



Off-field curriculum guide

Gender
Equality

Years 5 – 6

Session Overview

The purpose of these lesson plans is to provide educators with a vehicle to explore and discuss stereotypes and perceptions around three main societal strands, using AFL/AFLW as a lens.

All lesson plans are linked to the Australian Curriculum and address the following key themes and general capabilities

- Cultural and Ethical understanding
- Identity and Belonging
- Health and Physical Wellbeing
- Adversity

Curriculum/General Capabilities

- Literacy
- Media Studies
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding
- Aboriginal and Torres Strait Islander Histories and Cultures

Resource

This education resource comprises of three complete units of work, each broken into three one-hour sessions, linked to the Australian Curriculum, including methods for assessment.

Considerations

Consider any personal sensitivity amongst students. You could inform students that you will be exploring some controversial subject matter and it is not your intention to upset anyone but if anyone is affected during the class they should feel free to raise their hand and ask to speak with you about how they are feeling.

Be aware that some students may express negative attitudes. It is important to allow them to voice their views and they should be explored, but this should be followed by clearly stating that as a community of learners, you don't tolerate offensive and harmful attitudes and promote the importance of respect towards difference.

Years 5 – 6

Gender Equality

Unit One

AFLW

The launch of the AFLW competition in 2017 generated much celebration amongst multiple communities, both sporting and not. While doing much to elevate conversations about women in sport, it was not without controversy. Debates about parity of prowess, skill and ability with the men's game, media coverage, pay equality and rule changes were rife, and to a degree, still are, three years later.

Much has been said about female athletes, their strength, or lack there of, their stamina, there have even been debates over whether it is safe for women to play AFL at all, considering their biology and that a woman's body is primarily designed to bear children, that some sports could somehow interfere with or adversely affect this ability.

Importantly, AFLW is a platform for conversations regarding a long history of stereotyping women in sport, and as such, is an important platform for advocating change.

The lessons for this unit are designed to get students thinking about these stereotypes and ultimately, give them a chance to offer solutions that will facilitate change.

Session One

Introduction to Female Gender Stereotypes

LEARNING INTENTION

We are learning to:

- › Understand what gender stereotypes exist in our world
- › Consider why stereotypes exist and if they are reflective of everyone
- › Understand the impact of social media on people's opinions

SUCCESS CRITERIA

I can:

- › Identify prominent gender stereotypes and discuss these with an open mind
- › Challenge these stereotypes using evidence from my own and others lives
- › Identify how social media can play both a positive and negative role in gender equality and stereotypes

Introduction to Female Gender Stereotypes

Begin by asking the class if they know what the word stereotype means.

Suggested teacher script

You have probably heard about stereotypes. These are commonly held ideas or preconceptions about specific groups. They can be gender, race or culturally specific.

You most often hear about negative stereotypes, but some are positive — the stereotype that tall people are good at basketball, for example. One of many problems with any stereotype is that even if it's true in some cases, it's certainly not true in all cases.

A stereotype is a preconceived notion, especially about a group of people. Many stereotypes are rooted in prejudice — so you should be wary of them.

What Are Female Gender Stereotypes?

Female gender stereotypes are commonly recognised yet oversimplified ideas about what it means to be female. These stereotypes assume that all females share the same characteristics. They are uninformed judgments based on superficial information rather than facts.

Common Stereotypes About Female Appearance

- › Females are thin and delicate.
- › Females have long hair.
- › Females wear skirts or dresses.
- › Females wear make up.
- › Females should not be too muscular.

Stereotypes About Female Roles

- › Females look after children.
- › Females manage the running of the household.
- › Females cook the meals.
- › Females do the laundry.
- › Females perform 'caring' jobs in the workforce.

Stereotypes About Female Behaviors

- › Females are gentle.
- › Females are not competitive.
- › Females cry easily.
- › Females are irrational.
- › Females are good multitaskers.

Activity

Use the worksheet on the next page as a warm up awareness activity and improve the ability to identify female gender stereotypes portrayed in the media.

