



# Achieving Gender Equality through Student Voice

**A teaching guide to support primary school students to lead change**



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The following 'Achieving Gender Equality Through Student Voice' guide was developed and published by FVREE and Inspiro. This guide has been built on and adapted from the 'Take Action for Gender Equality and Respect' student guide for secondary schools which was authored by GenderWorks, with additions from FVREE, Inspiro and Yarra Ranges Council. FVREE and Inspiro would like to thank the following primary schools; Mt Evelyn, Yarra Junction and Pembroke for enabling us to pilot the program with their middle-year and senior students in 2022.

This toolkit includes references to a range of supplementary resources and activities, including from the Victorian Department of Education 'Resilience, Rights and Respectful Relationships Level 5 – 6 Learning Materials'.

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FVREE and Inspiro acknowledge the Traditional Custodians of this land and recognises their continuing connection to land, water and community. We pay our respects to their Elders, past, present and emerging.

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## Respectful Relationship Schools

If your school is in Victoria, Australia, and is a Department of Education and Training Respectful Relationship (RR) school, this guide can be used as a teacher resource to enhance whole school actions. Student voice is an important part of the model, and this guide will take students through steps that can be included in your school's action plan. For more information, view page 30.

# Introduction

**Students can stand up, speak out and take action for equal and respectful relationships - an important issue affecting us all. This guide has been designed for primary school teachers, wellbeing staff and group facilitators to build student's (grade 5 and 6) skills and voices on this topic. Students who participate in the activities outlined in this guide will be supported to become leaders for gender equality and respect in their school, by:**

- **Learning about equal and healthy relationships**
  - **Being supported to talk to their teachers and peers on this topic**
  - **Undertaking a group project to make positive change in their school community**
- 

## Why gender equality and respect?

Gender equality means equal rights, choices and opportunities for all genders. When we talk about respectful relationships we must acknowledge that throughout history respect has not been given to all people equally, and that some people have faced, and continue to face, discrimination more than others. This includes women, girls and gender diverse people. Some groups of women also face more inequality and discrimination due to the overlapping of various personal characteristics, such as race or religion. For specific key terms relating to this topic, refer to page 4.

## Why young people?

Supporting young people to understand the importance of gender equality is important for many reasons. Research shows that gender inequality, including stereotypes based on a person's gender, can negatively impact children from a very early age. Enabling young people to take action around gender equality, inclusion and respectful behaviour in a safe and supportive environment, is an effective way to build a more equal and respectful future.

## Find your allies and support

One of the most important things to remember when you are either teaching or working on social and political change issues, is that you are never alone. There are many organisations working directly with the community on all kinds of gender equity and respect issues.

We recommend you contact your local council's Youth Team, Specialist Family Violence Service, or Health Promotion Officers at your local community health service. They might be able to support you to work through this guide with your students.

# Where to start?

**Students involved in this program do not need any prior knowledge on gender equality and respectful relationships.**

**What they do need is:**

- An interest in learning more about gender equality, diversity and respectful relationships
- A commitment to safe, respectful communications with peers and community members
- To hold a desire to create change in their school community
- To be aware of the purpose and commitment of being a leader for gender equality and respect

## **A note on language:**

Throughout this program, binary language relating to gender, may be used in specific activities and discussions relating to gender stereotypes. However, we recognise that gender is not binary- it is fluid and everyone is the expert of their own gender.

## **Overview of student workshops**

Pages 2-8 of this document provides key background information that teachers/facilitators should read prior to commencing delivery. Page 9 onwards detail four student workshops with activities to lead students through this topic and to become leaders in this space. We encourage you to be creative when delivering the content and activities i.e. create posters, videos or artwork to be displayed around the classroom. There are several delivery options for this program. You can choose to deliver it to an entire year level, a single classroom, or a student leadership group. The program can be divided into four separate workshops, or you can opt for a two-day delivery, combining workshops 1-2 and then 3-4. The program's overarching objective is to empower students to create projects promoting gender equality and respectful relationships within their schools. Feel free to structure the content in a manner that aligns with your school's specific requirements.

**The four student workshops include:**

**Workshop 1:  
Let's get started**

**Workshop 2:  
Let's get educated**

**Workshop 3:  
Let's choose your issue**

**Workshop 4:  
Let's get planning**

**Implement change**

## Key steps

**Step 1:** Recruit teaching staff to be involved and support program delivery i.e. wellbeing staff.

**Step 2:** Establish a timeline for the program and decide when the workshops will be held i.e. Term 3 & 4.

**Step 3:** Recruit students to be involved. Will there be an expression of interest? Or will you utilise an existing student committee?

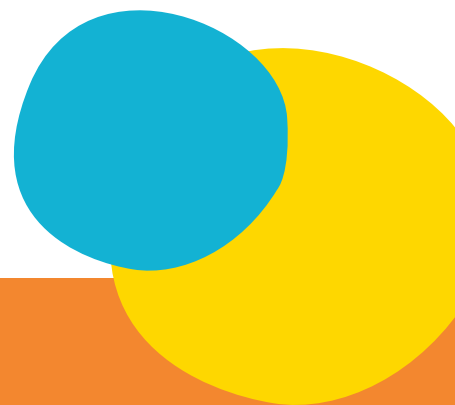
**Step 4:** Facilitate the student workshops utilising the activities and resources provided in this guide.

