Unit title: Shaping Identity
Stage: 5
Teacher responsible:

Duration:         Start:    Finish:

Essential questions/Key ideas
- How does our self-identity impact on our health and wellbeing?
- What factors contribute to how we see ourselves and others?
- How are stereotypes and expectations reinforced through social media?
- How can we promote acceptance of diversity in our community?

Unit overview
Students will examine factors that contribute to their sense of self and identity, assess family, friends and community impact, and individuals’ overall health, safety and wellbeing. Students will investigate cultural and religious practices that influence personal values and how these may change over time through the experiences offered in different contexts. Students will recognise and challenge the norms and stereotypes presented to them in everyday life and critically analyse how the media perpetuates expected behaviours, actions and appearances, with a particular focus on social media and its impact on the lives of young people. Through considering cultural and religious diversity in Australia, students will question the presence of discrimination and the impact of this on the health and wellbeing of both individuals and entire communities. These investigative opportunities will offer students the chance to develop strategies that promote understanding, acceptance and respect among people from various backgrounds and experiences.

Outcomes
A student:
- assesses their own and others’ capacity to reflect on and respond positively to challenges PD5-1
- analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5-3
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6
- critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

PDHPE skills
The following PDHPE skills are focused on during the unit:

Self-management skills – S
- Strengthening personal identity
  - building self-concept
  - building self-confidence
  - building self-esteem
  - self-evaluation
  - cultivating resilience

Interpersonal skills – I
- Empathy building
  - understanding others’ views
  - understanding of others’ needs and circumstances
- Social awareness

Movement skills – M
- N/A
### Learning goals

- analyse self-identity and how this may impact our health, safety and wellbeing
- challenge the norms, stereotypes and expectations represented in the media and reflect on how this influences identity
- investigate the influence of cultural beliefs and personal values on health
- analyse the impact of friends, family and community in developing a sense of identity and contributing to positive wellbeing
- reflect on life challenges, personal strengths and areas for growth
- express opinions and beliefs with respect to the feelings of others

### Evidence of learning

**A student:**

- reflects on both positive and negative factors that contribute to an individual’s identity and sense of self
- recognises and celebrates diversity and the way it influences Australian identity and culture
- compares and contrasts various cultural and religious practices, which celebrate the transition from childhood to adulthood
- identifies and ranks personal strengths and connects these to their influence of our sense of self
- explains the positive qualities of resilience, tolerance, empathy and acceptance, and examines the importance of these qualities in a multicultural society such as Australia
- explains the impacts of discrimination on cultural identity, particularly Aboriginal and Torres Strait Islander Peoples
- explores ‘stereotypes’ and the impact these may have on individuals and on cultures, as well as assessing the way it may affect health and wellbeing
- critically analyses the media and how it influences stereotypes and expectations, and promotes particular behaviours and actions
- promotes and supports the positive identity of others through creating a strategy for the celebration and acceptance of diversity.

### Differentiation

All students will demonstrate by the end of the unit understandings about the construction of identity and factors that contribute to individual and community sense of self, supporting others and promoting diversity in all its forms.

Most students will be able to demonstrate by the end of the unit an appreciation of various cultural expressions and subsequently develop simple strategies to promote acceptance of diversity in their communities.

Some students could demonstrate by the end of the unit deep understandings of the impact of identity on the overall health and wellbeing and subsequently develop and enact strategies that may support and enhance the health and wellbeing of individuals and groups through the promotion, acceptance and support of diversity in their communities and beyond.
**Assessment overview**

*Assessment opportunities could include:*

**Informal summative assessment:**
- student records, summaries and reflections in individual workbook
- teacher observations and questioning when debriefing during lessons
- participation in activities, role plays and debates
- cause-and-effect reasoning and persuasive writing
- student self-assessment of learning using a teacher-provided evaluation sheet
- ability of each student to reflect on their own learning.

