

A decorative graphic on the right side of the page. It features three concentric circles in shades of blue, with the largest one at the top right and a smaller one below it. A thin blue line runs diagonally from the top left towards the bottom right, passing behind the circles. Another thin blue line runs diagonally from the top right towards the bottom left, also passing behind the circles. A large, partially visible blue circle is at the bottom right corner.

# TEACHING GUIDELINES

## BLOC I *IT'S GOOD TO BE ME*

Lesson plan

Lead in session

Session 1 Identity

Session 2 Identity

Session 3 Feelings and emotions

Session 4 Self-esteem

Session 5 Self-esteem

Session 6 Self-esteem

Session 7 Identity and self-esteem

Session 8 Identity and self-esteem

Session 9 Assertiveness

Session 10 Making decisions

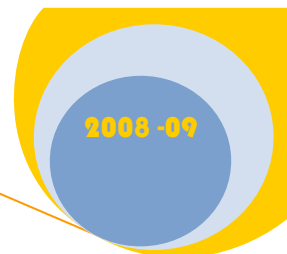
Session 11 Making decisions and being responsible

Session 12 Making decisions and being responsible

Session 13 Making decisions and being consequent

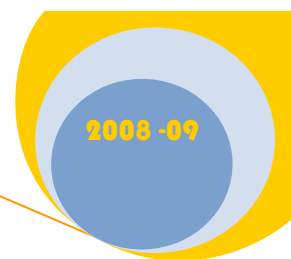
Session 14 Information search on Teen Pregnancy

Session 15 Debate on Teen Pregnancy

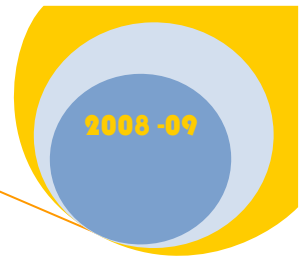


## It's good to be me

<b>TOPIC:</b> It's good to be me	<b>SUBJECT CORE SKILLS</b>
<b>SUBJECT:</b> <ul style="list-style-type: none"> <li>- Identity</li> <li>-Feelings</li> <li>-Self-esteem</li> <li>-Assertiveness</li> <li>-Decision making</li> <li>-Peer Pressure</li> <li>-Ethical decisions</li> </ul>	<p>Pupils will be able to think about how their identity has been created and what it means to them. They will learn how to act autonomously while minding identity, self-esteem, self-control, discernment and responsible decision making. Students will be able to identify, express and manage their feelings and inner emotions while recognizing the otherness. The students will be able to understand how feelings and behavior are closely linked.</p>
<b>LEVEL:</b> 3rd /4th ESO	<b>TRANSFERABLE SKILLS</b>
<b>TIMING:</b> 15 hours	<p><b>Communicative skills:</b></p> <p>Pupils will be able to express how do they feel and who they are while developing social skills and empathy towards others. They will be able to relate observations, thoughts, emotions, give accounts of experiences, opinions and develop argument.</p> <p><b>Methodological skills:</b></p> <p>Pupils will be able to transform information into knowledge, while activating thinking skills in order to identify, recognize, analyze, make inferences and deduct at different levels of complexity.</p> <p>Also, they will gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance.</p> <p><b>Personal skills:</b></p> <p>Pupils will be able to design, organize and develop individual and collective activities or projects with creativity, confidence, responsibility and critical thinking</p>
<b>AIMS:</b> <ul style="list-style-type: none"> <li>- To promote autonomy and personal initiative.</li> <li>- To learn skills to live in society.</li> <li>- To express and manage one's own feelings.</li> <li>- To build emotional resilience as to remain emotionally healthy.</li> <li>- Making decisions and act autonomously.</li> <li>- To gain self-esteem and self-control while identifying and building one's own identity.</li> </ul>	



TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
<b>A. CONTENT</b>	<b>A. CONTENT</b>	<b><u>Language of learning</u></b>  Key vocabulary:  -Identity contributors including family, age stages, gender, ethnics, major religion types, nationalities and human personal values. -Feeling adjectives. -Self-esteem indicators. -Reactive behavior vocabulary: aggressive, passive and assertive.	Pupils will be able to have a sense of self as a member of different communities. They will value and contribute to one's own well-being and self-control as well as having a positive self-image. Also, they will have a developing awareness of their own views and feelings and will be sensitive to the views and feelings of others while developing respect for their own culture and beliefs and those of other people.
<b>B. COGNITION</b>	<b>B. COGNITION</b>	<b><u>Language for learning</u></b>  -Present and past simple sentences. -Relative pronouns (which/ who). -Reflexive pronouns. -First conditional structure: <i>If..., you will feel...</i> -Expressing cause: <i>because</i> -Giving opinion: <i>should + inf.</i>  <b><u>Language through learning</u></b>  -Body language -Sentences, expressions and speech words that will come across throughout the lesson. -Classroom language routines ( <i>let's revise, have a look, pay attention, follow the instructions, step by step, how do you interpret...</i> )	Films, trailers, clips and short documentaries will be analyzed as not simple leisure, entertainment material. Teaching the students how to watch, interpret and understand audiovisual contents while promoting values and viewing social and cultural issues from an enriching yet diverse perspective.



