

# Identity

## Growing Older and Wiser



### Years 1 & 2

Your students will learn about staying safe and taking responsible risks, healthy food, expressing their emotions clearly, and dealing with conflict. They will consider how they have changed in their life and reflect on the things that they will be able to do in the future.

### Rationale

By understanding how we grow and change we can help ourselves to be the best that we can be.

### Essential questions

- How can I make sure I'm always safe?
- What foods are healthy to eat?
- How have I changed and how will I change?
- How can I express my emotions clearly and deal with conflict?

### Glossary

unique, fingerprint, timeline, young, adult, old, happy, sad, angry, tired, nervous, excited, sign, danger, warning, rule, risk, same, different, future, healthy, conflict, fruit, vegetables

### Rich assessment task

Students will develop a timeline for their future as they consider what they will look like when they are older and what they will learn to do in the future. During week eight of this unit, students will be visited by older students who will ask them about their learning during the unit. Students will prepare an interview with the older student using questions that they develop throughout the learning sequence.

### Future action

Your students will be able to identify safe and unsafe situations. Students will practise listening carefully and expressing themselves clearly to deal with conflict. Your students will consider healthy food choices at home and school. As they continue to develop physically, socially, and emotionally they will be open to new experiences.