

PDHPE

Stage 5: Child Protection Education

Unit of work

The impact of power
and identity on
relationships

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Introduction

It is mandatory to teach child protection education in every stage of learning from Kindergarten to Year 10 as part of the NSW Education Standards Authority (NESA) [Personal Development, Health and Physical Education \(PDHPE\) K-10 syllabus](#).

Senior students in NSW government schools extend their learning about respectful relationships, protective strategies, power, abuse and violence as part of the mandatory 25 hour [Life Ready](#) course.

The Child Protection Education curriculum support materials are designed to guide teachers through syllabus implementation using effective teaching and learning approaches for sensitive content. The teaching and learning units provided are optional support materials for the implementation of child protection and respectful relationships education as part of the mandatory PDHPE K-10 syllabus.

Materials should be reviewed in full and endorsed by the school principal before use.

For effective child protection education, it is important to:

- [create a supportive learning environment](#)
- [inform parents and carers](#)
- [use suitable teaching strategies](#)
- [prevent public disclosures](#).

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Teaching and learning resources, planning, programming and policy advice, school based considerations and professional learning can be accessed on the Department of Education's [PDHPE curriculum website](#).

Unit description

Through this unit, students will investigate norms, stereotypes, expectations and identity. They will describe the influence of norms, stereotypes and expectations on identity. Norms, stereotypes and expectations related to gender can influence a person's or group's identity. This can impact on a person's use of power for positive or negative. Gender based violence is a major issue in Australia. Challenging attitudes and behaviours to reduce gender-based violence is a community responsibility. Through this unit, students will build their understanding of the link between gender and violence and investigate the influence of gender on power and how power is used in positive and negative ways in relationships.

Students will build their understanding of the contextual factors that impact on a person's health, safety and wellbeing. This unit provides teaching and learning activities around Child Protection education.

Students will investigate the essential question: How can we use our power for good and not evil to protect ourselves from harm and keep the community safe?

Skills in focus

Self-management

Self-awareness

- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses

Interpersonal

Communication

- expressing feelings
- negotiation and conflict management
- assertiveness

Empathy building

- understanding others' views
- understanding of others' needs and circumstances

Leadership

- influencing and persuading

Social awareness

- recognising difference and diversity

Propositions

Throughout this unit, the propositions are embedded as follows:

Educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise how power can be used both positively and negatively in relationships, with a focus on the influence of gender on the use of power. They will create and practise ways to reframe scenarios to reflect positive use of power. Students will build their understanding of the link between gender and violence, and demonstrate strategies for challenging gender based abuse or violence.

Strengths-based approach

Activities in this unit are designed to allow students to recognise their personal power when exploring ways to respond to different types of abuse. This is achieved by encouraging students to draw on their knowledge and understanding of abusive situations and the skills and strategies they can use safely to help them and others to respond to unsafe situations, reflective of various contextual factors.

Develop health literacy

Students will enhance their ability to recognise the influence of norms, stereotypes and expectations on gender, engaging in opportunities to challenge community messages.

Students are provided with opportunities to research and evaluate available options in order to create a safety plan to protect themselves and others from abuse, taking a range of contextual factors into consideration.

Critical inquiry

Students will develop their knowledge and understanding of contextual factors that impact on an individual's options and choices when responding to situations that involve abuse and

neglect, recognising that different approaches are required to promote and protect their safety and wellbeing.

PDHPE Syllabus outcomes and learning focus

Outcomes	Unit learning goals	Evidence of learning
PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges	<ul style="list-style-type: none"> Define norms, stereotypes, expectations and identity Describe the influence of norms, stereotypes and expectations on identity 	Students will: <ul style="list-style-type: none"> identify the influences on gender challenge community messages about gender (norms, stereotypes and expectations)
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships	<ul style="list-style-type: none"> Identify how power can be used in relationships in positive and negative ways Describe the influences on power and how it is used Define abuse and neglect 	<ul style="list-style-type: none"> identify negative and positive uses of power define types of abuse
PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	<ul style="list-style-type: none"> Understand the contextual factors that impact on a person's health, safety and wellbeing Builds understanding of the link between gender and violence 	<ul style="list-style-type: none"> explain how each contextual factor impacts on a person's health, safety and wellbeing in abuse and neglect scenarios
PD5-9 assesses and applies self-management skills to effectively manage complex situations	<ul style="list-style-type: none"> Understand why, when and how abuse and neglect might occur 	<ul style="list-style-type: none"> identify where abuse has occurred and name it using the types of abuse create a safety plan to protect themselves and others from abuse
PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts	<ul style="list-style-type: none"> Discuss the influence of gender on power and how power is used Examines positive uses of power using the "Hey mate" campaign videos 	<ul style="list-style-type: none"> reframe scenarios to reflect positives uses of power demonstrate strategies for challenging gender based abuse or violence

