

Gender Respect Project

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For further information see:
<http://www.decsy.org.uk>
OR
<http://genderrespect2013.wordpress.com>

Gender and Work

Age group: KS2

Format: series of lessons

Main curriculum / subject area: Maths (statistics), PSHE, P4C

Other curriculum links: English, ICT

General Objectives:

- To give children the opportunity to explore the concepts of fairness, equality and gender, along with future career aspirations.
- To challenge children's stereotypes in relation to gender and the world of work.
- To create and analyse data.
- To create a resource for younger children, based on the WEST 'Yes We Can' booklet.

Objectives from the National Curriculum(2014):

- To interpret and present data using bar charts, pictograms and tables.
- To solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Lesson One: Baseline

Prior to this lesson send home a letter which asks children to find out what jobs their family and friends do and who does the housework (males/females/both).

In the lesson, share the results and ask the children to create a bar chart showing who does the most housework.



Lesson Two: Women in Public Life

Using graphs and data from the House of Commons Document (April 2014) 'Women in Public life, the Professions and the Boardroom' (see appendix 2) ask the children to read and analyse the information. Set some questions as a guide.

You will notice that generally the number of women is increasing in some professions (primary and secondary education, NHS, police and armed forces).

Follow up with a discussion about what the graphs show overall. Ask children if there are any surprises, and why they think certain jobs have more men/women.

Lesson Three: Future Careers Questionnaire

Following the discussion generated in Lesson Two, ask children to think about the following questions:

- 1) If you could choose up to 3 jobs to do when you're older, what would they be?
- 2) What do you think you need to do to get that job?
- 3) Is there anything that might stop you from doing your dream job?
- 4) Do you think there are more females or males doing your dream job?
- 5) Would you be happiest working with people from the same gender, different gender or a mix?



Lesson Four: P4C about gender and work stereotypes

Share stimuli to challenge children as to why stereotypes exist (e.g. images of people doing non-stereotypical jobs). Initiate a P4C discussion by asking children to generate a philosophical question, and choose one as a class. Children should then sit in a circle to share their thoughts and ideas on the chosen question.

Lesson Five: Visitor

For this lesson you may wish to invite an external speaker who has expertise in, or personal experience of, entering male/female dominated careers. For example, if local to Sheffield, Liz Kettle from WEST (Women in Engineering, Science and Technology) is a good resource.

Begin by showing this Newsround Clip (<http://www.bbc.co.uk/newsround/29443373>) to get children thinking about their future jobs.

Follow this by getting some children to dress up as fire fighters, police officers, Red Cross volunteers, builders, bus drivers and doctors and ask the children to stand on a continuum line as to whether they think the job is just for boys, girls or somewhere in the middle. Ask the children to generate questions for the visitor to find out more about their job.

As an evaluation of learning for this session, ask the children to stand on a yes/no continuum line for the following questions:

- 1) Did you enjoy the activity?
- 2) Are you more aware of jobs and gender stereotypes?

Ask the children to share with their talk partner what they have learned, and then take feedback from the class.



Lesson Six: P4C about gender and work stereotypes

Remind children of all the lessons completed so far. In order to reflect on what they have learnt ask the children to use their thoughts as stimuli and to come up with a philosophical question they would like to discuss further.

Examples may include:

- Do you think that boys and girls should have the same responsibilities within the same job?
- Why do you think that there are jobs for boys and jobs for girls?

Lesson Seven: Learning more about careers

Using computers, ask the children to do the following quiz on which job they could be suitable for in the future: <http://www.futuremorph.org/wp-content/uploads/games/interactive/index.html>

Ask the children to research what they would need to do to get that job and what the job is like: <https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx>

Evaluation:

Ask the children to redo the questionnaire from Lesson Three to see whether their ideas have changed.

Extend this further by using the evaluation form for feedback (see appendix 3).

Learning Outcomes:

- Children are able to reflect on why gender job stereotypes exist.
- Children are able to understand, interpret and answer questions about real life graphs and tables.
- Children are able to consider reasons why these results exist.
- Children are able to voice their opinions and respond to the opinions of others.
- Children consider what job they may like to do in the future.
- Children are able to design an activity booklet for younger children to encourage them to challenge gender stereotypes related to work.

Assessment:

- Mark the answers to the questions about the graphs.
- Mark the bar chart children have created against a success criteria.
- Take notes during philosophy circle.
- Peer assess activity pages that children create.

Resources:

- Graphs from House of Commons Document (April 2014) 'Women in Public life, the Professions and the Boardroom' and questions for children to answer (see appendix 1).
- Images of people doing non-stereotypical jobs.
- External visitor.
- Clothing and uniforms for different jobs.
- Evaluation form (see appendix 2).

