

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To develop understanding of stereotypes and how these might affect job/career choices • I understand that assumptions are sometimes made about whether a job is more suited to a male or female • I can explain what a gender stereotype is • I can begin to challenge a gender stereotype using examples 	<p>Have ready</p> <ul style="list-style-type: none"> • Link: “Redraw the Balance- Inspiring the Future.org” on VideoLink • Paper and materials to produce pictures for a display • Magazines and or books featuring different jobs for pupils needing extra support <p>Print</p> <ul style="list-style-type: none"> • Jobs list from Appendix 1 of the “Year 2: Expect Respect Toolkit”
Attention grabber	
<ul style="list-style-type: none"> • Sit the children in a circle. • Ask them what they would like to do as a job when they grow up. • Record their names and answers on the board. <p>Key questions</p> <ul style="list-style-type: none"> • What do we want to do when we grow up? 	
Main event	

Use the first part of the main activity from the “Year 2: Expect Respect Toolkit”:

- Give each pupil a job card from Appendix 1.
- Ask them to stand along a 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 that more than one child has each job to see if they make the same decision.

Ask the children if they remember what the word **stereotype** means (they have covered this in Year 1 – Lesson 7: Gender stereotypes). Clarify that stereotyping is making an assumption based on shared characteristics. Explain that sometimes people stereotype based on whether someone is male (boy) or female (girl) and that this can stop people from doing things they want to. For example, it might be more difficult for a female to be a scientist or a racing driver or for a boy to work with children or be a dancer.

Explain that they are going to make a class display which shows the opposite of these stereotypes. Ask the children to draw a picture of someone doing a job which is not usually associated with their gender, for example:

- Female- builder, inventor, firefighter, mechanic and pilot.
- Male- childminder, dancer, nurse, teaching assistant and hairdresser.

Share this video clip: “Redraw the Balance- Inspiring the Future.org” for inspiration.

Key questions

- Does gender affect the jobs that people do?

Wrapping up

Revisit the list of jobs the children want to do from the beginning of the lesson. Ask whether they ‘fit’ into a gender stereotype. If they do, ask the children if they think that they would be good at that job? Ask if they have had any other thoughts about jobs that they would like to do based on the discussion today.

Explain that they will probably change their ideas about what they want to do as they get older and that they may want to do a job which is traditionally seen as fitting their gender. Reiterate that the children can do whatever they want to and they shouldn’t let their gender decide.

Key questions

- Have our job/career ideas changed?

Glossary

- Male
- Female
- Stereotype
- Career
- Job

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding indicated

by: Understanding that we can have stereotypes about the jobs different genders might do.

Pupils working at greater depth indicated

by: Explaining why stereotypes about jobs are incorrect and ways that they can challenge stereotypes.

Pupils needing extra support: Should be given magazines and or books to help them to identify a job for their picture.

Pupils working at greater depth:

Should be challenged to identify ways in which they can address and challenge stereotypes.