

Stereotyping

KS 3/4, FE, NEET and Post 18
Small group/class size
Suggested timings: 1 hour

Aims:

- To develop an understanding of how stereotyping might influence our educational/careers choices
- To explore attitudes and values in relation to gender, race and work
- To work together with others

Setting:

- Classroom
- Job Centre
- Connexions Centre
- Community venue

Learning outcomes:

This activity is linked to outcome **4 and 5 of the KS3** CEG National Framework:

'Recognise stereotyped and misrepresented images of people, careers and work, and how their own views of these issues affect their decision making'

'Recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity'

Prior learning:

This activity should be used before any of the others in the series as it is based on initial perceptions of the job titles included in the resource.

Preparation and resources:

- ICT suite for accessing www.talkingjobs.net
- **'What do you think?'** sheet found at the end of this lesson plan - one per person
- **'List of jobs'** from the end of this document (Job tables A, B,C and D) - one per person
- **'Lists of questions'** from the end of this document - one per pair

Suggested process:

- Allocate a letter **A, B, C or D** to each person. Give them the corresponding A-D table of jobs from the **'List of jobs'** to work from and the **'What do you think?'** sheet.
- They should then copy the jobs titles that have been allocated onto the **'What do you think?'** sheet and complete part 'A' of each column.

Filling in column A is all about exploring perceptions; there are no right or wrong answers.

Depending on the age of the group there may be differing opinions about what constitutes male and female jobs. This is not a problem if they complete male and female to each of the jobs they have. This should be a relatively straightforward exercise.

For **'family background'**, try to draw out phrases and words such as rich/poor; elitist; middle class; lots of qualifications/not well qualified; even posh and ordinary. Race might also be an issue here. Certain ethnic groups may have firm or rigid views about appropriate and non-appropriate work. For example: training to be a doctor is acceptable but training to be a nurse is not; becoming an accountant is OK but being an accounts clerk is not. This area can be enhanced depending on the make-up of the group:

- What ethnicity is there within the group?
- What expectations are being applied from 'family' including extended family?
- Are there 'restrictions' about individual choice?

'Standard of living' refers to the interviewees' current situation. This may relate to how much people earn, but also to how happy people are with their lifestyle, having either the time or money to do what they want. People who are happy may see themselves as 'rich' independently of how much they actually earn.

- Distribute the 'List of questions'. In pairs get them to identify which questions they think will help them complete the part 'B' columns.
- Login to www.talkingjobs.net and look through the video clips for each of the jobs on their lists and complete the part 'B' of each column.
- Organise them into groups with the same A-D jobs letter and get them to compare and contrast their answers:
- Was there a difference between their perceptions and the reality?
 - Can they think of any reasons for the differences?
 - Who influenced (if it's disclosed on the video clip) their decisions?
 - Can the group name some of the people who can help in the process of educational/careers choice? i.e.
 - Form/class teacher*
 - Personal tutor*
 - Personal Adviser (Connexions)*
 - Personal Adviser (Jobcentreplus)*
 - Client Adviser*
 - Head of Year*

In what way could any of the named people be of assistance and why?
You have to be aware of each of the roles of the above.

Important Note: For a full range of unbiased options one should seek out an adviser trained to at least NVQ level 4 in guidance.

- Take whole group feedback. Remind them (if appropriate) that there are VERY few jobs that are NOT open to both sexes. These normally relate to 'decency' issues. For example a shop could state only female if the job required fitting bras etc.
- The idea of disability should also appear here, if it hasn't before. Although not specifically referenced, some of the people videoed could have a range of conditions – diabetes, epilepsy, hearing or visual impairment and a host of others. It is important to recognize that disability is not also being in a wheelchair. Many people may not realize that a variety of health conditions might limit their occupational choices. Colour blindness, for example could make being an electrician rather tricky! Some skin conditions like psoriasis would also preclude certain jobs –like nursing. Whilst these last two are not disabilities they would fit very well into the discussion at this point.
- How does stereotyping sometimes influence the decisions we make about careers?

Evaluation: The activity will have achieved its purpose if the group comes to realize the extent to which their own career choice may be influenced by the attitudes of their friends and family.

Differentiation/extension activities – Depending on the make-up of the group. The racial dimension could be expanded.

The job list

Table A	
1	Architect
2	Barrister
3	Building Surveyor
4	Bus Depot Manager
5	Butcher
6	Chartered Accountant
7	Chef
8	Child Minder
9	Civil Servant
10	Dentist

Table B	
11	Doctor
12	Engineer
13	Farmer
14	Graphic Designer
15	Hairdresser
16	Internet Developer
17	IT Support Analyst
18	Lab Manager
19	Lecturer (FE College)
20	Librarian

Table C	
21	Management Consultant
22	Mechanic
23	Midwife
24	Musician
25	Plumber
26	Police Officer
27	Producer
28	Programmer
29	Recycling Plant Operative
30	Risk Manager

Table D	
31	Robotics Engineer
32	Security Guard
33	Social Worker
34	Speech Therapist
35	Sports Centre Manager
36	Teacher (Secondary School)
37	Theatre Manager
38	Train Driver
39	Weather Forecaster
40	Welder

Talking Jobs questions

1	Please tell us your name, and what you do for a living.
2	Please describe a normal day....
3	What made you want to become a [] ?
4	What do you most enjoy about your job and why?
5	Describe the importance (or not) of teamwork in your job.
6	What's the hardest thing about your job and why?
7	What do you least like about your job and why?
8	What working hours do you keep?
9	If you had not become a [] what else might you have done?
10	Before becoming a [] did you have any other careers?
11	How does your job effect, or impact on, your life outside work?
12	What are the next steps you would like to take to get on in your career?
13	How would you describe your standard of living?
14	As a child what did you want to be when you grew up?
15	...at school; what did you think of it?
16	What did you enjoy most, and least, about school?
17	What qualifications did you have when you left school and how old were you at the time?
18	What kind of training did you do to become a [] ?
19	How long did it take you to train as a [] ?
20	What did you enjoy most about your training ?
21	What was the hardest thing about your training?
22	What didn't they tell you about being a [] during your training?
23	Tell us something about your family background.
24	What sort of work did your parents, or carers, do?
25	How important were education or getting qualifications considered to be by your family (carers)?
26	Who (if anybody) gave you the most encouragement about your schoolwork?
27	Please tell us something about your life situation.
28	What do you do in your spare time?
29	Do you have any personal goals that you are working towards?
30	What would you say to young people, still at school, just starting to explore the world of work?
31	What do you think makes for a happy working life?
32	If you had one piece of advice to offer young people watching this, what would it be?