary follows during which students differentiate either orally, graphically or in written format between primary and secondary agents of socialisation.</p> <p>To identify between different agents of socialisation teacher uses a video-clip and asks students to reflect and provide their oral or written feedback. Teacher divides students into five random groups, each with a leader and reporter, and provides each group with some used magazines. Students in each group are asked to discuss, find pictures and write about different agents of socialisation and how these influence them at different stages of their life. Plenary follows during which students present their oral and/or written findings to the class.</p>	<p>Students will investigate the difference between different types of agents of socialisation and how these affect their social development in different stages of their life (Level 8)</p> <p>Students will explain and discuss the characteristics of the different agents of socialisation and how these affect us in our daily life (Level 7)</p> <p>Students will describe how different types of social groups can affect their social upbringing in different ways (Level 6)</p> <p>Students will identify the importance of people who help them to develop and grow up in a community, including their family, teachers and friends (Level 5)</p>
<p>identify, explain and discuss different types of family models and how the family has changed through time.</p>	<p>To identify the difference between a nuclear and an extended family, teacher asks students to draw their own family tree, starting from their immediate family and developing this to their extended family. Students are asked to stick photos, draw or write about their family members to further enhance their work. Teacher then shows a video clip, a presentation or pictures illustrating different types of family. Teacher organises class into five random groups, each with a leader and reporter, and asks students to reflect upon</p>	<p>Students will investigate and analyse the different types of family models that exist in contemporary society, how these have changed over time and how each of them has contributed to a different way of living (Level 8)</p> <p>Students will explain different types of family models that exist in contemporary society and the reasons that led to their change over time (Level 7)</p>

	<p>the video and/or pictures and to explain and discuss the advantages and disadvantages they see in living in the different types of family set-up through a write-up, a drawing or a collection of pictures. Plenary follows during which reporters present their oral and/or written findings to the rest of the class.</p> <p>To recognise that socialisation is an ongoing process teacher shows a video-clip, a presentation or colour coded pictures showing different types of families. Students are asked to provide their reflections and to identify any differences they have noted. Teacher then organises students into five random groups, each with a leader. Through the use of old magazines and/or newspapers each group is asked to produce a chart with a write-up and pictures/drawings about the family as a primary agent of socialisation. Plenary follows and students present their work to each other regarding different types of family. The teacher can alternatively choose to allow the same groups to continue developing this chart in the following lessons by exploring other examples of agents of socialisation.</p>	<p>Students will describe the characteristics of their family and the role of its members and realize that their family is different from that of their own parents and grand-parents (Level 6)</p> <p>Students will recognize that their family has a different lifestyle from a family that used to live in Malta more than forty years ago (Level 5)</p>
<p>identify and explain the difference between and the relevance of formal, informal and non-formal education.</p>	<p>To differentiate between formal, informal and non-formal education teacher asks students to list what they learn as subjects in their school and what they learn from the school that is not directly linked to their subjects. Teacher organises the class into five random groups, each with a leader, and provides each group with a set of colour coded pictures and/or level differentiated case studies that illustrate or describe different types of education. Teacher asks each group to produce a write-up, a presentation and/or a drawing to describe and explain the influence of learning through their teachers and friends. Students from each</p>	<p>Students will discuss and analyse the difference between formal, informal and non-formal education and the relevance of these to their social upbringing (Level 8)</p> <p>Students will explain the difference between formal, informal and non-formal education and how these different types of education can affect their social upbringing and development (Level 7)</p> <p>Students will describe the importance of different types of education and their relevance to everyday life and one's</p>

	<p>group present their oral, graphical and/or written findings on the difference between and the relevance of formal, informal and non-formal education.</p> <p>To recognize that schools and peer groups are important secondary agents of socialisation teacher shows a video-clip, a presentation or colour coded pictures showing how these affect us in our life. Students are then asked to provide their reflections and oral feedback. Teacher then organises students into the same five random groups (those referred to in Objective 2). Students are asked to use their feedback on the video-clip/presentation/pictures to continue developing their chart by including the secondary agents of socialisation covered under Objective 3. Each group presents its written or graphical work to the rest of the class to demonstrate the different types of education.</p>	<p>own future (Level 6)</p> <p>Students will recognize the importance of school and other social groups that help them to develop socially and grow up (Level 5)</p>
<p>explain how media, religion, and sports affect our life.</p>	<p>To explore how media, religion, peer groups and sports affect their social development, teacher shows students a presentation or colour coded pictures that show children participating in different types of groups (sports, religious activities, internet, etc.). Teacher asks students to reflect and provide their feedback on whether they are involved in any particular category of such groups. Teacher divides the class into five random groups, each with a leader and reporter, and provides each group with used magazines and/or newspapers. Teacher asks each group to find pictures related either with media, sports or religion and to provide a write-up, a chart, a poster or a presentation on one of these social groups by answering the question: “How does this group help us in our socialisation process?” The reporter of each group presents their oral, written and/or graphical findings to the rest of the class so that students recognize how</p>	<p>Students will discuss and analyse the role of the media, religion and sports as agents of socialisation and the different norms and values that each of these impart (Level 8)</p> <p>Students will explain how the use of the media, their religion as well as different sports activities affect their life, character, health and social development (Level 7)</p> <p>Students will describe how different media of communication, religious activities and functions as well as various sports activities can bring people to collaborate and work closer together (Level 6)</p> <p>Students will recognize that the media, religious and other social groups leave a great deal of influence on the way they behave (Level 5)</p>

	<p>different social groups help them in their socialisation process in different ways.</p> <p>To recognise the importance of media, religion and sports in their socialisation process, teacher shows a presentation or different colour coded pictures showing children participating in different types of groups. Students are asked to provide their reflections and oral feedback on whether they are involved in any particular category of such groups. Teacher then organises students into the same five random groups (those referred to in Objective 2). Students are asked to use their feedback and reflections on the presentation/pictures to continue developing and finish their chart by including the secondary agents of socialisation covered under this Objective. Plenary follows during which the groups present their work to each other on how different groups affect the child's social development at different stages of his/her life. The completed work of each group is collected and exhibited in the class or in a central place in the school.</p>	
<p>explain socialisation as a form of self-discipline and primary social control</p>	<p>To recognize how socialisation is a means of self-discipline and primary social control, teacher uses colour coded pictures or a video-clip showing a lesson in a classroom. Teacher asks students to reflect on these pictures or video-clip and to list down various positive and negative sanctions that their teachers use to control their class and which of these they find most effective. Teacher divides classroom into two random groups, each with a leader. Each group is asked to produce a short role-play (not exceeding 10 minutes) to demonstrate the use of various sanctions and means of control either at home or in the classroom. In the role play students demonstrate that positive sanctions help</p>	<p>Students will analyse socialisation as a form of self-discipline and primary social control which are both important for their social development (Level 8)</p> <p>Students will explain how positive and negative sanctions in different social contexts (at home, at school and in the wider community) affect their behaviour and upbringing (Level 7)</p> <p>Students will describe how different social groups (their family, the class, the peer group and different youth groups and organisations) contribute to their character formation</p>



