ACTIVATING STUDENT VOICE FOR GENDER EQUALITY TOOLKIT

BUILDING A RESPECTFUL COMMUNITY

WOMEN'S HEALTH IN THE NORTH
voice • choice • power

Acknowledgement of Country

Women's Health In the North acknowledges Victorian Aboriginal people as the Traditional Owners of the land on which we provide our services – the Wurundjeri Woi-wurrung people of the Kulin nation – and pay our respect to their Elders past and present. WHIN acknowledges that Aboriginal sovereignty was never given up and that we stand on stolen land. We are committed to Aboriginal self-determination and to supporting Treaty and truth-telling processes.

We recognise the ongoing leadership role of the Aboriginal community on gender equality and the health, safety and wellbeing of women and gender-diverse people. As First Peoples, Aboriginal Victorians are best placed to determine a culturally appropriate path to these in their communities.

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For more information:
Women's Health In the North
2/266 Raglan Street, Preston VIC 3072
(03) 9484 1666
info@whin.org.au
www.whin.org.au

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Acronyms

ASVGE	Activating Student Voice for Gender Equality
NMR	Northern Metropolitan Region
RR	Respectful Relationships
WHIN	Women's Health In the North

INTRODUCTION

Introduction

The Activating Student Voice for Gender Equality project (ASVGE) is a gender equality initiative designed to increase student knowledge on gender equality and build student capability to take action to progress gender equality in school settings, through a whole school approach. The project aligns with Victoria's Respectful Relationships (RR) Initiative, with a focus on Grade 5 and Grade 6 students.

The ASVGE project aims to:

- increase student understanding of the impacts of gender inequality
- build the capability of student action group/s to take action to progress gender equality in schools
- strengthen the leadership of students and/or teachers, to sustain actions that support gender equality in schools
- encourage deeper engagement with the Respectful Relationships Initiative, across the whole school community.

This implementation toolkit has been developed to support primary schools and community organisations with gender equality and prevention of gender-based violence expertise (e.g. community health, community organisations) to deliver the ASVGE project.

The toolkit was developed as part of the Student-led Gender Equality Pilot project, which was a collective action of the Building a Respectful Community Partnership developed by key partners led by Women's Health in the North (WHIN), Department of Education RR North East Metropolitan Area (NEMA), cohealth and Neighbourhood Justice Centre.

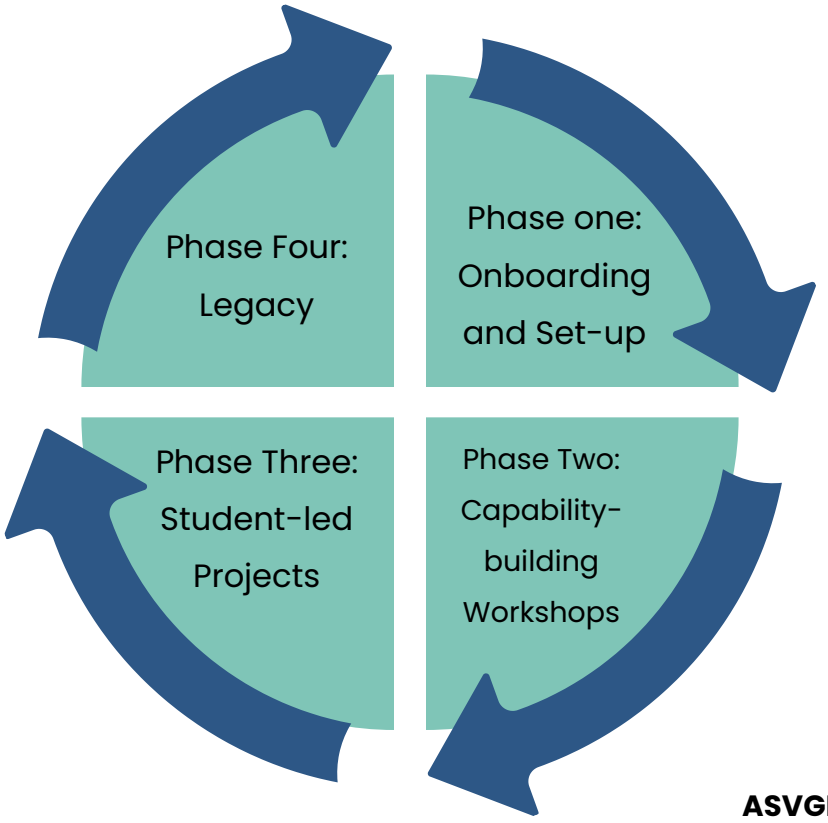
Project Overview

The ASVGE project is comprised of four phases and can be delivered by a school or in partnership with community organisations with gender equality and prevention of gender-based violence expertise (e.g. community health, community organisations). Community organisations should also have experience working with young people and children. If the ASVGE project is being delivered wholly by a school, then they are responsible for all phases.

Schools are encouraged to reach out to local community organisations and local Department of Education RR teams to support delivery. If the ASVGE project is being delivered in partnership with a community organisation with gender equality and prevention of gender-based violence expertise, then delivery of phases can be tailored.

It is recommended that schools lead the initial implementation of Phase One, ensuring that project onboarding and setup is established and embedded across the school. Phase Two and Phase Three can be delivered by community organisations or the school, depending on staff capacity, capability, and confidence. Phase Four is focused on legacy and embedding into school so should be led by the school.

ASVGE is designed to take place over three terms, with one term for set-up and two terms for in-school delivery. Timelines can be tailored to suit school and partner needs, with considerations for resourcing and capacity.



ASVGE Project Cycle

PHASE ONE: ONBOARDING AND SET-UP

Phase One focuses on school selection informed by school readiness and capacity, partner engagement, and setting up the project working group to identify roles, responsibilities and timelines. In line with a whole school approach, Phase One includes professional learning with school staff and a parents and carer information session.

Ideally Phase One occurs in the term prior to Phase Two. If ASVGE is being delivered as a new partnership, then more time will be required for relationship building compared to delivery by an existing partnership or if the school is solely delivering.

PHASE TWO: CAPABILITY-BUILDING WORKSHOPS

In Phase Two, seven workshops are delivered to students to build student knowledge on gender equality and strengthens student's gender lens to identify project ideas for Phase Three.

The workshops have been aligned to the *Resilience, Rights and Respectful Relationships* Learning Materials and topics are:

1. Activating Student Voice for Gender Equality
2. Active Respect in relationships
3. Gender Stereotypes
4. Gender Equality 101
5. Kookabura (Project Identification)
6. Upstander
7. Project Planning

PHASE TWO: STUDENT-LED PROJECTS

In Phase Three, students will identify projects addressing gender inequality in their school. With support from project staff, students will plan and implement projects that may involve other students, staff and wider school community. Project partners' key role is to support student project design, ensure projects are achievable in timelines and ensure students have access to resources.

PHASE FOUR: LEGACY

Phase Four includes a celebration event to showcase the student projects to the wider school community embed student-led projects into the school and discussions about how to continue to build on the project work in the future.

Respectful Relationships Initiative

The Respectful Relationships (RR) initiative supports schools and early childhood settings in Victoria to promote and model respect, positive attitudes and behaviours and to prevent gender-based violence using a whole school approach.

The ASVGE project has been aligned with the six elements of the whole school approach to enhance the RR initiative.

Community partnerships	The ASVGE project can be implemented by schools or community organisations with gender equality and prevention of gender-based violence expertise (e.g. community health, community organisations), depending on school requirements. Parents and carers will be engaged through an information session in the ASVGE project onboarding phase and provided with ongoing communication of the project through school communications (e.g. newsletters). Parents and carers are invited to attend the celebration event which will showcase student-led projects. Depending on projects identified by students in Phase Three, there may be an opportunity to involve parents and carers and/or the wider school community for resources (e.g. local businesses, local council, libraries, community health organisations, women's health services).
Leadership and Commitment	Leadership on gender equality and school engagement with RR initiative are key enabling factors for successful implementation with these factors included in school selection process. The ASVGE project activates student-voice and leadership to take action to promote gender equality and respectful relationships in their school.
School Culture and Environment	Phase One includes assessment questions to ascertain an enabling school environment for the ASVGE project. Phase Two will develop students' gender lens to identify gender inequality at their school. Phase Three takes a student-led approach to project design. The student-led projects address gender inequality issues to build a gender equitable, safe and respectful school culture and environment..

Professional learning strategy	Professional learning is part of Phase One, to provide all staff with ASVGE project information, prevention of gender-based violence initiatives in a school setting and support staff to provide students with consistent and reinforced messaging. The RR area team should be approached to deliver Respectful Relationships whole staff briefing, targeted curriculum training, or Identifying and Responding to Family Violence professional learning. If community organisations are delivering Phase One and/or Phase Two, this is an opportunity to build staff confidence and capability to deliver Resilience, Rights and Respectful Relationships (RRRR) learning materials and activate student-voice on gender equality.
Teaching and learning	Phase Two workshops have been aligned to 2024 RRRR learning materials and referenced accordingly. Facilitators (whether classroom teachers or community organisations) will model gender equality and respect with other facilitators and students. Phase Two and Phase Three activities are designed to be delivered in mixed-gender groups to encourage respectful classroom behaviours.
Support for students and staff	Conversations about gender equality and prevention of gender-based violence can often lead to disclosures of experiences of violence. Therefore, it is important to plan for responding to disclosures. At the start of Phase Two workshops, staff will read out a disclosure and safety statement which outlines school and specialist support services. The group agreement will outline what is appropriate to share for the safety of all students. If teachers receive a disclosure from a student, then they will follow school policy on mandatory reporting. If community organisations receive a disclosure from a student, then this needs to be communicated immediately to the school to follow process. For further information, refer to *Protect: Identifying and Responding to All Forms of Abuse in Victorian Schools.* For Responding to Disclosure of Family Violence or additional professional learning, schools should contact their Respectful Relationships team.

Resistance

Resistance refers to the 'various forms of push back against policies, programs and perspectives that aim to create progressive social change' (Safe and Equal, 2023: 1) and is a common response to primary prevention initiatives which challenge gender norms, roles and other social norms.

It is important to plan for resistance and the ASVGE project has built-in the following elements to prepare for resistance:

- Ensuring school leadership buy-in
- Areas of potential resistance raised in school selection process
- Providing all-staff professional learning
- Alignment of project with Respectful Relationships Initiative
- Parent and carer information session to introduce project staff, provide project overview and answer questions
- Monthly working group meetings to discuss resistance.

More resources on managing resistance:

- *Overcoming Resistance and Backlash: A guide for primary prevention practitioners* (Safe and Equal, 2023)
- *Encountering Resistance* (Vic Health, 2018)

Measuring Success and Evaluation

Evaluation is an important part of primary prevention to ensure that initiatives are evidence-based and build the evidence-base. A student survey (Appendix 5) can be delivered as a baseline and endline survey to establish change in reported knowledge and capability. Other techniques are outlined in the introductory Building a Respectful Community workshop. More information about the evaluation methodology and tools can be found in the *Student-led Gender Equality Pilot Evaluation Report* (WHIN, 2025).

For significant evaluation, Research in Schools and Early Childhood Settings (RISEC) approval from the Department of Education is required. More information can be found on the Department of Education website.

LGBTQIA+ Inclusion

The ASVGE project affirms that prevention of gender-based violence and gender equality work must be inclusive of LGBTQIA+ individuals and communities. Session content provides inclusive definitions and outlines the harmful impacts gender inequality has on women, men and gender-diverse people. Facilitators will introduce themselves with pronouns, model respectful language and behaviours.

As ASVGE has been designed primarily as a gender equality initiative, there are limitations to this as were identified the pilot (WHIN, 2025). See below for additional resources and organisations which can support schools to create safe and inclusive environments for all.

- Safe Schools: The *Safe Schools* program helps create safe and inclusive schools for LGBTQIA+ students by providing resources and professional development to principals, teachers, and school communities.
- Minus 18 deliver LGBTQIA+ inclusion workshops to staff and students.
- Transcend Australia are a community-led organisation providing peer navigation and peer support services, community support, education, resources and youth leadership opportunities for trans, gender-diverse and non-binary young people, their parents, and carers.
- Body Safety Australia run the *Over the Rainbow* LGBTQIA+ inclusion program for primary and secondary school students.

PHASE ONE: PROJECT ONBOARDING AND SET-UP

Phase One: Onboarding and Project Set-up

The Building a Respectful School project can be delivered by schools or in partnership with community organisations with gender equity and prevention of gender-based violence expertise (e.g. community health, community organisations) and Phase One activities will be tailored accordingly.

School Selection

If ASVGE is being delivered in partnership with a community organisation, then a school selection process will be undertaken. Research shows that it is important to consider readiness, engagement, capacity, and equity when selecting a school to ensure successful implementation (WHIN, 2025). Department of Education RR teams can provide information on schools in their region and can be contacted here. The table overleaf outlines enabling factors for successful ASVGE implementation which should be considered when approaching schools to be part of the project. Community organisations should use the questions to inform school selection through an expression of interest process. Schools should use the questions as a self-assessment tool.

It is important to consider equity in school selection to ensure fair and just decision making. These questions below can be incorporated into an expression of interest to ensure equitable decision making.

1. School has not previously participated in gender equality or prevention of gender-based violence initiatives with a community organisation.
2. School has ICSEA value <1000.[1]
3. School has unequal gender balance in their enrolment (≥60/40) which may impact opportunities.
4. School has ≥35% Language Background other than English.
5. Excluding RR initiative, the school does not have other gender equality or prevention of gender-based violence programs running
6. School is in a LGA with Family Violence Rates higher than the state average[2].

1 For criteria 2-4 use My School Data

2 For criteria use Women's Health Atlas. Note is only for Victoria.

Enabling Factor	Questions for schools
School engagement with Respectful Relationships Initiative.	• Do you have a current Respectful Relationships Action Plan? • Self-report on the six elements of whole-of-school approach or use the RR baseline assessment to identify where they require support. • Self-report on RR work
Leadership on gender equality, including strategic prioritisation and cultural readiness at the organisation level.	• Is there senior leadership support for RR Initiative? • Is there senior leadership support for ASVGE?
Minimal resistance on gender equality initiatives from students and families OR support for gender equality initiatives from students and families.	• Self-report
Classroom teachers see the value in the RR initiative, ASVGE project and see gender equality as a priority.	• Self-report
Student familiarity with Respectful Relationships curriculum, including topics 7 and 8.	• Self-report
School commitment to student-voice	• Attitude to School Survey data on Student Voice and Agency • School provides sufficient examples of student-voice.
How will student-led project outcomes be sustained beyond the lifetime of the ASVGE project.	• Self-report

Enabling Factors (WHIN, 2025)

Project Onboarding

Once all the project partners are onboard, the next step is to finalise all the project stages. It is important that time is spent in this phase to build relationships, establish roles and responsibilities, and communications channels, especially if being delivered in a new partnership between a school and a community organisation. If the project is delivered in partnership, project staff are required to have a valid Working with Children Check to attend the school.

Working Group: The ASVGE project is overseen by a working group, which meets monthly, comprised of key stakeholders such as teaching staff, school leadership, wellbeing staff and, if being delivered in partnership, community organisation staff.

Implementation tool (Appendix 2): is completed by the working group at the start of project, to identify key activities, roles and responsibilities, and timelines. Due to the nature of student-led projects not all activities will be known at the start of the project so the tool will need to update over the course of the project. The tool should be reviewed frequently at the working group meetings to identify new activities, changes to planned activities and considerations for timelines.

