

Lesson Overview	PE	Health
Intro to Unit: "Gender stereotypes" Challenging female roles in traditionally male sports	<ul style="list-style-type: none"> <li>- Warmup: Rats and Rabbits (losers do girl pushups) - afterwards discuss why we call them "girl pushups"</li> <li>- Multisport (bball, netball, hockey, touch, frisbee)</li> <li>- Discuss which are male, which are deemed female. Could use mini whiteboards for discussions.</li> <li>- <a href="#">Sport and Recreation</a> in the Lives of 15-18 year old girls</li> </ul> <p><a href="#">Young people survey 2011</a> pg 18-23 girls participation vs boys Good to look at participation rates and how they change through from 5years to 17</p>	<p><b>INTRO TO SEXUALITY</b> Each class will develop their own sexuality journey and cover the themes that are most relevant to the class</p> <p>Themes that are important to cover:</p> <ul style="list-style-type: none"> <li>- Communication/assertiveness</li> <li>- Reproductive anatomy (recap from Y9)</li> <li>- Hot 4 Who (ties in with practical sessions)</li> <li>- Love/relationship levels, healthy/unhealthy</li> <li>- Contraception/STI's</li> <li>- Consent</li> <li>- Alcohol/Drugs - see</li> </ul> <ul style="list-style-type: none"> <li>- Class treaty/guidelines</li> <li>- Sexuality journey <a href="#">HHPT</a></li> <li>- Discussion about topics covered</li> <li>- Postbox (1 question that they're curious about, 1 thing you'd like to learn more about)</li> <li>- <a href="#">Terminology</a> relating to gender/sex/sexuality</li> </ul>
High Female participation sports	<ul style="list-style-type: none"> <li>- Warmup: Netball based warmup (shuttles, high knees etc)</li> <li><b>** Give roles (leader, equ manager, motivator)</b></li> <li>- Team netball drills (leaders come up with ideas)</li> <li>- Modified or normal netball games</li> <li>- Read <a href="#">netball article</a> (Barrie Gordon) to the class, discuss</li> <li>- Cheerleading: in small groups create a routine... (<a href="#">youtube tutorial</a>)</li> <li>- Discussions around why these sports have high numbers of female participants as opposed to other sports?</li> <li>- <i>Seesaw reflection: Think back to a time when you played a sport where it was predominantly females - what was the situation, how did you get into the sport, did you continue with it, why or why not? Think now - how has that experience affected your participation today? Has it impacted your decision making? Think forward - how might these ideas affect your participation in future? Why?</i></li> </ul>	<p><b>GENDER</b></p> <ul style="list-style-type: none"> <li>- Answer postbox questions</li> <li>- Difference between sex and sexuality (define)</li> <li><a href="https://insideout.ry.org.nz/ep1/">https://insideout.ry.org.nz/ep1/</a> (good vid, sex/sexuality and gender)</li> <li>- Mix n match definition activity (Bi, trans, sexuality etc) (HH Hot 4 who)</li> <li>- <a href="#">Statements</a> sexuality human continuum</li> <li>- Boy and Girl, stereotypes (draw on an A3 piece of paper what a typical boy looks like, girl looks like) - feelings and behaviours as well... feedback to the class (Gender activity HH p.184) (<a href="#">youtube clip</a>)</li> <li>- Male and female reproductive systems/anatomy (fertility activity Hei Huarahi p.111) could also touch base again about menstruation/product use (p.113) <a href="#">Anatomy Powerpoint</a></li> <li>- Menstrual cycle <a href="#">video</a> fertilisation <a href="#">video</a></li> <li>- "<a href="#">About Bloody Time</a>" - NZ video clip 8mins long</li> <li>- Get students to practice labelling the anatomy (<a href="#">male</a>, <a href="#">female</a>)</li> <li>- Gender marketing <a href="#">video</a></li> <li>- New girls clothing line challenging gender stereotypes (<a href="#">video</a>)</li> </ul>
