Respectful Relationships:

Gender and Identity (Part 1)

Levels 7 and 8

# Topic: Gender and Identity (Part 1)

# Levels 7-8

# Victorian Curriculum F–10

## Health and Physical Education

### Content descriptions

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [(VCHPEP124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP124)

Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)

Develop skills to evaluate health information and express health concerns [(VCHPEP129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP129)

### Achievement standards

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing.

## Teachi**n**g and learning activities

The Department of Education and Training have developed [*Level 7-8 Resilience, Rights and Respectful Relationships*](http://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf) 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 Level 7-8. The following activities are located on pages 66–76 of the online resource:

* Activity 1: Tracking Gender: Investigating the impact of gender norms
* Activity 2: Who is shown, who is missing? Gender in the media
* Activity 3: Negative health impacts of gender norms

## Assessment ideas

### Pre-assessment

In groups, ask students to brainstorm the term ‘gender norm’. Students could use an online collaborative brainstorming tool such as [Mindomo](https://www.mindomo.com/) or [Padlet](file:///C:/Users/09740833/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/YIT5Z0PD/padlet.com) to record their thoughts.

Using the term ‘gender norms’ as a starting point for a mind map, students record answers to the following questions:

* how might gender norms impact on life?
* how might gender norms impact on health?

Refer to the Assessment Rubric on page 3 to determine where students are located on the Victorian Curriculum F–10 continuum.

### Ongoing formative assessment

Students record their reflections in a table with three columns titled: Negative, Positive, Fascinating (see example below). Use the following activities as starters for this reflection process.

* Activity 1: Tracking Gender: Investigating the impact of gender norms.   
  Students list one positive, one negative and something they found fascinating as they worked in a team to prepare a report to the class.
* Activity 2: Who is shown, who is missing? Gender in the media.   
  Students list one positive, one negative and something they found fascinating as they reviewed how gender norms are reinforced in the media.

|  |  |  |
| --- | --- | --- |
| NEGATIVE | POSITIVE | FASCINATING |
|  |  |  |

### Summative Assessment

Students choose or are allocated a statistics card (page 66–69 of the online teaching materials) and research more recent statistics than that presented on their allocated card to prepare a written report.

## Using both sets of data, students address the following questions in their written report:

* Have the statistics for health impacts associated with gender norms become higher or lower? Is the impact of gender norms on the health of young people getting better or worse over time? Suggest reasons for the changes identified.
* Why do you think there are gender differences in the health impact identified in the scenario?
* How might gender norms and expectations influence the pattern of health behaviours shown on your statistics card?
* Suggest how gender norms might influence the health of individuals at the age studied in Activity 1.
* Why might there be differences in health outcomes between the individuals studied in Activity 1 and the individuals on your statistics card?
* What resources and strategies might be accessed and used by individuals whose health is impacted by gender norms?

Refer to the Assessment Rubric on page 3 to determine where students are located on the Victorian Curriculum F–10 continuum.

# Gender and identity assessment rubric: Levels 7-8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 6** students… understand the influences people and places have on personal identities and describe their own and others’ contributions to health. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. |  | **By the end of Level 8** students… investigate strategies and resources to manage changes and their impact on identities. They gather and analyse health information. They investigate strategies that enhance their own and others’ health. |  | **By the end of Level 10** students… critically analyse contextual factors that influence their identities, and behaviours. They access, synthesise and apply health information from credible sources to propose and justify responses to situations…. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level 6 students can:** | **When progressing towards Level 8 students can:** | **At Level 8 students can:** | **When progressing towards Level 10 students can:** | **At Level 10 students can:** |
| Understanding of personal identity and the impact of gender norms | * identify how gender norms have changed over time | * provide examples of how gender norms vary across the lifespan | * explain the impact of age and gender norms on their own and others’ health | * analyse trends in data related to the impact of age and gender norms on their own and others’ health | * critically analyse the impact of gender norms on identity and risk taking behaviours |
| Evaluate health information | * access, collect and interpret health information | * gather and organise health information on gender norms | * investigate and analyse health information on gender norms | * gather credible sources of health information related to the health impacts of gender norms | * synthesise health information from a range of sources in relation to the health impacts of gender norms |
| Investigate health enhancing strategies | * practise strategies to enhance their own health | * plan strategies that enhance health in relation to gender norms | * investigate relevant strategies to improve health relating to gender norms | * demonstrate the ability to link health enhancing strategies to health issues relating to gender norms | * investigate and justify the choice of relevant strategies to improve health issues relating to gender norms |