Consent: The project requires parent and carer consent, and the school is responsible for organising activities for students who do not have consent to participate in the ASVGE project.

Whole Staff Professional Learning

In alignment with RR initiative a professional learning session will be held with staff. This session will introduce staff to the ASVGE Project and will cover the following areas:

- Overview of the ASVGE project
- Brief introduction to prevention of gender-based violence initiatives in a school setting
- Provide examples for staff with consistent and reinforced messages around gender equity and prevention of gender-based violence, when working with students.

The Department of Education RR area team should be approached to see if there is capacity for a Respectful Relationships professional learning to be delivered in tandem.

Parent and Carer Information Session

A parent and carer information session will also be scheduled during Phase One. This session will include the following:

- Introduce the ASVGE project and project staff
- Provide an overview of project activities
- Explain expectations for parents around participation and engagement with the program
- An opportunity to ask questions

Gender equality initiatives often face resistance, and an information session can prevent resistance by providing clear information on project aims and activities and addressing any parent or carer concerns. To prepare for resistance, parents and carers can pre-submit questions.

The parent information session will follow the school's usual parent and community engagement (e.g. online or in-person and the best timing for this session). A Frequently Asked Questions (FAQ) factsheet should be created from questions asked during the session and attached to the project overview and shared with parents, following the session. A suggested run-sheet is on the next page.

Student Consent Forms: After the parent and carer information session consent forms will be collected by the school and the project is ready to enter Phase Two!

Section	Details
Introduction from school leadership.	• Set the scene • Link project to curriculum and RR initiative
Introduction from community organisation.	• Is there senior leadership support for RR Initiative? • Is there senior leadership support for ASVGE?
Introduction to gendered drivers and actions to prevent gender-based violence.	• Use Change the Story (second edition)
Settings-based approach and working with schools.	• Community Partnerships are one of the six elements of a whole school approach for Respectful Relationships initiative. • The ASVGE project has been designed to enhance respectful relationships curriculum and build student voice
Why this school	• Provide information from readiness criteria • If applicable, link to supportive school leadership and previous gender equality work
Project overview	• Capability-building workshop topics • Student-led projects • Celebration event is opportunity for whole school community to come together • Key dates
Benefits of participation	• Build student knowledge on gender equality • Build student voice on gender equality • Build student leadership skills
Support we would like from parent and carers.	• Dates to return consent forms • Have curious conversations with child about the project • Attend celebration event
Questions	• Let them know a FAQ will be provided after the session
Wrap up	• Provide contact details for project staff

PHASE TWO: CAPABILITY-BUILDING WORKSHOPS

Phase Two: Capability-building Workshops

Overview

In Phase Two, the seven workshops are delivered to students to build their knowledge and understanding of gender equality. Topics include:

1. Activating Student Voice for Gender Equality
2. Active Respect in Relationships
3. Gender Stereotypes
4. Gender Equality 101
5. Kookaburra
6. Upstander
7. Project Planning

Each workshop has been developed based on evidence informed research and is also informed by RRR content. Some workshop activities have been adapted from Level 5–6 Resilience, Rights and Respectful Relationships Learning Materials with the corresponding activity or resources provided.

Each workshop follows this format:

Opening	• Acknowledgement of Country • Learning Intentions • Group Agreement • Disclaimer and disclosure statement • Recap • Question box (as required)
Tuning-in Activity	• An ice breaker related to workshop content or expected behaviours
Content	• Whole group delivery and discussion
Activity	• Small group activity with feedback
Wrap-up	• Review Learning Intentions • Closing activity • Introduce the next workshop

Student Feedback: A question box will be available for students to ask anonymous questions between workshops. Project staff will review these questions each week and answer questions within project scope at the next workshop. Students will be instructed that questions are anonymous so will not know who they came from, so not to put in help-seeking questions in box. The question box can either be provided by the project team or created by students, depending on school preference.

The workshops are designed as one-hour sessions. The opening segment is timed as 5–10 minutes, dependent on if any questions raised in the question box. The sessions have been designed to accommodate longer opening time and suggested timings provided for each section.

Facilitators: Workshops can be delivered by school staff or community organisations with gender equality and prevention of gender-based violence expertise. Facilitators will require valid Working with Children Checks. Session plans and handouts are provided for each session, which should be reviewed prior to delivery. The session plans have been developed as a guide, so can be tailored to suit the school setting.

Workshop Debrief (Appendix 6): A debrief should be held after each workshop to provide reflections on workshop delivery and content, identify any changes for the next workshop, checkpoint for student wellbeing, and identify items that require front loading or future preparation.

PHASE THREE: STUDENT-LED PROJECTS

Phase Three: Student-led Projects

Overview

In Phase Three, students will be ready to start designing their projects with support and guidance from the project facilitators. Each of these student-led project sessions will be delivered by school staff or community organisations with gender equality and prevention of gender-based violence expertise.

During Phase Three student will undertake:

Project Selection: Students will collaboratively select the project(s) using the Kookaburra and be allocated into a project group. Each project selection session will use a similar format to the capability-building workshops. Facilitators can use the following session plan or adapt to suit the students' needs. Suggested session format:

Opening	• Acknowledgement of Country • Learning Intentions • Group Agreement • Question Box (as required)
Tuning-in Activity	• An ice breaker related to workshop content or expected behaviours
Project Planning	• Small group work completing project planning template.

Wrap-up	• Review Session:
	  ◦ What did you achieve in today's session?
	  ◦ What helped us work towards our goal?
	  ◦ What took us away from our goal?
	  ◦ Any takeaways for the next session
	• Introduce next week's session (e.g. page 2 of project plan)

Project Design: Students will complete the project planning template. School and project staff will support students to ensure projects are achievable within given timeframes and resourcing.

Project Implementation: Students will carry out project activities, this may happen in allocated ASVGE time or other time in the school day. For example, delivering an activity to other grades during class time or surveying students during lunchtime.

Project Selection

From the capability-building workshops, students will have created a Kookaburra which has actions (**feathers**) which correspond to gender inequality issues (**rocks**) happening in the school. Prior to project selection session the teachers/facilitators will need to have collated feathers.

In framing project brainstorming, actions need to be within project scope (i.e. gender equality), with adequate resourcing available to implement. To support students to identify manageable projects a range of examples are provided with qualifier that actions need to respond to gender inequality issues (**rocks**) at their school. Teacher or facilitator's key role is supporting students to develop their ideas, keep projects within scope and timelines. Depending on the progress of the Kookaburra, students may require more time to brainstorm actions (**feathers**) and if so should carry out the consolidation activity.

The project selection session can be delivered as two sessions, with the first session focused on Kookaburra review and consolidation. Then the second focused on prioritisation and project selection. If delivered as two sessions, then the Implementation Tool needs to be reviewed.

Learning Intention

- Students can identify project ideas which will address gender inequality at their school
- Students can prioritise projects ideas
- Students can identify personal skills and strengths

Materials:

- Kookaburra
- Additional feathers and rocks
- Group Selection Handout

OPENING (5 MINUTES)

- Acknowledgement of Country
- Group Agreement
- Learning Intentions
- Question Box (as required)

TUNING-IN ACTIVITY: THIS OR THAT (5 MINUTES)

Explain to students that they will be provided with topics or activities that have been covered in workshops and asked to vote on which one they preferred.

Ask students to stand up. For option A they will put hands on heads and for option B cross arms.

Start with a practice question:

- *Do you think it is more important to brush your teeth everyday OR brush your hair every day?*

Questions:

- *Tuning-in activity OR question box*
- *Gender stereotypical people OR verb race*
- *Being an active bystander or Gender Equality 101*

Ask students to sit back down.

Reflection: Even though we have all done same workshops some people prefer certain activities or find certain topics more interesting.

TUNING-IN ACTIVITY (CONTINUED)

Thinking different things can be barriers (fence). Sometimes being unfair is fair. Today will be looking at deciding projects and might feel unfair if your one is not chosen but is about hearing lots of ideas and deciding as a group.

SHOW AND TELL (7 MINUTES)

Select 3 project examples from case studies and present to students.

Students to vote independently (eyes closed, hands up) on their favourite to demonstrate different preferences and encourage autonomy of choice (we want students not to follow their classmate's choice).

Reflection: As you can see, we all have different preferences and that is great. Reminder that today will be looking at deciding projects today and might feel unfair if your one is not chosen but is about hearing lots of ideas and deciding as a group.

KOOKABURRA REVIEW (10 MINUTES)

Present the groupings of rocks and feathers to students. Differentiate between projects that are budding ideas, highlight projects which are beyond scope and/or refine them into achievable student projects.

If required seek clarifying information and link project ideas to workshop content or known gender equality challenges. Work with students to shortlist projects to vote on and move on to shortlist activity below.

If students require more time, use the 'consolidating' activity.

OPTIONAL CONSOLIDATING (15 MINUTES)

Split the class into pairs
Ask pairs to think of project ideas (feathers) which relate to these issues (rocks) or other ones you identify or refine the project idea. Prompt question:

Do the project ideas address the gender inequality issue you're seeing at your school?

If students require more prompts, then provide the audit tool which provides areas of the school community that already have good action, and opportunities to improve gender equality. Explain the tool was developed by another community organisation to help other students tackle gender inequality, as it is something that lots of young people experience too, not just at this school. Supporting question:

What evidence do you have that proves or disproves each square?

Would other people at this school have different ideas?

SHORTLISTING, GROUPING AND FINALISING PROJECTS (15 MINUTES)

Invite some students to point to some of their favourite actions on the list, and to explain why they think those actions are particularly important.

What do you like about this project and why?

What would you do differently and why?

OPTIONAL CONSOLIDATING (CONTINUED)

Ask students to see which actions stand out the most to them and mark them each with a coloured sticker. Students complete this individually (i.e. each student gets 3 stickers to use), table by table. Students can use more than one sticker if they really like an idea.

Look at which projects have most stickers. The number of projects will depend on how many students there are, maximum 15 per project.

If the process needs to be repeated provide students with different colour stickers to re-do the process.

Present to the class the final project(s) that will be happening.

Hold space for disappointment

PROJECT SELECTION AND CLOSING (10 MINUTES)

Provide students with project handout forms to independently complete and support with any questions.

Collect forms and let students know that they will find out project groups by next session. Next session will be starting to complete project plans.

Note: if only one project is being done then you do not need to include project selection part of handout. It will still be useful for students to identify the skills they can bring.

> Following the session teachers or community partners will need to sort and organise students into groups (maximum group size of 15) with consideration of group dynamics, student leaders and gender composition.
>
> If community partners are involved, request review from teachers around group dynamics.

Project Planning

Group Allocation: At the first project planning session, students will be informed of their project group and which staff member they will be working with. There should be one staff member to support each project group. Students may find it helpful to generate a new group agreement or use the existing one to support group work.

Project Documents: In each project planning session, students will work through the project planning tool, and aim to complete one page per session. If there are multiple projects, then each group may work through the template at a different pace. Project timelines will be recorded in the Implementation Tool, completed in Phase One by the school and/or community organisation.
The Project Plan Tool includes timelines which should be aligned to the Implementation Tool. This should be reviewed by teachers to identify any date clashes where project sessions will not occur, due to planned activities (e.g. school camps, swimming carnivals).

Project Resources and Support: During Phase Three, teachers or facilitator's main role is to manage expectations, support planning activities, and ensure that students have access to required resources. Projects should not put undue burden on the school or cause disruption. Resources may include people who can support projects so teachers or facilitators can identify community partners, or individuals in the school community, who can support projects.

If there are multiple student projects, teachers and facilitators may need to think about how to manage resourcing and support needs to ensure that each student project is well supported and to minimise classroom disruption. For example, if four groups have decided to run gender equality workshops for Grade 1 students, then this may create some disruption for these classes.

Project Implementation

Project implementation includes the design and delivery of project activities, and will differ, depending on projects students have chosen. To successfully implement the project, it's important that students and facilitators regularly review their completed project plan, to ensure their activities are on schedule.

Teacher or facilitator's key role is supporting students to design project elements, ensuring access to resources, and communicating with other school staff or community organisations (as required). For example, if students are designing gender equality sessions for other grades, then teachers will need to communicate with other school staff to identify the most suitable times which do not cause undue disruption or burden for the school.
Another key activity is regular review of implementation timelines by teachers and facilitators to ensure that projects are on schedule. For external facilitators, there will need to be regular communication with schools to ensure projects are not placing undue burden or disruption on the school.

PHASE FOUR: LEGACY

Phase Four: Legacy

Celebration Event

A celebration event is an important milestone to showcase the students' projects to the wider school community and build students' sense of achievement!
Involving families and communities is an important part of a whole school approach to the Respectful Relationships Initiative and a celebration event communicates a clear message of support for gender equality.

The school is responsible for the celebration event and format will be dependent on the student-projects. For example, a school assembly to the whole school community, presentation to other students, 'grand opening' of the project (e.g. a mural), or a 'graduation ceremony' where parent and carers are invited to hear about student learning and their projects. After the celebration event, information about the student-led projects can be communicated to the school community through newsletters, online platforms (e.g. Compass) For partner organisations, any photos or videos communication about the ASVGE project or student-led projects needs to have appropriate consent obtained.

Future Implementation

The ASVGE project has been designed as an ongoing project to build a gender equitable school environment and culture. It is important for the school to consider how to embed student-projects into the school. For example, if students create a resource (e.g. video, zine) can this be included in Respectful Relationships lessons. For future implementation, stakeholders should consider how it builds on first year learning and activities. For example, consider handover from students to next student cohort and explore how student-projects can build on previous ones.

If ASVGE has been delivered in partnership with a community organisation, this is an opportunity to consider future roles, responsibilities and timelines for future delivery. Implementation may change with respective partners being responsible for different project activities, depending on partner capacity, capability and confidence with materials.

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PHASE TWO SESSION PLANS AND HANDOUTS

Phase Two Session Plans

Workshop One: Activating Student Voice for Gender Equality

To understand students' baseline knowledge and confidence on gender equality, this session includes an evaluation activity. The activity can either be completion of the student survey (Appendix 5) or take part in the knowledge check activity. Instructions for both are included in session plan.

Learning Intention

- Students can describe the ASVGE Project
- Students know the project team and each other
- Students can identify positive ways of working together

Materials:

- Chairs
- Butchers paper
- Sticky tape
- Markers
- Handout One: Case Studies
- Handout Two: Draft group Agreement (handout one)
- Handout Three: Evaluation Questions (1 per student) with 5 Jars with Strongly Agree, Agree, Do Not Know, Disagree, Strongly Disagree labels on.
- OR Student Survey (Appendix 5)

OPENING (5 MINUTES)

- Facilitators introduce themselves (name and pronouns). (Note: only for external facilitators)
- Acknowledgement of Country
- Learning Intentions

TUNING-IN ACTIVITY: I AM SOMEONE WHO... (5 MINUTES)

Students and facilitators sit in a circle. Remove one chair so there is one less chair than people. The person without a seat stands in the middle and says, "I am someone who..." and completes the sentence with a fact about themselves. Encourage students to share something that classmates may not know and is not an element of their physical appearance (e.g. a skill they have, a value they hold).

Anyone else in the circle who also has that characteristic is required to get up and move to a different seat. Whoever misses out on a seat becomes the next person in the middle.

If needed, participating adults can deliberately 'miss out' on a seat so that they can model the type of statements. Continue for as many rounds as time or interest allows

Wrap-up: That was great getting to know a little about you all. We hope that you learned something about us, and that maybe you learned something new about your classmates too!

