



Make It Happen For You:
Thematic Unit

Personal Development:

Being Happy With Who I Am

Learning for Life and Work (MLD)

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Unit Title: Make It Happen for You

Sub Theme: Personal Development – Being Happy With Who I Am

Thinking Skills and Personal Capabilities: Managing Information

Curriculum Objective: To develop the young person as an individual

Key Elements: Personal understanding, personal health, moral character

Attitudes and Dispositions: Personal responsibility, concern for others, commitment, determination, resourcefulness, openness to new ideas, self-belief, curiosity, flexibility, tolerance, integrity, moral courage, respect

Learning Experiences: Relevant and enjoyable, active and hands on, offers choice, challenging and engaging, supportive environment, positive reinforcement, varied to suit learning style, ongoing reflection, enquiry based

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross-Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

Personal Development
Personal Health

Investigate the influences on emotional/mental personal health

Personal Development
Personal Health

Explore the concept of health as the development of a whole person

Personal Development
Personal Health

Develop strategies to manage the effects of change on mind, body and behaviour

Personal Development
Self-Awareness

Explore the different ways to develop self-esteem

Personal Development
Self-Awareness

Explore and express a sense of self

Personal Development
Relationships

Develop strategies to avoid and resolve conflict

Personal Development
Self-Awareness

Investigate the influences on a young person

Personal Development
Relationships

Explore the qualities of relationships, including friendship

Personal Development
Relationships

Explore the qualities of a loving, respectful relationship

Personal Development
Relationships

Develop coping strategies to deal with challenging relationship scenarios



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What makes a healthy person?</p>	<p>... understand the need for balance between the elements of health.</p>	<p>For information on the different aspects of a healthy person, refer to our <i>INSYNC</i> resource for Year 9 (Unit 1, Activity 1, Resource 1b), available online at www.nicurriculum.org.uk</p> <p>Have an initial discussion with your learners about ways to keep healthy and which qualities they feel are present in someone who is healthy. Record their responses on the interactive whiteboard or a large sheet of paper.</p> <p>Together explore the possible differences between physical and emotional health. Divide the recorded responses into two groups, depending on whether they apply to physical or emotional health. This gives you the opportunity to explain how we need to consider our emotional, as well as our physical, health.</p> <p>Ways to maintain physical health could include:</p> <ul style="list-style-type: none"> - regular physical activity; - healthy eating; - personal hygiene; and - avoiding alcohol and smoking. <p>Ways to maintain emotional health could include:</p> <ul style="list-style-type: none"> - having positive self-esteem; - recognising different feelings and behaviours in themselves and others; and - making decisions that are right for them. 	<p>Using ICT – Manage and present their stored work</p> <p>Communication – Listen to and take part in discussions and explanations</p> <p>Communication – Contribute comments, ask questions and respond to others' points of view</p> <p>Communication – Communicate information, ideas and opinions</p>





Resource Sheet in this booklet



Skills tabs printed in **yellow** are Cross-Curricular Skills



Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What makes a healthy person?</p>	<p>... understand the basic role of an employer.</p>	<p>Use Resource 1 to extend the discussion about what makes a healthy person. Ask your learners to create a collage using the information from their discussion, illustrating what they think contributes to emotional or physical health. They could use pictures from magazines and images downloaded from the internet.</p> <p> Resource 1: Top 10 Tips For Keeping Healthy</p> <p>Display the collages, giving an opportunity for each group to present and explain their choices to the rest of the class.</p> <p>Focusing on emotional health, ask your learners to source a picture of a person they admire. It could be a famous person, someone in their family or a friend. Ask them to stick this picture onto Resource 2. Then they can complete the text box explaining why they think the person is emotionally healthy.</p> <p> Resource 2: An Emotionally Healthy Person</p>	<p>Select, classify, compare and evaluate information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What makes a healthy person?</p>	<p>... understand the need for balance between the elements of health.</p>	<p>As an extension and enjoyable exercise discuss with your learners whether 'money and success contribute to your emotional health'.</p> <p>Together consider famous people your learners know and admire. Discuss what your learners think makes them outstanding and successful. List their ideas on the board or a large sheet of paper. Download pictures from the internet of famous entrepreneurs who have made a lot of money, and insert these into Resource 3. (You could also develop a matching game to play with the class, matching entrepreneurs to the logos associated with them.)</p> <p>Some suggestions are:</p> <ul style="list-style-type: none"> - Simon Cowell; - James Dyson; - Richard Branson; - Bill Gates; and - McDonald brothers. <p>Repeat the exercise with other categories of famous people.</p> <p>Some suggestions are:</p> <ul style="list-style-type: none"> - pop idols; - models; - TV personalities; and - politicians. <p>Together list the factors that may impact positively or negatively on their emotional well-being and consequently their physical well-being. Remind your learners that emotional well-being is not necessarily linked to wealth or fame.</p> <p> Resource 3: Does Money Make You Happy/Healthy?</p>	


