

Information and Communications Technology

Who am I?

HEALTH AND PHYSICAL EDUCATION Level 6
(Self and relationships)

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Sample Unit

Information and Communications Technology

HEALTH AND PHYSICAL EDUCATION Level 6 (Self and relationships)

Who am I?

This unit is designed to involve students in research that enables them to explore at least one of a variety of influences on personal identity. The development of identity is a key feature of adolescence. Students examine how image is sometimes confused with identity.

Students search the Internet and other sources and conduct interviews to provide information for a multimedia presentation on one factor that can influence personal identity during adolescence.

Learning outcomes

This unit focuses on CSF learning outcomes in the Self and relationships strand of Health and Physical Education and the Information strand of Technology, but could be developed to include activities that focus on other strands in Health and Physical Education or other key learning areas.

The relevant learning outcome and indicator for level 6 **Health and Physical Education (Self and relationships)** are:

6.2 Identify the major tasks involved in establishing personal identity. HPSR0602

- Explain how personal values, attitudes, beliefs and behaviour patterns are adapted to suit different circumstances, situations and group expectations.

The relevant learning outcome and indicator for level 6 **Technology (Information)** are:

6.2 Analyse and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment.

TEIN0602



- Apply a range of techniques, equipment and procedures that minimise the cost, effort and speed of processing the solutions and maximise the effectiveness of the finished information products.

Links to other key learning areas

The Arts

Media

6.1 Make and present media productions that explore themes, issues and ideas.

ARME0601

English

Speaking and listening

6.3 Identify and control the linguistic structures and features of a range of spoken texts to present complex themes and issues. ENSL0603

Writing

6.9 Use a range of texts to convey detailed information and discuss different perspectives on complex themes and issues in writing. ENWR0601

Health and Physical Education

Health of individuals and populations

6.1 Analyse the positive and negative health outcomes of a range of personal behaviours and community actions. HPIP0601

ICT chart reference

Application: **Multimedia**

Example: Combines still or moving images with other data types to produce files that meet particular audience needs, e.g. integrates video with text, audio and still images, to create a representation of the social and cultural influences on a student's identity.

Unit objectives

This unit is designed to enable students to:

- identify various social, cultural and environmental influences that can affect an identity
- explore the extent of the effects and the nature of the resulting behaviours
- use information and communications technology to acquire information and create a presentation file that depicts the influences investigated.

Prior learning

Students will need the following knowledge and skills to begin this unit:

Information and communications technology (ICT)

- access the Internet
- conduct a search on the Internet
- download information from the Internet
- plan and prepare a slide show presentation with speaker's notes
- use a scanner and digital camera (optional).

Health and Physical Education

- understand the concept of identity
- understand the need to establish a set of personal values
- recognise the influences of family on personal identity.

Teacher notes

The activities in this unit are influenced by a range of factors, including the accessibility and location of computers, preferred teaching styles, students' learning styles and time.

It is assumed that students are able to conduct an Internet search, and select and download appropriate material for their research activities. If this is not the case, then some preparatory learning needs to take place.

This unit can be an effective lead-in to issues such as resilience, peer-group pressure, body image, risk-taking behaviours and stereotypes.

Access to a scanner or digital camera is required during the unit. A laptop, digital projector and screen are required for the final presentations.

Teachers need to video-tape a segment from a television program which will be required for Activity 2.

Students use the worksheets (pages 9–16) to work through a number of activities. The worksheets are available as Microsoft Word files and can be modified as required.

Teachers may choose to incorporate the activities as required rather than distributing them as handouts.

Activity 1: Personal identity

Teachers brainstorm with students what the term 'personal identity' means.

Teachers list the ideas on the blackboard. Students are divided into groups and then each group is given a large sheet of paper. Using the class ideas on the blackboard, groups write a definition for 'personal identity' on the paper and then display it to the class. Teachers lead students in a process to choose an appropriate definition.

Teachers discuss with students and list under the agreed definition factors that may influence personal identity during adolescence. Using Worksheet 1 (page 9), students select four of these factors. Next to the factors, students provide an example of how each factor can be a positive and a negative influence.

Teachers encourage students to share their ideas with the class.