PROJECT INTRODUCTION (15 MINUTES)

Explain that through the ASVGE project this cohort will work together to help create a gender-equitable, respectful, and safe school where no-one is put down based on their gender identity or not allowed to do certain activities because of their gender identity. Explain that the first part of this project will be learning about gender equality and respectful relationships. The second part will be designing student-led projects on gender inequality issues students identify. Let students know that it is ok if they do not know what some of these terms are as will learn through the project.

Offer time for questions. Share examples of projects from similar case studies (handout).

Introduce gender lens analogy: When we learn about gender equality and inequality, we will start to notice how it shows up in your lives. We compare this to having gender glasses, and your prescription is growing stronger as the weeks goes by as you are more aware of ridged gender stereotypes and gender norms you will notice this more and more.

Introduce the question box:
We will have a question box which you can put anonymous questions in over the week. We will collect questions at the end of each workshop and answer in the next workshop. These are anonymous questions so don't put your name on them. As the questions are anonymous, we will not know who they have come from. Be clear with your questions and make sure they relate to the project.

GROUP AGREEMENT (10 MINUTES)

A group agreement guides the way we behave and interact, the expectations we share, and the ways we will work together. It's something we agree together, and it will be carried into the ASVGE project. The group agreement isn't set in stone – we can adapt and change as we need. The group agreement applies to students and teachers/facilitators.

Present the draft group agreement (on butchers paper) to students (note: if have a classroom or school agreement include this in the draft group agreement).

Ask students what is missing or needs to be changed.

Ask students if gendered behaviours need to be considered (e.g sharing talking time between genders, sharing how tasks are divided up between genders, working in mixed groups).

Let students know that will be revisiting group agreement at beginning of workshops and can add to it throughout the project.

Talk to students about difference between being unsafe and uncomfortable: *It can be useful to remember there is a difference between being unsafe and being uncomfortable. Feeling unsafe means that a person's mental, physical, spiritual and emotional wellbeing is in harms way. The facilitators ensure that this workshop is safe and provide supports available at the school.*

GROUP AGREEMENT (CONTINUED)

Feeling uncomfortable means that you might feel out of your comfort zone, maybe learning something new that is making you rethink or reflect, might be feeling challenged. We can feel uncomfortable and be safe at the same time. Feeling uncomfortable is often when we do a lot of learning and growing!

KNOWLEDGE CHECK (15 MINUTES)

Explain to students that are going to do an activity to understand their current knowledge and confidence on gender equality. Let students know that this is not a test, so no correct answers.

<u>Student Survey</u>
Provide each student with student survey. Ask students to anonymously fill out the survey and raise their hand if they have any questions.

<u>OR Knowledge Check</u>

Provide students with pre-evaluation questions and invite them to put each statement in a set of jars that are labelled. Statement does not have to go in the same jar and students should think of their opinion on each statement.

Let students know this is anonymous and will not be asking for discussions so they can share their honest thoughts.

Thank students for participating and let them know the activity will be repeated at end of workshops.

CLOSING (10 MINUTES)

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be - **Active Respect in Relationships.**

Workshop Two: Active Respect in Relationships

Learning Intention

- Students can identify the behaviours and actions they value in respectful friendships
- Students can identify key behaviours indicative of respectful relationships and explore these as potential standards for cross-gender relationships

Materials:

- Group Agreement
- Butchers paper
- Pens
- Handout One: 100 positive verbs
- Handout Two: 70 negative verbs
- *Young People's Voices on Respect* (Merri-bek Council) Video.

OPENING (5-10 MINUTES)

- Facilitator introductions (note: only for external facilitators)
- Acknowledgement of Country
- Learning Intentions
- Group Agreement
- Disclaimer and disclosure statement (safety) and school supports
- Answer any questions from the question box

COUNTING AS A GROUP TUNING-IN ACTIVITY (7 MINUTES)

Explain that the aim is to count as high as we can as a group. Anyone can say a number at any time. If two (or more) people speak at the same time, we go back to zero and start over. The only rule is that you cannot go around in a circle.

Students will complete activity as small groups (5-6) first and then come together in one group to complete the activity again. Have a few attempts and then bring whole class together to do as one group.

Debrief with discussion points:

- How did that compare doing in the small group and whole class?
- What are the different skill involved in doing this well? (e.g. listening, eye contact, body language, tuning in to the 'vibe', speaking up, choosing not to speak)
- Why are we wanting to put some 'rules' in place?
- How might these sorts of agreements sometimes be helpful? (e.g. agreed way of working together, can help things run more smoothly)
- What might be some drawbacks to having rules imposed? (e.g. not everyone might agree with the rules suggested, rules might advantage some people over others)
- Are there any patterns to who is more likely to say a number vs who is more likely to hold back? (e.g. is this gendered?)

Close: As you can see by respectful listening and being aware of how others participate meant that we were able to get to higher numbers. This teamwork and respectful behaviour are in the group agreement to help us work together well. The activity showed that we do not always get things right the first time but when we work together and learn from each other we can get better.

RESPECTFUL BEHAVIOUR (30 MINUTES)

Adapted from RRRR Topic 8, Activity 3: Active Respect in Peer Relationships.

Play *Young People's Voices on Respect* (Merri-bek Council) video.

Write the word respect on the whiteboard/butchers paper at front of classroom. Ask students what they think respect is and add to whiteboard/butchers paper.

Explain that showing respect to someone means acting in a way that shows care for a person's feelings and wellbeing. Respect is something that we show regardless of how we feel. It does not have to be based on an emotion (that is, only treating people respectfully when we are in the mood to do it). Rather, true respectful behaviour is based on a decision to treat people in a way that respects their rights.

Explain that respect shows up in behaviour. In this case, a verb (a doing word) can be more useful than an adjective (describing word), because it suggests what we can do, rather than describing what we are like. For example: Listen is a verb. Attentive is an adjective. Ask the class to brainstorm respectful behaviour verbs and put on whiteboard/butchers paper.

Give small groups (4–6) butchers paper and pens. In their groups start a positive verbs 'race' – with groups aiming to think up the largest number of respectful behaviour verbs in 3 minutes.

Ask the group with the largest collection to read theirs out. Check to see that all the words are verbs, or if not, invite contributions from classmates who can transform them into verbs. Invite groups who had words that were not included in the first group's list to add their additional verbs.

Provide students with 100 Positive verb list and ask to find verbs they had not thought of or any that are not on this list. Ask them to pick the top 10 verbs from the 100 Positive verb list that they would choose to have demonstrated by their friends. Ask them to write them down individually on the group paper. Prompt them with the phrase, 'I appreciate it when my friends DO this…'.

Ask students to come up with one or two specific examples of what a relevant action might look like (e.g. I appreciate it when my friends 'promise' to do something and follow through).

Ask students to pair share to make comparisons, explaining their choices. Then arrange for pairs to meet with another pair, making a group of four (mixed-gender groups where possible). When they meet, the original partners should introduce their partner's choices, explaining why that person values these actions. Ask students what sorts of actions are valued within friendships. Ask students to report back on what they noticed as they compared choices.

Ask students if there were any gendered elements to choices (e.g. were boys more likely to choose words like assert, risk, joke? Were girls more likely to choose words like love, hug, care, nurture?).

RESPECTFUL BEHAVIOUR (CONTINUED)

Emphasis to be placed on upholding respectful behaviour regardless of gender identity.

Shift the thinking to actions that are valued in friendships within cross-gender relationships. Ask:

- Would you choose some different verbs or the same ones?
- Does it make any difference?
- Would you change your top ten? Why or why not? If making changes, what would you choose?

Point out that 'respectful' is an inclusive adjective in that it can cover a lot of actions.

Ask students what the opposite of respect is. They can refer to the list of 70 negative verbs if needed.

Ask what emotions we feel when we feel that others show respect for us? Note that 'respect' can mean different things to different people. Respect can look different for people. For example, for some people eye contact is considered respectful and for other people it is seen as disrespectful.

How would someone know what another person experiences as 'respectful'?

Are there any qualities/actions that are non-negotiable or universal when it comes to respect?

Summarise students answers and highlight key points. Remind students that it is important to have respectful behaviours to make people feel safe and build a respectful school for all.

CLOSING (10 MINUTES)

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be - **Gender Stereotypes.**

Workshop Three: Gender Stereotypes

Learning Intention

- Students understand the terms 'sex', 'gender', and 'gender stereotypes'
- Students will be able to identify gender stereotypes and their negative impacts.
- Students will understand the link between gender stereotypes and gender inequality and gender-based violence.

Materials:

- Group Agreement
- Butchers Paper with outline of figure drawn on
- Pins or Blu Tack to hang paper-up
- Pens
- Handout One: Definitions .

OPENING (5-10 MINUTES)

- Facilitator introductions (note: only for external facilitators)
- Acknowledgement of Country
- Learning Intentions
- Group Agreement
- Disclaimer and disclosure statement (safety) and school supports
- Answer any questions from the question box

TUNING-IN ACTIVITY: WOULD YOU RATHER (5 MINUTES)

Ask students to stand up at desks. Explain that they will be given a 'Would you Rather question' with two options and they pick the one they prefer. For the first option, put hands on head for one and for the second option cross arms. There is no right or wrong answer, just their opinions.

Start will silly questions then move to more meaningful questions. Move between the questions quite quickly, people don't need to explain their choices. Ask around 5 questions, depending on time. Suggested questions are:

- Would you rather be able to fly OR be able to turn invisible?
- Would you rather eat a bowl of spaghetti without sauce OR you would rather eat a bowl of spaghetti without noodles
- Would you rather go back 10 years into the past OR go forward 10 years into the future?
- Would you rather be an amazing dancer OR be an amazing singer?
- Would you rather be a successful business owner OR be a scientist who discovered something groundbreaking?
- Would you rather be stronger than average OR smarter than average?
- Would you rather be the leader of a team OR be a team member?

Ask everyone to sit back down. Ask students what they noticed about that activity? Did everyone agree all of the time?

Close: As we can see from that quick bit of fun, there is plenty of diversity in the room – we often have different ideas, opinions and reasons why we hold these. We can have different ideas and still respect each other, communicate respectfully and respectfully disagree.

We can have different opinions and wants and still support each other and want everyone to achieve their goals and own happiness. Keep this in mind throughout the rest of the workshop and activities.

KEY CONCEPTS (10 MINUTES)

Adapted from RRRR Topic 7. Activity 1: Talking about gender – from inclusive language to inclusive actions.

Explain to class that we are going to be talking about some key terms which are important to know. Put up 'Sex' and 'Gender' definition printouts at front of class and read out.

Sex: We use the word 'sex' for a person's biological sex characteristics. This includes their sex chromosomes, hormones and reproductive organs. Most people are assigned a sex at birth, like male or female, which is based on a person's sex characteristics and reproductive organs observed at or soon after birth.

Gender: Gender is a part of a person's personal and social identity. It's part of how you understand who you are and how you interact with other people. We also use the word 'gender' to describe the expectations that people learn from their society, depending on what sex they were born or assigned at birth.

These expectations and pressures about what a society expects girls, boys, men and women to be like are shaped by culture, traditions and history.

We also use the word 'gender' to describe the expectations that people learn from their society, depending on what sex they were born or assigned at birth. These expectations and pressures about what a society expects girls, boys, men and women to be like are shaped by culture, traditions and history.

This includes things like expectations about the way people dress and behave, and what kinds of roles they should have at home and work.

This includes things like expectations about the way people dress and behave, and what kinds of roles they should have at home and work.
The expectations or unwritten rules about how women and men, or girls and boys, should behave and should be treated are called 'gender norms'.

Gender norms can change over time, vary from culture to culture, and play out differently at different stages in a person's life.

Gender norms around masculinities can affect people of any gender, including non-binary or transgender people. In the workshop today we are often going to be using binary language, language that assumes/implies there are only two categories of sex and gender.

This means we are often going to be using language like men and women. This is not representative of the gender diversity of the population. We know that there are not only two categories of sex and gender. We know there is much more diversity within our community.

KEY CONCEPTS (CONTINUED)

So why are we going to use language like men and women? Because gender norms and stereotypes about how men and women are expected to be impact everyone and they give us a starting point for our discussions.

Ask students if they know what a gender stereotype is.

Put up gender stereotype definition at the front of the class and read.

Stereotypes: generalised and over-simplified ideas about the characteristics, attributes, and roles of people of all genders.

Gender Stereotypes: A stereotype that refers to girls, boys, men or women is called a gender stereotype.

Ask class if they have any examples of gender stereotypes. Can use prompts:

- Only girls like pink and only boys like blue
- Boys are better at sport
- Girls are naturally more nurturing

Explain that in today's workshop will be looking at gender stereotypes and the impact they have on us all.

BUILD A PERSON ACTIVITY (25 MINUTES)

Split the class into small groups (5 max). Give each group pens and a piece of butcher paper with a body outline. Each paper will have either 'man' or 'woman' written on it.

Ask each group to create a character who is a stereotypical man or woman; how a man or a woman is expected to be.

Ask them to consider how they dress, their looks, goals, dreams, likes, dislikes. They can draw, write, and use symbols to build their person, noting it is not an artistic competition. Note that students do not have to agree with or believe the stereotypes or norms, they are looking at how wider society view them. Ask groups to pick one person to report back on 3 parts of their character.

Facilitators to walk around to assist and prompt groups. After 10mins bring the whole class back together.

One at a time, ask nominated person to come pin their character up at front of class and report on three things.

With all characters on display, use processing questions to guide discussion.

- What was that experience like? Easy or difficult to create the characters? Did everyone agree?
- What do you notice about the male and female characters? (Collating the characters from different groups) What are the common traits of the characters?
- Which of the traits are 'fixed' and which can be changed?
- Are the characters realistic?
    - Where do we learn these gender norms from?
- Do the gender norms give one group more power and respect? Additional prompt - are any of the gender norms likely to lead to people (society) believing that one group has/deserves greater access to resources (money, status, free time, respect, influence etc) or rights? (can expand discussion to consider between men and women; different groups of men or women).

BUILD A PERSON ACTIVITY (CONTINUED)

- Who is not represented by the characters? (include discussion of trans and gender-diverse people)

Introduce the term '**Policing**' as a word that can be used to describe the actions that people take to discourage boys and girls from being different from gendered expectations.

Ask: What could happen to a **male character** if they didn't conform to what is expected of a boy/man? How might they feel? How might they be treated? What might they be called?

Additional Questions if time permits:

- How might they be treated by other boys/men?
- How might they be treated by girls/women?
- What impact could this have on male character?

Ask: What could happen to a **female** character if they didn't conform to what is expected of a girl/woman? How might they feel? How might they be treated? What might they be called?

Additional questions if time permits:

- How might they be treated by other girls/women?
- How might they be treated by boys/men?
- What impact could this have on female character?

HARM OF GENDER STEREOTYPES (10 MINUTES)

As we have discussed, people can experience harm (e.g. exclusion, bullying) if they do not conform to gender norms.

This can have a big impact and stoppeople from doing the sports, hobbies or jobs they want. It can encourage other harmful behaviour like boys not being encouraged to talk about their emotions.

Ask students what other impacts might be. Collect these and write them on the whiteboard. Prompt class to think of gender stereotypes for people of all genders.

Closing: As you can see form these there is a whole range of harm caused from gender stereotypes. As you can see gender stereotypes can be harmful. This is why people should be free to be themselves. And why we might need to take action to support that.

Explain that will be doing workshop on bystander action which will teach students how to safely challenge stereotypes – could also be something they want to address in their projects.

