

Belonging:

Group belonging and perceptions

Strand

Culture and Identity

Systems, Resources and Power

Core learning outcomes

<i>Culture and Identity</i>	CI 3.2	Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours.
	CI 3.3	Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups.
	CI 3.5	Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities.
<i>Systems, Resources and Power</i>	SRP 3.3	Students apply the principles of democratic decision making in cooperative projects.

Purpose and overview

Activities assist students to explore what it means to belong to a group and how that shapes their identity. The activities are organised in phases of conceptual development and culminate in a cooperative action research phase.

Students identify familiar groups to which they belong and explore the attitudes, beliefs and behaviours that affect their sense of belonging to these groups. Students analyse behaviours towards members of familiar groups and identify examples of stereotyping, discrimination and/or harassment. They explore examples of changing attitudes towards male and female work roles over time, then identify gender-based issues in their own environments to plan and implement a cooperative action research project, based on the principles of democratic decision making. Finally, students use their action research to develop a plan that promotes peaceful and equitable behaviours in their environments.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Exploring: 'Belongingness'	Select any or all of the activities to develop the learning outcomes in each phase. 1. Clumps 2. Belonging to many groups 3. Characteristics of groups	CI 3.3	Annotated drawings: Students draw themselves as a member of a group and annotate their drawing with explanatory information (CI 3.3).
2. Investigating: Influences on 'belongingness'	4. Family groups 5. Logo deconstruction 6. Inside–outside 7. Boys' work and girls' work	CI 3.2 CI 3.3	Design a family logo: Students design a family logo and explain how it describes their family (CI 3.3). Gathering initial evidence of students' understandings of stereotyping, discrimination and harassment (related to CI 3.2).
3. Investigating: Changing attitudes	8. Marriage proposal 9. Colonial women 10. Child's play 11. Women at work 12. Gender roles of the future	CI 3.5	Paragraph: Students write a simple paragraph to show an understanding of gendered play in the past and present and what has and hasn't changed (CI 3.5). Annotated timeline: Students annotate past and preferred future events about gender equality on a timeline, with notes about the significance of the events (CI 3.5).
4. Synthesising: Planning a peaceful future	13. Does gender discrimination still exist? 14. Planning an action research project 15. Action research: Making meaning from collected information 16. Action research: What could happen? 17. Action research: Planning and implementing action 18. Action research: Evaluating action 19. Summing up	CI 3.2 SRP 3.3	Self-reflection sheet: (Resource 7) Students write examples of their cooperative and democratic abilities as they progress through phases of the action research (SRP 3.3). Teacher observation of student participation in discussion and decision making (CI 3.2). Report: Students write a brief report about their action plans to promote peaceful behaviours (CI 3.2).

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 3 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level. For example:

- Level 2: CI 2.3, CI 2.5, SRP 2.3
- Level 3: TCC 3.2, TCC 3.3, TCC 3.4, CI 3.1, SRP 3.5
- Level 4: CI 4.2, CI 4.3, CI 4.5, SRP 4.5

Using this module

The activities are underpinned by the values of democratic process, social justice and peace. These values are defined in the syllabus. The activities are designed to enable all students to develop an understanding of how group belonging and global media influences personal identity and group perceptions.

Support materials and references

Enough's Enough! Investigating Gender — A Guide to Research in Schools (Queensland Department of Education 1994) and *Gender UpFront* (Naylor 1997) are educational resources that provide both background information for teachers and action research planners and activity sheets for primary students. These are excellent resources for planning a unit based on this module.

Belonging

The key concepts developed in this module are cultural perceptions, belonging, construction of identities and participation and decision making. The key processes developed in this module are creating, participating and communicating. The development of these key concepts and processes can be viewed across Levels 1 to 6 in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines*, Appendix 2 'Scope and sequence of core learning outcomes of Studies of Society and Environment'.

Activities encourage students to explore their personal identities, the groups to which they and others belong and the attitudes, beliefs and behaviours within and between groups. Students develop their ability to plan and act peacefully and equitably. Such understandings and abilities can contribute to social cohesion at personal and global levels. *Learning: The Treasure Within* (Delors 1996), the report to UNESCO on education in the 21st century, identifies four pillars of education: learning to know; learning to do; learning to live together and learning to live with others; and learning to be:

Learning to live together, learning to live with others: Through the media, the general public is becoming the impotent observer, even the hostage, of those who create and maintain conflicts ... The idea of teaching non-violence in schools is laudable even if it is only one means among many for combating the prejudices that lead to conflict. It is a difficult task, since people naturally tend to overvalue their own qualities and those of their group and to harbour prejudices against others ... It would seem, therefore, that education must take two complementary paths: on one level, gradual discovery of others and, on another, experience of shared purposes throughout life, which seems to be an effective way of avoiding or resolving latent conflicts ...

If one is to understand others, one must first know oneself. To give children and young people an accurate view of the world, education, whether in the family, the community or at school, must first help them discover who they are. Only then will they genuinely be able to put themselves in other people's shoes and understand their reactions. Developing such empathy at school bears fruit in terms of social behaviour throughout life ...

Learning to be: The problem [for education] is no longer so much to prepare children for a given society, as to continuously provide everyone with the powers and intellectual reference points they need for understanding the world around them and behaving responsibly and fairly. More than ever, education's essential role seems to be to give people the freedom of thought, judgement, feeling and imagination they need in order to develop their talents and remain as much as possible in control of their lives ... Education as a means to the end of a successful working life is thus a very individualised process and at the same time a process of constructing social interaction. (pp. 92–95)

- Gender** This module primarily explores the ways in which gender has been constructed over time. Students begin to develop an understanding of gender as socially constructed norms of masculinities and femininities. The following definition has been accepted by all states:
- ... gender is a pattern of social relations that exists at multiple levels in and around schools: in institutional patterns, in interpersonal relations, and in culture. Gender relations divide, positioning people and actions as masculine or feminine, but also shape common frameworks of action. Gender relations are constantly under construction, contain significant tensions, and therefore have many possibilities of change. (Connell 1994)*
- This definition of gender differs from sex, which refers to the biological characteristics of being male or female. It is important to understand the difference between the terms 'gender' and 'sex' and to model correct usage to students.
- Action research** Students develop understandings about gendered behaviours and how these are subject to change. The module culminates with an action research project in which students use an action research model (a flexible problem-solving strategy) to investigate and solve a problem related to stereotyping, discrimination and/or harassment in their familiar school or community context. Students also articulate preferred futures for a school that is more just for everyone.
- Questions which promote dialogue** This module aims to develop students' abilities to develop plans that promote peaceful behaviours. Questions in activities aim to encourage active listening, rigorous reasoning and building on each other's ideas. *Philosophy with Kids Book 3* (De Haan, MacColl & McCutcheon 1995) outlines questions taken from the tradition of philosophical inquiry. See *Inquiry Approaches in Primary Studies of Society and Environment Key Learning Area* on the Queensland School Curriculum Council's website at www.qscq.edu.au for information about questions that promote dialogue.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

action research	discrimination	peaceful solutions
attitudes	equality	problem solving
behaviour	fairness	responsibilities
beliefs	gender	rights
belonging	group identification	rules
consequences	group membership	sex: male/female
cooperation	harassment	stereotyping
democratic decision making		