Activity 2: Analysing TV characters

For this activity, teachers need to record a segment from a television drama or soapie with which students are familiar. The recorded segment needs to focus on adolescent characters that are portraying a particular personal image. Before showing the segment to students, teachers discuss with students the difference between image and identity. The discussion includes:

- What is an image?
- Is image important? Is it more important than identity?
- What images do adolescents like to portray?
- Does image influence how people are perceived?
- Does image portray identity?
- What is the difference between a person's image and a person's identity?

During the showing of the segment, students take notes on the images portrayed by the characters. Teachers divide students into groups. Using Worksheet 2 (page 10) each group discusses the focus questions. A member of the group reports to the class.

Activity 3: Planning and conducting a survey

Using Worksheet 3 (page 11) students plan and conduct a survey on factors that influence adolescent identity. In groups, students list four possible survey questions.

Possible questions could include:

- How do you define your identity? Who are you?
- What were the major influences on your identity during adolescence?
- Did you have any role models or significant people that influenced your identity?
- Was there a significant event that influenced your identity?
- How did your pre-adolescent years influence your identity during adolescence?

Each group reports to the class. Teachers lead students in a process of selecting five to eight suitable questions. Teachers allocate the time span in which the interviews are to be conducted. Each student is required to interview six people. Students collate their results for each question and write a report on their findings.

Activity 4: Researching further

Using Worksheet 4 (page 11), students research one factor that influences personal identity based on the key responses in their survey (Activity 3). For example, participants in the survey may have answered that family is a big influence on their personal identity. The influence of family on personal identity would then be the focus of their research.

Students select information that enables them to address the following aspects:

- How does this factor influence the identity of an individual?

- What behaviours or identity are likely to result from this influencing factor?
- What are the positive and/or negative effects on adolescent behaviour?

Students search the Internet and other sources for their research. Students complete the Shaping Identity sheet (page 12), as an electronic file, to assist them with their research. For each Internet site, students complete the Internet Search sheet (page 13).

Activity 5: Planning a presentation

Using Worksheet 5 (page 14) students prepare a plan for a slide show presentation on their interviews and research.

It is a good idea for students to plan their slides on paper first to check that they are covering all aspects of the task guidelines. A storyboard approach can be used to outline the content and sequence of each slide. Slides should contain a limited amount of text and, where appropriate, be enhanced by graphics.

Once the plan for the slides has been completed, students consider the content for the speaker's notes. Teachers inform and demonstrate to students what is required and instruct them to prepare notes in point form to be used during the presentation.

Activity 6: Using imagery to support the text

Teachers discuss with students how images can enhance the interest and impact of the information presented to their audiences.

Using Worksheet 6 (page 15) students select images from different sources including images taken on a digital camera.

Activity 7: Creating the file

Worksheet 7 (page 15) provides students with focus for creating their presentation files. They follow their plans and make the necessary adjustments as they complete the files. Both the slides and the speaker's notes need to be developed.

Teachers decide whether the class receives a handout for each student presentation.

Teachers advise students not to apply a style design to their file until they have printed their handout. While designs that have a dark background with light writing are the most suitable for viewing on a screen, light backgrounds are best for printed material.

Activity 8: Rehearsing the presentation

Using Worksheet 8 (page 15) pairs of students take a few minutes each to run through their entire slide show. This provides the opportunity for both students to review the sequence of the presentation.

The next step involves each student rehearsing the presentation. This is still done in pairs, at the computer workstation. Acting as critical friends, students make

constructive comments about their partner's efforts. Areas that can be commented on include pitch, timing and style of delivery. Time needs to be given for students to make any necessary adjustments to their slides and speaker's notes. Finally, students print a copy of their slides and speaker's notes for the teacher.

Activity 9: Presenting

Each student has 3–5 minutes to present their research. The management of this aspect of the unit is a school-based decision. All students may be required to present over several consecutive lessons, or they may be spread over a longer period of time.

The teacher copies all files onto the hard drive of a laptop so that time is not wasted with individual students loading their file prior to their presentation. The teacher should also ensure that each file is clearly named so that it can be easily retrieved.

An assessment criteria is provided on Worksheet 9 (page 16).

Assessment

Student learning can be assessed against CSF learning outcomes and indicators as detailed in the Assessment Table below. Suggested strategies for collecting assessment data are also included.