CLOSING

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be - **Gender Equality 101.**

Workshop Four: Gender Equality 101

Learning Intention

- Students understand the terms 'gender inequality, 'gender equality' and 'gender equity'.
- Students will be able to identify examples gender inequality
- Students will be able to identify behaviours to promote gender equality

Materials:

- 2 x sunglasses
- Ball of string
- Handout One: Definitions
- Handout Two: Equality and Equity

OPENING (5-10 MINUTES)

- Facilitator introductions (note: only for external facilitators)
- Acknowledgement of Country
- Learning Intentions
- Group Agreement
- Disclaimer and disclosure statement (safety) and school supports
- Answer any questions from the question box

TUNING-IN ACTIVITY: HUMAN ROCK, PAPER, SCISSORS (5 MINUTES)

As a group, decide on a full-body pose that will signify each element (e.g. Rock – each person of one group will bend down and hug their knees and curl into a ball so they look like a rock; Scissors – each person of one group will stand with legs apart and hands on waist so they look like a scissor).

After the poses are decided, break participants into two groups. For each round, each group will need to do one of the poses (everyone in each group will need to do the same pose). Each group will then have 20 seconds to strategise.

Once all of the groups have their poses decided, ask the two groups to face each other and count down from 3 (i.e. 3... 2... 1... Go). On "Go", each group will need to strike one of the three poses. Rock beats scissors, scissors beat paper, and paper beats rock.

Best out of five rounds wins.

RECAP (5 MINUTES)

Recap definitions of respectful behaviours, gender, gender stereotypes, gender norms. Put up definitions on the wall or point to those left up from last workshop.

Respectful Behaviour: are based on trust, honesty, fairness and equality. It's built by our actions and words.

Sex: We use the word 'sex' for a person's biological sex characteristics. This includes their sex chromosomes, hormones and reproductive organs. Most people are assigned a sex at birth, like male or female, which is based on a person's sex characteristics and reproductive organs observed at or soon after birth.

Gender: Gender is a part of a person's personal and social identity. It's part of how you understand who you are and how you interact with other people. We also use the word 'gender' to describe the expectations that people learn from their society, depending on what sex they were born or assigned at birth. These expectations and pressures about what a society expects girls, boys, men and women to be like are shaped by culture, traditions and history.

Stereotypes: generalised and over-simplified ideas about the characteristics, attributes, and roles of people of all genders.

Gender stereotype: is a stereotype that refers to girls, boys, men or women because of their gender

Gender norms: expectations or unwritten 'rules' about how people of all genders should behave and should be treated.

GENDER LENS REFLECTION (10 MINUTES)

Remind students of gender lens analogy from introduction workshop and how as you learn more about gender equality, gender stereotypes and norms you will see them more. We are going to talk about your gender lens and how it may have changed.

Explain to students we will be putting on sunglasses as our 'gender lens' and ask to share reflections since the project has started. Remind students of the group agreement and that they have the right to pass if they want. Encourage curiosity and listening. Pass glasses from student to student.

Prompt questions:

- Do you have any reflections from last week or from the start of the project?
- Have you noticed experiences of gender equality or inequality around the school (playground, classroom)?
- Have you noticed experiences of gender equality or inequality in the community?

Close: thank students for sharing and provide summary of what they've shared. Remind students that our gender lenses may be starting at different points and that is ok. Learning is a challenge and sometimes we make mistakes along the way. When we make mistakes, we can also be proud of ourselves for trying. When we know better, we can do better.

GENDER INEQUALITY (20 MINUTES)

Adapted from RRRR Topic 7. Activity 3 Facts about gender and equality of opportunity.

Explain that will be looking at what gender inequality, gender equality and gender equity are.

Ask students if they know what Gender inequality is.

Put definition of Gender Inequality up at front of the classroom.

Gender Inequality: treating people differently and unfairly because of a person's gender.

GENDER INEQUALITY (CONTINUED)

Provide examples of gender inequality:

- In Australia, there is a pay gap between men and women. On average, women's full-time wages are lower than men's in every industry and occupation in Australia. On average, women earn 14 per cent less than men for doing the same job. This means that for a woman to earn the same amount as a man, she would need to work 59 extra days in the year.
- A study of participation rates in Victorian sport showed that young people aged 10 to 14 were the most involved in sport. However, there were big gender differences, with nearly three-quarters of boys playing sport (74.0 per cent) but just over half of girls playing sport (53.1 per cent).
- Parental leave: Historically men have not had access or been encouraged to take parental leave.
- In 1902, women received the right to vote but this did not include Aboriginal and Torres Strait Islander people (either men or women). It was not until 1962 (60 years later) that Aboriginal and Torres Strait Islander people (including women) received the right to vote.

Ask students if they can identify other examples of gender inequality

Ask students what they think the impact of this is on women, men, gender-diverse people.

Now we've explored what gender inequality is, ask students what they think gender equality is.

Put definition of gender equality up on the whiteboard/wall and read.

Gender Equality: people of all genders having access to equal opportunities, resources and services.

Provide examples:

- Girls, boys and gender-diverse people getting paid the same amount of pocket money for the same jobs
- Girls, boys and gender-diverse people having the same opportunities to play sport at all levels.

Ask students why gender equality is needed.

How do respectful and disrespectful behaviours contribute to gender inequality (examples will show negative impact on both genders). Examples of behaviours:

- Saying "Man up"
- Saying "You run like a girl"

ASk students if they can think of any other behaviours.

Ask students if they can explain how gender stereotypes can create gender inequality?

Ask students who does it impact (boys or girls) and if it is a positive or negative impact on gender equality. Student to explain why they made that decision.

Ask students, if all gender stereotypes are assumed to be are true, is that respectful? Ask students if they understand, how our words and behaviours can create inequality?

EQUITY AND EQUALITY (5 MINUTES)

Some of you may have heard of the term gender equity. Ask students if they know what the difference between equality and equity is?

Put up Equality and Equity image at front of the classroom. Explain that equality and equity can be used to describe other forms of discrimination, such as racism and ableism.

The difference between equality and equity using the fence diagram, can be used to explain other forms of discrimination such as racism and ableism. Explain these terms to students as required.

CLOSING

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be starting to identify **project ideas** using a **Kookaburra**.

Workshop Five: Kookaburra

Learning Intention	Materials:
• Students will identify gender inequality issues in their school. • Students will identify strategies that they can take to create a gender equitable, safe and respectful school.	• Handout One: 'What do you see' (A4) • Handout Two: Kookaburra (A1) • Butchers paper/whiteboard • Handout Three: Feathers • Handout Four: Rocks • Blu Tack • Highlighter

OPENING (5-10 MINUTES)

- Facilitator introductions (note: only for external facilitators)
- Acknowledgement of Country
- Learning Intentions
- Group Agreement
- Disclaimer and disclosure statement (safety) and school supports
- Answer any questions from the question box

TUNING-IN ACTIVITY: WHAT DO YOU SEE (5 MINUTES)

Tell students that you are going to show them an image and that you want them to look at it and think about what they see but not say it. Show the handout to the class.

Ask students what they see in the picture. Select one student who sees the duck to point it out to the others. Do the same for the rabbit. Explain that other people may see other images. Ask the students to raise their hand if they see the duck then ask students to raise their hands if they see the rabbit.
Ask students:

- Why did some people see a duck while others saw a rabbit? Is there a correct way to see the picture?
- What did you feel towards those who saw the picture in the same way you did?
- What did you feel towards those who saw it differently?
- What did you feel when you 'discovered' the other aspect of the picture?
- Was there ever a time when you saw something one way and someone saw it differently?
    - Ever a time when this was about gender equality?

CLOSING

It is true that two people can look at the same picture and see something different. We all bring different perspectives to situations and that is ok, it does not necessarily mean someone is wrong or right. Over the workshops we have been building our gender lens as the more we learn gender equality, gender stereotypes and norms you will see them more.

Remind students that our gender lens may be starting at different points and that is ok. Learning is a challenge and sometimes we make mistakes along the way. When we make mistakes, we can also be proud of ourselves for trying. When we know better, we can do better.

TUNING-IN ACTIVITY (CONTINUED)

Today's session we are going to be thinking about our gender lens and how you have noticed gender equality and inequality at your school. We will use this to create projects.

ACTIVATING STUDENT VOICE FOR GENDER EQUALITY PROJECT REFRESHER (10 MINUTES)

The ASVGE project has two parts, the weekly workshops to build students' knowledge, skills, and confidence on gender equality and how to take action. The second part will be students designing and implementing gender equality projects in the school. Now that we've had a few workshops we want to start collecting ideas for projects to help us when we get to project part in a few weeks.

In the workshops we've been building your gender lenses, as we spoke about when we did the sunglasses activity so you may have been noticing things happening in the school. We want these projects to address issues you have seen, heard or experienced in the school, including to other students, to create a gender equitable, safe and respectful school.

As older years you have the most experience being at this school if you've been here since prep and you have respect from younger years so this is a good opportunity to be school leaders and think about your class legacy.

Ask students what Respect means and write on whiteboard/butchers paper.

Ask students what Gender Equality means and write on whiteboard/paper.

Ask students what Gender Equality means and write on whiteboard/butchers paper.

Ask students what Gender Equity means and the difference between Equality and Equity. If needed, provide refresher using Equality and Equity handout.

KOOKABURRA ACTIVITY (30 MINUTES)

Adapted from RRRR Topic 7, Activity 1: Talking about gender – from inclusive language to inclusive actions.

To help us identify issues in the school and actions we can take to build a gender equitable, safe, and respectful school we are going to use a Kookaburra. The Kookaburra is going to show what students, and their school community could do to contribute to a gender equitable, safe and respectful school, where all students feel valued and can participate.

Put the Kookaburra up. Draw a cloud on the Kookaburra and write 'gender equitable, safe, and respectful school'. Introduce the elements by holding up the relevant printout:

- **Cloud**: The cloud the bird is flying towards is the goal of a gender equitable, safe and respectful school.
- **Rocks**: The rocks are the issues of gender inequality we want to address. These are issues that students have seen, heard or experienced at school.
- **Feathers**: The feathers are the different actions that will help us to move towards the cloud (goal). Each feather can carry a different action.

KOOKABURRA (CONTINUED)

Assigns students to mixed-gender groups and give them **rock** handout. On each of the rocks they should write an example of gender inequality they have seen, heard or experienced in the school, including to other students which is stopping them from reaching the goal (**cloud**). An example of issues could be disrespectful language, female students feeling excluded to play sports, students being told they can't play certain sports or do activities because of their gender. Identify one group member to report back. Facilitators to float and support.

When students have identified their issues, ask each group to share with the rest of the class. Once students have shared ask if there are any other issues (**rocks**).

Give each group the **Feathers** handout. On each of the feathers they should write different actions to move towards the goal (**cloud**). Encourage students to think of actions that respond to the rocks the class has discussed. It is ok to think of other actions. Encourage students to think of actions that they could take as part of this project. An example of action students could take is surveying how students of different gender identities use playground space or teaching the younger grades about the importance of gender equality. Identify a different group member to report back. Facilitators to float and support students.

When students have identified their actions (**feathers)**, invite each designated group spokesperson to come put their feathers on the Kookaburra.

Ask the sttudents which **rock** that action (**feather**) is addressing and why it was chosen. Once students have shared ask if there are any other actions (**feathers**). Review the feathers and invite students to nominate the actions that they think will be most helpful. Mark or highlight those feathers.

Reflection Questions:

- Did you find that activity useful in understanding actions you can take to make school gender equitable, safe and inclusive?
- Was it easy/difficult?
- Was it easier to find examples of equality or inequality? If it is harder to identify the positives, we need to work on that over the coming weeks.

Summarise the kookaburra and let students know that the Kookaburra will stay on display throughout the project as a visual reminder of ideas. We will be adding to it across the next workshops as we learn more and develop our gender lens.

CLOSING (10 MINUTES)

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be - Upstander.

Workshop Six: Upstander

Learning Intention

- Students will understand the term 'Upstander'.
- Students will understand the role that Upstander action can play in challenging gender inequality.
- Students will be able to identify when it is safe to be an Upstander.
- Students will identify different forms of Upstander behaviour.

Materials:

- Worksheets
- Scenarios
- A5 Paper for drawing activity
- Clipboards
- Textas
- Handout One: Image A and Image B (A5) image A (enough copies each half the class)
- Handout Two: Peer Support Actions
- Handout Three: Upstander Scenarios
- *Bystander Effect Video*

OPENING (5-10 MINUTES)

- Facilitator introductions (note: only for external facilitators)
- Acknowledgement of Country
- Learning Intentions
- Group Agreement
- Disclaimer and disclosure statement (safety) and school supports
- Answer any questions from the question box

TUNING-IN ACTIVITY: BACK-TO-BACK DRAWING ACTIVITY (10 MINUTES)

Students split into pairs. The pair will then divide into two roles: Speaker and Listener. The Speaker and Listener will sit back-to-back. Provide the Speaker with Image A. The Speaker will attempt to describe Image A to the Listener, while the Listener tries their best to draw what the Speaker is describing using paper and clipboard. The Listener is only permitted to listen and cannot ask for clarifying questions, during the activity.

Once the drawing is completed, ask students:

- What directions did your partner give that helped you know what to draw?
- Were your instructions clear? What could you have done to prevent miscommunications?
- What questions did you want to ask the Speaker while you were drawing?

Switch roles of Speaker and Listener and try again with Image B. Once the drawing is completed, ask students:

- What directions did your partner give that helped you know what to draw?
- Did you the previous round answers change the way you gave instructions?
- What questions did you want to ask the Speaker while you were drawing?

Close: Active listening is a skill and can be developed with practice. Active listening skills are required to be an active bystander. It helps us notice what is happening in our surroundings, hear what others say, notice respectful and disrespectful behaviours.

UPSTANDER ACTION KEY CONCEPTS (10 MINUTES)

Ask students if anyone knows what a Bystander is. Explain the following definitions.

A **bystander** is somebody who observes an act of violence, discrimination or other disrespectful behaviour.

An **Upstander** is an individual who takes action to intervene or respond to the observed incident. Sometimes this person is called an **Active Bystander**.

A **passive bystander** refers to an individual who observes unacceptable or offensive behaviour and fails to act or intervene.

The '**bystander effect**' is where individuals do not offer help in an emergency when other people are present.

Play the *Bystander Effect* video.

We will have all been bystanders at some point. Today we will be looking at how we can be upstanders to respond to instances of gender inequality. This is important, as friends can play an important role in providing peer support, helping to set standards about what is acceptable behaviour, or in assisting a victim to get help. Everyone has a role they can take in preventing gender inequality, this role can look different. For example, role a teacher would take compared to a student.

There is no one way to be an upstander, there are different ways we can support our peers. We call this:

- do nothing
- direct
- indirect (during of after)
- distract, rules (protocol)

It is also important to keep ourselves safe and make sure we do not put ourselves in harm's way. Being an upstander is not putting yourself into dangerous situations.

What might prevent us from taking action? Research has identified three main factors:

- Thinking that others will help
- Fear of being judged by others,
- Relying on the judgement of others when we're not sure about a situation.

Today we are going to be working through scenarios to see how we might respond to situations. Go through the peer actions list with students. Ask them if there are any other actions they could take.

UPSTANDER ACTIVITY (30 MINUTES)

Adapted from RRRR Topic 8. Activity 5: Upstanders – providing peer support in response to gender-based violence

Explain that in the next activity the class will do some work in small groups to think about what people can do if they find that a friend or classmate is experiencing gender stereotypes, gender policing (e.g. name calling, laughing, violence).
This is important as peers can play an important role in providing peer support, helping to set standards about what is acceptable behaviour within their friendship group or school, and assisting a victim to get help.