**ASSESSMENT CRITERIA:**

Throughout the lesson, students will be assessed on a daily basis as far as active participation and personal commitment are concerned. Also, they will have to hand in the very first sections of a portfolio called “ME” which is meant to include:

- A writing of their own personal profiles.
- A mind map of their identity minding all the contributors best describing themselves.
- A written account of the film *The Pursuit of Happiness* as far as the protagonist and his self-esteem are concerned.
- A test on drugs use and abuse, through pair work and oral information exchange.
- A report about a debate on Teenage pregnancy minding concepts such as: peer-pressure, decision making, responsibility and ethics.

To develop these activities, they will have to take into account previous activities procedures and information provided. They will have to bear in mind data, concepts and facts on feeling management, assertiveness, ethics and decision making.

## TEACHING GUIDELINES

<b>TITLE:</b> You can do it!	<b>SESSION:</b> Lead-in-Unit
<b>TEACHING NOTES:</b> This introductory session is aimed to present the course and to raise students' motivation towards it. The teacher will present the course contents and methodology to be used: watching videos, holding discussions, group projects, presentations, web search, debates, written essays, information exchange and quizzes. As for most of the students this is the first time they will be taught a subject matter in a foreign language, they may be a bit disappointed or may feel unable to do it. That is the target of this session: motivate the students, make them feel able to do it and work on the idea of <i>You can do it</i> . By the end of the session the students should feel that they can do and be whatever they want to if they believe in themselves and their abilities.	
<b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Worksheet: Presentation of the Contents</li><li>- Windows Movie Maker Project: <i>I Know I can</i>.</li><li>- Video Projector.</li></ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h
<b>ACTIVITIES:</b> <ol style="list-style-type: none"><li>1. To present the course contents, talk about the methodology to be used and give concise information on the evaluation and course assessment strategies and requirements. (Evaluation dates, marks...)</li><li>2. Show the students the video project: <i>You Can Do It</i>, and make sure they understand the message of the video. The video shows images and written messages (which are being repeated throughout the projection) to exemplify and convey the explicit message of "work hard to achieve your goals and believe in yourself".</li><li>3. Provide each student with a Quiz-type outline of the contents of the course. Raise questions and provide ideas that make them realise they already know a lot about the subject. This is a way to lower their anxiety towards a subject being taught in a foreign language.  i.e. - What makes our identity? What makes me different from you and from the rest?<ul style="list-style-type: none"><li>- The way you feel makes you behave in a certain way? What makes you behave aggressive?</li><li>- What is racism to you? And tolerance?</li><li>- What do you know about the Holocaust?</li><li>- How does education contribute to welfare?</li></ul> Encourage the students to fill in the spaces next to each topic with ideas and contents they will think we will deal with. The students will realise they come out with some concepts and ideas and gain confidence in their capabilities.</li></ol>	

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 1:</b> Identity
<b>TEACHING NOTES:</b> The students will consider the many aspects contributing to their identity, their uniqueness and how a person's identity develops along time. Before starting, the teacher has to provide the students with definitions and several concepts approaching the topic ( <i>personal identity, legal identity, self-awareness, ethnicity and family background, gender, appearance...</i> )	
<b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Labeling identity contributors through a Power point</li><li>- Example on how to write a personal profile: information to include and grammar needed.</li><li>- Worksheet: My personal profile</li><li>- Computer and white screen for the power point explanations</li></ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h
<b>ACTIVITIES:</b> <ul style="list-style-type: none"><li>- Brainstorming: What identity is to you? Provide the students with definitions, ideas and concepts while visualizing a power point on this topic. Encourage the students to take notes on the main ideas and vocabulary because they will need it later on in the lesson.</li><li>- Tell the students they will be in contact with some other international students and so, they need to write an accurate but simple account on themselves. Remind them the students they'll be in contact with know very little about their lives, so by describing things well they will make it more interesting for them to read. Provide them with an example on what they should write and how through a power point.</li></ul>	

## TEACHING GUIDELINES

**TITLE:** It's good to be me!

**SESSION 2:** Identity

**TEACHING NOTES:** The students will be introduced to the concepts of *outer identity* and *inner identity* and will be explained the difference between them. The teacher will remind them that this is about how they see themselves, their sense of who they are. The aim of the session is mostly focused on the understanding of inner identity contributors: the way they feel, how they act and what they think. This stuff is a lot more subtle and hard to identify.

