

Programme Overview
insync

Year 9



Contents

Acknowledgements	4
Introduction	
Rationale for Personal Development (PD)	5
How to Use the 'In Sync' Programme	6
Framework for the Teaching Activities and Resources	7
Using the Teaching Activities and Resources	7
Theme 1	
Health and the Whole Person	8
Theme 2	
Feelings and Emotions	10
Theme 3	
Managing Influences and Making Decisions	13
Theme 4	
Self Concept	16
Theme 5	
Managing Change	19
Theme 6	
Morals, Values and Beliefs	21
Theme 7	
Learning About Learning	22
Theme 8	
Safety and Managing Risk	24
Theme 9	
Relationships and Sexuality	27
Theme 10	
Drugs Awareness	30
Appendix	
Introduction to Conceptual Themes in Key Stage 3	32
Ground Rules for Year 9	34

Acknowledgements

The 'In Sync' programme has been produced in a partnership between CCEA and the five Education and Library Boards. We would like to take this opportunity to acknowledge the time and effort given to this project by the Personal Development Advisors and their officers, without whom this resource would not have been developed. In particular, we wish to acknowledge the use of their existing materials that have been incorporated into this pack, including the various contributors to the Chrysalis resource pack.

We would also like to acknowledge the significant work of Clare McFadden in the writing and editing process of these materials.

Finally, we would like to thank the schools, including the regional pilot schools, who were involved in the consultation process that facilitated the development of these support materials.

Rationale for Personal Development (PD)

Personal Development is about the holistic development of individuals. There is now clear evidence that highlights the importance of promoting the development of Emotional Intelligence (EI) in young people alongside other aspects of health promotion. EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions in ourselves and in our relationships. In the school context, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge. PD can help promote genuine relationships within the school community and enable young people to:

- work towards achieving their potential;
- become confident, interdependent and participative citizens;
- make informed and responsible choices and decisions throughout their lives.

Context for the 'In Sync' PD programme

This programme has been developed to help schools interpret the statutory statements of requirement for the KS3 strand of Personal Development (PD). It offers a process for PD that is both holistic and flexible in order to facilitate discrete delivery or an integrated approach as part of a connected learning framework.

How to Use the 'In Sync' Programme

The title of this programme, 'In Sync', refers to the need to find balance and be synchronised in the agreed categories that define an individual in terms of their health (Social, Physical, Emotional, Cognitive and Spiritual). These areas will be touched on in varying degrees throughout many Areas of Learning and through the Pastoral Curriculum in schools.

However, with the provision of a defined, statutory curriculum, schools should ensure that all pupils have access to a comprehensive programme that addresses all aspects of Personal Development.

Schools should also ensure that at all times the content of the materials they use to deliver Personal Development, reflects and supports the school's ethos, pastoral care policy and programme.

'In Sync' has been developed around ten themes which reflect the development of the whole person, and which address the statements of minimum requirement for PD.

The ten themes in the 'In Sync' programme are:

- 1 Health and the Whole Person
- 2 Feelings and Emotions
- 3 Managing Influences and Making Decisions
- 4 Self Concept
- 5 Managing Change
- 6 Morals, Values and Beliefs
- 7 Learning about Learning
- 8 Safety and Managing Risk
- 9 Relationships and Sexuality
- 10 Drugs Awareness

The programme maps the key concepts and statements of minimum requirement against the themes identified in the programme (see Appendix). These themes are then broken down into sub-themes and mapped across Year 8, 9 and 10 to ensure clear and appropriate links and progression throughout Key Stage 3. Each sub-theme is explored through a range of suggested activities, exemplifying the

integration of skills and capabilities, from which teaching materials and resources are developed. Individual schools may decide the order in which to explore these themes, however, it is recommended that 'Health and the Whole Person' is delivered early in the programme.

Note: The resources can also be found on the accompanying CD.

The exemplar programme is part of an overall package of guidance and support that will be available to schools for implementing the statements of requirement for PD as part of Learning for Life and Work (LLW).

Additional resource and support materials include:

- CPD units which include specific units for the implementation of Personal Development. These are available in your Curriculum Support and Implementation box and can be downloaded from www.nicurriculum.org.uk;
- Thematic Units showing how elements of PD can be supported and delivered in the context of other Areas of Learning. Those units written for PD can be used as stand-alone units of work and will be another resource available to schools;
- Bespoke textbooks being developed by commercial publishers, written to support the Northern Ireland Curriculum.