What to assess	Relevant indicators	Gathering assessment information
<p>Knowledge</p> <ul style="list-style-type: none"> Understand the role and impact that certain influences have on adolescent identity. <p>Skills</p> <p>Ability to:</p> <ul style="list-style-type: none"> obtain relevant information from an Internet search download relevant information produce a presentation file, including speaker's notes capture a still or moving image using a scanner or digital camera present to an audience. 	<p>HEALTH AND PHYSICAL EDUCATION Self and relationships HPSR0602</p> <ul style="list-style-type: none"> Explain how personal values, attitudes, beliefs and behaviour patterns are adapted to suit different circumstances, situations and group expectations. <p>TECHNOLOGY Information TEIN0602</p> <ul style="list-style-type: none"> Apply a range of techniques, equipment and procedures that minimise the cost, effort and speed of processing the solutions and maximise the effectiveness of the finished information products. 	<ul style="list-style-type: none"> Survey report. Shaping Identity sheet. Internet Source sheet. Plan of the outline of each slide/segment of file. Slide show file. Use criteria sheet to assess the format and content of the presentation file and oral presentation.



Resources

Publications

Barillaro, A 1999, *The Body Image Resource Book: Exploring the body in our society*, Radiant Heart Publishing

Department of Education, Employment and Training, Health and Physical Education, curriculum@Work

Healey, K (ed.) 1996, *Adolescent Health: Issues for the nineties*, The Spinney Press

Software

Microsoft PowerPoint

Microsoft Word or Works

Adobe Photoshop or similar.

Audiovisual

Digital camera (optional)

Digital projector and screen

Scanner

Laptop computer

Video recorder and television.

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

Better Health Channel, managed by Victorian Government, Department of Human Services

www.betterhealth.vic.gov.au

Commonwealth Department of Health and Aged Care, Population Health Division

www.nationalalcoholcampaign.health.gov.au

HealthInsite; a Commonwealth Government of Australia initiative

www.healthinsite.gov.au

Kids Help Line, BoysTown Family Services

www.kidshelp.com.au

Victorian Curriculum and Assessment Authority

www.vcaa.vic.edu.au

This site contains the *ICT Teacher Resource* that provides advice about different ICT functions.



Student worksheets

1. Personal identity (page 9)
2. Analysing TV characters (page 10)
3. Planning and conducting a survey (page 11)
4. Researching further (page 11)
5. Planning a presentation (page 14)
6. Using imagery to support the text (page 15)
7. Creating the file (page 15)
8. Rehearsing the presentation (page 15)
9. Presenting (page 16)



Who am I?

In this unit you will:

- conduct a survey
- research factors that influence the identity of adolescence
- research information from the Internet on factors that influence identity
- plan, produce and present a slide show presentation on one factor that influences identity.

1 Personal identity

Complete the following table. List four factors that influence or shape personal identity. Give an example of how each factor can be a positive or negative influence.

Factor	Positive Influence	Negative Influence
1		
2		
3		
4		

2 Analysing TV characters

In your group, discuss a segment from a TV show. Select a different person to lead the discussion, record the points from the discussion and to provide feedback to the class. Use the following sheet to discuss the segment and record the group's responses.

Analysing TV Characters
Group Members:
Choose one character from the segment Character:
What you know about the character's image as portrayed in the segment?
What could be possible factors that influence their image as portrayed in the segment?
What effect does their behaviour and mannerisms have on the way they are perceived?
Do you think that the image that is portrayed by the character is one which many adolescents like to portray? Why?
Does an image portray an identity?
What else would you want to know about the character's personal identity that was not portrayed in the segment?
Additional comments:

3 Planning and conducting a survey

Conduct a survey on factors that influence adolescent identity.

The requirements are:

- interview 6 people in total
- choose 3 participants that are aged between 15–24
- choose 3 participants that are over 24 years
- use the same questions for each participant. These questions will be decided by the class
- record your interview using point form for each question
- write a report, summarising the key findings.

Use the following questions to assist:

- What factors in adolescence were identified as being significant in shaping each participant's identity?
- Were there common factors for each participant?
- Were there any significant people or events that influenced their identity during adolescence?
- Choose one factor and illustrate how this was a positive and/or negative influence for the participant/s.