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What do I think about me?</p>	<p>... identify positive personal attributes.</p>	<p>Together with your learners, recap the importance of looking after your emotional health, as well as your physical health. Using Resource 4, together explore the cards which describe attitudes a person may have related to their self-worth. The blank cards allow the learners to add their own ideas. Ask your learners to work in pairs sorting the cards into two piles according to whether they think the statements are made by:</p> <ul style="list-style-type: none"> - people who have low self-esteem; or - people who are comfortable with who they are. <p>For each card, ask your learners:</p> <ul style="list-style-type: none"> - How might someone behave who thinks this statement is true about them? - What could happen in the long term to this person if they keep thinking like this? <p>Invite the learners to highlight other statements that they feel are important to consider and why.</p> <p> Resource 4: Self-Belief Cards</p>	<p>Communication – Listen to and take part in discussions and explanations</p> <p>Communication – Contribute comments, ask questions and respond to others' points of view</p> <p>Communication – Communicate information, ideas and opinions</p> <p>Communication – Read a range of texts for information</p> <p>Using ICT – Create, develop, present and publish ideas and information using a range of digital media</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What do I think about me?</p>	<p>... identify positive personal attributes.</p>	<p>Provide your learners with digital cameras. Ask them to form pairs to take passport-style photographs of each other. Give each of your learners a printed copy of Resource 5, which has a frame for their photo. Ask them to print their own photograph and stick it onto the frame. Then ask them to fill in their name in the space provided and write one thing they like about themselves in the text box. Alternatively, they could carry out this activity using ICT by importing digital photographs into a document and typing in their text. Resource 6 includes suggestions for any learners who are finding it difficult to think of something to write.</p> <p> Resource 5: Some Good Things About Me</p> <p> Resource 6: Ideas</p> <p>Ask your learners to change seats with their partner, and write or type two positive things about that person in the boxes provided. If appropriate, ask your learners to discuss what they wrote about each other. For example:</p> <ul style="list-style-type: none"> - What did your friends find positive about you? - Were you surprised by what your friends said about you? - How did you feel when you read the positive comments? 	<p>Using ICT – Share, collaborate, exchange and develop ideas digitally</p> <p>Using ICT – Communicate using a range of contemporary methods and tools</p> <p>Use a range of methods for collating, recording and representing information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What changes how I feel?</p>	<p>... understand what influences feelings and behaviours.</p>	<p>Together with your learners investigate the feelings they may have in different situations (sad, happy, angry, bored, etc.) and list them on the board. You may find our <i>INSYNC</i> resource – Year 9, Unit 2, Activity 1, Resource 2 – useful here; it has a table of different words associated with 'Happy', 'Sad', 'Angry' and 'Afraid'.</p> <p>Ask your learners to complete Resource 7 with people, situations or events that make them feel the emotions described.</p> <p> Resource 7: What Makes Me Feel...?</p> <p>Extend this into a whole class discussion, using the following questions as prompts:</p> <ul style="list-style-type: none"> - In what sort of situations do other people make us feel happy? - In what sort of ways do other people make us feel sad/angry/afraid? - How does how much money we have influence how we feel? - How do television and other media influence how we feel? - Who or what else can have an effect on how we feel? <p>Together explore the 'Thinking – Feeling – Behaviour' model: what you <u>think</u> affects how you <u>feel</u>, which affects how you <u>behave</u>. Discuss the flow charts in Resource 8, completing one of the examples together. Have the learners complete the other statements themselves, putting their own 'Things that happen' in the last flow chart.</p> <p> Resource 8: Thinking – Feeling – Behaviour</p>	<p>Communication – Communicate information, ideas, opinions, feelings and imaginings</p> <p>Communication – Speak clearly and structure talk so that ideas can be understood by others</p> <p>Communication – Listen to and take part in discussions and explanations</p> <p>Communication – Contribute comments, ask questions and respond to others' points of view</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What changes how I feel?</p>	<p>... understand what influences feelings and behaviours.