**Step 5:** Support students to deliver their gender equality and respect project within their school community.

**Step 6:** Celebrate students efforts and achievements. Think about ways to promote their work within your school.

## Things to remember

- Ensure students clearly understand the purpose of program and the commitment required
- Remember there is support available
- Prepare for each session by organising workshop materials and activities
- Undertake energisers and icebreakers before each workshop (see page 7-8)
- Conduct reflections and a quick self-care activity at the end of each session if needed
- The workshops can be flexible and dynamic in the way they are delivered



## Key terms

<b>Gender equality</b>	Refers to women, men and gender-diverse people having access to equal opportunities, resources and services
<b>Gender equity</b>	Is the process where all genders receive fair and just access to the same opportunities in life. It recognises that historically certain genders have experienced disadvantage, and thus, they should be provided with the means and resources to overcome inequalities
<b>Sex</b>	The biological and physical characteristics used to define humans as male or female
<b>Gender</b>	The socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women; gender defines masculinity and femininity. Gender expectations vary between cultures and can change over time
<b>Gender stereotypes</b>	Commonly held, fixed and oversimplified ideas about what it means to be male or female, which inform social norms about how men and women, boys and girls should act and think, or what they are good and bad at
<b>Gender norms</b>	The dominant beliefs and rules of conduct which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from girls and boys, men and women

# Setting up a safe space

## Responding to disclosures

**Talking to young people about gender equality and respect can sometimes prompt them to talk to you about their experience of violence or abuse. It is important that you have the knowledge to recognise, respond and refer appropriately and safely. You do not have to look after the person on your own. Your role is to believe them, listen to them and provide support and information on where they can seek help. Take a look at the tips below to find out more about your role.**

**Remember: If you receive a disclosure from a young person follow your school's policies for mandatory reporting.**

### **Do:**

- Believe them
- Listen to them
- Respect their privacy and confidentiality
- Remind them that they are not to blame
- Let them know there are organisations that can help
- Encourage them to seek help
- Know where to refer them

### **Don't:**

- Be judgmental or blame them
- Look after the person on your own
- Force them to talk when they are not ready
- Tell them what to do
- Pressure them to leave
- Confront the violent person

## Support services

**We recommend that teachers/facilitators develop a list of local support services prior to workshop delivery if your school doesn't already have one. Below is a list of national phone lines relevant for school aged children that will help to start this process.**

### **Kids Helpline**

Free confidential counselling for young people aged 5-25

Phone: 1800 55 1800

Website: [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

### **1800 Respect**

Free confidential information, counselling and support service for family violence and relationship abuse

Phone: 1800 737 732

Website: [www.1800respect.org.au](http://www.1800respect.org.au)

### **Orange Door**

Quick and simple access to support for adults, children and young people who are experiencing family violence. To find the phone number for your local orange door service, visit the website.

Website: [www.orangedoor.vic.gov.au](http://www.orangedoor.vic.gov.au)

### **Beyond Blue**

Free information and support to help everyone in Australia achieve their best possible mental health.

Phone: 1300 24 636

Website: [www.beyondblue.org.au](http://www.beyondblue.org.au)

# Supporting resources

## Videos

There are many other activities and videos that you can include in the student workshops. Videos are a great way to start conversations with the young people you work with. Below is a list which covers a variety of topics and provides some important conversation starters. Make sure you watch the videos beforehand to ensure they are relevant for the topics you are exploring. Click links below, otherwise view full video links on page 29.

- [Because why series by OurWatch](#)
  - Because why let gender limit our children's potential?
  - Because why...shouldn't boys dance?
  - Because why...assume who does what?
  - Because why...shouldn't all toys be for kids?
- [The Ugly Truth of Children's books](#)
- [Girls vs. boys toys: the experiment](#)
- [The gender pay gap experiment with boys and girls you can't miss](#)
- [Redraw the balance](#)
- [Run like a girl](#)
- [Eight year old girl calls Tesco out over 'Sexist' kids clothes](#)
- [Teaching children about gender: Iceland's answer to break down gender stereotypes](#)
- [Boys and Girls on Stereotypes](#)
- [Gender Free Kids: Questioning Gender Based Prejudice \(Education Documentary\)](#) - a great documentary for teachers to watch

## Lesson plans and activities

For more ideas around gender equity lessons, activities and discussions, have a look through the following resources. Click links below, otherwise view full video links on page 29.

- The Resilience, Rights and Respectful Relationships learning materials
- Level Playground
- Family Planning Victoria
- Educate2Empower Publishing
- Our Watch teaching resources
- Safe + Equal Primary School tools

### Level Playground

For more resources to help engage students and parents/guardians in this topic, visit '[Level Playground](#)'. This website has lots of practical tools, tips and resources like books, activities and posters that encourage children to be their true selves and explore all things that interest them.

[levelplayground.org.au](http://levelplayground.org.au)

### Ask?

- How did that video make you feel?
- What changes could be made?
- Does this feel fair?
- Have you seen this sort of thing occur before?

# Energisers and icebreakers

Icebreakers are fun activities to help people get to know one another and to start the session off in a fun way. You can use these icebreakers below to help set up the workshops and align them with the program's expectations and outcomes. These activities can also be utilised throughout the workshops if students are needing a brain break from the content.

## Ball about me

1. Beach ball with questions written on it such as 'favourite book?'
2. Ask students to stand in a circle.
3. Facilitator throws ball to first student, they say their name and then answer the question facing them on the beach ball then throws to another student.