- **Discrimination:** treating or proposing to treat a person less favourably than another person in circumstances that are the same or not materially different.
- **Harassment:** behaviour (physical, verbal and social), which makes an individual, feel embarrassed, frightened, hurt, angry or uncomfortable. Harassment frequently relates to an individual's gender, race or ethnicity and constitutes an abuse of power by one individual or group over another. Schools are coming to reject the use of terms such as teasing and bullying to label behaviours of this type and to develop policies and procedures that target harassment within school cultures.
- **Stereotyping:** stereotypes are generalised images of people in a particular group or category whether or not most, or even some, people in that group or category fit the image. People notice characteristics or behaviour that confirm their stereotypical views and overlook or rationalise away the many exceptions. Hence, stereotypes are exaggerated or distorted pictures of others.

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. This might include behaviour management, religious education and human relationships education policies.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- begin to appreciate that personal constructions of identity are influenced by group membership
- identify forms of stereotyping, discrimination and/or harassment
- begin to identify the values of various groups and how these translate into behaviours
- show respect for and consideration of attitudes, beliefs and behaviours that are different from their own
- contribute to a shared plan for a peaceful behaviour
- understand their own rights and responsibilities in social contexts
- value social justice, democratic process and peace.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 2: *Way to grow: Individual development*
- Level 2: *A patchwork of memories: Family diversity*
- Level 4: *Influences on me: Global media and identity.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *Health and Physical Education*:

- PHIC 3.1 Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health.
- DCSPA 3.2 Students observe rules and demonstrate an awareness of others in play and simple games.
- EPD 3.1 Students explain how different ways of describing people, including stereotyping of males and females, influence the way people value and treat themselves and others.
- EPD 3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.
- EPD 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

This module also has links with the Health and Physical Education Level 3 module *Names can't hurt me*.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Exploring: 'Belongingness'

Core learning outcomes emphasis: CI 3.3

Students identify which groups they belong to and explore characteristics of groups.

Focus question:

- What groups do I belong to?

Activity 1 Clumps

Resource 1

Ask students to complete Resource 1, then, using this information, play the game 'Clumps'. Students form groups according to a characteristic (such as those on Resource 1) called out by the teacher.

Discuss the activity using the following questions:

- How did you feel when you were included in a group?
- How did you feel when you were excluded or not in a group with your friends?
- How did you see others react when they were included? Excluded?
- Why do you think it is important to be in a group?
- When do you think it is not important?

Discuss the game to reach conclusions about multiple group membership.

Activity 2 Belonging to many groups

Pose the question: 'How do you think you could be a member of many groups?'. This question may need some explanation — for example, students might belong to groups with particular ethnicities and cultural practices, and to their school class, sports groups and social groups. Discuss the possibility of being in different groups throughout the *day* such as friendship, mathematics and instrumental music groups; the *week* such as sport and hobby groups. A person's appearance, interests and familial backgrounds may result in membership of certain 'groups' and not other 'groups'.

Brainstorm the various groups to which students belong and write these on the board. Sort the groups according to the three classifications presented in the table below:

Born into	Formal	Casual
family	school band	friends

Organise the class into pairs for a 'think/pair/share' activity: **think** independently about the following questions; form **pairs** to compare thoughts; and **share** thoughts with the whole group:

- Why do you think groups exist?
- What do you think they do for their members?
- Could you belong to only one group? Why or why not?
- How could you be a member of many groups?
- What may cause you to join or leave a group?

Activity 3 Characteristics of groups

Ask small groups to select one of the groups on the classification chart from Activity 2 and consider the characteristics of that group using the following headings:

- place of meeting
- aims of the group
- rules
- leaders
- identification
- behaviours
- beliefs

Ask the small groups to report back to the whole class and record their information on a retrieval chart similar to the one below:

Characteristics of groups						
Group	Size	Meeting place	Why they meet	Rules	Leader/s	How members identify themselves
Class						
Sports team						
Friendship group						

Assist students to reflect on the similarities and differences among the listed groups and why these occur. Discussion may involve the backgrounds and experiences of the people involved in these groups.

Explain the meaning of attitudes, beliefs and behaviours. Ask students to identify one group to which they belong other than a family group and to draw themselves as they would appear in that group — for example, they might show themselves enacting a behaviour or belief and wearing particular clothes. Ask students to annotate the drawing with notes about the attitudes, beliefs and behaviours they have when in that group.

Ask students to share their drawings in small groups and then discuss:

- Which people might feel excluded from your group?
- Whose groups would you feel included in? Why?
- Would belonging to these groups be good for you or not? Why?
- Which groups make you feel excluded? Why?

Assessment Use the annotated drawings as evidence of students’ demonstrations of CI 3.3.

Phase 2 Investigating: Influences on ‘belongingness’

Core learning outcomes emphasis: CI 3.2, CI 3.3

Students explore the attitudes, beliefs and behaviours that affect their sense of belonging to familiar groups. They analyse behaviours towards members of familiar groups and identify examples of stereotyping, discrimination and/or harassment.

Focus question:

- How do people know they belong?

Activity 4 Family groups

Teaching considerations

Sensitivity is required when studying aspects of family as family structures and living arrangements are diverse. Family trees have limitations in showing diverse family relationships and may present problems for students attempting to do so. A concept map, in which the student is the centre, with connections to significant people in their lives, is a useful alternative. It is important to be sensitive to the range of family groupings in the class when reaching a conclusion about the concept of ‘family’.

Focus students' attention on the family group example on the retrieval chart from the previous activity. Consider the listed characteristics and ask students: Are all family groups like this one? Why or why not?

Ask students to complete the sentence 'My idea of family is ...' in writing. Share these responses verbally with the class. List key words on the board as they arise and assist students to discuss the diversity of families.