</p>	<p>With your class, review what they have learned and how people can sometimes be hard on themselves. Explore how this can stop us doing what we want to do.</p> <p>Present a scenario of someone who is supposed to be going to a party and has developed some spots on their face. Explore with the learners the following issues:</p> <ul style="list-style-type: none"> - What negative thoughts might this person have? - What might they do because of the way they are thinking? <p>Then ask:</p> <ul style="list-style-type: none"> - In what way could they change how they look at the situation to help them to feel better? - How might this different way of looking at things change what they do? <p>Examine with the learners ways that they are hard on themselves and possible ways to turn this around. Use Resource 9 to explore how we can be hard on ourselves.</p> <p>Ask your learners to join up into pairs/fours and share their thoughts about how people can be hard on themselves. Ask them whether they could change their way of thinking to feel better. Compile a list of ideas on the board using feedback from the groups.</p> <p> Resource 9: 'How Am I Hard On Myself?'</p>	<p>Ask focused questions</p> <p>Select, classify, compare and evaluate information</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What can I do to help me deal with the difficult things/times in my life?</p>	<p>... understand ways of coping with difficult situations.</p>	<p>Use the scenario outlined below to support your learners' understanding of stressful situations.</p> <p>Book demonstration: Invite a volunteer to stand at the front of the class, and ask them to hold a number of books. Explain that the books represent the normal amount of stress we have in life. Invite someone to call out a stressful situation that can happen in the morning, for example missing the bus or forgetting homework. Add some more books to the volunteer's pile. Ask for another situation, for example a teacher/parent telling you off, a friend not talking to you, or losing your phone. Add some more books to the volunteer's pile.</p> <p>When the person can hardly hold all the books, ask for an event that might be slightly stressful, for example there are no chicken sandwiches left or there is nothing to watch on TV. Add another book or two, so that the person cannot hold them any more (you may need to explain the scenario to the volunteer beforehand so they will 'play along').</p> <p>Explain that this is what happens to us emotionally when we get overburdened with stressful situations. We need to find ways to unwind and 'lift off some books'. For alternative activities see Year 9 <i>INSYNC</i>, Unit 2, Activity 2.</p> <p>In small groups, ask your learners to discuss the different things people do to cope with stress. Bring the groups together and from their feedback compile a list of suggestions on the board.</p> <p>Together with your learners, discuss comments that are helpful or unhelpful and why. Emphasise the point that what is helpful for one person may not work for someone else – we're all different.</p>	<p>Communication – Use non-verbal methods to express ideas and engage with the listener</p> <p>Communication – Communicate information, ideas, opinions, feelings and imaginings</p> <p>Select most appropriate method for a task</p> <p>Use a range of methods for representing information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What can I do to help me deal with the difficult things/times in my life?</p>	<p>... understand ways of coping with difficult situations.</p>	<p>Using Resource 10 for reference highlight that we need to find a range of coping strategies so that we can adapt to different circumstances and situations:</p> <ul style="list-style-type: none"> - Give each of your learners a blank page, and ask them to draw around their hand. - Ask them to write a stressful situation they have to cope with in the palm of the hand. - Then they should write what they think would be their best way of coping with this situation on the thumb (the strongest finger). - Highlight that we cannot always rely on being able to access our favourite way of coping, and ask the learners to write their second best way of coping on the forefinger, and so on. - Have your learners repeat this exercise for a different situation, to highlight how different strategies work for different situations. <p> Resource 10: A Helping Hand</p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>What's good about me?</p>	<p>... identify personal strengths.</p>	<p>Invite your learners to prepare a decorative name plate using their own name. Encourage them to put time and care into making their work attractive.</p> <p>Then pass each name plate to another person in the class so they can write something they like about the person named on it. Continue until all the learners have had an opportunity to write on each person's name plate. You may wish to take part in this activity yourself.