**Formal formative assessment:**
- Positive Identity Initiative
  * See end of program for task description

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<thead>
<tr>
<th>Content</th>
<th>Register</th>
<th>Teaching, learning and assessment activities</th>
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<tbody>
<tr>
<td>evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples</td>
<td></td>
<td><strong>Glossary of terms</strong> (can be used as a Pre-test): Read the definition and write a sentence demonstrating the meaning of the words. Take note of words understood, particularly the use of cause-and-effect language.</td>
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<tr>
<td>- analyse how aspects of identity can have an impact on health, safety and wellbeing</td>
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<td><strong>Lesson/s Outcome: My sense of self</strong>&lt;br&gt;Students consider factors that contribute to an individual’s sense of self and identity in various contexts.</td>
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<td>- examine how contextual factors influence sense of self and assess the impact this has on individual health, safety, wellbeing and participation in physical activity</td>
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<td><strong>Read and reflect</strong>: Students read a brief introduction that summarises the factors contributing to an individual’s sense of self and identity. Students reflect on the obvious components that contribute to the identity of a young person.</td>
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<td><strong>ANALYSE Reflection</strong>: Students brainstorm different factors that influence their identity. Students identify the positive factors apparent from a range of contexts and complete a PWI chart as a summary strategy. With a partner, students discuss contexts that influence healthy habits and how these contribute to a positive sense of self, and good health and wellbeing</td>
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</table>
### Content
- evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples
  - critically analyse how individuals have an impact on the identity of others
  - investigate how cultural beliefs and practices surrounding transitions to adulthood differ between cultures, e.g. initiation ceremonies
  - analyse the role of family, friends and community in supporting an individual’s identity, and propose strategies to enhance their own and others’ wellbeing
  - plan, rehearse and evaluate strategies for supporting their own and others’ identity and personal safety

### Register

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<tr>
<th>Teaching, learning and assessment activities</th>
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<tr>
<td><strong>EVALUATE Discussion:</strong> Students read the scenario and respond to questions which reflect on school-based stereotypes and reflect on the impact of these stereotypes on identity and wellbeing.</td>
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<td><strong>EVALUATE Journal:</strong> In the form of a journal, students retrospectively reflect on their life at high school. They should reflect on where they feel they ‘fit’ at school, the qualities and attributes they contribute, and how they feel this impacts their overall health and wellbeing.</td>
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### Lesson/s Outcome: Cultural identity

*Students explore and celebrate diversity in Australia, comparing traditional practices and ceremonies to identify similarities between various cultures and religions.*

- **Read and reflect:** Students read the introductory paragraph and briefly reflect on what multiculturalism means and their experiences of it.
- **EVALUATE Discussion:** In small groups, students reflect on the Australian identity and what it means to be an ‘Australian’.
- **CREATE Infographic:** Students work in small groups to research facts about a diverse cultural or religious group. With this information, students create an infographic to inform others of the diversity that exists within Australia with the objective of celebrating diversity. Students propose two strategies to promote acceptance of diverse expression.
- **CREATE Storyboard:** After reading the introductory text on rites of passage, students reflect on the rites of passage they will experience in their own lives. Then they reflect on how this contributes to their identity, health and wellbeing. Using these understandings, students plan a storyboard.
### Stage 5: Shaping Identity

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<tr>
<td>Students use suggested websites to research and compare initiation ceremonies and traditions from around the world. Following this activity, if possible, students research an initiation ceremony practised by the local traditional custodians of the land their school is located on. Lead a discussion about the differences and similarities of the different ceremonies and reflect on how they contribute to sense of self and identity.</td>
<td>that demonstrates a character celebrating a rite of passage.</td>
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<tr>
<td>Students evaluate personal attributes and qualities which contribute to the positive identity and sense of self of individuals.</td>
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<tr>
<td>Analyse Comparison table: Students use suggested websites to research and compare initiation ceremonies and traditions from around the world. Following this activity, if possible, students research an initiation ceremony practised by the local traditional custodians of the land their school is located on. Lead a discussion about the differences and similarities of the different ceremonies and reflect on how they contribute to sense of self and identity.</td>
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<td><strong>CREATE Role play:</strong> After reading through the information on tolerance, students consider a scenario reflecting a lack of tolerance. Students compose a script that reflects the end of the scene describing how the characters work through the situation. The scene may be acted out as an additional activity.</td>
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<td><strong>EVALUATE Reflection:</strong> Students read a quote from the Dalai Lama and reflect on the importance of compassion and tolerance.</td>
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<td><strong>EVALUATE Quiz:</strong> Students complete a quiz to assess their level of empathy. They work in pairs or small groups to develop strategies showing empathy toward others and put one into practice for a recent situation. Students develop a social media post to promote the importance of empathy for the health and wellbeing of others, including a caption.</td>
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<td><strong>ANALYSE Reflection:</strong> Students reflect on acceptance and how it influences an individual's sense of self. Students explain strategies that may increase their acceptance of others and why it is an important attribute in Australian society.</td>
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- examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing - demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs while acknowledging the feeling of