Additionally schools are encouraged to use:

- Existing resources already being used to deliver PD programmes in schools. Much of this material can continue to be used, amended and/or supplemented to create a more holistic approach to PD;
- External organisations, whose work is related to aspects of PD. **Schools need to ensure that the information provided by external organisations reflects the school's ethos and values;**
- Other school initiatives that will, in part, help support the personal development of their pupils and staff for example, Healthy Schools initiative, peer mentoring, counselling etc. These initiatives should be taken into consideration during any audit of provision.

Framework for the Teaching Activities and Resources

The activity sheets have been designed to incorporate as many aspects of the Northern Ireland Curriculum 'Big Picture' as possible.

- Each activity sheet has a theme, aim and sub-theme clearly displayed to facilitate mapping back to the programme overview.
- Several learning intentions have been identified for each activity, one of which is linked to the Thinking Skills and Personal Capabilities framework. Occasionally, additional skills based learning intentions are identified.
- The learning experiences, attitudes and dispositions that could potentially be developed through the activities are indicated along with identification of the skills and capabilities that can be assessed.
- Opportunities for teachers to apply Assessment for Learning strategies are identified throughout the activities.
- At the start of each activity the resources you need and methodologies used are displayed.
- Where possible, resources are included in this pack to support the activities.

Many of the activities and resources have been developed to support each theme in the programme offering a wide range of choice to teachers and coordinators responsible for planning the school's provision for PD.

Using the Teaching Activities and Resources

Many schools already have comprehensive PD programmes in place. By carrying out an audit against the statutory statements for PD, any gaps in provision can be identified. Appropriate activities from 'In Sync' could then be integrated into existing programmes to ensure the provision of a holistic programme of PD for pupils.

Alternatively, schools may wish to develop their PD provision around the concept of the ten themes of 'In Sync'. In this case, coordinators will need to select and adapt activities that are age appropriate and support the specific needs of the pupils in their school.

During the planning process, coordinators may need to give consideration to issues such as:

- allocated time for discrete provision;
- level of integrated provision through other subjects;
- confidence and competence of teaching personnel with PD.

Health and the Whole Person

Recommendation: this is the first theme to be delivered in each year group and subsequent themes will reinforce and support the development of a healthy person.

Aim

To explore the concepts of health, well-being, wholeness and the constituent parts that make up a healthy person (Social, Physical, Emotional, Cognitive and Spiritual (SPECS)).

Understanding Health and Wholeness

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to understand the concept of a healthy person; - to know the constituent elements of health - social, physical, emotional, cognitive, spiritual; - to understand the need for balance between the elements of health; - to value other people's ideas to stimulate their own thinking. 	<p>Activity 1: Five Alive</p> <ul style="list-style-type: none"> - Explore the concept of a healthy person and the five areas of health. - Group work to analyse the effects of imbalance in the five aspects of health. 	<p>Being Creative Communication</p>



Personal Audit

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to recognise developments within themselves in relation to health;- to be aware of personal strengths, limitations and interests through reflection about their own health;- to set revised personal targets and review them in the five key areas of health.	Activity 2: How Healthy Am I? <ul style="list-style-type: none">- SPECS assessment quiz, followed by small group discussion to reflect on areas of their health.- Pupils complete a Personal Audit for Year 9 and compare it to their Personal Audit from Year 8.	Communication Self Management



2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Expressing Feelings Appropriately

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to use appropriate feeling vocabulary to express how they feel;- to identify and manage emotions and behaviours in a range of situations.	Activity 1: Finding The Words <ul style="list-style-type: none">- Brainstorm/group work to clarify meaning of a range of feeling words.- Explore scenarios about expressing emotions, sharing opinions and responses.- Whole class discussion to compare and contrast feeling words.	Self Management Communication



Taboos About Expressing Feelings

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to understand what are considered to be acceptable and unacceptable feelings to show to others and the consequences of suppressing feelings; - to listen actively and share opinions about expressing feelings; - to be aware of the reasons why we sometimes don't show our true feelings. 	<p>Activity 2: What Goes In, Eventually Comes Out</p> <ul style="list-style-type: none"> - Pupils group feeling words into two categories. - Feedback to consider differences behind their choices. - Whole class discussion on why these differences exist. - Group work activity: examining what affects how emotions are expressed. 	<p>Working With Others Communication</p>
<ul style="list-style-type: none"> - why managing emotions and behaviour in a range of situations is required throughout a typical day. 	<ul style="list-style-type: none"> - Demonstration: jug/glass and water activity. - Think-Pair-Share: the possible long-term impact on health if feelings are continually suppressed. 	<p>Self Management</p>

2 Feelings and Emotions

Aim

To identify, express and manage feelings appropriately.

