

INTRODUCTION TO GENDER INEQUALITY



Fight Back: Addressing Everyday Sexism in Australian Schools - Unit 1

Written by Briony O'Keeffe, 2014

Informed by the Fitzroy High School Feminist Collective

www.fhsfemco.com

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FHS FEMINIST COLLECTIVE

INTRODUCTION & OVERVIEW

What is the 'Fightback: Addressing Everyday Sexism in Australian Schools' resource?

Fightback: Addressing Everyday Sexism in Australian Schools is a teaching resource consisting of three units of work aimed at educating secondary school students about gender inequality, the objectification of young women's bodies and the use of sexist language. The resource also addresses the link between gender inequality and violence against women. The idea for the resource and its contents was generated by the Fitzroy High School Feminist Collective class which formed in 2013 with the intention of identifying and addressing key incidences of 'everyday sexism,' primarily those experiences that young women experience on a daily basis both within a school environment and externally to it.

Why has this resource been created?

Fightback: Addressing Everyday Sexism in Australian Schools aims to provide educators with accessible resources with which to address the issue of gender inequality. The resource is designed to be used as a tool to address negative attitudes towards gender equality – held by both young men and young women – that contribute to high rates of sexism and discrimination, and ultimately to high rates of violence against women in our community. As the National Community Attitudes towards Violence Against Women Survey (NCAS) notes, 'as long as we all continue to see women as less than equal to men disrespect and violence against women will continue to happen'.¹

One of the most disturbing aspects of everyday sexism is the well-established connection between negative attitudes towards women and violence against women. Violence against women in Australia is increasingly acknowledged as a serious problem, with recent reports finding that more than one in three women in Australia aged over 18 have experienced violence at the hands of a man since the age of 15² and that one woman is killed by her current or former partner in Australia every week³.

Of particular concern is the NCAS's⁴ identification of two groups - younger people of both sexes aged between 16-25 and young men – that are more likely to endorse violence-supportive attitudes. For example, one in five respondents believe a drug

or alcohol affected woman is partly to blame if she's sexually assaulted, one in five believe that men should take control in relationships. In a broader context, more than a quarter of respondents believed that men make better political leaders than women, and 49% of women reported experiencing workplace discrimination. In addition, in research undertaken in 2015 by 'Our Watch', an organisation that was established to 'drive nation-wide change in the culture, behaviours and attitudes that underpin and create violence against women and children' one in four young people surveyed did not think it was serious if a man who was normally gentle slapped his girlfriend when he was drunk, one in six respondents believed women should know their place, and one in four thought it was normal for men to pressure women into sex⁵.

Critically, the NCAS report also suggests that *'people with weak support for gender equality tend to be more likely to hold violence-supportive attitudes'* and that 'focusing on shifting the attitudes that support violence is key to turning the tide on violence against women in Australia'⁶.

How should I use the resource?

'Fightback' consists of three Units of work, each containing 5-10 lessons, depending on the timing of individual teachers. Though the resource has been designed to develop students' understanding of gender inequality by moving through a sequence of concepts, the units can also be taught independently of each other or out of sequence, except where otherwise recommended. The individual lessons *within* each unit can also be taught consecutively or (in most cases) independently of each other. Each lesson can be run as a 90-minute class, two 45-minute classes, or can be broken down into smaller units of time, depending on the context of the teaching environment. The resource may be integrated into existing education programs, particularly those addressing health and sexuality, personal development or life skills, but works equally well as part of an English or Studies of Society and Environment curriculum. *'Fightback'* would also work well when used in conjunction with other resources addressing similar issues, such as 'Building Respectful Relationships'⁷ or 'Be The Hero.'⁸

A Note on 'Class Pages'

In some lessons reference is made to uploading materials to a 'class page'. There are many tools available to teachers who wish to create a secure online space for their classes, such as Edmodo⁹ or GoogleDocs. However, the use of these tools is not essential and should be guided by individual preference.

Expectations for a safe & effective learning environment

Setting up a 'safe' space is essential for the delivery of this curriculum. The space should be safe in the sense that students and teachers can share their ideas and opinions and ask questions without fear of judgment or silencing; students can express their views on the issues being discussed without being stigmatised or shut down.

1 VicHealth 2014, Australians' attitudes to violence against women. Findings from the 2013 National Community Attitudes towards Violence Against Women Survey (NCAS), Victorian Health Promotion Foundation, Melbourne, Australia.

2 ABS (Australian Bureau of Statistics) 2013, Personal Safety Survey, Australia, 2012, cat. no. 4906.0, viewed 4th December 2014, <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4906.0>

3 <http://www.vicpolice.com.au/blogs/93-oursay/1302-ccp-ken-lay-on-family-violence.html>

4 See Note 1 above

5 <http://www.ourwatch.org.au/Understanding-Violence/Facts-and-figures>

6 See Note 1 above

It's likely that many of the students undertaking these units will regularly work together and have experience in developing classroom rules or agreements to ensure their learning environment is safe and that respectful behaviours such as listening and allowing no put-downs are adhered to. However, some classes may be coming together for the first time. For these classes, it is essential to establish ground rules, as they provide a structure that can improve classroom management, keep students and staff feeling safe and supported, and ensure the class works effectively. Students will be dealing with potentially sensitive issues focusing on inequality, discrimination, gendered violence, sexuality and body image, and so a structure that allows discussion of differing opinions is essential to the success of the curriculum¹⁰.

Specific issues with boys and gender inequality¹¹

Addressing issues of gender inequality can at times be met with a sense of resistance from students and staff who are concerned that a focus on men's and boys' privilege 'blames the boys'. Data collected from students following the trial of similar materials to those in this resource gave no indication that this was of concern to the boys themselves. It is important that boys have the opportunity to explore the construction of masculinities with regard to sexist behavior and to understand the historical and institutional nature of gender inequality. This understanding can assist in alleviating feelings of individual responsibility. The handouts on 'Reverse Sexism' and 'Violence Against Men' may also be of assistance when addressing this issue.

Disclosure of abuse or sexual preference¹²

This resource includes content that may trigger a traumatic or emotional response in students, or encourage or enable students to disclose personal experiences with sexual harassment and/or sexual assault, family violence, sexuality or issues with disordered eating.

To minimise harmful disclosures, teachers need to make very clear to students prior to undertaking activities that although the activities explore personal values and attitudes around issues of gender, misogyny and violence, they do not require students to disclose their own experiences. Students may choose not to take part in activities and should be supported to manage that choice in an inconspicuous manner.

If teachers feel students may say something inappropriate, they may choose to use the strategy of protective interruption, which means interrupting students before they disclose personal information, while at the same time informing them they can talk privately with their teacher after class.

Contact details for a range of national support services have been included in the appendix of the resource: they may be photocopied and distributed to students. Educators from countries other than Australia should ensure that contact details for similar support services are provided to their students.

7 Victorian Department of Education and Early Childhood (2014), Building Respectful Relationships- Stepping Out Against gender-based violence. Victorian Department of Education and Early Childhood, Melbourne. Available at <https://fuse.education.vic.gov.au/content/29a93fbb-0553-4f9c-a382-c30f29afb120/BRR%20full%20document%20110614.pdf>

8 <http://www.bethehero.com.au/index.php?id=11>

9 <https://www.edmodo.com/>

10 Adapted from Building Respectful Relationships, p11. See Note 7 above

11 Adapted from Building Respectful Relationships, p11. See Note 7 above

12 Adapted from Building Respectful Relationships, p12. See Note 7 above

Sexual preference¹³

As this resource covers issues around gender identity and sexuality, there is also a chance that students may disclose information or concerns they have about their own or a member of their family's sexual orientation. Specifically, teachers may find that students disclose that they or a family member are gay, lesbian, bisexual or transgender.

Teachers need to know how to assist these students. They should identify appropriate procedures, including the use of community resources, to help students in this situation. Where appropriate, teachers are also encouraged to arrange support for the student and for themselves from student welfare staff, such as the student welfare coordinator or the school's student support services officer. Most importantly, teachers and student welfare staff need to be aware that disclosures of sexual orientation should remain confidential unless a student is at risk of harm.

