



Title: Gender Equality: School and the Workplace

Level: SENIOR

Code: S.5.3

Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and Outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p>	<ul style="list-style-type: none"> • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent. • Explains how to access both local and national information, guidance and help.

About this activity

Having explored gender equality in terms of relationships, and then the law, this session looks at gender equality in school and in the workplace.

Resources to support this activity

- Slides
- Prop: Gender equality at school
- Handout: Women at Work the Facts

Activity

1. Start with a recap of the activities so far exploring gender equality – *the class/group have looked at equality in relationships between women and men, and also what the law says about sex discrimination. This session is about gender equality in two important places – **school** and the **workplace**.*
2. Share the slide as a reminder: **What is gender equality?**
3. Explain that the first tasks are about school; acknowledge that the young people are the experts in terms of how they experience school, explain that *what you will do now is think about your experience of school in primary and secondary school.* The question is in 2 parts, share the slide/on

the whiteboard: **In school, are children or young people ever treated unequally or discriminated against based on their gender?** And then: **What needs to change? What would help create a gender equal school?** To help with consideration of the question share the packs of A4 cards with each of the following areas on them. On the left, write down responses to question 1, on the right answers to question 2:

- **Books or resources used**
- **Activities**
- **Behaviour**
- **Playground**
- **Rules**
- **Teaching**
- **What young people achieve**
- **Subjects**
- **Out of school opportunities**
- **Having our say at school**

4. Encourage some sharing and discussion.
5. Move on to consideration of the workplace – ask the group *who has a job currently or have you thought about what kind of job you would like to do?*
6. Acknowledge that the workplace must also be a setting where there is gender equality, but this hasn't yet been achieved. Ask the class/group if they know of any ways in which gender equality has not been achieved yet? Main issues that it would be good to recognise are (these could be recorded on the whiteboard):
 - **Equal pay** – there are still some jobs where men can be paid more than women, or maybe they are doing very similar jobs, but men are paid more. This is a long-standing problem and still exists in some places.
 - **The gender pay gap** – when you look at what women and men are paid on average across a company or organisation, then men earn more. This isn't about exact jobs being compared but overall. So, this means that overall men hold higher paid or more senior positions.
 - **Improving the gender balance** – some jobs don't have equal numbers of women and men doing them.
 - **Flexible working and support for parents** – women still do most of the childcare. As long as this is the case, they will need an employer to offer flexibility in the hours they work or times of day that they work.
7. **Women and work: the facts.** Share the infographic. Encourage discussion: What stands out? Any surprises? What might indicate ongoing issues with discrimination in the workplace?
8. **Class debate.** Recap on all the gender equality conversations you have had over the past few sessions. Ask the young people to work in small groups. Explain that *I will read out a statement to be shared with the group, it's an idea or a proposition. I want each team to AGREE or DISAGREE with the proposition. First, discuss the proposition in your small group, decide which position you take. If you cannot agree with the others in your group, then it's ok to move to another group.*
The proposal is this: We will know there is gender equality when women run half our companies and countries – and men run half the homes.

Ask each group to write down their key points to make in the debate. Work round the group contributions.

To end, take a vote, explaining that people can change their minds having listened to the arguments made.

As with all RSHP work, follow up on any concerns about a child or young person after the session.

Further learning activities are available that connect to this RSHP curriculum content

- S.5.2 Gender Equality: Relationships
- S.5.2 Gender Equality: The Law

Practitioner Notes