Developing Coping Strategies

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to develop coping strategies; - to value other people's ideas to stimulate their own thinking; - to make links between cause and effect; - to challenge the routine method/take risks for learning. 	<p>Activity 3: How Do You Cope?</p> <ul style="list-style-type: none"> - Group work to consider present coping strategies. - Use the 'Dealing with Feelings' framework to facilitate role-plays about coping with challenging relationships. - Group activity: Design and display a 'Dealing with Feelings' poster. 	<p>Being Creative Communication Thinking, Problem-Solving and Decision Making Using ICT</p>
<ul style="list-style-type: none"> - to be aware of the people who can support them; - to be able to seek advice when necessary from their personal support systems; - to use a range of methods for collating, recording and representing information. 	<p>Activity 4: Where Do I Get Support?</p> <ul style="list-style-type: none"> - Pupils create a mind map of their support network. - Circle time discussion: sources of support and their availability in the local area. 	<p>Self Management Managing Information Communication</p>

3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Personal Responsibility and Self Management

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to understand the importance of personal responsibility;- to set personal targets to increase their personal responsibility and review them;- to plan, set goals and break tasks into sub-tasks.	Activity 1: What's It To Do With Me? <ul style="list-style-type: none">- Explore personal responsibility through class brainstorm and discussion.- Quiz/Line Debate to investigate personal sense of responsibility.- Develop an action plan using support cards for becoming more personally responsible.	Self Management Communication Managing Information



3 Managing Influences and Making Decisions

Aim

To explore and understand the impact of internal and external influences on our behaviour and decision making process.

Delaying Gratification, Learning To Wait

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to understand the concept of immediacy;- to identify the need to balance between immediacy and delayed gratification;- to develop routines of turn-taking, sharing and cooperating.	Activity 2: What To Choose? <ul style="list-style-type: none">- Discussion on the culture of immediacy.- Brainstorm where immediacy may be relevant, and the advantages and disadvantages in each situation.- Group discussion; consider a personal immediacy dilemma using the prompt questions provided.- Self-reflection about personal immediacy issues.	Working with Others Communication



Willpower



Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to understand what we mean by willpower and the internal and external factors that impact on it;- to listen actively and share opinions;- to make links between cause and effect.	<p>Activity 3: Do I Have The Will To Do It?</p> <ul style="list-style-type: none">- Brainstorm - 'What is Willpower?'- Group discussion about what strengthens/weakens their willpower.- Personal reflection about a situation they would like to have more willpower over.	Communication Working with Others Thinking, Problem-Solving and Decision Making
<ul style="list-style-type: none">- that willpower is individual;- to review learning and some aspect which might be improved;- to select, classify, compare and evaluate information.	<p>Activity 4: Where There's A Will, There's A Way ...</p> <ul style="list-style-type: none">- Washing line activity using statement cards related to willpower.- Pair work: consider strategies to increase willpower in one particular aspect of life.- Circle time discussion where pupils elect to share their personal issues and strategies.	Communication Self Management Managing Information



4 Self Concept

Aim

To explore accurate self-awareness and effective self-development.

Who I Want To Be vs Who I Am

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to recognise that they act differently in different situations with different people;- to understand how they act differently and how this makes them feel;- to manage emotions and behaviour in a range of situations.	Activity 1: Different Hats <ul style="list-style-type: none">- Complete 'Different Hats' activity.- Consider 'How Do I Change?' using support worksheet, or through quick sketch design for scenarios.- Class discussion using prompt questions to consider similarities/differences in the way we adapt ourselves.	Self Management Communication



