

Year Two

Gender, Careers and Assumptions

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss which careers are carried about by men or women in a class group; talk about some of the assumptions made on the basis of gender or size; have some ideas about what they want to do in the future;

Most children will be able to begin to understand that one can question some of the underlying assumptions made on the basis of gender or size;

Some children will be able to think about how such assumptions might affect behaviour, attitudes and their own career ideas; begin to examine some of the assumptions people make about men, women and power and to question their validity.

Resources

- ✓ Room for children to move round;
- ✓ One envelope with one career or job in it for each child (for a list of careers see Appendix 1); with some jobs repeated;
- ✓ A long physical (or imaginary) concept line on the floor to move along;
- ✓ A set of statements about men/women, boys/girls (in Appendix 2);
- ✓ Two signs on the wall, one saying 'agree', the other 'disagree';
- ✓ A magic wand, or something to use which is pretending to be a magic wand.

A Warm up

Time: about 5 minutes

Touching walls

First ask the children to touch the walls in a random continuous pattern; as soon as one has been touched they must move immediately to another. Then introduce the idea of freezing on the teacher's clap and moving on the next clap. Continue for a few turns. On the last turn, freeze "from the tips of your eyebrows to the end of your toes", and then relax.

Please note that this activity needs a hall or large space; if this is not available, play a circle game such as zip zap boing (See information on circle games in section 4).

B Main Activity

Time: about 30 minutes

1. Explain that we are thinking about jobs. Give each child an envelope with a job/career in it (you could cut up and use the ideas in Appendix 1, or make up your own).
2. Ask the children to open the envelopes and then physically place themselves along the concept line on the floor according to whether they think the person doing this job would be a man (one end), a woman (opposite end) or either (in the middle). Make sure some of the jobs are repeated to see if different children place themselves in different places for the same career. *If there is not room for a concept line, you could choose three points in the room and get children to stand nearer the point they think is most appropriate.*

3. When the children are in position, look at children who have gone to the male/female ends of the line and, beginning with children you know will be able to cope with a bit of debate, ask them what the job was and why they put themselves where they are. Would they like this job themselves? Why? Why not? Encourage the rest of the class to join in with ideas and think if they have ever seen anyone in this job who was the opposite (e.g. a female fire fighter) or perhaps they know someone in real life, in a story, on TV – help them to think of examples; would it be physically possible for either a man or woman to do this job? Encourage children to move now they have had a chance to think about it. Would anyone else like to move?

4. Keep it pacy and fun; aim to get as many children as possible into the central neutral section by the end of this part of the session.

5. After about twenty minutes, when this discussion is exhausted, go on to say we're going to think about other ways we look at men/women, girls/boys, adults/children by playing the 'agree/disagree' game.

6. Read out a selection from a series of challenging statements (ideas in Appendix 2); ask the children to move to the 'agree' or 'disagree' signs as appropriate. Ask some children to explain their choice. Keep the pace up, asking, discussing and moving until everyone who wants to has had a chance to talk, discuss or move. As soon as all the children have made a final choice for position, read out the next statement and repeat the whole process.

7. As you go through this part of the session, ask if any of the children have changed their minds about any of the statements – focus on children who move and get them to explain their reasons for doing so.

8. When you think the children have had enough of this game, ask the children to sit in a circle. Briefly summarise the main points which have been discussed. Remind the children to think about anything that has been said which may have changed some of the beliefs they had before about men and women and what jobs they can or can't do or how they should behave.

C End game

Time: 5 minutes

With the children still sitting in a circle, pass round a magic wand – get them to wave it and say what kind of job they wish they could do when they are grown up (or mime it if there is enough time left).

Suggested Extension Activity

- ➔ Make a class collage of photos showing people doing jobs which challenge stereotypes (such as male nurses, male primary school teachers, female mountaineers and so on).

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
<p>All children will be able to discuss which careers are carried about by men or women in a class group; talk about some of the assumptions made on the basis of gender or size; have some ideas about what they want to do in the future</p> <p>Most children will be able to begin to understand that one can question some of the underlying assumptions made on the basis of gender or size</p> <p>Some children will be able to think about how such assumptions might affect behaviour, attitudes and their own career ideas; begin to examine some of the assumptions people make about men, women and power and to question their validity</p>	<p>Key Stage One Children should be taught/given opportunities:</p> <ol style="list-style-type: none"> 1. (a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong 1. (b) To share their opinions on things that matter to them and explain their views 2. (a) To take part in discussions with the whole class 2. (c) To recognise choices they can make, and recognise the difference between right and wrong 2. (e) To realise that people ... have needs and that they have responsibilities to meet them 2. (f) To realise that they belong to various groups and communities 3. (a) To make simple choices 4. (a) To recognise how their behaviour affects other people 4. (c) To identify and respect the differences and similarities between people 4. (d) To know that family and friends should care for each other 5. (d) To make real choices 5. (f) To develop relationships through work and play 5. (g) To consider social and moral dilemmas that they come across in everyday life 	<p>Theme Five ‘Good to be Me’</p> <p>(Blue Set)</p> <p>Knowing myself</p> <ul style="list-style-type: none"> • I can tell you about my gifts and talents <p>Standing up for myself</p> <ul style="list-style-type: none"> • I can tell when it is right to stand up for myself 	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Year Two – Appendix 1

Careers and Jobs for the Concept Line Game



dancer	sailor
nurse	soldier
astronaut	traffic warden
explorer	librarian
pop star	builder
designer	shop keeper
inventor	lawyer
teacher	head teacher
jet pilot	plumber
fire fighter	mechanic
boat captain	cleaner



police officer	electrician
gardener	child minder
crane driver	surgeon
taxi driver	accountant
bus driver	prime minister
train driver	window cleaner
hair dresser	company director
dress maker	cook
chef	nursery nurse
pilot	teaching assistant
vet	doctor

Year Two – Appendix 2

Ideas for the 'Agree/Disagree' Game

Choose a few which seem appropriate given the preceding discussion about jobs, or make up your own

Women should go out to work and earn money for their families

Men like women telling them what to do

Men should go out to work and earn money for their families

Grown-ups are always right

Men should be in charge

Sometimes boys have to fight

Adults are stronger than children so it is right that they should be in charge

Women should be in charge

It's right that the biggest person decides what to do

Sometimes girls have to fight

Boys are stronger than girls

Children should always do what older people tell them to do

Women like men telling them what to do