Appendix 1: Graphs and Questions

Women in Public life, the Professions and the Boardroom: House of Commons Document, April 2014

Table 4 Women in the Police - England and Wales 2003-2013

| | Total Strength* | Female | |
|------|--------------------|--------|------------|
| | | Number | % of total |
| 2003 | 132,509 | 25,139 | 19.0 |
| 2004 | 138,468 | 27,925 | 20.2 |
| 2005 | 141,059 | 29,940 | 21.2 |
| 2006 | 141,523 | 31,520 | 22.3 |
| 2007 | 151,892 | 33,117 | 21.8 |
| 2008 | 141,859 | 34,332 | 24.2 |
| 2009 | 143,770 | 36,121 | 25.1 |
| 2010 | 143,734 | 36,998 | 25.7 |
| 2011 | 139,110 | 36,532 | 26.3 |
| 2012 | 134,101 | 35,962 | 26.8 |
| 2013 | 129,956 | 35,471 | 27.3 |

* Includes staff on career breaks or maternity/paternity leave. Totals exclude Central Service Secondments and British Transport Police.

1. What percentage of the police force were female in 2003?
2. How many (number) were female in 2010?
3. How many (number) were female in 2013?
4. What percentage were female in 2013?
5. Has the number of women in the police force increased or decreased over time?

Appendix 1: Graphs and Questions

Women in Public life, the Professions and the Boardroom: House of Commons Document, April 2014

