

Equality and Diversity UK Ltd

**Activities, Quizzes, Games and Case studies
for embedding Gender Equality into
teaching and learning.**

Equality Activity pack 2

EDUK

Preview Copy

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About the Activities

These entertaining and thought provoking activities give participants the opportunity to experience and/or discuss gender discrimination issues from different viewpoints and consider how gender stereotyping may unwittingly influence subject choice, their career path and the activities they engage in.

This activity pack contains 12 practical tried and tested activities specifically aimed at engaging the 14-19 age group; however they can be easily adapted as required for Adult audiences. All offer the participants powerful insights into the key equality and diversity issues surrounding gender.

Each activity plan contains the following information:

Equality strand	The equality and diversity area(s) touched upon by the activity
Potential use	Group sizes, potential for adaption to cover other issues, use within the programme
Purpose	The rationale behind the activity
Learning outcomes	How participants will be able to demonstrate the knowledge or skills they will have gained by completing the activity
Resources	The resources and preparation you need to do in advance of the activity
Method	A step by step guide to delivering the activity
Variations	How the activity may be delivered in different ways to meet different needs or limitations
Handout, cards, answer sheets, and supporting information	A range of materials to support the activity

Activity Descriptions

Activity 1: Household Duties Gender Quiz

Working individually, in groups or as a whole class, participants allocate a variety of day to day activities and tasks to male or female members of the household before discussing the reasons for their decisions and whether making choices based on gender is fair.

Activity 2: Jobs Gender Quiz

In a similar vein to Activity 1, participants decide whether a variety of occupations are best done by men or women or whether they could be done by either, before discussing their reasoning and considering the effects that gender stereotyping can have on career choice.

Activity 3: Subject Options Gender Quiz

In this activity, participants decide which subjects are likely to appeal more to boys and which appeal more to girls before analysing their reasoning in the light of gender stereotyping, and making the link with the effects that this can have on subject choice.

Activity 4: Who Does What in Your House?

Participants look at what happens within their own households to reveal that gender stereotyping is alive and well and thriving in their homes in the 21st century, and then consider what the adverse effects of this might be on their plans for the future.

Activity 5: Gender Cards

Cards featuring various sexist comments and workplace issues are used as discussion prompts to encourage participants to consider whether such behaviour is acceptable and how it may be viewed by the individuals concerned and by employers.

Activity 6: Gender Bingo

This is a fun and energising activity in which participants have to find people with knowledge about role models, skills and qualities associated with traditionally gender segregated occupations and then reflect on the reasons for this.

Activity 7: Discussion Questions

Participants discuss issues such as perceptions about 'male' and 'female' personal qualities and the place of gender-related etiquette in modern society, debating the validity of these assumptions and behaviours.

Activity 8: Who Invented That?

The message that gender is no barrier to people with ideas, talent and the will to succeed is illustrated by asking participants to guess which out of a range of inventions that have impacted on our daily lives in a big way were actually invented by women.

Activity 9: Women in Mathematics

The lives and achievements of four prominent female mathematicians provide the inspiration for participants to recognise the qualities required by role models and to seek out further role models in the field of mathematics.

Activity 10: Gender Scenarios

Real life scenarios provide the basis for discussion and allow participants to empathise with the concerns of young people considering a non-traditional career path and their friends and family, and challenge negative and sexist views.

Activity 11: Communication Quiz

A magazine style true or false quiz, supported by academic findings, busts some of the stereotypes about how men and women communicate with each other but confirms others, highlighting the communication skills valued in the workplace and the importance of being assertive in order to get your message across.

Activity 12 The Glass Ceiling

Participants decide how they would challenge a real life situation where an employment agency appears to be discriminating on the grounds of gender, and consider the legal and ethical issues involved.

Where does equality and diversity fit in?

Schools have a duty to promote equality of opportunity for all students and staff, regardless of their gender, sexual orientation, race, religion or disability. Equality should be embedded in school policies on equal opportunities, behaviour and the curriculum.

Understanding and respect for diversity and differences are important aspects of many areas of school life and learning. In particular, recognising the effects of bullying, stereotyping, prejudice and discrimination of any kind, and helping young people to develop the skills to challenge discrimination assertively are key elements.

Later, when young people enter the world of work they will be bound by equality legislation. Life will be more rewarding if they can maintain good working relationships and respect the contributions of people of all sexes, races, religions, sexual orientations, ages and abilities.

The activities in this pack can be used to support any of the following curriculum or subject areas, either in isolation, as a planned programme or equality and diversity learning or in an off-timetable event. Many are suited to tutorial work as well as whole class or year group activities.

