**PDHPE UNIT OF WORK – Growth and Development: Personal Identity – Stage 2 – Year 4**

**Rationale for teaching the unit:** The reason for teaching this unit, it to enable students to gather a deeper understanding of who they are as an individual, and to recognise that everyone is different, no one is perfect, and that we all have different characteristics and personalities that make us all unique in our own way. Throughout this unit students will be able to understand what personal identity is, and look at how they define themselves, as well as looking at the way that gender is portrayed through media and what the varying expectations are for males and females. A positive sense of self or identity is fundamental to an individual’s health and wellbeing. Students examine the factors that contribute to and shape the development of a sense of self and how it might vary in different contexts. Emphasis is placed on factors that have significant influences on a sense of self, including body image, gender construction, culture, family and peers. Families, peers and groups have a significant impact on shaping identity, values and beliefs.

**Outcomes and Indicators:**

GDS2.9 🡪 Describes life changes and associated feelings.

• Explains and values differences in growth and development between individuals at different stages

• Identifies their own strengths and limitations

• Value their own unique abilities

• Identifies feelings associated with life changes, eg grief, loss, family change, new friends

• Describes how achievements and responsibilities change, as people grow older

• Expresses any fears or concerns about change appropriately

• Demonstrates sensitivity to the needs, rights, feelings and efforts of others

• Recalls and reports about some situations, and feelings they experience as a result

• Identifies situations where expectations can differ according to gender

(Personal Development, Health and Physical Education Syllabus, 2013)

COS2.1 🡪Uses a variety of ways to communicate with and within groups

(Curriculum planning framework with programming support : Curriculum planning framework. (n.d.)

**Prior knowledge/learning:**

As students are now in their second year of stage two, they have had some experience in learning about growth and development, and personal identity. This prior knowledge ill assist students as they look deeper into this topic and explore themselves, and ways in which things outside of their body can impact them.

**UNIT OF WORK**

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| **Lesson Number &**  **Title** | **Indicators of Learning** | **Teaching and Learning Experiences** | **Assessment Strategies** | **Resources/**  **Organisation** |
| #1 🡪 Introduction to personal identity | GDS2.9 🡪 Describes life changes and associated feelings.  • Expresses sensitivity to the feelings of others  • Recognises own attributes.  • Recognises a wide range of influences on personal identity e.g. peers, media, beliefs. | As a class, discuss and brainstorm: ‘What is identity?’ Record responses on a retrieval chart. Questions may include:  - What influences the way we dress, the things we buy?  - Are there expectations about our behaviour at home, with friends, at school? Are they different?  - How do we form our own identity?  Individually students will now brainstorm positive attributes about themselves. Students will then discuss these attributes in small groups and discuss whether they have similar attributes – compile a list to share with the class.  Students review their individual and group lists and disucss the following:  - Does this list accurately describe you?  - Are the attributes that are similar between you and group members physical or mental/emotional?  - Do these attributes represent all or only part of your identity? What makes up the rest of your identity? | Informal assessment –  Students will be observed during the lesson, and assessed on the following:  - Their involvement in class discussions  - Demonstration of sensitivity to problems faced by others  Formative assessment will also be used throughout this lesson to address students at various points, on their understanding about personal identity and how it impacts on our own and others gender perceptions. | * Retrieval chart * Led pencils * A3 paper * Coloured pencils |
| # 2 🡪 Feelings | GDS2.9 🡪 Describes life changes and associated feelings  • Recognises own self-concept. | During this lesson students will look at their own personal identity, and how their feelings are continuously changing.  As a whole class, using the smart board, and feelings games, we will look at/discuss various feelings that people feel, and create a word cloud on tagxedo, which incorporates all the feelings, which have been discussed.  Students will then draw a self-portrait (from a picture they have brought in from home). From this self-portrait, the students will be able to identify their personal characteristics as well as the emotion, which they are expressing in the photo.  Students will write down the key words from this around their drawing, which they will be able to refer back to throughout the unit of work. | Informal assessment – Students will be observed during the lesson, and assessed on the following:  - Student participation in class discussion and tagxedo activity  Formal assessment – at the completion of this lesson, the teacher will assess students on the:  - Attempt/completion of the self-portrait activity | * <http://www.tagxedo.com> * A3 paper * Pencils – led and coloured * Computer * Smart board * Personal photos |
| # 3 🡪 Change | GDS2.9 🡪 Describes life changes and associated feelings  • Identifies feelings associated with life changes, eg grief, loss, family change, new friends  • Expresses any fears or concerns about change appropriately | During this lesson, students will be focusing on change, and how an individual’s personal identity can change over time.  As a class, students will brainstorm changes that they believe will occur throughout a person’s lifetime. These changes can be physical, mental, and environmental. (Collate ideas, using bubbl.us)  Once students have gathered an understanding of the changes that may occur in their lifetime, they will then choose two or three of these changes, which they believe would have the biggest impact on them. Using these changes, students will pair up with another student who has chosen the same change, and work together to create an information poster (using both words and images) on ways that they are able to over-come these changes in a positive way, as well as looking at it from both a male and female perspective. | Informal assessment – during this lesson, student’s participation in brainstorm activity and cooperation in-group activities will be monitored.  Formal assessment will be used to assess how students have collated their information poster, and how they have researched their changes. | * Computers * Smart board/projector * <https://bubbl.us/mindmap> * Paper * Pencils |
| # 4 🡪 Media influence on gender | GDS2.9 🡪 Describes life changes and associated feelings  • Recognises influences on personal identity e.g. peers, media, beliefs | As a class, students will be watching a range of television commercials from various television channels. Whilst watching these commercials, students will be looking at and answering the following questions:   * Who is the target audience? * What they are advertising? * What is the purpose of the advertisement – selling, promoting, etc? * What roles did boys/girls play?   From these advertisements, the students will be asked to identify whether they thought that the genders were used differently, and how the commercials may impact on an individual’s personal identity and the way that they perceive themselves.  For each advertisement students will write 150 words on how gender was used and how it may impact on an individuals identity. | Informal assessment – throughout this lesson, students will be observed during all tasks, ensuring they are actively engaged.  Formal assessment – at the completion of the lesson and tasks, students will be assessed on their completed work on all advertisements, looking at how they have identified the use of gender in each – looking at previous lessons on change and feeling. | * Computer * YouTube * PDHPE workbooks * Pencils |
| # 5 🡪  How gender should be used in the media | GDS2.9 🡪Describes life changes and associated feelings  COS2.1 🡪 Uses a variety of ways to communicate with and within groups | Students will be given the opportunity to create their own advertisement about gender, and how they think that it should be used in advertisements. (Students are able to use ICT resources or art resources – paper, textas, pens, pencils, to create their advertisement.  When all advertisements are complete, students will be required to write 300 words, stating why they believe that this is an appropriate way for gender to be used and how it will have a more positive impact on the society. | Formal and Summative assessment will be used for this lesson to assess how students have worked collaboratively with each other, to create an advertisement which meets the following criteria:   * Uses gender in a positive way * Is appropriate for children of the same age * Incorporates different influences on gender and personal identity | * Computers: PowerPoint, publisher, internet explorer * Paper * Pencils * Textas * Pens * Cardboard |

**References:**

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