Abuse

In Victoria, teachers are mandated to make a report to Child Protection if they form a reasonable belief that a student is in need of protection because they are at risk of harm or neglect, or if that teacher holds a reasonable belief that a student is being subjected to physical or sexual abuse. Teachers should refer to the 'Child Protection – Mandatory reporting' section of the Victorian Government Schools Policy and Advisory Guide.¹⁴

¹³ Adapted from Building Respectful Relationships, p12. See Note 7 above

¹⁴ Adapted from Building Respectful Relationships, p12. See Note 7 above

Links with The Australian Curriculum: AusVels

Issues related to gender and gender inequality generally fall within the Health and Physical Education domain. However, a number of other areas of the AusVels are also addressed in this resource, particularly Health and Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship and Thinking Processes. The lessons in this resource are pitched primarily at students within **Levels 9 and 10**. Please refer to the AusVels links below for more detailed information.

AUSVELS LINKS

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
9	Domain Health and Physical Education Dimension Health knowledge and promotion	<ul style="list-style-type: none"> Knowledge of a specific social and/or cultural influence on the development of personal identity and values Knowledge of the rights and responsibilities associated with the increasing independence of young people... 	Unit 1 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. "But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 4. Written on the body Unit 3 3. Challenging the Gender Norm 4. Sexism Stings
9	Domain Interpersonal Development Dimensions Building social relationships Working in Teams	<ul style="list-style-type: none"> Understanding of the relationship between values, beliefs and accepted social practices Empathy in monitoring and responding to the behaviour of others in diverse social contexts Use of strategies for motivating group members and working towards task completion Use of strategies when creating ideas and solving problems Engagement of all team members in group processes 	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 2. Subjects and Objects 3. Objectification in Practice 4. Who does it hurt? The connection between objectification and violence Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm 4. Sexism Stings 5. Fighting Back

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
9	Domain Personal Learning Dimensions The individual learner Managing personal learning	<ul style="list-style-type: none"> Flexible use of multiple learning strategies to complete a set task Understanding that enquiry and research may challenge their own and others' values and beliefs Recognition of, and respect for, a range of protocols that support learning; for example, rules of discussion in a class forum Persistence when challenged by conflicting information, values and views Self-directed time management with a focus on task requirements 	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 2. Subjects and Objects Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm
9	Domain Thinking Processes Dimensions Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Use of information-processing skills in problem solving activities that involve many variables; for example, interpreting data to draw valid conclusions Synthesis of information when considering various perspectives Use of a range of self-selected creative thinking strategies when engaging with complex and novel ideas Justification of their thinking processes and tools, and analysis of changes in their thinking when reviewing information and their own ideas and beliefs Understanding of their own and others' viewpoints following analysis of those perspectives 	Unit 1 1. What is Gender Inequality? 2. Hair Armpits: Debunking some myths about feminism 3. What about the boys? 4. But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 2. Subjects and Objects 3. Objectification in Practice Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
10	Domain Health and Physical Education Dimension Health knowledge and promotion	<ul style="list-style-type: none"> Describe a range of social and cultural factors that influence the development of personal identity and values. Analyse the positive and negative health outcomes of a range of personal behaviours and community actions 	Unit 1 4. But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 4. Written on the body Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm 4. Sexism Stings 5. Fighting Back
10 and beyond	Domain Interpersonal Development Dimensions Building social relationships Working in Teams	<ul style="list-style-type: none"> Describe how local and global values and beliefs determine their own and others' social relationships. Evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it. Understanding of the many social influences, such as values, culture, gender and power, that may affect relationships Behaviour that encourages diverse groups in the community to contribute to an inclusive and harmonious environment Strategic leadership that promotes a socially supportive school environment; for example, peer leadership and restorative strategies such as sharing feelings about an issue or incident Working with the strengths of a team they achieve agreed goals within set timeframes. 	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. "But I didn't ask for it": A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 2. Subjects and Objects 3. Objectification in Practice 4. Written on the body Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm 4. Sexism Stings 5. Fighting Back

Level	Domain / Dimension	Relevant aspects of the standard	Applicable Unit/Lesson
10 and beyond	Domain Civics and Citizenship Dimension Community engagement	<ul style="list-style-type: none"> Draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others. 	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. “But I didn’t ask for it”: A lesson on privilege 5. Intersectionality Unit 3 2. Unpacking Sexist Language
10	Domain Personal Learning Dimensions The individual learner	<ul style="list-style-type: none"> Students identify the ethical frameworks that underpin their own and others’ beliefs and values. . . 	Unit 1 4. “But I didn’t ask for it”: A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 2. Subjects and Objects 3. Objectification in Practice Unit 3 1. Sticks and Stones
10	Domain Thinking Processes Dimensions Creativity Reflection, evaluation and metacognition	<ul style="list-style-type: none"> Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas. When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own and others’ thinking and analyse alternative perspectives and perceptions. 	Unit 1 1. What is Gender Inequality? 2. Hairy Armpits: Debunking some myths about feminism 3. What about the boys? 4. But I didn’t ask for it”: A lesson on privilege 5. Intersectionality Unit 2 1. Understanding Objectification 1. Subjects and Objects Unit 3 1. Sticks and Stones 2. Unpacking Sexist Language 3. Challenging the Gender Norm 4. Sexism Stings

UNIT 1

INTRODUCTION TO GENDER INEQUALITY

LESSON 1

What is Gender Inequality?

LESSON 2

*Hairy Armpits
Debunking some Myths
about Feminism*

LESSON 3

What about boys?

LESSON 4

*"But I didn't ask for it"
A lesson on privilege*

LESSON 5

Intersectionality



WHAT IS GENDER INEQUALITY?

GROUP Individual and whole group
TIME 90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will gain an understanding of the concept of gender inequality

Students will explore their own beliefs about gender inequality in an Australian context

Students will have the opportunity to think reflectively and strategically about Australian statistics relating to gender inequality

BACKGROUND

The purpose of this lesson is to assist students to establish an understanding of the concept of gender inequality and to lay a foundation for the remainder of the lessons in Unit 1-3 of the 'Fightback' resource. Students will be given the opportunity to explore preexisting beliefs about gender equality, to consider some Australian statistics about gender inequality and to think about the ways in which inequity may be addressed.

The focus of the class should be on ensuring that students are aware that there are very real and well documented gender disparities within Australia, most of which are similarly replicated in other developed countries. In the introduction to the resource, the possibility of young men feeling targeted or defensive as a result of talking about gender inequality is raised: the 'Reverse Sexism' and 'Violence Against Men' handouts may be of use in this class if you are addressing those concerns.

ACTIVITIES

1. Perception check
2. Perception Reviser: I always thought...
3. Discussion

PREPARATION & MATERIALS

- 'Gender Inequality' Power Point Presentation: accessible via the 'Resources' tab at www.fhsfemco.com
- 1 x 'Perception Reviser' handout per student
- Blu-tac or other materials for displaying Perception Reviser handouts in the classroom

PROCEDURE

1. Inform students that in this lesson they are going to be thinking about the notion of 'gender inequality' and what that might mean in an Australian context.
2. Write the following two sentence stems on the board, or post to them to your class page¹:

A. "In Australia women and men are equal because..."
B. "In Australia women and men are unequal because..."

Ask students to spend 10 minutes thinking about both statements and writing their responses down in their books or recording them on their chosen digital device.

3. Ask a selection of students to share one comment related to Sentence A and one comment related to Sentence B with the class. Allow a brief period of discussion and questioning to occur.
4. Explain to students that they will now be presented with some facts and figures about gender inequality in an Australian context. Guide students through the 'Gender Inequality' Power Point Presentation and allow the class time to write down 2-5 facts or statistics from the presentation that surprised them or that they were previously unaware of.
5. Distribute one copy of the 'Perception Reviser' handout to each student. Ask students to reflect upon the facts or statistics that surprised them and to complete the sentences for each fact or statistic:

'I always thought that...'
'However, the facts show that...'

6. Once completed, instruct students to display their Perception Reviser handout on the walls of the classroom and allow students time to walk around and look at each other's work.
7. Conclude the class by asking students to pick one or two of the facts or statistics that they or their peers selected and to think about the issue identified in light of the following question:

What changes could be made to address this example of gender inequality in Australia?

PERCEPTION REVISER

PERCEPTION:

Per | cep | tion; NOUN

The way in which something is regarded, understood,
or interpreted.

Oxford English Dictionary

I always thought that...

However the facts are that...

PERCEPTION REVISER

I always thought that...

However the facts are that...