Resource 2

Ask students to complete concept webs of their families using Resource 2. Display these, allowing students to respond to each other's webs. Highlight the diversity of families.

Ask the class to list some favourite television families. Students select one family and complete a concept web with the main character in the centre. Place this web next to similar student examples and ask the students to compare them, reflecting on questions such as:

- How are your families similar to television families?
- How are they different?
- Why do you think some of our classroom families are not represented in the television ones?
- Why do you think some are represented?

Assessment

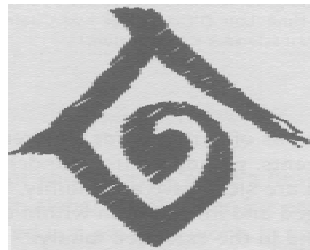
Gather further evidence of demonstrations of CI 3.3 from students' explanations of their family concept webs and analysis of the concept webs of others.

Activity 5 Logo deconstruction

Teaching considerations

In this activity, students explore some family beliefs and behaviours. While CI 3.3 relates to attitudes, beliefs and behaviours, it is not necessary for students to differentiate between attitudes and beliefs in this activity.

Show the United Nations logo for the 1994 International Year of the Family, designed by Swiss artist Catherine Littasy-Rollier.



Source: The United Nations
The United Nations '1994 International Year of the Family' logo

Explore the messages in the artwork by posing questions such as:

- What symbols do you see?
- What do you think the top part represents? (roof)
- Why do you think there are two hearts?
- Why do you think one heart is inside the other?
- What beliefs about family are being shown?
- Does the logo convey the diversity of families as seen in the previous activity? Why/why not?
- What other symbols could be used to convey this idea?

Ask students to make notes about their family using the following stems to assist:

- My family believes ... (for example, that we should be kind to others, that we should help each other, in Christmas)
- My family does these things ... (for example, eats out on Thursdays after shopping, goes on picnics, has pets, has get-togethers with other Greek families).

Ask students to design a personal logo that expresses their idea of ‘family’. Students annotate or orally describe how their logo does this — providing information about beliefs and behaviours and/or other identifying features such as names. Share and display the logos, recapping the characteristics that define ‘family’ as a social group.

Assessment Use students’ logos and annotations as further evidence of demonstrations of CI 3.3.

Activity 6 Inside–outside

Teaching considerations

This activity may have links with the school’s behaviour management and anti-bullying policies.

Ask students to recall the ‘Clumps’ game in Activity 1 and identify those groups to which they could not belong. List words that express how they felt when they were excluded.

Invite students to identify other situations where they were excluded from groups.

Record these examples on the board. Students then reflect on:

- feelings they experienced when they were excluded
- why they might have been excluded
- the appropriateness of this exclusion.

Discuss the familiarity and meanings of the words with students. Identify examples of stereotyping, discrimination and harassment on the list on the board. Ask students to offer other examples to complete the list.

Stereotyping	Discrimination	Harassment
<ul style="list-style-type: none"> – Boys telling girls ‘You can’t play soccer’ 	<ul style="list-style-type: none"> – Being told ‘You can’t join in because you aren’t cool’ – A rule that boys cannot play on the netball court 	<ul style="list-style-type: none"> – Repeated name-calling – Bullying

Ask students to identify situations where they feel discrimination may be appropriate and not appropriate. For example, sex discrimination may be appropriate for use of toilets and dressing rooms and not appropriate for classroom jobs.

Assessment Use this activity to gauge students’ understandings of stereotyping, discrimination and harassment (related to CI 3.2).

Activity 7 Boys’ work and girls’ work

Teaching considerations

This activity introduces the notion of how attitudes towards the construction of gender have changed over time. It is important that students have a shared understanding of ‘traditional’ and ‘non-traditional’ when discussing gendered work roles in this activity (for example, women work in the home, men do paid work) and that judgments are not made about the value of one or the other. This activity uses **slip writing** as a brainstorming strategy — typing on slips of paper that are displayed anonymously on the wall. This anonymity should encourage more honest responses. Use the **‘think/pair/square/share’** strategy, which is similar to the ‘think/pair/share’ strategy, but students form two pairs in a square.

Introduce the slip writing strategy and have each student write their household jobs/responsibilities on a separate slip of paper. They should also include the amount of time spent on each job and an ‘F’ or ‘M’ to identify the slips as female or male. Paste the slips onto charts labelled ‘Female’ and ‘Male’. Remind students that no judgments are to be made about the jobs other students do, as diverse backgrounds and family situations will affect the amount and type of work done.

After students have read the slips, have them use the ‘think, pair, square, share’ strategy to analyse and come to a conclusion about the similarities and differences between the chores done by male and female class members and the time spent doing them. Identify patterns and discuss whether or not they represent examples of stereotyping and why they think this.

Invite students to identify cartoons, stories, television shows and/or other media images that show traditional and non-traditional gendered work roles in a familiar setting. Assist

students to come to a conclusion about the changing attitude towards work roles for males and females.

Assessment Use this activity to gauge students' initial understandings of stereotyping (related to CI 3.2).

Phase 3 Investigating: Changing attitudes

Core learning outcomes emphasis: CI 3.5

Students explore attitudes towards some gender groups in the past and consider preferred futures for a range of groups based on their own current perceptions.

Focus question:

- How have attitudes to women's work changed over time?

Activity 8 Marriage proposal

Teaching considerations

Sensitivity is required when discussing marriage, as a diversity of values and practices associated with marriage will exist within students' families. Either or both parts of this activity may assist students' demonstrations of CI 3.5.

Part A: Explore students' knowledge of the European settlement of Australia in 1788, especially the transportation of convicts. Establish the time and place involved.

Resource 3 Present an OHT of the first part of Resource 3, which provides information about marriage proposals in the 1830s. Discuss any difficult vocabulary and check for understanding before reflecting on how this report is linked to the discussion in the previous activity. A sequenced summary of events could be collaboratively developed on the board.

Organise students into mixed gender groups to discuss the choices faced by convicts in the 1830s. Students list the issues involved in coming to a decision about marriage. Record responses on a retrieval chart.

Marriage proposal			
Women		Men	
What choices did they have?	What problems did they have?	What choices did they have?	What problems did they have?

Invite speakers from each group to report back to the whole class and compare responses. Ensure that students are aware that not all marriages at that time occurred this way.