Citizenship

In the Citizenship programme of study:

At Key Stage 3 pupils should be taught about:

- *the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people*

At Key Stage 4 pupils should be taught about:

- *the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems*
- *the rights and responsibilities of consumers, employers and employees*

Source: <http://www.nc.uk.net>

Personal, Social and Health Education

In the Personal, Social and Health Education guidelines:

At Key Stage 3 pupils should be taught:

- *to respect the differences between people as they develop their own sense of identity*
- *about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively*

- *how to empathise with people different from themselves*
- *to recognise some of the cultural norms in society, including the range of lifestyles and relationships*
- *to resist pressure to do wrong, to recognise when others need help and how to support them*
- *to consider social and moral dilemmas*

At Key Stage 4 pupils should be taught:

- *to have a sense of their own identity and present themselves confidently in a range of situations*
- *to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support*
- *to work co-operatively with a range of people who are different from themselves*
- *to consider social and moral dilemmas*

Source: <http://www.nc.uk.net>

Careers Education and Guidance

The Careers Education and Guidance framework offers guidance on preparing young people for the opportunities, responsibilities and experiences of adult life. Understanding themselves and the influences on them (self-development) is one of the key aims and the framework specifically recommends the following learning outcomes:

By the age of 14, young people should have acquired the knowledge, understanding and skills to:

- *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*

By the age of 16, young people should have acquired the knowledge, understanding and skills to:

- *explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this*
- *use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work*

By the age of 19, young people should have acquired the knowledge, understanding and skills to:

- *describe and evaluate personal action to promote equal opportunities and respect for diversity*
- *evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately*

Source: Department for Education and Skills (2003) Careers Education and Guidance in England: a national framework 11-19, DfES
http://www.teachernet.gov.uk/_doc/6009/DFES-0163-2003.pdf

The popular Better Practice resource offering practical help on leading, managing and delivering effective careers education has now been updated to include a whole chapter on Promoting Equal Opportunities.

Source: Better Practice II – Practical Strategies for Developing Excellence in Careers Education (2007) AICE/ACEG <http://www.cegnet.co.uk/content/default.asp?PageId=2388>

Work-Related Learning

Some of the activities and challenges set in work-related contexts meet the elements of provision of the framework for Work-Related Learning at Key Stage 4, which require students to:

- *learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the workplace*

Source: Qualifications and Curriculum Authority (2003) Work Related Learning for all at Key Stage 4, QCA
http://www.qca.org.uk/14-19/11-16-schools/downloads/ks4_guidance.pdf

Bullying

Since September 1999, schools have had specific duties to combat bullying and must have anti-bullying policies and procedures in place. Specialist guidance on countering prejudice-driven bullying in schools is in the process of being produced. Advice on bullying around racism, religion and culture is based on five key principles, one of which is Implement strategies for both prevention and intervention. A key element of this is:

- *Ensure that the school curriculum is inclusive, and that the PSHE and citizenship curricula address issues of racism and bullying.*

Source: Department for Education & Skills (2006) Bullying Around Racism, Religion and Culture, DfES
http://www.teachernet.gov.uk/_doc/10444/6562-DfES-Bullying.pdf

Working Ethos

These activities require a positive learning environment where all viewpoints, no matter how discriminatory they might be, are respected but open to discussion and challenge. It is only by challenging participants and allowing them to recognise and reflect on the way in which their actions affect others that attitudes can be changed.

Some participants may be discriminating against others without realising it, not intending any harm. Others will find challenging their own long held opinions an uncomfortable experience. Fostering a supportive, non-threatening environment will provide the ideal opportunity for participants to reflect, challenge and hopefully alter their views.

What are the six equality strands?

By 'equality strands' we mean groups of people who experience particular forms of discrimination, whether or not the discrimination is intentional. There are important differences in the forms of discrimination experienced by different groups, but there are also common factors.

The UK Government currently recognises six 'equality strands' (age, disability, religion, race, sexual orientation and gender) where people are protected by law from discrimination (direct or indirect), harassment and victimisation. Other equality strands, not covered by protecting legislation, might include deprived communities, social origin ('class') or income.

For historical reasons the strands have been viewed separately, but the divides between them are artificial in the sense that they are not mutually exclusive categories.

The issues are often compounded for people experiencing more than one form of inequality. For example, a disabled gay man may feel discriminated against both in the gay community as a disabled man, and amongst the disabled community, as a gay man. It cannot be assumed that because people come under one equality group, they therefore understand the needs of another equality group.

Although focussing on gender, many of the activities look at equality issues as a whole, drawing on other equality strands and other equality and diversity issues or may contain ideas on how the activity can be adapted to focus on another area of inequality.

Equal Opportunities Legislation & Gender

Sex Discrimination Act 1975

This makes it unlawful to discriminate on the grounds of a person's sex or gender reassignment or because they are married or in a civil partnership:

- in employment, training and related matters
- in education
- in the provision of goods, facilities and services
- in the disposal and management of premises.

Most of the provisions of the Act came into force in 1975 at the same time as the Equal Pay Act 1970. Various other pieces of legislation have extended the coverage and removed restrictions not covered by the original Act.

