Respectful Relationships: Gender, Respect and Relationships

Levels 7-8

Part 2

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# Topic: Gender, Respect and Relationships

# Level: 7-8

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)

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)

Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict [(VCPSCSO042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO042)

### Achievement Standards (extract only)

By the end of Level 8 students … reflect on strategies to cope with difficult situations…

They identify indicators of respectful relationships in a range of social and work-related situations…. Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

## Health and Physical Education

### Content descriptions

Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)

Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing [(VCHPEP127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP127)

### Achievement Standards (extract only)

By the end of Level 8 students … investigate strategies that enhance their own and others’ health, safety and wellbeing. … Students explain personal and social skills required to establish and maintain respectful relationships.

# 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 5-8. These are summarised below, along with the learning intentions of each session.

*Session 5: Introducing gender-based violence (safe spaces in our school)*

* Students will be able to identify potentially safe and unsafe spaces in the school environment.
* Students will be able to identify the nature of violence and harassment.

*Session 6: Understanding sexual harassment (Mapping gender & violence at our school; What is sexual harassment?)*

* Students identify the nature of sexual harassment, including homophobia.
* Students describe the impacts and outcomes of sexual harassment on victims and perpetrators.
* Students will identify the unlawful nature of sexual harassment.
* Students identify strategies for dealing with harassment, and violence in schools.

*Session 7: Developing respectful practices (Rewriting the script)*

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

*Session 8: How to help a friend (How to help a friend; Taking a stand)*

* Students reflect on the impacts and outcomes of sex-based harassment.
* Students identify how they could help a friend who is experiencing harassment and violence.

Note: The topic of gender-based violence includes activities that discuss sexual safety. 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 gender-based violence 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

### Roundabout-Brainstorm

To generate data about the group’s collective prior-knowledge about violence and harassment, post around the room large pieces of paper, which have the following headings:

* Violence is when someone physically hits or harms another person
* Our school has procedures to ‘deal’ with people being violent and they are...
* Harassment is a normal part of growing up
* We all have the right to stick up for ourselves, in any way we want
* I’ve no right to tell other people how to run their own relationships.

Divide the class into groups. Groups of students brainstorm at one station, recording their ideas in response to the heading on the sheet of paper. Limit the time at each station to 3 minutes. When the time is up, students then rotate to the next station where they will add additional comments. When the roundabout stops, the original team is back to their first station. The team then prepares a summary of the findings on that chart. Each group reports back the summary of the findings.

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

## Ongoing formative assessment

**Reflective journal**Students complete a journal with reflections following each session or activity. Suggestions for student reflection for each session are:

Session 5: Safe Spaces in our School - Violence is…

Session 6: Mapping Gender & Violence at our school/What is sexual harassment? - Sexual harassment is ….. and it means ……. to me.

Session 7: Rewriting the Script - In the ….. role play, I would help the person by ….

Session 8: How to help a friend - Today I learned …… about being a good friend.

## Summative Assessment

**Reflective questions**

Students watch a part of the video [Consent and the Law](https://www.youtube.com/watch?v=E5cL7uPg4g0) made by Victoria Legal Aid. Pause the video at the time suggested allowing students opportunity to answer the questions provided.

Note: Teachers should view the video to ensure that it fits with the values and ethos of the school.

Stop the video at 1:35

* Does Reece (boy with the phone) demonstrate respectful or disrespectful behaviour toward Bianca (the girl whose birthday it is)? Explain your answer.

Stop the video at 2:39

* What advice would you give Mel if you were Bianca? Why?

Stop the video at 2:50

* Is the advice Bianca gives Mel an example of a respectful relationship? Explain your answer.

Stop the video at 3:16

* Cody looks concerned. Why?
* What advice could you give Nick if you were in Cody’s situation? Why?

Stop the video at 3:49

* Why didn’t Mel refuse to go outside with Nick?
* Did Mel do anything wrong in this situation? Explain your answer.

Divide the class into groups and ask students to share their responses in their group. Groups should then report their discussions to the class. Compare the class’ ideas about what constitutes a respectful relationship.

Following the class discussion, students should select three possible actions that could be taken or pieces of advice that could be provided related to the scenario in the video. Students should compare and contrast how actions/advice could enhance Mel’s health safety and wellbeing.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | | |
|  | **Level 6** |  | **Level 8** |  | **Level 10** |
|  | **Personal and Social Capability** | | | | |
|  | **By the end of Level 6**, students... suggest strategies for coping with difficult situations…. They identify characteristics of respectful relationships…. Students identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. |  | **By the end of Level 8**, students... reflect on strategies to cope with difficult situations…. They identify indicators of respectful relationships in a range of social and work-related situations…. Students assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. |  | **By the end of Level 10,** students… evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. … They analyse factors that influence different types of relationships…. Students generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |
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|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 6**, students ... describe their own and others’ contributions to health, … safety and wellbeing |  | **By the end of Level 8,** students … investigate strategies that enhance their own and others’ health, safety and wellbeing. … Students explain personal and social skills required to establish and maintain respectful relationships |  | **By the end of Level 10,** 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. |

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| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At level 6 students can:** | **When progression towards level 8 students can:** | **At level 8 students can**: | **When progressing towards level 10 students can:** | **At level 10 students can:** |
| Helping in difficult situations | * suggest some strategies that could help in the situation shown in the video | * provide advice that is appropriate in the difficult situation shown in the video | * give at least one piece of relevant advice that Bianca and Cody could each give that might help avoid a difficult situation | * compare the effectiveness of advice that could be given to manage the situation shown in the video | * evaluate the effectiveness of a range of advice that could be given to manage the situation shown in the video |
| Conflict situations | * identify potential causes and effects of conflict between Nick and Mel and make some suggestions to avoid conflict | * describe potential causes and effects of conflict between Nick and Mel and make suggestions that would help avoid or resolve conflict | * provide advice which may help Mel and Nick in this situation and reflect on how the advice given would help avoid or resolve conflict | * explain how suggested advice would be effective in helping Mel and Nick make better choices and therefore avoid or resolve conflict in this situation | * generate and evaluate a range of strategies that could be used by Mel and Nick to avoid or resolve conflict in this situation |
| Respectful relationships | * give some examples of respectful and disrespectful relationships | * give suitable examples of respectful and disrespectful relationships evident in the video | * identify indicators of respectful and/or disrespectful relationships evident in the video | * explain indicators of respectful and/or disrespectful relationships evident in the video | * identify and analyse factors that may contribute to respectful or disrespectful relationships evident in the video |
| Strategies to improve health | * provide Mel with personal safety strategies | * provide Mel with personal safety and wellbeing strategies | * consider different strategies that could be provided to either Mel or Nick, that could enhance Mel’s personal safety and wellbeing | * suggest possible actions that Mel or Nick could take and describe the impact of these on Mel’s health, safety and wellbeing | * suggest possible actions that Mel and Nick could take and compare and contrast the impact on Mel’s health, safety and wellbeing for each action |