

Let's Talk About: Bodies, Identity and Sexuality

Teacher Notes and Guide to Student Workbook Activities

How to Use This Resource

Each activity outlined in these teacher notes corresponds directly to the activity of the same name in the student workbook. Please see the student workbook for more information on what each activity involves.

Teacher Notes

The theme of this series '*Miniclips: Let's Talk About...*' is that of equality vs equity. It is important to be familiar with the definitions of these terms before viewing each Miniclip.

Equality: *the state of being equal, especially in status, rights or opportunities*

Equity: *the quality of being fair*

Even though we might perceive that a situation is equal for all, sometimes people are still disadvantaged or excluded due to ongoing prejudice, discrimination, and ignorance. As an example, expecting all students to write the answers to their test using pen and paper is treating them **equally**. Allowing the student with a broken arm to instead type their test responses is **equitable**.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond. Be careful not to make any assumptions about the students in your class.

Understand that the personal experiences of your students may affect their engagement with this subject matter, particularly if they (or their families) have experienced trauma.

Classroom Management and Behavioural Expectations

The activities in the student workbook can be used in a variety of ways according to the number of students, age, and ability levels in your classroom. These activities can be adapted and used in existing subjects (for example, history or personal development and health education) or to create a standalone lesson on the topic during special celebrations such as Mardi Gras, Harmony Day or International Women's Day.

Younger students (Years 3-4) will need to be instructed and guided by the teacher, while older students (Years 5-6) may be able to complete many of the activities independently or in small groups. Bear in mind the importance of coming together as a class or group throughout and at the conclusion of activities to summarise learnings and address any ongoing questions or misconceptions.

You may already have class rules but setting up ground rules before conducting lessons could include the following:

- To value and respect others' views and opinions
- To listen without interrupting, criticizing or making fun
- To avoid sharing personal information when giving examples or sharing experiences

If students are not observing the ground rules, make a direct statement such as: "*We may not agree on all matters. Let's make sure we find a way to disagree while still showing respectful behaviour.*" You may not know the answer to all questions, in this case do not be afraid to say, "*I do not know the answer to your question, but I will find out for you.*" It is important to provide accurate information.

A Note on Teaching about Bodies, Identity and Sexuality in the Classroom

Please keep in mind that students may need support from the teacher to clarify terms and language used in the workbook and reinforce the importance of using appropriate terms and language. Familiarise yourself with the following terms and definitions prior to facilitating these lessons:

- **Gender:** *Involving a range of characteristics and behaviours that are socially constructed, and are related to masculinity and femininity.*
- **Sexual orientation:** *A term to describe who someone has romantic feelings for.*
- **Transgender:** *An adjective to describe someone whose gender identity is different from the biological sex that the doctor decided they were when they were born.*
- **Gender identity:** *How a person sees themselves. It is their own internal sense and personal experience of gender.*
- **Gender expression:** *All the different ways a person communicates their gender based on societal factors such as gender norms and perceptions. For example: Just because someone dresses in a feminine way does not mean they identify as female. Someone may identify as male, but their gender expression may be diverse, for example that person may choose to dress in a typically 'feminine' way some days.*
- **Intersex:** *To be born with, or develop, body parts that are not typically only female or only male. People who are intersex can have both male and female sex characteristics.*

To further deepen understanding of the terms around gender, sexuality and identity, teachers may wish to do some further reading on sites such as the Government's Australian Institute of Family Studies. The following link provides a more extensive glossary of terms:

https://aifs.gov.au/cfca/sites/default/files/publication-documents/22-02_rs_lgbtiqa_glossary_of_common_terms.pdf

CURRICULUM OBJECTIVES

The activities that accompany this Miniclip are designed to both consolidate and assess learners' understanding of the content. They contain unique opportunities for teachers to measure learners' capabilities in the following areas:

Capabilities:



Critical and Creative Thinking



Ethical



Personal and Social

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing / ACPPS037

Describe how respect, empathy and valuing diversity can positively influence relationships

