



# Intentional Teaching Framework

## Personal Identity – Year 7

**Overall objectives:** In this module, students undertake investigation into of the key questions ‘What is identity?’ and ‘What influences identity?’

### VELS Standards

#### English (Level 5)

##### Reading

- Inferred meanings and messages in texts, analysed how social values or attitudes are conveyed, compared the presentation of information and ideas in different texts, and identified cause and effect in informative texts

##### Writing

- Wrote arguments that state and justified a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues.

##### Speaking & Listening

- Identified main issues in a topic and provided supporting detail and evidence for opinions.
- Prepared and presented spoken texts for specific audiences and purposes.
- Used a variety of multimedia to support individual presentations in which they inform or persuade an audience.
- When listening to others, students asked clarifying questions and built on the ideas of others.
- Showed an awareness of the influence of audience on the construction and presentation of spoken texts.

#### Communication (Level 5)

- Interpreted complex information and evaluated the effectiveness of its presentation.
- Considered their own and others’ points of view, applied prior knowledge to new situations, challenged assumptions and justified their own interpretations.

- Used the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience.

### **The Arts (Level 5)**

#### Creating & Making

- Individually and collaboratively, planned, designed, improvised, interpreted and presented arts works that expressively communicate feelings, ideas and purpose.
- Generated and developed ideas that explored themes, techniques and issues when making arts works.
- Selected and applied skills, techniques, processes, media, materials and technologies across a range of arts forms.
- Identified ways that contemporary arts works, including their own, are influenced by cultural and historical contexts.

### **Thinking (Level 5)**

#### Reasoning, Processing & Inquiry

- Located and selected relevant information from varied sources.
- When identifying and synthesising relevant information, they used a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view.
- Reflection, Evaluation & Metacognition
- Described and explained changes in their ideas and beliefs over time.

**Assessment:** Students will undertake a series of minor assessment tasks and a culminating task which will draw together their key learnings.

What	Why – skills, concepts, knowledge	How	Assessment of minor tasks	
<b>What is Identity?</b>				
Week 1 and 2	Letter about myself	Introduction to unit of work <ul style="list-style-type: none"> <li>• Letter writing skills</li> </ul>	<a href="#">Letter writing activity</a>	<a href="#">Rubric</a>
	<b>Introduction to the big question for Team Inquiry 'Identity'</b>	Overview of module, discussion of key concepts <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> </ul>	Teacher introduction and overview: <ul style="list-style-type: none"> <li>• What is identity?</li> <li>• What factors influence identity?</li> <li>• How does identity help us understand ourselves and the world?</li> </ul>	
Weeks 1 and 2	<b>What is identity?</b>	Visual presentation to engage students with topic <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Writing definitions</li> </ul>	<a href="#">PowerPoint presentation Slides 1-2</a> <ul style="list-style-type: none"> <li>• Definition of identity</li> <li>• Difference between identity and image</li> </ul>	
	<b>Image and Identity</b>	Visual presentation to stimulate discussion and promote understanding of terms and definitions <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Working in groups</li> <li>• Writing definitions</li> </ul>	<a href="#">PowerPoint images of people Slides 3-17</a> <ul style="list-style-type: none"> <li>• Record Sheet</li> <li>• Discussion of - assumptions and stereotypes. How do we form our ideas about ourselves and others?</li> <li>• Write definitions of values, image, identity, stereotype</li> </ul>	
Week 3 and 4	External influences <ul style="list-style-type: none"> <li>• Socio-economic background</li> <li>• Education</li> <li>• Geographic location</li> </ul>	Exploring and recognizing external influences on identity <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Visual literacy - video</li> <li>• Summarising using data grid</li> <li>• Analytical thinking – influences</li> <li>• Synthesis of information – umbrella activity</li> <li>• Group participation</li> <li>• Verbal report</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to documentaries</a> as media type</li> <li>• Watch 7UP documentary</li> <li>• Complete individual <a href="#">data grid</a></li> <li>• Compete group influence <a href="#">umbrella</a></li> <li>• Group verbal presentation</li> <li>• Self reflection of influences on own life</li> </ul>	

