

Social and Emotional Health



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Sample

Section 1: Identity and Influence

The formation of identity is shaped and influenced by several factors that can have both positive and negative impacts, including important people in a young person's life, places, and the media. They take identity cues from social influences as to how to develop their sense of self and understand who they are or want to be. The biggest evolution of identity happens during these formative years, as a young person is trying to figure out their sense of identity and connect with different groups and communities. However, identity is a lifelong journey that experiences evolutions as people grow and change.

Developing a strong personal identity is essential for children to build a positive self-esteem and confidence. During this time, it is important to help develop children's identity by acknowledging the social roles they play and encouraging them to develop their strengths, talents, and interests. Important people and influences in a child's life impact the way they view and perceive themselves. Therefore, when they feel valued and capable, they are more likely to achieve higher academic results and have a positive more resilient attitude when experiencing challenges, adversity, and failure.

A positive sense of identity also helps children be more open and accepting of diversity. Strong connections to their family promote security and develop confident self-images with appreciation of their roots.

Having both a strong personal identity and group identity, helps students develop a sense of belonging. The communities they belong to help them to understand a sense of who they are and what their role is in these communities.

Curriculum Links for this Section:

Health and Physical Education - Examine how identities are influenced by people and places (ACPPS051)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions, and behaviours (ACPPS057)

Digital Technology - Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)

HASS - Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASS132)

Present ideas, findings, viewpoints and conclusions in a range of text and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASS133)

Additional Resources:

- Another video clip highlighting the power of influence you have on others <https://www.youtube.com/watch?v=goSXuG4Er0>
- Lesson idea about challenging labels and stereotypes <https://www.facinghistory.org/resource-library/identity-and-labels>
- Pick a well-known character from a book and examine their identity in a brainstorm by listing everything you know about them.
- Read stories about people whose identities are similar and different to the students in the class. Discuss.
- Watch this clip about Grade 6 student campaigning to have representation of diversity in books read at school: <https://www.njspotlightnews.org/video/11-year-old-marley-dias-creates-change-through-1000blackgirlbooks-campaign/>
- Discuss why it is important to have resources that represent different cultures, identities, and diversity that all students connect with in schools?
- Create a graffiti walk of major influences on social media, popular culture and the media that impact your students' lives. Put out 6 sheets of butcher's paper and have students work in groups making a graffiti wall of major influences such as: important/famous people they follow or listen to, sites they visit or read information from, tv shows, magazines, podcasts, etc, that inform their choices. Students then walk through and look at finished graffiti pages.
- Website with resources that teach Aboriginal perspective: <https://www.wingaru.com.au/wingaru-kids.html>
- Create Identity boxes to share with class, including items that each student can talk about - how it represents an important part of their identity.



Activity 2

Changes in Personal/Cultural Identity

- Create your own version of Bayete Ross Smith's photograph series. Use Photobooth or a phone to take a base photo of yourself with a neutral face; then create a grid of 6 copies and change the clothing/look to represent different alter egos of yourself (make sure they exist and are not made up). For example, School - you in uniform, Home - you in casual clothes, Dressed up - you are getting ready to go out, Sport/hobby - you in any clothes such as uniform, Cultural - you in any cultural clothing you wear, etc.





Sample

Activity 8

How should I respond?

- Record the other ways you could deal with the different situations below and chose the option you would choose in that situation.


<p>You are asked to talk at assembly, but on the day are too nervous.</p> 	<p>What are the options of how you could respond?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Which one would you choose and why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>You find out all your friends were invited to a party, but you were not.</p> 	<p>What are the options of how you could respond?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Which one would you choose and why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>You are the fastest runner in your year, but a new student arrives who is a faster runner.</p> 	<p>What are the options of how you could respond?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Which one would you choose and why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Activity 10

The Changes I Will Experience...

- Write three changes that might occur to you during puberty in each of the sections below and how you feel about it.

Social Changes



Emotional Changes *Physical Changes*

Research a service that provides answers to questions or supplies helpful information.

<https://www.beyondblue.org.au/who-does-it-affect/young-people/helpful-contacts-and-websites>

- List what this service offers, how to access it and what are the benefits of using it:

Activity 17

Healthier Recipe

- ❑ Choose your favourite unhealthy meal and look up the recipe. Then using the Coles or Woolworths website look up food labels and alternatives that you could substitute or add to the recipe to improve the nutritional value, e.g. healthier pasta sauce, adding more veggies, substitute full cream for light milk.

Recipe Name:

Ingredients:

Equipment

Instructions:

Sample

What additions/substitutions did you make to improve the nutritional quality?