	<p>them more to develop their self-discipline.</p> <p>To explore the importance of self-discipline in life, teacher shows students a cartoon, colour coded pictures or a slogan and asks them to provide their oral or written feedback on what they understand by self discipline and who are the main agents of socialisation who contribute most to their self-discipline. Teacher divides the class into five random groups, each with a leader and reporter, and asks each group to identify and discuss different examples of self-discipline in different contexts (for example, at home or school). Students then produce a write-up, a cartoon, a drawing or a presentation to illustrate that self-discipline is important to their social development.</p>	<p>(Level 6)</p> <p>Students will recognize that rewards and punishments are important to regulate one's behaviour and improve one's character (Level 5)</p>
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**Subject: Social Studies**

**Form: 2**

**Unit code and title: SOC 8.1 Living in Society: Agents of Socialisation**

**Strand 1: People and Cultures**

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

**Objectives at Attainment Levels 5, 6, 7, 8:**

- The teacher will
1. explain, differentiate between and discuss different types of agents of socialisation.
  2. identify, explain and discuss different types of family models and how the family has changed through time.
  3. identify and explain the difference between and the relevance of formal, informal and non-formal education.
  4. explain how media, religion and sports affect our life.
  5. explain socialisation as a form of self-discipline and primary social control.

**Objectives at Attainment Levels 1, 2, 3, 4:**

- The teacher will
- 1.1. identify between different types of agents of socialisation.
  - 2.1. identify, different types of families and compare their own family with that of their parents and grandparents.
  - 3.1. explain different ways of learning.
  - 4.1. explain how media, religion, and sports affect our life.
  - 5.1. explain how self-discipline can help in our socialisation.

Key Words	Points to note	Resources
<p><b>Key terms (already acquired)</b> socialisation diversity, gender sex and race norms religion, sports</p> <p><b>Key terms (new)</b> family, community social groups, peer groups teenagers, mass media self-discipline, consequences</p>	<p>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.</p>	<p>Resource Pack DVD for Form 2 Video/DVD player; laptop computer</p> <p><b>Hyperlinks</b> <a href="http://en.wikipedia.org/wiki/Socialization">http://en.wikipedia.org/wiki/Socialization</a> <a href="http://en.wikipedia.org/wiki/Extended_family">http://en.wikipedia.org/wiki/Extended_family</a> <a href="http://en.wikipedia.org/wiki/Nuclear_family">http://en.wikipedia.org/wiki/Nuclear_family</a> <a href="http://family.jrank.org/pages/1222/Nuclear-Families.html">http://family.jrank.org/pages/1222/Nuclear-Families.html</a> <a href="http://sixthsense.osfc.ac.uk/sociology/family/conjugal_roles.asp">http://sixthsense.osfc.ac.uk/sociology/family/conjugal_roles.asp</a> <a href="http://en.wikipedia.org/wiki/Peer_group">http://en.wikipedia.org/wiki/Peer_group</a> <a href="http://en.wikipedia.org/wiki/Peer_pressure">http://en.wikipedia.org/wiki/Peer_pressure</a> <a href="http://en.wikipedia.org/wiki/Sanctions">http://en.wikipedia.org/wiki/Sanctions</a></p>

Teaching Objectives	Examples of Teaching Activities/Experiences	Indicators of Learning Outcomes
<p>The teacher will: identify between different types of agents of socialisation</p>	<p>The students will watch a video clip about different agents of socialisation, starting with family members and friends and moving on to other people in the community with whom they have contact with.</p> <p>In mixed ability groups, students will present photos of familiar people with whom they have contact with. Most students will show photos of their guardians, siblings, friends, relatives, etc. Some students will find pictures of people who have different jobs and will present them to the rest of the group in order to show that apart from family members we socialise with other people in the community because people need each other's help.</p> <p>Students will then stick the pictures on a cardboard paper and will write their relation with the different people next to each picture. Some students will be provided with written cards to stick next to their corresponding picture. Other students will write their relation with the different people on a word processor and then print the different captions and stick them next to their corresponding pictures. Students can play memory games in which they match different people with their corresponding job. Students will pay attention to follow the rules of the group, for example, turn taking. At the end of the session, students will then present their work to the rest of the class.</p>	<p>Students will identify the people in the community who can help them in particular ways. (Level 4)</p> <p>Students will realise that apart from family members there are other people in the community who can help them in different ways. (Level 3)</p> <p>Students will be aware that in a group there are rules to be followed. (Level 2)</p> <p>Students will recognise family members. (Level 1)</p>
<p>Identify different types of families and compare their own family with that of their parents and grandparents.</p>	<p>Students will watch a powerpoint presentation about their family members. In mixed ability groups, students will be provided with photos of their family members. All students will select the photos of their family members. Other students will identify their family members by their name and relationship with them. Some students will write the names of family members next to their photo, whereas other students will stick a printed caption specifying the students' relationship with the people in the photos. Few students will compare their photos with their peers' photos and will realise that families differ from each other in different ways. Students will group their family photos and their guardians' family photos. They will attempt to compare the</p>	<p>Students will realise that their family is different from their peers' family as well as from that of their parents and grandparents. (Level 4)</p> <p>Students will be aware that the family is the primary source for support. (Level 3)</p> <p>Students will distinguish photos of family members from other people's photos. (Level 2)</p>

