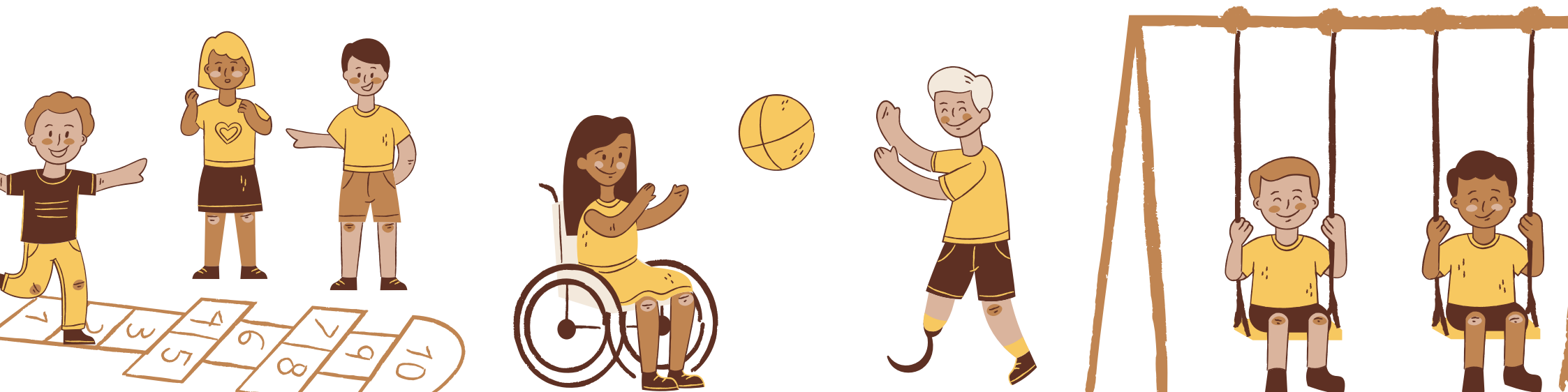


PLAY SPACES & GENDER

Resilience, Rights and Respectful Relationships (RRRR)

Exploring the way students use the outdoor spaces and equipment at school.

A student voice activity for grade 4-6



PLAY SPACES & GENDER LESSON PLAN

Name	
Grade	
Subject	RRRR
Key Concepts	Safety, respect, and inclusion in spaces

Learning Objectives

These activities are part of the **Resilience, Rights and Respectful Relationships (RRRR) curriculum**.

These activities are designed to:

- Help you think about and notice the way that spaces and equipment are used by the students in your school
- Help you to understand how the use of spaces and equipment might have an impact on whether everyone feels safe, respected, valued and treated equally.

Lesson Outline

Activity	Guide	Date
Mapping	Map the way that spaces are used in your school and who uses them	
Analysing	What have you noticed? What could this mean? What's going well, concerning, or interesting?	
Brainstorming	You will gather ideas to celebrate things that are going well, to address any concerns, or to delve into deeper.	
Plan for action	You will choose ideas and plan for next steps	

Activity 1: Aims

Materials

For this activity you will need:

- Pencil or pen
- A copy of your school values

Activity

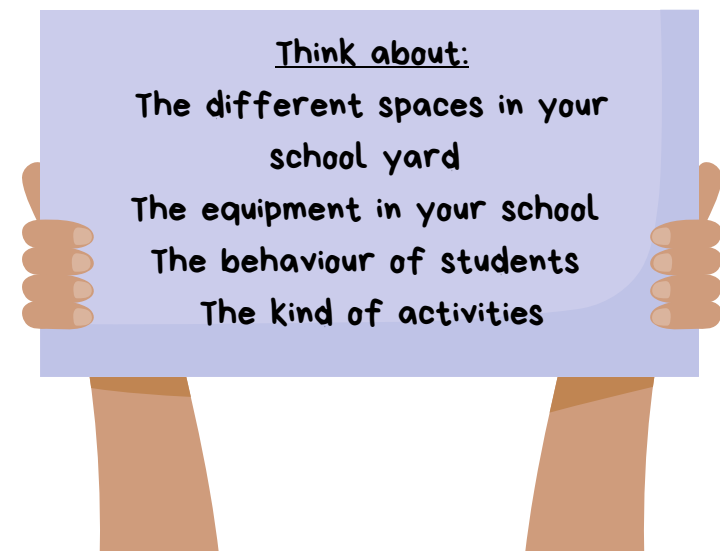
On your own, write down your answers to the questions in the boxes. You may also like to draw a picture to describe your answers.

