Fertile Question:  *What part does my gender play in constructing who I am?*

Core Content Area 3: Integration and transformation

**Lesson 3.1.1 My gender, my spirituality**

**Lesson 3.2.1 Women’s rights movement**

**Lesson 3.2.2 Community and communitas**

**Lesson 3.3.1 A whole of life spirituality**

**TOPIC 3.1: My gender, my spirituality**

**TOPIC 3.2: Changed forever**

**TOPIC 3.3: Towards the ultimate goal**

**Extending Knowledge: Gender and spiritual wisdom**

**Depthing Understanding: A case study in change**
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 3: Integration and transformation

TOPIC 3.1: My gender, my spirituality

Lesson 3.1.1 My gender, my spirituality

In this lesson students will reflect deeply on the fertile question and break open the suggested assessment task.

Teachers: Before You Start!

1. Decide whether or not you will use the suggested assessment task for this unit. Please note that presentation as a blog is a suggestion only. It is a good opportunity to teach students about online privacy. Read here for an article about student blogging.

For students to reflect deeply on the fertile question and break open the assessment task, complete the following activities:

1. Read and discuss the Assessment task.

   TASK: Pretend you are the interviewer of the students who responded to the questions you posed to them, which then became the responses shown in the Gender and spirituality movie clip. Create a list of the questions you asked and make a response to each of your questions including a response to the fertile question.

   Suggested process:

   1. Review the activities completed in the unit that helped you to make sense of the fertile question.
   2. View and listen carefully to the Gender and spirituality movie clip, imagining that you are interviewing these students and the question you are asking. Read also the transcript of the answers to assist you with this task.
   3. Identify 3-5 questions that you may have asked in the role of interviewer to the students in this clip. One of the 3-5 questions should be the fertile question for this unit: What part does my gender play in constructing who I am?
   4. Make a personal response to each of the questions you identified, including the fertile question, as if you were one of the students being interviewed.
   5. Record your responses in the form of blog entries. Each question could be a separate blog entry or you might like to make a single entry that answers all of the questions. Entries can be written and/or supported by other material such as YouTube clips or digital images.
   6. Create your response. Suitable blogging tools for students include: Blogger, WordPress, and Tumblr. Each has its strengths and weaknesses. Blogger is probably the simplest to use. Tumblr is very popular.
Fertile Question: *What part does my gender play in constructing who I am?*

**Core Content Area 3: Integration and transformation**

**TOPIC 3.2: Changed forever**

**Lesson 3.2.1 Women’s rights movement**

In this lesson students will explore the transformation of women’s rights in the workplace.

**Teachers: Before You Start!**

1. This lesson will need to be divided over several lessons to allow students to conduct their interview and present findings about women in the workforce today.

**For students to explore the transformation of women’s rights in the workplace, select from the following activities:**

1. Explore the ways in which women fought for equality in the workplace in Australia.
   a. Investigate how much has changed for women in the workforce since the 1950s.
      i. Form groups of four to examine one of the primary sources from the 20th Century about women in the workforce.
      ii. Examine your allocated source: Source one, source two, source three or source four, source five.
      iii. Record the following information either on paper or in a collaborative space. What kind of text is it? What year was it written or produced? What issues are addressed in the material? Who is the audience of the text? What is surprising about the text? What questions come to mind as a result of reading/viewing the text? How important have unions been for securing the rights of the worker? How might fighting for one’s rights be linked with spirituality?
      iv. Construct questions to interview a working mother today. The questions should reflect some of the issues fought for during the 20th Century? Be sure to include a question about what the issues are for women in the workforce today.
      v. At least two members of the group conduct an interview with a relative, neighbour or friend if possible, who is or has been recently a working mother. Use the group’s questions. Record the interview if possible using a smartphone or other recording device. (Be sure to tell the person and gain permission to record, ensuring it is for classroom use only.)
      vi. Share the interviews with the group. How much has changed for women in the workforce in the 21st century? What are the major issues for today?
   b. Explore the place of social media as a way of taking a stand about gender related issues.
      In October 2012 a Sydney journalist published offensive comments made by a radio journalist at a Young Liberal Party meeting regarding the female Prime Minister, Julia Gillard. An online organisation lobbied its followers on Facebook to email and phone advertisers who had contracts with the journalist’s program and ask them to consider pulling their advertising. Thousands of followers complied but some people were abusive and the group were considered to be cyber bullies.
      i. Read [here](#) for more information.
      ii. What are the rights and responsibilities of this issue? What values are/are not demonstrated by the players in this scenario? Write a list of rules that you would always be prepared to follow regarding the ethical use of social media.
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 3: Integration and transformation

