

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 a glossary about 'Identity' that they have developed during the unit.

Future action

Your students will use strategies to manage changes in their identity. They will consider when they should trust health messages in the media. Your students will participate in regular exercise as they 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 understand that their identity is unique and is formed by many things including their family and their culture and they will respect other people's identities.