**MATERIALS:**

- Display: The notions of inner and outer identity. Mind map explanation (Supplementary material) .
- Worksheet to elaborate a *Mind map* (Student's Book).
- Worksheet on *Identity types* (Student's Book).
- Power point on identity types (Supplementary material).
- Computer and white screen for the explanations.

**GROUPING:** 25 students

**ACTIVITIES:**

- Brainstorming out of some words on the whiteboard: Very talkative / Female /Only child /Sensible / trustworthy / Australian / student /shy. Are these identity items? How would you classify them? (elicitation technique) Power point on Identity types.
- Provide the students with a large list of terms regarding identity (including personality adjectives) and ask them to work in groups and classify them between inner identity and outer identity items. Bring the class together to discuss and correct it. Worksheet on identity items.
- To synthesise the main idea of the lesson show them the explanatory mind map on identity related concepts.

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 3:</b> Feelings and emotions
<p><b>TEACHING NOTES:</b> The students will become aware of how their feelings and their way to face and understand challenges in life have a direct impact on their behaviour, as well as the kinds of choices they make and their relationship with other people. The concept of self-esteem will also be introduced as an important trait contributing to our personal well being.</p>	
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Display: <i>Feelings, behavior and self-esteem</i> (Supplementary material).</li> <li>- Matching exercise worksheet (Student's Book).</li> <li>- Feelings worksheet (labeling).</li> <li>- Power point on feeling suggested scenarios (Supplementary material).</li> <li>- Feeling cards situations (Student's book).</li> <li>- Emotions worksheet. (homework)</li> <li>- Computer and white screen to visualize the concepts and explanations given.</li> </ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1- Display the diagram <i>Feelings, behaviour and self-esteem</i> on the blackboard and help students to interpret the relationship between feelings, behaviour and self-esteem (Supplementary material). Ask them to take notes on the new vocabulary words.</li> <li>2- Previous to the completion of an exercise on feelings situations (exercise 3), ask the students to match some words that will keep on appearing throughout the bloc and in the following activity.</li> <li>3- Ask the students to label the feelings in some suggested scenarios. They have already been introduced to some feelings vocabulary in the previous explanation. Common correction through a power-point. Presentation feelings.ppt (Supplementary material).</li> <li>3- To increase awareness of the importance of expressing feelings, tell the students to work together in groups of 4 and provide each group with an example situation (card). The group then tries to think of a time when they have experienced a similar moment, and have to provide a possible response feeling, or more than a possible feeling. Then, they have to consider why it is important to tell people how they feel. Feeling cards (Student's book).</li> </ol> <p><u>Example</u> : Your boyfriend/girlfriend forgot your birthday</p> <p><u>Feeling</u>: Upset</p> <p><u>Why should we express our feelings?</u> Otherwise you will carry on feeling upset, it might turn into anger and it will affect your relationship.</p> <ol style="list-style-type: none"> <li>4- After a 10' discussion and being the teacher around and mini lecturing the groups, one member of each group should state the problem in public, provide a possible response feeling and finally read aloud or explain the group agreement on why to express that feeling.</li> </ol>	



Provide them with the basic linguistic structure to give an explanation, stating the causes and the possible consequences:

E.g.: *If your boyfriend forgot your birthday, you **will feel** upset **because**.... But you **should** express your feelings, **otherwise** they will turn into anger.*

- 5- Set homework to be done by the next session and to be used as a warm up activity.  
Emotions worksheet (Student's book).

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 4/5:</b> Self-esteem
<p><b>TEACHING NOTES:</b> Remind the students that feelings and behaviours are linked, and point out the concept of self-esteem.</p> <p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Video clip: Self-esteem campaign (Supplementary material)</li> <li>- Fairy tale reading</li> <li>- Rosenberg self-esteem scale worksheet</li> <li>- Computer and white screen for the clip showing.</li> </ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 2h

### ACTIVITIES:

#### DAY I

1. Warm up activity: Bring the class together and revise their emotions according to a certain situation. (those given to them as homework on the last session). Through this activity students will acknowledge their distinct emotional responses. The teacher will benefit from this moment of variety of opinions to revise the idea that emotions vary from person to person as they are a subjective trait linked to a wide range of feelings, thoughts and behaviours defining every individual.
2. Project a clip on a Self-esteem campaign. Do not tell the students what the clip is about, let them formulate their points after watching it.  
The key word of the session, *Self-esteem*, should be identified by the students as it appears on the clip.  
Elicit some of the students' thoughts through questions:
  - Is self-esteem something to do with gender?
  - Is self-esteem something to do with age?
  - Is self-esteem related to your feelings and behaviour?
  - Does self-esteem affect your personal life?
  - Does self-esteem affect your social life and choices?
  - How would you define self-esteem?
3. Group work. Provide the students with a worksheet to be completed on self-esteem factors. Ask them to work in pairs. In order to help students and raise awareness on factors that may help or damage self-esteem, provide some ideas and questions such as *Has your looks something to do with your self-esteem? Or, you being timid? Do you feel the pressure of friends? ...*

