Respectful Relationships:

Positive Gender Relations

Levels 1 and 2

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# Topic: Positive gender relations

# Level: 1 and 2

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour [(VCPSCSO013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO013)

### Achievement Standards (excerpt only)

By the end of Level 2, students … demonstrate ways to interact with and care for others.

## Health and Physical Education

### Content Descriptions

Practise strategies they can use when they need help with a task, problem or situation at home and/or school [(VCHPEP073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP073)

Describe ways to include others to make them feel that they belong [(VCHPEP075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP075)

### Achievement Standards (excerpt only)

By the end of Level 2, students … demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 1-2 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6&SearchScope=All) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings relating to positive gender relations for the Level 1-2. See pages 57 to 69.

Activity 1: What is fair play?

Activity 2: Creating a gender-friendly classroom

Activity 3: What is gender-based violence?

Activity 4: The opposite of violence is respect

Activity 5: Respect my space – respect my body

# Assessment ideas

## Pre-assessment

### Characteristics of respect

Ask students to list the characteristics of a respectful classroom to assess students understanding of the concept of respect.

Refer to the assessment rubric on page 5 to identify where students are located on the Victorian Curriculum F-10 continuum.

## Ongoing formative assessment

### Building and using an anchor chart

Use student ideas generated in the ‘Characteristics of respect’ task (above) to create an anchor chart in response to the question ‘What does a respectful classroom look like?’ Involve students in creating the anchor chart, for example students could take and annotate photographs of respectful behaviour in the classroom.

The anchor chart can be used for student self-reflections about respectful relationships. For example, ask students to use the anchor chart to identify which respectful behaviours were being demonstrated in a particular activity.

See: Resources on page 3 for information about designing and using anchor charts.

## Summative assessment

### Create a respect wheel

Provide students with a range of words on individual cards that are characteristics of either respectful or disrespectful behaviour. Words could include:

|  |  |  |
| --- | --- | --- |
| kind | angry | rude |
| friendly | bossy | helpful |
| loud | fair | sharing |
| selfish | hurtful | caring |
| gentle | trusting | polite |
| cross | upsetting | annoying |
| bad | honest | funny |

Ask students to select four or five words they associate with respect. Students create a wheel diagram to respond to the prompt ‘Respectful behaviour is being…’ to highlight the characteristics of respectful behaviour. An example has been provided below.

Ask students to share their respect wheel with others in the class. Students can be prompted with questions such as:

* What can we do to be kind or helpful to others in our class?
* Can girls and boys share equipment?
* Can girls and boys be friends and play together?

Respect wheels can be displayed around the classroom. Use the respect wheels to assess students understanding of the characteristics of respectful behaviour.

### No, Go, Tell

Give students one of the scenarios from ‘Activity 5: Respect my space, respect my body’. Use the scenario to assess students understanding of the ‘No, Go, Tell model’ for seeking help in situations that might make them feel uncomfortable or scared. Students use the ‘No, Go, Tell worksheet’ (see page 4) to either write or draw their response to the scenario.

No – what would they say?

Go – where would they go?

Tell – who would they tell?

Refer to the assessment rubric on page 5 to identify where students are located on the Victorian Curriculum F-10 continuum.

# Resources

[Anchor charts: Making thinking visible](https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf)

[Anchor charts 101: Why and how to use them](https://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/)

No, Go, Tell worksheet

|  |  |
| --- | --- |
| No |  |
| Go |  |
| Tell |  |

# Positive gender relations assessment rubric – Level 1-2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Relevant element of the Achievement Standards** | | | | | | |
|  | **Foundation Level** |  | **Level 2** |  | **Level 4** | |
| **Personal and Social Capability** | | | | | | |
|  | **By the end of Foundation Level**, students … begin to identify and practise basic skills for including and working with others in groups. |  | **By the end of Level 2**, students …demonstrate ways to interact with and care for others. |  | **By the end of Level 4**, students ... describe factors that contribute to positive relationships with peers, other people at school and in the community. | |
| **Health and Physical Education** | | | | | |  |
|  | **By the end of Foundation Level**, students… identify actions that help them be healthy, safe …. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. |  | **By the end of Level 2,** students… demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. |  | **By the end of Level 4,** students … select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Foundation Level students can:** | **Progressing towards Level 2 students can:** | **At Level 2 students can:** | **Progressing towards Level 4 students can:** | **At Level 4 students can:** |
| Characteristics of respectful behaviour | * select examples of respectful behaviour | * identify examples of behaviour that is respectful | * name characteristics of respectful behaviour and provides some examples of ways to be respectful in the classroom | * describe characteristics of respectful behaviour | * describe factors that contribute to positive relationships with their peers and other people, showing an understanding of respect |
| Understanding of the No, Go, Tell model | * name steps of the No, Go Tell model | * identify examples for some of the steps of the No, Go, Tell model | * identify examples for each step of the No, Go, Tell model to keep themselves safe at home or at school | * describe examples of each step of the No, Go, Tell model to keep themselves safe at home or at school | * describe relevant examples of each step of the No, Go, Tell model to keep themselves safe at home, school and/or the community |