Respectful Relationships:

Gender and Identity (Part 2)

Levels 7 and 8

# Topic: Gender and Identity (Part 2)

# Levels 7-8

# Victorian Curriculum F–10

## Health and Physical Education

### Content description

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity [(VCHPEP132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP132)

### Achievement Standards (excerpt only)

By the end of Level 8, students… evaluate the benefits of relationships on wellbeing and respecting diversity.

## Personal and Social Capability

### Content descriptions

Investigate human rights and discuss how these contribute to a cohesive society [(VCPSCSO39)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO039)

Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed [(VCPSCSO040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO040)

### Achievement Standards (excerpt only)

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.

## Teaching 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 77–85 of the online resource:

* Activity 4: Human rights, equity, equality and gender
* Activity 5: Positive and negative uses of power and privilege
* Activity 6: Difference and discrimination

## Assessment ideas

### Pre-assessment

In small groups, ask students to create a poster that depicts what living in a ‘fair place’ might look like to them. The poster should include elements of rights and responsibilities people living in the ‘fair place’ might observe. The posters could be displayed around the room.

Ask students to write a paragraph explaining why societies have rules. Students discuss which rules might be important to create a world where everyone is treated equally and with respect, and how these rules might promote health and wellbeing.

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

### Ongoing formative assessment

Students could undertake one or more of the following formative assessment tasks during the course of the unit:

* Students create a visual representation to show the difference between equity and equality (Activity 4 handout could be used as an example).
* Students undertake a debate as to whether workplaces should have targets for gender balance or if there should be quotas for other groups in the community.
* Students develop a ‘Line of Discrimination’ (Activity 6) relating to groups who may experience discrimination. Students suggest strategies that could be employed to ensure these people suffering from multiple forms of disadvantage have the same opportunities to learn, and be employed, as others.

### Summative Assessment

The following two statements are drawn from the [Convention on the Rights of the Child](https://www.ohchr.org/en/professionalinterest/pages/crc.aspx):

* When children are born, they are free and all should be treated in the same way.
* Everyone can claim their rights, regardless of their sex, skin colour, language, thinking and beliefs, religion, level of wealth, country of birth.

Draw two Y charts side by side on a whiteboard (see example below). Title one   
‘A community where human rights are upheld …’ and the other ‘A community where human rights are not upheld…’. As a class reflect and record students understanding of the two statements regarding human rights and how these contribute to respectful relationships. One Y chart is to relate to people who experience these human rights and the other is to relate to those who do not experience these human rights.

Looks like

Sounds like

Feels like

Following the group brainstorm, ask students to write a reflective journal entry demonstrating their learning during this unit by answering the following questions:

* Outline three examples of how these human rights may support children as they change physically and socially from birth to your own age.
* What benefits might there be to the community if a government adopts and supports these human rights?
* How might power and privilege impact on the implementation of human rights within a community?
* Discuss reasons why a government may **not** adopt and support these human rights.

Refer to the Assessment Rubric on page 4 to identify 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** … discuss factors that influence how people interact. |  | **By the end of Level 8, students** … evaluate the benefits of relationships on wellbeing and respecting diversity. |  | **By the end of Level 10, students**… analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6, students** … 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. |  | **By the end of Level 10, students** … analyse the effects of actions that repress human rights and limit the expression of diverse views. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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:** |
| Impact of human rights on individuals and communities | * identify that human rights affect human interactions | * provide examples of how human rights affect physical and/or social changes in a child | * explain how the community benefits from promoting human rights | * examine the impact on communities where human rights are/are not upheld | * analyse the impact on communities where human rights are adopted and supported by governments |
| Benefits of valuing diversity to individuals and communities | * describe fairness, equality and equity | * illustrate the difference between equality and equity | * explain how valuing diversity influences respectful relationships | * explain how valuing diversity can achieve equitable outcomes for individuals and communities | * analyse perceptions about diversity and determine the impact on gender equality outcomes in the community |
| Impact of power and privilege on relationships | * identify positions of power and privilege in different relationships | * recognise the impact of power imbalance and level of privilege on relationships | * explain how power and privilege are expressed in respectful relationships | * compare power and privilege different individuals and population groups have in various scenarios | * analyse the impact of power and privilege on relationships |