Media Perception	<p><b>Crossfit/gym session (weights etc)</b></p> <ul style="list-style-type: none"> <li>- Discuss how students feel when they go to a gym (think about the way gyms are set up, free weights vs cardio equipment, women only gyms, lifting weights and our perceptions around that eg big and muscly vs toning up and staying strong...)</li> <li>- Video of Tia Clare Toomey (<a href="#">Crossfit champion</a> '17-'18) 6min onwards</li> <li>- "<a href="#">School of Training</a>" clip - males and females competing together</li> <li>- Warmup: Squat hold w/ partner, cone in the middle. Teacher calls out (knees, elbows, toes, nose, ears). Cone:grab cone. Loser 1x burpee.</li> </ul>	<p><b>MEDIA</b></p> <ul style="list-style-type: none"> <li>- Body image and the media (recap last lesson about what it means to be a boy and girl - lead into where our ideas about being a girl come from: <i>companies selling products, fitness industry, people with vested interests</i>)</li> <li>- Read article to the class "<a href="#">You are not your likes</a>"</li> <li><i>What were your thoughts about this? Do you think it will change how you approach social media?</i></li> <li>- Magazines/adverts that promote positive body image, ones that promote negative body image. Show Youtube clip "<a href="#">Stay Beautiful</a>"</li> </ul>

	<ul style="list-style-type: none"> <li>- Circuit of crossfit type activities (step-ups, bridge, ladders etc) 1min per station, then 30 sec rest in between. Complete whole circuit.</li> <li>- Game (if time)</li> <li>- Make links to Fitspo athletes (Kayla Itsines, Ashy Bines etc)</li> <li>- Finish with <a href="#">Does Crossfit make women look bulky?</a></li> </ul>	<ul style="list-style-type: none"> <li>- Music video influences: complete <a href="#">worksheet</a> that highlights all aspects of sexuality (clothing, lyrics, body movements, location of video etc) link to <a href="#">music videos</a></li> <li>- Instagram fitness models etc (link to PE): <a href="#">Fitspo models ppt</a> <a href="#">Fitspo article</a></li> <li>- If time at the end, could change the words to song lyrics (<a href="#">link here</a>)</li> </ul> <p>Pornography:</p> <ul style="list-style-type: none"> <li>- Keep it real online: <a href="#">pornography ad</a></li> </ul>
Inequity in pay/ double standards	<ul style="list-style-type: none"> <li>- Youtube Clip: <a href="#">Media Coverage and Sport</a> (watch first 5.35mins)</li> <li>- Team based tournament (3 teams, 1 duty, 1 mens, 1 mixed, 1x womens team) Give roles out within the teams (leader, equipment, motivator): play tennis, frisbee golf, football, rugby/touch/turbo touch (predominantly sports where there is inequity in pay).</li> <li>- Practise basic skills of each game before playing (focus on interpersonal skills, working together, tuakana/teina).</li> <li>- Bring <b>lollies</b> to reward winners: men's team give them double lollies. Or if not using lollies, can give the male teams double points.</li> <li>- Hand out a mixture of the following two articles: <a href="#">Long road to gender equality gender pay gap closing?</a> Get students to discuss. Or could watch Serena William's loss at US final (<a href="#">youtube clip here</a>)</li> <li>- Black <a href="#">fems pay video</a></li> <li>- Discuss inequity in pay, screen time, amount they play etc</li> <li>- Reflect on Seesaw: <a href="#">what are your thoughts on inequity in pay for female sportspeople? What do you think has contributed to your thoughts on this issue? What changes do you think need to be made, if any? Why/why not? How did it make you feel today when playing and the reward that you were given?</a></li> </ul>	<p><b>LOVE vs LUST/HEALTHY RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Thinking about feelings - get students to sit in a circle and raise their finger if the answer is yes for each of the questions (teacher should participate too to show involvement)</li> <li>- Relationship levels (Hei Huarahi p.160)</li> <li>- Dump or Stay (HH p.167)</li> <li>- Lust or Love (HH p. 176)</li> <li>- Discuss that relationships are similar to qualities in a friendship: if you wouldn't put up with it from a friend, why would you in a partner?</li> <li>- Worksheet 14: What's important. Get each student to fill this out for themselves, recognising what qualities are important to them when deciding on if they want to be in a relationship.</li> </ul>
