Respectful Relationships: Gender and Identity

Levels 3-4

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# Topic: Gender and Identity

# Level: 3 and 4

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion [(VCPSCSO020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO020)

### Achievement Standards (extract only)

By the end of Level 4, students … discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups.

## Health and Physical Education

### Content descriptions

Examine how success challenge and failure strengthen personal identities [(VCHPEP088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP088)

Discuss and interpret … messages in the media [(VCHPEP094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP094)

### Achievement Standards (extract only)

By the end of Level 4, students …examine influences that strengthen identities.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 3-4 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccdc8bd) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to gender and identity for the Level 3-4. See pages 56 to 79.

Activity 1: My individuality – the many facets of me

Activity 2: Exploring gender norms through literature

Activity 3: Investigating gender roles in children’s media

# Assessment ideas

## Pre-assessment

### T-chart

Students create a T-chart with similarities and differences as headings.

|  |  |
| --- | --- |
| Similarities | Differences |
|  |  |

Students ask each classmate about parts of their identity, for example their favourite colour, food or activity. Students then add one thing that they share as a similarity and one thing that their peer has, which they don’t as a difference.

Once they have completed this, they should highlight those which were answers from boys, and those of girls. This will help them to identify any patterns in the responses. Use student’s T-charts to start a discussion about similarities and differences between boys and girls.

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

### Gender roles thought wall display

Students post their thoughts about gender roles by recording their ideas on different coloured sticky notes which can be added to a thought wall. An alternate way to collect student thoughts is to use digital sharing program such as [Padlet](https://padlet.com/). Padlet enables teachers to create a digital ‘wall’ to display student thoughts, which can be shared using a data projector or interactive whiteboard. Ask students to identify:

* roles they play:
  + at home
  + at school
  + with friends
  + at clubs or organisations
* a role within their school or home that they believe should be different

## Summative Assessment

### Fairy tale review

After completing Activity 2: Exploring gender norms through literature, students choose one fairy tale they know well. Ask students to rewrite the fairy tale swapping the roles of the males and females in the story.

Complete a reflection:

* Did you agree with the initial roles in the fairy tale?
* Was it easy to swap the roles for the males and females?
* Do you see resemblances to this fairy tale at school or at home?

### Activity 3: Investigating gender roles in children’s media

### Use the media detective part of Activity 3 (page 67-68) to assess student understanding of how the media portrays gender roles.

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

# Gender and identity assessment rubric – Level 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Achievement Standards** | | | | |
|  |  |  |  |  |  |
|  | **Personal And Social Capability** | | | | |
|  | **By the end of Level 2**, students ... describe similarities and differences in points of view between themselves and others. |  | **By the end of Level 4**, students … discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. |  | **By the end of Level 6,** students … recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 2,** students… recognise how strengths and achievements contribute to identities |  | **By the end of Level 4,** students …examine influences that strengthen identities. |  | **By the end of Level 6**, students … understand the influences people and places have on personal identities. They …discuss factors that influence how people interact |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 2 students can:** | **When progressing towards level 4 students can:** | **At level 4 students can:** | **When progressing towards level 6 students can:** | **At level 6 students can:** |
| Understanding gender roles | * identify gender roles using pictures and words * recognise that gender should not restrict what they like and are able to do | * explain differences and similarities of gender roles and rules * explore ways people fit into gender roles | * identify factors that affect gender roles and rules * give examples of gender roles in different situations e.g. home and school | * describe factors that affect gender roles and rules * describe a role that can be performed by both genders | * explore how gender roles and rules impact the community in both positive and negative ways * explain how gender roles may contribute to stereotypes |
| Gender norms/roles displayed in the children’s literature and media | * recognise there are gender roles shown in children’s literature and media | * identify examples in children’s literature and media that show gender roles | * describe the roles given to males and females in children’s literature and media * identify gendered messages in children’s literature and the media and present an alternate view about gender stereotypes | * compare the roles given to males and females in children’s literature and media influence * describe gendered messages in children’s literature and media and challenge the validity of gender stereotypes | * explain the influence that the children’s literature and media has on establishing gender roles * explain how gendered messages in children’s literature and media can contribute to stereotypes |