Helping self-esteem: -rich body image (accepting yourself the way you are)

- being happy to be you
- having friends
- being open-minded
- facing problems
- feeling comfortable and confident

Damaging self-esteem: - feeling ugly  
-feeling different and non accepted in a group  
-not being taken into account / not being listened to  
-not valuing ourselves

Before bringing the group together and providing them with some ideas, explain them that self-esteem is very important in life because it's our self-worth, how happy we are with the type of person we are, how in control of our lives we feel, our confidence in our own abilities, how we connect to other people and feel part of society.

Make them think about the cost of low self-esteem since it can make us feel excluded and disconnected with society, it makes us vulnerable and easily influenced, it can make us feel weak and miserable in life and what's more, in extreme cases it can lead to depression, destructive behaviour, self-harming, eating disorders, or alcohol/drug abuse.

4. The teacher will provide an original reading about the experience of someone. The students will get through it in parts. Every group will be responsible of reading in depth and answering the questions of one part of the story.

Elicit the moral of the story: Unless your self-esteem allows you to believe you deserve better, you will never seek anything better than what you already have. Once you start believing in yourself, you can start improving yourself.

5. Set homework:
  - a) Ask the students to make a list or underline the adjectives appearing in the story and give a synonym or definition on the words in bold.
  - b) Provide the students with Rosenberg's self-esteem test. To be done at home. As the results are individual and something the students might not want to share, this test is given as a personal reflection test for the students to be done at home.

## DAY II

1. Elicit the moral of the story through some general questions.
  - What is the topic/theme of the story?
  - Is there a change in the person of Jenny from the beginning of the story to the end? Why?

Ask the students to give the right answers to the questions.

MORAL: *Unless your self-esteem allows you to believe you deserve better, you will never seek anything better than what you already have. Once you start believing in yourself, you can start improving yourself.*

2. Homework correction.

P1: creative, competitive, successful, eccentric, outrageous, dynamic, quiet, beautiful, efficient.  
P2: compromising, effective, creative, big, eternal, shy, gold, platinum.  
P3: brilliant, embarrassed, intrigued, positive.  
P4: good, educated, creative, brilliant, long.  
P5: true, great, ugly.  
P6: free, good, valuable, creative, confident, crab.  
P7: creative, new.

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 6:</b> Self-esteem (revision)
<b>TEACHING NOTES:</b> The aim of the session is to go deeper into the concept of self-esteem and make students aware of the importance of it in their personal, social and professional lives. The teacher has to make sure that by the end of the lesson students understand the implications of self-esteem. Unless your self-esteem allows you to believe you deserve better, you will never seek anything better than what you already have. Once you start believing in yourself, you can start improving yourself.	
<b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Video: Self-esteem contributors (Supplementary material)</li><li>- Writing frame worksheet</li><li>- Computer and white screen for the video showing</li></ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h

### ACTIVITIES:

- Warm up activity: Ask the students to take their "clouds" worksheet out and share their writings with that of another pair of students. Tell them to complete their individual worksheets with as much information as possible. Remind them to use information on the story they read the day before. (5')
- Bring the class together and ask the students to express aloud and in groups their ideas on factors improving and damaging self-esteem according to the story they read. Some of the concepts/ideas the students should come up with might be: self-confidence, lack of confidence, praising comments, childhood, friends, professional recognition, physical appearance, social recognition, respect, trust in one's abilities, give opportunities, receive support, positive thinking, believing in yourself, being negative, competitive people around you. These concepts will be placed in its corresponding "cloud" and the teacher will categorize them as *high self-esteem* factors and *low self-esteem* factors. Make them write, in groups or collaboratively, a motto sentence of the story they read and encourage them to hang it on the wall.

i.e. *Once you start believing in yourself, you can start improving yourself.*
- Ask the students to carefully listen and watch a clip on how to improve low self-esteem and make them take notes on it. Provide an incomplete writing frame (scheme) of the information they should catch up while the video is playing, so as to help them focus on the main points and core vocabulary and sentences. (If necessary, play the video twice and stop to explain the main ideas through examples, while giving them some extra time to take notes)

