

Stereotypes

Lesson Plan

Aim

To help young people to understand stereotypes. To help them to think about what this means for their own career and to challenge stereotypes.

Mapping

DYW: CES – ‘I Can’ Statements	CMS Competencies
★ I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers	★ Horizons: I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me

Learning Outcomes

Young people will:

- ★ understand that there is a gender imbalance in some careers,
- ★ understand that being disabled should not determine a person’s career choice,
- ★ think about how stereotypes play a part in people’s career aspirations and the jobs they eventually do,
- ★ reflect on how they feel about stereotypes and their own ideas about gender, disability and careers.

Development of Activity

Introduction

This activity will get young people to start to think about equality in relation to careers. It looks at gender and disability through the young person as quiz master for their friends and / or family.

They will be asked to think and talk about what they’ve learned and the role of stereotypes in this.

Instructions for the young person

You can use these instructions for your young people to explain the activity.

A work-around has been included for those who can't print the worksheet. You can give this option to young people at the time and in the way you think best.

Before you start

★ Print the 'Stereotypes quiz' and 'Stereotypes answers and discussion' worksheets. Or ask someone to print them for you.

If you can't print the answers and discussion worksheet:

★ Everything in this worksheet could be read direct from any computer, tablet or phone that you have access to. If it is not your device, ask permission to use it.

★ If you will not have access to a screen at the time of doing the quiz, you can take your own notes from the worksheet to use.

If you can't print the Quiz worksheet, there are suggestions later in the instructions for things you could do instead.

Activity instructions

This activity is a Game Show and you are the host!

★ Ask your family or friends to take part as your contestants.

★ You could have them work as teams or on their own.

★ Think about if you want to give scores or if it's just for fun.

★ You decide. This is your show. Be creative and have fun.

Round 1: Higher or Lower?

This round is about the percentage of men and women who do different jobs.

Each question asks about one type of job and the percentage of either women or men who do that job.

- ★ You can use the printed worksheet to go through the list of questions with your contestants.
- ★ If you can't print the worksheet – or just want to do something different – you could use 10 sheets of paper. Write one question on each sheet. Add the higher and lower arrows to each sheet.
- ★ You could show these sheets, one by one, to your contestants as you come to each question in the quiz.
- ★ But this is your Game Show! You could also come up with your own ways to share the questions with your contestants.

- ★ The round starts with the percentage of people who were employed in Scotland in 2019. The answer is 75%. This answer is given to contestants as a starting point.
- ★ Question 1 is about female childcare and early years workers.
- ★ Ask your contestants if they think the percentage of childcare and early years workers who are women is higher or lower than 75%.
- ★ Once they have guessed, colour in the higher or lower arrow.
- ★ Tell them the real percentage from your answer sheet. Was it higher or lower?
- ★ Write the percentage in the space on the worksheet or on your paper.
- ★ Question 2 asks about female Members of the Scottish Parliament (MSPs).
- ★ Ask your contestants if they think the percentage of female MSPs is higher or lower than the percentage of female childcare and early years workers (question 1).
- ★ Again, colour in the arrow that they've guessed, tell them the real percentage and write it in the space on the worksheet or on your paper.
- ★ Carry on like this until all 10 questions have been completed.
- ★ Think and talk about what you've learned. There are suggested questions in your answers and discussion worksheet.

Round 2: Whose job is it anyway?

This round is about the jobs that people do.

Each person has an additional support need. The task for contestants is to match the person to the job that they think is theirs.

- ★ There are 2 sets of cards.
 - One with the person's name and their additional support need
 - The other is a set of cards with types of jobs on them
- ★ You could cut the cards out and have your contestants match them up.
- ★ Or you could give them the worksheet and ask them to draw lines between the cards they think match.
- ★ If you can't print the worksheet, make your own cards or worksheet using the information.
- ★ These are all real people and their actual jobs. Your answer sheet gives you more information about each person.
- ★ Share the actual job matches with your contestants. You can wait to tell your contestants they are real people until you share the answers. Tell them the extra information about each person.

- ★ Think and talk about what you've learned. There are suggested questions in your answers and discussion worksheet.

Follow-up

The young people should look at <https://www.myworldofwork.co.uk/career-expert-stereotypes-and-subject-choices> to hear from a careers adviser about stereotypes.

They could also look at <https://www.bewhatyouwant.org.uk> for real life case studies on how professionals in different careers made their choices and the path they followed.

Related links

Round 1, Higher or Lower: sources of percentages

<https://www.gov.scot/publications/annual-population-survey-results-for-year-to-31-december-2019/>

<https://www.closethegap.org.uk/content/gap-statistics/>

<https://www.engender.org.uk/content/publications/Engenders-Sex-and-Power-2020.pdf>

<https://www.independent.co.uk/news/business/news/women-ftse-100-gender-discrimination-pay-gap-board-representation-chief-executive-a8244361.html>

Round 2, Whose job is it anyway: links to more information

Max Brooks: <https://youtu.be/ihLK9Z3p1NM>

Carly Fleischmann: https://www.youtube.com/channel/UCeKKQIMB1NeOLN31_CSJFRQ

Chris Fonseca: <https://www.chrisfonsecadancer.com>

Christine Hà: <https://www.youtube.com/channel/UCX6Kp2bIW0lqpbE2VnjvhNA>

Michael Phelps: <https://www.understood.org/en/learning-thinking-differences/personal-stories/famous-people/celebrity-spotlight-how-michael-phelps-adhd-helped-him-make-olympic-history>