Week 5 and 6	Peer Influence	<p>Introduce and examine the influence of peers on identity</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Identification of characteristics</li> <li>• Reading and comprehension</li> <li>• Poetry appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson Ideas</a></li> <li>• Discussion of meaning of peer and peer group</li> <li>• Identification and visual representation of peer groups and their characteristics</li> <li>• Identification of individual peer group</li> <li>• Reading of poems '<a href="#">Skin Deep</a>' and completion of comprehension questions</li> <li>• Construction of poem</li> </ul>	<a href="#">Self-reflection</a>
		<p>Examination of making choices and decisions</p> <ul style="list-style-type: none"> <li>• Think, pair, share</li> <li>• Group participation</li> <li>• Written scenario</li> <li>• Digital film making</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Choices and decisions</a></li> <li>• Discussion of definitions</li> <li>• Partnered discussion</li> <li>• Shared discussion</li> <li>• Development of scenarios in small groups</li> <li>• <a href="#">Role play</a> and presentation of scenarios</li> </ul>	<a href="#">Rubric1- Role Play</a>
		<p>Being a teenager – comparing and contrasting teenage experiences</p> <ul style="list-style-type: none"> <li>• Summary</li> <li>• Constructing interview questions</li> <li>• Interview technique</li> <li>• Gathering information</li> <li>• Applying information</li> <li>• Analysing information</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Being a Teenager</a> – task</li> <li>• Mind map construction as a summary</li> <li>• Construction of interview questions – fertile question, open-ended questions</li> <li>• Instruction relating to <a href="#">interview technique</a> – background, how to ask, what to ask, taking notes</li> <li>• Analysis – using a <a href="#">Venn diagram</a> and written summary</li> </ul>	<a href="#">Being a Teenager</a> - rubric
Week 7 and 8	Cultural influences	<p>Journeys to Australia- Immigration</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Applying information</li> <li>• Sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Looking at aspects of immigration: Departing &amp; Staring Life in a new country</a> (student handout)</li> <li>• Questionnaire exploring courage</li> <li>• Class discussion</li> <li>• Questionnaire 'Adapting to life in a new country'</li> <li>• Life in a new country '5 things to pack in your suitcase'</li> <li>• Group discussion</li> </ul>	<a href="#">Score sheet- discussion</a>

		<ul style="list-style-type: none"> <li>• Group work</li> <li>• Summary</li> <li>• Reading comprehension</li> <li>• Describing and reporting</li> <li>• Poetry writing</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map about Immigration small groups</li> <li>• Quiet reading of <a href="#">peoples stories</a> (<a href="#">different stories</a> varying in complexity)</li> <li>• Report story back to group</li> <li>• Add any new information to mind map</li> <li>• Acrostic poem</li> </ul>	
		<p>Excursion to Immigration Museum</p> <ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Exploration of issue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-guided tour around immigration museum (<a href="#">Passport</a>)</li> </ul>	
Week 7 and 8	<p>External influences</p> <ul style="list-style-type: none"> <li>• Socio-economic background</li> <li>• Education</li> <li>• Geographic location</li> </ul>	<p>Exploring and recognizing external influences on identity</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Visual literacy - video</li> <li>• Summarising using data grid</li> <li>• Analytical thinking</li> <li>• Synthesis of information – umbrella activity</li> <li>• Group participation</li> <li>• Verbal report</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Introduction to documentaries</a> as media type</li> <li>• Watch 7UP documentary</li> <li>• Complete individual <a href="#">data grid</a></li> <li>• Complete group influence <a href="#">umbrella</a></li> <li>• Group verbal presentation</li> <li>• Self reflection of influences on own life</li> </ul>	
Week 7 & 8	Peer Influence	<p>Introduce and examine the influence of peers on identity</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brainstorming</li> <li>• Identification of characteristics</li> <li>• Reading and comprehension</li> <li>• Poetry appreciation and writing</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Lesson Ideas</a></li> <li>• Discussion of meaning of peer and peer group</li> <li>• Identification of peer groups and their characteristics</li> <li>• Visual representation of peer groups and their characteristics</li> <li>• Identification of individual peer group</li> <li>• Reading of poems '<a href="#">Skin Deep</a>' and completion of comprehension questions</li> <li>• Construction of poem</li> </ul>	<a href="#">Self-reflection</a>