After you have answered the questions, get into groups of 3-4 people and talk about your answers.

 **What is equality?**



What do you think equality in the school yard would look like?



Activity 2: Mapping

Materials

For this activity you will need:

- A sheet of paper
- Coloured pencils
- Clipboard

Activity

Step one: Draw a map of the school grounds

On a blank sheet of paper draw a map of the school grounds.

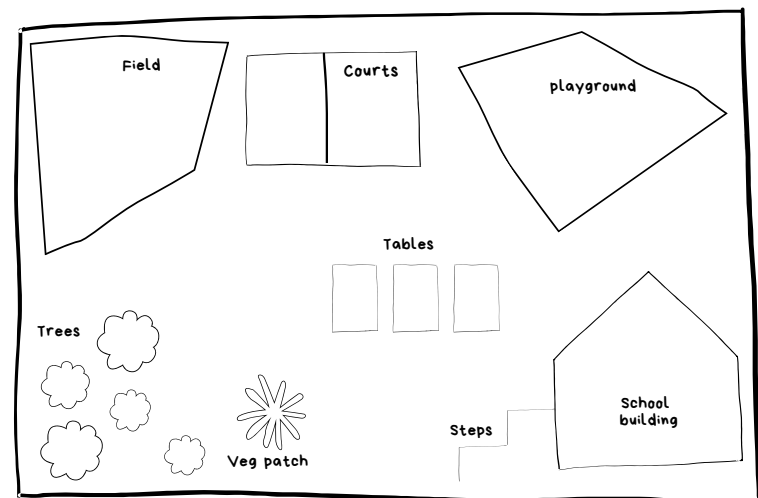
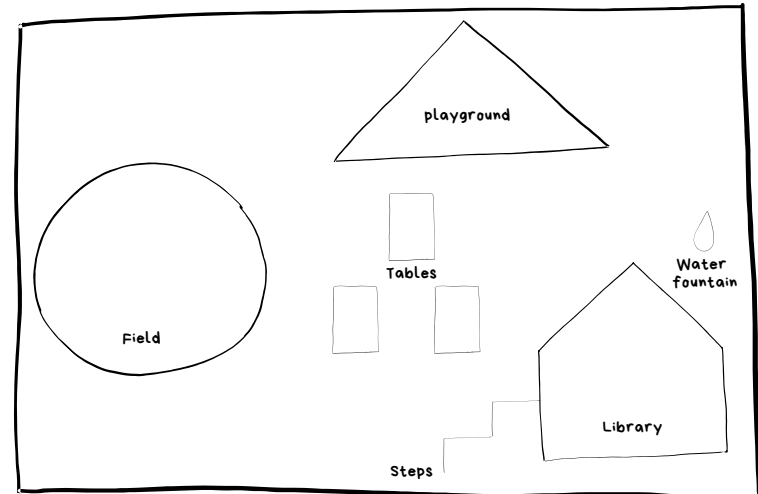
Make sure the map includes all the spaces that you or other students may use at recess and lunch times.

For example:

- Sports oval
- Basketball courts
- Playground
- Picnic tables
- Library



Your map may look like...



Activity 2: Mapping

Step two: Design a key for your map

Every map needs a key! Fill in the table below to design a key for your map that describes **who** is using the space and **how** they are using the space.

Who is using the space?	Colour	How are they using the space?	Symbol

Challenge gender stereotypes - colours are just colours!