PDHPE Syllabus content

Key inquiry questions	Syllabus content
<p>How can I be the best version of me and support the identity of others?</p>	<ul style="list-style-type: none"> • evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089) <ul style="list-style-type: none"> – analyse how norms, stereotypes and expectations may influence individual and group identity – examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity S – plan, rehearse and evaluate strategies for supporting their own and others' identity and personal safety S I
<p>What factors enhance inclusivity, equality and respect in relationships?</p>	<ul style="list-style-type: none"> • investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships <ul style="list-style-type: none"> – assess the factors that influence inclusivity, equality and respect in relationships, eg gender • investigate how the balance of power influences the nature of relationships and propose actions to build and maintain relationships that are respectful <ul style="list-style-type: none"> – describe how forms of power are used in a variety of relationships I – examine the impact of power, conflict and cooperation in different settings including school, friendship groups, home and workplace – propose protective strategies for a range of neglect and abuse situations, eg family and domestic violence, bullying, harassment, homophobia, transphobia and vilification I
<p>What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?</p>	<ul style="list-style-type: none"> • plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short or long-term risk (ACPPS091) <ul style="list-style-type: none"> – formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing S I
<p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p>	<ul style="list-style-type: none"> • analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) <ul style="list-style-type: none"> – describe pro-social behaviour expectations in social situations and examine how these can influence decisions behaviours and actions S I

1

Exploring identity and gender

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Define norms, stereotypes, expectations, and identity (PD5-1)
- Describe the influence of norms, stereotypes, and expectations on identity (PD5-1)



Success criteria

- Students will:
- identify the influences on gender
 - challenge community messages about gender (norms, stereotypes, and expectations)



Resources

- Sets of Silent card shuffle activity cards (groups of three)
- +1 Thinking routine handout
- Gender cards
- Male/Female signs
- Media world' vs 'real world' category cards
- They're never happy! Scenarios. (Formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Introduce the Question Box to the class.

The question box allows for anonymity and establishment of student prior knowledge in relation to PDHPE concepts. Allowing students to ask questions in an anonymous manner will increase student access to reliable information. Even though anonymous, it is expected that teachers will reasonably be able to work out the identity of a student should a disclosure be made, so a child protection response can be

provided. If it is a large group or the teacher is not familiar with students' work, they could invite students to add their name, if they wish, saying it will not be shared with the group. Although not all students will, this should assist with identification, if it is needed. The box should be a material item such as a shoe box, bowl, or hat.

Explain to students:

- The question box can be used to ask questions that they want to know but don't want to ask in front of everyone.
- The question box is anonymous, but you might choose to add your name if you wish.

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- Everyone will be given a blank piece of paper at the end of each lesson.
- Everyone must record something on their piece of paper whether it is a question or something else, for example, last night's dinner to ensure the questions remain anonymous or a drawing.
- They must place their own paper into the question box.
- The question box is anonymous and that means no-one puts their name on their question.
- No one is to write another person's name in the question or statement. Encourage global questions.
- Everyone will be given a blank piece of paper at the end of each lesson.
- Write questions related to what they have been learning about.
- Everyone MUST write something on their piece of paper whether it is a question or something else, for example, an answer to a question related to the lesson they've just had.
- They must place their own paper into the question box.
- Questions will be answered at the next lesson.

Explain to students that this activity will explore how norms, stereotypes, and expectations related to gender can influence a person's or group's identity.

Acknowledge that when we investigate identity, there may be some overlap between norms, stereotypes, and expectations, but the combination of the three has a significant

impact on how a person develops and portrays or shares their identity.