Session One

Introduction to Female Gender Stereotypes

Female gender stereotypes in media

Think of a film or story that focuses on a female character. Use the female gender stereotypes fact sheet to help you recognise stereotypes about appearance, roles or behaviours.

- 1 Fill in the sections below for your chosen character and circle any female gender stereotypes you can see.

Female character:

Appearance:

Role:

Behaviour:

- 2 If the gender stereotypes of this character were removed or changed, would the outcome of the story be different? Discuss with a partner.

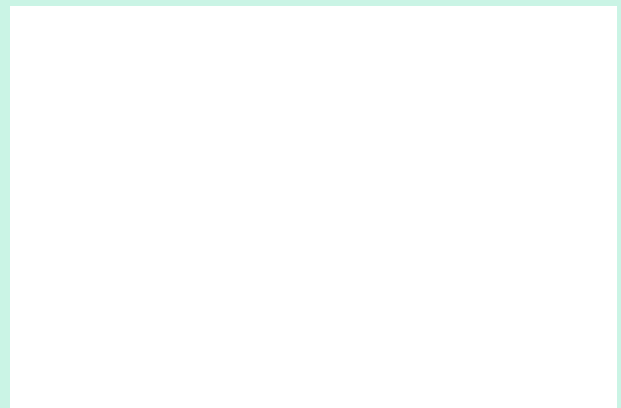
- 3 Create new attributes below:

Appearance:

Role:

Behaviour:

- 4 Draw the redesigned character in the box:



Session One

Introduction to Female Gender Stereotypes

Pre Assessment

Ask students to complete the questionnaire provided. The questions are designed to get students thinking about gender equality stereotypes in sport. Students should make note of their answers and thoughts whilst taking the survey, to reflect upon and share later.

Tuning In

As a class discuss the questions in the survey. Were there any questions that students had trouble deciding on an answer for? Ask students if they wish to further discuss any of the questions with the class.

AFL Womens: Changing the game



Using a projector, have this AFLW Exhibition ready to share with the class. You might like to start the conversation by using the following discussion prompts:

Discussion prompts

- › What are some stereotypical views of women in sport?
- › How do we think these stereotypes evolved and why?
- › How are the players overcoming stereotypes?
- › How does social media, both negative and positive, affect these stereotypes and the perpetuation of?
- › Do students feel that female athletes are unfairly criticised in the media?
- › How does social media commentary affect these conversations?
- › Do students believe male athletes attract more or less criticism on social media? Why? Why not?
- › How is the AFL/AFLW addressing these stereotypes?

Questionnaire

Answer the following questions using one of these terms: Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree



- 1 I understand what gender stereotypes means

- 2 I believe women can do any job/profession they like

- 3 I think men and women get equal opportunities in society

- 4 I think AFLW is a positive step for society

- 5 I think women playing footy is a great thing

- 6 Some words that come to mind when I think of AFLW are....

Session Two

Student content creation response



LEARNING INTENTION

We are learning to:

- Critically analyse various media pieces and reference these when creating our own opinion piece
- Tackle existing gender stereotypes

SUCCESS CRITERIA

I can:

- Read various sources of information and reference these in my own writing
- Create a piece that discusses gender stereotypes in both mine and other's worlds

A great deal of content suitable for Years 5 – 9 is featured on the AFLW Website.

Ask students to explore this content and choose one piece to further explore, as per the outlines below. <https://womens.afl/features>

Opposite are a selection of quotes from various media sources. Ask students to select one quote as the basis for an assessment piece, arguing for or against the statement. This can be one of the following –

- 1 Written essay response
- 2 Oral presentation
- 3 Podcast episode

This can also work as a class debate activity. Students should be sure to demonstrate prior learning in Session One, pertaining to stereotypes. Ask students to identify the stereotypes recognisable in their chosen quote at the end or the beginning of their assessment piece.

QUOTES

“A good standard for evaluating an opinion about women’s sport is to say the same thing about men’s and imagine what kind of reaction you might get.”