Women in the armed forces, 1997 - 2013

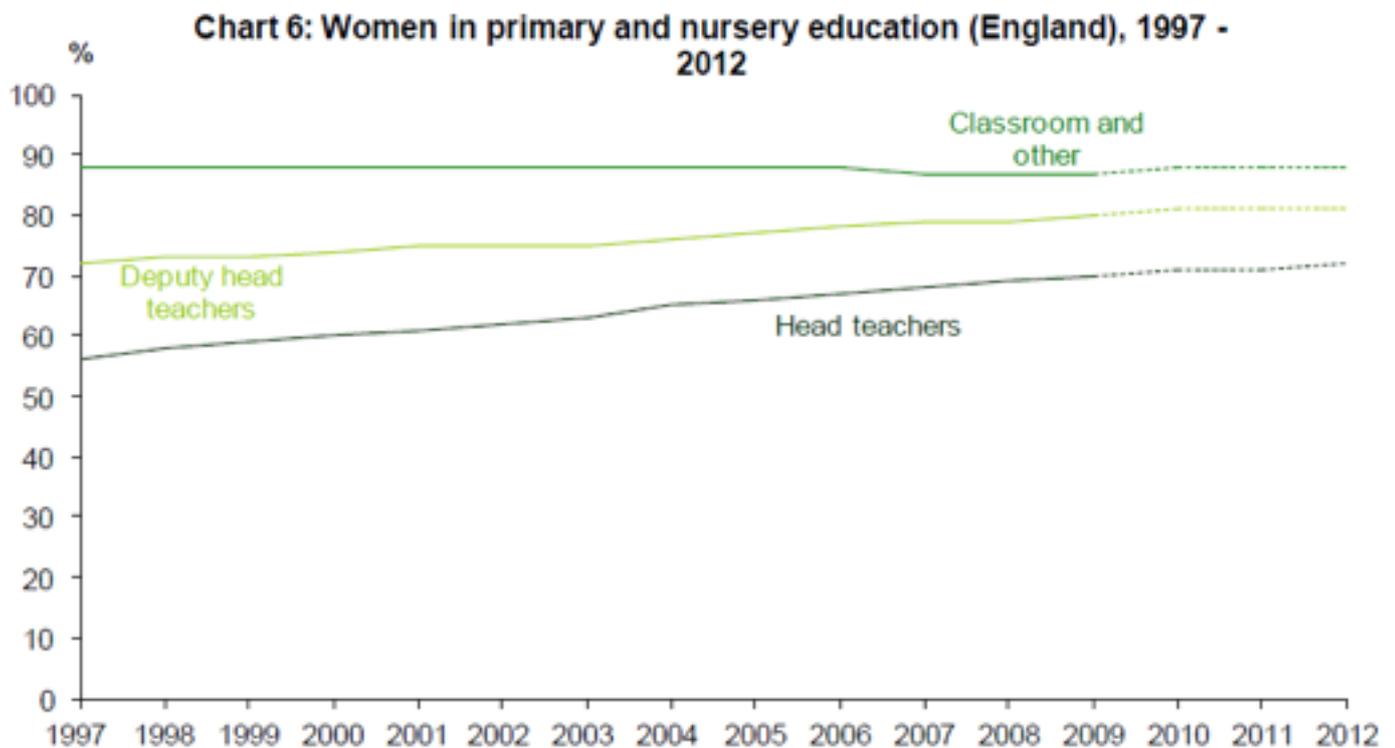
%

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|----------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Army | | | | | | | | | | | | | | | | | |
| Officers | 7.7 | 8.4 | 8.7 | 9.2 | 9.5 | 9.8 | 10.2 | 10.3 | 10.6 | 10.8 | 11.1 | 11.3 | 11.2 | 11.3 | 11.3 | 11.6 | 11.9 |
| Other ranks | 5.9 | 6.5 | 6.7 | 6.8 | 6.7 | 6.8 | 7.0 | 7.0 | 7.0 | 7.1 | 7.2 | 7.3 | 7.3 | 7.3 | 7.4 | 7.7 | 8.0 |
| All | 6.1 | 6.8 | 7.0 | 7.1 | 7.1 | 7.2 | 7.4 | 7.5 | 7.5 | 7.6 | 7.7 | 7.8 | 7.8 | 7.9 | 8.0 | 8.2 | 8.5 |
| Naval Service | | | | | | | | | | | | | | | | | |
| Officers | 5.6 | 5.8 | 6.1 | 6.8 | 7.2 | 7.6 | 7.8 | 8.2 | 8.5 | 8.9 | 9.0 | 9.4 | 9.7 | 9.7 | 9.7 | 9.7 | 9.9 |
| Other ranks | 7.5 | 7.7 | 8.0 | 8.2 | 8.4 | 8.7 | 9.1 | 9.3 | 9.4 | 9.5 | 9.5 | 9.6 | 9.5 | 9.6 | 9.3 | 9.1 | 8.8 |
| All | 7.2 | 7.3 | 7.6 | 8.0 | 8.2 | 8.5 | 8.9 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.6 | 9.4 | 9.2 | 9.0 |
| RAF | | | | | | | | | | | | | | | | | |
| Officers | 8.0 | 8.6 | 9.2 | 10.0 | 10.6 | 11.1 | 11.6 | 12.4 | 13.1 | 13.7 | 14.3 | 14.7 | 15.3 | 15.4 | 15.7 | 15.9 | 16.4 |
| Other ranks | 8.8 | 9.1 | 9.4 | 9.7 | 10.1 | 10.5 | 11.0 | 11.5 | 11.8 | 12.0 | 12.4 | 12.7 | 13.0 | 13.2 | 13.2 | 13.2 | 13.2 |
| All | 8.6 | 9.0 | 9.3 | 9.8 | 10.2 | 10.6 | 11.1 | 11.7 | 12.1 | 12.3 | 12.8 | 13.2 | 13.5 | 13.7 | 13.8 | 13.8 | 13.9 |
| Overall | | | | | | | | | | | | | | | | | |
| Officers | 7.3 | 7.8 | 8.3 | 8.9 | 9.3 | 9.7 | 10.1 | 10.5 | 10.9 | 11.3 | 11.6 | 11.9 | 12.1 | 12.2 | 12.0 | 12.4 | 12.6 |
| Other ranks | 7.0 | 7.4 | 7.6 | 7.8 | 7.9 | 8.1 | 8.4 | 8.6 | 8.7 | 8.7 | 8.8 | 8.9 | 9.0 | 9.0 | 9.1 | 9.1 | 9.2 |
| All | 7.0 | 7.5 | 7.7 | 8.0 | 8.1 | 8.3 | 8.7 | 8.9 | 9.0 | 9.1 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.7 | 9.8 |

1. What percentage were female Army officers in 2013?
2. What percentage of the Navy were female in 2000?
3. What percentage of the RAF were female in 1997?
4. What percentage of the RAF were female in 2013?
5. Are there more or fewer women in the RAF now than in 1997?
6. Has the overall percentage of women in the armed forces increased or decreased?
7. Create 3 of your own questions about the table.

