Respectful Relationships:

Positive Gender Relations

Foundation level

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# Topic: Positive gender relations

# Level: Foundation

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Descriptions

Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations [(VCPSCSE001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE001)

Practise the skills required to include others and make friends with peers, teachers and other adults [(VCPSCSO005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO005)

### Achievement Standards (excerpt only)

By the end of Foundation Level, students identify and express a range of emotions in their interactions with others. … They begin to identify and practise basic skills for including and working with others in groups.

## Health and Physical Education

### Content Descriptions

Identify people and actions that help keep themselves safe and healthy [(VCHPEP059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP059)

Identify and describe emotional responses people may experience in different situations [(VCHPEP061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP061)

Identify actions that promote health, safety and wellbeing [(VCHPEP062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP062)

### Achievement Standards (excerpt only)

By the end of Foundation Level, students …identify and describe the different emotions people experience. They identify actions that help them be healthy, safe…. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.

# Teaching and learning activities

The Department of Education and Training have developed [*Foundation Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216) teaching and learning materials. The following teaching and learning activities are designed to teach the knowledge, skills and understandings related to the development of positive gender relationships for the Foundation Level. See pages 38 to 51.

Activity 1: Fair and friendly play

Activity 2: What is fair? What is violence?

Activity 3: Sharing the play space and equipment

Activity 4: Witnessing gender-based violence at school

Activity 5: What are clothes for?

Activity 6: Keeping my body safe

# Assessment ideas

## Pre-assessment

### Which corner?

Create two signs, one with the word ‘fair’ and the other with the word ‘mean’ written on them. Place signs in different corners of the room. Provide students with a prompt and ask them if the behaviour described is fair or mean. Tell students to move to the corner and stand under the sign that reflects their answer. Prompting statements could include:

* taking turns in a game: Is this fair or is this mean?
* not letting girls play in the sand pit: Is this fair or is this mean?
* calling someone names: Is this fair or is this mean?
* sharing pencils in art time: Is this fair or is this mean?
* being bossy and rough in a game: Is this fair or is this mean?
* boys and girls playing together: Is this fair or is this mean?

Ask students to reflect on why they think the behaviour might be fair or mean. Use this activity to assess student’s understanding of the words ‘fair’ and ‘mean’.

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

## Ongoing formative assessment

### Circle time

Use circle time to enable students to share their thoughts about what it means to be fair versus what it means to be mean. Provide each student with a card with a word or a picture of a personal characteristic or behaviour on it. Ask students to read their word or explain their picture. Students should then identify whether their word/picture is associated with being fair or being mean. Words or pictures could include:

|  |  |  |
| --- | --- | --- |
| kindness | anger | funny |
| friendship | sharing | caring |
| yelling | smiling | fear |
| hitting | kicking | helping |
| listening | taking turns | bossy |

Try to include pictures of both boys and girls, including boys and girls working or playing together.

Prompt students to describe why the characteristic/behaviour is associated with being fair or being mean. Encourage students to suggest how this characteristic/behaviour would make them feel.

Note: circle time can reinforce concepts such as taking turns, listening respectfully, being fair etc.

## Summative assessment

### Role play

Students role play responses to different scenarios that might make them feel uncomfortable or unsafe. Some examples of scenarios are provided in ‘Activity 6: Keeping my body safe’. Explain to students that they should use the ‘No, go, tell’ model. Prompt students to identify their emotions and to refer to each stage of the ‘No, go, tell’ model by asking:

* How would this situation make you feel?
* What could you say?
* What could you do?
* Who could you tell?

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 – Foundation Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Relevant element of the Achievement Standards** | | | |
|  |  | **Foundation** |  | **Level 2** |
|  | **Personal and Social Capability** | | | |
|  |  | **By the end of Foundation Level**, students… identify and express a range of emotions in their interactions with others. …They begin to identify and practise basic skills for including and working with others in groups. |  | **By the end of Level 2,** students... show an awareness of the feelings and needs of others. …They demonstrate ways to interact with and care for others. |
|  | **Health and Physical Education** | | | |
|  |  | **By the end of Foundation Level**, students … identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. …They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. |  | **By the end of Level 2,** students... understand how emotional responses impact on others’ feelings. They …describe how to help keep themselves and others healthy, safe …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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment rubric** | | | |
| **Category** | **Progressing towards Foundation Level students can:** | **At Foundation Levelstudents can:** | **Progressing towards Level 2 students can:** | **At Level 2 students can:** |
| Classify behaviour as fair or mean | * recognise fair or mean behaviour in a picture | * classify examples of behaviour as being fair or mean | * identify examples of behaviour that is fair or mean | * describe why a behaviour is fair or mean |
| Identify emotions | * name some emotions they might feel | * identify and describe an emotion someone might feel in relation to a scenario | * identify and describe a range of emotions someone might feel in relation to a scenario | * identify and describe emotions in themselves and others related to a scenario |
| Practice the No Go Tell model | * practise using the No, Go, Tell model in a structured situation | * practise (through role play) the No, Go, Tell model * name a person to tell in a specific scenario | * demonstrate (through role play) the No, Go, Tell model * identify who to tell and provide some examples of what they should say in relation to a specific scenario | * demonstrate (through role play) appropriate use of the No, Go, Tell model * express when they should tell someone and can give an example of a specific person to ask for help |