	sets of photos placed in the form of a family tree and identify the difference between their own family and that of their ancestors (parents and grandparents). Students will identify some of the advantages and/or disadvantages of living in a small/big family.	Students will recognise family members. (Level 1)
explain different ways of learning.	Students watch a video clip / powerpoint presentation about other teenagers learning in a formal educational setting as well as in a non formal and informal educational setting. The students will get into groups and will be provided with pictures of teenagers performing different actions as well as pictures of different contexts in which certain actions take place. All students will attempt to perform most of the actions. Most students will identify the context in which particular actions are performed by matching pictures. Some students will be able to communicate the context in which they usually learn particular skills. Students will look for pictures in magazines and classify them according to the different ways of learning. Other students will work out a worksheet in which they match pictures showing particular skills with their corresponding picture of where such skills are learnt.	Students will identify different ways of learning. (Level 4)  Students will apply their knowledge in different places and contexts. (Level 3)  Students will be aware that they learn different things in different contexts. (Level 2)  Students will show willingness to learn. (Level 1)
explain how media, religion, and sports affect our life.	Students watch a powerpoint presentation that shows teenagers participating in different types of groups (sports, religious activities, internet, etc.). The teacher will initiate a discussion in which s/he encourages students to communicate their interests in sports and media, and whether they attend to any religious and/or sports groups. Some students will participate in the discussion through verbal communication whereas other students will participate by using a communication book/device or gestures. Some students will further contribute to the discussion by mentioning how these groups help them in their encounters with other people. Students are then provided with magazines and/or newspapers and in mixed ability groups they look for pictures that are related to media, religion and sports. They categorise the pictures by sticking them under their respective heading on a provided worksheet. Other students will be given a worksheet and they will match different groups with their respective caption.	Students will recognise that the media, religious and other social groups help them to meet new people. (Level 4)  Students will start to show interest in different social groups. (Level 3)  Students will show interest in people. (Level 2)  Students will recognise familiar people. (Level 1)

<p>explain how self-discipline can help in our socialisation</p>	<p>Students will watch a video-clip showing a lesson in a classroom and teacher will ask students to reflect on it by asking them the following questions: What the student did was right or wrong? What do you think the teacher will give the student as a consequence of his/her action? The students will then be provided with cards of various situations and they will choose the picture that shows a correct form of behaviour, for example, choosing the card showing a person sitting at the table eating with a fork and knife from the card showing a person standing and eating with his/her hands. Some students will actually practice these social rules in class and enhance them during break time and outings. Some students can do a similar exercise by circling correct actions on a worksheet.</p>	<p>Students will be aware that to every action there is a positive or a negative consequence. (Level 4)</p> <p>Students will recognise that in a social context there are rules that have to be followed. (Level 3)</p> <p>Students will participate in social activities. (Level 2)</p> <p>Students will be aware of the people to whom they have to refer to and to whom they must obey. (Level 1)</p>
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**Subject: Social Studies**

**Form: 2**

**Unit code and title: SOC 8.2 Living in a Democracy: government**

**Strand 2: Rights and Responsibilities**

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

**Objectives**

- The teacher will
1. explain democracy as a fair system of government.
  2. investigate the importance of civic values and responsibilities
  3. explain and analyse the main characteristics of democracy.
  4. compare and contrast democracy with other political systems in the world.
  5. analyse the difference between national and local governments.

<b>Key Words</b>	<b>Points to note</b>	<b>Resources</b>
<p><b>Key terms (already acquired)</b> Democracy Fundamental Human Rights Equality</p> <p><b>Key terms (new)</b> Communism Dictatorship Regime Local councils Pluralism Minority groups Bias Civic values</p>	<p>Social Studies is about how society works, how each individual behaves and how this behaviour effects the smooth running of a society, how justice is carried out, how power is used for good leadership and how individuals contribute to their society's well-being by participating and contributing towards a common good. In a student-centred environment the teaching of social values in this unit involves group work, resources and the internet.</p> <p>Booking of media equipment, computer lab or media room in advance is essential.</p>	<p>Resource Pack DVD for Form 2 Video/DVD player Laptop computer</p> <p><b>Hyperlinks</b> <a href="http://answers.yahoo.com/question/index?qid=20100225233830AAuiBgh">http://answers.yahoo.com/question/index?qid=20100225233830AAuiBgh</a> <a href="http://wiki.answers.com/Q/What_are_some_characteristics_of_democracy">http://wiki.answers.com/Q/What_are_some_characteristics_of_democracy</a> <a href="http://www.imow.org/wpp/stories/viewStory?storyId=1622">http://www.imow.org/wpp/stories/viewStory?storyId=1622</a> <a href="http://www.time.com/time/magazine/article/0,9171,892161,00.html">http://www.time.com/time/magazine/article/0,9171,892161,00.html</a> <a href="http://www.lca.org.mt/pages/iseSinglePages.asp?m=20">http://www.lca.org.mt/pages/iseSinglePages.asp?m=20</a> <a href="http://lc.gov.mt/Page.aspx?catid=1&amp;pid=222">http://lc.gov.mt/Page.aspx?catid=1&amp;pid=222</a> <a href="http://www.financialjesus.com/how-to-get-rich/top-10-happiest-countries/">http://www.financialjesus.com/how-to-get-rich/top-10-happiest-countries/</a> <a href="http://www.allsands.com/kids/education/childrensocial_smg_gn.htm">http://www.allsands.com/kids/education/childrensocial_smg_gn.htm</a> <a href="http://kids.britannica.com/elementary/article-353053/Dictatorship">http://kids.britannica.com/elementary/article-353053/Dictatorship</a> <a href="http://www.instructorweb.com/linkgo.asp?L=435&amp;B=resources/government.asp">http://www.instructorweb.com/linkgo.asp?L=435&amp;B=resources/government.asp</a></p>

