

Semester One		Semester Two
<p>Topic 1: Personal and social awareness Theme B: Impact of gender expectations: Social expectations</p>	<p>Topic 2: Respectful interactions Theme B: Challenging gender stereotypes</p>	<p>Topic 3: Protective behaviours Theme B: Help-seeking in gendered situations</p>
<p>Curriculum links: Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions.</p>	<p>Curriculum links: Students apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions.</p>	<p>Curriculum links: Students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing.</p>
<p>Key concepts: Gender expectations/ stereotypes can be harmful, unfair or are unequal. Rights, respect, fairness and equality are ethical concepts.</p>	<p>Key Concepts: Gender stereotypes can be challenged to achieve fairness and equality. Respectful agreement and disagreement can address unfairness and inequality related to gender expectations.</p>	<p>Key Concepts: Help-seeking and reporting support the rights of self and others, and promote health, safety and wellbeing. Bystanders have an ethical role to support the rights of others.</p>
<p>Learning intent: Students will:</p> <ul style="list-style-type: none"> > identify gender expectations that might be harmful and unfair > discuss rights, respect, fairness and equality in the context of gender stereotypes. 	<p>Learning intent: Students will:</p> <ul style="list-style-type: none"> > identify harms and unfairness in gender biased expectations > propose ways to assert their own and support others' human rights > practise ways to respectfully challenge gender stereotypes 	<p>Learning intent: Students will:</p> <ul style="list-style-type: none"> > discuss how helpseeking and reporting strategies support rights and promote the health, safety and wellbeing of themselves and/or peers > understand the ethical implications for bystanders who become aware that support and/or helpseeking are required > practise help-seeking and reporting strategies that promote the health, safety and wellbeing of themselves and/or peers.
<p>Assessment:</p> <ul style="list-style-type: none"> > complete the KWL chart they started previously > explain the concepts of assigned sex, gender and gender stereotypes > explain how aspects of culture, history and social expectations influence choices and behaviours of genders. 	<p>Assessment:</p> <ul style="list-style-type: none"> > identify gender-based statements/expectations, including how they can cause hurt, harm, unfairness and injustice > counter gender stereotypes in a way that asserts their own rights or defends the rights of others > respectfully challenge gender-based comments using 'I' statements. 	<p>Assessment:</p> <ul style="list-style-type: none"> > identify ways to seek help if they or others are affected by gender-based violence > describe the role of a bystander and reasons for taking a role as an upstander > demonstrate communication required to seek help and report gender-based violence.
<p>No. of lessons provided: 9</p>	<p>No. of lessons provided: 4 <i>*non-reportable</i></p>	<p>No of lessons provided: 5</p>