

KS3
LEVEL

**LEARNING
FOR LIFE
AND
WORK
IN CLOSE-UP
YEAR 10**



**COLOURPOINT
EDUCATIONAL**

Paula McCullough

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**COLOURPOINT
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I would like to dedicate the series 'LLW in Close-Up' to Michael Spence. During his brief time as an Education Editor, Michael introduced me to writing for Colourpoint.

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INTRODUCTION TO THE SERIES

This series has been written to meet the requirements of the KS3 Northern Ireland Curriculum. Each of the three books covers all three areas of learning: Personal Development, Citizenship and Employability. There is a progression through Years 8, 9 and 10, with one book for each year group. There are 40 sections in each textbook, with each section containing ideas and activities for a week of LLW classes. There is plenty of choice to allow for differentiation and the interests of pupils.

The CD has been written alongside the text and follows exactly the content of each numbered lesson. The materials on this resource include a pupil worksheet for every lesson, photographs for projection and additional activities.

Learning for Life and Work is about a young person developing as an individual, relating to others, taking their place in society as an active citizen, and looking to the future and the world of work. For this reason each book starts with Personal Development, progresses to Citizenship and concludes with Employability. However, the sections can be taught in any order to suit the school curriculum.



OVERVIEW OF THE SERIES

YEAR 8 BOOK

PERSONAL DEVELOPMENT	CITIZENSHIP	EMPLOYABILITY
<p>SELF AWARENESS</p> <ol style="list-style-type: none"> 1. This is me 2. My beliefs 3. Influences 4. Feeling good about myself 5. Managing my work <p>PERSONAL HEALTH</p> <ol style="list-style-type: none"> 6. Health matters 7. How to be healthy 8. Growing and changing 9. Substance abuse 10. Staying safe 11. Know the risks <p>RELATIONSHIPS</p> <ol style="list-style-type: none"> 12. My friends 13. Getting on with people 14. Difficult situations 15. Sorting out problems 16. Boyfriends and girlfriends 	<p>DIVERSITY AND INCLUSION</p> <ol style="list-style-type: none"> 1. My identity 2. Family life 3. Attitudes to others <p>HUMAN RIGHTS AND SOCIAL RESPONSIBILITY</p> <ol style="list-style-type: none"> 4. What are human rights? 5. Children's rights 6. Where rights are denied <p>EQUALITY AND SOCIAL JUSTICE</p> <ol style="list-style-type: none"> 7. It's not fair! 8. Nowhere to call home 9. Focus on The British Red Cross 10. Focus on UNICEF <p>DEMOCRACY AND ACTIVE PARTICIPATION</p> <ol style="list-style-type: none"> 11. What is a democracy? 12. Getting involved in school 13. Why do we need rules? 14. Taking action in your local area 	<p>WORK IN THE LOCAL AND GLOBAL COMMUNITY</p> <ol style="list-style-type: none"> 1. Work in Northern Ireland 2. Buying and selling worldwide 3. New technology 4. Health and safety <p>CAREER MANAGEMENT</p> <ol style="list-style-type: none"> 5. What am I good at? 6. Thinking about my career 7. Investigating jobs <p>ENTERPRISE AND ENTREPRENEURSHIP</p> <ol style="list-style-type: none"> 8. Are you an enterprising person? 9. Having a good idea 10. Going into business

YEAR 9 BOOK

PERSONAL DEVELOPMENT	CITIZENSHIP	EMPLOYABILITY
<p>SELF AWARENESS</p> <ol style="list-style-type: none"> 1. Personal responsibility 2. Knowing right from wrong 3. Pressures and influences 4. Targets and goals 5. Coping with school <p>PERSONAL HEALTH</p> <ol style="list-style-type: none"> 6. Aspects of health 7. Body matters 8. Moods and emotions 9. Addiction 10. Illegal drugs 11. Coping in an emergency 12. Safe at all times? <p>RELATIONSHIPS</p> <ol style="list-style-type: none"> 13. Peer group problems 14. Difficulties in family life 15. Getting on with other people 16. Dating relationships 	<p>DIVERSITY AND INCLUSION</p> <ol style="list-style-type: none"> 1. Customs and festivals 2. Belonging to a group 3. Dealing with conflict <p>HUMAN RIGHTS AND SOCIAL RESPONSIBILITY</p> <ol style="list-style-type: none"> 4. Human Rights 5. Focus on the UDHR 6. Where rights are denied <p>EQUALITY AND SOCIAL JUSTICE</p> <ol style="list-style-type: none"> 7. Equal rights 8. Living in poverty 9. Focus on Stand by Me 10. Focus on Tidy Northern Ireland <p>DEMOCRACY AND ACTIVE PARTICIPATION</p> <ol style="list-style-type: none"> 11. Living in a democracy 12. Young people and the law 13. Community action 14. Conservation matters 	<p>WORK IN THE LOCAL AND GLOBAL COMMUNITY</p> <ol style="list-style-type: none"> 1. The global economy 2. Different jobs for different people 3. Environmental issues <p>CAREER MANAGEMENT</p> <ol style="list-style-type: none"> 4. Skills and achievements 5. Changing careers 6. What does an employer look for? 7. Career opportunities <p>ENTERPRISE AND ENTREPRENEURSHIP</p> <ol style="list-style-type: none"> 8. Skills for an 'Entrepreneur' 9. Being your own boss 10. Celebrity entrepreneurs