How Others Help Me Arrive at Self

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to understand the strength of influences such as media, friends, family; - to be able to consider the relevance of the opinions of others and how they can influence their view of themselves; - to understand how actions and words affect others. 	<p>Activity 2: Who Influences Me?</p> <ul style="list-style-type: none"> - 'Who Influences Me Most?' self reflection sheet, followed by class discussion. - Personal Reflection about strongest influences on self. - Guided group work considering a story 'Puffing Pete and Sniffing Sarah', analysing influences at various stages. 	<p>Working with Others Communication</p>
<ul style="list-style-type: none"> - to be able to consider how they are seen by other people; - to identify individual people whose influence has affected their sense of self; - to use all the senses to stimulate and contribute to ideas. 	<p>Activity 3: How Do They Impact On Me?</p> <ul style="list-style-type: none"> - Whole class activity on receiving positive comments. - 'How Do Others See Me?' individual reflection sheet, followed by group discussion. - 'Nameplate' art activity. - Guided visualisation to encourage focus on those who positively influence our lives. 	<p>Being Creative Communication</p>

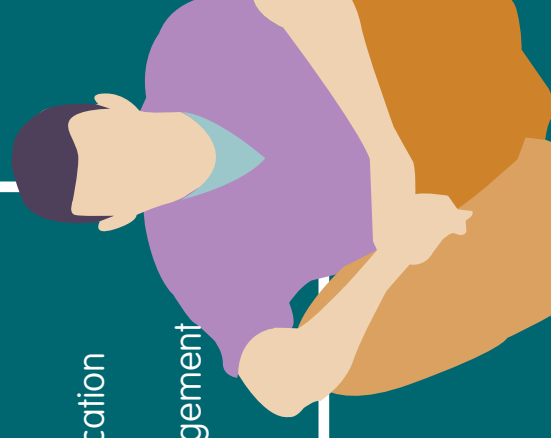
4 Self Concept

Aim

To explore accurate self-awareness and effective self-development

Self-Confidence and What Improves It

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to identify and appreciate their true selves; - to identify their personal strengths; - to be aware of personal strengths, limitations and interests. 	<p>Activity 4: I'm Amazing!</p> <ul style="list-style-type: none"> - 'Win or Bin' card activity. - Guided questioning followed by worksheet to identify things they like about themselves. - Circle time discussion on self-esteem. 	<p>Self Management Communication</p>
<ul style="list-style-type: none"> - to understand the link between challenge and opportunity; - to be aware of their personal capacity for change; - to compare their approach with others and in different contexts when considering different strategies for change. 	<p>Activity 5: Am I Ready To Change?</p> <ul style="list-style-type: none"> - Circle Time activity. Discussion about the people who have achieved changes in lifestyle/attitudes/laws. - 'Are You Ready For Change' quiz. - Pupils explore how to make change possible for them. 	<p>Communication Self Management</p>



5 Managing Change

Aim

To encourage pupils to take personal responsibility for the changes in their lives, and to develop positive attitudes such as self-belief, flexibility and respect in order to embrace the opportunities and challenges change presents.

Identify, Understand and Manage Change in Relationships

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to reflect on the concept and impact of change; - to explore how relationships change over time; - to use a range of methods for collating, recording and representing information. 	<p>Activity 1: All Change</p> <ul style="list-style-type: none"> - Discussion on the inevitability of change followed by 'All Change' game activity to explore feelings about change. - Timeline activity around the concepts of change. 	<p>Communication</p> <p>Managing Information</p>
<ul style="list-style-type: none"> - that friendships change as we grow up; - that family relationships change over time; - to generate possible solutions, try an alternative approaches and evaluate outcomes. 	<p>Activity 2: Time Changes Things</p> <ul style="list-style-type: none"> - Preparatory homework - survey attitudes to friendship, display survey outcomes followed by circle time activity related to changes over time. - Preparatory homework - relationship timeline linking to different family roles. - Small group activity around different family structures. 	<p>Communication</p> <p>Thinking,</p> <p>Problem-Solving and</p> <p>Decision Making</p>

5 Managing Change

Aim

To encourage pupils to take personal responsibility for the changes in their lives, and to develop positive attitudes such as self-belief, flexibility and respect in order to embrace the opportunities and challenges change presents.