UPSTANDER ACTIVITY (CONTINUED)

Read out the below scenario and go through as a class:

Bruno started paying a lot of attention to a girl in his class called Maria. He asked her a number of times to be his girlfriend and each time she said, 'No. I do not want a boyfriend'. He started standing really close to her and leaning against her when waiting in line to go into class. This made Maria feel uncomfortable. She tried to keep away from him, but for the last week Bruno did something like that every day. Others in the class can see when this is happening. Some people laugh, but others can see that it is making Maria upset.

Note: the sentence below can be added if want to escalate the behaviour in the scenrio.

A few times during PE he tried to grab her bra straps under her T-shirt.

Ask students:

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could friends of Bruno do to help?
- What could the friends of Maria do to help?
- Should an adult be informed about this? If so, who?

Looking at the peer-action list and actions we came up with:

- What Bruno's friends could say to him?
- What Maria's friends could say to her?
- What Maria's friends could say to Bruno.
- What Maria's friends could say to a teacher?

Split the class into small groups, give each one a scenario, peer-actions list, pens and paper. Each group will get the peer-action list and a scenario handout which presents a situation in which someone is experiencing gender-based violence. (**Note**: it is fine to double-up scenarios if you need to.)
Explain that the task is to read the scenario and use the questions on the card to guide them as they work out who is being harassed, who is doing the harassment, and then what the observers (friends or witnesses) could do in this situation.

Once the groups have completed the task, arrange for them to report back. Record some of the key actions suggested for the bystanders.

Have a class discussion using following questions:

- Would the responses be any different if the person experiencing disrespectful behaviour was an older child?
- Would the responses be any different if the person experiencing disrespectful behaviour was an adult?
- Would the responses be any different if the genders of person who was harassing someone, the victim and observers were different?

Additional talking points: Students may identify the same actions are needed, but there may be greater fear due to the power difference between an older child or adult perpetrator, and the victim and witnesses.
There might also be difficulties with ongoing harassment or assault if it is being committed by parties close to, or within the family of the victim.

UPSTANDER ACTIVITY (CONTINUED)

Remind students that harassment or assault is an even more serious matter when the perpetrator is older or more powerful than the target.

Review the list of key peer support actions to consider possible ways to categorise the different sorts of strategies suggested.
For example, students may see that some strategies are:

- peer-to-peer support
- help-seeking
- solo strategies enacted alone
- collective, which can be carried out together with others
- used during the incident
- follow up actions.

Each category of strategies is important. However most important, is the understanding that harassment and assault is a serious abuse of a person's rights and so it must be stopped. Those involved in harassment or assault need to learn it is not OK, and one day they could end up in serious trouble with the law.

Emphasise that if students are concerned about an experience that has happened to themselves or someone else, they may seek help from you or from a family member.

Explain how they can approach you or another teacher for support. Also identify other support that can be accessed in the school. Reconnect students to the Kids Helpline numbers and website in case they prefer to seek advice via this method.

Explain that sometimes a victim of harassment does not seek help until a long time after the experience. However, it is still useful for them to get support, even if it comes later down the track.

Display the peer support strategies developed by the class as a reference point for students who may be considering taking action on behalf of themselves or a peer.

KOOKABURRA (5 MINUTES)

Review the Kookaburra and ask students if they have any new rocks (issues) or feathers (actions) to add. Encourage them to develop feathers which respond to specific rocks.

CLOSING (10 MINUTES)

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be - Project Planning Skills.

Workshop Seven: Project Planning Skills

As the last workshop, an evaluation activity can be carried out in this workshop to see how students' knowledge and confidence on gender equality has changed. Teachers or external facilitators should repeat the activity from workshop one, either the student survey or knowledge check. Instructions for both are included in session plan.

Learning Intention

- Students will understand the term 'student-led design'
- Students will be familiar with the project planning tool
- Students will know about student-led gender equality projects

Materials:

- Project Planning template (Appendix 7)
- Workshop One, Handout One: Case Studies
- Handout One: Completed project planning tool
- A4 paper (enough for 1 piece per student)
- Recycling Bin
- Workshop One, Handout Three: Evaluation Questions (1 per student) with 5 Jars with Strongly Agree, Agree, Do Not Know, Disagree, Strongly Disagree labels on
- **OR** Student Survey (Appendix 5)

OPENING (5-10 MINUTES)

- Facilitator introductions (only for external facilitators)
- Acknowledgement of Country
- Learning Intentions
- Group Agreement
- Disclaimer and disclosure statement (safety) and school supports
- Answer any questions from the question box

TUNING-IN ACTIVITY: BALL TOSS (10 MINUTES)

Give each student a piece of paper and instruct them to roll them into a paper ball.

The facilitator stands at the front of the room with the recycling bin, so that it is relatively easy for the students in the front to throw a paper ball in, but difficult for the students in the back to do so.

Ask student to stand up at their seats and one-by-one try to throw one of their balls into the bin.

Ask students to raise their hand if they made their paper into the recycling bin.

Prompt students to look around the room and notice any patterns about who "made it" and who "missed their shot." There should be a greater number of students in the front row that made it.

BALL TOSS (CONTINUED)

Ask them the following questions:

- What did you notice about who was successful and who was not?
- Did everyone have the same opportunity to be successful?
- Who was more likely to notice it was unfair – the front row or back row?
- What could we do to make this activity more fair?
- What does this exercise have to do with gender equality?

Close: The purpose of this activity is to demonstrate inequality; we do not always have the same opportunities to reach the same goal. Tie back to equality, equity image. Today's workshop is going to build our skills to create projects to remove barriers.

STUDENT-LED PROJECTS

The projects that you are developing will be student-led projects. This is a way of working together that:

- bringing those who experience the issue into the centre of designing a solution (e.g gender inequality in a school).
- Partnering with those who have specific knowledge expertise (e.g community partners with gender equality knowledge).
- Equalising power between partners.
- Everyone contributes their strengths
- Roles and responsibilities need to be clear.

Project design is not about facilitators students what they should be doing. It is the idea that we will work together to understand and solve this problem from start to finish.

Student-led principles are:

- Experience (we all have different experience, students are best-placed to understand their school environment)
- Equality
- Empathy
- Embrace Uncertainty (we do not know what projects will be and that is ok!)
- Experiment (we will not always get things correct and that is ok. Making mistakes is part of learning)

On whiteboard draw two columns, one titled 'student strengths' and one 'teacher/facilitator strengths. Under student strengths write:

- Knowledge of their school, peers and families
- Relationships with peers, families and school staff
- Gender equality knowledge
- Know that gender equality is important

Under teacher/facilitator strengths write:

- Gender Equality Knowledge
- Access to resources
- Experiences with projects
- Relationship with students, teachers and parents/carers

Ask students if there are any other strengths to add to either column. To close, explain that as students are best placed to be leaders in this project, supported as needed by teachers/facilitators.

STUDENT GENDER EQUALITY PROJECTS (5 MINUTES)

Present student-led gender equality case studies. Note that these were projects responding to issues in their school, these issues may or may not happen at this school.

PROJECT PLAN (20 MINUTES)

Introduce the project plan template as tool that they will be using for their gender equality projects. Explain that they will be working in small groups to complete it, using one of the rocks from the Kookaburra. The purpose is to familiarise them with the tool and have a go at completing it. Do not worry if you do not get through all the sections.

Ask each group to chose one rock to use for their template*. Note: you can provide each group with a rock instead.* Each group will be given a completed template from another gender-equality project. Note that the timeline is not included in this.

Bring the class back together. Ask questions:

- What did you notice about this process of project planning?
- What can we learn from today?

KOOKABURRA (5 MINUTES)

Review the Kookaburra and ask students if they have any new rocks (issues) or feathers (actions) to add. Encourage them to develop feathers which respond to specific rocks.

KNOWLEDGE CHECK (15 MINUTES)

Remind students of activity they did in the first workshop. Explain to students that are going to repeat the activity to understand how their knowledge and confidence on gender equality have changed. Let students know that this is not a test, so no correct answers.

<u>Student Survey</u>
Provide each student with student survey. Ask students to anonymously fill out the survey and raise their hand if they have any questions. Collect in surveys.

<u>OR Knowledge Check</u>
Provide students with pre-evaluation questions and invite them to put each statement in a set of jars that are labelled. Statement does not have to go in the same jar and students should think of their opinion on each statement.

Let students know this is anonymous and will not be asking for discussions so they can share their honest thoughts.

CLOSING (10 MINUTES)

- Review Learning Intentions.
- Going around the classroom ask students to share one thing they are looking forward to/curious to learn more about as part of the project. Remind them of the group agreement.
- Remind students that talking about these topics can be hard and to talk to teacher or other support people.
- Remind students about the question box which will stay in their classroom.
- Let students know that the next workshop will be - **Project Selection.**

Workshop One: Activating Student Voice for Gender Equality

HANDOUT ONE: CASE STUDIES

Superheroes Video : After developing their gender lens through the workshops, students identified disrespectful language and behaviour around gender stereotypes in younger grades as an issue. To address this, they created a video showcasing respectful language and behaviours with superhero characters based on their school values (Respect, Resilience, and Kindness).
The students wanted to present what others could do to be respectful, rather than what not to do. The video features three scenarios of students being excluded by other students from everyday activities due to their gender. The superheroes Respect, Resilience, Kindness intervene and educate the students that people can do any activity, regardless of their gender.

The students created the story arc, wrote the script, animated the superheroes, acted and filmed in the video. A professional videographer was engaged to film and edit the video, which all group members featured in. The video was shown to all grades to teach them about gender equality in a fun and engaging way. The students were realistic in their aim, noting 'it's not going to fix everything... we hope it can teach the school community about gender equality and kindness' and that the video will encourage more respectful and inclusive behaviours.

Inclusive Sports Workshops: Students in this group observed challenges in sports participation and believed they could positively influence Grade 1 - 2 students by modelling respectful, inclusive behaviour and promoting shared use of play spaces. To achieve this, they planned to design sports activities for the Grade 1 and 2 classes, incorporating lessons on gender equality. These activities encouraged students to plan and play games fairly and respectfully with peers of the opposite gender.

Working in small groups, the project team collaborated to develop age-appropriate session plans with guidance from classroom teachers and project facilitators. They practiced delivering key messages about gender equality and provided feedback to one another to refine their plans. With enthusiasm, they implemented their sessions to approximately 100 younger students and conducted a mini-survey with participants afterward to assess the impact of their activities.

HANDOUT TWO: DRAFT GROUP AGREEMENT

- You don't have to be an expert
- Right to pass
- Respectful listening, language and behaviour
- Look out for each other
- Ask questions and be curious
- Adults around if you need
- Respect each other's privacy
- Kindness
- Look out for each other
- Have fun

HANDOUT THREE: KNOWLEDGE CHECK QUESTIONS

I KNOW WHAT GENDER EQUALITY IS.	**I FEEL CONFIDENT TO TALK ABOUT GENDER EQUALITY AT MY SCHOOL.**	**I FEEL CONFIDENT TO SPEAK UP WHEN I SEE EXAMPLES OF GENDER INEQUALITY AT MY SCHOOL.**
I THINK GENDER EQUALITY IS IMPORTANT.	**I KNOW HOW TO SUPPORT GENDER EQUALITY IN MY SCHOOL.**	**I FEEL MOTIVATED TO WORK TOWARDS GENDER EQUALITY IN MY SCHOOL.**
THE STUDENTS AT MY SCHOOL SUPPORT GENDER EQUALITY.	**I KNOW WHAT GENDER STEREOTYPES ARE.**	**I FEEL CONFIDENT TO SUGGEST TO MY SCHOOL THINGS THAT IT CAN DO TO SUPPORT GENDER EQUALITY.**

HANDOUT THREE: 100 POSITIVE VERBS[3]

Agree	**Organise**	**Enjoy**	**Sympathise**
Know	**Calm**	**Respect**	**Humour**
Appreciate	**Offer**	**Forgive**	**Trust**
Laugh	**Confide**	**Reassure**	**Honour**
Assert	**Please**	**Find**	**Talk**
Love	**Demonstrate**	**Rejoice**	**Heed**
Beam	**Prepare**	**Foster**	**Try**
Like	**Dedicate**	**Reward**	**Imagine**
Celebrate	**Produce**	**Fetch**	**Tell**
Listen	**Encourage**	**Remind**	**Invent**
Congratulate	**Promise**	**Gather**	**Include**
Look	**Endorse**	**Remember**	**Intuit**
Commiserate	**Protect**	**Greet**	**Think**
Motivate	**Energise**	**Resist**	**Insist**

3 From Resilience, Right and Respectful Relationships, Level 5-6 Learning Materials. Topic 8, Activity 3: Active Respect in peer relationships

HANDOUT THREE: 100 POSITIVE VERBS

Coordinate	**Play**	**Give**	**Understand**
Meet	**Enliven**	**Smile**	**Invite**
Care	**Plan**	**Get**	**Value**
Make	**Enthuse**	**Support**	**Inform**
Consider	**Queue**	**Grin**	**Volunteer**
Nurture	**Excite**	**Surprise**	**Interpret**
Cheer	**Risk**	**Help**	**Wave**
Notice	**Entertain**	**Show**	**Joke**
Clap	**Rally**	**Hear**	**Wait**
Observe	**Educate**	**Settle**	**Keep**
Create	**Realise**	**Hug**	**Welcome**

HANDOUT FOUR: 100 NEGATIVE VERBS[4]

Admonish	**Bash**	**Dictate**	**Grab**	**Berate**	**Criticise**
Ignore	**Nag**	**Rule**	**Threaten**	**Kick**	**Rebuff**
Assault	**Bump**	**Divulge**	**Grope**	**Brag**	**Damage**
Interrupt	**Offend**	**Scoff**	**Terrify**	**Lecture**	**Ridicule**
Annoy	**Boast**	**Embarrass**	**Harass**	**Force**	**Hinder**
Insult	**Overrun**	**Squabble**	**Tease**	**Snarl**	**Wreck**
Argue	**Boss**	**Envy**	**Harm**	**Frighten**	**Hurt**
Isolate	**Prevent**	**Scorn**	**Upset**	**Spoil**	**Yell**
Allege	**Cheat**	**Exclude**	**Hide**	**Bruise**	**Demand**
Jeer	**Punish**	**Sneer**	**Undermine**	**Manipulate**	**Ruin**
Attack	**Compete**	**Fight**	**Humiliate**	**Grumble**	**Taunt**
Judge	**Quit**	**Stigmatise**	**Vanquish**		

4 From Resilience, Right and Respectful Relationships, Level 5-6 Learning Materials. Topic 8, Activity 3: Active Respect in peer relationships

Workshop Three: Gender Stereotypes

HANDOUT ONE: DEFINITIONS [5]

Sex: We use the word 'sex' for a person's biological sex characteristics. This includes their sex chromosomes, hormones and reproductive organs. Most people are assigned a sex at birth, like male or female, which is based on a person's sex characteristics and reproductive organs observed at or soon after birth.

Gender: Gender is a part of a person's personal and social identity. It's part of how you understand who you are and how you interact with other people. We also use the word 'gender' to describe the expectations that people learn from their society, depending on what sex they were born or assigned at birth. These expectations and pressures about what a society expects girls, boys, men and women to be like are shaped by culture, traditions and history.

Gender norms: expectations or unwritten 'rules' about how women and men, or girls and boys, should behave and should be treated.