</p> <p>Ask your learners to read the comments on their name plate and discuss what they think of them. Possible prompt questions might be:</p> <ul style="list-style-type: none"> - What did it feel like knowing that people were reading your name plate? - How did you feel when you read through the comments? 	<p>Using ICT – Create, develop, present and publish ideas and information using a range of digital media</p> <p>Select most appropriate method for a task</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can I speak up for myself?</p>	<p>... understand the issues and manage their emotions in conflict situations.</p>	<p>Introduce this activity to the class by showing a video clip from a film or soap opera (such as <i>Eastenders</i> or <i>Coronation Street</i>) where two people are arguing in a destructive way. YouTube is a good source of clips. Together, or in small groups, discuss situations where learners might disagree with another person and feel they cannot express themselves without an argument developing. Possible examples are:</p> <ul style="list-style-type: none"> - what time to come home at night; and/or - missing a homework deadline that your teacher has set. <p>For more typical scenarios, see Resource 11. Invite two volunteers to perform one of the scenarios for the rest of the class. If possible, have some appropriate props available, such as ties, hats, etc. Explain to the volunteers that they are going to act out the scenario in an uncooperative way, which will result in conflict and make matters worse.</p> <p>Explore with the volunteers what they felt after the role play. Ask the class why they thought the situation was getting worse rather than anything being resolved.</p> <p>Possible reasons are:</p> <ul style="list-style-type: none"> - not listening to the other person; - not being willing to compromise; - blaming the other person; - insulting the other person; and/or - criticising the other person's character, rather than their behaviour. 	<p>Communication – Take part in role-plays</p> <p>Select most appropriate method for a task</p> <p>Use a range of methods for representing information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>How can I speak up for myself?</p>	<p>... understand the issues and manage their emotions in conflict situations.</p>	<p>Together with your learners, consider how the conflict situation could be improved. For your reference, ideas might include:</p> <ul style="list-style-type: none"> - talking about how you feel; - not telling the other person how they feel or why they are doing something; - focusing on specific, evidence-based issues rather than making generalisations; and - highlighting which parts of the other person's issues you understand, and then explaining why you feel a different way. <p>Ask the volunteers to re-enact the scenario in a more constructive way. Afterwards, discuss what worked or didn't work. Explore the idea of compromise and not always getting our own way.</p> <p> Resource 11: Typical Things That People Argue About</p> <p>In pairs, ask your learners to think of some conflict situations in their lives or use some of the scenarios from Resource 11.</p> <p>Give them time to practise resolving a situation through role play using some of the techniques discussed earlier. Explore as a class the following questions:</p> <ul style="list-style-type: none"> - How easy or difficult is it to explain to someone that you are not happy about something without sounding as though you are insulting them or looking for an argument? - Does 'healthy arguing' mean that everyone ends up getting what they want? (Point out that it does not, but it is more possible that compromises can be made and the people involved can still respect each other and feel respected.) 	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p>Am I ready for change?</p>	<p>... be aware of their capacity for change.</p>	<p>Together discuss examples of people who have changed their lifestyles or attitudes for the better. Consider what they did to achieve this. Encourage your learners to reflect on an area in their life they would like to improve or change. Some suggested prompts are:</p> <ul style="list-style-type: none"> - What do you want to change? - Why do you want to change it? - What do you want to change it to? <p>Ask your learners to set themselves an achievable short term target for improving an aspect of their lives. Use Resource 12 to fill in the details of their target. Keep copies of the resource to refer back to later.</p> <p>At a later agreed date, elicit feedback from the learners on their success and the challenges involved in achieving their target, and how the change has affected their lives.</p> <p> Resource 12: My Personal Target</p>	<p>Communication – Communicate information and feelings</p> <p>Communication – Speak clearly and structure talk so that ideas can be understood by others</p> <p>Select most appropriate method for a task</p>