Identify, Understand and Manage Change in Relationships - continued

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to be aware of the concept of loss and the feelings associated with it; - to know about the range of feelings associated with loss, and their intensity; - to learn from and build on others' experiences. 	<p>Activity 3: Understanding And Coping With Loss And Grief</p> <ul style="list-style-type: none"> - Discussion on feelings associated with loss linking to a 'Feelings Thermometer' activity. - Information sheet facilitating freeze frame activities to explore loss and grief. - Personal reflection on issues covered. 	<p>Communication Being Creative</p>
<ul style="list-style-type: none"> - strategies for coping with changes in family/friendship relationships; - to listen actively and share opinions; - to make connections between learning in different contexts. 	<p>Activity 4: Life Goes On</p> <ul style="list-style-type: none"> - Case studies used to support class discussion on changing family/friendship relationships. - Application of a framework to help manage change and loss. 	<p>Working with Others Communication Thinking, Problem-Solving and Decision Making</p>



6 Morals, Values and Beliefs

Aim

To explore and develop a values and moral framework as a basis for living.

Developing Moral Character

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - what a moral is (difference between right and wrong); - to identify their own moral code; - to sequence, order, classify and make comparisons. 	<p>Activity 1: Is That Ok?</p> <ul style="list-style-type: none"> - Card exercise - sorting 'right' and 'wrong'. - Discussion and card activity to explore and define moral codes. - Personal reflection on moral codes. 	<p>Communication Thinking, Problem-Solving and Decision Making</p>
<ul style="list-style-type: none"> - to respect the rights of others to have their own opinion; - to understand and challenge their own and others' moral opinions; - to understand how actions and words affect others. 	<p>Activity 2: Dilemmas, Dilemmas!</p> <ul style="list-style-type: none"> - Small groups analyse a number of moral dilemmas. - Class discussion using supporting questions. - Personal reflection around different moral dilemmas. 	<p>Communication Working with Others</p>

7 Learning About Learning

Aim

To encourage positive attitudes and motivation towards learning, and identify strategies and skills to facilitate life-long learning.

My Learning Styles

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to know the different types of intelligence; - to know their personal strengths and limitations in relation to multiple intelligences; - to know how to locate sources of information. 	<p>Activity 1: How Are You Smart?</p> <ul style="list-style-type: none"> - Review Year 8 activities. - Matching cards activity to name and define multiple intelligences. - ICT research to explore individual pupils' multiple intelligences. 	<p>Communication Managing Information Using ICT</p>
<ul style="list-style-type: none"> - to research and present information that reflects their personal multiple intelligences and learning style; - to adapt behaviour and language to suit different people and situations; - to value other peoples ideas to stimulate own thinking; - to communicate with a sense of audience and purpose. 	<p>Activity 2: What Works For Me</p> <ul style="list-style-type: none"> - Research and presentation activity using approaches that reflect the group's preferred learning style. 	<p>Working with Others Communication Using ICT Being Creative Managing Information</p>





Setting Goals and Developing Strategies

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to make connections between learning in different contexts; - to use a SMART model to set personal targets and review them; - to use own and others' ideas to locate sources of information through personal research and sharing information during group work. 	<p>Activity 3: Realising My Dreams</p> <ul style="list-style-type: none"> - Homework research on Martin Luther King. - Discussion about achieving goals using the SMART model. - Personal reflection on strategies to develop personal learning. 	<p>Thinking, Problem-Solving and Decision Making Managing Information Using ICT Communication Self Management</p>



8 Safety and Managing Risk

Aim

To understand and manage the balance between risk and safety in relation to physical and emotional well-being.

Understanding and Managing Risk and Consequences

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to know what is a risk;- to be able to identify and assess risk;- to be aware of possible consequences of an action;- to be able to make reasoned and informed decisions.	Activity 1: Analysing Risk <ul style="list-style-type: none">- Review Year 8 activity, 'How Much Risk is Involved?'- Brainstorm risks faced by Year 9 pupils.- Develop a framework for assessing and managing risk and apply it to examples of risky situations.	Thinking, Problem-Solving and Decision Making Communication



Personal Boundaries

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to explore their family rules and their function;- to develop the skills of empathy and compromise;- to be aware of the primary role of family and friendships in shaping personal rules;- to be aware of personal strengths, limitations and interests.	Activity 2: Rules and More Rules... <ul style="list-style-type: none">- Exploration of family and friendship rules using circle time to explore pupil opinions.- Class discussion to compare and contrast both sets of rules.	Communication Self Management



8 Safety and Managing Risk

Aim

To understand and manage the balance between risk and safety in relation to physical and emotional well-being.

