

**Title:** Place and Identity: How does where I live influence who I am?

**Description:** Students will understand how the physical environment in which they live plays a part in the person they are, how they live their lives and how they think about issues and other people. Having knowledge about ourselves as cultural beings is important for our interactions and relationships with others. Understanding how to interact with others from different subgroups from within Australian society and from groups of people from around the world is a worthwhile life skill for our learners to acquire. Developing an attitude of “mindfulness” rather than “mindlessness” when engaging with the difference of others is the big picture focus of our learning.

**Guiding Questions:** How does where I live influence who I am?

**Focus Essential:**

Personal Futures: Building and maintaining identity and relationships.

Key Element Outcome: Understands the ways in which heredity, culture, community and personal choice shape identity and relationships, and is able to build and maintain resilient, productive relationships.

Standard 4: *Understands that identity is constructed, and evaluates key ways in which experiences, groups, and cultures contribute to identity.*

**Supporting Essentials at Standard 4:**

Social Responsibility: Valuing Diversity.

Communicating: Being Literate and Being Information Literate.

**Understanding goals:**

1. Students will understand that the environment in which they live shapes their identity.  
*How does growing up in a place influence who we are?*
2. Students will understand what cultural stereotypes are and how to deconstruct them.  
*Is anyone typical?*
3. Students will demonstrate an understanding of interculturality in their communications with another cultural group.  
*How do you represent a culture to other cultures without being stereotypical?*

**Skill-building goals:**

1. Students will be able to write two or three linked sentences using well-rehearsed language to convey simple information. (Tasmanian LOTE Proficiency Outcomes)
2. Students will be able to deconstruct and critically analyse the features of a brochure.
3. Students will be able to research facilities and attractions in the local community.
4. Students will be able to produce an effective brochure in the target language.

UGs	PERFORMANCES OF UNDERSTANDING	ASSESSING
<p><b>UG1</b></p> <p><b>SB1</b></p>	<p style="text-align: center;"><u>Introductory Performances</u> <u>(Tuning in &amp; Sorting Out)</u></p> <p>Students will identify places of significance for them in the local area and reflect upon why they are important to them.</p> <p>Students take photos of a location, an event or activity in the Bothwell area that is important to them.</p> <p>Create a list of descriptive words about that chosen place and express why it is important to them. (LOTE)</p> <p>Students list the things that people do in Bothwell. (LOTE)</p>	<p>Assessing for learning:</p> <ul style="list-style-type: none"> <li>- Deep thinking</li> <li>- Descriptive language</li> <li>- Reasoning</li> </ul>
<p><b>UG1</b></p>	<p>Ask students to think about why Australia produces world champion surfers and swimmers and why Austria produces world champion skiers.</p> <p>Invite small groups to think about the sorts of things people do in different environments such as a coastal environment, the dry inland of Australia, a snowy mountain environment. (Scenario cards)</p> <p>Students share their responses and demonstrate an understanding of the factors affecting how people live in these environments. How does the physical environment influence human activity, housing, clothing, lifestyle choices and ways of thinking for example?</p> <p>Students create a mind map to show how where they live influences the way they live and who they are.</p> <p>Use the following questions as discussion starters:</p> <ul style="list-style-type: none"> <li>• Does where a person lives actually change the type of person they are?</li> <li>• Would you be the same if you lived in a city?</li> <li>• Would you like doing the same things?</li> <li>• Would you be as self-reliant or outgoing?</li> <li>• Would you be more materialistic or selfish somewhere else?</li> <li>• Are you healthier living in the country?</li> <li>• Does the community you live in also promote thinking about things in a different way? Eg do people in a small community look after each other more?</li> </ul> <p>Put mind maps up on display and conduct a Ghost Walk. Students share their observations and understandings about place and its influence on identity.</p>	<p>Assessment for learning</p>