YEAR 10 BOOK

PERSONAL DEVELOPMENT	CITIZENSHIP	EMPLOYABILITY
<p>SELF AWARENESS</p> <ol style="list-style-type: none"> 1. Beliefs and values 2. Coping with pressure 3. Personal strengths and weaknesses 4. Body image 5. Ambitions for life and work <p>PERSONAL HEALTH</p> <ol style="list-style-type: none"> 6. Health and the whole person 7. Influences on health – Exercise 8. Influences on health – Diet 9. The effects of substance abuse 10. Coping with adolescence 11. Looking after yourself <p>RELATIONSHIPS</p> <ol style="list-style-type: none"> 12. Healthy relationships 13. Challenging situations 14. Being assertive 15. Sexual relationships 16. Teenage parents 	<p>DIVERSITY AND INCLUSION</p> <ol style="list-style-type: none"> 1. Personal identity 2. Community relations 3. Towards a peaceful community <p>HUMAN RIGHTS AND SOCIAL RESPONSIBILITY</p> <ol style="list-style-type: none"> 4. Human Rights 5. Where rights are denied – Child marriage 6. Where rights are denied – Torture <p>EQUALITY AND SOCIAL JUSTICE</p> <ol style="list-style-type: none"> 7. Social justice 8. Refugees 9. Focus on Asha 10. Focus on Disability Action <p>DEMOCRACY AND ACTIVE PARTICIPATION</p> <ol style="list-style-type: none"> 11. Government in Northern Ireland 12. Crime and punishment 13. Volunteering 14. Taking action 	<p>WORK IN THE LOCAL AND GLOBAL COMMUNITY</p> <ol style="list-style-type: none"> 1. Challenges and changes 2. The local community 3. Rights and responsibilities at work <p>CAREER MANAGEMENT</p> <ol style="list-style-type: none"> 4. The next step 5. Options for employment 6. Essential skills 7. Careers advice <p>ENTERPRISE AND ENTREPRENEURSHIP</p> <ol style="list-style-type: none"> 8. Enterprise at work 9. Social enterprise 10. Small businesses in the community

SKILLS AND CAPABILITIES KEY

Icons are used in the text to show where an activity uses the cross-curricular skills, thinking skills and personal capabilities required by the Northern Ireland curriculum for KS3.






