Respectful Relationships:

Positive Gender Relations

Levels 5 and 6

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# Topic: Positive gender relations

# Level: 5 and 6

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Descriptions

Explore the links between their emotions and their behaviour [(VCPSCSE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE025)

Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved [(VCPSCSO031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO031)

### Achievement Standards (excerpt only)

By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. …They identify characteristics of respectful relationships.

## Health and Physical Education

### Content Descriptions

Plan and practise strategies to promote health, safety and wellbeing [(VCHPEP108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP108)

Practise skills to establish and manage relationships [(VCHPEP109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP109)

### Achievement Standards (excerpt only)

By the end of Level 6, students …discuss factors that influence how people interact….They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 5-6 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7) 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 5-6. See pages 87 to 116.

Activity 1: What is violence?

Activity 2: What is gender-based violence?

Activity 3: Understanding power relations

Activity 4: Active respect in peer relationships

Activity 5: What is sexual harassment and sexual assault?

Activity 6: Peer support: Setting boundaries, communicating standards

Activity 7: Help-seeking in response to gender-based violence

Note: The topic of positive gender relations includes activities that discuss violence, gender-based violence, sexual harassment, sexual assault and sexting. Teachers need to ensure that they feel comfortable with the content of the teaching and learning activities and assessment tasks. The approach to addressing the topic of positive gender relations should be consistent with the school ethos, community and parental expectations and prescribed guidelines of the relevant educational sector. Teaching and learning activities and assessment tasks can be modified to suit the school and classroom context. Teachers may also wish to communicate with parents/carers about the content of lessons.

# Assessment ideas

## Pre-assessment

### Mind Map

Students create a Mind Map to assess student’s understanding of respectful versus disrespectful relationships. Students should:

* identify characteristics of respectful and disrespectful relationships
* identify behaviours associated with respectful and disrespectful relationships
* provide examples of how these types of relationships might occur in different environments, such as digital and face-to-face
* identify the emotional effects of respectful versus disrespectful relationships.

Students could use mind mapping 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 present their Mind Map.

Encourage students to add to their Mind Map as they complete further activities about positive gender relationships.

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

## Ongoing formative assessment

### ‘Respect’ acrostic poem

### Ask students to create an acrostic poem for the word ‘respect’ to reflect the characteristics of a respectful relationship. Teachers could refer students to the list of 100 positive verbs from ‘Activity 4: Active respect in peer relationships’, to assist them to construct their poem. Students could present their acrostic poem to the class and poems could be displayed around the classroom.

### Changing the statistics

Using the statistics in ‘Activity 2: What is gender-based violence?, students create a story in which they use a statistic and explain how it would be different if people engaged in respectful relationships. Encourage students to focus on the meaning of the word ‘respect’.

## Summative assessment

### Writing a script

Students write a script for one of the sexual harassment scenarios provided in ‘Activity 6: Peer support: Setting boundaries, communicating standards’. The script should focus on how they could respond to the sexual harassment identified in the scenario. Encourage students to:

* explain what they and/or others could say or do
* explain if they would seek help in this situation and who they would ask for help, if required
* use one or more of the peer support actions provided in Activity 6
* explain the emotions that the people in the scenario might be feeling.

### What if? (extension)

Extend the script writing assessment task by asking students to reflect on ‘What if the person who is doing the harassing in the scenario was an older teenager or an adult?’ Would the strategies they identified in their script to respond to sexual harassment need to change? Explain why this situation might be different.

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

# Positive gender relations assessment rubric – Level 5-6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 4** |  | **Level 6** |  | **Level 8** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 4**, students explain the consequences of emotional responses in a range of social situations. …They describe factors that contribute to positive relationships with peers, other people at school and in the community. |  | **By the end of Level 6**, students describe different ways to express emotions and the relationship between emotions and behaviour. … They identify characteristics of respectful relationships. |  | **By the end of Level 8,** students reflect on the influence of emotions on behaviour… and relationships…. They identify indicators of respectful relationships in a range of social and work-related situations. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 4**, students select and demonstrate strategies that help them stay safe, healthy … at home, at school and in the community. |  | **By the end of Level 6,** students …discuss factors that influence how people interact….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 explain personal and social skills required to establish and maintain respectful relationships and promote … inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community |

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| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Level 4 students can:** | **When progressing towards Level 6 students can:** | **At Level 6 students can**: | **When progressing towards Level 8 students can:** | **At Level 8 students can:** |
| Impact of respectful and disrespectful behaviour on emotions | * identify the different emotions that someone might feel when experiencing respectful behaviour | * describe the different emotions that someone might feel when experiencing disrespectful and/or respectful behaviour | * compare the different emotions that someone might feel when experiencing disrespectful versus respectful behaviour | * explain that for a given scenario the people involved may experience different emotions | * explain how the same behaviour may evoke different emotions in different people based on factors such as gender, culture, religion etc. |
| Strategies for achieving respectful relationships | * describe factors that contribute to positive relationships with their peers, showing an understanding of respect * name peer support strategies that could be used in a scenario related to harassment | * describe ways respectful relationships can be demonstrated * describe peer support strategies that could be used in a scenario related to harassment | * list characteristics of respectful relationships * explain strategies that they could use in a scenario related to sexual harassment | * provide specific examples of characteristics of respectful relationships * justify actions that promote safe and respectful relationships | * identify indicators of respectful and disrespectful relationships in a range of scenarios * justify actions that promote safe and respectful relationships showing a understanding of factors such as personal boundaries and distribution of power |