## Human knot activity

1. Have all students stand in a circle, facing inward.
2. Tell everyone to reach their right arm towards the centre and grab someone else's hand (make sure no one grabs the hand of the person right next to them).
3. Have everyone reach their left arm in and grab someone else's hand.
4. Instruct students that they have to figure out how to untangle the knot resulting in a circle of people again, without letting go of hands.

## What would you rather?

**Stand up** – if you prefer dogs.

**Sit down** – if you prefer cats.

**Stand up** – if you like to wake up early.

**Sit down** – if you like to stay up late.

**Stand up** – if you would rather play outside.

**Sit down** – if you would rather play indoors.

**Stand up** – if you would prefer to read a book/novel.

**Sit down** – if you would prefer to watch a tv show /movie.

**Stand up** – if you are a sweet tooth

**Sit down**- if you have more of a savoury palate

## The opposites game

Put simply, students do the opposite to what the facilitator instructs i.e. sit down – they must stand up. Here are some ideas:

- Stand still
- Eyes open
- Face the front

# Energisers and icebreakers

## Icebreaker Pictionary

Have the students draw pictures about what they like to do, what their favourite foods are, and what is their favourite subject in school. Have each student come up and show their pictures to the class. See if the students can guess what each student drew that tells a little bit about themselves. For example, a student might draw a dog and a slice of pizza and the other students have to yell out or buzz in their answers.

## Silent birthday line up

1. Student's jump into two groups.
2. Explain that from now on they aren't allowed to speak to each other.
3. They now have to line themselves up in birthday months from January through to December (without communication through speech).
4. Give students 2 minutes to complete task and then yell 'Freeze'.
5. Ask each group to go down the line and say what month they were born to see how well each group went.

## The observation game

1. Line up the students in two lines facing each other. If there is an odd number of students, you can play the game too.
2. Give students 30 seconds to look each other over really well, paying attention to all details about their partner.
3. The students in one line now turn facing the other way while the other line of students changes something about themselves. For example, changing their hairstyle.
4. When the children in the first line turn back around, they have to guess what their partner changed. Now switch and let the first line make the change and the second line guess the difference.

## Bingo

Create bingo cards with prompts for students to use to ask each other questions. The idea is to cross off all the squares. Use simple prompts like those below, or make up your own:

- Has been to Japan
- Likes jam
- Has a sweet tooth
- Is a morning person
- Has more than 3 siblings
- Has been to Tasmania
- Enjoys maths



# Student Workshops

# Workshop 1

Let's get started

## Learning intentions

- Setting up a safe space
- Healthy coping strategies and Identifying supports
- Being a leader for change
- Exploring identity

## Setting up a safe space and exploring identity

Setting up a safe space is extremely important when working with young people, especially when exploring topics around gender equality and respect. This workshop will encourage students to think about the different elements of a safe space and how effectively they can work together to achieve their goals. This workshop also explores healthy coping strategies, emotional literacy and help seeking behaviours.

### Activity 1: Group agreement

This activity will encourage students to think about the different elements of a safe space and how effectively they can work in a safe environment.

#### Materials

- Butchers paper /whiteboard
- Pens /whiteboard markers

#### Instructions

1. Ask students the following questions and record their responses on a whiteboard or butchers paper. Keep these group responses and display for students to see in all sessions.
  - What does a safe, respectful space look/sound/feel like?
  - What does it mean to be a positive leader in your community?
2. Remind students about the purpose of the program - That they are here to learn about being a respectful leader and how to make change for respectful relationships in their community.

### Activity 2: Emotions are for everyone

This activity will support students to identify different emotions and explore ways they can manage them.

#### Materials

- Paper and pens/textas
- Butcher paper /whiteboard
- 'Handout 1: Coping Speech Bubble' on page 19

#### Instructions

1. Ask a couple of students to be the scribe. Ask the rest of the group to come up with as many different emotions as they can in 1 minute.
2. Once students have developed a list of different emotions, ask the group, **"has anyone here ever felt some or even all of these emotions before?"**
3. Explain to the students that everyone feels different emotions and that is okay. Everyone can feel happy, but sometimes also sad, angry or stressed.
4. Ask students to complete 'Handout 1' by writing down what they can do to make themselves feel better when they're feeling sad, angry or stressed (i.e. playing football, reading, taking a walk, etc).
5. Ask students if they would like to share some of their strategies with the group.

Activities continued on next page.

### Activity 3: Support network

**Fostering help-seeking behaviours in children is fundamental to their mental health and wellbeing. It's important that we work with students to build their awareness about help-seeking avenues and build their capacity to seek support from reliable sources when they need it.**

#### Materials

- Paper and pens/textas

#### Instructions

1. Get students to trace their hand on a piece of paper.
2. Ask them to write down five sources of support (one per finger) they could access if they were needing some extra help. Encourage students to think of personal and professional supports i.e. Wellbeing team etc that are available to them and have a group discussion.



### Activity 4: My identity wheel\*

#### Materials

- Print out of 'Handout 2: My identity wheel' on page 20
- Pens/whiteboard markers

#### Instructions

1. Explain that this activity will have students share their interests and preferences. Everyone will complete an 'identity wheel' - a tool designed to record and share different sorts of information about a person. It is not big enough to let students share everything about themselves, but it will allow students to learn about the similarities and differences that exist between people in the class.
2. Utilising the attached 'identity wheel' handout, demonstrate how students can complete their own wheel with their likes and preferences. Encourage them to use the prompting questions at the bottom of the handout for each section. Provide time for students to work independently on their 'identity wheel'.
3. Assemble the group and ask students to introduce their work if they feel comfortable.
4. Once students have had a chance to share their work, invite them to comment on similarities and differences that they have noticed between individuals.
5. Assist with some of your own observations. Ask:
  - What have you learnt about each other from undertaking this activity?
  - Was there something surprising or new that you learnt about anyone?
  - Did you find any surprising similarities or differences between you and others?
6. Point out that there are many things that make us who we are – our likes, dislikes, experiences, strengths, bodies and backgrounds. Sometimes we call this our individuality. Each of us is constantly growing and changing in many ways.