“They go in hard though, as if they have something to prove. Yes, they go in hard, with many players seemingly determined to look like blokes as well. So many tattoos and so much short-cropped hair! It strikes me that there is a definite element of ‘out-bloking the blokes’ in women’s football...”

“To those who cry, “Lay off these girls, they’ve only been going a short time” or, “Be patient, they’re not full-time, they’ll get better”, I say, “Great, let them get better, just keep off my television”

“The pictures, however, tell a different story. The skills are many notches lower, kicks lack distance and precision, the speed of decision-making is yards slower, and – there is no delicate way to say this, but I’ll try – some of the bodies are not those of elite, professional athletes. They resemble more the weekend suburban third-grader whose post-match protocols comprise a pie, ciggie and half a dozen pints.”

“The phenomenon we are witnessing is instead about two things: the ability of the AFL to dominate sports media in its heartland states without even really trying and, second, the voracious capacity for Australian rules football fans in those states to at the drop of a hat engage with anything football related.”

“However, the women’s code has been part of a remarkable transformation in Australian sport. There is a new appreciation of female achievements, including in horse racing, cricket, soccer and netball. Increasingly attractive financial and sponsorship arrangements and broadcast deals are also being put in place.”

“Just what possesses men to post derogatory comments? The answer is usually simple: misogyny. When men feel entitled to the power and privilege associated with the patriarchal world of sport, there is a perception that this kind of behaviour is both normal and without retribution.”

“There is enormous power and privilege associated with men’s sport, and it is time that power was used to support those who are much more marginalised, paid precariously and subject to abuse simply for making headway into a deeply patriarchal culture.”

Click on quotes to be directed to sources.



Session Two

Student content creation response

FURTHER READING

The following links are to articles about AFLW. All have been selected to reflect the many and varied opinions shared in the media, regarding AFLW and women in sport.

- [AFLW - This is GenW](#)
- [The Roar - Don't like AFL Women's on the news? Change the channel](#)
- [BBC - AFLW: How a women's league has captivated Australia](#)
- [Quadrant - Some Harsh Words about Women's Footy](#)
- [The Roar - AFLW: The Empress and her new clothes](#)
- [The Conversation - Growth of women's football has been a 100-year revolution – it didn't happen overnight](#)
- [Victorian Women's Trust - Sexism in the Stands](#)
- [The Guardian - Photo of AFLW player Tayla Harris is not the problem, the vile trolls are](#)
- [AFLW - Photo furore: Tayla Harris slams internet trolls as 'animals'](#)
- [ABC News - AFLW's Tayla Harris is not first female athlete targeted by trolls, and even some male players](#)
- [ABC News - AFLW star Erin Phillips's dad says he would not trade his daughters 'for the world'](#)
- [SBS - Tearing down the boys' club walls: Why AFL Women's means so much](#)
- [SBS - Opinion: The reaction to 'that kiss' shows that the AFL still has a long way to go](#)

ADDITIONAL RESOURCES

[Apps for creating podcasts](#)

[Notes for using the AFLW website](#)



Session Three

Student content creation response

LEARNING INTENTION

We are learning to:

- Understand what we must do to create social change in our lives
- Reflect on our thinking to understand how our perceptions have changed
- Create a set of rules or understandings in order to make our classroom a better environment for all

SUCCESS CRITERIA

I can:

- Discuss stereotypes and gender equality in relation to my life, classroom and sporting team
- Identify what I have to do to ensure my communities embrace social change
- Reflect on my opinion and how this has changed
- Create and adhere to a set of classroom rules

This session is about taking the time to reflect as a class on what students have learned and discovered and share their content creation pieces.

Begin by asking students if their own perceptions have changed? If so, why?

Share the following information with students:

How Can Female Gender Stereotypes Be Challenged?

- Respectfully point out gender stereotypes to others when you see or hear them. Help others understand how damaging they can be.
- Appreciate females for who they truly are. Value and celebrate their personal qualities without making unnecessary gender judgements.
- Speak up against people who choose to stereotype girls and women. Respectfully challenge their assumptions and generalisations.
- Challenge gender stereotypes through your behaviours and your responses to the behaviours of others.