**TOPIC 3.2: Changed forever**

**Lesson 3.2.2 Community and communitas**

In this lesson students will explore the community aspect of spirituality.

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**For students to explore the community aspect of spirituality, select from the following activities:**

The spirit and culture of any group of people working for a particular purpose has its own spirituality. Sometimes this is named as the culture, spirit, vibe or way of being of the group or place. This spirituality can be healthy or unhealthy, sustaining or destructive. The spirit of a place is felt by its members as well those who engage with it. The Latin word for a healthy community is communitas.

1. Explore your own understanding of communitas in a school setting.
   a. Analyse and critique the experience of communitas in your existing school.
      i. One definition of communitas is the following: Communitas is an intense community spirit, the feeling of great social equality, solidarity, and togetherness.
      ii. Construct a Y chart for the concept of communitas: What does it look like, sound like and feel like in your school?
      iii. Who and how is a culture of communitas sustained in your school? What are some of the activities in your school that foster a sense of communitas? What beliefs and values do people in the school live by which fosters communitas?
   b. Explore the ways in which an unhealthy culture may be transformed towards a culture of communitas.
      i. Reflect upon a group, team, class or friendship group that you have been or are associated with, that does not have a healthy culture of communitas. Who and how has this unhealthy culture been formed? What words and actions promote and sustain this culture/spirit? What values and beliefs of members of the group underpin this culture/spirit? What actions can you as an individual take to nurture a healthy spirituality for yourself and possibly others?
Fertile Question: *What part does my gender play in constructing who I am?*

Core Content Area 3: Integration and transformation

**TOPIC 3.3: Towards the ultimate goal**

**Lesson 3.3.1 A whole of life spirituality**

In this lesson students will investigate ways in which religious teachings provide a pathway for integrating one’s spirituality into the whole of your life.

**Teachers: Before You Start!**

1. Review the resources referred to in this lesson.

**For students to investigate the ways in which religious teachings provide a pathway for integrating one’s spirituality into the whole of your life, select from the following activities:**

1. Explore the teachings of Buddhism and Catholicism.
   a. Read the eight divisions of the Eightfold Path of the Buddhist tradition.
      i. How might a spirituality based around the eightfold path influence the following areas of your life: the way you speak about others, the kind of occupation you choose, the books you read, films you see and music you listen to, your mental health and how you treat animals.
      ii. Reflect on the Christian teachings from the Ten Commandments, the Beatitudes, Jesus’ commandment to love one another and to treat your neighbour as yourself, and the key teachings from Catholic social teachings.
      iii. How might these teachings influence the way you speak about others, the kind of occupation you choose, the books you read, films you see and music you listen to, your mental health and how you treat animals and the earth.
      iv. Create an artwork to illustrate how religion has impacted on your spiritual journey so far in your life since birth, and how it might impact on your spiritual journey into the future through to old age and death. Consider key life moments to include, for example: Baptism, Eucharist and Confirmation, education, sickness, reconciliation, death of a loved one, moral dilemmas, relationships, tragedy, celebrations, marriage, births, significant achievements, life-style choice/vocation etc.
USEFUL RESOURCES

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