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them

HASS / Year 3 / History / Concepts for developing understanding / ACHASSK063

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems

- Identifying and discussing the historical origins of an important Australian celebration or commemoration
- recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day)

HASS / Year 3 / History / Concepts for developing understanding / ACHASSK064

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community

- Identifying individuals and groups from the past of diverse backgrounds (for example, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful)

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK147

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens

- exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)

Health and Physical Education / Years 5 and 6 / Personal, Social and Community Health / Contributing to healthy and active communities / ACPPS060

Identify how valuing diversity positively influences the wellbeing of the community





- discussing how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment
- exploring ways to create safe and inclusive schools for minority groups

HASS / Year 6 / History / Concepts for developing understanding / ACHASSK135





Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children



- Investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association)

Activity**Resources****Outcomes**

<p><u>Activity 1: Match the Word with the Definition</u> Timeframe: 30 minutes Overview: Students will be equipped with the correct language to use when discussing gender, bodies and sexuality.</p> <p>Replay and pause the video Bodies, Identity and Sexuality https://online.clickview.com.au/videos/48251395 in key places if students need more time to process the information presented in the video.</p> <p>Once students have completed the task, come together as a class to discuss the answers. Take time to listen to any students' questions or misconceptions. Make a note of any areas of particular misunderstanding which may require more time spent discussing and clarifying at a later date.</p>	<p>Student workbook</p> <p>Access to ClickView and the internet to play the video Let's Talk About Bodies, Identity and Sexuality from the series <i>Miniclips: Let's Talk About...</i></p>	<p> Critical and Creative Thinking</p> <p>ACPPS060</p>
<p><u>Activity 2: Positive Words</u> Timeframe: 40 minutes Overview: To develop students' understanding of what it means to be inclusive of all people, no matter their gender identity or sexual orientation.</p> <p>This activity aims to improve students' ability to recognise which emotions and feelings we want ourselves and others to feel in the community.</p> <p>This activity could be followed up with a brainstorm of even more words and phrases that describe how we want people to feel in our school and community. For example: valued, part of a family, wanted, secure, listened to, accepted.</p> <p>Students could illustrate these words and phrases in a poster to display in the classroom, or make a word cloud using a website such as wordclouds.com</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Ethical</p> <p>ACPPS060</p> <p>ACPPS037</p>

Activity**Resources****Outcomes**




<p><u>Activity 3: Who Were the 78ers?</u> Timeframe: 20 minutes to watch video + 30 minutes to answer questions on worksheet Overview: Students will learn about the origins of Mardi Gras parade and why it is an important part of Australia's history.</p> <p>This activity is more suited to students in Year 5 and 6, however the videos could be shown to students in Year 3 and up to help give the students context around the history of the Mardi Gras parade.</p> <p>Selected questions could be addressed as a whole class for an oral discussion activity with younger students rather than as a written task.</p>	<p>Access to ClickView and the internet to play the videos <i>Mardi Gras History</i> https://online.clickview.com.au/videos/6340748 and <i>Mardi Gras and Me</i> https://online.clickview.com.au/videos/6368574</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p>ACHASSK064</p> <p>ACHASSK147</p> <p>ACHASSK135</p>
<p><u>Activity 4: What Are Stereotypes?</u> Timeframe: 40 minutes Overview: The term stereotype will be defined with examples to illustrate. Students will reflect on the existence of stereotypes and the negative effect stereotypes can have on people's sense of self and motivations.</p> <p>Older students may approach this activity in pairs or small groups with a teacher monitoring discussions and then bringing the class together as a whole at the conclusion of the small group discussions to share their thoughts.</p> <p>Younger students will need a teacher to facilitate this discussion activity as a whole class.</p>	<p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Ethical</p> <p>ACPPS037</p> <p>ACPPS060</p>