### Lesson's Outcome: Discrimination

*Students reflect on the negative impacts of discrimination on an individual's health and wellbeing, particularly Aboriginal and Torres Strait Islander Peoples.*

- **ANALYSE Brainstorm:** With a partner, students brainstorm the effects of discrimination then further explore the impact discrimination can have on identity.
- **Read and reflect:** Students read and interpret the
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<tr>
<td>others SI</td>
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<td>infographic to gather a sense of the diversity that continues to increase in Australia.</td>
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<td>• ANALYSE Data analysis: Students interpret statistics from the infographic and make predictions as to what issues may prevent the unity of Australia.</td>
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<td>• EVALUATE Reflection: students make inferences regarding the prominence of discrimination in Australia even though it is multicultural.</td>
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<td>• ANALYSE ICT research: Using the internet, students research the <em>Aborigines Protection Act 1909</em> and examine the impact of the policy among Aboriginal and Torres Strait Islander Peoples communities in Australia. Students explain the importance of land to cultural expression and further discuss the impact of this policy on identity.</td>
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<td>• EVALUATE Journal: After watching a scene from <em>Rabbit Proof Fence</em> (2002), students adopt the persona of a main character and write a journal reflecting on the situation of being taken from their families and culture.</td>
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<td>• evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples - analyse how norms, stereotypes and expectations may influence individual and group identity - examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity</td>
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<td>Lesson/s Outcome: Stereotyping of cultures and religions Students explore stereotypical assumptions people hold about different cultures, religions and gender in Australia, evaluating the impact of stereotypes on health and wellbeing. Students will consider the impact of social media and propose strategies to challenge stereotypes, promote acceptance and, understanding and support people in developing a positive sense of self.</td>
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<td>• EVALUATE Reflection: Students examine their experience with various cultures and religions and identify stereotypical assumptions that are often made about these groups. Then students consider how they stereotype an ‘Australian’ and discuss responses with a partner to</td>
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Sample Program
## Stage 5: Shaping Identity

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<tr>
<td>- reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours S</td>
<td></td>
<td><strong>CREATE Role play:</strong> In pairs, students are to take on the role of a screen writer to compose a 1-minute scene (potentially for a commercial), which demonstrates stereotyping and its impact. The script is acted out for the class.</td>
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<td>- challenge unrealistic standards about body image and physical appearance S</td>
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<td><strong>Read and reflect:</strong> Students read the introductory text and the online article released by Reuben William. Discuss the impact of Malcolm Turnbull’s statement about ‘Sudanese gangs’ in Melbourne in 2018.</td>
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<td><strong>EVALUATE Discussion:</strong> Students examine the open letter and the implications of such claims on African People living in Australia.</td>
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<td><strong>CREATE Visual presentation:</strong> Students explore discrimination against Aboriginal and Torres Strait Islander Peoples. Using <em>The Invisible Discriminator</em> from BeyondBlue as a stimulus, students describe two common stereotypes. In conjunction with a statistic depicting instances of discrimination, students examine how discrimination affects health, safety and wellbeing. Students then propose a strategy to eliminate/reduce stereotyping and support Aboriginal and Torres Strait Islander Peoples’ health, safety and wellbeing.</td>
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<td><strong>ANALYSE Slogan:</strong> After reading summary information on gender stereotypes, students justify whether they agree or disagree with statements depicting gender expectations. Students develop a slogan that challenges gender norms and stereotypes.</td>
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<td><strong>Read and reflect:</strong> Students read the news article acknowledging the impact of social media on perpetuating norms and stereotypes, with focus on body image.</td>
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<td>Students examine the importance of social media literacy in interpreting information in the media.</td>
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<tr>
<td><strong>CREATE Action plan:</strong> After reading the article, students answer questions about interpreting social media posts. Students examine the impact social media has on the identity of young people compared with traditional media and describe a range of strategies used to alter images to increase appeal. With a partner, students create a 'Ten Steps to Become a Positive Person' social media action plan, which aims to build positive body image and identity acceptance.</td>
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<tr>
<td><strong>ANALYSE Research:</strong> Students select one focus topic and research a health concern associated with young people that may result from a poor or negative sense of self. Using the table and key questions, students collect information, use this to examine the impact on young people and offer support strategies to seek help.</td>
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- evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples - analyse how aspects of identity can have an impact on health, safety and wellbeing