Over time, we might change some of our likes and dislikes, and grow new strengths, interests and skills. It is good for us to understand that everyone is a little bit different. While we have some things in common with others, we also have differences. This too is something to be proud of. We can be proud to be the same and proud to be different. Being different is also something to enjoy and respect in others. We can appreciate and respect the ways people are similar to us, and appreciate and respect the ways people are different from us.

# Workshop 2

Let's get educated

## Learning intentions

- Understanding gender equity and gender equality
- Breaking down gender stereotypes and expectations
- Challenging gender inequality

## Learning about gender equality and respect

Children become aware from an early age that characteristics such as gender, language and physical ability relate to privilege and power. They learn by observing the world around them, and by absorbing the spoken and unspoken messages within society. As they become aware of gendered patterns of behaviour, they can try to fit into certain categories and begin to limit their options. This can affect the way they interact with peers. The early school years are a critical time to challenge stereotypes based on gender and other differences. It is useful to do explicit work with children to acknowledge, explore and celebrate diverse identities. This helps them realise their likes and dislikes do not have to be limited by gender, and their preferences and interest can change over time.

## Activity 1: Understanding equity vs equality\*

The words **equity** and **equality** are often used interchangeably, but there are some key differences in the meaning behind the two terms. If **gender equality** is the goal – a society where all genders are equal, **gender equity** refers to the process of allocating resources fairly (not equally) to make sure we can all access gender equality. This activity helps students to unpack these differences.

A note on language: Before commencing this workshop, we recommend you give a brief explanation about the use of binary language. It is important to acknowledge that even though binary language is being used to discuss topics, that gender is not binary - it is fluid and everyone is the expert of their own gender.

### Materials

- Print pictures A and B on 'Handout 3: Equality vs equity image' on pages 21 and 22 in A3 size. Otherwise, you could draw the images on the board
- Pens/whiteboard markers

### Instructions

1. Show students picture A and ask, "**what's wrong with this picture?**" Help students to realise that the small child can not see over the fence.
2. Ask students, "**what could we do to help the smaller child see over the fence?**" Help the students realise that by moving the orange box from the taller child and giving it to the smaller child, the smaller child will now be able to see over the fence; and it won't affect the taller child's ability to still see over the fence as they didn't need the two boxes.
3. Show students picture B. Explain to students that this image represents equity. Tell them, "sometimes our differences or circumstances can stop us from being able to join in. We need to work together to make things fair for everyone so that we can all enjoy being equal".

Activity 1 continued on next page.

\*This activity has been taken from the Department of Education and Training – Resilience, Rights and Respectful Relationships, Level 3-4 Learning Materials.

4. Think of an example where someone might need additional support to achieve an activity or task e.g. A child in a wheelchair entering a classroom with stairs. Ask the students to think about what support they may need. Using [picture B](#), reiterate that “we don’t always need the same support, but sometimes we need to give people extra resources to achieve the same activity and for it to be fair.”

A potential solution that students may propose is the complete removal of the fence. This would enable all three students to view the game without the need for additional support since the root causes of the inequality have been addressed. By removing this systemic barrier, we can symbolise the attainment of justice.

## Activity 2: Gender inequality in Australia

**Did you know? For full-time workers in Australia, the current gender pay gap is 13%. There are many structural reasons and inequalities that result in this gap. For more information about the causes of the gender pay gap, visit: [www.wgea.gov.au](http://www.wgea.gov.au) This activity will encourage students to think about gender inequality and its impacts.**

### Materials

- Word search ‘Handout 4 on page 23’.
- A reward for students involved in activity (see instructions for further details)

### Instructions

1. In preparation for this activity, watch the ‘Gender Equality Explained by Children’ clip [here](#) (or view link on page 29) – don’t show it to students. You are going to instruct the students to complete this activity themselves.

2. Tell the students that you need their help in testing a new crossword you’ve created. Tell them they have 5 minutes to complete the crossword and let them know that you’ll pay them for their time.

3. Once the 5 minutes have passed, inform the students that you’ve left your wallet behind, and as an alternative, you will be providing them with stickers. Like the video, give the male students, more than the female students.

Give 2 stickers to the female students and three stickers to the male students. If you have any students that are non-binary, give them the same as the female students.\*

4. Tell the female student that the reason they got less of a reward is because they are girls.

5. Then ask the two students the following questions:

- What do you think about your reward?
- Do you think it’s fair?
- Ask the other students participating in the audience: What do you think about this situation? Shouldn’t they get the same reward if they did the same job?

6. Inform students that unfortunately in the real world, women working full time earn about 15% less than men working full time.

7. Tell the students that you don’t have anymore of the reward left, and ask them how they think they can fix the situation so each student has an equal reward. If required, prompt the male student to share his reward with the female student.

8. Remind the students that:

- There is no difference between us
- Girls are not worth less than others
- It does not matter what gender you are, everyone should be treated equally

9. If you are experiencing a lot of disagreement between students, watch the video with the students and discuss the reaction of the kids on the video. For a deeper discussion ask the students **“if women get paid less than men in the real world, how do you think this might negatively impact women?”** For example, less money to buy food, a house etc.