Activity	Resources	Outcomes
<p>Activity 5: Name the Trailblazer Timeframe: 45 minutes Overview: Students will learn about influential people who contributed to change in society.</p> <p>This activity aims to highlight the existence of discrimination in the distant past, recent past and present.</p> <p>The worksheet can be completed by older students independently or in pairs or small groups.</p> <p>Students will need access to the Internet to research the influential people so they can match the facts to the correct person.</p> <p>Teachers of younger students may want to choose one or two of the ‘trailblazer’ profiles to read about or look into more as a whole class shared experience.</p> <p>The following websites may be of use when researching the trailblazers:</p> <ul style="list-style-type: none"> • http://www.juliemccrossin.com/TheFirstMardiGras.pdf • https://museum.rba.gov.au/exhibitions/pocket-guides/the-reinvention-of-banknotes/the-remembrance-of-federation.html • https://guides.slsa.sa.gov.au/spence • https://adb.anu.edu.au/biography/spence-catherine-helen-4627 • https://en.wikipedia.org/wiki/Catherine_Helen_Spence • https://www.pennywong.com.au • https://www.aph.gov.au/Senators_and_Members/Parliamentarian?MPID=00AOU • https://en.wikipedia.org/wiki/Faith_Bandler • https://en.wikipedia.org/wiki/Marsha_P._Johnson 	<p>Access to Internet to research</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p>ACHASSK064</p> <p>ACHASSK147</p> <p>ACHASSK135</p>
<p>Activity 6: Make a Poster Timeframe: 30 minutes Overview: This activity reinforces the fact that “Everyone has the right to live with love, dignity and respect.”</p> <p>These posters can be displayed in the classroom or around the school.</p>	<p>Student workbook</p> <p>Coloured pencils and markers</p>	<p> Personal and social</p> <p>ACPPS037</p> <p>ACHASSK147</p>

Activity

Resources

Outcomes

<p>Activity 7: Let's Celebrate! Timeframe: 45 minutes Overview: This activity encourages students to recognise the joy in celebrating at Mardi Gras parade.</p> <p>While the video <i>Let's Talk About Bodies, Identity and Sexuality</i> does briefly touch on Mardi Gras parade and what it involves, teachers may wish to show the video Mardi Gras and Me on the ClickView platform to give students context around the parade and examples of how people like to dress up and celebrate at the Mardi Gras parade.</p> <p>Older students may research some of the symbols of the LGBTQI+ community (For examples: pride flags and gender icons) and include these in their decorating of Noodle.</p>	<p>Access to ClickView and the internet to play the video <i>Mardi Gras and Me</i>: https://online.clickview.com.au/videos/6368574</p> <p>Decorative craft items e.g., glitter, feathers, pom poms, paint, markers etc.</p> <p>Student workbook</p> <p>Access to Internet to research (for older students)</p>	<p> Critical and Creative Thinking</p> <p> Personal and social</p> <p>ACHASSK063</p>
<p>Activity 8: Interactive Video Timeframe: 15 minutes Overview: Students will answer interactive questions to show their understanding of the video.</p> <p>ClickView has created an interactive video lesson to accompany this video. You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students, or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none"> 1. Search for the Miniclip <i>Let's Talk About Bodies, Identity and Sexuality</i> that has the interactive logo (). 2. Click to view the video. 3. Click on the 'Interactive videos' tab beneath the video. 4. Click the 'Print as Worksheet' OR 'Save to Workspace' button on the interactive video. 5. If you click 'Save to Workspace', you can either click 'Share with your students' or access it via your Workspace. <ul style="list-style-type: none"> • If you choose 'Share with your students', copy the link and send it to your students. • Otherwise go to your Workspace, select the 'Interactive videos' folder, and click 'Share' to access the link and send to students. 	<p>IWB OR Digital display OR 1:1 device with Internet connection</p> <p>Interactive video for the ClickView Miniclip – Let's Talk About Bodies, Identity and Sexuality.</p>	<p>ACPPS037</p> <p>ACHASSK147</p>