HAIRY ARMPITS

DEBUNKING SOME MYTHS ABOUT FEMINISM

GROUP Whole group / Table group / Paired
TIME 90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will be encouraged to explore their own preconceptions about the definition, practice and perception of feminism

Students will develop an understanding of the history of feminism

Students will evaluate the purpose of feminism in a contemporary setting

BACKGROUND

This class is intended to build upon Unit One, Lesson One of the 'Fightback' resource, which introduces students to a range of statistics and patterns related to gender inequality and its disproportionate impact on women. It is strongly recommended that Lesson One be taught before Lesson Two.

In this lesson, students will examine the stereotypes associated with the concept of feminism. They will explore their own personal views on the subject as well as developing an understanding of the breadth and purpose of the feminist movement. An informed understanding of the concept of feminism will enable students to develop a more nuanced response to the content of the three units in this resource, and therefore it is recommended that this lesson be taught before proceeding with Units One and Two.

ACTIVITIES

1. Anatomy of a Feminist
2. Defining Feminism
3. Revisiting the Myths

PREPARATION & MATERIALS

- 1 x Anatomy of a Feminist handout for each pair of students
- Access to www.fhsfemco.com
- Laptops/student access to Internet
- Gender Inequality Power Point Presentation (optional) available under the resources tab at www.fhsfemco.com

PROCEDURE

1. Assuming that you have completed *Unit One, Lesson One 'What is Gender Inequality?'* with your students (as recommended), ask students to remind you of some of the statistics from the previous class. E.g. wage gap, statistics around violence, representation in sport, etc. You may wish to record the statistics (or more general recollections of inequality) on the board or to recap by showing the class sections of the 'Gender Inequality' Power Point.
2. Provide each student with the *Anatomy of a Feminist* handout. In pairs, ask students to fill in the left hand side **ONLY** of the sheet, labeling the figure on the page with the physical, intellectual and emotional characteristics that they think are associated with feminism. Once students have been given sufficient time to fill in their handout, ask them to share some of the characteristics they have identified. Focus on the following questions:

*Why did you identify these particular characteristics/stereotypes?
What evidence do you have to support these characteristics/stereotypes?*

3. Next, ask students to remain in pairs and ask them the question: '**What is feminism?**' Give students 5 minutes to brainstorm and write down their answers and then share their thoughts with the class. Write student responses on the board (or have a representative from each group post them to your class page).

Next, ask each pair to undertake 5-10 minutes of research to come up with a **formal definition** of feminism. Students may wish to consider the following questions:

*What is the purpose of feminism?
What are the 'waves' of feminism and what sorts of rights did each wave address?
Are there different types of feminism? Give some examples.*

4. Ask a small selection of pairs to share their definition with the class and write any key points that the pairs have in common up on the board.
5. Screen the video *This Is What A Feminist Looks Like*, available via the resources tab at www.fhsfemco.com. Ask students to take notes whilst watching the video, recording any interesting or key points made in the clip. You may wish to follow this with a brief discussion before moving on to the next step.

6. Instruct students to complete the second half of their 'Anatomy of a Feminist' handout, with the specific intention of revising any stereotypes they may have had about feminists at the beginning of the class. They should take the formal definitions of feminism they have created and the points made in the video into account when completing the activity. Completed handouts should be shared with the rest of the class.

The focus in the concluding section of the class should be on emphasising the role of feminism in historical and contemporary life, rather than the misconceptions and stereotypes associated with the movement. An understanding of the purpose of feminism will assist students to undertake the remaining classes in Unit One, Two and Three of this resource with a more informed understanding of the movement and its relationship to gender inequality.

ANATOMY OF A FEMINIST



WHAT ABOUT BOYS?

GROUP TIME Small group / Whole group / Individual
90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will be able to identify the difference between gender stereotyping and institutional or systemic discrimination

Students will develop a basic understanding of the concept of privilege in the context of gender inequality

BACKGROUND

The purpose of this lesson is to address gender inequality as it relates to young men, and to explore the difference between experiencing gender stereotyping and experiencing systemic gender discrimination. The lesson introduces students to the concept of 'privilege' and prompts learners to move beyond notions of 'blame' or feelings of defensiveness towards a more thoughtful and critical understanding of gender inequality. The 'Gender Inequality' Power Point Presentation from Unit One, Lesson One may be helpful here.

ACTIVITIES

1. Group Brainstorm
2. The Gender Continuum
3. Discussion

PREPARATION & MATERIALS

- 1 x set of 'Gender Continuum' Character Cards
- 1 x set of 'Gender Continuum' Statements
- 1 x A3 paper per group (or you may prefer students to write in their books)
- 1 x 'Stereotypes vs. The System' handout per student + 1 x teacher copy

PROCEDURE

PART 1: QUICK BRAINSTORM

1. Arrange students in small groups of 3-4 and write the question 'How does Sexism affect boys?' up on the board. Ask students to discuss the question in their groups and to record their thoughts and ideas in their books. Ask a representative from each group to provide one response to the question and write their response up on the board. Conduct a brief discussion of the key points raised (they will be returned to later in the lesson).

PART 2: THE GENDER CONTINUUM

2. Inform students that they will be participating in an activity that will require them to answer a set of questions from the point of view of a character they will be assigned. They will not know much about each character and so must respond to the activity guided by their assumptions. Distribute one 'character card' to each student and ask them to keep the identity of their character to themselves. You will have to 'double up' character cards as there are not enough for each student; this will enable discussion about individual differences in response to the 'Gender Continuum' Statements.
3. Arrange students in a line along the longest wall of the classroom. Ask students to take a moment to think about **their character**. Explain that for each question their character answers 'yes' to they will take a step forward. For each question they answer no to, they will remain where they are.

If students answer 'yes' to one question and then 'no' to the next they **do not move backwards**, but remain in place.

Encourage students to focus on the element of their character that is relevant to the question asked. E.g. will a character's job or age affect their answer or is it irrelevant in the context of the question?

4. Read out the 'Gender Continuum' Statements one by one and ask students to move forwards **if they think their character** would answer 'yes' to the statement or to remain where they are if their character would answer 'no'. They should answer thinking about the most likely scenario, not thinking about how things 'should be'.
5. Once all of the statements have been read ask students to reveal their character to the rest of the class. Begin by focusing on the students who are right at the 'front' of the room and students who are right at the 'back,' so as to begin to highlight the differences in **privilege**¹ between the groups. Then allow each student from front to back to reveal her or his character. Compare placement for students who have been given the same character.

UNIT 1 / LESSON 3

USEFUL VOCABULARY: PRIVILEGE²

Privilege is the notion that some groups of people have advantages relative to other groups, even when they don't choose to have those advantages. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics they are assigned at birth, such as cultural identity and class. The term is commonly used to describe a lack of social equality, particularly with regards to race, gender, age, sexual orientation, disability and social class.

For example, by being born white in Australia you have advantages – privileges – that are not necessarily assigned to those who are seen to be 'non-white'. By being born male you have advantages – equitable pay for example – that you may not approve of or think you are entitled to, but that you gain anyway because of your status as male.

Privilege can also be financial or material, for example access to housing, education, and jobs, as well as emotional or psychological, such as a sense of personal safety, or having a sense of belonging or worth in society.

6. Facilitate a discussion with the class about how each character ended up at the front or back of the room, as well as those characters that ended up in the middle. The focus should be on encouraging students to think about how the gender of their character has affected their decision to move forwards or to remain in place.

Those 'characters' that have moved forwards the most frequently represent those in our community who experience the most privilege. Those who have remained in their original position most frequently represent those in our community who experience the most discrimination on the basis of their gender, and potentially on the basis of their race, religion or sexuality as well. It should become clear that although young men are subject to gender stereotyping, they are much less likely to encounter systemic gender discrimination.

PART 3: STEREOTYPES AND SYSTEMS

1. Inform students that this final part of the class is intended to help them differentiate between the impact of gender stereotyping and systemic gender discrimination, following on from the Gender Continuum activity.

Read out the definition of Systemic Sexism and Sexist Stereotypes from the 'Stereotypes vs. The System' handout. Ask students to think about both the brainstorm that opened the class and the Gender Continuum activity whilst participating in a group discussion. The following questions may be used as prompts:

- What are some examples of gender stereotyping?
- What are some examples of systemic gender discrimination?
- What are the differences between gender stereotyping and systemic gender discrimination?
- Who experiences gender stereotyping?
- Who experiences systemic gender discrimination?

It is important that the focus of the discussion be twofold:

Acknowledging the sexist stereotypes that are applied to boys, and the impact those stereotypes have on boys' self-esteem and their ability to step outside 'mainstream' ideas of masculinity.