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<thead>
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<th>Lesson/s Outcome: Communication of positive identity</th>
<th>Students communicate acceptance of diversity and promote cultural diversity in Australia.</th>
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<tr>
<td><strong>APPLY Affirmation statements:</strong> Students create affirmative statements to support and encourage diversity.</td>
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**Lesson/s Outcome: Revision and Evaluation**

Students complete a revision activity to consolidate unit understanding and identify areas of misunderstanding.

- Definitions
- Explanation and examples
- Reflection
- Outline
- Justification
**Stage 5: Shaping Identity**

**Resources**
**Assessment for learning activity**

**Big Idea or Key Inquiry Question**
- How does our self-identity impact on our health and wellbeing?
- What factors contribute to how we see ourselves and others?
- How are stereotypes and expectations reinforced through social media?
- How can we promote acceptance of diversity in our community?

**Outcomes**
- assesses their own and others’ capacity to reflect on and respond positively to challenges PD5-1
- analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5-3
- critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6
- critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

**Description of assessment for learning activity**
How can I promote and support the positive identity of others?

The above question is the starting point for this assessment. You will work in small groups to devise a strategy to support diversity of identity and culture. This strategy should demonstrate a promotion and acceptance of differences and create ways of encouraging inclusion.

**Criteria for assessing learning**
When completing the task in your chosen medium, ensure that you demonstrate a good understanding of the issues surrounding identity and sense of self by considering:
- factors contributing to identity
- the presence of diverse cultures or religions in your school or community
- the personal qualities which contribute to positive relationships
- how to promote acceptance and celebrate of diversity.

**Assessment of Learning and Skill Feedback**

**Advanced**
- Creates an exceptional survey with well-structured and critical questions that provides excellent insight into experiences with diversity
- Provides an excellent reflection of the survey findings
- Designs an exceptional product or event that successfully and appropriately promotes diversity in the school or community
Stage 5: Shaping Identity

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<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
<th>Feedback</th>
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</table>
| - Clearly and effectively communicates the product or event in their presentation  
  - Gives an exceptional evaluation on the quality of the product, with excellent evidence of how the health and wellbeing of individuals should improve | - Creates a high-quality survey with well-structured questions that provides strong insight into experiences with diversity  
  - Provides an in-depth reflection of the survey findings  
  - Designs a high-quality product or event and appropriately promotes diversity in the school or community  
  - Effectively communicates the product or event in their presentation  
  - Gives a thorough evaluation on the quality of the product, with strong evidence of how the health and wellbeing of individuals should improve | - Creates a basic survey  
  - Provides a basic reflection of the survey findings  
  - Designs a product or event that promotes diversity in the school or community  
  - Shows minimal effort to communicate the product or event  
  - Gives a basic evaluation on the quality of the product or impacts on the health and wellbeing of individuals | Students will be provided with written feedback from their teacher in accordance with the marking criteria. |

Future directions and application of understanding and skill

- Students will be challenged to reflect upon the attributes and qualities they have which promote acceptance of diversity in their communities.  
- Students will be motivated to develop and maintain positive relationships and challenge stereotypes and norms to promote and support acceptance of diversity.
### Teacher’s reflection and evaluation

*After teaching this unit, reflect on the following:*

<table>
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<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Comment</th>
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<tr>
<td>Timing and appropriate sequence of activities</td>
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<td>Student understanding of content and achievement of outcomes</td>
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<td>Depth of coverage</td>
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<td>Opportunities for feedback and student reflection on learning</td>
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<td>Differentiated teaching and learning strategies</td>
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<td>Variety of assessment for/as learning strategies</td>
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| Embedded propositions in the learning activities.  
  - educative purpose  
  - strength based approach  
  - value movement  
  - health literacy  
  - critical inquiry approach |                |        |           |         |
| Areas for improvement              |                |        |           |         |

**Teacher signature**

**Department/Faculty Head signature**
Stage 5: Shaping Identity

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