Teaching Objectives	Examples of Teaching Activities/Experiences	Indicators of Learning Outcomes
<p>The teacher will:  explain democracy as a fair system of government</p>	<p>To explore the value of democracy the teacher provides students with a number of colour-coded pictures and asks them to find those that answer the question “What is democracy?” Students provide their feedback either by writing a word/phrase on the whiteboard or describing a picture. Students sort these words and pictures into four categories: (a) basic human rights, (b) elections, (c) civic responsibilities, and (d) civic values. Teacher divides the class into four random groups, each with a leader and reporter. Each group chooses one of the categories mentioned above and uses the internet to explore and investigate how democracy applies to each of these. Each group produces a chart that includes a write-up and/or picture or drawings that describes democracy as a fair system of government. Feedback follows during which the reporters of each group present their written, oral and/or graphical findings to the rest of the class.</p> <p>To investigate how democracy works, teacher presents differentiated-level case studies that deal with civic responsibilities and values. Teacher divides the class into three random groups and asks the students to use the case studies to present a role play (of about 10 minutes) that describes how the will of the majority is crucial in a democratic system of government. Each group presents the role play to the rest of the class. Plenary follows during which students provide their oral and/or written feedback to each other.</p>	<p>Students will analyze the value and importance of democracy when it comes to basic human rights, civic values and responsibilities (Level 8)</p> <p>Students will explain what are the characteristics of democracy that qualify it as a fair system of government (Level 7)</p> <p>Students will understand that in a democratic country all citizens have equal rights and responsibilities (Level 6)</p> <p>Students will recognize the advantages when they have a democratic environment at school and in their own town/village (Level 5)</p>
<p>investigate the importance of civic values and responsibilities</p>	<p>To identify the importance of civic values and responsibilities teacher divides the class into pairs and asks students to describe what a good citizen is. In their discussion each pair uses a worksheet in which students identify the difference between civic values and civic responsibilities. Teacher divides class into four random groups and each group reads a story about a young selfish person who does</p>	<p>Students will differentiate between ethical values and irresponsible behaviour and how the latter can lead to deterioration in society (Level 8)</p> <p>Students will analyse the difference between civic values and responsibilities and their importance in a</p>

	<p>not care about others. Each group uses this story to produce a list of behaviours/values that are not desirable in society and, finally, advice the young woman in the story. Each group produces a piece of work that contains a write-up and/or picture and diagrams in which students answer the following questions: If we do not act according to our social role what would happen to a civilized society? Why do we need people to do their job well? What can happen to this young woman if she continues living so selfishly? Discussion follows and each group presents its oral, graphical and/or written findings to the rest of the class.</p> <p>To demonstrate how social roles carried out responsibly contribute to a just society, teacher divides the class into five random groups, each with a leader and reporter, and provides them with a case study and some used magazines. Each group reads the case study about a selfish person who finds itself in need of help but does not get any because everyone is acting selfishly, just like this person. Each group discusses the story and produce a chart with a write-up and/or pictures by answering the following questions: How do citizens have to behave in order to have a well-organized society? What advice would you give to this young person? What social responsibilities can we improve on? Discussion follows with each group presenting its findings to the rest of the class. The charts are then collected and exhibited in the classroom or in a central place in the school.</p>	<p>democratic society (Level 7)</p> <p>Students will describe how different civic values and responsibilities are an important contributor to a society's well-being (Level 6)</p> <p>Students will recognise the importance of good values in society and how civic responsibilities contribute to a healthy community (Level 5)</p>
<p>explain and analyse the main characteristics of democracy</p>	<p>To explore the main characteristics of democracy, teacher shows a video-clip on pluralism and how this is directly related with the right to free expression. Students provide their oral and/or written feedback. Teacher divides the class into five random groups, each with a leader. Each group uses the internet to participate in a blog by posting a comment and read other people's posts. Each group discusses its findings and produces a piece of work to answer the</p>	<p>Students will apply their theoretical knowledge on democracy to different real-life situations where one finds a democratic environment or where this does not exist (Level 8)</p> <p>Students will analyze the main characteristics of democracy that treats all citizens equal and provides</p>



	<p>following questions: Was it an informed opinion and well-phrased or was it a repetition of somebody else’s idea? Does pluralism help democracy? Discussion follows with each group providing its graphical, written and/or oral feedback to the rest of the class.</p> <p>To explore democracy in terms of freedom of expression, students examine a number of newspaper reports on a specific issue and then analyze in pairs the different points of view. Teacher divides the class into five random groups, each with a leader and reporter. Students in each group use the newspaper reports to identify the different positions taken by the people who voiced their opinion. Each group produces a piece of work that includes a write-up and/or drawings to demonstrate how pluralism promotes diversity of ideas and gives a voice to minority groups. The reporters of each group provide their oral, graphical and/or written feedback to the rest of the class.</p>	<p>them with a set of equal rights and opportunities (Level 7)</p> <p>Students will recognise that pluralism and tolerance are crucial in a democratic society (Level 6)</p> <p>Students will understand that in a democratic society people can express their opinions responsibly and be listened to (Level 5)</p>
<p>compare and contrast democracy with other political systems in the world</p>	<p>To explore how different countries are governed, teacher uses a video-clip to demonstrate how communism in the world started. Students provide their oral and/or written feedback. Through a role play teacher asks students to pool the contents of their pencil-cases on a table. Students are allowed to share equally and use whatever they like to produce a caption and/or a drawing. Teacher permits students to take other’s belongings home since everything belongs equally to everyone and nobody actually owns anything. Even those students who worked less on this piece of work are given the right to take whatever they like from the pool. At the end of the exercise students provide their feedback by describing what they felt when they saw their belongings being freely given to everyone and when students who worked less than others were allowed to take any items just the same. Teacher divides the class into five random groups, each with a leader and reporter. Each group uses the video-clip and the feedback from the previous activity to produce a</p>	<p>Students will analyze how different forms of political leadership can affect the way we live and how different countries are governed (Level 8)</p> <p>Students will explain the difference between democracy and other political systems in the world and their advantages and disadvantages (Level 7)</p> <p>Students will recognize that, unlike their country, there are various other countries in the world that do not have a democratic system of government (Level 6)</p> <p>Students will identify how their locality is run and describe situations that would occur in the absence of a democratic environment (Level 5)</p>

	<p>presentation, a write-up and/or a drawing to describe the main differences between democracy and communism. Plenary follows and the reporter of each group provide their graphical, oral and/or written feedback to the rest of the class.</p> <p>To explore the different types of political leadership in the world, teacher shows students a power-point presentation and a world map to demonstrate where dictatorships and monarchies in the world still exist. Students provided their oral and/or written feedback. Teacher divides the class into four random groups, each with a leader and reporter. The groups use specific internet websites (chosen by the teacher beforehand) to find information about dictatorships and monarchies. Each group use this information to produce a chart or a presentation that includes a write-up and/or pictures to describe the main characteristics of these two forms of political leadership. The reporters of each group present their oral, graphical and/or written findings to the rest of the class. The students' works are then exhibited in the classroom or in a central place in the school.</p>	
<p>analyse the difference between national and local governments</p>	<p>To explore and analyse the importance of political decentralization teacher shows students a video-clip that describes how the central government dispenses power and decision-making to local governments. Students provide their oral and/or written feedback to describe whether they have ever participated actively (and how) in any activity organised by their local council. Teacher divides the class into four random groups, each with a leader and reporter, and provides each group with a set of leaflets and pamphlets about different local councils. Students discuss the contents of these pamphlets and produce a presentation or a chart that includes a write-up and pictures to describe the functions and work of local councils. Discussion follows and the reporters provide their oral, written and/or graphical feedback to the rest of the class by demonstrating how young people are empowered to impact the</p>	<p>Students will investigate how central power can be evenly distributed to local governments to ensure more political transparency and minimise abuse of power (Level 8)</p> <p>Students will analyse the difference between national and local governments and how each of these are organised (Level 7)</p> <p>Students will realize how the government can be closer to the citizens when they participate actively in the work of local councils (Level 6)</p> <p>Students will realize how national and local</p>