Part 1 of the Act identifies conduct which constitutes sex discrimination:

- **direct sex discrimination** which consists of treating a person on the grounds of sex less favourably than a person of the opposite sex, is or would be treated, in the same or similar circumstances;
- **direct marriage discrimination** which consists of treating a married person less favourably than a single person of the same sex
- **indirect sex discrimination** which consists of the application of a condition or requirement equally to both sexes, but with a disproportionately adverse effect on one sex which cannot be shown to be justifiable irrespective of the sex of the persons to whom it applies
- **indirect marriage discrimination** which consists of an unjustifiable condition or requirement which adversely affects married people
- **victimisation** of a person because that person has asserted their rights under this Act or the Equal Pay Act, whether or not proceedings have been brought.

In certain limited circumstances it is lawful to discriminate in recruitment, training, promotion and transfer in a job where the sex of the worker is a genuine occupational qualification (GOQ), for example, a female to model women's clothes or a male as a care assistant whose job involves helping men to dress or use the toilet.

In terms of gender reassignment, it is unlawful to discriminate against someone who:

- intends to undergo gender reassignment
- is undergoing gender reassignment
- has at sometime in the past undergone gender reassignment.

Equal Pay Act 1970

This gives men and women the right to equality in the terms of their contract of employment where they are doing:

- work that is the same or broadly similar
- work rated as equivalent under a job evaluation study
- work of equal value in terms of the demands made on them such as effort, skill and decision-making.

It covers both pay and other terms and conditions such as piecework, output and bonus payments, holidays and sick leave. European law has extended the concept of equal pay to include redundancy payments, travel concessions, employers' pension contributions and occupational pension benefits.

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Activity One	
Name:	Household Duties Gender Quiz
Anticipated timings:	The activity takes approximately 15-20 minutes
Equality strand:	GENDER
Potential use:	<p>For use with groups of any size in relation to general anti-discrimination or gender discrimination issues</p> <p>Could be used as an ice-breaker</p> <p>Could be used within Mathematics (Ma4 Data Handling)</p>
Purpose:	This activity highlights how gender and perceptions affect choices, allowing participants to reflect on and challenge their views about gender.
<p>Learning Outcomes:</p> <p>Through taking part in this activity, participants will be able to:</p> <ul style="list-style-type: none"> • recognise gender stereotyping in relation to day to day activities and question its validity • give examples of the range of influences that affect the way we perceive gender roles • look beyond gender stereotyping to avoid limiting the development of their interests and abilities <p>Resources:</p> <ul style="list-style-type: none"> • Who Should Be Doing This? handout for reference or a copy for each participant or group (see Step 3) • Optional use of board or flipchart (see Step 4) <p>Method:</p> <ol style="list-style-type: none"> 1. Explain what the participants will get out of the activity using the learning outcomes given above. 	

2. Explain that the participants have to decide whether various day to day tasks or activities should be automatically assigned to either a man or a woman within the household.

Point out that there is not a 'both' or 'either' category – they have to decide whether to allocate the task to a man or woman.

3. Either give out the handout to individuals or small groups of participants for them to complete, or work through it as a single group with participants 'voting' on whether males or females should do each activity.
4. Take feedback from the participants, asking some to justify their choices, and tally the responses on the board or flipchart if appropriate.
5. Facilitate a group discussion of the reasons why some tasks are more commonly carried out by men and some by women, drawing out the following influences:
 - education
 - upbringing
 - the media
 - culture
 - role models.
6. Discuss whether this is rational.
Ask the participants to suggest what the effects of 'what other people might say' can have on young people who are developing their interests and abilities. Is this fair?
7. Remind the participants about what they have learned using the learning outcomes given above.

Variations

- This activity could be adapted for used in Mathematics by asking participants to survey the opinions of two different classes or record their responses by the gender of the respondent. The participants can compare and analyse the data sets (producing bar graphs/comparative bar graphs), consider whether there is any bias in the data sample and draw conclusions from their findings.
- To energise participants, the activity can be delivered as a line-up exercise. Two areas of the room are identified and as each task or activity is called out, participants have to move to one area or the other depending on whether they think it should be allocated to a man or a woman.

HANDOUT

Who should be doing this?

Tick to show whether you think the day to day tasks or activities below should be given to a man or a woman to do. Think about the reasons for your choice.

You have to choose one or the other – you can't say 'Either'.

Activity/Duty	Male	Female
Studying/going to college/university		
Cleaning the house		
Doing the washing up		
Buying children's clothes		
Buying things for the house		
Doing the weekly shopping		
Cleaning the car		
Buying a washing machine		
Organising the household bills		
Organising the mortgage		
Driving on holiday		
Navigating on holiday		
Choosing the next car		
Collecting the children from school		
Writing a will		
Vacuuming the house		
Cutting the grass		
Decorating		
Assembling flat pack furniture		
Cooking		
Cooking the BBQ		
Driving home from a night out		