Use the Silent card shuffle resource. Students form groups of three with a set of cards and definitions from the resource.

Explain the instructions for the Silent card shuffle to students.

Step one: Matching the terms and definitions

- In groups, students spread the cards out on a flat surface without talking.
- Still in silence, work together to rearrange the cards to match the term with the definition.

Step two: Justify and refine

- Now you may talk to each other and ask for an explanation or justification for the positioning of certain cards.
- Refinements or changes may be made at this stage.

Step three: Circle and observe

- Groups move around to visit other groups and discuss what they notice.
- Groups are not permitted to touch the cards.

Step four: Return and refine

- Return to your home table and based on what you observed and discussed in the visits to other tables, decide whether or not to make any refinements.

Step five: Teacher debrief

- The teacher reveals the correct definitions to students and discusses any points that need clarification.

1 Exploring identity and gender

Correct definitions

- **Norms:** Customary rules that govern behaviour in groups and societies, for example expected ways to look and behave.
- **Stereotypes:** A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
- **Expectations:** Strong beliefs about the proper way someone should behave, or something should happen.
- **Identity:** Individual characteristics (including thoughts, ideas, feelings, and attitudes towards self-worth)/ and capabilities of a person, or characteristics of a social or cultural group. Identity refers to all things that define who we are at any given moment in our lives. It is not static. Identity is influenced by contextual factors.
- **Gender:** Gender refers to socially or culturally defined ideas about masculinity (male roles, attributes, and behaviours), and femininity (female roles, attributes, and behaviours).
- **Sex:** The biological characteristics that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.
- **Sexual identity:** The perception a person has of themselves, their sexuality, and the way they present themselves to others.

Explain to students that you are going to show them a short clip that discusses these concepts. Students record as many points they can related to the defined terms as they watch the clip.

Show the short clip [Fairy tales to reality TV: how girls and guys are portrayed in movies and TV](#)

Source: Domestic Violence Resource Centre Victoria, 2015.

Distribute the +1 Thinking routine handout and ask students to complete following the instructions.

- **Recall:** In 2 – 3 minutes and working individually, each student generates a list of key ideas they recall from the clip that they feel is important. Students do this from memory.
- **Add (+) 1:** Students pass their +1 Thinking routine handout to the right. Taking 1 – 2 minutes, each student reads through the list in front of them and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas).
- Repeat this process at least two times.
- **Review:** Return the +1 Thinking routine handout back to the original owner. Students read through and review all the additions that have been made on their sheets. At the same time, they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.

As a class, discuss the following:

- What are the main messages from the clip?
- To what extent, do you think people recognise how they are influenced by what is happening around them?
- Are the influences positive, negative or both? Give some examples for each.

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Understand

Labels are for jars (Adapted from Building respectful relationships: Stepping out against gender-based violence DET Victoria 2018)

Place the three floor cards (male, female, both male and female) on the ground, allowing enough space for students to be able to move around the room.

Give each student one of the gender cards. If you have more than 25 students, you will need to add extra cards to ensure each student has at least one.

Students place their card into the category where they think it fits.

Once the cards have been placed, ask students if there are any cards they would move. Explain why they would move them?

As a class, discuss the following:

- Which category is the largest? Why?
- What differences are biological? What differences are behavioural?
- Where do we develop an understanding of the differences? Teachers are encouraged to guide students to link back to norms, stereotypes, and expectations.
- Who reinforces norms, stereotypes, and expectations related to gender? Sample answers include family, friends, community groups and media.

Explain to students that the language used by people also reinforces formation of gender identity.

Show the short clip [Stop it at the start – What comes to mind when you hear these phrases?](#) Department of Social Services, Australian Government.

Inform students that they are going to participate in a Circle talk centred around the clip they just viewed.