	<p>decisions taken by their local councils.</p> <p>To explore how local governments in Malta function, teacher shows students a video-clip on local councils and how these have made a difference to the country since their establishment in 1993. Teacher divides the class into four random groups, each with a leader and reporter, and invites two local councillors from any two local councils to brief students on the work carried out and the services provided by their respective local councils. Each group uses the video-clip and the information provided by the local councillors to produce a chart or a presentation that includes a write-up, caption and/or pictures to describe the work carried out by local councils (students in each group can focus on the local council of their own locality). The reporters of each group present their oral, written and/or graphical findings to the rest of the class. The work of each group is then collected and exhibited either in the classroom or in a central place in the school.</p>	<p>governments contribute in different ways to the well-being of the community (Level 5)</p>
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**Subject: Social Studies**

**Form: 2**

**Unit code and title: SOC 8.2 Living in a Democracy: government**

**Strand 2: Rights and Responsibilities**

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

**Objectives**

- The teacher will
1. explain democracy as a fair system of government.
  2. investigate the importance of civic values and responsibilities
  3. explain and analyse the main characteristics of democracy.
  4. compare and contrast democracy with other political systems in the world.
  5. analyse the difference between national and local governments.

**Objectives at Attainment Levels 1, 2, 3, 4:**

- The teacher will
- 1.1. explain equal distribution of resources as a fair way of behaving..
  - 2.1. explain the importance of having a character that is desirable in society.
  - 3.1. explain that freedom of expression is important in a democratic society.
  - 4.1. explain that in the world different countries are ruled differently.
  - 5.1. explain the link between the community and the local councils .

Key Words	Points to note	Resources
<p><b>Key terms (already acquired)</b> Society, democracy elections, rights and duties equality, responsibility, community</p> <p><b>Key terms (new)</b> local councils, mayor, civic values, sharing of resources, fairness, freedom of expression</p>	<p>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.</p>	<p>Resource Pack DVD for Form 2 Video/DVD player Laptop computer</p> <p><b>Hyperlinks</b> <a href="http://wiki.answers.com/Q/What_are_some_characteristics_of_democracy">http://wiki.answers.com/Q/What_are_some_characteristics_of_democracy</a> <a href="http://www.lca.org.mt/pages/iseSinglePages.asp?m=20">http://www.lca.org.mt/pages/iseSinglePages.asp?m=20</a> <a href="http://lc.gov.mt/Page.aspx?catid=1&amp;pid=222">http://lc.gov.mt/Page.aspx?catid=1&amp;pid=222</a> <a href="http://www.financialjesus.com/how-to-get-rich/top-10-happiest-countries/">http://www.financialjesus.com/how-to-get-rich/top-10-happiest-countries/</a> <a href="http://www.all Sands.com/kids/education/childrensocial_smg_gn.htm">http://www.all Sands.com/kids/education/childrensocial_smg_gn.htm</a> <a href="http://kids.britannica.com/elementary/article-353053/Dictatorship">http://kids.britannica.com/elementary/article-353053/Dictatorship</a> <a href="http://www.instructorweb.com/linkgo.asp?L=435&amp;B=resources/government.asp">http://www.instructorweb.com/linkgo.asp?L=435&amp;B=resources/government.asp</a></p>

Teaching Objectives	Examples of Teaching Activities/Experiences	Indicators of Learning Outcomes
<p>The teacher will:  explain equal distribution of resources as a fair way of behaving.</p>	<p>The students will be presented with a number of objects which they enjoy, like for example, a cake, cds, stickers, etc. The teacher asks who amongst the students prefer to have any of the objects and tries to elicit from the students what should they do if, for example, there is more than one person who would like the cake. Through such a discussion the teacher will explain that dividing something that is desired equally among the people who desire it is a fair way of distributing resources. The teacher will relate to students' experience and compare such way of distributing resources equally among people with, for example, having one person taking all the cake (resources) while other people have nothing. Students will then represent their understanding of the concept of sharing resources by drawing a picture based on their life experiences. Other students will be provided with a ready made drawing to colour.</p>	<p>Students will recognize the importance of sharing resources equally amongst those who need them. (Level 4)</p> <p>Students will be aware that when resources are lacking these have to be shared between people. (Level 3)</p> <p>Students will start to realise that they need to ask for permission before taking something which is not theirs. (Level 2)</p> <p>Students will know what they want. (Level 1)</p>
<p>explain the importance of having a character that is desirable in society.</p>	<p>In mixed ability groups students read a story about a selfish person and about another person who is of good character. The teacher will encourage a discussion in which the students show which of the two persons they prefer and the basic reasons for their preference. Some students will write two lists of behaviours that are desirable/not desirable in society. Other students will find pictures of such behaviours in magazines and categorise them under these two headings. Some students will point to their communication book in order to communicate particular emotions.</p>	<p>Students will start to distinguish between people who hold good values and other people who do not hold good values. (Level 4)</p> <p>Students will recognise the characteristics that make a good person. (Level 3)</p> <p>Students will show sympathy towards people they consider having a nice character. (Level 2)</p> <p>Students will communicate a sense of distress in the presence of people they do not consider having a nice character. (Level 1)</p>
<p>explain that freedom of expression is important in a democratic society</p>	<p>The students will watch a video-clip about people expressing their opinion about different issues. The teacher will elicit a discussion in which s/he asks students whether they are always allowed to voice their opinion or if they are asked to obey to instructions without being given</p>	<p>Students will recognise that they are allowed to question things before submitting to peoples' commands. (Level 4)</p>