Acknowledging the difference between sexist stereotypes – which apply to both girls and boys - and a system or set of practices that systematically discriminates against girls and women.

1 Refer to 'Useful Vocabulary: Privilege' on page 23
2 Twine, France Winddance (2013). *Geographies of Privilege*. Routledge. pp. 8–10
Kimmel, Michael S. (2009). *Privilege: A Reader*. Westview Press. pp 1, 5, 13–26
Whitley, B. and Kite, M. (2009). *The psychology of prejudice and discrimination*. 2nd ed. Belmont, CA: Cengage Learning.

STEREOTYPES VS. 'THE SYSTEM'

STEREOTYPES

Gender stereotypes are simplistic generalisations about the gender attributes, differences, and roles of individuals and/or groups. Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are reinforcing gender stereotyping.

Some examples might be:

- Making statements like '*boys don't cry*' or '*act like a man*' or '*stop behaving like a girl*' to indicate to young men that they are not being '*masculine*' enough
- Marketing pink dolls exclusively to girls and blue tractors exclusively to boys from a very early age
- Assuming that boys and men do not like craft and cooking but prefer cars and sport
- Assuming that girls and women don't like or aren't good at Maths and Science
- Featuring women almost exclusively in cleaning product advertisements, suggesting that cleaning is a woman's role whilst men are incompetent or lazy

THE SYSTEM

The word 'systemic' refers to something that is spread system-wide rather than being merely individual, affecting a group of people or a system (such as a society) as a whole.

Systemic sexism, also called institutional sexism, is the tendency of a system to support outcomes that favour one sex over the other, or to restrict the opportunities for one sex as compared with the other sex, with women and girls most often adversely affected.

Systemic sexism is often a product of history because it involves patterns in social groups that have evolved over decades and centuries. These patterns may seem 'invisible' to us, especially if we have not experienced their effects personally.

Some examples of systemic sexism might be:

- Companies routinely employing male graduates at a higher rate of pay than female graduates who have the same degree and the same results (in Australia there is still an 18% pay gap between men and women)
- The legal system formalising a man's right to rape his wife (legal in Victoria until 1985)
- The historical omission of girls and women from daily speech. E.g. Through the use of phrases like 'mankind', despite females making up more than 50% of the population of many countries around the world, including Australia

This systemic sexism is what the term 'patriarchy' refers to. Patriarchy basically refers to a system that places power in the control of men. 'Patriarchy' does not refer to a male conspiracy to seize power, but to a society that privileges men.

UNIT 1 / LESSON 3

GENDER CONTINUUM CHARACTER CARDS

**A MALE CEO OF A MULTINATIONAL
COMPANY**

A 15 YEAR OLD FEMALE STUDENT

A 15 YEAR OLD MALE STUDENT

A STAY-AT-HOME MUM

**A WOMAN WHO IDENTIFIES AS
MUSLIM**

**A FEMALE CEO OF A
MULTINATIONAL COMPANY**

**A YOUNG MAN WHO HAS 'COME
OUT' AS BEING GAY TO FRIENDS
AND FAMILY**

A MARRIED MAN IN HIS 30s

A STAY-AT-HOME DAD

**A YOUNG MAN WHO IDENTIFIES AS
'TRANSGENDER'**

UNIT 1 / LESSON 3

GENDER CONTINUUM CHARACTER CARDS

A MARRIED WOMAN IN HER 30s

**A YOUNG WOMAN WHO HAS 'COME
OUT' AS BEING GAY TO FRIENDS
AND FAMILY**

**A WOMAN WHO IDENTIFIES AS A
FEMINIST**

A YOUNG ABORIGINAL MAN

A 65 YEAR OLD WHITE WOMAN

A 65 YEAR OLD WHITE MAN

A YOUNG ABORIGINAL WOMAN

**A MAN WHO IDENTIFIES AS A
FEMINIST**

A FEMALE LAWYER

A YOUNG MAN IN A WHEELCHAIR

UNIT 1 / LESSON 3

THE GENDER CONTINUUM QUESTIONS

1. I feel safe walking or travelling alone at night
2. I would feel comfortable going topless at the beach
3. People of my sex are equally represented in the parties that make up the Australian government
4. Many people of the same sex as me are CEO's (Chief Executive Officers) of large companies or corporations
5. It would be easy for me to become an AFL umpire
6. It's unlikely that I will lose money throughout my career by having/wanting time off to look after children
7. I won't be told that I am bossy or aggressive if I am assertive and confident in my job or at school
8. I often see people of the same sex as me playing sport during prime time television coverage
9. When I ask to see the person 'in charge' at a company, odds are that I will see someone of the same sex as me
10. If I'm careless with my driving it won't be attributed to my sex
11. Theoretically, I could sleep with as many people as I want to without the risk of being called a 'slut'
12. I can wear a piece of clothing that exposes my chest without being seen as 'sending out a message' about my sexual availability
13. I routinely remove the hair from my body (especially from my underarms, legs, eyebrows, and groin) because I don't want to risk being told I'm 'gross'
14. I risk being labeled a 'bitch' if I am loud or opinionated in class
15. I can feel confident that the ordinary language of day-to-day existence will always include my sex. E.g. "Mankind", "All Men Are Created Equal", "Chairman", "Postman" etc.
16. If I am able to be married, it is generally accepted that I will keep my own name
17. The decision to hire me for a job will not be based on assumptions about whether or not I intend to have a family sometime soon
18. I am under pressure to look fit and muscular
19. I am under pressure to look thin and toned
20. I will usually receive the same amount of pay for the job I do as a person of the opposite sex
21. A person of my sex is likely to be a victim of violence perpetrated by someone of the opposite sex
22. A person of my sex is likely to be a victim of violence perpetrated by someone of the same sex

“BUT I DIDN’T ASK FOR IT”

A LESSON ON PRIVILEGE

**GROUP
TIME**

Whole group / Individual
90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will develop
a more complex under-
standing of the notion of
privilege

Students will explore
their own relationship to
the notion of privilege

Students will make
connections between the
notion of privilege and
the practice of sexism or
gender inequality

BACKGROUND

This lesson is intended to assist students to develop a more in depth understanding of the concept of privilege, which was briefly introduced in Unit One, Lesson Three. An understanding of the concept of privilege will help students to get the most out of all three units in the resource.

ACTIVITIES

1. Privilege B-Ball
2. Privilege Diagram
3. Discussion

PREPARATION & MATERIALS

- Classroom bin without lid
- 1 x piece of scrap paper of differing weights (e.g. One A4 piece of paper, half a piece of A4, a small piece of tissue paper etc.) per student
- Colour pens or pencils
- *Gender Equality* Power Point Presentation available via the resources tab at www.fhsemco.com
- *Stereotypes vs. The System* handout
- Arrange the seats in your classroom so that they are in rows, or so that some students are closer to the bin than others

UNIT 1 / LESSON 4

USEFUL VOCABULARY: PRIVILEGE

Privilege is the notion that some groups of people have advantages relative to other groups, even when they don't **choose** to have those advantages. Rather than being something that is earned, privilege is something that is awarded to a person based on characteristics they are assigned at birth, such as cultural identity and class.

The term is commonly used to describe a lack of social equity, particularly with regards to a lack of privilege associated with race, gender, age, sexual orientation, disability or social class.

For example, by being born white in Australia you have advantages – privileges – that are not necessarily assigned to those who are seen to be 'non-white'. By being born male you have advantages – equitable pay for example – that you may not approve of or think you are entitled to, but that you gain anyway because of your status as male.

Privilege can also be financial or material, for example access to housing, education, and jobs, as well as emotional or psychological, such as a sense of personal safety, or having a sense of belonging or worth in society.

PROCEDURE

PART 1: PRIVILEGE B-BALL¹

1. Make sure that there is a bin at the front of the room (a small waste paper basket is fine) and that the students in the classroom **are all located at different distances from the bin**.

Having some students closer to the bin, some further away and perhaps some on a difficult angle in relation to it, **is a critical component of this activity**. Distribute a heavier piece of paper to each student nearer the front of the room, a lighter piece to those in the back and a random selection for the remainder of students. Ask them to crumple their pieces of paper up. **Do not allow students to move places or to choose their own position in the room as this will undermine the effectiveness of the activity.**

2. Tell students that they are going to play simple game. Inform them that together they represent the Australian population and that 'everyone in Australia has the chance to become the CEO of a large corporation and to become wealthy and successful, if they want to'. To become wealthy and successful, all they have to do is to get their piece of paper into the bin, whilst remaining fully seated.
3. Allow students to take their shots at the bin, either one at a time or a couple of students at a time, depending on class dynamics.