Resource 3 **Part B:** Present and discuss an OHT of the bottom part of Resource 3, 'Rules for female school teachers in the United States in 1915'. Have students talk about these rules in groups. Ask them to consider:

- Which rule or rules do you think are very restrictive? Why do you think they were invented?
- What do these rules tell you about how female teachers were regarded in the past?
- Do you think that male teachers had the same rules in 1915? Why do you think this?
- Do you think these rules made females better teachers? Why/why not?
- How have things changed for female teachers?

Activity 9 Colonial women

Resource 4 To explore perceptions of 'traditional' colonial women, present students with the poem 'The Shearer's Wife' (Resource 4). Discuss with students the fact that the poem is written by a male who is writing *his* perceptions of what life for a shearer's wife may have been like. Also discuss why so little writing by women or about women's work was published until more recent times. Explain the meaning of words and phrases such as

'hay to stook' (stack hay in sheaves) and 'dree' (endure). In groups, have students interpret the poem by discussing the following questions:

- What chores does a shearer's wife have to complete?
- Why does she have to do all this work?
- Would this be a fair 'division of labour' between the wife and her husband?
- Which words in the poem tell you she is not happy about living and working in this way?
- How might the life of a shearer's wife have changed?
- Would these changes have improved the lives of shearers and their wives?
- Why or why not?

Ask students to interpret the illustration by discussing the following:

- What does this illustration show?
- What might a shearer's wife have looked like at the time?
- What jobs does the picture show her doing?
- What other jobs are inferred?
- What other abilities might she need to survive in this place?
- What would a modern shearer's wife be illustrated doing?

Explain that there are many other poems, stories and pictures that celebrate life in the bush, such as Henry Lawson's *The Drover's Wife*. If students can find other examples of colonial women's work, these can be shared.

Activity 10 Child's play

Support materials and references

Teaching considerations

Locate the *Child's Play* section on the State Library of Queensland's website. Find and print photographs that show girls and boys of the past at play. It may be worth laminating these or placing them in plastic sleeves so they can be reused. If the website cannot be accessed, ask students to bring photographs of parents, grandparents, carers and others at play when young. These can be photocopied for student use.

Distribute a number of photographs of children at play to small mixed gender groups. Model how to analyse the photographs, using the following questions. Place copies of the questions where all students can see them.

- Are the games active or passive?
- To which cultural groups do the children belong? (for example, European, Torres Strait Islander)
- Does the photo looked posed or spontaneous?

Copy the following table onto butcher's paper and ask the groups to analyse the photographs and record the information on the table.

Photo no.	Game/toys	Who is playing: boys or girls or both?	Is the activity passive or active?	Cultural group to which the children belong	Other things you notice

Each group then presents its findings to the class. Facilitate a class discussion to analyse the findings about gender and play in the past. Assist students to compare this with gender and play in the present.

Assessment

Ask students to write a short paragraph about girls' and boys' play in the past and present to show an understanding of gendered play and what has and has not changed (CI 3.5).

Activity 11 Women at work

Support materials and references

Teaching considerations

This activity is based on activities in the kit *Discovering Democracy School Materials: Upper Primary Units*, which was issued to all schools in 1998 by the Curriculum Corporation.

Use some of the activities from *Discovering Democracy: Upper Primary Units — People Power* (pp. 125–127, 136–144) to assist students to investigate the changing attitudes towards women and their roles in society. Pose questions such as:

- Why do you think women earned less money than men for the same work in the past?
- What sort of paid work did women do?
- Some men felt threatened by women's wages. Why do you think this was?
- Why do you think the unions did not initially support women getting equal pay for equal work?
- What factors helped women gain higher wages?
- Why do you think there was 'public sympathy' for the women?

Resource 5

Assist students to use the information gathered to identify the significant events and dates related to achieving gender equality in Australia. Ask students to place the events on a timeline (Resource 5 provides an example of a timeline). Students discuss which events they feel were most significant — for example, women gaining the right to vote in Federal elections, being awarded equal pay for equal work, the election of the first female Member of Parliament.

Assessment

An assessment activity could involve students classifying attitudes about men's and women's roles in the past (see p. 138 of *Discovering Democracy School Materials: Upper Primary Units*).

Activity 12 Gender roles of the future

Students refer to their timelines from Activity 11 and discuss any issues which stand out such as:

- Why do you think it was 21 years after women got the vote before a woman was elected to Federal parliament?
- Why do you think Australian women did not compete in the first modern Olympics in 1896?
- Why do you think it took so long for women to achieve equal pay?

Assist students to identify current situations where they would like to see gender roles changed. Students in pairs extend the timeline by adding events that reflect what they want to see changed. They then write an explanation of these future events and why they are significant to them. Display and discuss these preferred futures.

Assessment

To gather further evidence of demonstrations of CI 3.5, have students annotate a few events on the timeline and a future event they have created with notes about the significance of these events.

Phase 4 Synthesising: Planning a peaceful future

Core learning outcomes emphasis: CI 3.2, SRP 3.3

Students apply democratic decision-making principles to plan and implement a cooperative action research project that identifies examples of gender stereotyping, discrimination and/or harassment in their school setting. Students then develop a plan that promotes peaceful and equitable behaviour. They may consider how this plan reflects the values and strategies in school policy documents.

Other areas associated with stereotyping, discrimination and/or harassment, such as ability, age, ethnicity, physical appearance or socioeconomic circumstance, might be selected if more relevant.

Support materials and references

A range of resources offer detailed cooperative action research projects — for example:

Gender Up Front (Nayler 1997):

- ‘More than meets the eye: Investigating the playground’ (p. 119)
- ‘Justice not tolerance’ which investigates racism and bullying (p. 95)

Enough’s Enough! Investigating Gender – A Guide to Research in Schools (Department of Education 1994) provides questionnaires and strategies for students, explores gendered attitudes in the classroom and provides record charts for each phase of the action research.

Focus question:

- How can we make school more just for everyone?

Activity 13 Does gender discrimination still exist?

Ask students to consider whether issues associated with gender discrimination still exist. Invite students to identify local examples related to their own school context, for both boys and girls. Establish which issues seem important to girls and which seem important to boys. (If students feel that other discriminating situations dominate, they may work with those.) List the examples and, if sufficient, have students classify them — for example, discriminatory language, harassing behaviour, discriminatory rules (such as where girls and boys can play) or stereotyped work roles.

Ask students how they might identify other gender-based issues and discuss whether such identification is important. List the reasons. Assist students to collaboratively create a focus question for an investigation — for example, ‘How can we make school more just for everyone?’.