- Students form two concentric circles (one circle within the other). This structure facilitates dialogue between students.
- Students sit or stand facing each other to encourage active listening between partners.
- Read out each of the statements listed below one at a time.
- Allow thinking time of 15 – 30 seconds.
- Students in the inside circle must come up with an assertive or witty comeback which they must practise saying to their partner. Students may also choose to use non-verbal communication to reinforce their message. Their partner must critique their response and give them feedback.
- Have the outside circle rotate one or two places to the left or right.
- Read out the next statement and this time the outside circle must prepare and deliver a comeback. The process is then repeated for each of the statements.
- To debrief, discuss the ideas produced during the circle talk. List any questions that students identified to generate further learning.
 - “He picks on you because he likes you”
 - “Lighten up, he didn’t mean it like that”
 - “It’s only a bit of fun”
 - “It’s just a joke”
 - “It’s tough being a boy”
 - “He’s just going through a phase”
 - “Boys will be boys”
 - “He didn’t know he was doing anything wrong”
 - “It takes two to tango”
 - “She probably provoked him”
 - “Man up”
 - “Stop acting like a girl”
 - “Who wears the pants?”
 - “Boys don’t cry”

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- “She has you under the thumb”
- “You’re so whipped”
- “She’s such a bossy-boots”
- “She’s a feisty one”
- “Why are you being so uptight?”
- “She can be a real know-it-all”
- “She’s a bit of a tomboy”
- “She’s a little princess”

As a class, discuss the following:

- Have you heard people say any of these things before?
- Why might someone use these statements?
- To what extent do you think people understand the impact of what they are saying on the formation of gender identity?
- What impact might these statements have on children under 10 of both genders?
- What impact might these statements have on young people under 18 of both genders?

Understand

Influences on gender identity

Divide the class into eight groups, number them 1 – 8. Distribute a piece of A3 paper to each and one highlighter to each group.

Instruct students as below:

- Groups 1, 3, 5, 7 record male in large letters at the top of their page.
- Groups 2, 4, 6, 8 record female in large letters at the top of their page.
- Groups 1 and 2 record family on their page.
- Groups 3 and 4 record friends on their page.
- Groups 5 and 6 record community groups on their page.
- Groups 7 and 8 record media/social media on their page.

Each group records as many ways the influence (family, friends, community groups, media/

social media) they have been assigned supports the development of gender identity. For example, how does family influence the gender identity of males?

Each group:

- swaps with the group that has the same influence but opposite sex
- circles the positive examples and highlight the negative examples listed on the sheet they have
- considers if there is a balance of positive and negative examples
- swaps with any group that has a different influence and add more positive examples you can think of
- swaps again with another group that has a different influence and suggest how the negative examples could be turned into positive examples
- swaps for the last time with the remaining influence and read through the points.

As a class, discuss the following:

- Which group do you think has the most influence on gender identity? Is your answer the same for males and females? What makes you say that?
- Which group do you think has the most positive influence on gender identity? Is your answer the same for males and females? What makes you say that?
- Which group do you think has the most negative influence on gender identity? Is your answer the same for males and females? What makes you say that?
- How do you think gender identity influences a person’s intimate relationships with others?

Note: Keep the responses from groups 7 and 8 as the next activity focuses on gender in the media.

1 Exploring identity and gender

Understand

Focus on gender in the media (Adapted from Building respectful relationships: Stepping out against gender-based violence DET Victoria 2018)

Explain to students that they will now focus on how gender is represented in the media.

Display the responses from groups 7 and 8 from the previous activity.

Are there any examples of how the media represent gender on either list? What should a male look like? What should a female look like? How should a male act? How should a female act?

In groups of six, students use a set of the 'media world' vs 'real world' category cards.

Explain to students that they have four category cards that represent 'media world' (the world created by media or what the media portrays), 'real world' (the world of real life), both and neither. They also have a selection of statements about gender and sex.

Students read through the statements one at time, after each statement discussing whether they think it belongs in 'media world', 'real world', 'both' or 'neither'. Students place them with the appropriate 'world' card, until they have worked their way through the statements.

Invite each group to read out a number of their statements describing which world they placed it in and why.

Rotate through the groups, stopping to discuss statements that were subject to disagreement or were of particular interest. This activity provides an opportunity to highlight many of the unrealistic and harmful messages that can be conveyed through mainstream media in relation to sexuality, gender, sexualisation and pornography, and to emphasise the ways in which these differ from respectful relationships and sexuality.

As a class, discuss the following:

- When you look at the statements under 'media world', how respectful and pleasurable does 'media world' seem?