Resources

Top 10 Tips For Keeping Healthy

Resource 1

There are lots of things we can do to help ourselves to be healthy:

TOP TIPS

1. Keep fit.

2. Don't be afraid to talk about how you feel.

3. Eat healthily.

4. Keep in touch with friends.

5. Don't drink alcohol.

6. Take part in things you enjoy.

7. Don't smoke.

8. Take a break when you need it.

9. Don't take drugs.

10. Don't be afraid to ask for help.



I think _____ is an emotionally healthy person because:

1. _____

2. _____

Does Money Make You Happy/Healthy?

Resource 3

Personality	Logo	Personality	Logo
Personality	Logo	Personality	Logo
Personality	Logo	Personality	Logo

Thinks that they are okay looking	Doesn't think that they are okay looking
Thinks that they always say the wrong thing	Can believe it when someone else says nice things about them
Puts themselves down all the time	Gives themselves a hard time when they make a mistake
Can learn from their mistakes	Doesn't mind making mistakes
Doesn't mind showing when they're upset	Doesn't mind showing when they're sad

Self-Belief Cards (2 of 3)

Resource 4

Doesn't mind showing
when they're angry

Doesn't mind showing when
they're afraid

Pretends everything
is okay

Needs friends to be able to relax

Feels okay about saying when they are
not happy with something

Thinks other people will like them better
if they are smarter

Thinks other people will like them better
if they are richer

Thinks nearly everyone else is
better than they are

Thinks other people will like them better
if they are better-looking

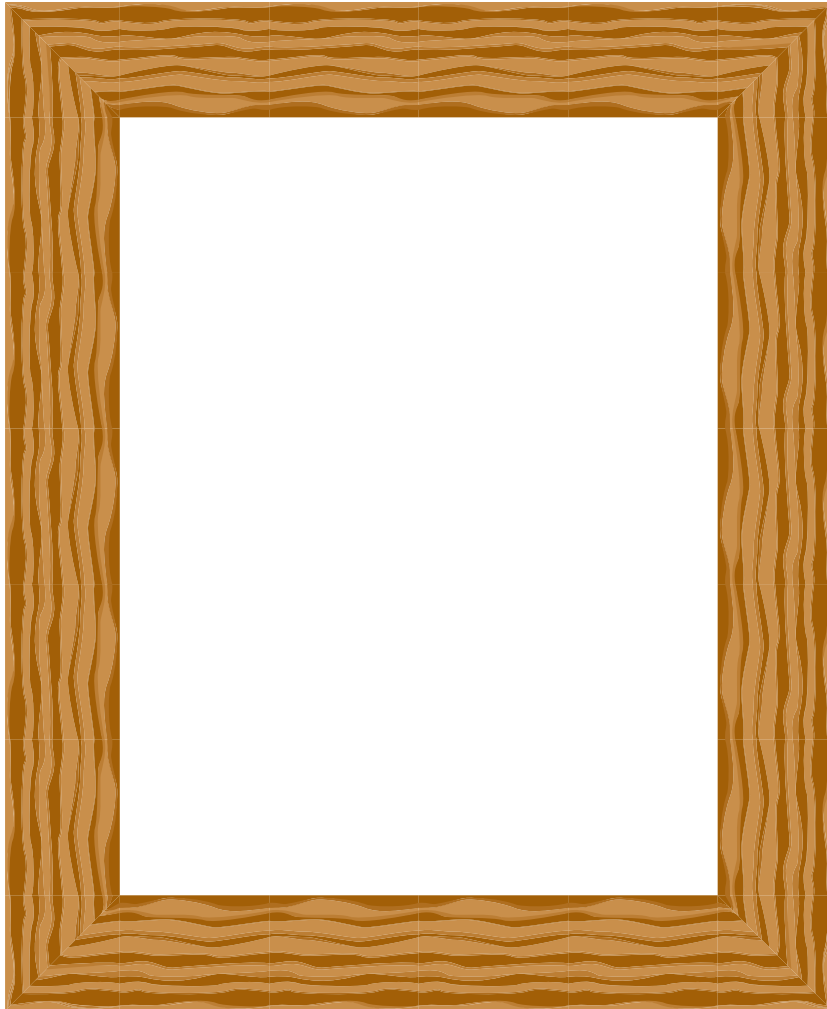
Feels generally okay about
who they are