At this point you should expect to see those students at the front of the room with heavier paper having more success at getting their paper into the bin. You may hear students at the back or on the sides complaining that the set up of the room is 'unfair' because the students in the front row or those who are closer to the bin stand a much better chance of getting their paper in. This is compounded by the fact their paper is heavier and therefore easier to throw. You should also expect a couple of students at the back of the room, or in a difficult position, to manage to get their paper into the bin.

4. Give students a chance to provide some quick feedback about why the set up of the room may have advantaged some students and disadvantaged others.
5. Explain to students that being closer to the bin with a heavier piece of paper is symbolic of having more **privilege** than other students in the class. Having more opportunity given to you, **despite not choosing that opportunity**, is what privilege looks like.
6. The focus of the debriefing should be that privilege is not something we 'choose' to possess but that we may gain advantage from being in a privileged position regardless, and vice versa. We can't 'get rid' of our privilege: it is systematically entrenched in the culture we are born into.

Debrief by asking students the following questions:

Did you notice that those people who were at the back of the room or on a difficult angle to the bin were more likely to identify the unfairness of the activity? Why?

Is it the fault of students who were at the front of the room that they were closer to the bin? Did they have an advantage nonetheless?

Is it the fault of the students at the back of the room that they were less close to the bin? Were they disadvantaged nonetheless?

It is also quite common for those with privilege not to notice that they are 'closer to the bin' than other people: they don't ask to be closer to the bin, but they are closer to it nonetheless, because of the circumstances of their lives.

The next activity will focus on asking students to identify what some of those circumstances might be.

PART 2: DRAWING OUT THE SITES OF PRIVILEGE

1. Ask students to draw a simple pen or grey-lead pencil diagram of the room, indicating where each chair/student was located in the room and in relation to the bin, as well as any other relevant features of the room, such as an obstruction between a student and the bin, being located underneath a fan etc. Do not allow too much time for this activity: the drawing doesn't need to be complex.
2. Request that students colour code the seats in their diagram by allocating those seats/students closest to the bin one colour and those that were further away a second colour. The colours should correspond to how easy/difficult it was for the paper to be thrown into the bin from that location. E.g. blue for those at the front, red for those at the back. Students may also wish to differentiate further by allocating separate colours for less clear-cut seats (for example a seat in the middle or near the front but on an angle to the side), which indicate the level of difficulty associated with getting the paper into the bin from that position.

3. Ask students to consider how a seat's proximity to or distance from the bin could symbolise some of the real life privileges or disadvantages people in Australia might face. What sorts of characteristics could enable someone to be 'closer to the front' and therefore more likely to succeed?

Would those closer to the front necessarily be aware of those advantageous characteristics?

Characteristics might include: race, gender, age, sexual orientation, disability, social class or education.

Discuss as a class and then ask students to:

Label the seats in their diagram that are at the front of the room/within easy shot of the bin with the real-life privileges that correspond to having an 'easy shot'

Label the seats in their diagram that are at the back of the room/on a difficult angle to the bin with the real-life disadvantages that correspond to having an 'difficult shot'

Some seats/students might have both a privilege and a disadvantage, for example, a person who is closer to the front of the room than the back, but who has a lighter piece of paper. This could symbolise, for example, a man who is living with a disability, or a woman with access to further education.

PART III: RE-FOCUS ON GENDER

1. Conclude the class by discussing the following questions:
 - In what ways could simply being born female or male place you 'towards the front or the back of the room'?
 - In what way might feeling conflicted about which sex or gender you belong to place you towards the front or the back of the room?
 - What factors other than gender might affect whether you might be located at the front or back of the room?

During the discussion it may be useful to revisit or to have on hand the statistics introduced in the 'Gender Inequality' Power Point Presentation from Unit One,

Lesson One.. It may also be useful to remind students of the systemic nature of gender inequality, outlined in the ‘Stereotypes vs. The System’ handout in Unit One, Lesson Three.

2. Ensure that students are required to think critically and deeply about whether a characteristic/social construct is ultimately an advantage or a disadvantage to women or men in terms of wealth, safety or social advantage.

The following terms/examples might assist with this process.

Prejudice is an irrational feeling of dislike for a person or group of persons, usually based on stereotype. Virtually everyone feels some sort of prejudice: prejudice is a feeling, a belief. You can be prejudiced, but still be a fair person if you’re careful not to act on your irrational dislike.

Discrimination takes place when a person acts on prejudice. This describes those moments when one individual decides not to give another individual a job because of, say, their gender. You can discriminate, individually, against any person or group, if you’re in a position of power over the person you want to discriminate against. Men can discriminate against women, and women can discriminate against men if, for example, one is the interviewer and the other is the person being interviewed.

Sexism, however, describes patterns of discrimination that are institutionalised as “normal” throughout an entire culture, for example not paying women the same as men. It’s based on an ideological belief that one “sex” is somehow better than another “sex”. It’s not one person discriminating at this point, but a whole population operating in a **social structure** that actually makes it **difficult** for a person **not** to discriminate.

1 Activity adapted from:
<http://www.buzzfeed.com/nathanwpyle/this-teacher-taught-his-class-a-powerful-lesson-about-privil#ojrrJypxg>

INTERSECTIONALITY

GROUP TIME Whole group / Individual
90 minutes or 2 x 45 minutes

LEARNING OUTCOMES

Students will gain an understanding of the concept of 'intersectionality'

Students will explore their own relationship to privilege and intersectionality

Students will reflect upon the possibility of a simultaneous experience of privilege and disadvantage

Students will be encouraged to think critically about how intersectionality works in terms of gender inequality

BACKGROUND

This class is intended to introduce students to the concept of intersectionality, and to encourage them to explore the ways in which individuals experience discrimination. It can be taught as a stand-alone lesson, but works well as a final building block in terms of fostering an understanding of gender inequality and its connection with broader forms of marginalisation.

ACTIVITIES

1. Active Intersections
2. Crossroads Crossword

PREPARATION & MATERIALS

- 1 x Intersection Character card' per student
- 1 x teacher copy of 'Active Intersections' instruction sheet (to be read beforehand and in class)
- 1 x 'Crossroad' Crossword per student
- 1 x 'Intersectionality: the basics' per student

PROCEDURE

PART 1: ACTIVE INSTRUCTIONS

1. Ask students to arrange their seats so that they are sitting in one big circle. Give each student an 'Intersections Character card' and ask them not to show it to anyone else. Make sure that students have read the details on their card carefully, but let them know that they may check the details if they need to as the activity progresses.
2. Explain to students that they will be responding to the characteristics written on their card with a physical action, so they will need to pay close attention to the instructions when they are read out.
3. Read the 'Active Intersections' instruction sheet to students.
4. After you have read through all of the instructions, stop and reflect on the activity. Ask students to identify what was difficult about the task, focusing on the issue of having to perform multiple actions at once, as compared to only having to perform one action.

Ask students the following questions:

Which students/characters were required to perform several actions at once?

Which students/characters did not have to perform any actions?

What might those physical actions symbolise?

If each physical action represents a characteristic that is related to discrimination (e.g. Disability, race) what might it be like having to deal with more than one of those characteristics at a time in day-to-day life

PART 2: CROSSROADS CROSSWORD

1. Give each student a copy of the 'Crossroads' crossword. The terms in the crossword have deliberately been kept simple and the clues provided are generous so that only a small amount of time needs to be spent on the solving of the crossword. Allow students a maximum of 10 minutes to complete the activity.

UNIT 1 / LESSON 5

USEFUL VOCABULARY: INTERSECTIONALITY

The key part of the term Intersectionality is 'intersection'

The term **Intersectionality** was coined by Kimberlé Crenshaw in 1989, in response to the Second Wave feminist movement, which was regarded as focusing almost exclusively on the way in which gender discrimination affected white women.

Crenshaw argued that Second Wave feminism did not recognise that black women were **simultaneously** experiencing discrimination on the basis of their gender **and** their race.

She said that the experience of being a black woman could not be understood simply in terms of being black, or of being a woman, but must be understood instead in terms of the interactions between these two identities or the way in which they **intersected**, enabling discrimination on the basis of **two characteristics at the same time**.