- What sorts of risks are there to young people if they are learning about sex from the media?
- Which of the statements would you put under a title of 'ideal world'?
- Are there other statements you would want to include?

Act and apply

They're never happy!! (Adapted from Building respectful relationships: Stepping out against gender-based violence DET Victoria 2018)

Students find a partner. Allocate each student as either A or B.

Distribute the They're never happy! scenario about Lucy to the student allocated as A, and the scenario about Finn to the student allocated as B.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD5-1, demonstrating an understanding of the influence of norms, stereotypes, and expectations on gender.

Students read the scenario they have been given and answer the questions at the bottom.

Students swap their scenarios and answers in order for them to have the opportunity to gain insight into their peers' scenario and responses.

As a class, discuss the following:

- Did you recognise the influence of family, friends, community, and the media in the scenarios?
- Share examples of positive influences.
- Share examples of negative influences.
- How could some of the norms, stereotypes, and expectations represented in the scenarios be addressed?

2

Use your powers for good not evil

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Identify how power can be used in relationships in positive and negative ways (PD5-3)
- Describe the influences on power and how it is used (PD5-3)
- Discuss the influence of gender on power and how power is used (PD5-10)



Success criteria

- Students will:
- identify negative and positive uses of power
 - reframe scenarios to reflect positive uses of power



Resources

- Types of power cards A3 size.
- Use of power scenarios. (Formative assessment – collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Remind students that gender is just one influence on a person's identity albeit a significant one.

Explain to students that identity has a significant influence on how power is used in relationships. Norms, stereotypes, and expectations can also influence how people use power in relationships.

Display the following quote on the board:

[“Use your powers for good not evil”](#) (Nnedi-Okorafor)

As a class, discuss the following:

- To what extent do all people have power?

- In what ways might some people have more power than others?
- Do you think all people realise and recognise how they use their power in a positive way? What makes you say that?
- Do you think all people realise and recognise how they use their power in a negative way? What makes you say that?
- Highlight to students that they will be exploring the concept of the use of power to influence.

Understand

Types of power

Inform students that they are going to expand their understanding of the types of power so they are better able to recognise how it can be used in a variety of relationships and settings.

2 Use your powers for good not evil

Distribute the Types of power cards evenly amongst students.

Students communicate and cooperate to match up the type of power with the definition and examples. They must line the type, definition, and examples up in a central place in the classroom for review.

Display the correct answers focusing discussion on how power can be used in both a positive and negative way.

Act and apply

Use of power in relationships

Explain to students that they will be reviewing a number of scenarios that explore the use of power.

Students form groups of four.

- Distribute a different scenario to each member of the group.
- Each student must read the scenario they have been given and answer question 1.
- They then pass their scenario to the person on their right, and read the new scenario, and their peers answer to question 1.
- Next, they answer question 2, and continue this process until students have read all 4 scenarios and answered all four questions.

As a class, review the answers for each scenario.

Students consider their prior learning and assess if the scenario was impacted by identity, gender and/or sexuality.

Suggested answers: Bill (sexuality), Mia (gender, sexuality), Nell (gender), Raj (identity, gender)

Assign one scenario to each group and ask them to imagine they are the friend of the character. Together, they propose advice the friend could give about how the character could manage their emotions related to the situation and the steps they could take to begin to resolve the issue.

Each group presents their ideas to the class giving other students the opportunity to critique and give feedback on the advice they came up with.

Following on from this, students choose one scenario and ask them to reconstruct the scenario to reflect power being used by all characters in positive ways only.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD5-3, demonstrating an understanding of how power can be used in a positive way.

Students share their revised scenario with at least two other members of the class. Invite willing students to share with the class and discuss.

- How did the positive use of power promote inclusivity, equality, and respect for all involved in each scenario?

To conclude show the short clip [There's Nothing Good About Dads Who Abuse Women](#)

Source: Department of Premier and Cabinet Victoria 2016.

As a class, discuss the following:

- What types of power were demonstrated by the Dad in the clip? Teachers are encouraged to guide students to answer using the terms from the types of power activity. For example, information, expertise, position, and strength. Record them on the board.
- Recall examples of positive use of power demonstrated by the Dad and place under the correct type.
- Recall examples of negative use of power demonstrated by the Dad and place under the correct type.
- How do you think gender identity influenced the Dad's behaviours?
- How might the Dad's behaviour influence the gender identity of the little boy in both a positive and negative way?