Stereotypes: generalised and over-simplified ideas about the characteristics, attributes, and roles of people of all genders.

Gender Stereotypes: A stereotype that refers to girls, boys, men or women is called a gender stereotype.

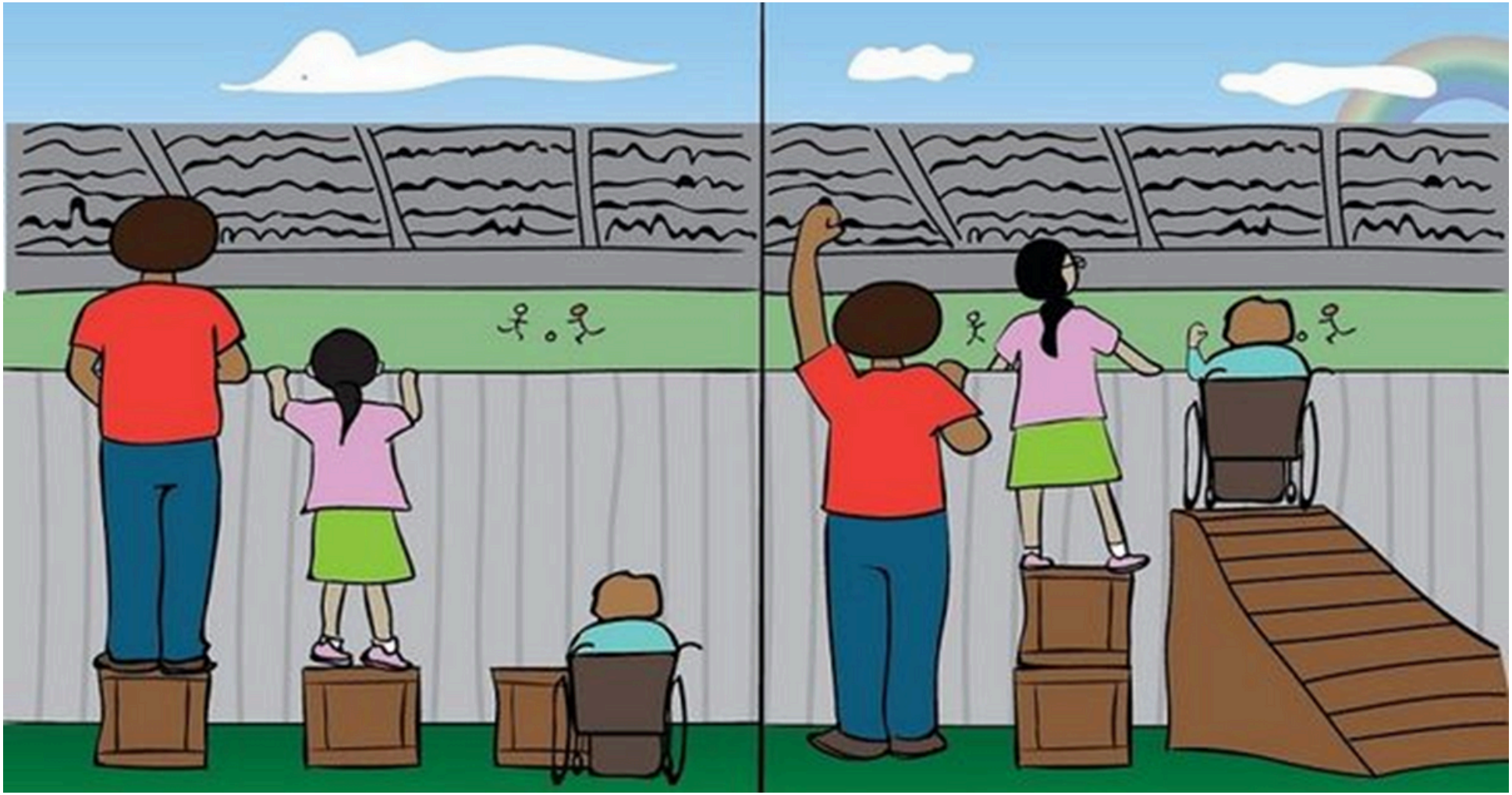
5 Definitions from Resilience, Right and Respectful Relationships, Level 5-6 Learning Materials.

HANDOUT ONE: DEFINITIONS

Gender Inequality: treating people differently and disadvantageously because of a person's gender.

Gender Equality: people of all genders having access to equal opportunities, resources and services.

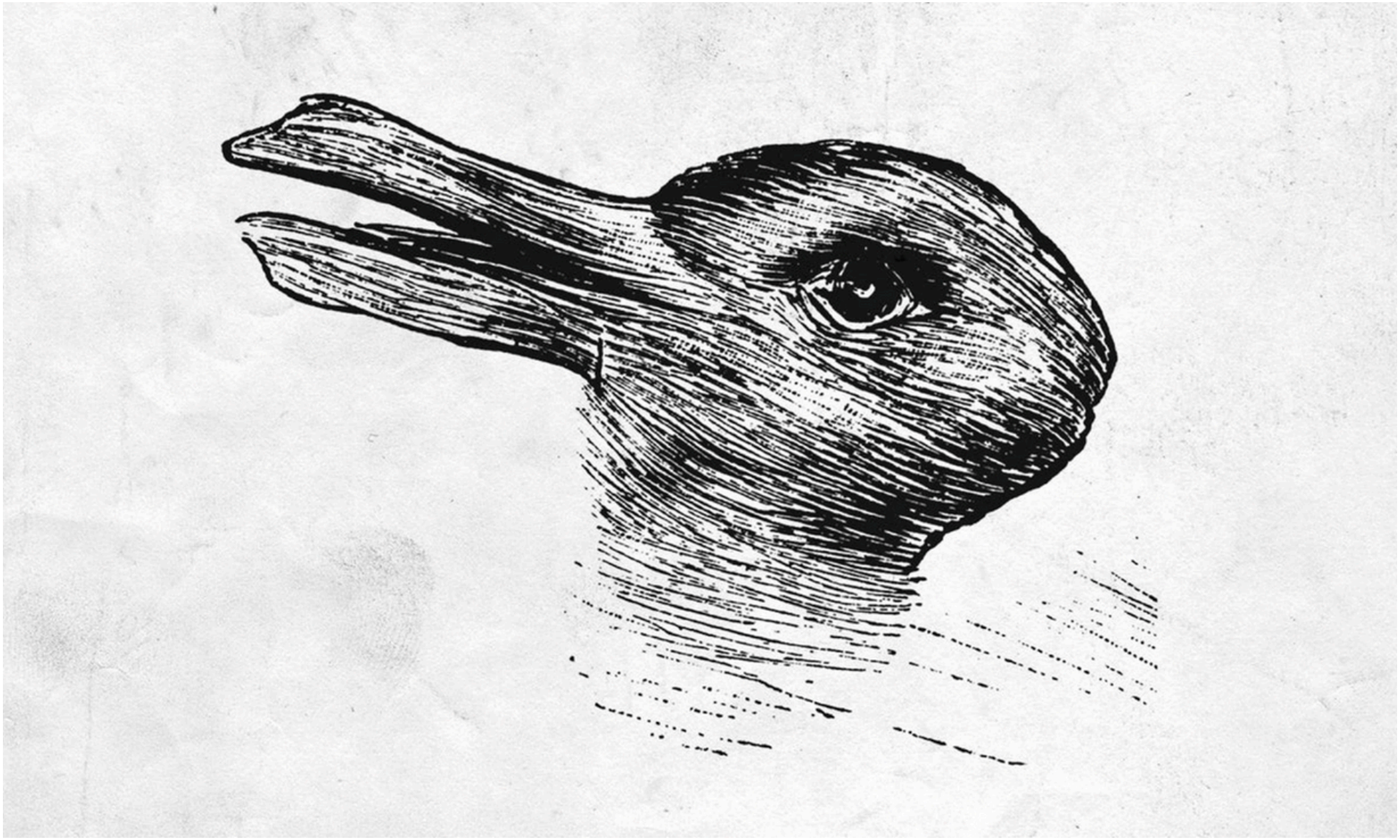
HANDOUT TWO: EQUALITY AND EQUITY



EQUALITY **EQUITY**

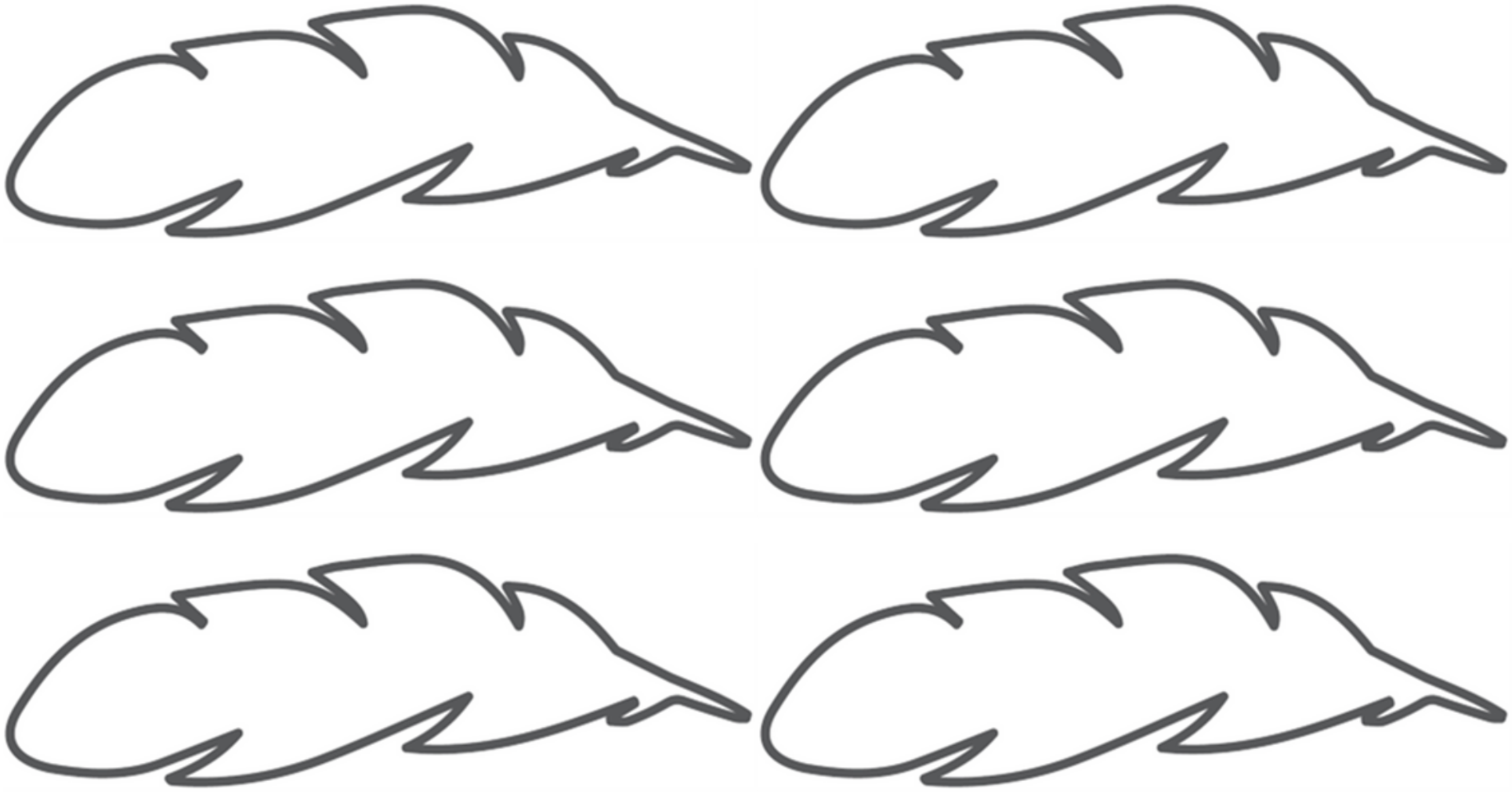
Source: www.equitytool.org/equity/

HANDOUT ONE: WHAT DO YOU SEE

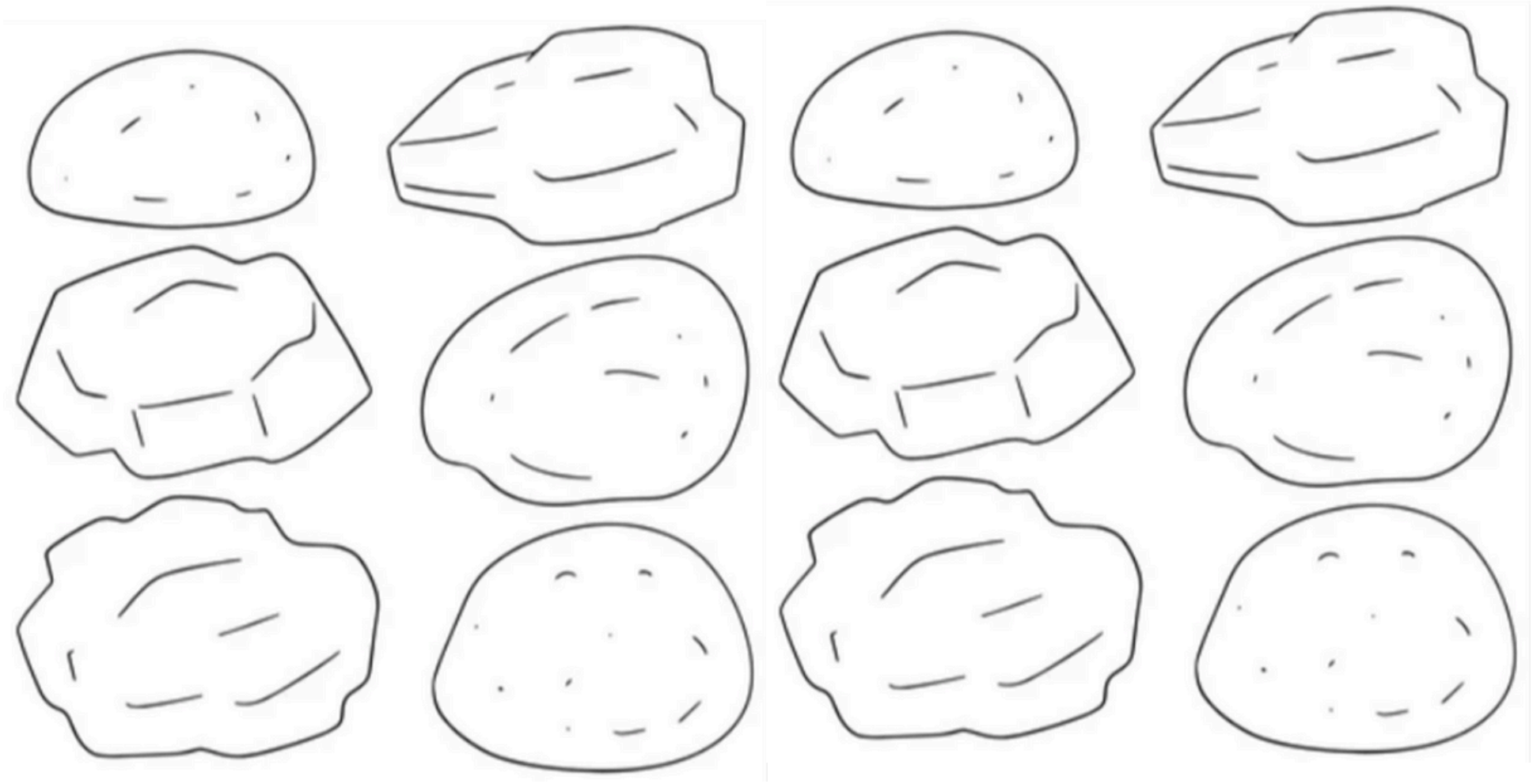


HANDOUT TWO: KOOKABURRA (PRINT IN A1)