	<p>any explanation. The teacher explains that in our country we have something called 'democracy' and amongst other things it means that we are free to voice our opinion about any issue. The students will get into mixed ability groups and they will take two school issues as an example and they will make a list on why they agree or do not agree with how they have to behave with regards to the chosen issues. Some students will write their own list, other students will be given a worksheet and they underline the answer which best fits their opinion, few students will be provided with pictures to communicate their opinion by pointing to the appropriate picture.</p>	<p>Students will form their own way of expressing themselves. (Level 3)</p> <p>Students will start to comprehend that there are different ways on how they can communicate their feelings and be listened to. (Level 2)</p> <p>Students will be aware that they can communicate their feelings and be listened to through physical outbursts. (Level 1)</p>
<p>explain that in the world different countries are ruled differently.</p>	<p>The students will be provided with a drawing to colour in. The teacher explains that in order to colour their drawing all students will pool the contents of their pencil-cases on the table so that they equally share the colours. When all students have coloured their drawing the teacher explains that, instead of everybody putting their colours back into their pencil case, this time students are allowed to take any colours they prefer, even if they do not belong to them. The teacher will observe students' reaction and will explain that in the world there are countries that use this system, that is, a system in which people do not really own anything and everything is equally shared among people.</p>	<p>Students will realise that the way Malta is governed is different from what takes place in other countries. (Level 4)</p> <p>Students will be aware that to be treated equally in society is fair. (Level 3)</p> <p>Students will appreciate that to be treated fairly at school and at home is something positive. (Level 2)</p> <p>Students will react to things that are present in their immediate environment. (Level 1)</p>

<p>Explain the link between the community and the local councils.</p>	<p>The students will get pictures/photos from home about their village and the places they go to in their village. In groups, students will communicate why they like to go to certain places in their locality and what type of activities they perform in their village. The teacher will elicit from the students who they think looks after their village. The teacher asks questions like: Who builds the playing field? Who makes sure to keep the village clean? The students take note of all the possible answers and the teacher explains that there is a person called the Mayor who makes sure to look after our locality. The Mayor is helped by a number of assistants and they have an office in the same village. This office is called the Local Council and we can call at the office if we want to see something different in our village. In groups, the students will produce a chart with the main attractions of their village. Some students will stick pictures, other students will write the captions and a representative from each group will present their work to the rest of the class.</p>	<p>The students will know that their village is run by the local council. (Level 4)</p> <p>The students will realise that there is someone in the village who makes sure that the village is safe and tidy. (Level 3)</p> <p>The students will be aware of places that satisfy their interests and which are found in their own locality. (Level 2)</p> <p>The students will show interest in attending to certain places in their locality. (Level 1)</p>
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**Subject: Social Studies**

**Form: 2**

**Unit code and title: SOC 8.3 The person as a consumer: rights and responsibilities and work identity**

**Strand 3: Impact of enterprise and industry**

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

**Objectives**

- The teacher will
1. explain the relevance of work and how this contributes to a person's identity.
  2. analyse the causes and effects of unemployment and how this leads to poverty.
  3. explain and discuss the relationship between work and consumerism.
  4. differentiate between and investigate consumer rights and responsibilities.
  5. apply knowledge on consumer rights and responsibilities to practical situations.

<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>
<p><b>Key terms (already acquired)</b> Goods and services Production, distribution and consumption Goods and services Consumer Resources Management</p> <p><b>Key terms (new)</b> Identity Part-time and full-time work Voluntary work Unemployment Consumerism</p>	<p>The teaching and learning of Social Studies in a student-centred environment involves an investigative approach to society. Through this unit students explore and investigate the relevance of work and how this contributes to a person's identity. Students differentiate between consumer rights and responsibilities and apply their knowledge to practical situations. The teaching and learning of this unit involves group work, digital resources and the use of the internet. These are indispensable teaching tools for the attainment of the unit's objectives.</p> <p>Booking of media equipment, computer lab or media room in advance.</p>	<p>Resource Pack DVD for Form 2 Video/DVD player Laptop computer</p> <p><b>Hyperlinks:</b> <a href="http://www.oceanofweb.com/articles/poverty-india.html">http://www.oceanofweb.com/articles/poverty-india.html</a> <a href="http://www.fightpoverty.mmbrico.com/facts/europe.html">http://www.fightpoverty.mmbrico.com/facts/europe.html</a> <a href="http://www.economywatch.com/unemployment/">http://www.economywatch.com/unemployment/</a> <a href="http://www.eccnetmalta.gov.mt/learn_about_your_rights">http://www.eccnetmalta.gov.mt/learn_about_your_rights</a> <a href="http://ec.europa.eu/consumers/index_en.htm">http://ec.europa.eu/consumers/index_en.htm</a> <a href="http://www.eccnetmalta.gov.mt/legislation">http://www.eccnetmalta.gov.mt/legislation</a> <a href="http://ec.europa.eu/consumers/citizen/my_rights/more_en.htm">http://ec.europa.eu/consumers/citizen/my_rights/more_en.htm</a> <a href="http://www.keepem.com/doc_files/clc_articl_on_productivity.pdf">http://www.keepem.com/doc_files/clc_articl_on_productivity.pdf</a> <a href="http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm">http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm</a></p>



Teaching Objectives	Examples of Teaching Activities/Experiences	Indicators of Learning Outcomes
<p>The teacher will: explain the relevance of work and how this contributes to a person's identity.</p>	<p>To explore the meaning of work, the teacher brainstorms the students by asking the question: What is work? Students provide their oral and/or written feedback for further discussion. Teacher shows a power-point presentation through which students explore and analyse the relevance of work. Students are organized into four random groups, each with a leader and a reporter, and are provided with a set of pictures illustrating different jobs. Students use these resources to distinguish between and describe manual and mental work. Each group produces a piece of work that includes a write-up, a caption and/or pictures to demonstrate the difference between and describe part-time, full-time and voluntary work. The reporters of each group present their work graphically or orally and discuss their findings with the rest of the class.</p> <p>To help students discover how work contributes to a person's identity, interdependence and economic situation, the teacher displays different job profiles and asks students for their oral and/or written feedback. The class is divided into five random groups, each with a leader and reporter. Each group chooses two particular jobs, one of which has to be manual and the other mental, and produces a report/case study or a poster on how these two types of jobs can contribute to their identity, economic situation and interdependence. The reporters from each group present their findings graphically or orally to the class for further discussion.</p>	<p>Students will analyse the relevance of work as a contributor to one's personal, social and economic development, but also to the wider society's economic improvement (Level 8)</p> <p>Students will explain and analyse the value and importance of work, its social and economic implications and how it expresses a person's own identity (Level 7)</p> <p>Students will identify the value and importance of work and how it affects their own life, their family, their standard of living and the development of their skills. (Level 6)</p> <p>Students will realize that in a society there are different categories of people who produce different types of work and these together contribute to their society's and country's improvement (Level 5)</p>
<p>analyse the causes and effects of</p>	<p>To enable students explore the causes of unemployment and</p>	<p>Students will apply their theoretical knowledge on</p>

