# PDHPE Stage 4 – Challenging and resisting stereotypes



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**Anticipated resource review date**: Resources are reviewed every 12 months for currency and relevancy as part of the Career Learning team’s evaluation plan.

**Alignment to School Excellence** Framework:

* Learning domain:Curriculum; Teaching and Learning Programs
* Teaching domain:Effective Classroom Practice, Lesson Planning

**Alignment to** [**Australian Professional Standards for Teachers**](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards)

* Standard 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities
* Standard 2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful

**Consultation:** Career Learning in Curriculum (CLiC) documents have been written in consultation with curriculum writers from various key learning areas; Curriculum Secondary Learners and Career and Workplace Learning. This resource has been trialled in rural and regional schools.

## Rationale and background information

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 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) and the [Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) (ABCD).

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, investigate and consider opportunities in lifelong learning and work exploration
* Empower – learning to self-manage, engage in career decision making and developing skills and capabilities to make informed decisions

### Career competencies

This resource supports students develop career management skills relating to:

| Career Management Skills | Australian Blueprint for Career Development Career management competencies |
| --- | --- |
| Theme: Experience  Locate and use career information | Learning area B: Learning and work exploration  Career management competency: 8. Understand the changing nature of life and work roles  Phase: Learn to recognise gendered life and work roles and to question their appropriateness.  Performance indicator: Student uses online resources to demonstrate how stereotypes impact on personal identity. |
| Theme: Empower  Broaden understanding of stereotypes in careers | Learning area B: Learning and work exploration  Career management competency: 8. Understand the changing nature of life and work roles  Phase: Explore non-traditional life and work options and learn to challenge stereotypical thinking.  Performance Indicator: Create a list of high achievers or role models in non-stereotypical roles. |

[Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) © Commonwealth of Australia 2022

### Syllabus outcomes

* **PD4-3** 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

|  |  |
| --- | --- |
| Key inquiry question | 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 |

[PDHPE K–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. (2018)

## Learning experiences

In this lesson plan, students will 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
* **explore** career stereotypes and the range of occupations available across typically stereotyped industries.

**Suggested duration:** 2 x 60 minutes

**Audience:** 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

### Resources required.

To complete these activities the teacher will need:

* access to a digital whiteboard

students will need:

* whiteboard or butchers’ paper and markers.
* access to a computer and internet access including [#RedrawTheBalance](https://www.youtube.com/watch?v=kJP1zPOfq_0) (2:07), [Australian Government, Workplace Gender Equality Agency](https://www.wgea.gov.au/about/workplace-gender-equality), [soleaustralia.com/](http://www.soleaustralia.com/) (additional websites listed in teacher’s notes below)
* student workbooks.

### 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

View [#Redraw the balance](https://www.youtube.com/watch?v=kJP1zPOfq_0) (2:07)

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. For example, 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 or 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.

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/)

**Teacher notes:** 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.

### Conclusion

The teacher reviews the lesson’s concepts to ensure student’s understanding through questioning, discussion or exit slips. The teacher can also ask students to complete a peer review of a teams’ presentation and provide feedback to the reviewed student and teacher.

### Differentiation

The resource provides links that will support a diverse range of students. This includes examples of artworks, and YouTube videos with audio and text that provide easy to understand information on public art. Information on Concept to Realisation and the steps in developing public art is available on a YouTube clip. Artworks featured include Aboriginal artists and artwork, artists from multi-cultural background or featuring persons from a multi-cultural background.

For support with differentiation of this lesson, visit [Career Learning and Vocational Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework).

### Extension activities

Students are required to answer one of the two questions in activity three. If a team completes the work on the first chosen question, they can move on to the second question.

## Evidence base

Evidence-based refers to researching practices to apply proof, reliability, and ethical standards to ensure quality. Evidence-based provides credible knowledge that has been created and tested through rigorous methods.

In addition to being designed in response to the outcomes and achievement standards of the NSW syllabus, a wide range of literature and resources highlighting the importance of career learning from an early age were considered from both a local and international sources. These include research papers from the OECD (Career Ready, Mann et. al), UK (What Works, Hughes et. al) and Career Education: every teacher has a role (myfuture, Education Services Australia).

For the complete list of academic research that informed the development of Career Learning in Curriculum resources, visit the [K-12 Career Learning Framework](https://edit.education.nsw.gov.au/editor.html/content/main-education/en/home/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework.html) website.

## Feedback

The Career and Workplace Learning team would appreciate you taking the time to complete this short feedback form. Please use the [Career Programs feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kdR9XgNzBt1AheGePVM3QdNUNzE1OEYwRzhEOVZJNkNHTFVTWDdGMVhQNyQlQCN0PWcu) or QR code below to provide an evaluation or feedback on this resource.

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