Appendix 1: Graphs and Questions

Women in Public life, the Professions and the Boardroom: House of Commons Document, April 2014



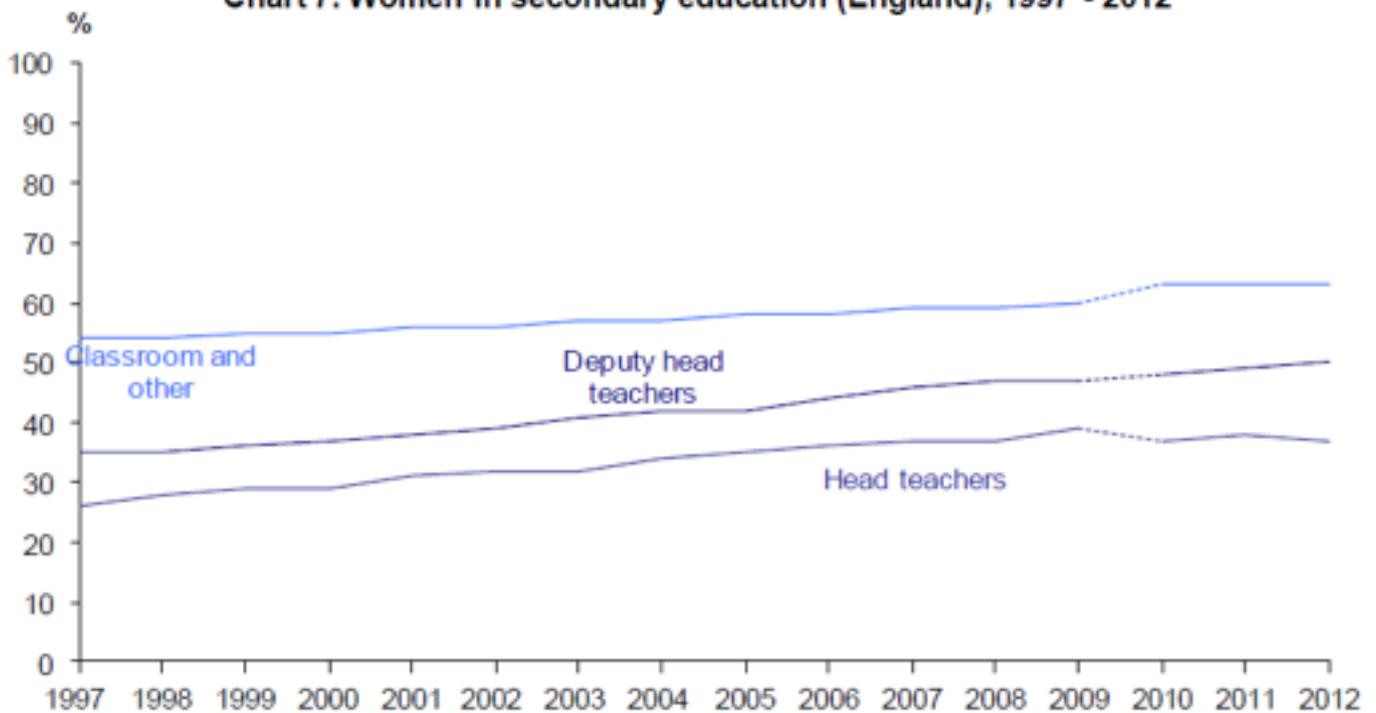
Source: DfE, *School Workforce in England*, various years.

1. Has the percentage of female head teachers in primary schools increased or decreased or stayed the same over time?
2. Are there more female head teachers or classroom teachers in primary education?
3. What was the percentage of female head teachers in 1997?
4. What was the percentage of female deputy head teachers in 2009?
5. What was the percentage of female classroom teachers in 2006?
6. Has the percentage of female classroom teachers in primary education increased or decreased or stayed the same over time?

Appendix 1: Graphs and Questions

Women in Public life, the Professions and the Boardroom: House of Commons Document, April 2014