\*Another option: You could give the boys less than the girls, and see their response. When they show their disappointment, you can inform them that women who are working experience this disappointment each day.

**Activities continued on next page.**





## Experiencing gender

**Gender inequality is a collective and structural problem. People of all genders are affected by gender stereotypes and gendered expectations. There is no 'us' versus 'them' in this work. As we begin to understand gender inequality, we need to think about how our society views gender, how different individuals experience privilege in different ways, and how different individuals are expected to behave in certain ways because of their gender.**

### Activity 3: Introduction to gender-based stereotypes

**There are so many ways in which messages from the media or our use of everyday words allow harmful gender stereotypes to exist and grow. This activity introduces students to the concept of challenging gender stereotypes, and engages students in a discussion about gender and what society suggests it means to be a 'boy' or a 'girl' (gender stereotypes).**

#### Materials

- 'Handout 4: Girl, boy, both signs' on pages 23- 25

#### Instructions

1. Read out the different gender statements below and ask students to think about whether society says the statement is referring to a 'boy', a 'girl', or 'both'.
2. Place the 'girl, boy, both' signs in different areas of the room. Instruct students to move to the corresponding sign for who they think the statement refers to.
3. While students are participating ask them to:
  - Provide reasons for why they moved where they did
  - Get them to think about and suggest where these messages/stereotypes come from i.e. Movies, magazines, our parents, etc
  - After every second statement, ask the students what they personally think/believe, not what society says or expects. Hopefully, you see most of the children move to the 'both' sign

#### Gender statements (you can also create your own):

- They should take care of children
- They are emotional
- They should have muscles and be strong
- They like to climb trees
- They love football
- They talk a lot
- They will grow up to be a hairdresser

4. Explain to students that by labelling these statements to a particular gender- we are creating gender stereotypes. This is because these statements don't actually relate to being a boy or a girl.

They are messages we learn about how we should behave because of our gender. Encourage students to understand that these messages come from society and can be different in different countries or cultures- we are not born with these stereotypes.

5. Reiterate to students that all people are equal and should be free to explore their interests, regardless of their gender.

6. To finish this activity, show the "Boys and Girls on Stereotypes" clip [here](#) (or visit the link on page 29) to see what others say about this topic.

# Workshop 3

## Let's choose your issue

### Learning intentions

- Exploring gendered issues within the school context
- Identify the strengths and limitations within the school context with a gender lens

### Choose your issue

As soon as you start thinking about gender inequality, it's hard to stop and it's hard to 'unsee' things in the community. When there are so many issues to consider, it's hard to know what to focus on. How do you identify what you think are the most pressing issues? How do you agree which issues you want to take action on? In this section we will focus on investigating gender at school, and have students understand the ways in which their school supports and/or undermines gender equality.

### Activity 1: Paper toss

This activity leads students into a conversation around barriers to success and inequalities. Some students will have a clear view of the bin while others won't. Some students will be closer, and some students will be positioned further away. The idea is that not everyone has the same advantages as each other and for various reasons. This can be used to describe the concept of equity and fairness.

#### Materials

- Balls of scrap paper (1 per participant)
- A bin (or something that can be used as the goal)

#### Instructions

1. Ask students to find a spot in the classroom and stand there.
2. Once all students have found a spot provide them with a piece of paper and place the bin at the front of the room.
3. Ask the students to throw their piece of paper and try and get it in to the bin (do not move any furniture if students have an obstructed view).
4. Once all students have tried to get the paper in the bin, explain to them the reasoning behind the activity.

### Activity 2: Reflection – Leadership Tree

This is a reflection activity used to remind students of what qualities make up a positive leader.

#### Materials

- Butchers paper
- Paper fruits (1 per participant)
- Leadership Tree drawn on butcher paper

#### Instructions

1. Ask students to brainstorm qualities of a positive leader.
2. Hand out paper fruits to students and ask them to write down one quality of a positive leader that they possess.
3. Ask the students to place their paper fruits on the Leadership Tree.
4. Summarise the qualities and remind students that they all have these qualities and that's why we're here today.

Activities continued on next page.



### Activity 3: School gender equality audit

**This activity supports students in completing a gender equality audit by identifying the gaps in their school community.**

#### Materials

- Printed map of your school (2 copies per table group)
- 'Handout 5: School gender equality audit' on page 26

#### Instructions

1. Give each student group two school maps and get them to label one 'My school' and the other 'My ideal school'.
2. Provide table groups with 'Handout 5' audit questions and instruct them to cut out all squares/questions.
3. Once the questions are cut out, ask the students to answer the questions with a 'yes' or 'no' response.
4. If the answer is 'yes', place the questions on the 'My school' map. If the answer is 'no', place the question on 'My ideal school'.
5. On the back of each square/question, ask students to write a small sentence providing an example.
6. Once all questions have been placed on the maps, ask students to identify key issues for action, and write these on the board for everyone to see.
7. Discuss these key issues for actions as a group.

### Activity 4: Investigating gender Issues at school

**Once students have made a list of a range of gender issues to address, it might feel quite overwhelming. It's important for students to realise that they can't fix everything at once. In this activity, students will work as a group to agree on 1-2 priority issues from the list. These are the issues that they will focus on when taking action to create change in their school community.**

#### Materials

- Butcher's paper /whiteboard and markers
- Post-it notes

#### Instructions

Go through the following steps with students to help them begin to prioritise issues identified in the previous activity.

