Identity Stage 3   Library Program Term 1 2013

Connection focus: examining how personal identity is shaped. Our identities, values and beliefs are influenced by significant events, significant people, our family, peers and the media.

PDHPE strand

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.

Outcome	Lesson Focus	Assessment
PDHPE **INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations • *expresses viewpoints and listens to others.*	Students open a Keynote doc and title it "Personal Identity". Watch 2 short movies- one from You Tube, one a stimulus created by teacher, headed "I am." As a class, discuss and brainstorm: 'What is identity?' Students discuss and consider answer to following question: "Imagine you could remove your brain and put it inside someone else's body. Where would your identity be: with the brain, or with the body? Why?"	Student task: To create their own "I am" movie. It must: • be about 1 minute long • have 3 sections: "I am", "People think I am" and "I think I am." • have music and transitions. On first slide, students write their definition of identity. Students record their answer to the question.
PDHPE **GDS3.9** Explains and demonstrates strategies for dealing with life changes • *recognises a wide range of influences on personal identity e.g. peers, media, beliefs.* • *identifies how feelings and the way that they are communicated can change* **IRS3.11** Describes roles and responsibilities in developing and maintaining positive relationships • *discusses how they relate to people.* **COS3.1** Communicates confidently in a variety of situations • *uses positive communication skills in group situations* • *demonstrates assertiveness when communicating.*	Ask students to think of people close to them who influence their lives. Examples may include mother, grandfather, and best friend. Students discuss and record answers to the following questions: - what influences the way we dress and style our hair? - what influences the things we like to buy? - are there expectations about our behaviour at home, with friends, at school? Are they different? Do you behave differently in different situations? - -how do people influence the way you see yourself?	Students record answers to the focus questions on their Keynote slide

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Outcome	Lesson Focus	Assessment
PDHPE **GDS3.9** Explains and demonstrates strategies for dealing with life changes • *identifies how the media can influence personal identity.*	**Digital portrait** Self-concept is how we view ourselves, e.g. our own self-image or mental picture of ourselves. We can have a positive or negative self-concept. Our self-concept can be influenced by the media, personal experiences and judgements by others. • Scan a full length or medium close-up (head and shoulders) photograph of each student. •	Students use a digital manipulation program to change their own image. They can manipulate hair style and colour, add make-up and add clothing. Students may use drawing tools in the program or scan other pictures then cut, paste and layer the images. • Discuss and record answer to the question: - why have you chosen to represent yourself in this way?
PDHPE **GDS3.9** Explains and demonstrates strategies for dealing with life changes • *recognises influences on personal identity e.g. peers, media, beliefs.*	**The media and me** • Ask students to identify the major forms of media which could influence them in some way. (e.g. TV, radio, magazines, newspapers, movies): Discuss. - how does the media do this?	• Students decide which area of the media has had the most influence over them in the past two weeks: movies/DVDs, television, magazines, newspapers, computer games or music/CDs/radio. • Tally the responses and create a graph representing the major forms of media influencing the class. Students record answer to the question: - why does the media try to influence people?
PDHPE **GDS3.9** Explains and demonstrates strategies for dealing with life changes • *recognises influences on personal identity e.g. peers, media, beliefs.* **COS3.1** Communicates confidently in a variety of situations • *uses communication skills in group situations.*	**Reshaping the media** • Students view 3 advertisement for a specific product/campaign which uses a celebrity to promote it. Students analyse and discuss based on the following questions: - who is this advertisement aimed at? What age group? (demographic) How do you know? - why did they use this person in the ad? - would the messages be the same if they did not use a celebrity? - what are the real messages in the advertisement? - what could you change in the advertisement to change the message?	After discussion, students record their answers onto the keynote slide. Main task: Students create an advertisement for a product or campaign that interests them. Their aim is to influence an audience to agree with their point of view. The advertisement can be a poster or a movie. The advertisement is then added to the slide.

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Keynote documents will be assessed using the following rubric and a percentage mark given.

All Keynote slides are complete	Some Keynote slides are complete	Most Keynote slides are incomplete or missing	/10
Each Keynote slide has been edited for punctuation, grammar and expression.	Some Keynote slides have been edited for punctuation, grammar and expression.	Little attempt has been made to edit the Keynote slides.	/10
Definitions and questions are well thought out and expressed	Definitions and questions are answered in a basic way	Little attempt is made to answer questions or define terms	/10
"I Am" movie meets all of the task requirements	"I Am" movie meets some of the task requirements	"I Am" movie does not meet any of the task requirements	/20
Digital Self portrait slide is well explained	Digital Self portrait slide is partly explained	Digital Self portrait slide is not explained, missing or incomplete	/15
Analysing the Media slide is well expressed	Analysing the Media slide is expressed in a basic way	Analysing the Media slide is missing or incomplete	/15
Own advertisement is well presented and succeeds in influencing an audience	Own advertisement attempts to influence an audience, but contains some errors in either presentation or design	Little attempt is made to influence an audience and there are many errors in presentation or design	/20
		Total	/100