In contemporary use, the term is applied to all of those in the community who experience discrimination via multiple sites (such as gender, race, class, disability, sexual orientation, gender identity, education and class).

PROCEDUREcont.

2. Ask students to note that each of the words in the crossword intersects. That is, the letter 'e' in 'race' connects to the letter 'e' in 'sexuality', the letter 'n' in 'religion' connects to the letter 'n' in 'gender' etc

3. Write the term 'Intersectionality' up on the board.

Ask students to think about what the word 'intersection' means and to share their ideas with the class.

Try to elicit responses that point to the 'meeting' or splicing together of two or more different points. The most likely example that students will give and the clearest example you can provide is that of roads intersecting.

4. Next, ask students to think about both the physical activity they participated in in Part 1 of the lesson and the crossword they have just completed (focus on the crossword if you have not completed Part 1).

Ask students:

In what way did the different characteristics in the 'Active Intersections' game or the crossword intersect?

5. Give each student a copy of 'Intersectionality: the basics' and read through it with the class.

Draw a connection between the physical actions each student had to perform in Part 1 of the class, the intersections of the words in the crossword **and the concept of intersectionality** (use only the crossword if applicable).

As a class, reflect on the way in which particular groups of people experience **intersectional discrimination** on the basis of their identity or on the basis of social constructs that are applied to them.

Also ensure that students understand that one person can experience both privilege (a concept that is explored in Unit 1, Lesson 4) and discrimination simultaneously. E.g. A white male CEO who also lives with a disability.

UNIT 1 / LESSON 5

INTERSECTIONALITY CHARACTER CARDS

**I AM...
A WHITE MAN WHO IDENTIFIES AS
A HETEROSEXUAL**

**I AM...
A WHITE WOMAN WHO IDENTIFIES
AS HETEROSEXUAL**

**I AM...
AN INDIGENOUS WOMAN WHO
IDENTIFIES AS HETEROSEXUAL**

**I AM...
AN INDIGENOUS MAN WHO
IDENTIFIES AS HETEROSEXUAL**

**I AM...
A WHITE WOMAN WHO HAS A
DISABILITY AND IDENTIFIES AS
HETEROSEXUAL**

**I AM...
A SUDANESE WOMAN WHO HAS
A DISABILITY AND IDENTIFIES
AS HETEROSEXUAL**

**I AM...
A WHITE MAN WHO IDENTIFIES
AS GAY**

**I AM...
AN INDIAN MAN WHO IDENTIFIES
AS GAY**

**I AM...
AN INDIGENOUS WOMAN WHO
IDENTIFIES AS GAY**

**I AM...
A WHITE WOMAN WHO IDENTIFIES
AS GAY**

UNIT 1 / LESSON 5

INTERSECTIONALITY CHARACTER CARDS

I AM...

**A WHITE WOMAN WHO HAS A
DISABILITY AND IDENTIFIES
AS GAY**

I AM...

**A MUSLIM WOMAN WHO HAS A
DISABILITY AND IDENTIFIES
AS GAY**

I AM...

**A WHITE WOMAN WHO USES A
WHEELCHAIR AND IDENTIFIES
AS HETEROSEXUAL**

I AM...

**A WHITE MAN WHO USES A
WHEELCHAIR AND IDENTIFIES AS
HETEROSEXUAL**

I AM...

**A WHITE MAN WHO IDENTIFIES
AS TRANSGENDER**

I AM...

**AN INIGENOUS WOMAN WHO
IDENTIFIES AS TRANSGENDER**

I AM...

**A WORKING CLASS WOMAN WHO
USES A WHEELCHAIR AND
IDENTIFIES AS TRANSGENDER**

I AM...

**A WHITE WOMAN WHO HAS
VISION IMPAIRMENT AND
IDENTIFIES AS GAY**

I AM...

**A WHITE, WORKING CLASS MAN
WHO IDENTIFIES AS GAY**

I AM...

**A MIDDLE CLASS CHINESE MAN
WHO IDENTIFIES AS GAY**

UNIT 1 / LESSON 5

INTERSECTIONALITY CHARACTER CARDS

I AM...

**A MIDDLE CLASS, WHITE MALE
POLITICIAN WHO IDENTIFIES AS
HETEROSEXUAL**

I AM...

**A WHITE FEMALE TEACHER WHO
IDENTIFIES AS GAY**

I AM...

**A WHITE MAN WHO IDENTIFIES
AS HETEROSEXUAL.
I LEFT SCHOOL IN YEAR 8**

I AM...

**A TEENAGE GIRL WHO IDENTIFIES
AS GAY. I RECENTLY LEFT SCHOOL
IN YEAR 9**

I AM...

**A WHITE WOMAN WITH A
UNIVERSITY DEGREE WHO
IDENTIFIES AS HETEROSEXUAL**

I AM...

**AN INDIGENOUS WOMAN WITH A
UNIVERSITY DEGREE WHO
IDENTIFIES AS HETEROSEXUAL**

I AM...

**A CHINESE WOMAN WITH A
UNIVERSITY DEGREE, WHO USES
A WHEELCHAIR AND IDENTIFIES
AS HETEROSEXUAL**

I AM...

**A WHITE MAN WITH A UNIVERSITY
DEGREE, WHO USES A WHEELCHAIR
AND IDENTIFIES AS HETEROSEXUAL**

I AM...

**A WORKING CLASS INDIGENOUS
WOMAN, WHO HAS A HEARING
IMPAIRMENT AND IDENTIFIES
AS BI-SEXUAL**

I AM...

**A WORKING CLASS WHITE MAAN
WHO HAS A HEARING IMPAIRMENT
AND IDENTIFIES AS BI-SEXUAL**

UNIT 1 / LESSON 5

INTERSECTIONALITY CHARACTER CARDS

I AM...

**A WHITE MALE DOCTOR WHO
IDENTIFIES AS HETEROSEXUAL**

I AM...

**A WHITE FEMALE DOCTOR WHO
IDENTIFIES AS HETEROSEXUAL**

ACTIVE INTERSECTIONS ACTIVITY

INSTRUCTION SHEET¹

IMPORTANT NOTE: Before beginning this activity, please ensure that you are aware of any students in your classroom that may not be able to perform the physical actions described in this activity. Ensure that you provide appropriate alternatives for those students, allowing assistance from an aide where appropriate.

Context

The purpose of this activity is to assist students to understand the idea of intersectionality by assigning a separate physical action to a variety of characteristics that are associated with discrimination.

For example, the action of stamping is assigned to discrimination on the basis of gender; the action of nodding the head from side to side is assigned to discrimination on the basis of race.

It is up to individual teachers to decide whether they would like to discuss the aim of the activity before commencing, but it works well to simply allow a class to become engaged in the activity, making connections with the concept of intersectionality during the discussion that follows.

Read the following instructions to Students

1. You have all been given a card with a 'character' written on it.
2. Each character has a number of defining characteristics that you should make sure you are familiar with. Please take a moment to read your card, but do not show it to anyone else.
3. I am going to read out a number of statements that have a physical or vocal 'action' associated with them, for example, stamping your feet.

If your character possesses the characteristic that I read out, then you must perform the action associated with that characteristic. For example, I might tell you to stamp your feet if you are a woman. **It is important that you do not perform the action if your character does not have the characteristic I read out.**

4. If your character has more than one of the characteristics I read out, then you should be doing more than one action at the same time. This might be difficult but it is important to give it a shot!

NOTE TO TEACHERS

As you read out each instruction, ensure that you allocate a small amount of 'practice' time to students who have multiple actions to perform.

¹ A definition of intersectionality can be found in the procedural section of this lesson (pg 36)

ACTIVITY cont.

STATEMENTS

1. If your character is female, stamp both of your feet. I will allow you a minute or two to get into the rhythm of stamping.
2. If your character has a disability, such as being in a wheelchair or being visually impaired, clap your hands. Remember, if your character is female and has a disability, you should now be stamping your feet and clapping your hands at the same time.
3. If your character belongs to a race or a religion that **routinely experiences** discrimination, shake your head from side to side repeatedly. N.B. Much research undertaken into racism in Australia shows that members of the Australian community who are seen as 'white' do not generally experience **routine discrimination**.
4. If your character identifies as gay, bisexual or transgender, say 'OK' (out loud) every 3 seconds.
5. If your character is working class or left school early, shrug your shoulders up and down.
6. When I look around, I should see a variety of physical activities going on: some of you may be doing nothing, but some may be stamping, clapping, shaking heads, saying 'OK' and shrugging at the same time!