<p><b>SB1</b></p>	<p>Whole class discussion.</p> <p>Students make a list of the things that they do in a rural setting that city students may not have access to.</p>	<p>Assessing for:</p> <ul style="list-style-type: none"> <li>- demonstrating interrelatedness</li> </ul> <p>Assessing for:</p> <ul style="list-style-type: none"> <li>- understanding of place and human activity</li> </ul>
<p><b>UG1</b></p>	<p>Students design their own representation of themselves using a shield or a collage for example. Students include their likes, things they do, family details, future dreams.</p> <p>Questions for student reflection:  <i>Why do I like to do these things?</i>  <i>Why do I have these future dreams and not different ones?</i>  <i>Why did I include these things?</i>  <i>Can you see how these things may relate to where you live?</i></p> <p>Students present their shield to others and explain the significance of each section, why it was included and how it ties (or doesn't tie) in to their place. Students rehearse their presentation with a friend to provide feedback before they present to the whole group.</p>	<p>Assessing for:</p> <ul style="list-style-type: none"> <li>- ability to deconstruct concept of self</li> <li>- demonstrate an understanding of how place influences who we are</li> <li>- deep thinking</li> </ul>
	<p>Students look at their photos and discuss what the photos tell them about themselves and the sort of person they are.</p> <p>Mix up students' photos and ask students to try and match a photo to a student's shield and explain their choice?</p> <p>Students reflect on the personal significance of the place they have grown up in a piece of reflective writing. It might be a special place for them or along the lines of Macca's "Why I live where I live".</p>	<p>Assessing of:</p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of how place affects identity</li> <li>- reflective thinking</li> </ul> <p>Assessing as and of:</p> <ul style="list-style-type: none"> <li>- explain and give reasons for their choices</li> </ul>
<p><b>UG2</b></p>	<p style="text-align: center;"><u>Guided Inquiry Performances</u> (Finding out, Sorting out and Going further)</p> <p>Using one sticky note for each response, students write down the various sporting, social and community groups they belong to. Place on a whiteboard and students sort into groups such as fishing club, football club to demonstrate to students that they can belong to more than one subgroup within their own culture.</p> <p><i>What groups do you belong to?</i>  <i>Can these groups change?</i></p> <p>Students categorise the photos, identifying different groups</p>	

	<p>within their community. For example, hunters, fishermen.  <i>What does this tell us?</i>  <i>Do people belong to just one group?</i></p> <p>Students consider all the sticky notes on the whiteboard as a whole to understand that the subgroups are part of the community culture of where they live. Students can visualise their layers of cultural identity.</p>	<p>Assessing for:  - understanding of subgroups within a culture</p>
<b>UG2</b>	<p>Students examine the photos they have identified as important to them. Ask students are these are typical? For example, does everyone hunt?</p> <p>Give individual students an instruction card asking them to draw or describe a typical grandmother, a typical farmer, a typical teenager, a typical Aussie, or a typical Japanese. Students try to guess who the characters are. In pairs think about:</p> <ul style="list-style-type: none"> <li>• what characteristics they have chosen and why</li> <li>• where those characteristics have come from eg media, stories, do they know people in those groups?</li> </ul> <p>Tell students that these are <i>stereotypes</i>. Ask students to brainstorm what they think this term <i>stereotype</i> means? Put together a class explanation.</p> <p>Introduce the idea that there are different sub-cultures in Japan using images from photos, website, books, and magazines to help students understand that the range of cultures in Japan is as diverse as within Australia.</p>	<p>Assessing for:  - understanding of the characteristics that form stereotypes</p>
<b>UG3</b>          <b>SB2</b>	<p style="text-align: center;"><u>Culminating Performance</u> (<u>Taking Action</u>)</p> <p>Students demonstrate their understanding about representing their culture to another culture in the following scenario:</p> <p>There is a business idea to bring Japanese tourists to Tasmania to enjoy a unique Bothwell experience. To make the most of this experience the Japanese visitors will need a brochure to help them enjoy their stay here. Local businesses have agreed to display the brochure and our task is to create one that is both welcoming and informative.</p> <p>To help you we are going to look at a selection of tourism brochures. Your job is to identify:</p> <ul style="list-style-type: none"> <li>• the key audience (how do you know?)</li> <li>• key features (look at the language, tone, structure)</li> <li>• rate it for effectiveness</li> </ul> <p>Students examine Japanese tourism brochures and identify</p>	<p>Assessing for:  - genre of a brochure</p> <p>Students need to identify the features of their own culture's brochure first.</p> <p>Students need to be aware of the intended audience's culture and expectations.</p>

	<p>similar features.</p> <p>To find out what things Japanese tourists would be interested in experiencing on a visit to Tasmania:</p> <ul style="list-style-type: none"> <li>▪ Invite Japanese exchange students to talk about Tasmania and what Japanese tourists might be tempted by.</li> <li>▪ Ask a travel agent who organises tours for Japanese visitors</li> <li>▪ Email some students in Japan</li> <li>▪ Look at advertisements on travel websites</li> </ul>	
<b>SB1</b>	<p>Students brainstorm things to include in their brochure.</p> <p><i>What is useful?</i></p> <p><i>What is interesting to Japanese tourists?</i></p> <p><i>What would a Japanese tourist expect to find in Bothwell?</i></p> <p><i>What would they be surprised to find?</i></p> <p><i>What Japanese language will be used?</i></p> <p><i>How much will be in English and how much in Japanese?</i></p>	
<b>UG3</b>	<p>Students create and edit their work.</p> <p><i>Why have you included these things?</i></p> <p><i>What do they tell the Japanese visitor about us as a community?</i></p> <p><i>Is it a true representation of who we are?</i></p> <p>Students reflect upon their work.</p> <p><i>What did you learn?</i></p> <p><i>What did you find interesting or surprising?</i></p> <p><i>How can this learning help you in the future?</i></p> <p>Have students explain the purpose of the brochures and place published brochures in local community shops or online access centre.</p>	