Resource 6

Present the action research model (Resource 6). Explain how it may be used to investigate what gender issues exist and how they can be resolved. The stages of the action research may be written on separate charts to enable students to add their ideas as discussions continue. Explain that students will work cooperatively and that this includes democratic decision making.

Ask students to offer examples of attitudes and behaviours that support democratic decision making. Ensure examples such as the following are included:

- accepting majority decisions
- accepting responsibility
- cooperating
- finding ways to influence decision makers
- joining in discussions and voting
- using peaceful ways to show disagreement or solve problems
- respecting others’ ideas and opinions.

Resource 7

Explain to students that they will reflect on these behaviours and attitudes as they conduct their action research and that they will record personal examples on a self-reflection sheet (Resource 7). This resource can be modified to reflect the examples or phrasing of behaviours and attitudes offered by students.

Activity 14 Planning an action research project**Resource 6**

Familiarise students with the stages of the action research model using an OHT of Resource 6. Review the focus question created in the previous activity. Invite students to brainstorm what specific problems may or do exist and how the action research could be conducted. List all their ideas, either around the various phases on the OHT or on paper charts for each phase.

From the listed ideas, assist students to identify a specific plan of action for their research. This may take the form of a whole-class project or a number of small-group projects. To support planning, students might consider:

- what are the problems, where, when, how and why?
- cause of problems — consider symptoms, extent, incidence and effects.

For example, for the first and second phases, students may choose to draw a school map and record locations where discrimination occurs; interview students from different age groups; search the school's print media; and/or design a questionnaire for various students to complete.

Resource 7 Assist students to cooperatively plan how, when and where these activities will take place and who will be responsible for them. Remind students of democratic attitudes and behaviours (Resource 7).

Assessment Use observation of student participation in discussions as initial evidence of CI 3.2.

Activity 15 Action research: Making meaning from collected information

Have students commence their action research by collecting information. Assist them to record information as it is gathered — for example, questionnaire information may be recorded as graphs or statistics, maps of problem areas may translate as a list of identified problems.

Assist students to sort and evaluate the information. Strategic questioning may help them move to a more complex investigation of their data:

- focus questions: What gender problems have been identified?
- observations questions: What do we know about these problems? Problems for whom? When? Where? Are any patterns emerging?
- feeling questions: What perceptions do these problems seem to be based on (such as 'boys can't do that')? How do we feel about this?
- visioning questions: How should the situation be in our school/community?
- change questions: What needs to be changed in our school/community?
- personal inventory and support questions: What should we do?
- personal action questions: What support do we need?

Activity 16 Action research: What could happen?

Assist students to describe the perceived causes and effects of the identified problems, based on their research. From this, students should be able to create solutions which will form the 'peaceful future' plan. This might occur in small groups, which present their preferred solutions to the whole group.

Resource 8 To assist students to select the best course of action, have them:

- offer feedback on each other's 'peaceful future' plans
- construct a solution–consequence chart (Resource 8)
- investigate the costs and benefits of various solutions
- consider the relationship of a solution to school policies
- consult all individuals and groups who will be affected.

Assessment Initial evidence of demonstrations of SRP 3.3 can be gathered as students record examples of cooperation and democratic decision making on their self-reflection sheets (Resource 7) and of CI 3.2 by noting students' ideas in discussions and presentations.

Resource 7

Teaching considerations

To ensure wider support for students' plans, consult with groups such as the school administration, parents, teachers and school community.

Activity 17 Action research: Planning and implementing action

Support materials and references

Teaching considerations

The booklet *Investigating Gender – A Guide to Research in Schools* in the kit *Enough's Enough!* (Queensland Department of Education 1994) offers record charts called 'planners' for each phase of action research.

- Resource 7** Once a course of action has been chosen, assist students to develop a plan to implement it using flow charts, diagrams and/or timelines. If teams are preparing separate plans, have them exhibit their plans and invite comments. Students then allocate roles and responsibilities and put the plan into action. Assist students to monitor their own progress using Resource 7.
- Assessment** Further evidence of demonstrations of SRP 3.3 can be gathered as students record examples of cooperation and democratic decision making on their self-reflection sheets (Resource 7) and of CI 3.2 by noting students' ideas in discussions and presentations.
- Resource 7**

Activity 18 Action research: Evaluating action

When the student action plan(s) has been implemented, hold a class conference to evaluate the action research project. Questions could include:

- Was the problem accurately identified in the first place?
- Were the information and data gathered accurate and adequate?
- Were the alternatives considered effective?
- Did this suit the school behaviour management/anti-bullying policy?
- Has the situation improved? If so, how?
- Is further action or maintenance necessary? If so, what?
- What recommendations can we make for the future?

Student groups may record and present their evaluation as a display or a chart. A brief report on the project(s) may be published in the school newsletter.

- Assessment** Further evidence of demonstrations of SRP 3.3 can be gathered as students record examples of cooperation and democratic decision making on the self-reflection sheet (Resource 7) and of CI 3.2 by noting students' ideas in discussions and presentations.
- Resource 7**

To assess CI 3.2, ask students to produce a brief report about the action research project, using the following headings as a guide:

- What problem did the action research investigate?
- Why was it important to investigate this problem?
- How did you find information about the problem?
- What solution did you come up with?
- How did you implement this?
- How effective was this?

Activity 19 Summing up

Lead a whole-class discussion on the activities carried out in the module, bringing together the various understandings about groups and belonging and the issues associated with stereotyping, discrimination and/or harassment in particular times and places.

Involve students in designing a classroom motto based on the desired outcome of their action research.

- Assessment** To assist in making judgments about demonstrations of CI 3.2, CI 3.3 and SRP 3.3, students may describe the purpose and meaning of this motto.