Historical Participation	<ul style="list-style-type: none"> <li>- Intro discussion about what sports/activities females used to participate in: Show <a href="#">100 Years of Fitness</a> youtube clip (aerobics, jazzercise, hula hoop, tae-bo) what were they allowed to wear etc. Make comparisons between today's participation and clothing (beach volleyball, fitness industry, body-building comps etc)</li> <li>- Team Relays: Divide the class into five or six even groups, sitting on the baseline. Run to the end, completes 20x hula hoops, then run back. Run to the end, 20x skips, run back. Run to the end, 20x swivels on spot, then run back. First team back seated with hands on heads wins.</li> <li>- Aerobics/Tae Bo/Jazzercise session</li> <li>- <a href="#">Retro Aerobics Session</a> (10mins long)</li> <li>- <a href="#">Tae Bo 8 min punch out</a></li> <li>- Create your own activity/sport for women in different time periods. Share back to the class, and play the games/do the activities.</li> <li>- WEGC 1944 Girls in PE <a href="#">youtube clip</a></li> </ul>	<p><b>CONSENT</b></p> <ul style="list-style-type: none"> <li>- Answer postbox questions</li> <li>- <a href="#">Cup of Tea</a> youtube clip AND/OR <a href="#">New Zealand consent clip</a> (really good)</li> <li>- Facebook statement (<a href="#">link here</a>) - consent example</li> <li>- What is Rape (<a href="#">youtube clip</a> - watch until 7.15mins) UK clip about consent, surveying members of the public, verbal or body language.</li> <li>- <a href="#">Consent powerpoint (HH)</a>: Yes, Yes, Yes activity</li> <li>- Kisses and consent (HH p.90) Sailor and Nurse photo.</li> <li>- <a href="#">Is there consent?</a> Photos depicting people kissing (class discussion) and attached <a href="#">worksheet</a></li> <li>- Amy and Jayden story (Teaching Consent folder): students sit in a circle and teacher hands out the cards to different students. Read it out in numerical order and discuss at the end.</li> <li>- Sit down for yourself, partner activity (HH p.88)</li> <li>- Discussions about local and national examples (Wellington College <a href="#">facebook post</a>, <a href="#">protest from WEGC Teachers resign</a>)</li> <li>- Roastbusters Articles ( <a href="#">No charges being laid</a> <a href="#">Wikipedia roastbusters</a>)</li> </ul>

Sexuality in Sport	<p><b>Pool Session</b></p> <ul style="list-style-type: none"> <li>- Discuss safety rules at the beginning. Lead this into clothing around swimwear, female body image, swimming ability. How might this make females feel?</li> <li>- Warmup: YMCA, Macarena, moving bodies in the water</li> <li>- Create a synchronised routine, share back to the class</li> <li>- Relays: different equipment, carry student, dolphin diving</li> <li>- Free time at the end</li> </ul>	<p><b>CONTRACEPTION/STI's and ABSTINENCE</b></p> <ul style="list-style-type: none"> <li>- Answer postbox questions</li> <li>- Set up all the different type of contraception items around the room and students fill out worksheet in small groups as they go <b>OR/</b> Groups create adverts for their method of contraception (HH p.94)</li> <li>- Feedback to the class</li> <li>- "Didn't use Anything" activity (HH p.96)</li> <li>- Show powerpoint about the different types of contraception, answer questions as you go (<a href="#">link here</a>) - LCC copy of KYS intro...</li> <li>- Contraception video/Ted talk <a href="#">here</a></li> <li>- Link to Family Planning information: <a href="#">Contraceptive Methods</a></li> </ul>
	Self Defence session (x2)	<p><b>CONTRACEPTION/STI's cntd...</b></p> <ul style="list-style-type: none"> <li>- Answer postbox questions</li> <li>- Discussion about STI's, link to abstinence being the only sure way to avoid pregnancy and/or STI's.</li> <li>- <a href="#">STI powerpoint</a> or this one: <a href="#">STI powerpoint</a></li> <li>- Research health providers in the area</li> </ul>
Project	Intro, planning, work on assessment	- Condom Demonstration
Project	Work on assessment	
Project	Present/Hand in assessment	