



Off-field curriculum guide

Gender
Equality

Years 3 - 4

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 3 – 4

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

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.

Pre Assessment

Ask students to share some female gender stereotypes. Write these on the board to refer to later. Response might include some of the following:

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 Behaviours

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

Tuning In

Ask student to choose one of the above stereotypes and change it a truer statement. For example – Females wear skirts or dresses, but they can also wear pants, jeans or shorts. Females can choose to wear makeup sometimes, but they can also choose not to wear makeup.

Session One

Introduction to Female Gender Stereotypes

Assessment activity sheet

Circle the statements you believe are true:

- Women can be firefighters
- Women can be police officers
- Women can join the army
- Women can run fast
- Women are strong
- Women can build houses
- Women can play football
- Women can play cricket
- Women can be weightlifters
- Women can be wrestlers
- A woman can be prime minister



Session Two

Student content creation response

- 4 Write a short story about this picture.



AFLW Players Are...

Ask students to create a word cloud using words they think are most often used to describe AFL players. (Some suggested words are - strong, tough, fast, tall, healthy etc.) This can be done on a poster, on post it notes stuck to the board, or written as points on a sheet of paper.

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, describe 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

Memes

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

Session Three

Reflection – self/peer identity/social responsibility

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? Refer back to the early response shared on the board and compare how these might have changed during the course of session 1 and 2.

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 judgments.
- Speak up against people who choose to stereotype girls and women. Respectfully challenge their assumptions and generalisations.
- Challenge gender stereotypes through your behaviors and your responses to the behaviors of others.

Ask the class - 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?

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.

Watch

There is some excellent video content on the AFLW YouTube channel that you might like to share with the class to facilitate further discussions

[Sport My Way](#)

[AFLW Next Generation](#)

Victorian and Australian Curriculum Links

SESSION ONE

Health and PE

Personal, Social and Community Health Being Healthy, safe and active

- Examine how success, challenge and failure strengthen personal identities ([VCHPEP088](#)), ([ACPPS033](#))
- Identify and practice strategies to promote health, safety and wellbeing ([VCHPEP091](#)), ([ACPPS036](#))

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](#))

SESSION TWO

English - Creating texts

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose ([VCELY266](#)), ([ACELY1682](#)),

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](#))

SESSION THREE

Health and PE

Contributing to healthy and active communities

- Describe strategies to make the classroom and playground healthy, safe and active spaces ([VCHPEP095](#)), ([ACPPS040](#))

Personal, Social and community health

- Explore strategies to manage physical, social and emotional change ([VCHPEP089](#)), ([ACPPS034](#))
- Identify and practice strategies to promote health, safety and wellbeing ([VCHPEP091](#)), ([ACPPS036](#))

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](#))
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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.

