Respectful Relationships:

Positive Gender Relations

Levels 7 and 8

# Topic: Positive gender relations

# Levels 7-8

# Victorian Curriculum F–10

## Personal and Social Capability

### Content Description

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 Standards (extract only)

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

### Content Description

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)

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [(VCHPEP128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128)

### Achievement Standards (extract only)

By the end of Level 8, students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They 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. They justify actions that promote 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 7-8 Resilience, Rights and Respectful Relationships***](http://fusecontent.education.vic.gov.au/2cb0472f-c903-4c2d-a053-a330df31eefe/RRRR7and8.pdf) 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 Levels 7-8. See pages 86 to 105 of this online resource.

Activity 1: What is interpersonal gender-based violence?

Activity 2: Critical thinking about gender-based violence within sexual imagery

Activity 3: Positive acts of peer support

Activity 4: Making an apology

Activity 5: Safety/help-seeking with gender-based violence

# Assessment ideas

## Pre-assessment

### Understanding gender-based violence

Ask students to define gender-based violence and the four types of violence: physical, verbal, psychological and sexual in an extended web concept map (shown below). Extend each type of violence by adding an example of how they appear in a gender-based violence situation. In the other box ask students to link to emotional responses.

As an extension, students might add in possible prevention and response suggestions for each type of violence.

Gender-based violence

Psychological violence

Physical

violence

Verbal

violence

Sexual

violence

Gender-based violence example

Emotional response

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

## Ongoing formative assessment

### Reflecting on relationships

Ask students to reflect on what a respectful relationship looks like. Ask them to consider the roles of a witness and a bystander in different relationship situations and to add examples of where they have seen these roles either in life situations or in media (e.g. movies), identifying how they may react when in these roles.

To further understand what contributes to respectful relationships, ask students to reflect on the questions from Activity 2:

* How do people work out what is right or wrong for them to do in their relationships?
* How do people work out how they are affecting others?
* How do they work out whether something is appropriate to watch on the internet or not?

Extension questions:

* What actions would you take to promote a respectful relationship? Why?
* How would you select an action in order to enhance safety in a relationship?
* What factors do we face that influence different types relationships? Explain.
* How do our emotions impact our responses to gender-based violence?

## Summative assessment

### Applying strategies

Give students one of the ‘Help needed’ scenarios from Activity 5. Using the scenario, students create a short animation that shows a positive act of peer support, an act of kindness and an authentic apology (refer to Activities 3 and 4) between the people involved in the scenario. Following this, ask students to justify their choice of positive act of peer support, act of kindness and authentic apology.

As an extension, create two different scenarios and evaluate which strategies were more effective and why.

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 – Levels 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 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. |  | **By the end of Level 10,** students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They analyse factors that influence different types of relationships. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 6,** students …recognise the influence of emotions on behaviours and 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…evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They 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. 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 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 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:** |
| Gender-based violence | * recognise emotional responses to gender-based violence | * identify and describe various types of gender-based violence | * analyse factors that influences emotional responses in relationships | * reflect on strategies to intervene and prevent gender-based violence | * critically analyse factors that influence behaviour and explain effective options to manage respectful relationships |
| Respectful Relationships | * identify characteristics of respectful relationships | * identify personal and social skills needed for respectful relationships | * explain the skills required to establish and maintain respectful relationships | * identify factors that impact on respectful relationships | * analyse factors that influence different types of relationships |
| Strategies for achieving respectful relationships | * explain a strategy that could be used to enhance their own and others health, safety and/or wellbeing. | * investigate strategies for achieving respectful relationships and consider how it may enhance safety | * justify actions and strategies that promote safe and respectful relationships (peer support, acts of kindness, authentic apologies) | * apply strategies (peer support, acts of kindness, authentic apologies) to resolve a scenario | * compare and contrast how actions can enhance safety based on a scenario |