Personal and Physical Safety

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to identify the health and safety risks in their lives; - to know appropriate accident prevention strategies and responses in the event of an accident; - to generate possible solutions, try out alternative approaches, evaluate outcomes. 	<p>Activity 3: Watch Out!</p> <ul style="list-style-type: none"> - Identify and analyse strategies, appropriate actions and responses for preventing accidents in a variety of situations. - Optional personal risk assessment activity. 	Thinking, Problem-Solving and Decision Making Communication
<ul style="list-style-type: none"> - to know about basic first aid procedure; - to know about basic health and safety issues; - to be aware of how to plan a presentation; - to be able to select the most appropriate information for a task. 	<p>Activity 4: First Aid</p> <ul style="list-style-type: none"> - Class research and presentation of selected first aid strategy. - Highlight the limitations of an unqualified person. - Promote the value of formal first aid training. 	Communication Using ICT Managing Information



📍 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Communication and Respect Within Friendship

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none">- to be aware of the qualities and values necessary to sustain a good friendship;- to understand how actions and words affect others;- to be able to give and respond to feedback;- to be able to sequence, order, classify and make comparisons when deciding which qualities are most desirable in a friend.	Activity 1: Do You Hear Me? <ul style="list-style-type: none">- Brainstorm the qualities of friendship.- Game activity to determine personal priorities and preferences for qualities in a friend.- Role-play and class discussion about listening skills and friendship.	Thinking, Problem-Solving and Decision Making Working With Others Communication



📍 Relationships and Sexuality

Aim

To explore and understand the process of developing and maintaining appropriate, healthy relationships.

Developing Close Personal Friendships, Including Romantic Friendships.

Suggested Learning Intentions Pupils are learning:	Outline of Activities	Development of Skills and Capabilities
<ul style="list-style-type: none"> - to be aware of the advantages of developing and maintaining friends of both sexes; - to develop routines of turn-taking, sharing and cooperating when taking part in a debate; to experiment with ideas and questions. 	<p>Activity 2: Just Friends</p> <ul style="list-style-type: none"> - Class debate 'teenage boys and girls cannot be just friends'. - Personal reflection on issues raised during the debate. - Discussion of types of friendships between boys and girls using prompt questions. 	<p>Communication Working With Others Being Creative</p>
<ul style="list-style-type: none"> - to understand the concept of love and romantic relationships; - to be aware of the necessary components for a romantic relationship; - to be able to make connections between ideas and information. 	<p>Activity 3: Love Is...</p> <ul style="list-style-type: none"> - Brainstorm pupils' responses to 'Love is...' - Discussion around common themes, highlighting different kinds of love. - Completion of 'Love is...' activity sheet and follow up discussion. - Drawing and writing activities to explore the characteristics of their ideal partner. 	<p>Being Creative Communication</p>



Internal and External Influences on Romantic Relationships

<p>Suggested Learning Intentions Pupils are learning:</p> <ul style="list-style-type: none"> - to be aware of the role of the media on attitudes, values and behaviours towards relationships; - to understand the impact the media may have on young people's relationships; - to value other people's ideas to stimulate own thinking. 	<p>Outline of Activities</p> <p>Activity 4: What Are They Trying To Say?</p> <ul style="list-style-type: none"> - Explore how media images and music influence relationships using published materials, artwork and circle-time discussion. 	<p>Development of Skills and Capabilities</p> <p>Communication Being Creative</p>
--	--	--

Coping Strategies for Difficulties Within Romantic Relationships

<p>Suggested Learning Intentions Pupils are learning:</p> <ul style="list-style-type: none"> - to be aware of the problems within romantic relationships; - to know about options for coping, and considering their consequences; - to be able to respect the views and opinions of others and reach agreements using negotiation and compromise. 	<p>Outline of Activities</p> <p>Activity 5: What Should I Do?</p> <ul style="list-style-type: none"> - Situation Card activity to consider appropriate responses to scenarios. 	<p>Development of Skills and Capabilities</p> <p>Communication Working With Others</p>
---	---	---



10 Drugs Awareness

Aim

To investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse.