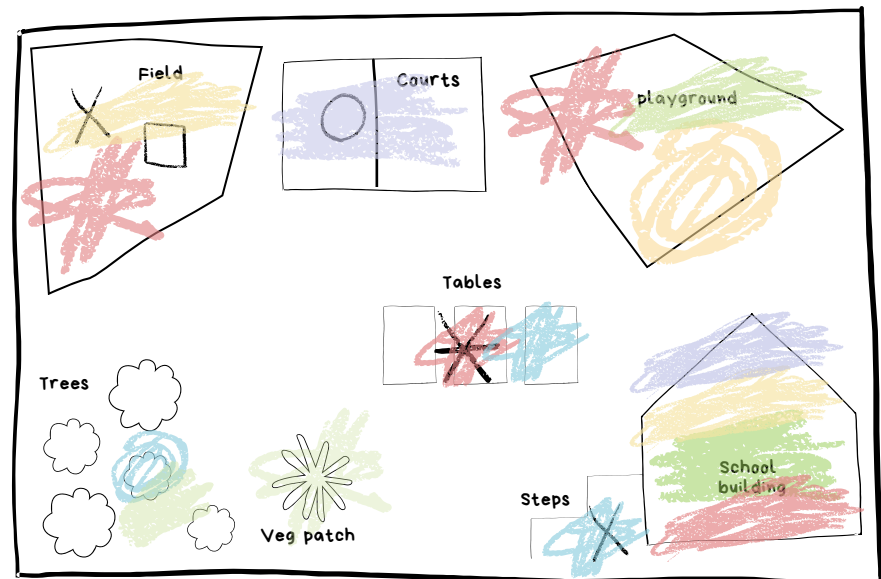


Step three: Collect the Data

Go out into the playground at lunch and recess and record on your map using your key the way that spaces and equipment are being used, and who is using them.

You might do this in pairs or on your own, and you might do this once or a few times over the course of a week.

Your map might end up looking something like this at the end. With colours showing who is playing in each spot and, symbols showing what they are doing



Activity 3: Analysing

Materials

For this activity you will need:

- Butchers paper
- Pens & textas
- Copy of school values & expectations

Activity

Step one: What have you noticed from your mapping?

Start by filling in the table on **page 6**. Write down the different spaces in your school and what you observed.

- Who was using which spaces?
- What were they doing?

Step two: Chat to others about what you noticed

Once you have filled in your observations in the table on page 6, get into pairs or small groups and talk through the questions on page 7. You may like to also note down your thoughts and observations in response to the questions on a butchers paper.



Activity 3: Analysing



Fill in the below table

Space:

(Along the top row write down the different spaces in your school, e.g. playground, sport field)

Who is using this space?

(Is it mostly one group of people (e.g. boys or girls, older or younger students) or a mix?)

How are people using this space?

(What activities are they doing?)

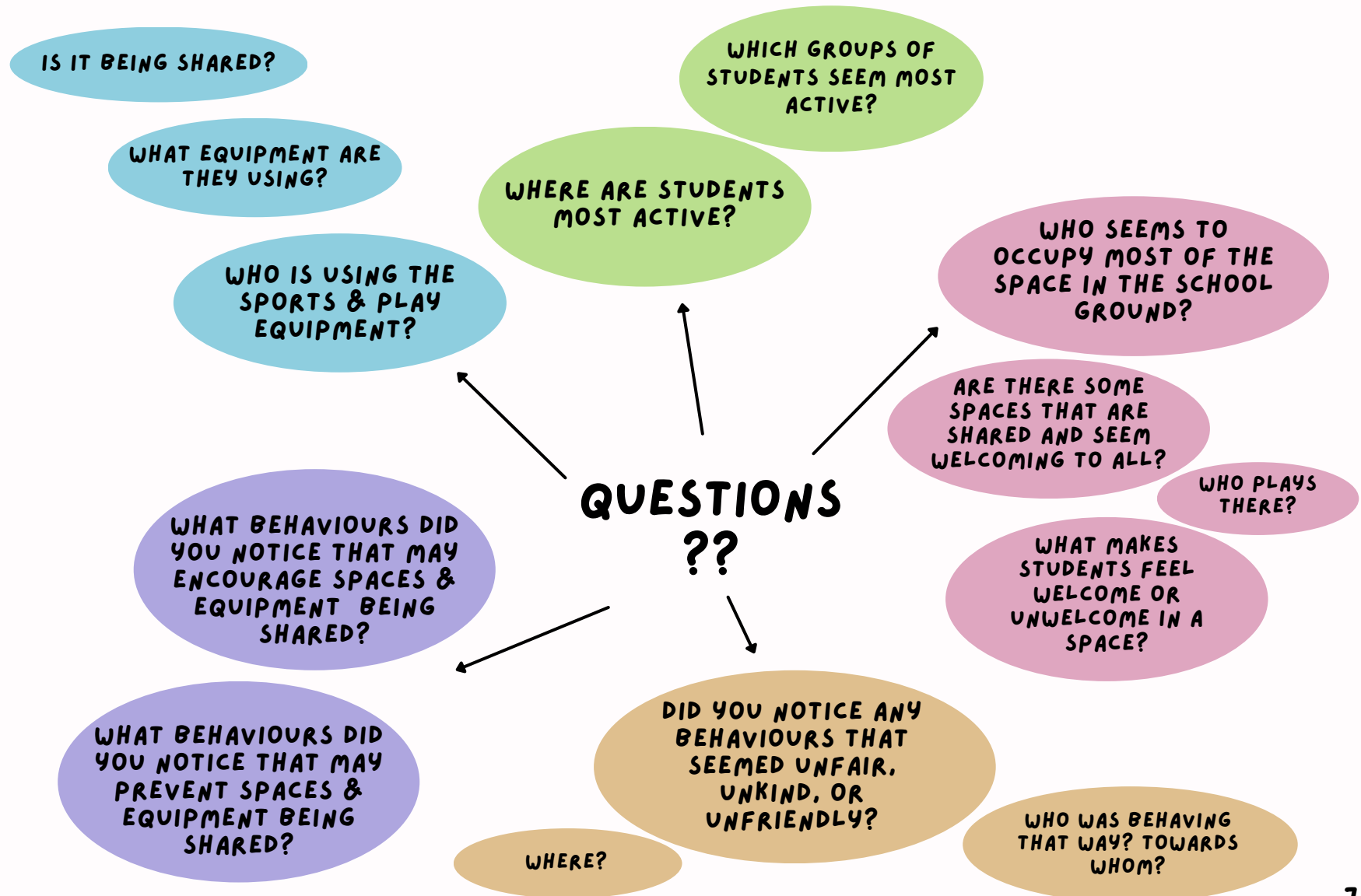
What behaviours did you notice?