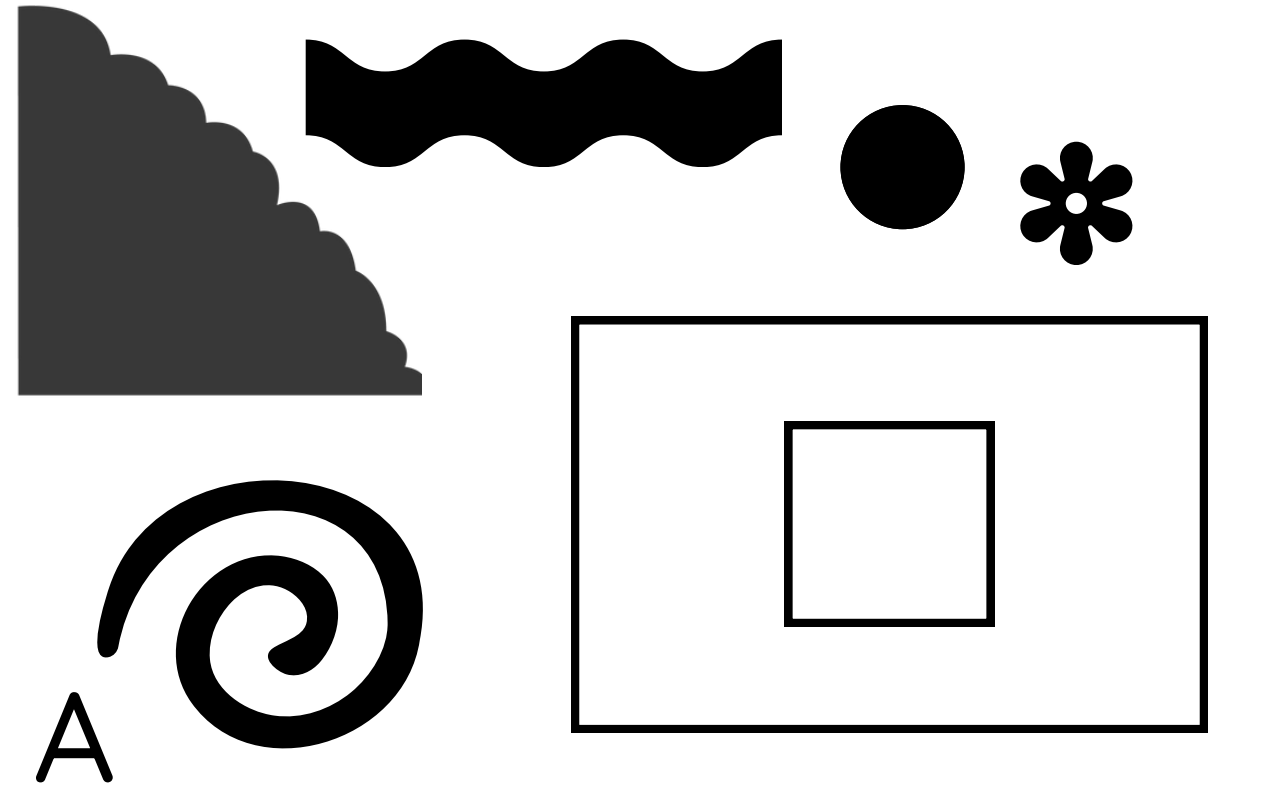
HANDOUT THREE: FEATHERS

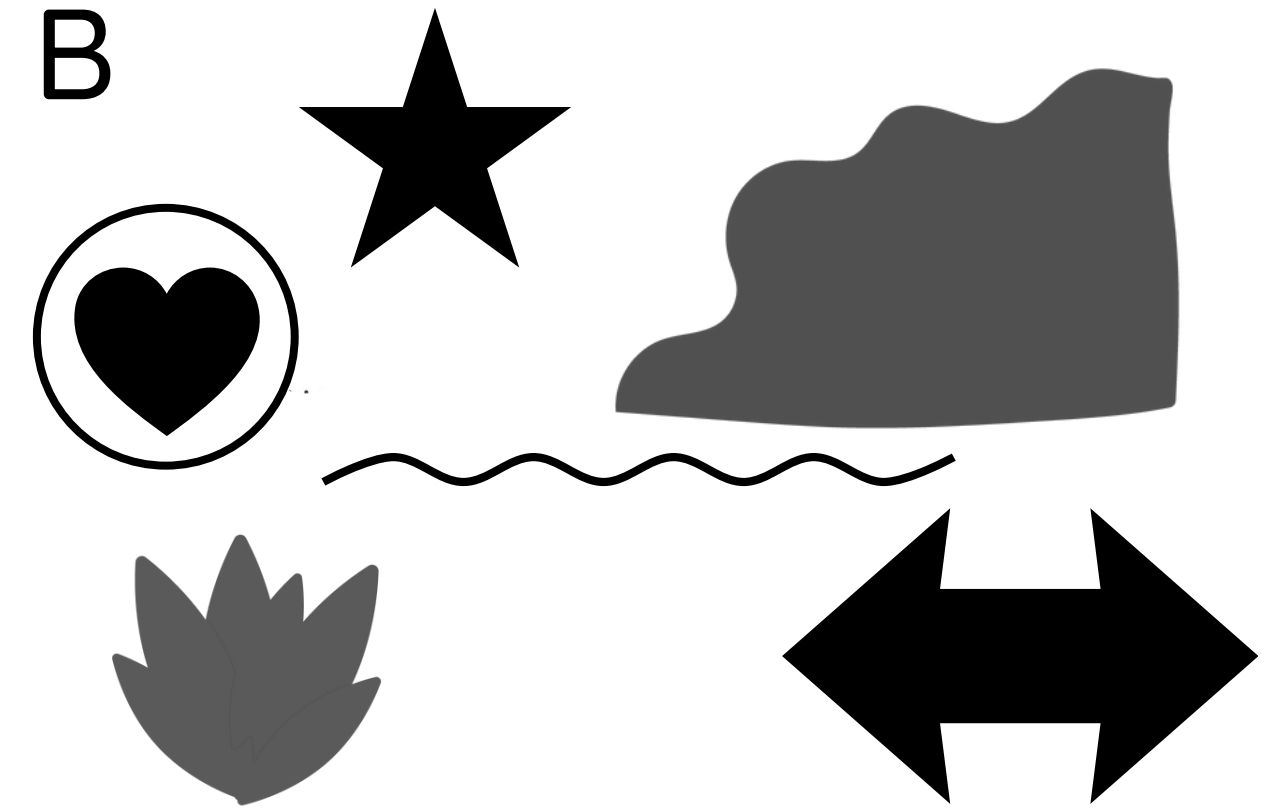


HANDOUT FOUR: ROCKS



HANDOUT ONE: IMAGE A AND IMAGE B





Workshop Six: Upstander

HANDOUT TWO: PEER-SUPPORT ACTIONS[6]

- Refuse to join in.
- Speak up to say you don't like what is going on.
- Send a verbal or non-verbal message of support to the victim.
- Distract peers by introducing a different topic or game.
- Follow up with the person afterwards to tell them you thought what was happening was not okay.
- Ask the person afterwards if they are okay.
- Ask for advice from a trusted adult, like a parent, carer or teacher.
- Tell a teacher, parent or carer that your classmate is being harassed and needs some help.
- Tell a teacher, parent or carer that a classmate is being abusive and needs to be told to stop.
- Help a friend to work out who to go to for help.
- Go with a friend to report the matter and to seek help.
- Go alone to ask a trusted adult to help the person and stop the abuse.
- Ask other peers to go with you to report the matter and ask for someone to step in to help the person.
- Follow up with the person afterwards and offer to help them report the matter.
- Tell your friend that even though they asked you not to tell anyone about their problem, you think it's so serious someone needs to know.
- Tell the person that to keep the matter a secret may lead to it getting worse or also happening to others.
- Reassure the person that change is possible if the right support is found.
- Tell the person that it is not their fault that this has happened to them, so not to feel ashamed.

6 Definitions from Resilience, Right and Respectful Relationships, Level 5-6 Learning Materials. Topic 8, Activity 3: Active Respect in peer relationships

Workshop Six: Upstander

HANDOUT THREE: UPSTANDER SITUATIONS

Scenario One:

Kai and Ahmed decided that they would like to play kiss chasey with the girls. They collected four other friends and then approached a group of three of their female classmates. First, the boys asked the girls if they wanted to play chasey and the girls said yes. Then the boys said it had to be kiss chasey. The girls said no – no kissing, but chasey was OK. They started to play, and Kai said he would be 'it' first. As soon as they started running, both Kai and Ahmed went after Lowanna. When they caught her, they both grabbed her and tried to kiss her. She yelled out for them to stop, and her girlfriends came rushing over to help her.

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could Lowanna's friends do to help?
- What could the friends of Kai and Ahmed do to help?
- Should an adult be informed about this, and why? If so, who should be informed?

Write the script for:

What Kai and Ahmed's friends could say to them:
What Lowanna's friends could say to Lowanna:
What Lowanna's friends could say to Kai and Ahmed:
What students could say to a teacher:

Scenario Two:

Mia was always competing with Lakshmi because they were the two best players at every sport and Mia liked to win. After Lakshmi won the hurdles and the sprint at athletics, Mia started saying mean things about Lakshmi not being a real girl, saying she should not be allowed to play with the girls in sports or go into the girls' toilets, she should go back to being a boy. All the other girls in the class saw this happen.

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could Lakshmi's friends do to help?
- What could Mia's friends do to help?
- Should an adult be informed about this, and why? If so, who should be informed?

Write the script for:

What Mia's friends could say to her.
What Lakshmi's friends could say to Lakshmi.
What Lakshmi's friends could say to Mia.
What students could say to a teacher

Scenario Three:

James sees his friend, Peter, come into school looking upset in the morning and he is quiet during class. At break James is playing soccer with friends and sees Peter sitting by himself. James knows that Peter loves soccer so calls out to ask him to join. Peter looks up, gives a forced smile, and shakes his head no. Dom shouts out 'stop being a sook Peter and come play' to which Peter says nothing, his shoulders slump. Dom then says 'is it because you play like a girl' and other people laugh. Peter looks distressed and walks away.

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could friends of Peter's do to help?
- What could the friends of Dom do to help?
- Should an adult be informed about this, and why? If so, who should be informed?

Write the script for:

What Peter's friends could say to him.
What Dom's friends could say to Dom.
What Peter's friends could say to Dom.
What students could say to a teacher.

Scenario Four:

Angelica is very upset to discover that a piece of paper with her name on it has been passed around the classroom. She heard laughter and sniggers as it was passed around. When her friend Aisha passed her the page, she saw it was a picture of a woman in a sexual position and someone had written 'Angelica' on the page. She doesn't know who drew it. Later, Jonah told her there was a similar drawing stuck up on the mirror in the boys' toilet the day before, but he took it down and threw it away. This made Angelica even more upset.

- Who is being harassed?
- Who is doing the harassing?
- Who are the bystanders?
- What could friends of Angelica's do to help?
- Should an adult be informed about this, and why? If so, who should be informed?

Write the script for:

What Angelica's friends could say to her.
What Angelica's friends could say to the person who made the note.
What Angelica's friends could say to those who have been passing the note.
What Jonah could have said to a teacher when he found the drawing in the toilet.

Phase Two Session Handouts

Workshop One: Activating Student Voice for Gender Equality

HANDOUT ONE: CASE STUDIES

Joey and Jessica, the Different Dinosaurs Picture Book: The student's goal was to create a school free of gender stereotypes where people of all genders can do what they want. Building on the gender stereotypes workshop, the students created the *Joey and Jessica the Different Dinosaurs* picture book for students in Grade 1-4. The idea was to show young dinosaurs not conforming to rigid gender stereotypes (e.g Joey likes to cook and Jessica likes to go fishing) and teaching their parents the joy of this.

The students used dinosaurs as 'they are old and stuck in their ways', and to show that older generations can learn from younger ones. The group was split into three sub-groups, each with a director to oversee work and provide feedback. The illustrators designed the characters, backgrounds and student portraits. The authors created the story arc and wrote the story. The workshop group planned an interactive workshop for Grade 1-4 students.

All group members presented two sessions to Grade 1-4 students where they read the book and used age-appropriate activities to see the change in students' knowledge of gender equality and gender stereotypes before and after the reading. The picture book is available to buy from the primary school or borrow from the local library.

Sports Spaces Audit and Student Survey: After participating in the workshops, students felt uncertain about discussing inequalities in sports with different year levels, particularly younger students. They wanted to gain a deeper understanding of the issues to make informed decisions and take meaningful action to promote gender equality in sports and physical activity at school.

Additionally, they were interested in identifying and amplifying positive experiences of gender equality. To achieve this, this student group designed and conducted a survey for students in Grades 3-6. They also implemented the "Spaces and Play" audit tool, developed by healthAbility, to assess gender equality in school sports and physical activity spaces. This process provided valuable data, allowing students to triangulate findings on gender equality experiences. After analysing the data, they developed recommendations for the school, which they presented at a whole-school assembly.

Workshop Seven: Project Planning Skills

Handout one: completed project planning template (not including timeline)

Vision: A gender-equitable, safe, and respectful school culture and environment.

Issue (Rock) Name the issue you have chosen. Tell us how you notice this in your school. What do you notice is the impact on students?	
The issue is that we don't know enough about the inequalities in sports across our school's year levels. We are more confident about the interests and challenges of grade 6 students and less confident about younger years. The project team have less confidence in the understanding of sports and physical activity interests and challenges of people who identify with other genders (e.g boys know about girls' difficulties, or girls understand boys' interests etc).	
Project goal (Feather) A clear and specific statement summarising what the project aims to achieve.	
To have a clear idea about gender inequalities in sport at our school to create a plan for change.	
Change (WHAT) What change are you wanting to create? • What/who will change? • What will it look like?	It's difficult for us to know what change would look like or could be because we don't understand the experience of gender inequality at our school. We will have a clearer understanding of the issue and be more informed to take action to increase gender equality in sport/physical activity at the school. We hope that if we understand the positive experience of gender equality and the challenging experience of gender inequality at the school, then we will be able to take clear actions.
Approach (HOW) How will this project make the change happen?	We have a 2-step approach: 1. First conduct the survey and audit, and investigate the information collected. 2. Then we will have to build a plan to create the change we want to see.

Project Plan adapted from Inspiro and FVREE (2023) Achieving Gender Equality through Student Voice: A teaching guide to support primary school students to lead change

Actions (WHAT) What will you need to do to create change? How will this change leave a legacy for future students?	Develop and implement a survey and complete the spaces and play audit. The project team will review the results from the survey and audit. We will talk about it with the school and make recommendations/actions for the school.
Target Audience (WHO) Who is going to benefit from the project? Think about if this is particular year levels, particular groups of students or staff**.**	Years 3 and 4 Years 5 and 6
Resources List The materials, tools or people that are needed for this project.	**Source** List the places or people that you will get this resource from, or need permission from.
• Google Form/ Slide • Paper/ Pens • Clipboards • Devices	• Permission from teachers to use their time
Evaluation How will we know if our activity/action has created a positive change in our school.	**Measurement** The ways you will know each success criterion has been achieved
• Ask open questions • Complete another survey to see change	• Audit • Number of people surveyed
Success Criteria What will success look like?	
• Completed survey • Completed audit • We work well as a team	

PHASE THREE SESSION PLANS AND HANDOUTS

Phase Three Handouts

Handout One: Project Group Selection

NAME:

PLEASE LIST THE TWO PROJECTS YOU WANT TO WORK ON:

1) _____

2) _____

WHAT IS A SKILL OR PERSONAL STRENGTH YOU CAN CONTRIBUTE TO THESE PROJECTS?

