



Activity: 9-10.1.2

Key Message

- Popular media, including music, can send confusing or incorrect messages and expectations about relationships, love, sex and gender.

Activity Details

Victorian Curriculum

Health & PE Evaluate factors that shape identities, and analyse how individuals impact the identities of others
VCHPEP142

Capabilities VCPSCSO047

Time 45 minutes

Levels 9 & 10

Equipment

- paper and pens
- access to computers

Singing between the lines

Purpose

To explore how popular songs can influence our perceptions of love, relationships and gender.

Teaching notes

The lyrics of popular songs can be downloaded from the internet.

Procedure

1. Ask each student to write down their favourite song.
2. Divide the class in half to work together. Ask each group to identify how many students in their group had favourite songs which were about love or relationships.
3. Ask students to classify the 'love' songs into categories in groups. (e.g. new love, unrequited love, love that's ended, longing for love). Students classify their songs as a group.

Discussion

1. Discuss and compare the classifications as a class.
2. What were the common themes?
3. Why do you think these themes are popular?
4. How might songs of this type influence a person's values and/ or personal identity?
5. Ask students to work in small groups and to choose one relationship or love song to work on.
6. Students source the words and/ or music clip for that song online and answer the following questions:
 - What feelings are expressed?
 - What words are used to describe love, sex, relationships and gender?
 - Are the lyrics realistic representations of how love and life might be?
 - What stereotypes are portrayed in terms of sexuality and/ or young people?
 - How might the song be different if it was written by the opposite gender? Discuss.
 - Do the songs reflect the diversity of love relationships present in society?
7. Share findings together as a class.