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSIONS 7/8:</b> Identity and self-esteem
<p><b>TEACHING NOTES:</b> The students will revise vocabulary and concepts already introduced in the previous sessions while analysing film bits on Gabriele Muccino's <i>The Pursuit of Happiness</i>. They will have to be reminded of the importance of self-esteem and positive thinking as key facts to self-development and self-improvement. The session is aimed to offer opportunities for pupils to become aware of how their level of self-esteem and personal choices affect their lives. Also, it is important to stress the moral message of -<i>"If you really want something, go for it, work hard to get it."</i> - and make it meaningful to the students.</p>	
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Computer and white screen</li> <li>- Film: <i>The Pursuit of Happiness</i> ( film bits) Original DVD.</li> <li>- Film report and questions to promote reflection</li> </ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 2h
<p><b>ACTIVITIES:</b></p> <p>The following activities are thought to last for two sessions. The teacher will combine the watching of selected scenes with posterior classroom discussion on focusing topics and related vocabulary. The teacher will provide background and discussion questions to raise a meaningful lesson on life and being positive towards it, and of course, on working hard to achieve one's goals.</p> <p>The topics around which classroom discussion will be held:</p> <ol style="list-style-type: none"> <li>1. Positive beliefs make us feel good about ourselves and raise our self-esteem.</li> <li>2. Which are the things we can do to protect, raise, or reinforce our self-esteem?</li> <li>3. Eleanor Roosevelt said "<i>Nobody can make you feel inferior without your permission</i>". What does it mean?</li> <li>4. Set goals and work hard to achieve them.</li> <li>5. Develop your talents.</li> <li>6. Take responsibility for yourself, your choices and your actions.</li> <li>7. Be true to yourself and your values.</li> </ol> <p>1. Watch the trailer of the film and hypothesise on what it might be about (see worksheet provided). Elicit questions while providing the students with guided opportunities to interfere and participate.</p> <p>I.e. Chris belongs to a quite rich and influencing family background. Doesn't he? He hasn't got any children, has he? So, is he responsible for something or someone in life? Does he struggle to get by? Is he confident? Does he trust himself? Is he talented? Has he got human values?</p> <p>2. Show the students the first film bit, introduce the scene and the characters, and explain the movie is based on a true story.</p> <p>3. Provide the students with the film report and the questionnaire sheet.</p> <p>Play each film bit separately and stop afterwards to comment upon the questions on the questionnaire sheet. Repeat if necessary and make them recall on some key vocabulary from the scene.</p>	

4. Set homework: Ask the students to search for the film details on the website so as to complete the first part of the questionnaire. (see worksheet provided)

**ASSESSMENT CRITERIA:**

After having watched and commented upon all the selected film bits of the film *The Pursuit of happiness*, write about Chris Gardner on the question below.

-Does Chris exhibit high or low self-esteem? How can you tell? Give some examples of how this character's self esteem showed up in his personal choices and behavior.

## TEACHING GUIDELINES

**TITLE:** It's good to be me!

**SESSION 9:** Assertiveness

**TEACHING NOTES:** Remind the students that feelings and behaviours are linked; provide an example close to any classroom situation. Introduce the idea that expressing one's thoughts, feelings and opinions and standing up for one's rights is important. Whether our behavior is unassertive (passive) or overassertive (aggressive), it is possible to change. But it is also important to understand the difference between expressing ourselves in a self-confident manner (being assertive) and forcing our ideas on others and intimidating them (being aggressive). Assertion is not a trait that people are born with. It is something that is learned and developed over time. It is also dependent upon the individual and situation - people react differently to different situations. The same incident may cause one person to respond in an aggressive manner, while someone else may be passive, while yet another person may be assertive.

**MATERIALS:**

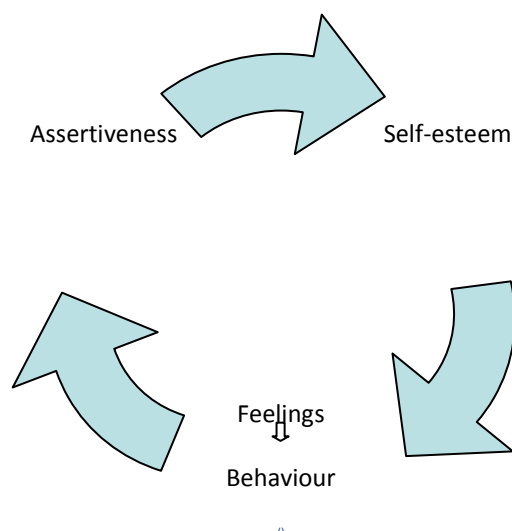
- Three large signs saying: passive, aggressive, assertive
- Video projector showing assertiveness scenarios (Supplementary material)
- Power point on how to make your voice heard (Supplementary material)
- Computer and white screen for the power point explanations