Clumps

Resource 1

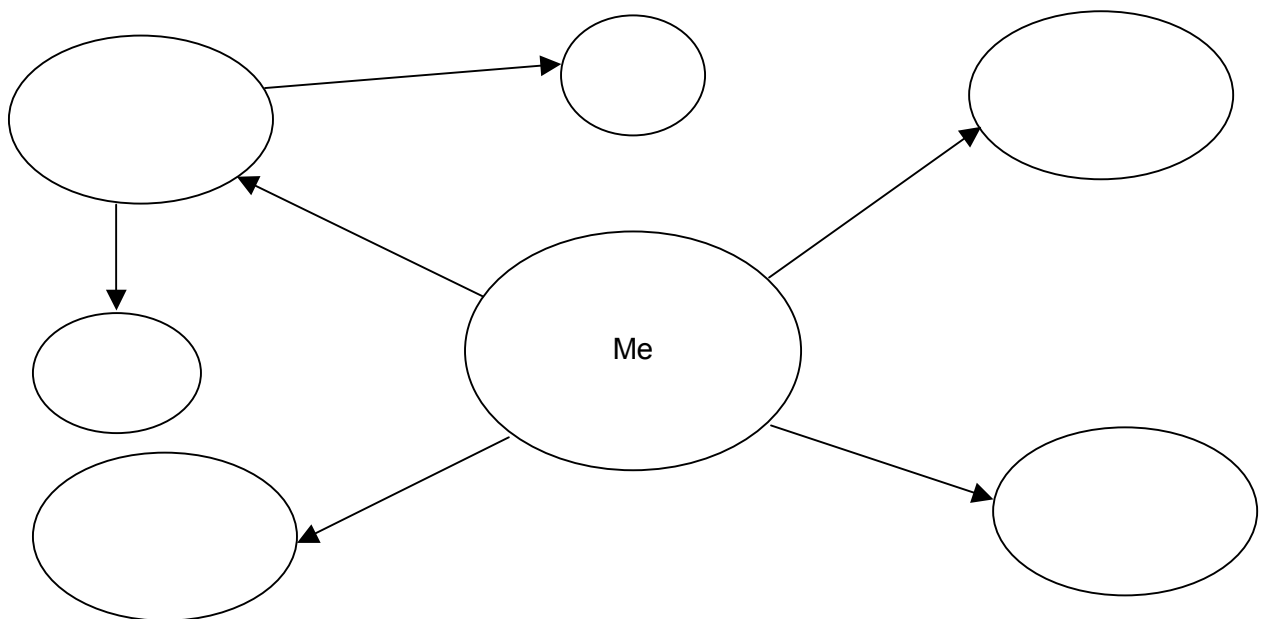
I am an individual who belongs to many different groups:

My name is ...	
I am a boy/girl ...	
My birthday is on ...	
I was born in the season of ...	
My sports house is ...	
My favourite sport is ...	
My favourite music is ...	
My favourite TV program is ...	
I speak another language ...	
I have a pet (cat, dog, goldfish ...)	
I am a member of the following club(s) ...	
My hair colour is ...	

Family web

Resource 2

1. Draw a picture of yourself in the centre of the web.
2. In the connecting circles, draw pictures of or write the names of people in your family who are important to you.
3. On the connecting lines, give information about these people (e.g. my father, my stepmother, lives in my house).
4. Connect the other people you have added to each other and give information about them on the connecting lines.



Attitudes to women and men in the past

Resource 3

The following marriage proposal information comes from the time when Australia was a new colony of Britain. Convicts and free settlers occupied new settlements at that time.

Marriage proposal in the 1830s

Single free men could obtain wives, on application, from amongst the female convicts. A man who wanted a wife, and who could not find one elsewhere, went to the female factory at Parramatta to meet the matron and master of that place.

The man would be asked to show a certificate from a clergyman or magistrate, stating that he was a good citizen and should have a wife given to him.

The applicant was then taken to a room of the building whilst the matron went to the first-class department that contained the best-behaved female convicts. She explained that a wife was required and those who want to be married stepped forward.

The man spoke to any women of this group who attracted his attention, asking about their age, abilities and so on, until he met one who pleased him.

The male and the female convict could then ask questions of each other. The man might wish to know if the female had ever been married. The question was returned by the female, who might also want to know how many head of cattle or sheep, or what land or houses, the man had. If the answers were satisfactory to both people, the matron was told and a day named for the marriage.

Dozens of females passed for such inspections. Sometimes the man left it to the matron to decide whom he would take. If there were no reasons not to marry, the parties were married, the woman leaving the factory and returning to freedom in the colony, so long as she behaved herself. These marriages occurred frequently. Thousands of men found wives this way.

Source: adapted from Byrne, J. C. *Twelve Years' Wanderings in the British Colonies, from 1835 to 1847*, in Ward, R. & Robertson, J. (eds) 1980, *Such Was Life: Select Documents in Australian Social History*, Alternative Publishing, Chippendale, NSW, pp. 131–132.

Rules for female school teachers in the United States in 1915

1. You will not marry during your term of contract.
2. You are not to keep company with men.
3. You must be home between the hours of 8 p.m. and 6 a.m. unless you are attending school functions.
4. You may not loiter down town in any ice-cream bars.
5. You may not travel beyond the city limits unless you have the permission of the chairman of the school board.
6. You may not ride in a carriage or automobile with any man unless he is your father or brother.
7. You may not smoke cigarettes.
8. You may not dress in bright colours.
9. You must wear at least two petticoats.
10. Your dress must not be any shorter than two inches above the ankle.
11. To keep the school neat and clean you must sweep the floor at least once daily; scrub the floor at least once a week with hot soapy water; clean the boards at least once daily; and start the fire at 7 a.m. so the schoolroom will be warm by 8 a.m.