<p>unemployment and how this leads to poverty.</p>	<p>its effects on society teacher shows a video-clip and asks them to provide their reflections and/or oral feedback. The students are divided into four random groups and are provided with a set of questions for discussion. Students use their feedback from the discussion to produce a write-up, caption or a poster on how unemployment can affect the person and the wider society. The groups provide their feedback to each other. The work of each group is then collected to be published on the school magazine.</p> <p>To help students discover how unemployment leads to poverty, students are divided into pairs and use the internet to read an article about poverty in India. Teacher distributes a small sticky paper note on which students provide their feedback. The notes are collected together on the whiteboard to generate a class discussion. Students are divided into four random groups each with a leader. Each group uses specific internet websites (chosen by the teacher beforehand) to search for similar articles/stories in different countries. They use this information to compare and contrast these stories. The articles collected will be presented on the school's website together with the students' feedback.</p>	<p>unemployment and poverty to real-life situations to demonstrate how these can lead to social exclusion, bad habits, crime and vandalism (Level 8)</p> <p>Students will analyse why unfavourable social and economic situations can lead people in losing their job and how unemployment affects not only the unemployed and their immediate family, financially and economically, but also the wider community (Level 7)</p> <p>Students will describe how inadequate education, lack of proper skills and difficult economic situations, like an economic recession, can lead to the unemployment of many people and can lead to problems of poverty (Level 6)</p> <p>Students will realize that in their community not all people are employed and that one's way of living depends much on one's financial income and economic stability (Level 5)</p>
<p>explain and discuss the relationship between work and consumerism.</p>	<p>To enable students discover the relationship between work and consumerism, the teacher shows a video-clip <i>Confessions of a Shopaholic</i>. The teacher asks students for their reflections and oral/written feedback. The students are divided into four random groups, each with a leader and reporter. Each group prepares a set of five questions, based on the video-clip and previous class discussion, through which students investigate how work, money and consumerism are related. One of the members from each group asks these questions to another group. Plenary follows during which the reporters of each</p>	<p>Students will apply their theoretical knowledge on work and consumerism to practical situations to demonstrate that people consume products and services according to the type of work they perform (Level 8)</p> <p>Students will explain that work, money and consumerism are related and together these affect how we live and behave in our community (Level 7)</p> <p>Students will describe how people consume a variety of</p>

	<p>group provide their oral, written and/or graphical feedback to the class. The findings of this activity are written down on a chart which is then exhibited in the classroom.</p> <p>To explore and investigate how work and consumerism are linked, teacher shows a video-clip on a fast food restaurant. Students' provide their oral and/or written feedback for further discussion. The students are divided into four random groups each with a leader and reporter. The teachers distributes a prepared questionnaire through which the groups explore how work affects consumerism. Each group uses the analysis from this questionnaire to produce a piece of work or a presentation with a write-up and/or pictures to describe and explain the relationship between consumerism and the world of work. The reporters of each group present their written, graphical and/or oral findings to the rest of the class.</p>	<p>products/services according to the money they earn and the work they perform (Level 6)</p> <p>Students will realize that different products involve considerable time and work to be produced and that in their production several people can be involved (Level 5)</p>
<p>differentiate between and investigate consumer rights and responsibilities.</p>	<p>To explore and differentiate between consumers' rights and responsibilities, the teacher shows a power-point presentation and asks students to provide their oral and/or written feedback. The class is divided into two random groups each with a leader. Each group uses this presentation to choose one consumer right and responsibility and produce a role play (not exceeding 10 minutes) that demonstrates how the chosen right and responsibility are applied to a practical situation. Plenary follows during which students provide their graphical, oral and/or written feedback to each other.</p> <p>To investigate how the law protects consumers, the teacher presents a case-study/story to the class. Students provide their oral and/or written feedback. The teacher divides the class into</p>	<p>Students will apply their theoretical knowledge on consumer rights and responsibilities to practical situations to demonstrate how people should behave when they buy a product or service (Level 8)</p> <p>Students will analyse the difference between consumer rights and responsibilities and their relevance in the world of consumerism (Level 7)</p> <p>Students will describe how, as consumers, they have a set of rights and responsibilities and why these are important in a consumerist society (Level 6)</p> <p>Students will realize that when people acquire a product or a service they have not only rights, but also various</p>

	<p>four random groups, each with a leader and reporter. Each group is provided with a set of three differentiated-level case studies/situations and use these and specific internet websites (chosen by the teacher beforehand) to analyse how the Maltese law protects the consumers. Each group produces a piece of work that includes a write-up, a caption or a poster that illustrates where consumers can find support in case of a problem. Plenary follows in which the reporters present their graphical, oral and/or written findings to the rest of the class.</p>	<p>responsibilities (Level 5)</p>
<p>apply knowledge on consumer rights and responsibilities to practical situations.</p>	<p>To enable students apply their knowledge on consumer rights and responsibilities to practical situations, the teacher presents a short story/situation to the class for discussion. Students give their reflections and their oral and/or written feedback. Teacher divides the class into five random groups, each with a leader and reporter. Each group uses specific internet websites (provided by the teacher beforehand) to identify/come up with practical solutions to problems that a consumer may come across. Each group uses the information collected to produce a write-up, a presentation, a caption or a poster to describe the solutions identified. Plenary follows and the reporters of each group present their graphical, oral and/or written findings to the rest of the class.</p> <p>To enable students to apply their knowledge on consumers' rights and responsibilities to practical situations, the students are shown a power-point presentation. Students provide their oral and/or written feedback. The class is then divided into two random groups each with a leader. Each group uses the information from the presentation and class discussion to prepare a role play (not exceeding 10 minutes) in which</p>	<p>Students will analyse and evaluate consumer rights and responsibilities in practical situations with particular reference to the Maltese law (Level 8)</p> <p>Students will use their theoretical knowledge to explain and discuss the importance of consumer's rights and responsibilities with reference to real-life situations (Level 7)</p> <p>Students will describe the relevance of consumer rights and responsibilities in practical situations and what would happen to the consumer in the absence of such rights and responsibilities (Level 6)</p> <p>Students will realize that as consumers they cannot have only rights, but also responsibilities towards others as well as their environment (Level 5)</p>

