Respectful Relationships: Gender and Identity

Levels 1 - 2

# K:\Shared\F-10\Specialist Area - FOR PUBLICATION\Image Abstracts for Units of Work\Health and Respectful Relationships.jpg

# Topic: Gender and identity

# Level: 1 and 2

# Victorian Curriculum F-10

## Personal and Social Capability

### Content descriptions

Identify personal strengths and describe how these strengths are useful in school or family life ([VCPSCSE009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009)

### Achievement Standard (extract only)

By the end of Level 2, students identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life.

## Health and Physical Education

### Content descriptions

Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities [(VCHPEP071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP071)

### Achievement Standard (extract only)

By the end of Level 2, students recognise how strengths and achievements contribute to identities.

# 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 gender and identity for the Level 1-2. See pages 48 to 56.

Activity 1: Identity: Comparing personal preferences

Activity 2: Labels are for jars, not for people

Activity 3: Inclusive gender stories

Activity 4: Using personal strengths to resist gender stereotyping

# Assessment ideas

## Pre-assessment

Students work in pairs to create a Venn diagram comparing and contrasting their favourite games and activities with their classmate. Students can write words or use pictures to identify their favourite games and activities that are similar and those that are different. Use this to assess students understanding of the concepts of ‘similar” and ‘different’.

Ask students to brainstorm what they know about boys and girls. Record the class ideas about boys and girls in a T-chart.

|  |  |
| --- | --- |
| Boys | Girls |
|  |  |

Use the results of the brainstorming activity to start a discussion about how are boys and girls similar and how are they different?

Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum continuum.

## Summative assessment

Ask students to create a presentation about gender. Their presentation should identify and challenge gender stereotypes. For example, if it is OK for:

* girls to play football
* men to be nurses
* boys to learn ballet
* girls to be fire fighters.

Students could use some of the examples from Activity 2: Labels are for jars, not for people.  
Students’ presentations could be in the form of a [Vokis](http://www.voki.com/) or a comic strip using comic creating software such as [Comic Life](http://plasq.com/apps/comiclife/macwin/) or [Read.-Write-Think](http://www.readwritethink.org/files/resources/interactives/comic/).   
Refer to the assessment rubric on page 3 to identify where students are located on the Victorian Curriculum F-10 continuum.

# Gender and identity assessment rubric – Level 1-2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Relevant element of the Achievement Standards** | | | | | | |
|  | **Foundation** |  | **Level 2** |  | **Level 4** | |
| **Personal and Social Capability** | | | | | | |
|  | **By the end of Foundation Level**, students… recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. |  | **By the end of Level 2**, students ... identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. |  | **By the end of Level 4**, students ... recognise personal strengths and challenges and identify skills they would like to develop. | |
| **Health and Physical Education** | | | | | |  |
|  | **By the end of Foundation Level**, students… recognise how they are … changing. |  | **By the end of Level 2,** students… recognise how strengths and achievements contribute to identities. |  | **By the end of Level 4,** students …examine influences that strengthen identities. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment Rubric** | | | | |
| **Category** | **At Foundation students can:** | **Progressing towards level 2 students can:** | **At level 2 students can:** | **Progressing towards level 4 students can:** | **At level 4 students can:** |
| Identification of personal preferences for activities | * list and describe things they like to do | * identify differences in personal preferences between themselves and others | * compare similarities and differences in personal interests | * describe similarities and differences in personal interests | * explore factors influencing personal interests |
| Understanding labels and stereotypes associated with gender | * identify similarities and differences between girls and boys | * identify how labels and gender roles are unhelpful in a variety of scenarios * display some awareness that gender should not restrict what they like and are able to do | * identify gender roles and suggest whether they are true * recognise that gender should not restrict what they like and are able to do | * explain differences and similarities of gender rules and roles * explore ways people fit into gender roles | * identify factors that affect gender roles and rules * demonstrate strategies to ensure inclusive behaviours at school, home and in the community |