CROSS-CURRICULAR SKILLS

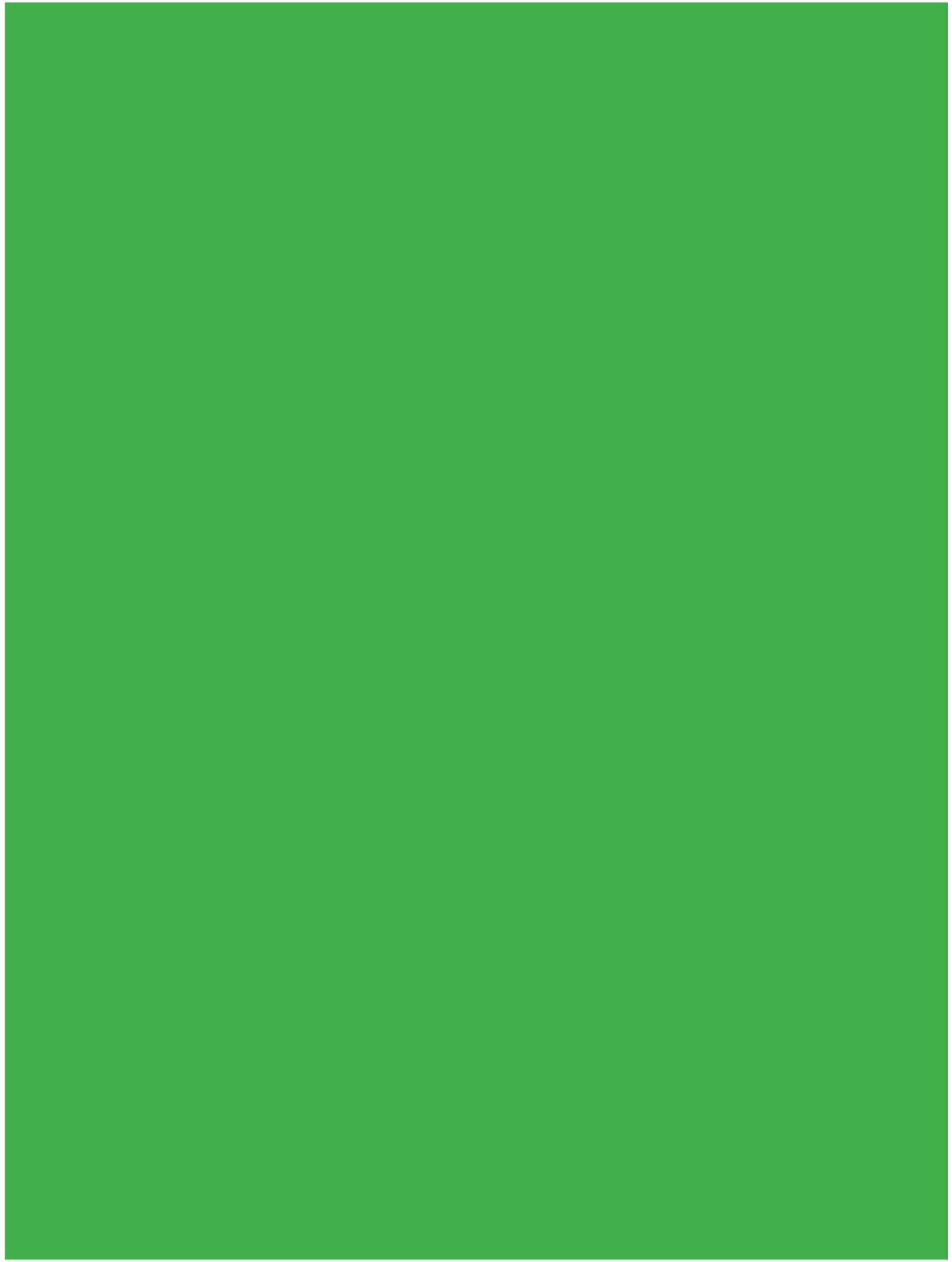
-  Communication
-  Using ICT
-  Using Mathematics



This icon is used to show that supporting activities and additional material are available on the CD ROM.

THINKING SKILLS AND PERSONAL CAPABILITIES

-  Working with Others
-  Managing Information
-  Self-management
-  Thinking, Problem-solving, Decision-making
-  Being Creative





PERSONAL DEVELOPMENT

**SELF AWARENESS
PERSONAL HEALTH
RELATIONSHIPS**



SELF AWARENESS

1. BELIEFS AND VALUES

We are learning about:

- What do we mean by beliefs and values
- Where beliefs and values come from
- Controversial issues that can show your beliefs and values

WHAT IS BELIEF?

Here is a definition of belief:

1. An acceptance that a statement is true or that something exists.
2. Something one accepts as true or real; a firmly held opinion or conviction.

Source: <http://en.wikipedia.org/wiki/Belief>

Your beliefs say something about you as a person. You might have been brought up to accept certain beliefs, perhaps religious teachings or ways of doing something from a particular culture. On the other hand, you probably hold some of your beliefs because you have thought about an issue and come to your own conclusion. Your ideas about what is right or wrong can help you decide how you want to live your life and what sort of people you want to have as your friends.



No Easy Answers Board

- Think of a question you find difficult to answer because you are not sure what you believe. For example, 'What happens when we die?' 'Do pets go to heaven?' 'Why should I care about people who are less fortunate than me?'
- Write your question on a small piece of paper and give it to your teacher.
- All of the questions will be displayed on the No Easy Answers Board.
- Anyone in the class who thinks they have an answer will be asked to share it.

WHAT DO WE MEAN BY VALUES?

If an object is valuable, then it is usually regarded as being important and looked after with special care. When we talk about our 'values' we mean the qualities that are important to us. These can include our ideas on how we should behave and treat other people. This is your moral code. Our morals relate to our behaviour and what we think is the right or wrong way to act.

THE MORAL MAZE

As children grow up, they learn how to behave from the adults around them. You will already have a good idea of what is right and wrong, and how to behave towards other people. For example, most people accept that deliberately hurting someone or stealing their things is not the way to behave. However, there are often situations where it can be difficult to decide what is right or wrong. As you get older, you will be confronted with situations where you will have to make up your own mind. Your beliefs about what is right or wrong will help to shape your decisions. People who follow a religion will also be influenced by the teachings of their faith. Moral issues involve situations where it can be very difficult to decide what is the right answer or the correct way to behave. Sometimes there is no right answer! However, it can be interesting to hear other people's opinions and worthwhile to think about your own view.



