 Taking the SOLE out of stereotypes – Stage 4

Suggested duration: 2 x 60 minutes.

It is important that teachers are familiar with and have a strong understanding of the Self organise learning environment (SOLE) process before implementing these activities.

PDHPE outcomes

PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity

PD4-9 demonstrates self-management skills to effectively manage complex situations

What do we want students to know, understand or be able to do?

* Develop the skills to evaluate how media impacts the shape of their personal identity.
* Explore how the media shapes stereotypes.
* Analyse how students shape their personal identity despite these stereotypes.

PDHPE content

| Key Inquiry Questions | Content |
| --- | --- |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity   + research how stereotypes and prejudice are challenged in local, national and global contexts   + discuss how challenging and resisting stereotypes can help young people to be themselves |

Skills focus

* Strengthening personal identify (building self-concept, building self-confidence, building self-esteem)
* Social awareness (respecting difference and diversity, perspective forming)

Teaching notes

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

The [resource review flowchart (PDF 276KB)](https://schoolsequella.det.nsw.edu.au/file/661c3ac3-a06c-4e60-bfed-9cbd5ba41a28/1/Resource%20Flowchart%20.pdf) helps you decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. Sample information letters are available on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/parents-and-carers).

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* Making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* Being aware that some parts of PDHPE can be confronting and sensitive for some students.
* Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/learning-environment).

Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a sound understanding of the following PDHPE content:

* definitions of stereotype and prejudice.

How do these activities support the propositions?

These learning activities include a critical inquiry approach to PDHPE. The SOLE activity (activity four), allows students to explore real life problems as they look to question stereotypes and how this impacts their personal identities. Students also take on the role of researchers, as they break down questions and investigate how to respond to a complex question.

These learning activities also support taking a strengths-based approach. Students become empowered to reject stereotypes and develop capacity to discover ways to make change within a community, against prejudice and stereotypes.

Required resources and materials for preparation

* Where do stereotypes come from? Worksheet
* TV commercials of your choice (http://theinspirationroom.com/daily/australian-stereotypes/)
* Cover the athlete video
* Self-Organised Learning Environment (SOLE) expectations sheet
* Butchers paper
* Markers
* 1 device per group of 4

Learning experiences

Activity one – Where do stereotypes come from? Think, Pair, Share (5 minutes)

* Students brainstorm the sources that create stereotypes.
* Share with a partner and add any of the sources to their own list
* Go around the room and invite each partnership to provide one source until all have contributed as many as they can. Students should add any of the sources that they did not have to their own list, this will aim to create a comprehensive list.

Activity two – Where do gender expectations come from? Commercials, consumer products and clothing (40 minutes)

* Provide students with a copy of the worksheet titled *Where do stereotypes come from?*
* Select 3 commercials from the following website that reflect stereotypes (select commercials that your students will be able to identify the stereotypes in) <http://theinspirationroom.com/daily/australian-stereotypes/>
* Show the students the initial commercial and ask them to record information related to:
  + Commercial title
  + Message being portrayed about stereotypes
  + Possible consequences for the stereotype expectation.
* Invite students to share their responses with their partner or small group, and provide time for them to adjust their responses.
* Repeat steps 2 and 3 for the remaining commercials.
* As a class, discuss the students’ responses and how this made them feel about themselves.
* Students explore printed advertisements and discuss their thoughts with their partners/groups throughout the process. Ask students:
  + What stereotypes are portrayed in the image?
  + What is the message sent about these stereotypes?
* Discuss the following questions as a class:
  + What were the similarities between the different advertisements?
  + What impact could these advertisements have on someone’s perception of themselves?

Activity three – Cover the athlete – vote with your feet (15 minutes)

* Show the students the ‘cover the athlete video’ at <https://covertheathlete.com/>.
* Explain to students that the left side of the room (looking at the board) will be consider agree, the right side of the room will be considered disagree and the back of the room will be considered neutral.
  + Students will be asked to respond to the questions with agree, disagree or neutral through walking to the appropriate position in the room.
  + Explain to students that they will be expected to be able to justify the position they have taken.
  + Ask the students the following questions and have them vote. After each question select a student from each response to justify why they have made that decision
    - The questions asked of the athletes were inappropriate.
    - The questions asked of the athletes provided insight into their sport.
    - The questions marginalize women athletes.
    - The questions portray a certain perspective about women in sport.
* As a class, discuss how women in sport are portrayed and influence gender in the video and in society.

Activity four – Self-organised learning environment (SOLE) (60 minutes)

* Provide students with an overview of the SOLE process.
  + Students will form groups of 4. Within these groups, allocate a helper.
  + Each group will have 1 computer per group (only), a whiteboard/butchers’ paper, markers.
  + Students can go to other groups to ask questions or change groups at any times.
  + Students can move about the classroom freely.
  + At the end of the SOLE, students will have the opportunity to share what they discovered.
* Decide how your students will present what they find. This could be butchers’ paper, whiteboards or electronic tools, e.g. PowerPoint/infographic.
* Explain to students:
  + they will have 40 minutes to investigate the question
  + the helper is there to help problem solve and manage group dynamics
  + use other groups as resources as well
  + at the end of the 40 minutes they will need to present their findings
  + they do not necessarily need to answer the question, but what they have discovered so far and conclusion they have drawn.
* The question is: **How can I be an individual, when society tells me who to be?**
* After the 40 minutes have the groups partner up and discuss their process and what they found.
* Discuss as a class what they found and what processes they would do differently in the future.

Teacher note: If time permits, this activity could be done across two lessons, with the investigation going for the majority of the first lesson and the second lesson being the students presenting their discoveries and having more in-depth conversation about their findings.

Additional resources for SOLE:

* <http://www.soleaustralia.com/>
* <https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-37/learning-collaboratively-through-self-organised-learning-environments>
* <https://www.ted.com/participate/ted-prize/prize-winning-wishes/school-in-the-cloud>
* <https://s3-eu-west-1.amazonaws.com/school-in-the-cloud-production-assets/toolkit/SOLE_Toolkit_Web_2.6.pdf>