Nearly always feels good about themselves	Doesn't mind asking for help when they need it
Can relax easily on their own	Worries a lot about what other people think of them

Some Good Things About Me

Resource 5

Some Good Things About _____



Write something you like about yourself

A positive comment from a friend

A positive comment from a friend

They're thoughtful.

They're patient.

They listen when someone needs to talk.

They can speak their mind without upsetting others too much.

They're grateful when people do things for them.

They stand up for people who are being picked on.

They're caring.

They're kind.

They're helpful.

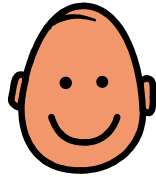
They don't worry too much about what others think of them.

What Makes Me Feel...?

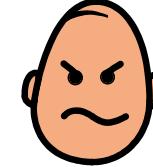
Resource 7

In the spaces provided, write a list of the people, situations or events that make you feel the emotion described.

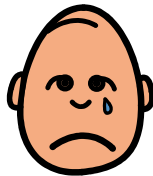
Happy



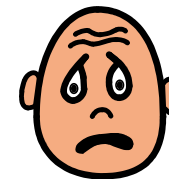
Angry



Sad



Afraid





I know someone in my class is bullying my friend.



What do I think?



How do I feel?



What will I do?

I keep forgetting my PE kit.



What do I think?



How do I feel?



What will I do?

What do I think?



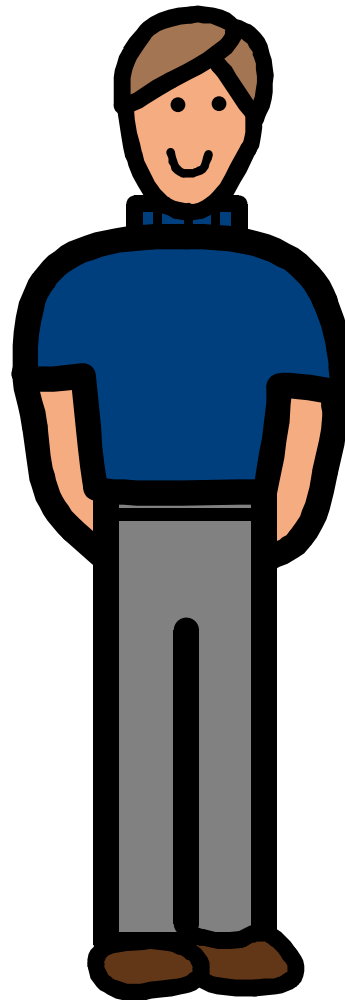
How do I feel?



What will I do?

'How we think can affect how we feel and how we behave'

Example: Michael is joining a new football club.



There might be some nice people there to get to know.

I play football well, otherwise I wouldn't have been in a team in my last club.

I have a good friend, John, who likes me, so other people might like me too.

