

# Identity

## The Game Of Life



### Years 3 & 4

Your students will consider ethics, customs, hobbies and sports, and people who are important in their lives as they develop cards to play in 'The Game Of Life'. They will learn which health messages in the media are safe to trust and how to say no when someone is pressuring them.

### Rationale

By understanding who I am, and how I have changed, I am better able to navigate challenging situations.

### Essential questions

- What are some strategies to manage challenging situations?
- How do I ask questions about different cultural and personal identities?
- How do I know which health messages in the media to trust?

### Glossary

active, balanced, challenge, change, convince, culture, cumulative, custom, emotional, ethics, hobby, honest, identity, metacognition, physical, polite, principle, question stems, research, responsibilities, role model, social, sport, trust

### Rich assessment task

During week eight of this unit, students will learn about the identities of other students in their class as they play. They will use what they learn during The Game Of Life to complete glossary about 'Identity' that they have developed during the unit.

### Future action

Your students will use strategies to manage changes to their identity. They will consider when they should trust health messages in the media and lead an active life. Your students will say no when someone is pressuring them to do something they don't want to do. They will be conscious of how their identity is the same and different to other personal and cultural identities in the world.