

Gender Respect Project

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

Science: It's a girl thing!

Age group: KS3 (Y8)

Format: series of lessons

Main curriculum / subject area: PSHE/Careers

Other curriculum links: Science and Technology

Objectives: To understand about the labour market and how gender stereotypes affect career aspirations.

Lesson One: What jobs do my family do?

Students complete a worksheet to say what jobs their parents and grandparents did. Acknowledge that there are different types of family and adjust as necessary for your group. Some students might not know what their grandparents or parents did/do, or they may not work/have worked. This should provoke discussion about how jobs have changed and the idea of a 'career' for one's entire life is now outdated. Ask students why jobs have changed over the years. Answers could include more developed technology, better transport and communication, changes to childcare and family set up so that we have moved away from a 'traditional' family with a father that goes to work and a stay at home mother.



Image: www.dailymail.co.uk



Image: en.wikipedia.org

Lesson Two: Shift Happens

Show students the 'Shift Happens' film as a stimulus for a P4C activity or just to provoke discussion. What surprised them? What implications does it have for them? What is the biggest area of growth in work? Is it STEM (Science, Technology, Engineering and Maths) careers?

Lesson Three: Careers for the Future

Show students the list of the top 100 jobs from the 'Careers of the future' booklet. Ask them what the headings are showing them, which careers are going to grow in the next few years, which are reducing, which are high paid and low paid jobs. Why do they think these changes are taking place? What implications does this have for them? Students can highlight the best and worst paid jobs and the ones with the most and fewest people employed.



Image: commons.wikimedia.org

Lesson Four: STEM Careers

Show students statistics on the numbers of men and women in different jobs and applying for different university courses (see links in resources list or search on the Internet for graphs from UCAS). Ask students to interpret the graphs. Which jobs are mostly men (engineers, IT, police)? Which are mainly women (nurses, cleaners)? Which jobs have more equality (doctors, secondary school teachers)? Why do they think there is this divide? (Stereotypes preventing people from aspiring to non-traditional careers?)

Ask students what links they can make between all the information they have seen in the lesson. If the main areas of growth for careers are in STEM areas then this is where people should be applying, but looking at data from UCAS there are very few women applying to courses in Engineering and Science. Why is this? How can we encourage more girls to think about STEM careers?

Lesson Five: Encouraging girls into STEM careers

Use the 'Science: It's a people thing' resource from the Institute of Physics and WISE and ask students to complete the quiz to promote discussion about encouraging girls to consider STEM careers. You could arrange for some female ambassadors to come in to discuss with students their careers. There is guidance in the resource to assist with this.

Show students the original 'Science: It's a girl thing' advert and ask for their thoughts on this. Do they think that it would be an effective campaign? Tell them it was removed after complaints. Do they agree with this? Challenge students to make a parody video of the original, or to come up with a better campaign to encourage girls into STEM careers.

Use the discussion prompts for group or pair work to see if students can think of things to say to counter negative attitudes towards girls going into STEM careers.

Learning Outcomes:

- To be able to identify current trends in the labour market.
- To describe how careers have changed over the years.
- To explain why jobs are changing.
- To evaluate the impact of those changes on their own career aspirations.

Assessment:

- Students complete sentence starters to reflect on what they have learned during the lesson(s) and what they will do as a result.

Resources:

- Science: It's a girl thing film: <https://www.youtube.com/watch?v=zj--FFzngUk>
- Careers of the future booklet: <https://www.gov.uk/government/publications/careers-of-the-future>
- Data from UCAS 2011: <http://deevybee.blogspot.co.uk/2012/12/psychology-where-are-all-men.html>
- Data from UCAS 2013: <http://www.theguardian.com/education/datablog/2013/jan/29/how-many-men-and-women-are-studying-at-my-university>
- Shift Happens film (updated as original was in 2010): <https://www.youtube.com/watch?v=4evcTQbS2Lg>
- Science: It's a people thing resource from the Institute of Physics and WISE: http://www.iop.org/education/teacher/support/girls_physics/people-thing/page_61998.html