2 Use your powers for good not evil

Explain to students that it is equally important to be aware of how they themselves use power as it is to recognise and act if others are not using power positively in all of their relationships.

Remind students of the introductory quote "[Use your powers for good not evil](#)" (Nnedi-Okorafor)

3

Staying safe

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.

**Learning goals**

- Define abuse and neglect (PD5-3)
- Understand why, when, and how abuse and neglect might occur (PD5-9)
- Understand the contextual factors that impact on a person's health, safety, and wellbeing (PD5-6)

**Success criteria**

- Students will:
- define types of abuse
 - identify where abuse has occurred and name it using the types of abuse
 - explain how each contextual factor impacts on a person's health, safety, and wellbeing in abuse and neglect scenarios
 - create a safety plan to protect themselves and others from abuse

**Resources**

- Who? How? Where? Why? handout A3
- Types of abuse scenarios
- Types of abuse scenario analysis handout
- Safety plan handout (Formative assessment collect from students)

Switch on

Introduce the learning goals and discuss them with the class.

Explain to students that they are going to complete an activity to gauge their current knowledge and understanding of abuse and neglect which are both examples of people using their power in a negative way.

Display the terms abuse and neglect.

Students form groups of three. Distribute one copy of the Who? How? Where? Why? handout.

Students record what they already know on the handout using below as a guide:

- Who might be involved in situations related to abuse and neglect?
- How do people abuse and neglect others?
- Where does abuse and neglect happen?
- Why does neglect and abuse happen?

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#).

3 Staying safe

The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Students swap their completed copy with at least two other groups to broaden their understanding.

As a class, discuss the responses highlighting key messages listed below.

- Who is involved in situations related to abuse and neglect? Suggested answers may include anyone but certain individuals and groups are more vulnerable. Think back to the previous scenarios – were Bill, Mia, Nell, Raj subject to abuse or neglect?
- How do people abuse and neglect others? Suggested answers may include violence, bullying, harassment, homophobia, transphobia, and vilification.
- Where does abuse and neglect happen? Suggested answers may include anywhere to reinforce that all environments may have elements of risk.
- Why does neglect and abuse happen? Suggested answers should connect to previous learning about negative use of power.

Understand

Types of abuse – Jigsaw activity

Explain to students that they are going to revisit their prior knowledge about types of abuse.

Organisation of jigsaw activity.

- Students form 'home' groups of four and are designated as A, B, C, or D.
- Assign each type of abuse as follows: A – physical and spiritual, B – psychological/

emotional and financial, C – sexual and neglect, D – social and stalking. Students become the group 'expert' in this type of abuse.

- Each 'expert' uses either the fact sheet or <https://www.1800respect.org.au/> to develop their understanding of examples of abuse in the areas they have been allocated.
- Students return to their 'home' group to share what they have learned and develop their understanding of other types of abuse from their peers.

While still in their 'home' groups, students read over all four scenarios and record which types of abuse are evident for each character on their Scenario analysis handout.

Invite willing students to share and justify their answers naming examples from each.

Suggested answers:

- Ayesha – psychological or emotional violence, spiritual violence, social violence, financial violence
- Kim – psychological or emotional violence, social violence, stalking, financial
- Ben – physical violence, psychological or emotional violence, neglect
- Ryan – physical violence, psychological or emotional violence.

Understand

Everyone's situation is unique – Think, pair, share

Explain to students that there are contextual factors that impact on a person's health, safety, and wellbeing.

Display the table below and unpack the examples with students.

3 Staying safe

Individual	Sociocultural	Socioeconomic	Environmental
<ul style="list-style-type: none"> • knowledge • skills • attitudes • beliefs • ability • sex • gender • sexuality 	<ul style="list-style-type: none"> • religion • parents/carers • family • media • culture • peers • language • politics 	<ul style="list-style-type: none"> • education • income • employment 	<ul style="list-style-type: none"> • geographical location • access to health services.

Students read over all four scenarios and record which factors have had an impact on the situation.