**GROUPING:** 25 students

**TIMING:** 1h

**ACTIVITIES**

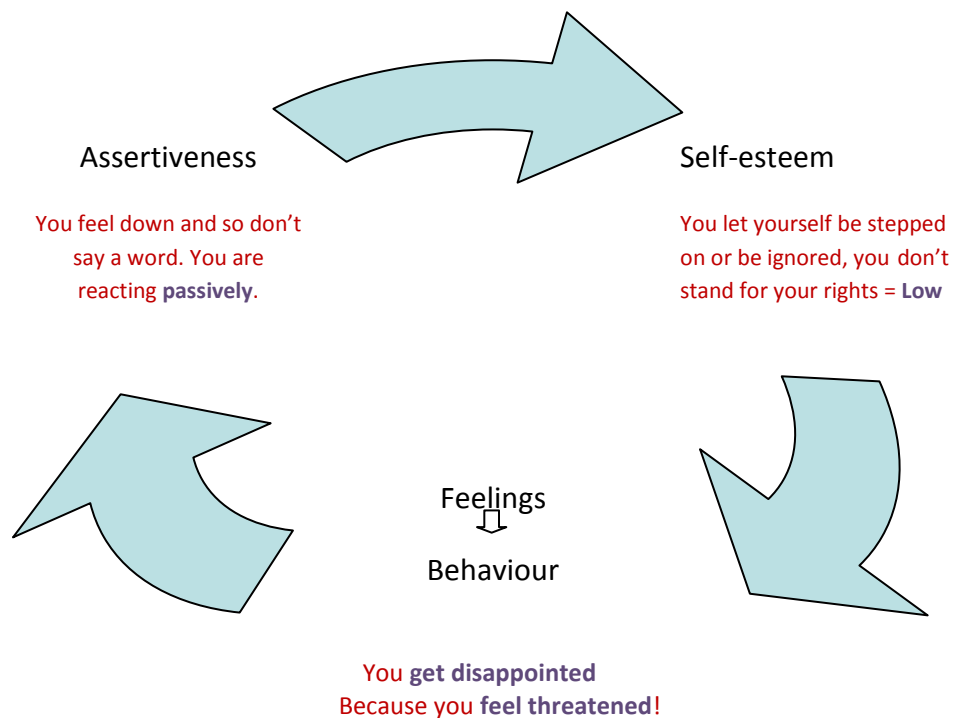
1. Warm up activity: Write down the words *Passive*, *Assertive* and *Aggressive* on the board and tell the students there are distinct ways to approach a conflict or a difficult situation. As they already know what is a passive behaviour and an aggressive one, try to define *assertiveness* as an in-between concept. State that assertiveness is not about dominating others or being dominated by others, however it is about preventing yourself from being dominated, beaten down or abused but standing up for your rights as a person. Tell them that when they don't assert their true thoughts, or do not stand up for their rights as individuals, they weaken their self-esteem. Draw a diagram on the blackboard to explain such relationship:



Put them some examples: a) imagine you are being shouted at, or b) you know that some people are talking about you behind your back, or c) you have done a terrible mistake. Then, according to their answers, complete the diagram.

i.e.

situation A: You are being shouted at. (example of a passive reaction)



2. Show them the power point on how to approach conflicts and go deep in the concepts of passive, aggressive and assertive behaviours.  
The first slide includes faces to support the definitions of the concepts and the very same and simple definitions. Once having identified and understood these concepts, some situations (written) are presented to the students. The teacher provides explanations and provoking opportunities for the students to react so as to elicit the targeted concepts. i.e. (1) *Would you hit that person or call him/her names out loud in the corridor as a way to vend your anger? Or on the contrary, you would ask for an explanation to his/her so disruptive behaviour. Or, you wouldn't say anything.*
3. Show the students ten videotaped scenarios and ask them to make an analysis on each situation and the actors' reaction to the conflict. (worksheet to fill in provided)
4. Finally, show the students the possible responses to a conflict or a difficult situation (last slide of the power point).



## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 10 :</b> Making decisions
<p><b>TEACHING NOTES:</b> Introduce the topic of decision making with the following reflection. As you grow older, you will be faced with some challenging decisions. Some do not have a clear right or wrong answer –like, should you take basketball or volleyball? Other decisions involve serious moral questions, like whether try drugs, lie to your parents, lie to your friends, or coping with a more serious decision as getting an abortion or being a single mother. Making decisions on your own is hard enough, but when other people get involved and try to pressure you one way or another it can be even harder.</p>	
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"><li>- Peer Pressure power point (Supplementary material)</li><li>- Classify sayings nature worksheet (Student's Book)</li><li>- Drug awareness homework (Student's Book)</li><li>- Computer and white screen for the power point explanations</li></ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h

### ACTIVITIES:

1. Warm up: Use the first slide of the power point (Peer Pressure) to introduce the concepts of *Peer Pressure* and *Decision Making* and try to elicit what they might be about.  
  
i.e. - What do you think this concept refers to?  
  
