



**Title: Gender Equality**  
**Part 3: School and the Workplace**

**Level: SENIOR**

**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"> <li>• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li> <li>• Explains how to access both local and national information, guidance and help.</li> </ul>

The learning intentions and success criteria are met with delivery of all parts of this topic.

**Learning intentions**

- Young people consider gender equality in the context of relationships – broadly in society and in more personal relationships.
- Young people understand what the law says about gender equality/sex discrimination.
- Young people understand that the law applies to school and education.

**Success Criteria**

- I can talk about what equality means to me.
- I can explain what the law says about gender equality and sex discrimination.
- I know that learning and work environments must be places of equality and safety for me.
- I am building skills and confidence to seek information, support or help when I need it and if my rights are infringed.

**Resources to support this activity**

- PowerPoint 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**. Share the slide as a reminder: **What is gender equality?**
2. Explain that the first task is about school; acknowledge that the young people are the experts in terms of how they experience school. The question is in 2 parts, share the slide:

**In school, are young people ever treated unequally or discriminated against based on their gender?**

**What needs to change? What would help create a gender equal school?**

Take any initial reactions to the questions, or clarify as necessary, but keep this short and explain the task is where young people can get into some detail. Share the categories on the slide for consideration. In their groups young people can choose an area they are interested in discussing, get feedback, if time allows discuss other categories.

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

3. 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?**
4. Acknowledge that the workplace must also be a setting where there is gender equality, but this hasn't yet been achieved – ask: *Do young people know of any ways in which gender equality has not been achieved yet?* Then use the slides to recognise gender (in)equality issues are, discuss as you go:
  - **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.

5. **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?
  
6. **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 *you will read out a statement to be shared with the group, it's an idea or a proposition. ask each team to AGREE or DISAGREE with the proposition. First, they are to discuss the proposition in small groups, decide which position they take. If they cannot agree with the others in their group, make it possible 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. Take a vote, explaining that people can change their minds having listened to the arguments made.
  
7. **To end, use the slide to acknowledge that these discussions about gender can help people recognise that they have been discriminated against, or treated unfairly.** If so, explain that you would encourage young people to speak to a trusted adult, this could be you, remind them that ChildLine also provides a confidential service to young people their age.

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

- Relationships
- Equality and the law

**Practitioner Notes**