Students find a partner and assess how the factors they have identified are impacting on the person's ability to seek help. Remind students that 'assess' means they make a judgement of how much impact the factor is having.

Suggested answers:

- Ayesha – religion, parents/carers, family, culture, language, education income,
- Kira – knowledge, skills, attitudes, beliefs, gender, family, peers, income, employment
- Ben - skills, ability, geographical location, access to health services
- Ryan – attitudes, beliefs, sexuality, parents/carers, family, peers, geographical location, access to health services.

Each pair joins with another pair to discuss their answers.

Explain to students that they will need to consider and reflect on the contextual factors as they complete an activity later.

Students also identify the areas of health that are at risk in each scenario, ie physical, social, emotional, mental, and spiritual. Highlight the connection to types of abuse.

Act and apply

Time to act

Explain to students that it is time to act for the person in each scenario as their safety, health and wellbeing is at risk.

Students choose one Types of abuse scenario. Using the Safety plan handout, students research options and create a safety plan for the person in the scenario they have chosen. There are suggested websites (see Scenario analysis handout) for each scenario but students are expected to research further. The plan must promote the safety, health, and wellbeing of the person.

Formative assessment opportunity.

By collecting this work, students can demonstrate evidence towards outcomes PD5-6, demonstrating an understanding of strategies to promote a person's health, safety, and wellbeing.

Students must take the contextual factors into consideration when formulating the plan.

Students find a partner and critique their safety plan, providing constructive feedback and suggestions to assist the person to action the plan.

3 Staying safe

As a class, discuss the following.

- Was the information easy to find, accessible and relevant for each person? If no, how could it be improved?
- Was the information written in plain English and easy to understand?
- Was the information available in a range of other languages?
- Was the information written in a culturally sensitive manner?
- Was the information inclusive of all sexual identities?
- Was the information accessible irrespective of geographical location?
- Do you think working through the process of developing the safety plan will be of assistance if you or someone in your network needs help in the future?

4

Challenging gender-based violence

Creating a safe, supportive, respectful, and inclusive classroom

It is important that students feel that the classroom environment is safe, supportive, respectful, and inclusive. Activities provided in this unit are designed to help students contribute to, build, and maintain a safe, supportive, respectful, and inclusive environment. The collaborative skills explored during the lesson help students to learn and have fun whilst practising skills that contribute to a happy and safe environment.



Learning goals

- Builds understanding of the link between gender and violence (PD5-6)
- Examines positive uses of power using the “Hey mate” campaign videos (PD5-10)



Success criteria

- Students will:
- demonstrate strategies for challenging gender-based abuse or violence



Resources

- Infographic: [What do we know about family, domestic & sexual violence in Aust 2019](#).
- Infographic: [Key facts on young women and family, domestic & sexual violence in Aust 2019](#).
- Infographic: Putting the prevention of violence against women into practise: How to change the story.

Switch on

Introduce the learning goals and discuss them with the class.

Remind students that they have developed their understanding of gender identity and how the abuse of power can lead to different types of abuse.

Violence against women is now recognised to be a serious and widespread problem in Australia, with enormous individual and community impacts, and social costs.

Display the infographics to illustrate the data proving the significance of the issue.

- Infographic: [What do we know about family, domestic & sexual violence in Aust 2019](#)

- Infographic: [Key facts on young women and family, domestic & sexual violence in Aust 2019](#)

Explain to students that a nationwide change in the culture, behaviours and power imbalances that lead to violence against women and their children is crucial.

Students record as many points as possible while they are watching the short clip [Let's change the story: Violence against women in Australia](#) (Our watch 2017).

As a class, discuss the following:

- What is meant by the quote in the video that states “the story starts with a little girl who gets told how pretty she is, never how clever she is and a little boy who even though both

4 Challenging gender-based violence

his parents work, on weekends his Mum does the housework while his Dad watches sport”?

- Show the two short clips, Detention and At the Museum from the Australian Government Stop it at the start campaign. How do these examples influence the children in these situations? What message are they being given?
- Why does ending violence start with gender equality?

Display the infographic on pages 11 and 12 of Putting the prevention of violence against women into practise: How to change the story.

