

# Identity

## Shaping Identity



### Foundation

Your students will set goals and give a short presentation about objects in their 'Identity Container'. They will learn about the identity of other students in the class as they create pictographs. Your students will learn about 'Sometimes' foods and 'Always' foods and consider how they use their bodies. They students will learn how to get help in the classroom and in the schoolyard and how to use objects safely.

### Rationale

By considering what they like and learning ways of expressing what they like, students will be better able to set and reach new goals.

### Essential questions

- What is my identity?
- What is the classroom identity?
- How should I ask for help?
- Who should I ask for help?
- How do I stay safe and healthy?

### Glossary

arm, bird, black, blue, cat, dog, ear, eye, fish, foot, green, hand, horse, knee, leg, mouth, nose, orange, pink, purple, red, reptile, white, yellow, brown, circle, square, triangle, oval, star

### Rich assessment task

During the 'Celebration Circle' in week eight of this unit, students will share what they have learnt during with a visitor. They will participate in a several activities with their visitor, practising skills that they have learnt and explaining their new understanding about their identity, their goals, healthy eating and the identity of other students in the class.

### Future action

Students will strive to reach adventurous goals. They will be aware of how people are different and practice strategies to be safe and healthy at home and in the classroom.