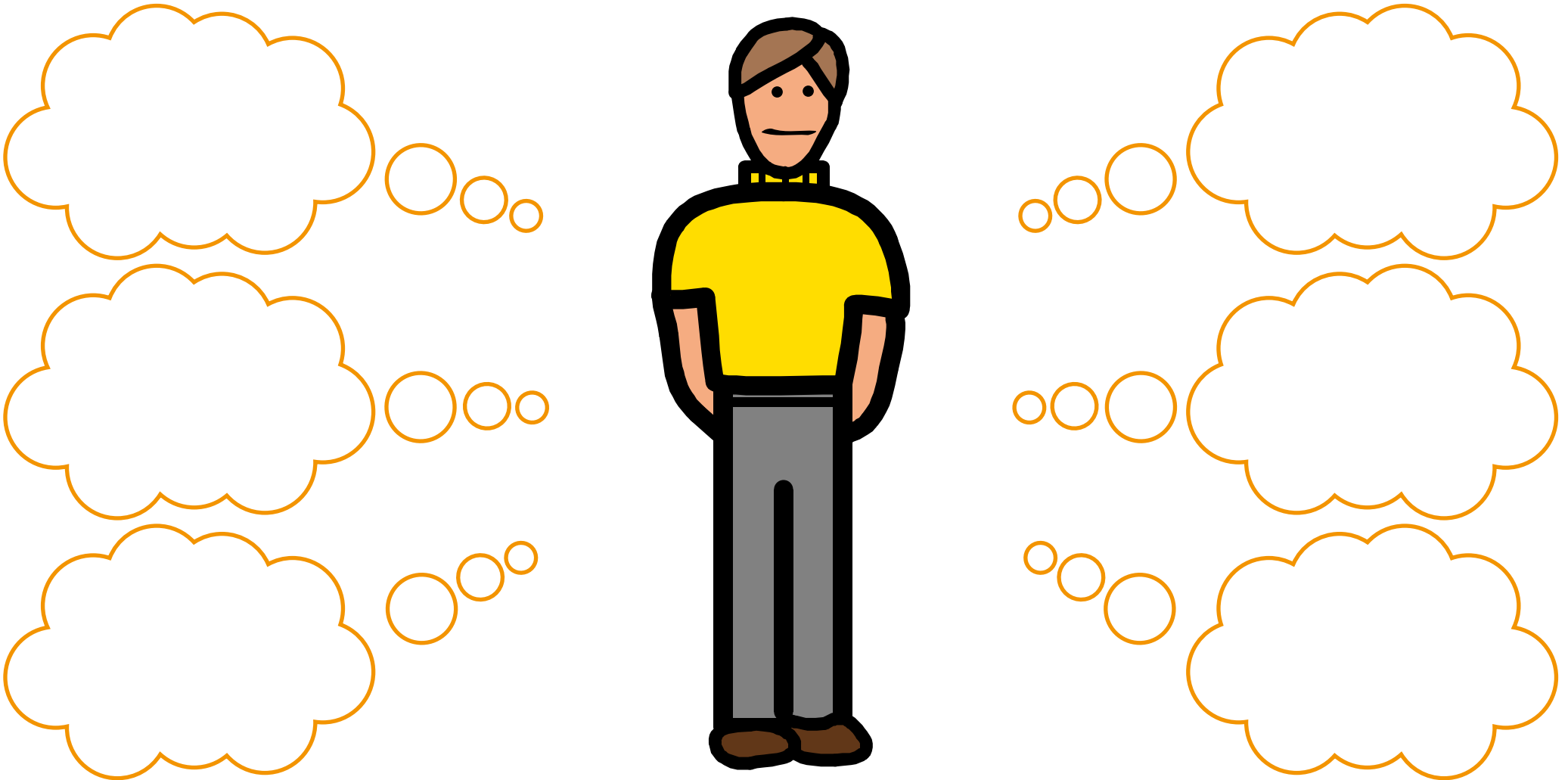
No one is going to talk to me.

I know everyone will be better than me.

No one is going to be interested in me.