Explain the main points linking back to the content already covered:

- Violence against women is preventable if we all work together.
- Actions that will prevent violence against women:
 - challenge condoning of violence against women
 - promote women's independence and decision-making
 - challenge gender stereotypes and roles
 - strengthen positive, equal, and respectful relationships.
- Promote and normalise gender equality in public and private life.
- Mutually reinforcing actions are needed through legislation, institutional, policy and program responses:
 - by governments, organisations, and individuals
 - in settings where people live, work, learn, and socialise
 - tailored to the context and needs of different groups.

Understand

Doing our bit

Explain to students that it is important to acknowledge and accept that our behaviours can influence the decisions, behaviours, and actions of others in relation to preventing violence against women.

Revisit the types of power. ie Information, Charisma, Expertise, Position, Reward, Connection, Strength, Convention.

Students form groups of four, inform them that this is a silent activity.

Allocate one statement below to each member of the group:

- Challenge people who think violence against women is ok
- Promote women's independence and ability to make good decisions
- Challenge gender stereotypes and roles
- Strengthen positive, equal, and respectful relationships.

Students record how a person or group could positively use power to support the statement they have been given.

Students name the person/group, the type of power and how it can be used. For example, challenge gender stereotypes and roles. Owner of a panel beater. Type of power: Position. Employs a female apprentice.

When they have finished, they pass their statement to the left, read the statement they receive and existing responses, then add anything further they can think of.

Encourage students to share their responses with the class.

4 Challenging gender-based violence

Doing my bit

Show the series of the [Hey Mate](#) advertisements developed by White Ribbon Australia as an example of positive use of personal power.

As a class, discuss the following:

- How easy do you think it would be to stand up to these types of statements and behaviours in these situations?
- What could be some consequences of challenging the statements and behaviours in these situations?
- What actions could be taken to manage the potential consequences?

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Act and apply

Doing nothing does harm

Display the [Doing nothing does harm](#) website or allow students to explore on a device.

Highlight the tips in the 3 S' response to disrespect towards women.

Show it's not ok	Support women	Speak up to stop disrespect
<p>Actions can speak louder than words to show how you feel:</p> <ul style="list-style-type: none"> • Roll your eyes • Shake your head • Don't laugh along • Sit between the woman and the disrespectful person • Do something because doing nothing does harm. 	<p>Support women and anyone else doing something:</p> <ul style="list-style-type: none"> • Ask if she's ok • Back up others: 'What they said' • Acknowledge what's happened: 'I'm sorry they said that' • Do something because doing nothing does harm. 	<p>Speak up about disrespectful behaviour:</p> <ul style="list-style-type: none"> • Respond to a sexist joke with 'I don't get it?' • Purposely change the topic: 'Ooo-kaaay, let's move on?' • Gently tease them: 'Are you still in the 1950s?!' • Ask them to stop: 'Mate, can you not? C'mon'



Challenging gender-based violence

Show each of the five [Doing nothing does harm](#) clips.

Pause after each one and ask students to suggest how the others could have demonstrated the 3 S'.

Students form five groups and are allocated one clip each. They must prepare a role play to continue the scenario after the main character makes the sexist remark, evidencing the use of the 3 S'.

As a class, discuss the following.

- Who do you think is responsible for challenging gender-based abuse or violence?
- How could someone draw on their [strengths](#) to safely challenge gender based abuse or violence?

It is important that teachers are prepared to use [protective interrupting](#) if a student begins to disclose private information publicly. If a student discloses private information publicly and the teacher does suspect a student is at risk of significant harm they must inform their principal or workplace manager as per the [Child Protection Policy: Responding to and reporting students at risk of harm](#). The [Mandatory Reporter Guide](#) (MRG) can assist in making an informed decision regarding child protection concerns. More information is available on the [Child Protection website](#).

Evaluation

Use the following questions to complete an analysis of the teaching and learning in the unit of work. Sample questions to address include:

- Did all students demonstrate an understanding of the key concepts?
- What concepts within the unit will I need to revisit to ensure understanding?
- When will I/can I revisit these concepts?
- Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement?
- Which activities and tasks were most engaging and effective?
- Which activities in the learning sequence will I need to adapt to ensure my learning goals are achieved next time?