



GENERATIONS IN POSTWAR BRITAIN

Learning Objectives and Curriculum Links: Wales (Secondary)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Wales. It should be used in association with Activity Guide 1: Generations in Postwar Britain, which provides background information and prompts for further discussion around the *Bodies, Hearts and Minds* toolkit activities ‘Generation and Identity’, ‘Teenage Rebellion’, ‘Parents and Children’, and ‘From Boyhood to Manhood’.

Separate guides with learning objectives and curriculum links are available for teachers of topics related to personal, social, health, and wellbeing education in England (1.1), Scotland (1.3), and Northern Ireland (1.4) on the [Body, Self, and Family website](#).

LEARNING OBJECTIVES

- ✚ To understand the concept of ‘generations’ and the meanings of specific labels (lower ability)
- ✚ To assess the shortcomings of the concept of ‘generations’ and labels to describe specific generations (higher ability)

- ✚ To explain some of the main ways that experiences of adolescents have changed over time (lower ability)
- ✚ To assess the reasons for the main changes in the experiences of adolescents over time (higher ability)

- ✚ To identify examples of how gender and class affected generational experience in the postwar period (lower ability)
- ✚ To understand how and why gender and class affected generational experience in the postwar period (higher ability)

HOW DOES THIS ACTIVITY LINK TO THE CURRICULUM?

Health and well-being (Wales)

Developing physical health and well-being has lifelong benefits	
Progression step 4	Progression step 5
I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.	I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.
How we process and respond to our experiences affects our mental health and emotional well-being	
Progression step 4	Progression step 5
I can advocate the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being. I can identify people and groups who can help me with my mental health and emotional well-being.	I can contribute towards a culture where talking about mental health and emotional well-being is encouraged and normalised. I can identify when to seek help based on a good understanding of my mental health and emotional well-being.

I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.	I can respond to current experiences, as well as reflect, and learn from the past, in order to anticipate and prepare myself and others for future experiences.
I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind.	I can empathise with others which helps me to be compassionate and kind towards myself and others.

How we engage with social influences shapes who we are and affects our health and well-being	
Progression step 4	Progression step 5
I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged.	I have an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them.
I can evaluate how my <i>values, attitudes</i> and identity are shaped by the groups and <i>social influences</i> with which I interact.	I can recognise and understand how people's <i>values, attitudes</i> and identity are shaped by different groups and influences.

Healthy relationships are fundamental to our well-being	
Progression step 4	Progression step 5
I can show a developing awareness of the complex nature of relationships.	I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.