Respectful Relationships:

Unit 2: The Power Connection

Levels 9 and 10

# Unit 2: The Power Connection

# Levels 9-10

# Victorian Curriculum F–10

## Personal and Social Capability

### Content descriptions

Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)

Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)

Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships [(VCPSCSE046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)

## Achievement Standards (excerpt only)

## Personal and Social Capability:

By the end of Level 10, students… reflect critically on their emotional responses to challenging situations in a wide range of contexts. They 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.

## Health & Physical Education

### Content descriptions

Evaluate factors that shape identities, and analyse how individuals impact the identities of others [(VCHPEP142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142)

Examine the impact of changes and transitions on relationships [(VCHPEP142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142)

Plan, rehearse, and evaluate options … for managing situations where their own and others’ health, safety and wellbeing may be at risk [(VCHPEP144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144)

Investigate how empathy and ethical decision-making contribute to respectful relationships [(VCHPEP142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142)

## Achievement Standards (extract only)

## Health & Physical Education:

By the end of Level 10, students… critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. 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.

# 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/Resource/LandingPage?ObjectId=03bdca34-62ec-4f30-aca0-8262db67c2db) teaching and learning materials which incorporate *Unit 2: The Power Connection* for Year 9 students. The following teaching and learning activities can be used to teach the knowledge, skills and understandings relating to gender, power, violence and respect for Levels 9 and 10 in the Victorian Curriculum. The following activities are located on pages 76-157 of the online resource.

Session 1: Getting a position on gender, respect & relationships

Session 2: If respect is free, why is it so difficult to get?

Session 3: Sexual intimacy, respect & relationships

Session 4: Building an awareness of gender-based violence

Session 5: Consent & the law

Session 6: Barriers & enablers to consent in relationships

Session 7: The implications of gender-based violence

Session 8: Learning respectful communication

# Assessment ideas

## Pre-assessment:

Students complete a KW chart using the statement:

What links are there between power and relationships?

|  |  |
| --- | --- |
| K (What I know) | W (What I want to know) |
|  |  |

Students contribute to a class discussion about the meaning of the term ‘gender lens’ by responding to some of the statements from the ‘Setting the context & boundaries’ activity on page 78, from the perspective of a girl and a boy.

Refer to the Assessment Rubric on page 5 to identify where students are located on the Victorian Curriculum F–10 continuum.

## Ongoing formative assessment:

Students complete a journal with the reflection stems that are given in the teaching and learning materials following each session or activity.

Students may like to use an online journal tool such as [Evernote](https://evernote.com/) or [Penzu](https://penzu.com) to complete these reflections.

## Summative Assessment:

Using the information covered in the unit, journal reflections and additional research if necessary, students develop a 500-word short story or newspaper article (Building Respectful Relationships, page 106).

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* Option 1: A short story with the title: How Jack got his respect back!
* Option 2: A newspaper article titled: ‘Mt. Newport teenagers march for respectful relationships’.

Ask students to think about and reflect on the information and concepts covered in the unit. Students may use any of the following to support their writing:

1. Journal reflections
2. Understanding about gender and power
3. Understanding respect
4. Understandings about the nature of violence
5. The nature of consent
6. Legal information and consent
7. Bystander responsibilities
8. Community attitudes
9. Personal attitudes.

Refer to the Assessment Rubric on page 5 to identify where students are located on the Victorian Curriculum F–10 continuum.

# The Power Connection assessment rubric – Levels 8-10

|  |  |  |  |
| --- | --- | --- | --- |
| **Relevant elements of the Achievement Standards** | | | |
| **Level 8** |  | **Level 10** |  |
| **Personal and Social Capability** | | | |
| **By the end of Level 8,** students … reflect on the influence of emotions on behaviour, learning and relationships. They explore the values and beliefs of different groups in society. 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 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. |  |
| **Health and Physical Education** | | | |
| **By the end of Level 8,** students … investigate … resources … and their impact on identities. 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. |  | **By the end of Level 10,** students … critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. 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. |  |

|  | **Assessment Rubric** | | | |
| --- | --- | --- | --- | --- |
| **Category** | **At Level 8 students can:** | **When progressing towards Level 10 students can:** | **At Level 10 students can:** |  |
| Influences that shape identity. | * identify influences that shape identity. | * explain the impact of factors on their own identity and the identities of others | * evaluate factors that shape identities and analyse how individuals’ impact on the identities of others |  |
| Factors that influence respectful relationships. | * describe what respectful relationships look like | * explain how factors such as gender, power, consent and legal responsibilities influence respectful relationships | * analyse factors such as gender, power and legal responsibilities to understand the influence these factors have on respectful relationships |  |
| Behaviours and strategies to enhance health, safety and well-being. | * identify strategies and behaviours to enhance their own and others health, safety and wellbeing. | * demonstrate strategies and behaviours to enhance health, safety & wellbeing | * compare and contrast a range of strategies and protective behaviours to enhance their own and others health, safety and well-being |  |