DISCUSSION

After you have read through all of the instructions, stop and reflect on the activity. Ask students to identify what was difficult about the task, focusing on the issue of having to perform multiple actions at once, as compared to only having to perform one action.

Ask students the following questions:

Which students/characters were required to perform several actions at once?

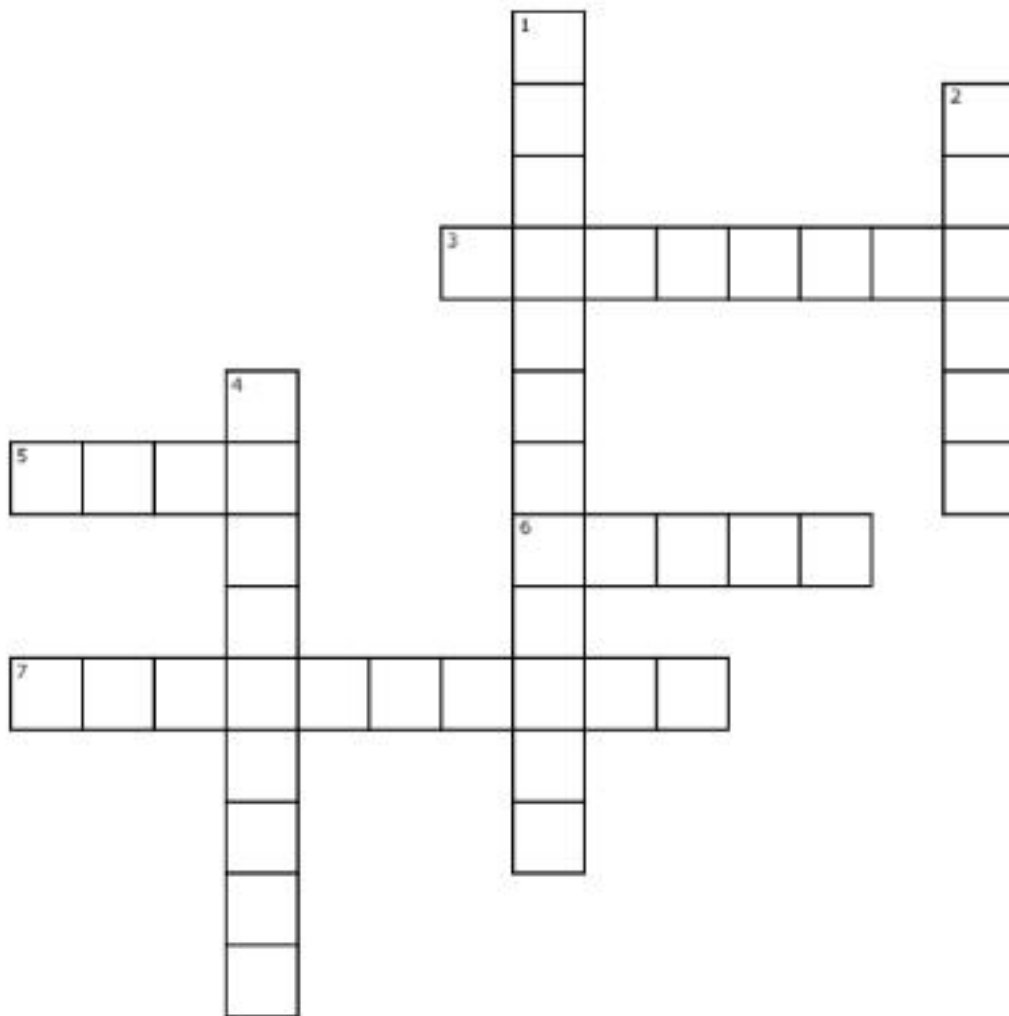
Which students/characters did not have to perform any actions?

What might those physical actions symbolise?

If each physical action represents a characteristic that is related to discrimination (e.g. Disability, race) what might it be like having to deal with more than one of those characteristics at a time in day-to-day life?

'CROSSROADS'

INTERSECTIONALITY



ACROSS

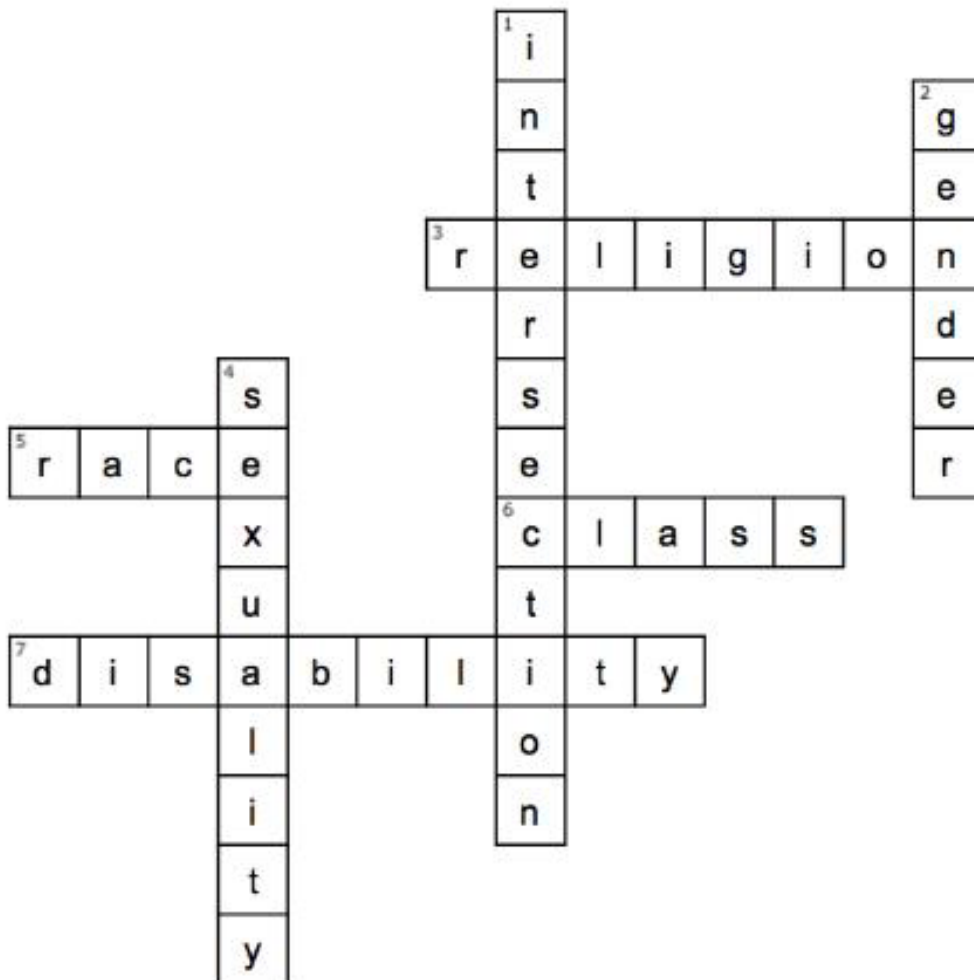
3. A specific set of beliefs and practices. For example, Islam, Christianity or Buddhism.
5. A way of classifying people based on physical characteristics, such as skin colour. This word is also used to describe competing with another person in order to come first.
6. Working, middle and upper are all words used to describe this social structure.
7. A word used to describe a physical or intellectual impairment. Antonym of 'ability'.

DOWN

1. A place where two or more roads meet, a junction.
2. Socially or culturally defined ideas about femininity (female roles, attributes and behaviours) and masculinity (male roles, attributes and behaviours).
4. A person's feelings or attraction to other people, including their sexual thoughts and feelings and sexual preferences.