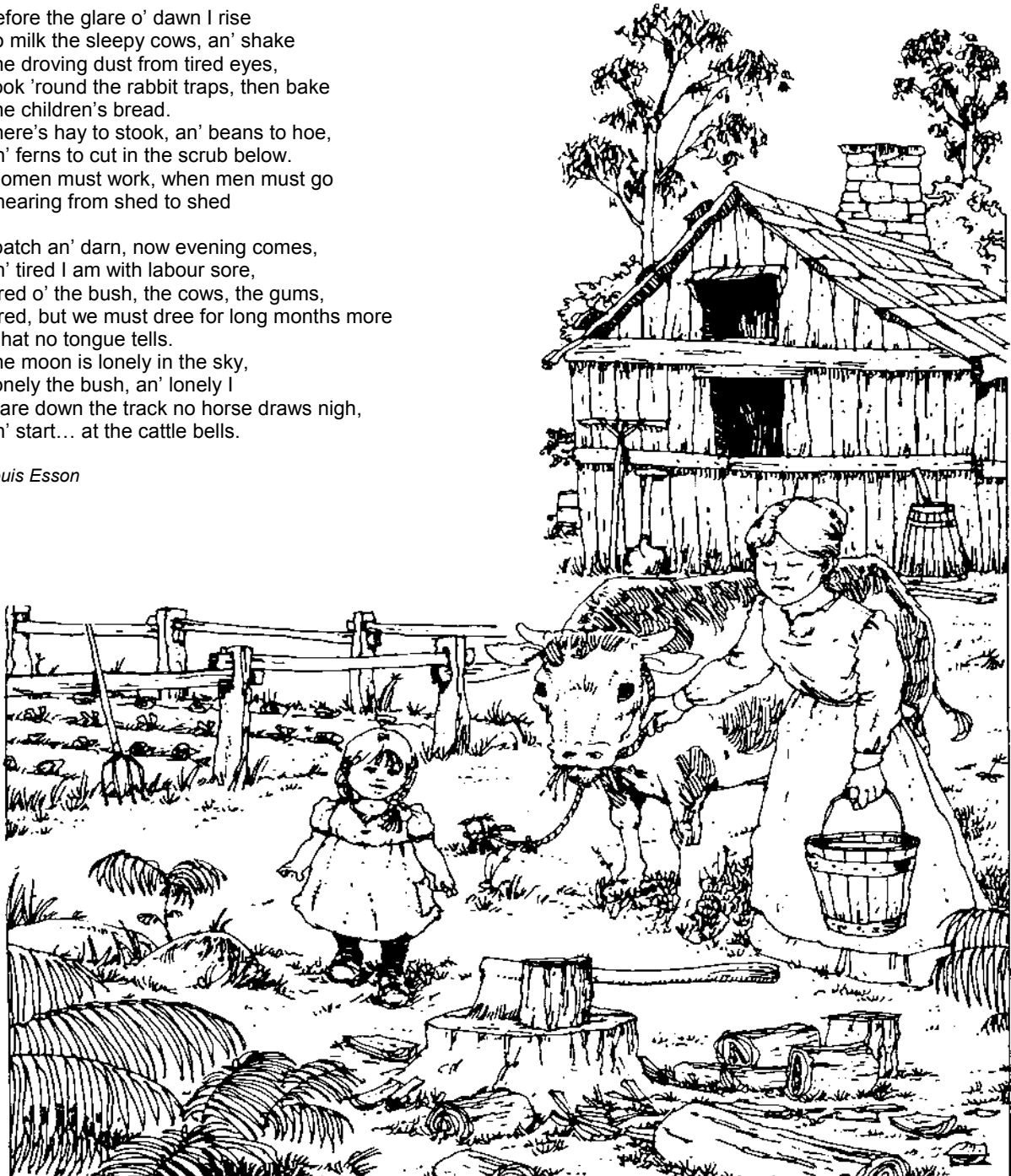
Source: attributed to a 1915 US School Department Manual.

'The Shearer's Wife'**Resource 4**

Before the glare o' dawn I rise
 To milk the sleepy cows, an' shake
 The droving dust from tired eyes,
 Look 'round the rabbit traps, then bake
 The children's bread.
 There's hay to stook, an' beans to hoe,
 An' ferns to cut in the scrub below.
 Women must work, when men must go
 Shearing from shed to shed

I patch an' darn, now evening comes,
 An' tired I am with labour sore,
 Tired o' the bush, the cows, the gums,
 Tired, but we must dree for long months more
 What no tongue tells.
 The moon is lonely in the sky,
 Lonely the bush, an' lonely I
 Stare down the track no horse draws nigh,
 An' start... at the cattle bells.

Louis Esson

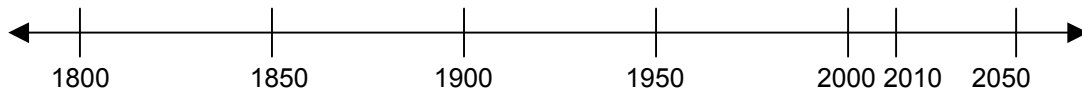


Source: Picture — Queensland Department of Education 1995, *Year 5 Social Studies Replacement Units 1 and 2*, Brisbane, p 131.

Source: Poem — Mudie, I. (ed.) 1975, *Favourite Australian Poems*, Rigby, Adelaide. Reprinted by permission of Lothian Books, Port Melbourne.

Timeline: Towards gender equality in Australia

Resource 5



- 1894 Women in South Australia get the vote
- 1900 First Australian women compete at the Olympic Games since the games started in 1896
- 1902 Non-Indigenous women in Australia gained the right to vote in Federal elections
- 1902 Most non-Indigenous women allowed to become parliamentarians (Federal)
- 1921 Edith Cowan is the first woman in Australian Parliament when elected in WA
- 1939–1945 Married women encouraged to do men’s work when men go to World War II
- 1943 First women voted into Federal Parliament — Enid Lyons and Dorothy Tangney
- 1945–1950 Campaign to encourage married women NOT to work
- 1962 Aboriginal women and Torres Strait Islander women allowed to vote if they are registered
- 1969 Equal pay for equal work by men and women