1. Bring the students attention back to the group responses from activity 3.
2. Use an appropriate voting method to allow students to identify and agree on the top 1-2 issues they are the most passionate about and want to create change for as a group.
3. As a group, spend some time discussing the top issues decided on in the previous step, and agree on the specific statement that describes the issue(s) (e.g. We don't have many books in our classroom with female lead characters, there is no female football team at school, our school values don't promote respect for all genders, or only boys are able to play sport on the oval at lunchtime).
4. Write your agreed statement(s) on a large piece of butcher's paper and place on the wall in the classroom and keep on hand.

Congratulation! Students have now chosen their issue and it's time to create change. Students will use this statement as their main goal for planning in the next workshop.

# Workshop 4

## Let's get planning

### Learning intentions

Undertaking an action plan to create meaningful change in the school environment.

### Action planning

Action plans are an essential part of a successful project or campaign. Action plans can be a very simple to-do list, or something more that details the roles and responsibilities of large groups of people working together.

### Activity 1: Create your action plan

It's important for students to map out an action plan for getting things done. This activity will guide students to complete an action plan template to use as they become a leader for change in the school community.

#### Materials

- Butcher's paper / whiteboard and markers
- 'Handout 6: Action plan' on page 27-28

#### Instructions

1. Before they work on the action plan, encourage students to brainstorm a "dream list" of ways they would like to tackle their issue(s). If they are struggling to think of ideas, take a look at some of the examples provided ('gender equity action ideas') of ways students in other schools are taking action for gender equity and respect.
2. Have students work together as a group and complete 'Handout 5: Action plan' template on page 31 to create a program plan. Depending on the size of your group, or how many top issues students identified, the action plan template could be completed in smaller groups.
3. If you are a Respectful Relationships school, your school would most likely already have a whole-school action plan. We recommend once students have created a plan, that they speak to the RR representatives and school leadership. If your school is not a RR school, we still encourage you to undertake this step.


### Share your success

Great job on getting to the end! Once your students' plans are in full swing, it's important that they celebrate and share their successes along the way. Encourage them to keep talking about their plans and sharing their work.

1. Continue to meet as a group regularly.
2. Encourage students to keep teachers and community partners in the loop about their progress.
3. Encourage students to promote what they have done.
4. Remind students not to be disappointed if they don't achieve all their plans at once.
5. Congratulate students on where they are now- Leaders for gender equality and respect!

### Gender equity action ideas

- Run a student and teacher event
- Present to your peers at a school assembly
- Run an all gender sports match at lunch time
- Work with teachers to create a respect and gender equality visual display for the front office
- Run a 'what is respect and equality' poster competition for all students to enter
- Encourage your school to have books in the library and classroom that break down gender stereotypes
- Raise money for a local organisation that supports this topic