'CROSSROADS'

INTERSECTIONALITY - ANSWERS



ACROSS

3. A specific set of beliefs and practices. For example, Islam, Christianity or Buddhism.
5. A way of classifying people based on physical characteristics, such as skin colour. This word is also used to describe competing with another person in order to come first.
6. Working, middle and upper are all words used to describe this social structure.
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DOWN

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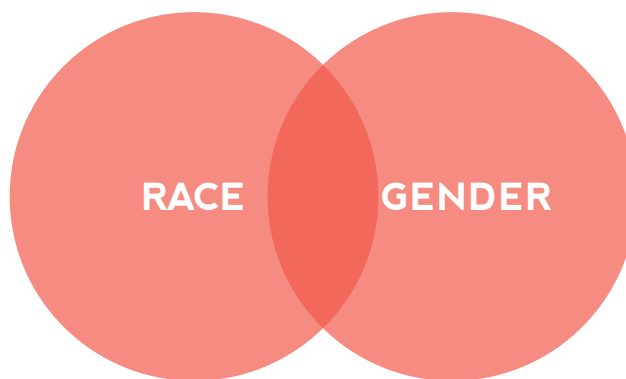
INTERSECTIONALITY THE BASICS

The key part of the term Intersectionality is '**intersection**'.

The term Intersectionality was coined by Kimberlé Crenshaw in 1989, in response to the Second Wave feminist movement, which was regarded as focusing almost exclusively on the way in which gender discrimination affected white women.

Crenshaw argued that Second Wave feminism did not recognise that black women were simultaneously experiencing discrimination on the basis of their gender **and** their race.

She said that the experience of being a black woman could not be understood simply in terms of being black, or of being a woman, but must be understood instead in terms of the interactions between these two identities or the way in which they **intersected**, enabling discrimination on the basis of **two characteristics at the same time**.



The concept of Intersectionality then expanded to include the way in which at first women - but then all members of a community - could **simultaneously** experience discrimination on the basis of a variety of biological, social and cultural categories such as gender, race, class, disability, sexual orientation, gender identity, education and class: **intersecting discrimination** contributes to systematic injustice and social inequality.

It is also possible for **privilege** and discrimination to intersect. For example a white man who identifies as gay might experience social advantage because of his sex and his race, but experience disadvantage because of his sexuality and his level of education.

Remember: Intersectionality is the way in which multiple forms of discrimination may affect a person at the same time.

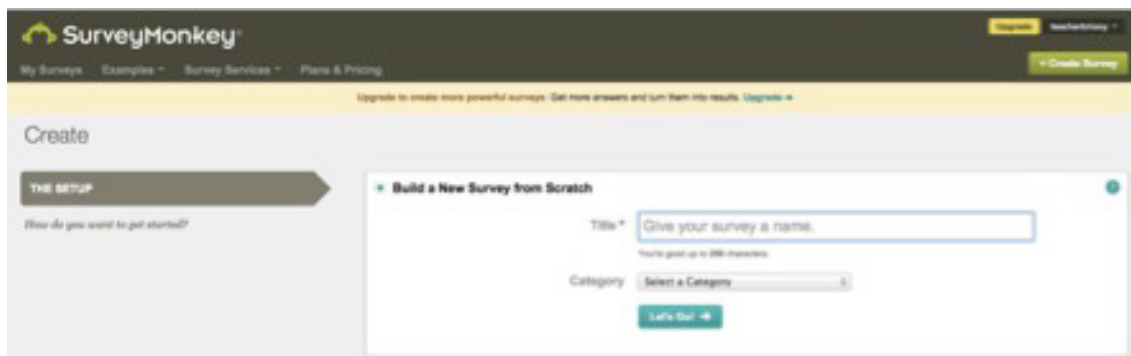
APPENDIX

Survey Monkey®

Unit 2: Lesson Three - Objectification in Practice

An example of how 'Survey Monkey®' might be used to set up an interactive, online survey for recording and displaying student responses.

1. Name and categorise your survey.
E.g. Title: 'Checking in on Objectification'
Category: Education.



The screenshot shows the SurveyMonkey 'Create' page. On the left, there's a sidebar with 'THE SETUP' and a question 'How do you want to get started?'. The main area is titled 'Build a New Survey from Scratch'. It contains a 'Title' field with the placeholder 'Give your survey a name.' and a note 'Titles go up to 250 characters'. Below the title field is a 'Category' dropdown menu with the text 'Select a Category'. At the bottom of the form is a green 'Let's Go!' button.

2. Create the questions. E.g.



The screenshot shows a SurveyMonkey survey titled 'Checking In On Objectification'. Below the title is a blue bar with the text '+ Add Page Title'. The survey contains two questions:

1. What is the sex of the person being depicted in the TASTY FOOTBALL AD?
☐ Female
☐ Male
☐ Both
2. Which of the following labels apply to those being depicted?
☐ Active
☐ Passive
☐ Sexualised
☐ Not sexualised
☐ Depicted as an object
☐ Not depicted as an object

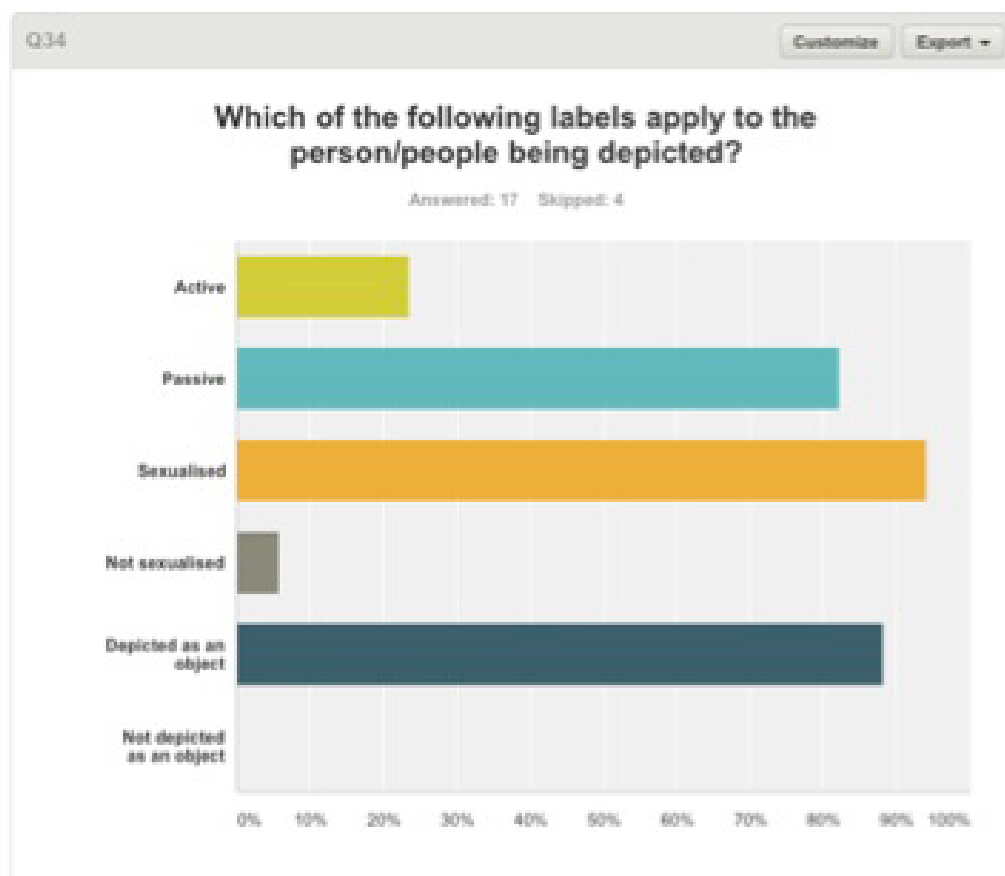
At the bottom of the survey is a grey 'Done' button.

APPENDIX

3. Viewing a breakdown of student responses

Answer Choices	Responses	
Active	20.00%	4
Passive	70.00%	14
Sexualised	90.00%	18
Not sexualised	0.00%	0
Depicted as an object	85.00%	17
Not depicted as an object	0.00%	0
Total Respondents: 20		

4. Visual representation of student responses



NATIONAL SUPPORT SERVICES

Violence and Sexual Assault

Sexual Assault & Domestic Violence National Help Line

24 hour phone: 1800 RESPECT

www.1800respect.org.au

1800 Respect (1800 737 732)

The Women's Services Network (WESNET)

wesnet.org.au

Men's Referral Service

1300 766 491

Sexuality

Rainbow Network

<http://www.rainbownetwork.com.au/>

Eating Disorders

Butterfly National Support Line and Web Counselling Service

www.thebutterflyfoundation.org.au/web-counselling

1800 ED HOPE / 1800 33 4673

General Support Services

Headspace

<http://www.headspace.org.au/>

Eheadspace

<https://www.eheadspace.org.au/>

Lifeline Australia

13 11 14

Kids Helpline

1800 55 1800

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