



GENERATIONS IN POSTWAR BRITAIN

Learning Objectives and Curriculum Links: Northern Ireland (Key Stages 3 & 4)

This guide provides learning objectives and curriculum links for teachers using the toolkit in Northern Ireland. 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 Scotland (1.3) 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?

Learning for Life and Work: Personal Development (Northern Ireland)

Key Stage 3 (age 11-14)

Pupils should have opportunities to explore the topics and develop the skills listed under each key concept heading.

Self-awareness	Relationships
Explore and express a sense of self, for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc	Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.
Explore personal morals, values and beliefs, for example, the origin of personal values, developing a moral framework, personal integrity etc.	
Investigate the influences on a young person, for example, peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.	Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.

Develop skills and strategies to improve own learning, for example, self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work etc.	Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation etc.
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Generic Learning Outcomes

Activities in the Hearts, Bodies, and Minds toolkit contribute to the following learning outcomes that require the demonstration of skills and application of knowledge and understanding of Personal Development. Pupils should be able to:

- research and manage information effectively to investigate PD issues;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance.

Key Stage 4 (14-16/Qualifications)

CCEA GCSE Specification in Learning for Life and Work – Unit 2: Personal Development

Personal health and well-being	Emotions and reactions to life experiences	Relationships and sexuality
<p>The causes and consequences, including impact on physical and mental health, of the following lifestyle factors:</p> <ul style="list-style-type: none"> • poor hygiene • stress • unequal work-life balance • income 	<p>Developing a positive concept of self</p>	<p>The positive factors that contribute to healthy and respectful relationships in families, peer groups and sexual relationships</p>
	<p>Ways young people can manage emotions and reactions to life experiences</p>	<p>The effects of sexual orientation and gender identity on the wellbeing of a young person</p>
	<p>The impact of change on young people's personal development, including:</p> <ul style="list-style-type: none"> • going to college or university • starting a new job • moving in with a partner or getting married • becoming unemployed 	<p>The physical and emotional effects that unhealthy relationships may have on individuals</p>
	<p>Managing change in positive ways</p>	