Respectful Relationships:

Positive Gender Relations

Levels 3 and 4

# Topic: Positive gender relations

# Level: 3 and 4

# Victorian Curriculum F-10

## Personal and Social Capability

### Content Description

### Identify the importance of including others in activities, groups and games [(VCPSCSO022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO022)

### Achievement Standards (excerpt only)

By the end of Level 4, students … describe factors that contribute to positive relationships with peers, other people at school and in the community.

## Health and Physical Education

### Content Descriptions

Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe [(VCHPEP090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP090)

Describe factors that can positively influence relationships and personal wellbeing [(VCHPEP092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP092)

### Achievement Standards (excerpt only)

By the end of Level 4, students …understand how to interact positively with others in different situations… They select and demonstrate strategies that help them stay safe, … at home, at school and in the community.

# Teaching and learning activities

The Department of Education and Training have developed [*Level 3-4 Resilience, Rights and Respectful Relationships*](http://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccdc8bd) 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 3-4. See pages 70 to 89.

Activity 1: What is violence?

Activity 2: What is gender based violence?

Activity 3: Rights and responsibilities

Activity 4: Respect in action

Activity 5: It starts with me: A gender friendly community

Activity 6: Seeking safety, seeking help

Activity 7: Practicing asking for help in situations involving gender based violence

# Assessment ideas

## Pre-assessment

### Circle time

Use circle time to assess students’ understanding of respect. Begin circle time with student contributing to a graffiti page, with the heading ‘What is respect?’ Place the graffiti page in the middle of the circle and allow students to provide written thoughts which could be used as the basis of the class discussion or for responding to one or more of the following questions:

* What do we mean by the word respect?
* What does respect look like or sound like?
* Can you give me an example of someone being respectful?
* What emotions might you feel if someone was being respectful?

Use the class discussion to build a definition of the term respect.

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

## Ongoing formative assessment

### Feedback wall

Create a space on the classroom wall for students to record their ideas and thoughts about respect. Encourage students to write their ideas or thoughts on Post-it notes and initial their contribution. Students then place the Post-it notes on the classroom wall. Students can be prompted with questions such as:

* What did I learn about respect today?
* How can respect be shown at school or at home?
* Why is being respectful important?

Teachers can use student comments on the feedback wall as reflective conversation starters or as topics for further discussion.

## Summative assessment

### Respect in action story

Provide students with one of the scenarios from ‘Activity 4: Respect in action’. Ask students to create a story to demonstrate how they might show respect in relation to their scenario.

Stories could be presented in a range of formats, including the use of digital technologies such as:

* book-creating software/apps with audio, diagrams and text such as Canva, PowerPoint or Book Creator One
* avatar-creating software such as [Voki](http://www.voki.com/)
* 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/).

Use the student story to assess their understanding of showing respect in their interactions with others. Student stories could also be used to assess Achievement Standards in the English learning area of the Victorian Curriculum F-10.

### Help-seeking role play

Students role play help-seeking responses to different scenarios relating to a problem involving gender-based violence that is too big to be solved alone. Suitable scenarios can be found in activity 7: Practising asking for help in situations involving gender-based violence.

Encourage students to include the following aspects in their role play:

* the ‘No, Go, Tell model’ for help-seeking
* identifying who they should ask for help
* identifying what they should say.

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

## Resources

Post-it notes of different sizes and colours

# Positive gender relations assessment rubric – Level 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Achievement Standards** | | | | |
|  |  |  |  |  |  |
|  | **Personal And Social Capability** | | | | |
|  | **By the end of Level 2**, students .... demonstrate ways to interact with and care for others. |  | **By the end of Level 4**, students … describe factors that contribute to positive relationships with peers, other people at school and in the community. |  | **By the end of Level 6,** students … identify characteristics of respectful relationships |
|  | **Health and Physical Education** | | | | |
|  | **By the end of Level 2,** students…demonstrate positive ways to interact with others. 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. |  | **By the end of Level 4,** students …. understand how to interact positively with others in different situations… They select and demonstrate strategies that help them stay safe, … 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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Assessment rubric** | | | | |
| **Category** | **At Level 2 students can:** | **When progressing towards Level 4 students can:** | **At Level 4 students can:** | **When progressing towards Level 6 students can:** | **At Level 6 students can:** |
| Characteristics of respectful relationships | * name characteristics of respectful behaviour * provide some examples of ways to be respectful in the classroom | * describe characteristics of respectful behaviour * name a range of ways to be respectful in the classroom | * describe factors that contribute to positive relationships with their peers, showing an understanding of respect * describe how their interactions show respect to others in different situations | * describe ways respectful relationships can be demonstrated * describe how their interactions show respect to others and identify some factors that influence respectful interactions | * list characteristics of respectful relationships * discuss factors that influence whether people interact respectfully |
| Demonstrating help-seeking strategies | * express when they need help and can give an example of an appropriate person to ask for help * demonstrate (through role play) asking for help using the No, Go, Tell model | * identify when it may be appropriate to seek help in a familiar scenario * demonstrate (through role play) asking for help from less familiar people at home, school and/or the community | * identify when it may be appropriate to seek help in a range of familiar scenarios * demonstrate (through role play) that they can recognise when help is required and name someone who they could go to for help | * provide some explanation for when it is appropriate to seek help in a range of familiar scenarios * demonstrate (through role play) a solution to a help-seeking scenario, showing how and from whom they would seek help | * provide a convincing rationale for when and from whom it is appropriate to seek help in a range of different scenarios * demonstrate (through role play) a realistic solution to a scenario by explaining what the problem is, who they would seek help from and what they would say to get the help required |