(e.g. group play, sharing, arguments)

Did you notice anything else?

Activity 3: Analysing

Discuss these questions in a pair or group. Write down your observations.



Activity 4: Brainstorming

Materials

For this activity you will need:

- Pens & textas
- Copy of school values & expectations

Activity

This activity is for you to think about how your school values may or may not be reflected in how students use the playspaces at your school.

In the space on the right, write down your school values. Then reflect on whether you noticed your school values in your observations of the school yard.

e.g. Your school value might be Respect - did you notice students being respectful to each other in the school yard?



WHAT ARE THE CORE VALUES OF YOUR SCHOOL?




DID YOU NOTICE THESE VALUES IN THE SCHOOL YARD?

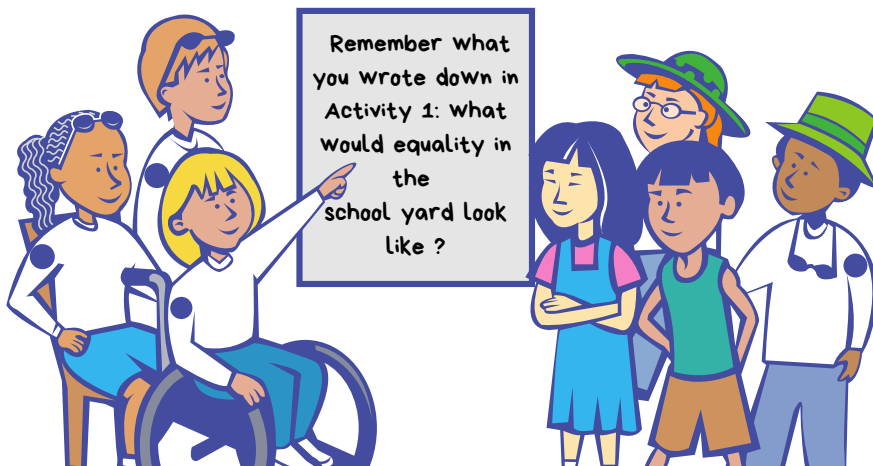
Activity 4: Brainstorming

Looking back on **Activity 3**, think about the list of things you noticed in the school yard. In small groups discuss the below questions:

- What is going well at your school? What can you **celebrate** about your school?
- What are you worried about at your school? What might you want to **change**?
- What are you wondering about? What might you need more information about and to **explore**?