# Student Handouts

# Handout 1

Coping Speech Bubble

Workshop 1: Activity 2

**When I am feeling sad, angry  
or stressed, I can...**

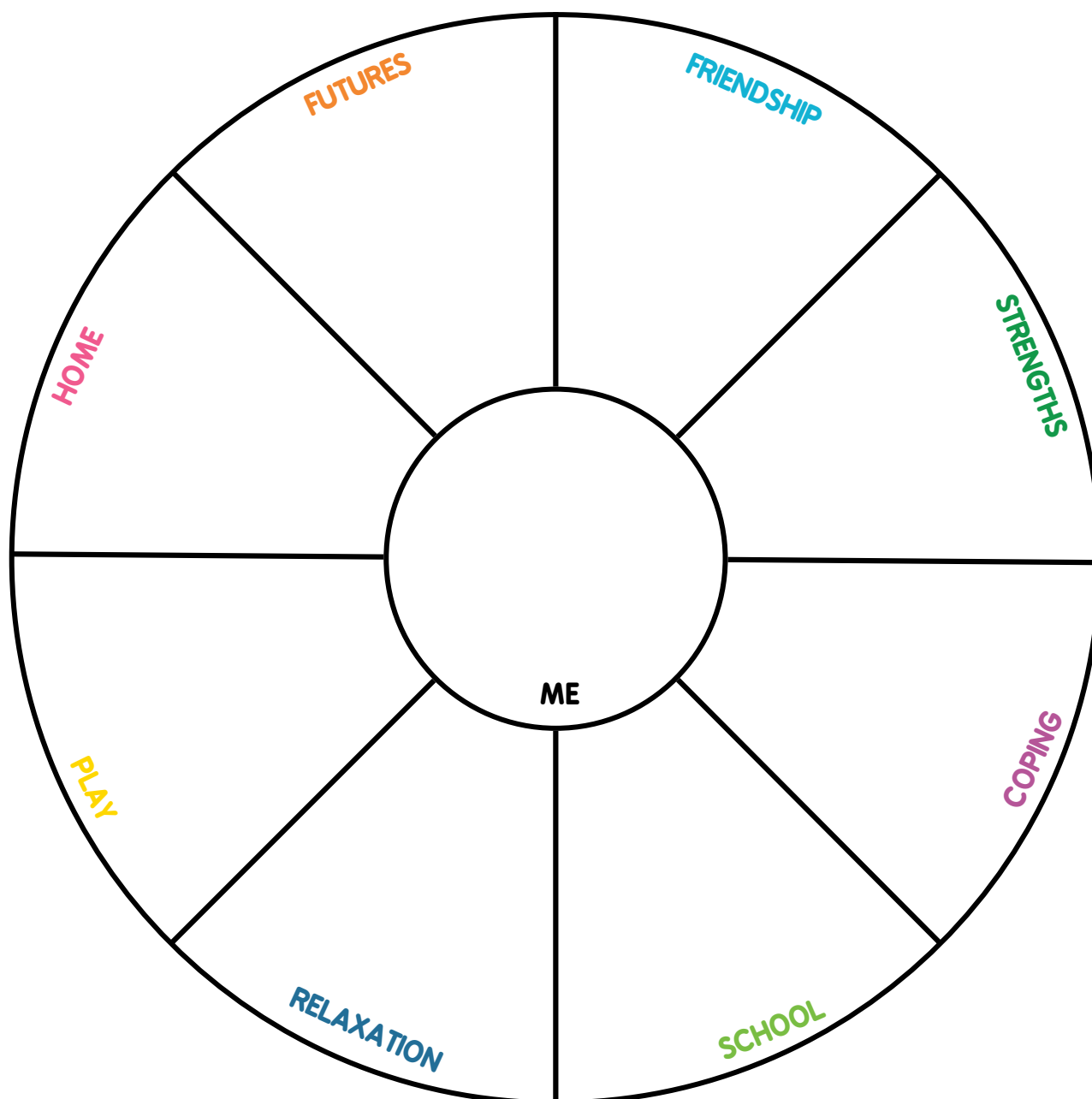


# Handout 2

Name \_\_\_\_\_

## My identity wheel

### Workshop 1: Activity 4



Below are some questions and statements to help you think about different parts of yourself.

HOME	FUTURES	FRIENDSHIP	STRENGTHS
Who do I live with? Who helps me at home? What do I like to do at home?	One day I would like to be... In the future I want...	I like to play... How do I help my friends? What type of friend do I want to be?	Some things I am good at are... What are some strengths I want to grow or get better at?
PLAY	RELAXATION	SCHOOL	COPING
Games/sport I like to play are... I like to be active when...	What do I like to do to relax or calm down? To help calm other people I sometimes...	What do I like to learn? Who helps me learn?	When I am sad or worried, these things cheer me up...

# Handout 3

Equality vs equity image

Workshop 2: Activity 1

Page 1



Picture A

# Equality

# Handout 3

Equality vs equity image

Workshop 2: Activity 1

Page 2



Picture B

# Equity

# Handout 4

## Equality & Respect word search

### Workshop 2: Activity 2

A	V	B	R	Y	M	I	C	H	Y	F	T	T
D	Q	E	Q	U	A	L	I	T	Y	A	C	B
R	I	G	H	T	S	A	X	V	R	I	E	B
K	K	V	D	D	B	Y	U	M	W	R	P	F
D	P	O	E	C	I	T	S	U	J	N	S	R
M	P	E	E	R	P	C	P	Q	W	E	E	E
I	N	C	L	U	S	I	O	N	O	S	R	E
T	T	P	X	X	Z	I	D	B	T	S	M	D
A	Z	Y	T	I	N	U	T	R	O	P	P	O
Z	M	R	E	Q	U	I	T	Y	G	R	K	M

Equality  
Rights  
Fairness  
Opportunity  
Justice

Diversity  
Equity  
Respect  
Freedom  
Inclusion

You will find the words backwards, up, down, diagonal and forward.



**FVREE** FREE FROM  
FAMILY  
VIOLENCE

Designed by Health Promotion Team  
at Inspiro in partnership with FVREE

# Handout 5

Girl, boy, both signs

Workshop 2: Activity 3

Page 1

# Girl

# Handout 5

Girl, boy, both signs

Workshop 2: Activity 3

Page 2

# Boy

# Handout 5

Girl, boy, both signs

Workshop 2: Activity 3

Page 3

# Both

# Handout 6

## School gender equality audit

### Workshop 3: Activity 3

**Aim:** This activity supports students in completing an audit of their school, and identifying where gender equality could be improved.

Values	Leaders	Classroom	Facilities
Do the school values include respect or equality?	Do the school leaders/school captains set a good example of respect and equality?	Are your classroom resources (E.g. Books, posters, activities) always free from gender stereotypes?	Are all students able to use or play with all school facilities equally? E.g. Sports equipment, the oval, playgrounds, and basketball courts.
Are the school's values displayed around the school?	Do senior students set a good example of respect and equality?	Do you learn about gender equality and respectful relationships at school?	Are all spaces within the school accessible for all students?
Does the school have rules about how you should behave and treat others? Are these followed?	Do all students at your school, regardless of gender have equal opportunity to become school leaders /captains?	Are you encouraged to challenge gender stereotypes in the classroom? E.g. Saying that there are no such thing as boys or girls colours.	Do all students feel comfortable using all the spaces and areas in the school?
Are the rules and consequences the same for all genders?	Do students play an active role and have a voice in ensuring that your school is safe, inclusive and equitable?	Do students know what to say or do if they see a student treating another student disrespectfully?	Are students in your school encouraged to explore a range of interests? E.g., All students encouraged to play football. Not just one gender.
Is there recognition when students demonstrate positive, equitable and respectful behaviours?	Are all students encouraged equally to become student leaders /school captains?	Are all students in your class treated the same by teachers regardless of gender?	Do students know who they can talk to if they or a friend has experienced or witnessed violence at home or at school?