How Am I Hard On Myself? (2 of 2)

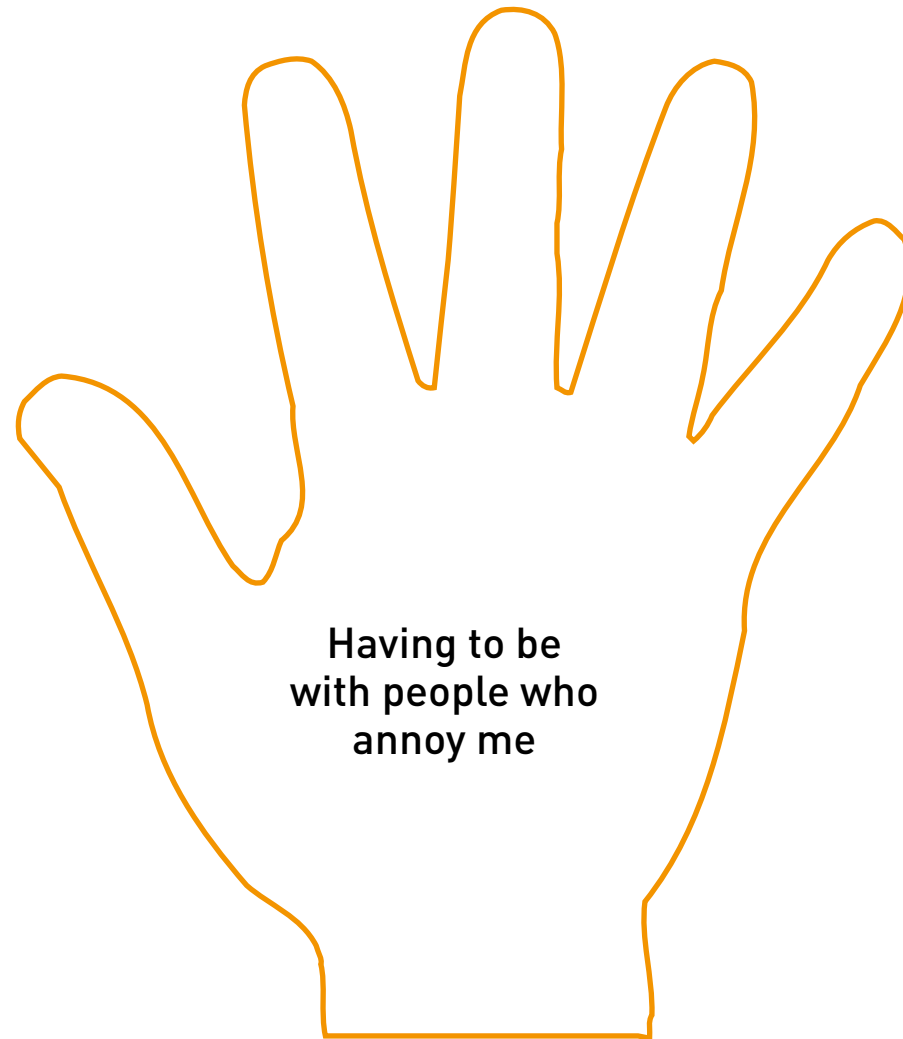
Resource 9



Sometimes in life there are stressful situations that we have to just deal with because we can't change them. We need to think of ways to cope that will make it easier for us.

On each finger, starting with the thumb, a statement is written:

1. Try to switch off when they start being annoying.
2. Quietly talk to someone who will understand.
3. Make sure I spend time with someone I like.
4. Listen to music.
5. Have a relaxing hot bath.



Typical Things That People Argue About

Resource 11

1. You want to stay out until 1am but your parent insists that you have to be home by 11pm.



2. Your teacher won't let you away with not doing your homework.



3. You think that your sister is borrowing your clothes without telling you, but you don't know for sure.



4. You want more money each week from your parent.



5. Your parent won't let you wear what you want.



6. Teachers are always telling you to fix your tie.



Name

Target

Timescale

How do I feel?



Rewarding Learning

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