Solution–consequence chart

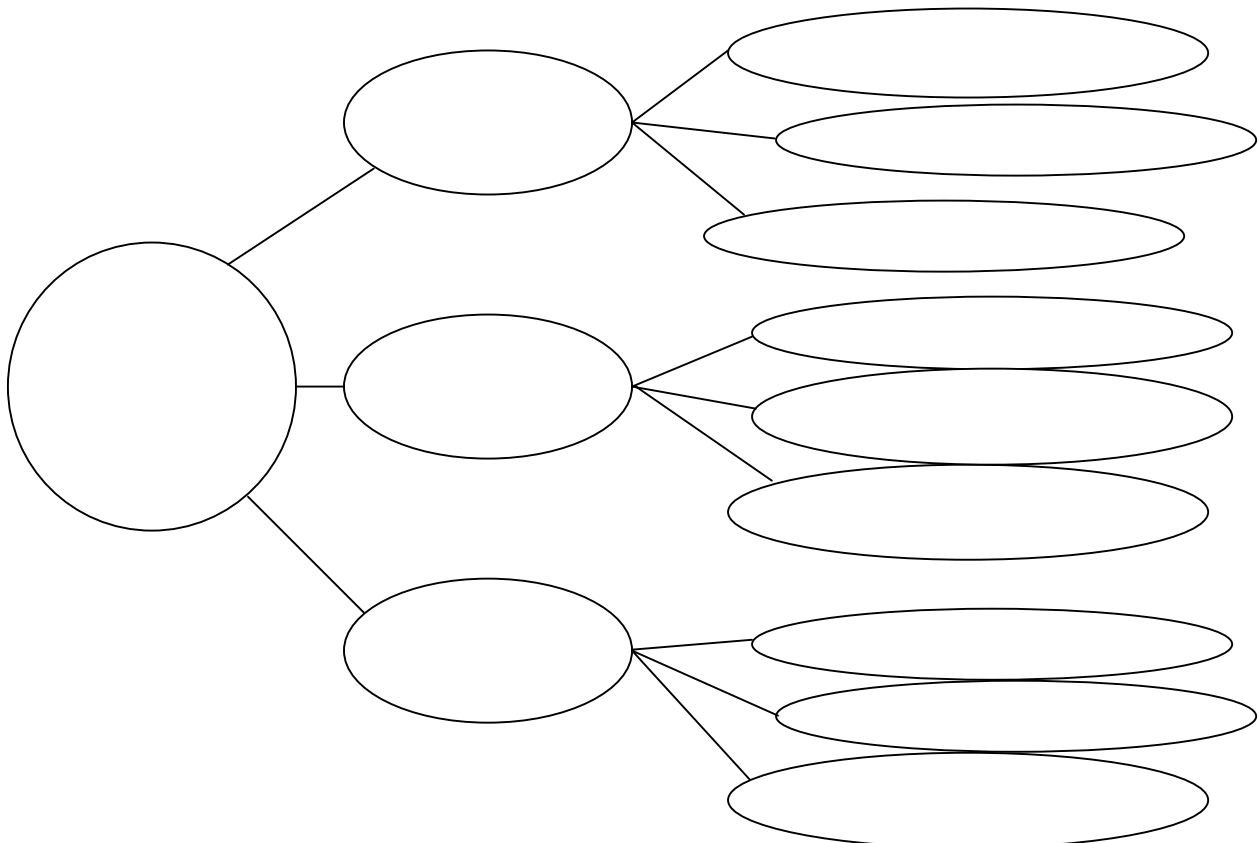
Resource 8

Consider the consequences of possible solutions to your problem.

Suggested solution

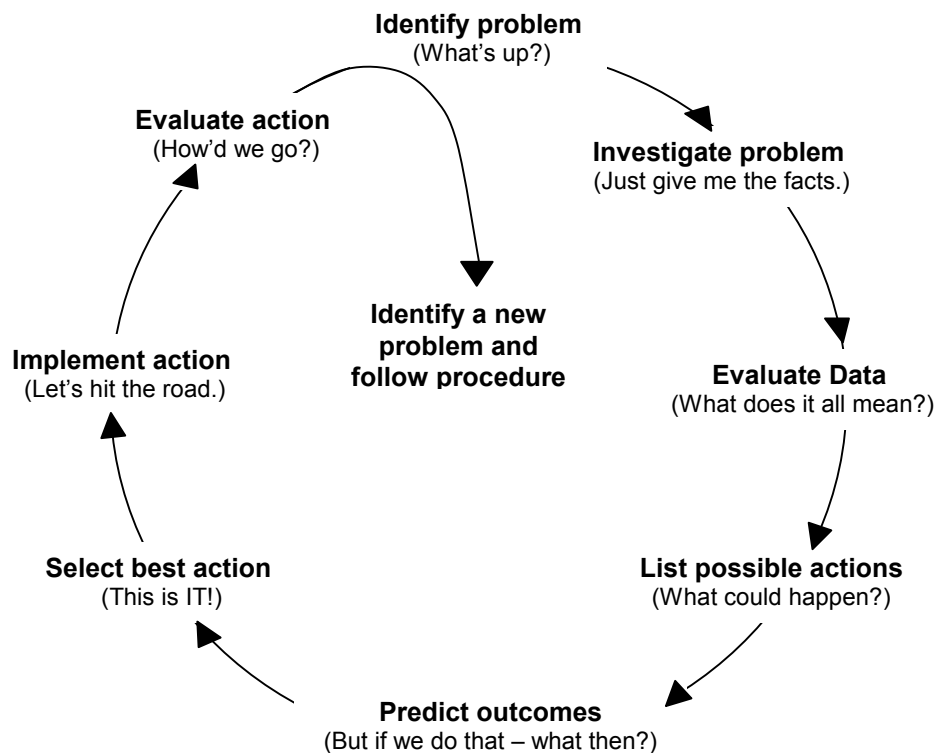
Possible consequences

Other possible consequences



Action research model

Resource 6



**Identify problem
(What's up?)**

- Conduct surveys, discussions, brainstorming and debates to identify the real nature of the problem.
- Conduct 'stimulus walks' to places where environmental problems exist or where past problems have been solved.

**Investigate problem
(Just give me the facts.)**

- An investigation of the causes, symptoms, extent, incidence, location and effects of the problem by:
- searching local papers and other media
 - observing, recording, classifying and analysing data
 - building a database
 - listing all known information
 - measuring and surveying aspects of the problem
 - identifying and interviewing people known to be affected by the problem.

**Evaluate data
(What does it all mean?)**

- Consolidate and organise the data.

**List possible actions
(What could happen?)**

- Identify and list alternative solutions (further research, interviews and community involvement).

**Predict outcomes
(But if we do that — what then?)**

- Construct alternatives and consequences tables.
- Investigate costs and benefits of various solutions.
- Debate and discuss the merits of alternatives.
- Consult all individuals and groups who will be affected.

**Select best action
(This is IT!)**

- Decide on the best course of action.

**Implement action
(Let's hit the road.)**

- Develop a plan of action using flow charts, diagrams, timelines and so on.
- Exhibit the plan and invite comments.
- Allocate roles and responsibilities.
- Put the plan into action.
- Monitor progress by using checklists, keeping diaries and gathering data.

**Evaluate action
(How'd we go?)**

- Establish whether the problem was correctly identified in the first place.
- Were the data and information accurate and adequate?
- Were the correct alternatives considered?
- Has the situation improved?
- Is further action necessary?

Source: Adapted from Queensland Department of Education 1993, *P-12 Environmental Education Curriculum Guide*, Brisbane.

Self-reflection sheet: Cooperating and democratic decision making

Resource 7

During our action research project, I acted cooperatively and democratically by:

Cooperating and democratic decision making	Personal examples	Date
Accepting responsibility	1. 2. 3.	
Joining in discussions and voting	1. 2. 3.	
Respecting others' ideas and opinions	1. 2. 3.	
Accepting majority decisions	1. 2. 3.	
Cooperating	1. 2. 3.	
Using peaceful ways to show disagreement or solve problems	1. 2. 3.	
Finding ways to influence decision makers	1. 2. 3.	

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Website

(Website accessed in April 2002.)

Child's Play image database, State Library of Queensland. www.childsplay.slq.qld.gov.au/

Acknowledgments

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Mudie, I. for material from *Favourite Australian Poems*.

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Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

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