What do students feel they can do to help overcome stereotypical perceptions of women in sport? How can they educate the wider community?

Questions could include:

- How might they combat stereotypes in everyday life and or sport?
- Why is this important to combat gender stereotypes?
- What does being an ally look like?

Session Three

Reflection – self/peer identity/social responsibility

Group activity suggestions

- As a class, create a strategy document to prevent/combat the continuation of stereotypes of women in sport.
- Create a code of conduct for social media commentary. Include suggested responses to negative comments and strategies for supporting one another in a positive way.
- Create a code of conduct for your class/school/club that includes a protocol for calling out/addressing those who do not abide by the code of conduct respectfully.

Further suggestions for teaching and learning

Quiz

Create a class quiz to gauge how much students have learned during the course of this unit. Questions could include name that player, key AFLW dates etc.

Letter to community

Write a letter to the wider community, sharing your thoughts and feelings about gender stereotypes in sport. What would you like to see change? What would it mean to you to see these things change?

6 Word Story

- Using only six words, define your view of gender stereotypes.

Word Association

Thinking about gender stereotypes in sport:

- Think of one word that sums up what you have learned during this unit
- In one minute, write as much as you can about what you have learned in this unit using that one word as a prompt

Digital Scrapbook

- Choose one of the following applications to create your digital scrapbook; Pages, Keynote or Word.
- Name your Digital Scrapbook.
- Your name/Term/Start date.
- Save this to your desktop, you will be working on this throughout the duration of this unit.
- As you follow the directions that will be given to you for creation of a reflection piece, remember to cut and paste all URL's of all sites you use to research, create pieces, and access/find images/music/film links into your Digital Scrapbook.
- During tuning in/class discussion: Use your Digital Scrapbook to keep track of thoughts, feelings, ideas and responses to the content and discussion.

Memes

- Students might like to create their own positive message memes using the images in the AFLW Exhibition.

Victorian and Australian Curriculum Links

SESSION ONE

Health and PE

Personal, Social and Community Health

Being Healthy, safe and active

- Explore how identities are influenced by people and places ([ACPPS051](#)), ([VCHPEP105](#))

Communicating and interacting for health and wellbeing

- Examine the influence of emotional responses on behaviour, relationships and health and wellbeing ([VCHPEP110](#)), ([ACPPS056](#))

- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([VCHPEP111](#)), ([ACPPS057](#))

Personal and Social Capability

Social Awareness and management

Relationships and diversity

- Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual ([VCPSCSO030](#)),

SESSION TWO

Health and PE

Personal, Social and Community Health

Contributing to health and active communities

- Investigate how celebrating similarities and differences can strengthen communities ([ACPPS060](#)), ([VCHPEP114](#))

Being Healthy, safe and active

- Explore how identities are influenced by people and places ([ACPPS051](#)), ([VCHPEP105](#))

Media Arts (Explore and represent ideas)

- Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text ([VCAMAE029](#)), ([ACAMAM062](#))

English Writing (Creating texts)

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1704](#))

Responding to Literature

- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots ([VCELT341](#))

Personal and Social Capability - Social Awareness and management (Relationships and diversity)

- Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual ([VCPSCSO030](#))

- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences ([VCPSCSO029](#))

SESSION THREE

Health and PE

Contributing to healthy and active communities

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities ([ACPPS077](#)), ([VCHPEP108](#))

- Investigate how celebrating similarities and differences can strengthen communities ([VCHPEP114](#)), ([ACPPS060](#))

Being Healthy, safe and active

- Explore how identities are influenced by people and places ([ACPPS051](#)), ([VCHPEP105](#))

Personal and Social Capability

Relationships and Diversity

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))

- Describe the ways in which similarities and differences can affect relationships ([VCPSCSO021](#))

Collaboration:

Identify conflicts that may occur in peer groups and suggest possible causes and resolutions ([VCPSCSO024](#))

HANDY TIP

Click on the content codes to be directed to the corresponding curriculum pages on their respective websites.