		<p>Examination of making choices and decisions</p> <ul style="list-style-type: none"> <li>• Think, pair, share</li> <li>• Group participation</li> <li>• Written scenario</li> <li>• Digital film making</li> <li>• Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Choices and decisions</a></li> <li>• Discussion of definitions</li> <li>• Partnered discussion</li> <li>• Shared discussion</li> <li>• Development of scenarios in small groups</li> <li>• <a href="#">Role play</a> and presentation of scenarios</li> </ul>	<a href="#">Rubric1- Role Play</a>
Weeks 9 and 10		<p>Being a teenager – comparing and contrasting teenage experiences</p> <ul style="list-style-type: none"> <li>• Summary</li> <li>• Constructing interview questions</li> <li>• Interview technique</li> <li>• Gathering information</li> <li>• Applying information</li> <li>• Analysing information</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Being a Teenager</a> – task</li> <li>• Mind map construction as a summary</li> <li>• Construction of interview questions – fertile question, open-ended questions</li> <li>• Instruction relating to <a href="#">interview technique</a> – background, how to ask, what to ask, taking notes</li> <li>• Analysis – using a <a href="#">Venn diagram</a> and written summary</li> </ul>	<a href="#">Being a Teenager</a> - rubric
Week 9 & 10	Cultural influences	<p>Journeys to Australia- Immigration</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Applying information</li> <li>• Sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Looking at aspects of immigration: Departing &amp; Staring Life in a new country</a> (student handout)</li> <li>• Questionnaire exploring courage</li> <li>• Class discussion</li> <li>• Questionnaire 'Adapting to life in a new country'</li> <li>• Life in a new country '5 things to pack in your suitcase'.</li> <li>• Group discussion</li> </ul>	<a href="#">Score sheet-discussion</a>
		<ul style="list-style-type: none"> <li>• Group work</li> <li>• Summary</li> <li>• Reading comprehension</li> <li>• Describing and reporting</li> <li>• Poetry writing</li> </ul>	<ul style="list-style-type: none"> <li>• Mind Map about Immigration small groups</li> <li>• Quiet reading of <a href="#">peoples stories</a> (<a href="#">different stories</a> varying in complexity)</li> <li>• Report story back to group</li> <li>• Add any new information to mind map</li> <li>• Acrostic poem</li> </ul>	
		<p>Excursion to Immigration Museum</p> <ul style="list-style-type: none"> <li>▪ Discussion</li> <li>▪ Exploration of issue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-guided tour around immigration museum (<a href="#">Passport</a>)</li> </ul>	

## **Culminating Task**

In this task you are required to demonstrate that you understand what has shaped who you are.

You are to:

a) Demonstrate your individual identity: For example through your shoe poetry, collage, pieces of personal writing. You should have at least 2 different pieces of work. These can be pieces that you have already completed, pieces that you have modified or new pieces of work.

b) Identify at least 3 influences that have made you who you are. For example: You could make reference to influences such as family, peers, friends, cultural, media or any other factors that you think have shaped your identity. You should use the ideas and the work you have previously completed to help you demonstrate this.

You must tie your demonstration together in some way, such as through annotations, connecting lines, story board.

You can present your work in any way you like – multimedia presentation, piece of writing, oral presentation, visual display, art work.....

## Rubric: Identity - Culminating Task

	<b>Above expected</b>	<b>At expected</b>	<b>Building</b>	<b>Emerging</b>	<b>Not Shown</b>
<b>Individual identity</b>	3 - 4 pieces of work included in demonstration	At least 2-3 pieces of work included in demonstration	2 pieces of work included in demonstration	1 piece of work included in demonstration	No pieces submitted
	Each piece creatively and effectively expresses the individual's identity	Each piece clearly expresses the individual's identity	Each piece shows some attempt to express the individual's identity	The piece shows limited expression of the individual's identity	No expression of individual's identity
	Show me Wow me	Each piece is complete and polished	One or more piece incomplete or unpolished	All pieces incomplete or unpolished	No pieces submitted
<b>Influences</b>	More than 3 pieces of work included in demonstration	At least 3 pieces of work included in demonstration	At least 2 pieces of work included in demonstration	At least 1 pieces of work included in demonstration	No pieces submitted
	Each piece clearly and effectively communicates the influences on the individual's identity	Each piece clearly communicates the influences on the individual's identity	Each piece shows some attempt to communicate the influences on the individual's identity	The piece shows limited attempt to communicate the influences on the individual's identity	No communication of influences individual's identity
	Show me Wow me	Each piece is complete and polished	One or more piece incomplete or unpolished	All pieces incomplete or unpolished	No pieces submitted
<b>Structure of demonstration</b>	The pieces link holistically to show the individual's identity	The pieces demonstrate how they are linked to show the individual's identity	The pieces demonstrate some links to show the individual's identity	The pieces demonstrate few to show the individual's identity	No links shown
<b>Visual presentation</b>	The final demonstration meets the criteria for 'Above Expected' as described in Presentation Rubric	The final demonstration meets the criteria for 'At Expected' as described in Presentation Rubric	The final demonstration meets the criteria for 'Building' as described in Presentation Rubric	The final demonstration meets the criteria for 'Emerging' as described in Presentation Rubric	Meets criteria for 'Not Shown' in Presentation rubric
<b>Learning Attributes</b>	Stayed on task all of the time in class	Stayed on task most of the time in class	Stayed on task some of the time in class	Easily distracted from the task in class	Did not focus on task in class
	Completed significant amount of work in own time	Completed a lot of work in own time	Completed some work in own time	Completed little work in own time	Did no work in own time
	Handed in work before due date	Handed in work by due date	Work handed in less than or 2 days late	Work handed in more than 2 days late	Not handed in

