2010

Module 3:
Challenging Inequality

Sample

geriproject™
Gender Equality & Race Inclusion

2010

Contents

Handouts:

Optional activities:

Module 3:   Challenging Inequality

The objectives for this session are to:

- identify barriers to entering non-traditional courses or occupations

- enhance skills in challenging adults and young people with entrenched gender-stereotypical views that influence their preferences

- facilitate skills development in challenging inequality and promoting diversity in the workplace

- identify how we can promote and support equality and diversity and create individual or team Action Plans, as appropriate.

Preparation Checklist

Use this checklist to make sure you have gone through the necessary preparations for the session. Tick each action when it is completed.

You will need to:

☐ book a suitable venue

☐ send course details to the participants, reminding them to read the self-study materials, in particular *Understanding Gender and Racial Occupational Stereotyping* in preparation for this module

☐ incorporate a set of ground rules for the session in the course details

☐ ensure that you are familiar with the resources in this toolkit and have a set to show the participants

☐ familiarise yourself with the Delivery Plan for this module and the associated self-study materials

☐ if appropriate, develop some extended resources to meet the diverse needs of participants and for differentiation

☐ obtain resources such as a projector, OHP, flipchart/whiteboard and markers, and sufficient copies of handouts, Action Plans and Review Sheets for the participants

You may also find it helpful to discuss the modules with another facilitator or your manager.

Delivery Plan

Welcome people to the session and explain any 'housekeeping' issues, e.g. timings, breaks, security.

Optional Activity   *Icebreaker*

If appropriate to the participants, include an icebreaker that will help people to get to know each other and create an energetic, enthusiastic atmosphere (see *Icebreakers* in the *About This Guide* section for some suggestions).

Explain the objectives for the session.

At the end of the session participants will be able to:

- identify barriers to entering non-traditional courses or occupations

- challenge stereotypical views to help people reconsider their own views

- challenge inequality

- develop effective action plans to promote diversity

MODULE 3 SLIDE 3

Explain that as the facilitator you will be leading the session but it is an important part of the training for participants to share experiences and good practice so that we can learn from each other.

Barriers to entering non-traditional courses or occupations

Explain that we are starting the session by identifying barriers that adults and young people may perceive when considering a course or occupation not traditional for people of their race or gender. Entrenched stereotypical values, attitudes and beliefs can limit their choice.

Encourage the participants to discuss and record perceived barriers to engaging in non-traditional occupations.

Chart the responses on the flipchart/whiteboard, using the list below (*compiled from GERI research on reasons cited by young people*) to prompt ideas.

Suggested barriers to equality

- Disapproval of friends and family

- Fear of being different

- Being the only female/male and feeling isolated and uncomfortable

- At odds with their culture and the attitudes of their ethnic group

- Managers or tutors treating you differently

- Colleagues ignoring you or leaving you out

- Colleagues patronising you

- Colleagues resenting you

- Teasing and sarcastic remarks

- People waiting for you to go wrong

- Lack of confidence in your own ability to succeed in a 'man's/woman's job'

- People projecting their stereotypical views on you or your choices

- Once you have crossed the barriers and in a non-traditional role, colleagues, managers and others making it difficult for you to progress

Explore how real these barriers are by asking the participants to give examples, both positives and negatives, from their own experiences of working with adults and young people.

Facilitate a discussion, bringing out the main points from the examples and any good practice in helping both adults and young people to overcome barriers.

Explain how GERI role models have demonstrated that, on the whole, barriers are more perceived than actual. It appears that those who succeed in non-traditional occupations tend to be very committed and determined to do a good job.

The GERI survey of learning providers, featured in the Job Choice Learning Guide *Gender Stereotyping in Apprenticeships*, revealed that non-traditional learners do not want any special treatment or a fuss made of them. They want to be given the same tasks to do, and to be able to get on with their job. It is important to them to fit in with the team and be accepted. As a GERI role model (*a male trainee in care work*) remarked:

> "*If you want to do something bad enough you'll do it. You need to be interested in the course and enjoy it. You don't just drift into a health and social care course if you are a boy.*"
>
> <div align="right">MODULE 3 SLIDE 4</div>

Show the presentation slide and explain that the quotes and case studies to follow are taken from them.

Job Choice Learning Guides

- Foundation Module

- Careers in Information Technology

- Subject Choice

- Gender Stereotyping in Apprenticeships

<div align="right">MODULE 3 SLIDE 5</div>

Give out a copy of Handout 1 *Overcoming the Barriers* to each participant.

Explain that it gives quotes from GERI role models and that these are all real people who have allowed their stories to feature in the GERI resources in the Job Choice suite. Point out that they give a positive picture of how barriers can be overcome.

Invite comments from participants and discuss as appropriate.

Ask the participants to work in pairs or split them randomly (see *Random Splits* in the *About This Guide* section for ideas on how to do this). Give each pair a copy of Handout 2a, 2b or 2c featuring one of the following case studies:

Meet Jay   Foundation Module

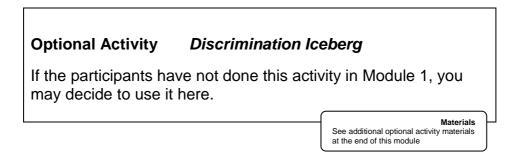Meet Elaine   Careers in Information Technology

Meet Charlotte   Subject Choice

<div align="right">MODULE 3 SLIDE 6</div>

Explain that the case study is from one of the Job Choice Learning Guides.

Draw out the participants' views on the barriers facing the GERI role model in their case study and how they overcame these.

Draw on a flipchart/whiteboard the *Discrimination Iceberg* (see the Optional Activity *Discrimination Iceberg*) and explain that, in order to enable people to overcome the barriers identified, we need to help them challenge their well established attitudes, beliefs and values that lie beneath the surface.

Optional Activity   *Discrimination Iceberg*

If the participants have not done this activity in Module 1, you may decide to use it here.

Materials
See additional optional activity materials
at the end of this module

You may wish to inform participants about the interactive GERI Dramas Series One DVD, which challenges gender and ethnic stereotyping through three true to life scenarios that allow users to make decisions and influence the outcomes. If time, you may wish to incorporate one or more of these scenarios as part of the training.

Here is a list of the rest of the contents of this pack

To view the remainder of this pack you will need to purchase it