# Handout 7

## Action plan

### Workshop 4: Activity 1

#### Page 1

<b>School Name</b>	
<b>Date</b>	
<b>Issue</b> What is the issue you have chosen?	
<b>Change (WHAT?)</b> What change are you wanting to create? <ul style="list-style-type: none"><li>• What /who will change?</li><li>• What will it look like?</li></ul>	
<b>Target Audience (WHO?)</b> Who is going to benefit from this change? For example: <ul style="list-style-type: none"><li>• Particular year level/s</li><li>• A particular group of students/teachers</li></ul>	
<b>Support (WHO?)</b> Who do you need help from to create this change? For example: <ul style="list-style-type: none"><li>• Teachers</li><li>• Students</li><li>• Parents/guardians</li><li>• Community organisations</li></ul>	
<b>Approach (HOW?)</b> How will you make the change happen? <ul style="list-style-type: none"><li>• Newsletters</li><li>• Posters</li><li>• Events</li><li>• Training</li><li>• Videos</li><li>• Social media</li></ul>	
<b>Evaluate</b> How will we know if our activity/action has created a positive change in our school?	

# Handout 7

Action plan

Workshop 4: Activity 1

Page 2

Key steps for action: What steps will we take? Who will be responsible? When will they happen? What resources do we need?				
Steps:	By who?	By when?	What do we need to make this happen?	
1.				
2.				
3.				
4.				
5.				

# Resource Links

The following links are for resources referred to throughout this document:



**Victorian DET respectful relationships program and the whole-school approach**

[www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx)



**Inclusive language: gender and sexuality key definitions**

[www.levelplayground.org.au/wp-content/uploads/2022/07/Inclusive-language-key-definitions-sheet-A3-FINAL.pdf](http://www.levelplayground.org.au/wp-content/uploads/2022/07/Inclusive-language-key-definitions-sheet-A3-FINAL.pdf)



**The gender pay gap experiment with boys and girls you can't miss video**

[www.youtube.com/watch?v=e\\_1gdx4DKbk](http://www.youtube.com/watch?v=e_1gdx4DKbk)



**Gender equality explained by children video**

[www.youtube.com/watch?v=hLr2GNRnmXM](http://www.youtube.com/watch?v=hLr2GNRnmXM)



**Teaching children about gender: Iceland's answer to break down gender stereotypes video**

[www.youtube.com/watch?v=itm3x1YYEZ0](http://www.youtube.com/watch?v=itm3x1YYEZ0)



**Because why video series**

[www.youtube.com/watch?v=i0SB\\_Wif7Zw&list=PLhYJKPIYOtD\\_HpG7EclFNntrb0SzOXxaw&index=2](http://www.youtube.com/watch?v=i0SB_Wif7Zw&list=PLhYJKPIYOtD_HpG7EclFNntrb0SzOXxaw&index=2)



**The Ugly Truth about children's books video**

[www.youtube.com/watch?v=AYrxyE9pLqA](http://www.youtube.com/watch?v=AYrxyE9pLqA)



**Girls' vs boys toys video**

[www.youtube.com/watch?v=nWu44AqF0il](http://www.youtube.com/watch?v=nWu44AqF0il)



**Redraw the balance video**

[www.youtube.com/watch?v=qv8VZVP5csA](http://www.youtube.com/watch?v=qv8VZVP5csA)



**Boys and girls on stereotypes video**

[www.youtube.com/watch?v=aTvGSstKd5Y](http://www.youtube.com/watch?v=aTvGSstKd5Y)



**Run like a girl video**

[www.youtube.com/watch?v=qtDMYGjYIMg](http://www.youtube.com/watch?v=qtDMYGjYIMg)



**Gender equality explained by children video**

[www.youtube.com/watch?v=hLr2GNRnmXM](http://www.youtube.com/watch?v=hLr2GNRnmXM)



# For Victorian Respectful Relationship Schools



**This guide has been developed in Victoria, Australia during the roll out of the State Government funded Respectful Relationship (RR) Initiative. This initiative is evidence based and uses a whole-school approach to respectful relationships, meaning that school environments are being examined holistically to ensure culture, practices, curriculum and policy promote and model respect and gender equality. Students in RR schools have begun learning how to build respectful relationships, their resilience and confidence.**

## Student voice

Young people have a powerful opportunity to be change makers in their community. The Department of Education (DET) Victoria identify that “student voice acknowledges that students have unique perspectives on learning, teaching, and schooling, and should have the opportunity to actively shape their own education”<sup>1</sup>.

The education system provides a unique opportunity to empower young people to question social norms and standards while their attitudes and beliefs are developing, and use their voice to influence their peers, adults and the community. This ‘Achieving Gender Equality through Student Voice: A teaching guide for primary school students to lead change’ strives to support young people to learn more about respectful relationships and develop ways they can influence change in their own school community.

## The whole-school approach model

Having students actively involved in your school’s RR program will enable students to become a driving force behind your school’s student leadership and commitment to respectful relationships. It is anticipated that this guide and a student voice model would contribute to the following areas of the model: school leadership and commitment; teaching and learning; and community partnerships.

For more information about how student voice and this guide could fit into your school’s whole-school approach, please contact your regions DET RR Program Leads, other lead or partner schools or your local community partners. For more information about the RR program, including the whole-school approach, click [here](#) (or see full link on page 32).

1 DET 2018, ‘Student Voice’, Victorian State Government: Education and Training, retrieved 29 October 2018 <[www.education.vic.gov.au/school/teachers/teachingresources/discipline/humanities/civics/Pages/studentvoice.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/humanities/civics/Pages/studentvoice.aspx)>.



## Achieving Gender Equality through Student Voice

### A Teaching Guide

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