	<p>students demonstrate how they can exercise their rights as consumers when they buy a product that is found to be defective. Discussion follows and students provide their graphical, oral and/or written feedback to each other.</p>	
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**Subject: Social Studies**

**Form: 2**

**Unit code and title: SOC 8.3 The person as a consumer: rights and responsibilities and work identity**

**Strand 3: Impact of enterprise and industry**

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

**Objectives Attainment Levels 5, 6, 7, 8:**

The teacher will

1. explain the relevance of work and how this contributes to a person's identity.
2. analyse the causes and effects of unemployment and how this leads to poverty.
3. explain and discuss the relationship between work and consumerism.
4. differentiate between and investigate consumer rights and responsibilities.
5. apply knowledge on consumer rights and responsibilities to practical situations.

**Objectives at Attainment Levels 1, 2, 3, 4:**

The teacher will

- 1.1. explain the importance of work.
  - 2.1. explain what unemployment is and the relationship between the money we earn and the things we buy.
  - 3.1. explain what they need to be aware of when buying a product and the rules they need to follow when they are in a shop.

N.B: Objectives 2 & 3 are amalgamated into objective 2.1 and objectives 4 & 5 are amalgamated into objective 3.1

<b>Key words</b>	<b>Points to note</b>	<b>Resources</b>
<p><b>Key terms (already acquired)</b> production, distribution and consumption goods and services consumer, resources</p> <p><b>Key terms (new)</b> Part-time and full-time work Voluntary work Unemployment Consumerism</p>	<p>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.</p>	<p>Resource Pack DVD for Form 2 Video/DVD player Laptop computer</p> <p><b>Hyperlinks:</b> <a href="http://www.oceanofweb.com/articles/poverty-india.html">http://www.oceanofweb.com/articles/poverty-india.html</a> <a href="http://www.fightpoverty.mmbrico.com/facts/europe.html">http://www.fightpoverty.mmbrico.com/facts/europe.html</a> <a href="http://www.economywatch.com/unemployment/">http://www.economywatch.com/unemployment/</a> <a href="http://www.eccnetmalta.gov.mt/learn_about_your_rights">http://www.eccnetmalta.gov.mt/learn_about_your_rights</a> <a href="http://ec.europa.eu/consumers/index_en.htm">http://ec.europa.eu/consumers/index_en.htm</a> <a href="http://ec.europa.eu/consumers/citizen/my_rights/more_en.htm">http://ec.europa.eu/consumers/citizen/my_rights/more_en.htm</a> <a href="http://www.keepem.com/doc_files/clc_articl_on_productivity.pdf">http://www.keepem.com/doc_files/clc_articl_on_productivity.pdf</a> <a href="http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm">http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm</a></p>

Teaching Objectives	Examples of Teaching Activities/Experiences	Indicators of Learning Outcomes
<p>The teacher will: explain the importance of work.</p>	<p>Students will be provided with pictures of people doing different jobs and artefacts that people use as part of their job. The teacher tries to elicit from the students what kind of job is the person doing and in what circumstances do we meet such person. The students will then watch a video-clip about different people doing different jobs in order to enhance their learning. In mixed ability groups, the students will discuss about the different jobs they are familiar with. Students may also mention the type of work that their guardians do. All students will then cut out pictures of different jobs from magazines and stick them in their project book. Some students will write the type of job underneath each picture and other students will be provided with labels and they will stick them under the corresponding pictures. Students' guardians may be invited to class to speak about their job.</p>	<p>Students will realise that people are identified by the type of work that they do. (Level 4)</p> <p>Students will recognise people by the type of job they do. (Level 3)</p> <p>Students will encounter people doing different jobs. (Level 2)</p> <p>Students will be introduced to a number of artefacts that represent different jobs. (Level 1)</p>
<p>explain what unemployment is and the relationship between the money we earn and the things we buy.</p>	<p>Students watch a powerpoint presentation about the things they like most and the things they would like to buy. The teacher will elicit from students what is needed to buy things, that is, money. The teacher will further try to elicit from the students how money is acquired, that is by working. In mixed ability groups, the students will discuss and make a list of the things they would like to have and suggestions about what they can do in order to acquire what they desire. The teacher will then make the students aware that in order for them to wear clothes and to have their lunch their guardians had to work to get the money so as to buy the food and clothes. The teacher try to elicit from the students what will happen if their guardians did not have a job. The students will be provided with a set of</p>	<p>Students will recognise that people who do not have a job may become poor and will not be able to buy everything they want. (Level 4)</p> <p>Students will realise that their guardians/parents can buy different things according to the amount of money they earn through work. (Level 3)</p> <p>Students will be aware that the amount of things they can buy depends on the amount of money they have. (Level 2)</p> <p>Students will be aware that in order to be given something they have to give money. (Level 1)</p>

	<p>pictures of different people and the students will sort the pictures according to who they think are the people who have a job and who are the people who do not have a job. Students may further the activity in the school tuck shop or during outings in which they have to give money in order to buy a snack.</p>	
<p>explain what they need to be aware of when buying a product and the rules they need to follow when they are in a shop.</p>	<p>The teacher will display a range of food products and will try to elicit from the students any differences that they may note. The teacher will explain that one must avoid buying things that are opened, damaged or containers crushed. The students will watch a video-clip about shopping in a supermarket and the rules one must observe when shopping, for example, not opening a sealed product before paying for it. The students will be given a worksheet in which they have to tick the picture which best describes either the proper behaviour or action one needs to follow when in a shop.</p>	<p>Students will realise that in a shop there are rules to be followed and pay attention to the product they select. (Level 4)</p> <p>Students will be aware of the basic rules to be followed when shopping, for example, waiting in a line, and that in a shop certain products can be damaged and should not be selected. (Level 3)</p> <p>Students will engage in a shopping activity by matching labels with the corresponding products. (Level 2)</p> <p>Students will communicate their preferred food product and/or leisure items. (Level 1)</p>



