Respectful Relationships: Gender, Respect and Relationships

Levels 7-8

Part 1

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# Topic: Gender, Respect and Relationships

# Level: 7-8

# Victorian Curriculum F-10

## Personal and Social Capability

### Content description

Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others [(VCPSCSO038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO038)

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 standard (extract only)

By the end of Level 8 students … explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations.

## Health and Physical Education

### Content descriptions

Investigate the impact of transition and change on identities [(VCHPEP123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP123)

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)

### Achievement standards (extract only)

By the end of Level 8 students … investigate strategies and resources to manage changes and transitions and their impact on identities.

# Teaching and learning activities

The Department of Education and Training have developed [*Building Respectful Relationships – stepping out against gender-based violence*](http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=H9WQYK) teaching and learning materials. The teaching and learning activities for [Unit 1](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=73b46fd9-1af0-49e7-8cb6-31447aeaade6) focus on gender, respect and relationships. This assessment item relates to the materials on gender and violence in this unit; sessions 1-4. These are summarised below, along with the learning intentions of each session.

*Session 1: Respect and relationships (Setting the context and boundaries; A respectful partner is; Balancing rights & responsibilities; Building a respectful relationship)*

* Students will clarify what they value about partners and relationships.
* Students will identify their own expectations of relationships.
* Students will identify behaviours that show respect in a relationship.
* Students will explore the concept of building respectful relationships.

*Session 2: Gender, respect and relationships (If the category fits, wear it; Gender expectations – I just can’t win!)*

* Students will define the terms ‘sex’, ‘sexuality’ and ‘gender’.
* Student will identify the implications of narrow understandings of gender.
* Student will identify behaviours that show respect in relationships.
* Student will begin to examine the role of the internet on gender and sexuality.

*Session 3: The power of expectations (A question of gender; On becoming a woman)*

* Students will identify their own expectations in relation to gender.
* Students will identify the implications of narrow understandings of gender.

Session 4: *Gender positioning (Changing attitudes; Changing positions)*

* Students will be able to describe some traditional notions of gender.
* Student will be able to discuss some impacts of hindered expectations on young people and their relationships.

# Assessment ideas

## Pre-assessment

### Brainstorm and mind map

Students individually brainstorm and mind map the question – “Who am I? How have I changed since I left primary school?”

* Brainstorm is to include the physical, social, emotional, intellectual components.
* Extend the mind map to include reasons for or influences on these changes.

Students could use software such as SmartDraw, Visio, Webspiration Classroom, Cmap, Inspiration, MindManager, [Mind42](http://mind42.com/), MindMeister, Mindomo, Bubbl.us or [FreeMind](http://freemind.sourceforge.net/wiki/index.php/Main_Page) to develop their mind map.

This activity can guide teacher awareness of students’ understanding of what has shaped who they are and the factors that have shaped them.

## Ongoing formative assessment

### Mind map

Provide opportunity for students to add to their mind map after each session if appropriate. This provides a good way for students to demonstrate their increasing knowledge and understandings about personal identity.

### Reflective journal

Students write journal entries at the conclusion of each session or activity. Possible reflection questions may include:

* What was most interesting?
* What did you learn about gender and identity that was new or surprising?
* Was there anything related to gender and identity that you changed your mind about?
* Is there anything you learnt that you might use in the future?

## Summative Assessment

### On becoming a woman

Students undertake the Homework/Research assessment task on page 23 of Building Respectful Relationships Unit 1 where each student asks 2 adult males and 2 adult females questions about the reading ‘On Becoming a Woman’, page 60.

Students role-play, make a video or complete a writing piece (article, story etc.) that demonstrates how males and females may have interacted respectfully in society in 1951 and how they may interact respectfully in society in 2051.

Students could present their work in a range of formats, including the use of digital technologies such as:

* book creator with audio, diagrams and text
* avatar creating software such as [Voki](http://www.voki.com/)
* comic creating software such as [Comic Life](http://plasq.com/apps/comiclife/macwin/) or [Read.-Write-Think](http://www.readwritethink.org/files/resources/interactives/comic/).

In planning the role-play, video or writing piece, each group or individual in the class will negotiate the following factors (ensure there is a mix of these across the class):

* who the main characters will be
* where the scene will be set
* what the scene will be about.

Tell students they need to be prepared to explain why the characters in their role-play, video or writing piece are acting as they are portrayed in1951 and 2051. Questions that could be used to guide student explanations are:

* How might the portrayal of gender identity be different between the 2 time frames?
* What might be the reasons for these differences? Be prepared to give at least 2 explanations as to why there may be differences. (Things students might think about include how people may interact, the types of jobs that may be available, the role of laws and government policy on gender identity, the facilities that may be available, changes in family patterns and family roles)

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

# Gender, respect and relationships assessment rubric – Level 7-8

|  |  |  |  |  |  |
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|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6**, students... identify characteristics of respectful relationships. |  | **By the end of Level 8**, students... explore the values and beliefs of different groups in society.  …identify indicators of respectful relationships in a range of social and work-related situations. |  | **By the end of Level 10,** students… analyse factors that influence different types of relationships. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 6**, students ... understand the influences people and places have on personal identities. |  | **By the end of Level 8,** students …. investigate strategies and resources to manage changes and transitions and their impact on identities. |  | **By the end of Level 10,** students ... critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. |

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| --- | --- | --- | --- | --- | --- |
|  | **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:** |
| The development of identities | * provide examples of how personal identities can be different | * provide valid examples of how male and female identities may vary in different eras | * demonstrate how gender identity can be affected by external factors such as time | * demonstrate how the gender identity of their characters are affected by external factors | * clearly reflect on how the gender identities of their characters are influenced by the era in which they are living |
| Respectful relationships over time | * provide examples of respectful relationships between men and women | * provide examples of how beliefs of respectful relationships may differ between men and women * provide realistic examples of respectful relationships between men and women | * demonstrate valid examples of beliefs about gender identity in the past and possible beliefs in the future * show how respectful relationships between males and females may differ over time | * demonstrate the factors that may have led to differing beliefs about gender identity between males and females over time | * clearly reflect on why there are changing factors that lead to differing beliefs about gender identity between men and women over time |