-To judge by the image, who or what do you think is a *peer*?  
  
Explain to the students what is meant by Peer Pressure: those who are their age, like classmates, are called **peers**. When they try to influence how you act, to get you to do something, it's called **peer pressure**.  
  
-Ask them to imagine a situation where a peer can put pressure or can feel the pressure from another peer. Their answers will probably be about friends, going out, smoking habits, drinking and taking drugs, dress in a certain way, joining the same opinion without feeling it...
2. Visualise the power point on Peer Pressure. Try to elicit their answers before showing up your explanations.
3. Provide the students with a worksheet on sayings referring to a) decision making, b) being consequent, c) self-esteem, and d) assertiveness to be classified accordingly.
4. Set homework: Internet information retrieval on drug awareness.

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 11/12 :</b> Making decisions and being responsible
<p><b>TEACHING NOTES:</b> The main aim of the session is not to give students a “harsh” lesson on drugs or to convey the message of “don’t take drugs”, but to make students aware of the consequences of their actions and decisions and help them to individually think of the pros and cons of an action without feeling the pressure of others when making a decision. Also, it is important to emphasise the information they may lack on certain issues, this information could help them to make a decision. Tell them that once they know what something is about and its consequences, then they should balance their options and how to handle its consequences and finally, make a decision.</p>	
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Computer and white screen</li> <li>- Clip: Influences (Supplementary material)</li> <li>- Jigsaw competition on Cannabis (Student's Book)</li> </ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 2h

### ACTIVITIES:

#### DAY I

1. Warm up activity: Play the clip on influences at the very beginning of the session to continue with the topic of peer pressure and getting influenced by other people. The video makes reference to several youth influential factors such as trends, stealing, anti-social behaviour, drinking, drugs, smoking and solvent abuse in terms of percentages and issued data.
2. After a reflection on what we get much influenced on and why (recalling the contents of the previous lesson), ask them to give you details on the information they found on Cannabis. Maybe a volunteer could come to the front of the classroom and share his/her findings.

#### DAY II

1. Jigsaw competition on drugs. (model like activity to be designed by them on another topic)  
This is a pair work task in which students will work as a team and share their knowledge for the benefit of the group and for themselves. Each member of the group has part of the information, which has to be understood and learned and later on shared with the other member. Every member is expert on certain information, and to be sure he/she understands everything, he/she will work on the text with other members of the classroom who share the same bit of information.  
Let every student learn and practice their part before taking their worksheets off, they can practice aloud with other students sharing the same information. After a few minutes, ask each student to sit with their team partner, give them 15 minutes to exchange information and finally provide them, individually, with a test. The results of each member of the group will be added and finally, divided between 2, and the result will be the final mark of each student. (see worksheets on Drug Competition).

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 13 :</b> Making decisions and being consequent on them
<p><b>TEACHING NOTES:</b> The session will provide a model on how to hold a debate on moral issues such as abortion, being a single parent or being an adolescent mother. Lots of importance will be given to the fact of being informed, balancing the pros and cons and finally choosing a personal option and being consequent and responsible for your decisions.</p> <p><i>Moral issues</i> are those actions which have the potential to help or harm others or ourselves. Morals are created by a defined society, philosophy, religion or individual conscience, and so are subjective considerations to everyone depending on several factors.</p> <p><i>Moral</i> is kind of a related concept to <i>ethics</i>, the analysis of right and wrong to have a good life, a branch of philosophy that analyses proper conduct and good living, a kind of common sense social decisions.</p>	
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"><li>- Film trailer: <i>Juno by Jason Reitman</i></li><li>- Computer and white screen for the trailer showing.</li><li>- Power point on Ethical decision making</li></ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"><li>1- Warm up activity: Viewing the trailer of the film <i>Juno</i>.</li><li>2- Introduce the concept of <i>Moral issues</i> and <i>Ethics</i>. Before giving any definition or example, ask the students what moral issue is presented in the trailer of the film <i>Juno</i>. Ask them to make a list on moral issues that come to their minds or that are a common concern in today's society. They should write a list including i.e. death penalty, abortion, doctor-assisted suicide (euthanasia), medical testing on animals, wearing clothes made of animal fur, married man and woman having an affair, cloning animals, cloning humans, suicide, medical research using stem cells obtained from human embryos, polygamy...</li><li>3- Give close definitions about Ethics and Moral issues through a power point.</li><li>4- Explain the students they are going to make research on the film JUNO, about the criticism it received as a pro-life film and pro-choice film. Set a date (probably a couple of sessions after this) when a debate around <i>Teenage pregnancy</i> will be carried on. Split the classroom in two large groups, those defending the pro-life option and those arguing around the pro-choice view point. Both groups should analyse their option from an ethical decision making perspective and defend it in the debate session, to be organised and carried on in the next two sessions.</li></ol>	

