

Launchpad

Exploring Work and Understanding Stereotyping Resource

This resource meets the following aspects of the following curriculum's:



Key Stage 3 CEG Framework

- Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues can affect decision-making (KS3 CEG Part 4).
- Recognise and respond to the main influences on attitudes and values in relation to learning, work and equality of opportunity (KS3 CEG Part 6).

Key Stage 3 PSHE

This resource meets section 2.3 of the KS3 PSHE Personal Wellbeing framework

Pupils should be able to:

- A: Use social skills to build and maintain a range of positive relationships
- B: Use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- C: Use the social skills of communication, negotiation, assertiveness and collaboration
- D: Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- E: Challenge prejudice and discrimination assertively.

Method

- Students will need to access the careers information in Launchpad, along with the worksheets entitled “Exploring Work and Understanding Stereotyping – Student Handout”.
- For the introduction, it would be useful if you could access a whiteboard or flipchart.

1. Introduction – About 10 Minutes

This activity should be used to briefly introduce the world of work and concept of stereotyping.

1. On the whiteboard or flipchart paper, make a list of some jobs that are commonly stereotyped as ‘male’ or ‘female’.
2. Ask your students to think about why stereotypes exist. Discussion might cover things like the views of students’ families and friends, and the influence of the media.

2. Main Activity – About 30 Minutes

This activity asks students to think about gender stereotyping in the workplace and challenges assumptions about traditional male/female roles.

1. Distribute the handout “Exploring Work and Understanding Stereotyping – Student Handout”.
2. Ask students to work in teams to complete the handout.

3. Conclusion – About 10 Minutes

Reflect on what has been learnt by reviewing the list of stereotyped male/female careers as identified in the lesson introduction.

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- Teacher Notes

Introduction

Stereotypically 'male' jobs could include:

- Engineer
- Plumber
- Computer Programmer
- Carpenter
- Car Salesperson
- Lorry Driver
- Motorcycle Courier
- Welder
- Fire Fighter.

Stereotypically 'female' jobs could include:

- Nurse
- Hairdresser
- Dancer
- Receptionist
- Secretary
- Nursery Nurse
- Midwife
- Flight Attendant
- Beauty Therapist.

Main Activity

Bricklayer

- The bricklayer career can be found within the 'Building and Construction' career area.
- Although this is stereotypically a male role, the Launchpad case study features a female bricklayer (Gillian).

Points to consider

Career Questions

1. To be a bricklayer, you need to be physically fit, with the ability to work on your own and as part of a team. Some number skills are useful.
2. Usual entry is with four GCSEs (A-G). People usually enter this career through a work-based training scheme. To find out more, see 'Career Information' in Launchpad.
3. The average salary level is £17,000 - £21,999.
4. This career is suitable for both men and women, it is illegal to discriminate based on gender, age, disability or ethnic background.

Case Study Questions

1. Gillian likes working outside. She also enjoys helping to build something permanent that will be around for years to come.
2. Gillian dislikes that her job can be physically hard work and she goes home feeling tired. She also dislikes that the job can be dangerous, so she has to be careful not to injure herself.

Primary Teacher

- The 'primary teacher' career can be found within the 'Education and Training' career area.
- Although this is stereotypically a female role, the Launchpad case study features a man (Ramon).

Points to Consider

Career Questions

1. To do this job, you need good communication skills and the ability to keep order.
2. To become a primary teacher, you need a degree or postgraduate qualification that leads to Qualified Teacher Status.
3. The average salary level is £27,000 - £31,999.
4. This career is suitable for both men and women, it is illegal to discriminate based on gender, age, disability or ethnic background.

Case Study Questions

1. Ramon enjoys spending time with children in class, affecting children's lives in a positive way and helping them to develop life skills.
2. Ramon doesn't like the fact that he has no time to himself once he gets to work. The social work aspect of the job is difficult to handle. Marking can be very tedious and time-consuming.

Army Officer

- The army officer career can be found within the 'Security and Armed Forces' career area.
- Although army officer is sometimes stereotyped as a male role, the Launchpad case study features a woman (Heather).

Points to consider

Career Questions

1. To be an army officer, you'll need good communication skills. You must be good at administration, organisation and management.
2. The suggested qualification level is Degree/HND.
3. The average salary level is £22,000- £26,999.
4. This career is suitable for both men and women, it is illegal to discriminate based on gender, age, disability or ethnic background.

Case Study Questions

1. Heather enjoys training, firing weapons at the range and taking part in missions overseas. She enjoys army traditions. The constant personal challenge is good because it means the job never gets boring.
2. She dislikes the long hours she sometimes has to put in.

Conclusion

Points to Consider

- The main things that make a job suitable for someone are their qualifications, skills, interests and knowledge – not their gender.
- Legislation exists to ensure that people are treated equally in the workplace, regardless of things like age, gender, disability and ethnic background.