_____

NAME:

PLEASE LIST THE 2 PROJECTS YOU WANT TO WORK ON:

1) _____

2) _____

WHAT IS A SKILL OR PERSONAL STRENGTH YOU CAN CONTRIBUTE TO THESE PROJECTS?

_____

Handout Two: Audit Tool [7]

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?

7 From: Inspiro and FVREE (2023) Achieving Gender Equality through Student Voice: A teaching guide to support primary school students to lead change

Handout Two: Audit Tool [7]

Values	Leaders	Classroom	Facilities
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?

7 From: Inspiro and FVREE (2023) Achieving Gender Equality through Student Voice: A teaching guide to support primary school students to lead change

APPENDICES

Appendix

Appendix One: Glossary

Some terms adapted from Resilience, Rights and Respectful Relationships Learning Materials (Department of Education, 2024)

Gender equality: People of all genders having access to equal opportunities, resources and services

Gender Identity: Gender identity is the gender that a person knows themselves to be. It might be a clear match with their biological sex as assigned at birth – we call this being 'cisgender'. It might be different – this is called 'transgender', 'trans', 'gender-diverse' or 'non-binary'.

Gender norms: expectations or unwritten 'rules' about how women and men, or girls and boys, should behave and should be treated.

Gender Stereotypes: A stereotype that refers to girls, boys, men or women is called a gender stereotype.

Gender: Gender is a part of a person's personal and social identity. It's part of how you understand who you are and how you interact with other people. We also use the word 'gender' to describe the expectations that people learn from their society, depending on what sex they were born or assigned at birth. These expectations and pressures about what a society expects girls, boys, men and women to be like are shaped by culture, traditions and history.

Sex : We use the word 'sex' for a person's biological sex characteristics. This includes their sex chromosomes, hormones and reproductive organs. Most people are assigned a sex at birth, like male or female, which is based on a person's sex characteristics and reproductive organs observed at or soon after birth.
Stereotypes: generalised and over-simplified ideas about the characteristics, attributes, and roles of people of all genders.

Transgender: 'Transgender' (or 'trans' for short) refers to people whose sense of personal identity or gender does not exclusively align with the sex they were assigned at birth. For example, someone who was assigned as male at birth may realise as they grow up that they are really a girl or woman. Many transgender people identify as a man or a woman; however, some people are gender-diverse. This means they may be nonbinary or gender fluid, or they may use other terms to describe their gender. It is important to be aware that these are umbrella terms. These identities can have different meanings for trans and gender-diverse people.

Upstander/active bystander: An upstander is someone who chooses to support a person who is being abused or harmed. This is sometimes used interchangeably with the term active or supportive bystander, as someone who takes action to protect the rights of others.

Appendix Two: Implementation Tool

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS
Phase One: Onboarding and project set-up	Establish working group				• Establish roles and responsibilities. • Establishing meeting schedule (recommend monthly) and communication channels. • Decide dates and times for workshop delivery. Note key school dates/public holidays/school events/ religious holidays which will impact project. • Capacity limitations. • Periods of high stress/demand (reporting). • Plans during illness- will Casual Relief Teachers (CRT) deliver workshops, with CRT support community partner to implement. • Establish agreed ways for feedback on student wellbeing (weekly), program progress using implementation tool (monthly). • Resources (including funding) for projects.
	Complete Implementation tool			Working Group	• Implementation to be a live document and reviewed at working group meetings.

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS
Phase One: Onboarding and project set-up	All staff presentation				• ASVGE presentation to be held prior to implementation. • Reach out to Department of Education for Respectful Relationships Professional Development.
	Parent and carer session				• Fit around school preference for parent and carer engagement (e.g. time and if online or in-person).
	Distribution of parent and carer session materials				• Parents and carers to complete consent forms prior to Phase Two.
Phase Two: capability-building workshops	Workshop One: Activating student voice for gender equality				• Carry out evaluation activity in session. • If teachers deliver capability-building workshops, community partners could be present as a means of introduction.

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS
Phase Two: Capability-Building Workshops	Workshop Two: Active respect in relationships				
	Monthly working group meeting				• Meeting schedule decided by working group. • Review implementation tool. • Reflect on lessons learnt and any changes required.
	Workshop Three: Gender stereotypes				
	Workshop Four: Gender equality 101				
	Workshop Five: Kookaburra				• If teachers deliver capability-building workshops, community partners could attend to add content knowledge and identify resources (e.g. local organisations, resources).

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS
Phase Two: Capability-Building Workshops	Workshop Six: Upstander				
	Workshop Seven: Project planning				• If teachers deliver capability-building workshops, community partners could attend to add content knowledge and identify resources (e.g. local organisations, resources).
	Monthly working group meeting				• Review implementation tool.
Phase Three: Student-led Projects	Project selection				• Depending on student progress, may take one or two sessions.
	Monthly working group meeting				• Review implementation tool. • Discuss and review scope of project selected. Identify any resources required, can be from wider school community.

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS

Phase Three: Student-led Projects	Monthly working group meeting (continued)				• Planning for celebration event.
					• Consider:
					  ◦ How will the whole school community be involved? How can you communicate what's happening with whole school community? This can build awareness and engagement.
					  ◦ How will school staff be involved? Will projects involve other grade levels.

	Project planning				
	Project planning				
	Project planning				
	Project planning				

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS
Phase Three: Student-led Projects	Monthly Working Group Meeting				• Review implementation tool. • Finalise and consider how project plans integrate with wider school activities. • Celebration event planning.
	Project Implementation				
	Project Implementation				
Phase Four: Legacy	Celebration Event			School	• Invite whole school community
	Communicating about student projects			Schools	• Newsletters

PHASE	TASK	TERM	WEEK	PERSON RESPONSIBLE	COMMENTS

Phase Four: Legacy	Embedding student projects			School	• Consider:
					  ◦ How will student projects be embedded into wider school? Can they be used in RR classes?
					  ◦ How will projects be sustained?
					  ◦ How can students be involved in this process?

	Future implementation of the ASVGE Project				• Discuss future implementation of the ASVGE School project and planning for next year as required. • Consider how to involve students in handover process.

Appendix Three: Working Group Roles and Responsibilites Glossary

The Activating Student Voice for Gender Equality Project is overseen by a working group, which meets regularly, comprised of key stakeholders such as school leadership, teaching staff, wellbeing staff and, if being delivered in partnership, partner organisation staff. The key roles and responsibilities of working group members are outlined below. Those in *italic* are if the project is delivered in partnership.

The participating school is responsible for:

- Liaise and communicate with parents/carers about the project, about any concerns regarding students that arise during the project, and any other relevant matters.
- Have at least one participating staff member attend the parent/carer info session.
- Distribute and collect consent forms.
- Provide appropriately qualified staff to support the project, including, but not limited to:
  - Wellbeing staff member who can provide additional follow-up and support to students where necessary.
  - *At least one supervising staff member in each workshop (ideally the same teacher for the duration of the project).*
- *Provide copies of relevant school policies that will help support the project – including, but not limited to, the school's mandatory reporting policy, student wellbeing policy.*
- Assist with scheduling for project activities including, but not exclusive of, capability-building workshops and student-led projects.
- Assist with scheduling and resourcing for student-led project activities.
- Organise celebration event and communicate with whole school community about.
- Led embedding of student-projects into school.
- If applicable, support logistical implementation of evaluation activities as applicable.

In delivered in partnership, the supervising school staff member is responsible for:

- *Be present and engaged in each workshop. This may include taking notes to enable appropriate follow-up with the class and/or individual students.*
- *Assist with classroom management, where requested/necessary.*
- *Provide debrief support for students as required and follow-up with individual students where needed.*
- *Pass on any relevant information to partner staff (e.g. any questions or concerns raised by students, parents/carers, other staff members) in a timely manner.*
- *Participant in debriefing meetings with partner staff following capability-building workshops and student-led project sessions*

Project Staff (either from school from community organisation) are responsible for:

- Participation in working group meetings
- Participant in debriefing meetings following capability-building workshops and student-led project sessions.
- Provide project materials (e.g. information packs, consent forms) for the school to dstribute to staff, students, parents/carers.
- Provide professional development for participating teachers and other school staff, as negotiated.
- Provide advice to school staff on preparing for and managing concerns raised by other staff and parents/carers, including resistance.
- Lead information sessions for parents/carers and create FAQ.
- Lead capability-building workshops and student-led project sessions (unless other arrangements for project delivery have been made).
- Identify and liaise with school on resourcing required for student-led projects.
- Alert school staff to any concerns about participating students in a timely manner.
- If applicable, undertake all evaluation activities in line with ethical research standards.

Project Staff Contact List

Name	Organisation	Project role	Contact about	Contact details

Appendix Four: Partnership Agreement Template

This template is for if the Activating Student Voice for Gender Equality Project is delivered in partnership between a school (Organisation A) and a community organisation with gender equity and the prevention of gender-based violence expertise (Organisation B). The template can be adapted as required and use roles and responsibilities from Appendix 2.

PARTNERSHIP AGREEMENT

The purpose of this agreement is to outline the agreed scope of work timelines, roles and responsibilities in the delivery of the Activating Student Voice for Gender Equality by XXX (ORGANISATION A) and XXX (ORGANISATION B).
This Agreement (the "**Agreement**") is entered into on XXX (DATE) between XX (ORGANISATION A), XXX (ADDRESS), and XXX (ORGANISATION B), XXX (ADDRESS).

Roles and Responsibilities

Both parties agree to:

- meet the responsibilities as set out in this agreement
- advise the other party as soon as practicable if anything in this Agreement changes, for example the project scope or timeline, or if any significant project risks emerge.

XX (ORGANISATION A) is responsible for:

- Provision of relevant school policies and procedures to support project delivery.
- Provision of appropriate staff to support the project.
- Communication with students, parents and carers about the project and provide relevant project materials.
- Organise celebration event and communicate with whole school community about.
- Led embedding of student-projects into school.
- To obtain consent from parents and carers for photos and/or videos that can be used publicly by XXX (Organisation B)
- Organise celebration event and communicate with whole school community about.
- Embedding student-led projects into school.
- Support evaluation activities as applicable.

XX (ORGANISATION B) is responsible for:

- Project management, including scheduling working group meetings and proactive communication.
- Deliver whole of staff presentation on Activating Student Voice for Gender Equality project
- Deliver Activating Student Voice for Gender Equality information session to parents and carers.
- Delivery of capability building workshops with expert facilitator.
- Delivery of student-led project sessions with expert facilitator.
- Support implementation of student-led projects, including identification of resourcing required.
- Provide advice to school staff on preparing for and managing concerns raised by other staff and parents/carers, including resistance.
- Deliver evaluation activities in line with ethical research standards.

PROJECT CONTACTS

XXX (ORGANISATION A)	XXX (ORGANISATION A)
NAME:	**NAME**:
EMAIL	**EMAIL**

Agreement

I agree that this agreement represents the deliverables and services to be provided by XXX (ORGANISATION A) and XXX (ORGANISATION B).

Signed for and on behalf of XXX (Organisation A)	Signed for and on behalf of XXX (Organisation B)
Name:	**Name**:
Position:	**Position:**
Date:	**Date:**

ACTIVATING STUDENT VOICE FOR GENDER EQUALITY PROJECT - STUDENT SURVEY

What is your gender identity? Tick all that apply.

- Girl
- Boy
- Non-binary
- Not-listed - Please describe_____
- Prefer not to say

Please answer the following questions by circling the smiling face of your choice.

I agree **I'm not sure** **I disagree**

1	I know what gender equality is.			
2	I know what gender equity is.			
3	I know what gender stereotypes are.			
4	I understand why it's important to show respect towards all people, regardless of their gender.			
5	I can identify examples of gender equality and inequality at my school.			
6	I think gender equality is important.			
7	I know how to plan and implement actions to address gender inequality at my school.			

8	I know how to restore friendships and other relationships in order to address disrespect.			
9	I know how to restore friendships and other relationships in order to address disrespect.			
10	I know what it means to be a leader of gender equality in my school.			
11	I feel confident to talk about gender equality and inequality with my friends and/or classmates.			
12	I feel confident to act when I see examples of gender inequality in my school.			
13	I feel motivated to work towards gender equality in my school.			
14	I feel confident to suggest to my school things that it can do to support gender equality.			

Write your answer in the box provided.

15	Gender Equality is when...	
16	Describe the impacts of harmful gender stereotypes.	

Appendix Six: Workshop Debrief

Purpose: Provide reflections on workshop delivery and content, identify any changes for the next workshop, checkpoint for student wellbeing, and identify items which require front loading or future preparation.

Date:

Present:

1. What worked well in content or delivery?

2. What could be improved in content or delivery?

3. Discuss any student wellbeing concerns.

4. Review question box (as required)

5. Anything noteworthy that teachers have observed between workshops related to gender equity or opportunities for applying gender equity practice in the school.

6. Touch on next workshop as required

7. Any other comments

Appendix Seven: Project Plan

Write down project details to make sure everyone (students and staff) know the plan.

Vision: A gender equitable, safe, and respectful school	
Project Title:	
Group Members	
Issue (Rock) Name the issue you have chosen. Tell us how you notice this in your school. What do you notice is the impact on students?	
Project goal (Feather) A clear and specific statement summarising what the project aims to achieve.	
Change (WHAT) What change are you wanting to create? • What/who will change? • What will it look like?	.

Adapted from Inspiro and FVREE (2023) Achieving Gender Equality through Student Voice: A teaching guide to support primary school students to lead change

Approach (HOW) How will this project make the change happen?	
Actions (WHAT) What will you need to do to create change? How will this change leave a legacy for future students?	
Target Audience (WHO) Who is going to benefit from the project? Think about if this is particular year levels, particular groups of students or staff**.**	
Resources List The materials, tools or people that are needed for this project	**Source** List the places or people that you will get this resource from, or need permission from.
• • •	• • •
Evaluation How will we know if our activity/action has created a positive change in our school.	**Measurement** The ways you will know each success criterion has been achieved
• •	• •
Success Criteria What will success look like?	
• •	

Steps and Timeline
A list of tasks or activities that need to be done to complete the project, and when it will start and end.

Steps	Who	Resources	Week • When how and many weeks will this step take? • Put an 'X in the column that you will be working on this step. • If there is no school due to school holidays or school trips put a line through that column.									
			1	2	3	4	5	6	7	8	9	10
Select Project	*Whole group*	*Feather with ideas*	**X**									
Complete project Plan	*Whole Group*	*Project Plan template Pens/pencils Support from adults*		**X**	**X**	**X**						

Steps	Who	Resources	Week									
			1	2	3	4	5	6	7	8	9	10

Appendix Eight: Self-Reflection Tool

Myself	
What were my strengths?	
What were my challenges?	
Peer Reflection	
What were my peer's strengths?	
What were my peer's challenges?	
Teacher Reflection	
What were my teacher's strengths?	
What were my teachers's challenges?	