Animal rights

Key question: Do animals have rights, and if so, what rights do they have?

There are a number of issues here. Is it right to use animals in laboratories to test medicines or cosmetics? Some people think zoos are cruel

to animals while others argue they can help to protect endangered species. What about food? Vegetarians would argue that we should not use animals for food. What do you think?

Abortion

Key question: Is it ever acceptable to end an unwanted pregnancy?

In Northern Ireland, abortion is not allowed unless there are very serious medical issues. However, in the rest of the UK, it is legal. Some people argue that a woman has the right to choose whether or not to have an abortion. Others say that abortion is murder. What is your view on this controversial topic?



The death penalty

Key question: If a person is convicted of a very serious crime, such as murder, should they lose the right to life?

Many people argue that if you take a life then you should pay with your own life. However, the death penalty has been abolished in the UK since the 1960s. Would you want it back again?

Euthanasia

Key question: If a person who is suffering and in pain, with no hope for a cure, do they have the right to ask a doctor to end their life?

Under UK law, a doctor cannot end the life of a patient in these circumstances, even if they request it. Some people believe we have the right to decide when our lives should end. What are your thoughts on this?

Caring for the planet

Key question: Are we taking enough responsibility for the size of our carbon footprint?

Many people are very concerned about environmental issues and make every effort

to reduce, re-use and re-cycle. However, not everyone is convinced that climate change is a big problem or is interested in taking action on environmental issues. What is your opinion?

Illegal drugs

Key question: Should all drugs, even the most dangerous ones, be made legal?

Some people argue that the police spend too much time trying to tackle problems with illegal drugs. We all know how dangerous they are, so why not make them legal and let people make up their own mind about whether to take them or not? What is your view on this?



Can you take responsibility?

1. Have a class discussion on one of the issues above.
2. Organise a walking debate. Different areas of the room represent different responses – AGREE, DISAGREE, NOT SURE. Your teacher will read out statements from the CD.
3. Record your point of view by filling in the CD worksheet.

AGREE

DISAGREE

NOT SURE

For discussion...

- How do you decide whether something is right or wrong?
- Why do people have different beliefs and values?
- Is it OK to have a very strong opinion, and then change your mind?
- If you believe something very strongly, should you try to get other people to agree with you?





2. COPING WITH PRESSURE

We are learning about:

- What pressures there are on young people
- How pressure can be positive and negative
- Ways to cope when feeling under pressure

WHAT PRESSURES ARE THERE?

Here are some of the top worries for young people today:

- Coping with school and exam pressure
- Being bullied
- Tension at home or pressure from family members
- Relationship difficulties and problems with friends
- The pressure to look good and wear the right clothes



- Think about whether anything in the list above makes you feel worried or under pressure.
- Are there any other pressures that you would add to the list?
- How do you cope with pressure?
- Share your examples with others in your class.

PRESSURES ON YOUNG PEOPLE

It is probably true that young people are under much more pressure today than in the past. Statistics show an increase in the number of incidences of self-harm and suicides among young people. There are both external and internal pressures in a person's life:

External pressure comes from influences outside of us, such as friends, family, school, the media and peer group.

Internal pressure comes from within and is what motivates us to achieve our goals, ambitions, dreams and plans for the future.

Pressure can be both positive and negative

A good friend may encourage you to get on with your schoolwork or to take up a particular hobby or sport. However, sometimes friends can have a negative influence, encouraging you to take part in harmful activities such as binge drinking or substance abuse. Most parents want what is best for their child and will offer positive encouragement. However, family problems such as divorce or illness can lead to negative pressure being placed on a young person. Taking part in a sport or being the member of a club can have a positive influence, as it may encourage commitment and give you a sense of achievement. However, it is important that your interest does not take up so much time that it interferes with school work.

Peer pressure

Peers are the people your own age. The term 'peer pressure' is usually used to refer to young people, particularly those of secondary school age. Experts believe that young people in the 11–14 age group are most likely to be influenced by peer pressure. Peer pressure is when a friend, or group of friends, tries to persuade you to do something you are uncomfortable with. While peer pressure can sometimes be positive, all too often it is negative. A young person may feel pressured into:

- Smoking, drinking or taking drugs
- Stealing or shoplifting
- Fighting or vandalism
- Skipping school or ignoring schoolwork
- Joining in with bullying others
- Having a sexual relationship when they are not ready