PDHPE Stage 4 – Challenging and resisting stereotypes

**Suggested duration:** 2 lessons

Learning for life beyond school is supported when subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

# Career learning benefits and career management skills

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/career-learning). Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change and developing capabilities
* Experience – discover, explore, investigate and consider opportunities for lifelong learning to support career goals
* Empower – learning to self manage, engage in career decision making and developing skills and capabilities to make informed decisions

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| Theme | Career Management Skills | Australian Blueprint for Career Development competency |
| Empower | Broaden understanding of stereotypes in careers | 10.2 Explore non-traditional life and work options. |
| Experience | Locate and use career information. | 5.4 Use career information effectively in the management of your career. |

## What do we want students to know, understand or be able to do?

Students identify that gender stereotypes and bias is developed at a young age and is applied to occupations. Students will explore the historic inequalities for women in the workforce. They will explore career stereotypes and the range of occupations available across typically stereotyped industries.

### Syllabus outcomes

* **PD 4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships
* **PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

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| Key inquiry questions | Syllabus content |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity   + explore their own and others’ values and beliefs towards issues of discrimination, for example disability, age, religion, race, sexuality, gender   + research how stereotypes and prejudice are challenged in local, national and global contexts * discuss how challenging and resisting stereotypes can help young people to be themselves |

### Assumed knowledge and understanding

To participate in this activity, it is assumed that students have a basic understanding of the following Stage 4 PDHPE content:

* definitions of stereotypes and prejudice
* sources that create stereotypes
* how stereotypes impact on personal identity

### Learning experiences, adaptations, changes or extensions

#### Activity 1 – Exploring unconscious bias

Use a scenario to explore unconscious bias. An example might be:

A father and son are in a car crash and are rushed to the hospital. The father dies. The boy is taken to the operating room and the surgeon says, “I can't operate on this boy, because he's my son.”

As a class, discuss the scenario

* What assumptions are made about people in the scenario?
* Where do our assumptions come from?
* Record other assumptions which made in relation to occupations. Save for later discussion.

**Teacher notes**: Most people cannot solve this riddle because they are unable to imagine the surgeon is a woman. The surgeon is the boy’s mother. This is an example of the unconscious bias that can exist in the minds of people when it comes to women in medicine. This can be discussed further in relation to women in trades or men working in childcare or arts sectors.

#### Activity 2 – Gender stereotypes in the workforce

Watch [‘Redraw the balance’](https://www.youtube.com/watch?v=kJP1zPOfq_0) (2 minutes)

After the clip, ask students:

* Why were the young students surprised when the workers revealed who they were?
* At what age do you think children fix their idea on careers?
* Are there jobs that are traditionally filled by men or women? Share the list you created in the previous activity.
* To what extent do you think this perception of traditional jobs for genders is changing? What is causing this change? What is hindering this change?
* What can you do as an individual, to change and challenge traditional stereotypes of gender roles in the workplace?

**Teacher notes**: Gender stereotypes are defined between 5 and 7 years of age. Discuss with students why this might occur. For example, think about the language we use for job roles, ‘fireman’.

Workplace gender equality is achieved when people can access and enjoy the same rewards, resources, and opportunities regardless of gender. (Source [Australian Government, Workplace Gender Equality Agency](https://www.wgea.gov.au/about/workplace-gender-equality))

#### Activity 3 – Exploring career choices

Students respond to one of the questions below. Select an occupation for further exploration to support the response. A collaborative learning approach may be used to complete this task. E.g. Self-organised learning environment, SOLE

Select from one of the question options:

* How can I choose the career I want when society tells me otherwise?
* Respond to the statement: There are no limits to the career I choose.

**Teacher notes**: The last census shows that of the top 30 jobs in Australia, all but a handful were skewed more than 75 percent towards one gender or the other. ([The most manly (and womanly) jobs in Australia](https://www.abc.net.au/news/2018-05-21/the-most-gendered-top-jobs-in-australia/9775544?nw=0))

Students explore gender and occupation choice such as women in STEM, men in nursing, jobs of the future. Resources to access include but are not limited to:

[Australian jobs overview](https://www.nationalskillscommission.gov.au/publications/australian-jobs-2021)

[Skillsone](https://www.skillsone.com.au/category/women-in-trades/)

[myfuture](https://myfuture.edu.au/footer/assist-others/career-bullseye-posters)

[JobOutlook](https://joboutlook.gov.au/)

[Careers with STEM](https://careerswithstem.com.au/)

[Women in Policing](https://www.police.nsw.gov.au/recruitment/the_career/diversity/women_in_policing)

[Women in Defence](https://www.defencejobs.gov.au/about-the-adf/women-in-the-adf)

[Occupation by gender](https://careersmart.org.uk/occupations/equality/which-jobs-do-men-and-women-do-occupational-breakdown-gender) (UK) report

#### Setting up your self-organised learning environment (SOLE)

* Provide students with an overview of the SOLE process.
  + Students will form groups of 4. Within these groups, allocate a helper.
  + Each group will have 1 computer per group (only), a whiteboard/butchers’ paper, markers.
  + Students can go to other groups to ask questions or change groups at any times.
  + Students can move about the classroom freely.
  + At the end of the SOLE, students will have the opportunity to share what they discovered.
* Decide how your students will present what they find. This could be butchers’ paper, whiteboards or electronic tools, for example PowerPoint or infographic.
* Explain to students:
  + they will have 40 minutes to investigate the question
  + the helper is there to help problem solve and manage group dynamics
  + use other groups as resources as well
  + at the end of the 40 minutes they will need to present their findings
  + they do not necessarily need to answer the question, but what they have discovered so far and conclusion they have drawn.
* After 40 minutes have the groups partner up and discuss their process and what they found.
* Discuss as a class what they found and what processes they would do differently in the future.

Teacher note: If time allows, this activity could be done across two lessons, with the investigation going for the majority of the first lesson and the second lesson being the students presenting their discoveries and having more in-depth conversation about their findings.

Additional resources for SOLE:

* [soleaustralia.com/](http://www.soleaustralia.com/)
* [Run a SOLE session](https://www.theschoolinthecloud.org/how-to/how-to-run-a-sole-session/)