Health and the Impact of Drugs

<p>Suggested Learning Intentions Pupils are learning:</p> <ul style="list-style-type: none"> - to know about the immediate and long term effects of drugs on the body; - to be aware of some of the myths about drugs; - to identify their health concerns and priorities; - to examine options and weigh up pros and cons. 	<p>Outline of Activities</p> <p>Activity 1: Drugs And You</p> <ul style="list-style-type: none"> - Explore the effects of drugs through a 'Body Parts' Activity. - Class auction activity, 'Bidding for Your Health' exploring individual values placed on health. - 'Drugs, Myth or Truth' quiz or questionnaire/line debate. 	<p>Development of Skills and Capabilities</p> <p>Thinking, Problem-Solving and Decision Making Using Mathematics Communication</p>
--	---	---

The Effects of Specific Drugs on the Body: Nicotine

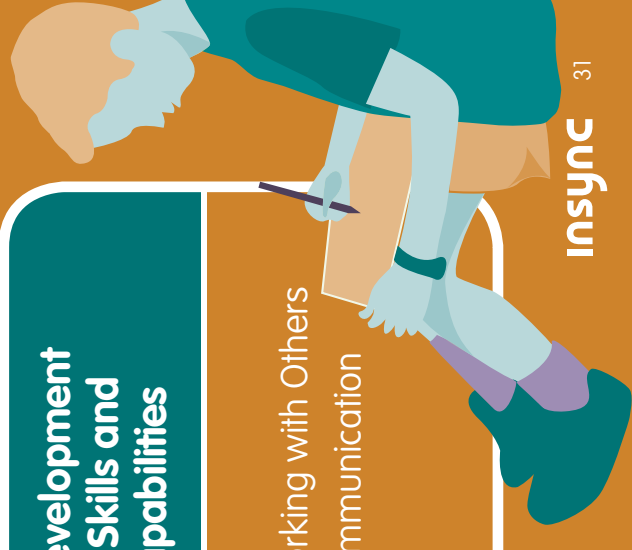
<p>Suggested Learning Intentions Pupils are learning:</p> <ul style="list-style-type: none"> - facts about the effects of smoking cigarettes; - to be aware of the implications of smoking for health; - to be aware of the risks of smoking cigarettes; - to be aware of the links between smoking now and our health in the future. 	<p>Outline of Activities</p> <p>Activity 2: What Do You Know About Smoking?</p> <ul style="list-style-type: none"> - Smoking Quiz. - Group work to explore the impact of smoking on different body parts. - Discussion to establish pupils' learning. 	<p>Development of Skills and Capabilities</p> <p>Being Creative Communication</p>
--	--	--

The Effects of Specific Drugs on the Body: Alcohol

<p>Suggested Learning Intentions Pupils are learning:</p> <ul style="list-style-type: none"> - to know about the short and long term physical effects of alcohol on the body; - to understand the potential impact of alcohol misuse on the individual; - to understand the concept of units of alcohol; - to make predictions, examine evidence and distinguish fact from opinion. 	<p>Outline of Activities</p> <p>Activity 3: What Do You Know About Alcohol?</p> <ul style="list-style-type: none"> - Matching Cards activity and discussion to investigate the effects of alcohol on body parts. - Discussion on alcohol misuse. - Teacher demonstration and discussion to investigate the relationship between volume, concentration and units of alcohol. 	<p>Development of Skills and Capabilities</p> <p>Communication Thinking, Problem-Solving and Decision Making Using Mathematics</p>
--	--	---

The Effects of Specific Drugs on the Body: Cannabis, Solvents, Ecstasy...

<p>Suggested Learning Intentions Pupils are learning:</p> <ul style="list-style-type: none"> - to be able to access accurate information about specific drugs; - to know about the effects of specific drugs on the body; - to understand the potential impact of specific drugs misuse on the individual; - to respect the views and opinions of others and reach agreements by using negotiation and compromise. 	<p>Outline of Activities</p> <p>Activity 4: What Do You Know About Drugs?</p> <ul style="list-style-type: none"> - Card matching game to identify facts and information on a wide variety of drugs. - Table quiz and discussion to explore the topic of drugs. 	<p>Development of Skills and Capabilities</p> <p>Working with Others Communication</p>
---	--	---



Introduction to Conceptual Themes in Key Stage 3

Conceptual themes are the suggested vehicle through which the key concepts and statements of requirement are taught. The themes shown in bold highlight those which are most relevant to each key concept area, although it should be recognised that there is considerable cross over throughout.