List the things you would like to celebrate, change and explore

 Celebrate	 Change	 Explore
<i>e.g. All playspaces are being used by all students</i>	<i>e.g. Equipment should be distributed evenly between grades</i>	<i>e.g. Do the same students tend to do the same activities during lunch and recess everyday?</i>



Activity 5: Planning for Action

Materials

For this activity you will need:

- Pens & paper
- Computer (optional)

Activity

The tables on pages 12-14 are to help you **plan for action**.

Look at your list of ideas on page 8 for **celebrating, changing,** and **exploring** and choose three ideas to plan for action.

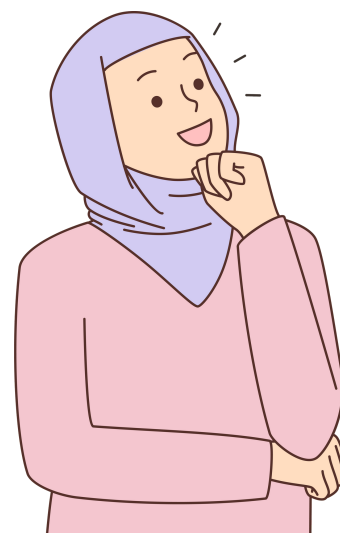
Once you have completed your tables, share them with school leadership (teachers, principal) to discuss your findings and ask for support in turning your ideas into actions.

WHEN CHOOSING
IDEAS TO TURN INTO
ACTIONS, THINK:

WOULD THIS ACTION BE
WITHIN OUR CONTROL, I.E.
SOMETHING STUDENTS
COULD DO?

WHAT HELP
WOULD WE NEED?

IF IT IS NOT WITHIN
OUR CONTROL, ARE
WE ABLE TO
INFLUENCE IT
SOMEHOW, I.E. ASK
FOR HELP



Activity 5: Planning for Action

Celebrate

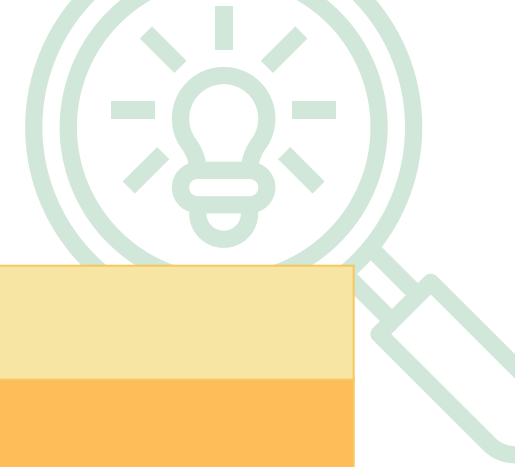
What do you want to celebrate? (look at activity 4)	What will you do? What is the action?	Who will do it? Who will support them? <i>(e.g. teachers, student council, principal, other adults)</i>	What is needed to do the action? <i>(supplies, equipment etc)</i>	When will it be done?

Activity 5: Planning for Action

Change



What do you want to change? (look at activity 4)	What will you do? What is the action?	Who will do it? Who will support them? <i>(e.g. teachers, student council, principal, other adults)</i>	What is needed to do the action? <i>(supplies, equipment etc)</i>	When will it be done?



Activity 5: Planning for Action

Explore

What do you want to explore? (look at activity 4)	What will you do? What is the action?	Who will do it? Who will support them? <i>(e.g. teachers, student council, principal, other adults)</i>	What is needed to do the action? <i>(supplies, equipment etc)</i>	When will it be done?

Activity 6: Reflection 1 Month Later

Materials

For this activity you will need:

- Pens & paper
- Computer (optional)

Activity

All change takes time. One month after you have completed the action tables come back to them and reflect on what changes have been made.

You might like to do Activity 2: Mapping once again and compare your observations from before and after. This would support your reflection, but is an optional extra activity.

With peers, go through your action tables and for each of the actions you listed in your tables, ask the questions



4

IF YES, HOW CAN WE CELEBRATE WHAT WE HAVE DONE?

1

HAVE WE COMPLETED THE ACTION?

2

WHAT CHANGES HAVE YOU NOTICED BECAUSE OF YOUR ACTIONS?

3

IS THAT THE CHANGE WE WANTED?