4 Researching further

Your task is to research one factor that influences adolescent identity as shown in your survey. When researching, select information that addresses the following questions:

- How does this influencing factor help shape the identity of an adolescent?
- What type of behaviour would you expect an adolescent to show if he/she was influenced by this factor?
- What positive and negative effects does this influence have on adolescent behaviour?

For your research, information is obtained from the Internet and other sources. Complete the Shaping Identity sheet to record your information. For each Internet site, complete the Internet Search sheet.



Shaping Identity					
Factor: _____					
Name of influence: _____					
Website address or resource details	Social or cultural influence	Facts about the influence	Positive features	Negative features	Additional comments



Internet Search					
URL	Who created the site?	Who houses the site?	What is the main content on the site?	When was the site last updated?	Is there a contact point if I have a query?

5 Planning a presentation

Your task is to prepare a slide show presentation on your research. The slide show presentation includes text, images and speaker's notes.

Once you are satisfied with the quality and quantity of your information from your research, begin to plan the content and layout of your slides and your speaker's notes.

As you are going to talk for 3–5 minutes, you will need to produce about six to eight slides.

On paper plan the layout of your slides. Use a pencil to indicate the following information for each slide of your presentation:

- content of slide (headings and text – remember not to include too much text)
- location of clip art image (if appropriate)
- location of image captured using either a digital camera or a scanner
- order of the slide, e.g. 1, 2 ...

Make certain that your slides do not contain too much information – each slide should contain just enough information to keep the audience focused on what you are talking about.

When planning the content of your speaker's notes, jot your thoughts down in point form. These notes should not be a word-for-word script of what you are going to say, but should contain more information than you have included on a slide. The notes should act as prompts if you need to refer to them when giving your presentation.

6 Using imagery to support the text

The next step is to capture an image to support your presentation.

If you are using a digital camera, you can take photographs of people you know in settings such as the school or local community. If you are using a scanner, photographs suitable for scanning can be found in magazines and personal collections.

The image should provide interest to your presentation and enhance the impact of the information you present. Choose your image carefully and ensure that it enriches your presentation before inserting it into your file. Use an appropriate name for your file and save it in a folder that makes it readily accessible.

7 Creating the file

Follow your plans and create your file. Insert the image file where appropriate, and use clip art images if you want to further enhance any other slides. Apply transitions and effects, if needed. Do not apply a style design at this stage. This will happen after you rehearse your presentation.

Complete the speaker's notes for each slide.

8 Rehearsing the presentation

With a partner, briefly view your file to ensure the sequence of the slides is working. If there are no problems, rehearse your presentation, with your partner acting as the audience. Remember that your talk should be 3–5 minutes long.

Your partner acts as a critical friend, commenting on the strengths of your talk and suggesting how it could be improved. Areas to comment on include:

- speed of talking
- volume
- choice of words
- pitch
- sequence of the content.

If necessary, adjust the presentation according to your partner's constructive criticism. After this, print a copy of your file in speaker-note format and, if necessary, print a handout for the class. It is important that you print before you

apply any style design. After printing, you can apply the style design. For best effects, select a design that has a dark background with light writing.

9 Presenting

Now it is time to present your research. You will need a copy of your file before beginning the presentation. Make certain that your file is clearly named. Your presentation will be assessed according to the following criteria:

Assessment Criteria				
Knowledge and skills	High	Medium	Low	Not apparent
Understands the role of influences on adolescent identity: <ul style="list-style-type: none"> identified a range of influences explaining how they can affect an adolescent's identity. 				
Understands the impact of influences on adolescent identity: <ul style="list-style-type: none"> identified positive and negative behaviours resulting from this influence. 				
Skilled in using the Internet to locate relevant information: <ul style="list-style-type: none"> websites referenced information useful. 				
Skilled in producing a presentation that: <ul style="list-style-type: none"> was informative was interesting to the audience included an image captured by using a digital camera or scanner. 				
Skilled in delivering the presentation, including: <ul style="list-style-type: none"> speed clarity of speech volume and pitch awareness of audience reactions style. 				
Overall assessment:				
Comments:				