Key Concept	Minimum Requirement Statement	Conceptual Themes
Self Awareness	<ul style="list-style-type: none"> - Explore and express a sense of self; - Explore personal morals, values and beliefs; - Investigate the influences on a young person; - Explore the different ways to achieve self-esteem; - Develop skills and strategies to improve own learning. 	<ul style="list-style-type: none"> - Self Concept; - Feelings and Emotions; - Learning About Learning; - Morals Values and Beliefs; - Managing Influences and Making Decisions; - Managing Change; - Safety and Managing Risk; - Relationships and Sexuality.

Personal Health

- Explore the concept of Health as the development of a whole person;
- Investigate the influences on physical and mental health;
- Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour;
- Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse;
- Develop preventative strategies in relation to accidents in the home, school and on the road;
- Develop strategies to promote personal safety.

- **Health and the Whole Person;**
- **Managing Change;**
- **Safety and Managing Risk;**
- **Drugs Awareness;**
- Feelings and Emotions;
- Relationships and Sexuality.

Relationships

- Explore the qualities of relationships including friendship;
- Explore the qualities of a loving, respectful relationship;
- Develop coping strategies to deal with challenging relationship scenarios;
- Develop strategies to avoid and resolve conflict;
- Explore the implications of sexual maturation;
- Explore the emotional, social and moral implications of early sexual activity.

- **Relationships and Sexuality;**
- **Morals Values and Beliefs;**
- **Managing Change;**
- **Safety and Managing Risk.**



Ground Rules for Year 9

It is important to establish Ground Rules with each group of pupils to ensure a safe, non-threatening environment. The aim is to have an agreed list of rules about how to work together. If a class comes up with their own Ground Rules, in their own words, it gives a greater sense of ownership, and they are more likely to abide by them and respect them. As in everyday life, some compromises may have to be made to reach an agreed list. Everyone has to feel that they can abide by these rules, even if they may not completely agree with some of them.

Ideally, the class Ground Rules should be displayed on a wall during every lesson. They can be referred to when necessary, encouraging positive behaviour and a sense of security for the pupils. If a particular Ground Rule is not being adhered to, the teacher could highlight this point, and offer the opportunity for the class to change the Ground Rule. The group may find that they want to adjust the emphasis of a Rule,

or add more Rules once they start working together. Alternatively, it gives the pupils an opportunity to confirm how important they think the Rule is. Those pupils having problems adhering to the Rules will then appreciate how important they are to the rest of the group.

The idea of confidentiality, and respecting each other's viewpoint when working as a group, is important. Pupils should feel comfortable airing their views, secure in the knowledge that it will not be repeated outside the room. Point out at this stage that if a pupil discloses specific information indicating they are, or could potentially be, at risk, this information cannot remain confidential and must be passed on. The teacher needs to know which support systems their school has in place so that they can pass on information quickly and smoothly. This is also important for the teacher's own sense of safety and security.



To establish Ground Rules:

- 1 Brainstorm ideas on how people work together as a group. This can be done through asking the pupils to think of a secret. If they were to tell this secret, how would they want the rest of the class to react? Think also of other ways groups work well together, e.g. a football team.
- 2 In small groups pupils agree, 'What's in?' and 'What's out?' to establish rules on a piece of paper.
- 3 Their list of rules are then passed onto another group. Each group reads the list they receive, putting a tick or a cross next to each rule to show whether they agree or not.
- 4 The sheets are passed on again and the process is repeated until each group has an opportunity to read all the other groups' rules, and give their feedback.
- 5 When each group receives their original list of rules back, they review the feedback given, and decide whether they want to adjust any of their rules.

- 6 Each group then takes turns to suggest a rule to the teacher, and writes them up on the board. Lead a class discussion to see if any rule needs to be changed or adapted so that everyone finds them satisfactory. Examples could be:

What's In?

- Everyone has the right to their own opinion
- Often there is not a right or wrong answer
- One person speaks at a time
- Respect each other
- Challenge the idea, not the person
- What is said, stays in the room

What's Out?

- No put downs
- No personal questions
- No interruptions
- Do not volunteer others to speak
- No name calling



insync

Key Stage 3
Personal Development

Year 9

A CCEA and Personal Development
Interboard Group Publication ©2007

Produced by CCEA
29 Clarendon Road
Clarendon Dock
Belfast BT1 3BG
Tel: +44 (0)28 9026 1200
Fax: +44 (0)28 9026 1234

www.nicurriculum.org.uk