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 14 :</b> Information search on Teen Pregnancy
<p><b>TEACHING NOTES:</b> This is a computer-guided session in which students will gather some information on teenage pregnancy and will make their points around the issue. Up to this session the students should have given you a list showing in which position they prefer to participate. From this list, make a debate group consisting of two sides: pro and con. Before you hand the debate outline out, explain that some students might be debating positions opposite to their beliefs. This is an important skill for them to learn. Encourage them to design a power point with core concepts, <i>planned pregnancy, unplanned pregnancy, personal decision, emotional stability, abortion, adoption, social pressure, responsibility, right choice, teenager attitude and beliefs, single adolescent mother, social and financial sustainability, family planning</i> and a topic sentence (slogan) around which their arguments should be carried out.</p>	
<p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Debate outline: guide on the structure of a debate (Student's Book)</li> <li>- Debate language: helpful language tips (Student's Book)</li> <li>- Computer lab. with internet connection.</li> </ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h

### ACTIVITIES:

- 1- Warm up activity.  
Provide the students with a list of slogans to be catalogued as **pro-life** (no abortion) or **pro-choice** (abortion, adoption or going on with a pregnancy) on teenage pregnancy. They should be an inspiration for their information web search as well as for their own "campaign".

-Today's Teen Mothers, Tomorrow's Troubled Mothers?  
 -Babies having Babies.  
 -No babies like murdering: they can feel pain!  
 -All babies want to get born.  
 -A woman has the absolute right to do what she wants with her own body.

- 2- Distribute the debate handout in order to organise their speaking interventions, when and what as well as how to confer and prepare for their refutation. The students within each side should manage and organise their search, and so, should work cooperatively and share their findings.

Teenage pregnancy links. Below is a list of websites that may be of some help:

- [www.everychildmatters.gov.uk/teenaepregnancy/](http://www.everychildmatters.gov.uk/teenaepregnancy/)
- <http://www.teen-pregnancy.info/>
- <http://www.womhealth.org.au/studentfactsheets/teenagepregnancy.htm>
- [http://arizonarighttolife.org/userfiles/File/Quick\\_Responses.pdf](http://arizonarighttolife.org/userfiles/File/Quick_Responses.pdf)

## TEACHING GUIDELINES

<b>TITLE:</b> It's good to be me!	<b>SESSION 15:</b> Debate on Teenage Pregnancy
<b>TEACHING NOTES:</b>  The aim of the session is, mainly, for students to confront and deal with stage fright. As far as making an argument is concerned, the students are supposed to make their voice heard while sounding assertive, respectful and also being able to listen to other points of view while minding their argument all the time. They should defend their side while conforming to the speaking conventions of a debate.	
<b>MATERIALS:</b> <ul style="list-style-type: none"><li>- Computer and white screen for any possible power point explanation.</li><li>- The classroom chairs and tables should be re-arranged in a semi-circle. The white screen will face the audience, where the spokesperson or proposers will be standing and making their points.</li><li>- Debate rubric.</li></ul>	
<b>GROUPING:</b> 25 students	<b>TIMING:</b> 1h

### ACTIVITIES:

#### DEBATE GUIDE

The debate will be supervised by the teacher. However, he/she will not lead the session neither act as a Chairperson. The group will be split in three: The chairman or judge(1), the proposers Pro-life(5), the proposers Pro-choice(5) and the audience(the rest of the group), who will have to listen carefully, assess the proposers through the rubric, raise questions to both proposers and finally vote for a side or another.

- 1- At the very beginning of the session, give students in the audience a "rubric" to assess the performance of both sides during the debate. Explain that it is their job to judge the debate objectively.
- 2- The debate will begin with the Pro-life side speaking first. Allow them 5-7 minutes of uninterrupted time to explain their position. Once they have finished, the Pro-choice side should do the same. All members participating in the debate with interventions (*proposers*) should participate equally.
- 3- After these introductory points, the chairman will sum up what is being said and will give each side about 5 minutes to discuss and prepare for their refutation.
- 4- The rebuttals will begin with the Pro-choice side; they will have 5 minutes to speak. The Pro-life side will devote the same amount of time to do the same afterwards.
- 5- Once the debate is coming to an end (the interventions and rebuttals are finished) the chairman proposes the audience to make any vote. If the vote is tied, the chairperson or judge has a casting vote and so, decides which side did support the best convincing argument.