Respectful Relationships: Gender and Identity

Levels 5-6

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# Topic: Gender and identity

# Level: 5 and 6

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences. ([VCPSCSO029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO029)

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual [(VCPSCSO030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO030)

### Achievement Standards (extract only)

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

### Content descriptions

Explore how identities are influenced by people and places [(VCHPEP105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP105)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours [(VCHPEP111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP111)

### Achievement Standards (extract only)

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.  
  
Teaching and learning activities

The Department of Education and Training have developed [*Level 5-6 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7) 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 5-6. See pages 49 to 63.

Activity 1: Born or made? Thinking about gender

Activity 2: From words to actions

Activity 3: Gender norms in early adolescence

Activity 4: Facts about gender and opportunity

Activity 5: Growing awareness about human rights

Activity 6: The intergenerational gender machine

Note: The topic of gender and identity includes activities that discuss sexual identity. Teachers need to ensure that they feel comfortable with the content of the teaching and learning activities and assessment tasks. The approach to addressing the topic of gender and identity should be consistent with the school ethos, community and parental expectations and prescribed guidelines of the relevant educational sector. Teaching and learning activities and assessment tasks can be modified to suit the school and classroom context. Teachers may also wish to communicate with parents/carers about the content of lessons.

# Assessment ideas

## Pre-assessment

Explore students understanding of the key terms by placing five sheets of butcher’s paper on the walls. Each piece of paper should have the one of the following words written at the top:

* sex
* gender
* gender roles
* stereotype
* human rights.

Provide students with a marker and ask students to write their thoughts or understandings associated with each word. Instruct students if they are unsure about the word they can just record a question mark. Use the student ideas to inform a discussion about the meaning of and differences between these words.

Refer to the assessment rubric on page 4 to identify where students are located on the Victorian Curriculum F-10 continuum.

Note: teachers may wish to keep these sheets of paper and revisit at the end of the unit by asking students to list what they now know about these words.

## Ongoing formative assessment

Provide students with a scenario that describes a situation of gender stereotype or discrimination. Ask students to reflect on this scenario and write about what they could say or do in this situation to promote a respectful, friendly and inclusive school. Scenarios selected should be relevant to student experiences, for example; restricting who can participate in an activity or sport based on gender.

## Summative assessment

### Reflective journal

At the end of activities 4, 5 and 6 students should reflect on their learning in a reflective journal. Teachers may wish to provide questions to guide student responses.

Activity 4: Facts about gender and opportunity - Have students to reflect on inequality and discrimination in relation to gender. Questions to guide student responses could include:

* What does the data tell us about differences opportunities for males and females?
* Why do you think these differences exist?
* What effect might these differences have?
* Could something similar happen here at school?

Activity 5: Growing awareness about human rights - Have students reflect on what they have learnt about human rights. Questions to guide student responses could include:

* What have you learnt about human rights?
* Why do you think there are different United Nations Conventions of human rights for different groups of people?
* What questions do you have about human rights?
* How could you apply what you have learnt about human rights here at school?

Activity 6: The intergenerational gender machine – Have students reflect on the factors that influence gender roles and stereotypes. Factors can include traditions and clothing, media and advertising, sport and leisure activities, work and business, home and families and children’s games toys and stories. Questions to guide student responses could include:

* How do these factors contribute to stereotypes for men and women (for example how they should look, how they should behave, what type of jobs they should do, what hobbies and interests they have)?
* How are gender expectations transferred from one generation to the next?
* Do you think gender expectations change over time? Why or why not?
* How do gender expectations influence you?
* What could our class do to promote equality of gender expectations?

Refer to the assessment rubric on page 4 to identify where students are located on the Victorian Curriculum F-10 continuum.

# Resources

[Gender roles - interview with kids](https://www.youtube.com/watch?v=-VqsbvG40Ww) – this YouTube clip could be used as a stimulus to assist students to understand the differences between gender and sex.

# Gender and identity assessment rubric – Level 5-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 4** |  | **Level 6** |  | **Level 8** |
|  | **Personal and Social Capability** | | | | |
|  | **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. |  | **By the end of Level 8,** students... explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 4**, students.... examine influences that strengthen identities. They … understand how to interact positively with others in different situations… |  | **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. |  | **By the end of Level 8,** students... investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. |

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| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 4 students can:** | **When progression towards level 6 students can:** | **At level 6 students can**: | **When progressing towards level 8 students can:** | **At level 8 students can:** |
| Understanding human rights | * provide some examples of gender norms/rules | * identify and describe gender norms, stereotypes and human rights * identify examples of stereotypes and discrimination | * explain how differences in gender norms may contribute to stereotypes and discrimination * suggest how human rights can be applied at school | * make suggestions about how to overcome the stereotype limitations that are experienced by some people | * explain how valuing gender difference contributes to human rights * explain how human rights can be promoted in the community |
| Understanding of personal identity and the factors that contribute to gender expectations | * identify some factors that affect gender norms/rules * identify some similarities between the data sheets and what happens in the real world and the media world. | * explain how some factors that affect gender norms * describe one similarity between the data sheets and how this happens in the real world and media | * identify how gender norms have changed over time * make links between data analysed and the environment they experience at home, in the community, in the media, or at school | * provide examples of how gender norms vary for different cultures and groups * make clear connections between the stereotypes of masculinity and femininity and how these are contributing factors to the information on the fact cards. | * examine how people’s values and beliefs might be different or similar to those of others and the impact on people’s behaviour * make links between the fact sheets and the ways that these facts are impinging on people’s human rights, and suggest reasons for this |
| Characteristics of respectful relationships | * identify the characteristics of a respectful, friendly and inclusive school | * suggest a range of actions they can take to contribute to respectful, friendly and inclusive school. | * explain things they can do to contribute to a respectful and friendly relationships with peers | * predict the benefits that the school community will experience when the environment is free of gender stereotypes | * describe the characteristics of respectful relationships in a range of settings |