Chart 7: Women in secondary education (England), 1997 - 2012

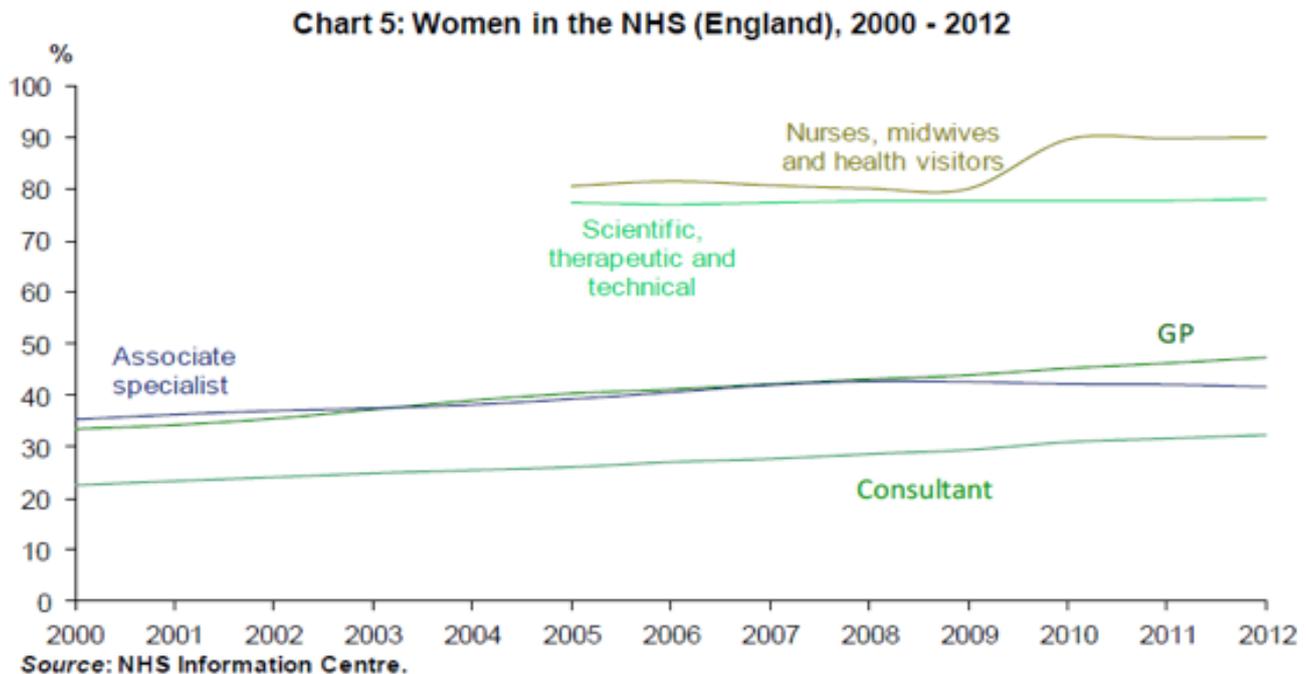


Source: DfE, *School Workforce in England, various years*.

1. Has the percentage of female head teachers in secondary education increased or decreased or stayed the same over time?
2. Are there more female head teachers or classroom teachers in secondary education? What was the percentage of female head teachers in 1997?
3. What was the percentage of female deputy head teachers in 2009?
4. What was the percentage of female classroom teachers in 2006?
5. Has the percentage of female classroom teachers in secondary education increased or decreased or stayed the same over time?
6. Look back at the primary graph. Are there more female head teachers in primary or secondary education?
7. Are there more female class teachers in primary or secondary education?
8. Create 5 of your own questions about the graphs.

Appendix 1: Graphs and Questions

Women in Public life, the Professions and the Boardroom: House of Commons Document, April 2014



1. What percentage of women were consultants in 2000? Has this percentage increased or decreased?
2. What percentage of GPs were female in 2012? Has this percentage increased or decreased since 2000?
3. What happened to the percentage of female nurses, midwives and health visitors in 2009?
4. What happened to the percentage of female nurses, midwives and health visitors in 2010?
5. What percentage of nurses, midwives and health visitors were female in 2012?
6. Why do you think the top two data lines only start in 2005?
7. Create 3 questions about this data.

Appendix 2: Evaluation

1. How much did you enjoy the following activities?
Rate them from 1 to 5 (1 = not at all, 5 = enjoyed it a lot)

| | | | | | |
|--|---|---|---|---|---|
| Questions about graphs that showed how many men and women do certain jobs. | 1 | 2 | 3 | 4 | 5 |
| P4C using images of men and women doing non-stereotypical jobs. | 1 | 2 | 3 | 4 | 5 |
| A visitor (e.g. Liz from WEST) | 1 | 2 | 3 | 4 | 5 |
| Research about your future career options | 1 | 2 | 3 | 4 | 5 |

2. Which activity did you enjoy most? (rate them 1 to 5 with 1 being the activity you least enjoyed and 5 being the one you enjoyed most)

| | | | | | |
|-------------------|---|---|---|---|---|
| Looking at graphs | 1 | 2 | 3 | 4 | 5 |
| P4C | 1 | 2 | 3 | 4 | 5 |
| Visitors | 1 | 2 | 3 | 4 | 5 |
| Internet research | 1 | 2 | 3 | 4 | 5 |
| Questionnaires | 1 | 2 | 3 | 4 | 5 |

3. What have you learned from our work about jobs and gender stereotypes?
4. If you were a teacher, what would you do to teach children about jobs and gender stereotypes?