



GENERATIONS IN POSTWAR BRITAIN

Learning Objectives and Curriculum Links: Scotland (Levels 3 & 4)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Scotland. 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), Wales (1.2), 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 Wellbeing (Personal and Social Education) (Scotland)

	Third Level	Fourth Level
Planning for choices and changes	I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. (HWB 3-20a)	I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning skills and interests to my future life. (HWB 4-10a)
Relationships, sexual health and parenthood: Positive relationships	I understand the importance of being cared for and caring for others in relationships, and can explain why. (HWB 3-44a)	I understand the importance of being cared for and caring for others in relationships, and can explain why. (HWB 4-44a)
Relationships, sexual health and parenthood: physical changes		I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. (HWB 4-46b)
Relationships, sexual health and parenthood: sexual health and sexuality	I know that popular culture, the media and peer pressure can influence how I feel about	I am developing skills for making decisions about my relationships and sexual behaviour. I

	<p>myself and the impact this may have on my actions. (HWB 3-46b)</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. (HWB 3-46a)</p>	<p>am able to apply these to situations that may be challenging or difficult. (HWB 4-46c)</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. (HWB 4-46a)</p>
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