Respectful Relationships:

Gender, Power and Media

Levels 9 and 10

# Unit 3: Gender, power and media

# Levels 9–10

# Victorian Curriculum F–10

## Health and Physical Education

### Content descriptions

Evaluate factors that shape identities, and analyse how individuals impact the identities of others ([VCHPEP142](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142))

Evaluate health information from a range of sources and apply to health decisions and situations ([VCHPEP148](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP148))

Critique behaviours and contextual factors that influence the health and wellbeing of their communities ([VCHPEP151](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP151))

### Achievement Standard (extract only)

By the end of Level 10, students… critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.

Students identify and analyse factors that contribute to respectful relationships. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing.

# 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/Resource/LandingPage?ObjectId=1be5f611-1677-4bd6-b1a2-ba9e2479657b)teaching and learning materials which incorporate Unit 3 Gender, power and medias. The materials have been designed for students in Year 10. The following teaching and learning activities can be used to teach the knowledge, skills and understandings relating to gender, power and respect in the Victorian Curriculum F–10 Health and Physical Education.

Session 1: Getting a picture on sexualisation

Session 2: A deeper look into the culture of sexualisation

Session 3: Developing a common understanding of explicit sexual imagery

Session 4: Real-life strategies

Session 5: ‘Idealworld’

Session 6:Developing skills to build respectful relationships

# Assessment ideas

It is essential that the content delivered and assessed through this unit occurs in a safe environment for students. A procedure for setting up a safe space within the classroom can be found on p. 160–161 of the [*Building Respectful Relationships: Stepping out against gender-based violence*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=1be5f611-1677-4bd6-b1a2-ba9e2479657b)resource.

## Pre-assessment

Ask students to respond to the statements (Setting the context, p. 161) by physically moving along a continuum that ranges from strongly agree, agree, disagree and strongly disagree to begin to unpack students’ pre-conceptions around gender, power and medias. Use the questions in the ‘Setting the context’ activity to prompt discussion and allow students to change positions on the continuum.

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

## Ongoing formative assessment

Students complete a reflective journal throughout this unit. Using the reflection stems that are given in the teaching and learning materials following each session or activity (‘Journal entry’), students are asked to reflect and think about the issues raised.

Students may use an online journal tool such as [Evernote](https://evernote.com/) or [Penzu](https://penzu.com/) to complete these reflections.

## Summative Assessment:

Using the [Assessment: bringing it all together (p. 178),](http://fusecontent.education.vic.gov.au/1be5f611-1677-4bd6-b1a2-ba9e2479657b/BRR%20Unit%203.pdf) students work in groups of three, to develop a guide to help other young people understand and deal with issues of sexualisation and explicit imagery. The focus of the guide must be on some aspect of media and/or technology use and access. The guide can take any form, such as a written piece, online presentation, performance, song, poster, photographic, comic, or T-shirt logo.

The guide must include the following information:

* key issues facing young people
* relationship to gender and gender-based violence
* implications for relationships and wellbeing
* potential harms
* what needs to be done
* where to go for help.

Individual students then select three of the guides from the class to critique. Students determine which guide would be most effective in helping young people deal with issues associated with gender, power and media and present their justification in a written, verbal or multimedia report.

Refer to the Assessment rubric on p. 4 to identify where students are located on the Victorian Curriculum F–10 continuum.

# Gender, power and media assessment rubric – Levels 8–10

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Levels 7–8** |  | **Levels 9–10** |  |  |
|  | **Health and Physical Education** | | | | |
| **By the end of Level 8,**  students… students investigate strategies and resources to manage changes and transitions and their impact on identities. They gather and analyse health information and investigate strategies that enhance their own and others’ health, safety and wellbeing.  They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. |  | **By the end of Level 10,** students… critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.  Students identify and analyse factors that contribute to respectful relationships. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. |  |  |

|  | **Assessment rubric** | | | | |
| --- | --- | --- | --- | --- | --- |
| **Category** | **At Levels 7–8 students can:** | **When progressing towards Levels 9–10 students can:** | **At Levels 9–10 students can:** |  |  |
| Behaviours and factors that influence relationships | * explain how different behaviours and factors may influence respectful relationships | * identify the link between sexualisation, media, gender and respectful relationships | * analyse the influence of sexualisation and explicit imagery on respectful relationships |  |  |
| Evaluate health information | * investigate credible health, safety and/or wellbeing support services for youth dealing with the issues of sexualisation and explicit imagery | * evaluate health information from a range of sources that support young people dealing with the issues of sexualisation, media, gender and respectful relationships | * critique a range of health information sources to propose and justify a responses to situations involving sexualisation and/or explicit imagery in the media |  |  |