

# Key Stage 4

## Career Resources for English Teachers

### Stereotypes

(Career Education Guidance Objective 4)

#### TEACHER INSTRUCTIONS

This unit allows students to analyse their thinking behind their attitudes to learning and work. It allows the exploration of stereotypes and influences of pressure such as the media, peers and relatives in their perspective. This work can be tied into any scheme of work on any texts as ideas about careers and jobs are found in most KS 4 activities – Atticus' job in To Kill a Mockingbird, the life of the ranch workers in Of Mice and Men, even the juxtaposition of the architects and dustbin men in Two Scavengers in a Truck, Two Beautiful People in a Mercedes (AQA Anthology for English). Equally it can work as a stand-alone lesson and be assessed for En1 (Speaking and Listening) for the Explore, Analyse, Imagine strand.

Students should be placed in mixed sex, mixed ability groups (even within a set), preferably not friendship groups (as many students will bow to the pressure of their peers in a friendship context and this task is meant to allow them to explore their ideas comfortably). Groups of three or four are best depending upon class size and ability levels. If you think students will choose not to take part then use threes; if you believe they will engage then groups of four often allows a better discussion to take place. You will have to judge it depending on your class and context.

- Give out Worksheet 1 and give students 5-10 minutes (depending on your lesson timings) to rank order the jobs in terms of status. You can leave this to prior knowledge, or lead the students to think about particular characters in texts if you prefer.
- The teacher should lead a short discussion of choices with explanations as to why those choices were made. Depending on the ability level of the student, challenge the answer they give and ensure their answers are fully developed.
- Give out Student Instruction Sheet 1 and Worksheet 2. Students then write stereotypical attributes they believe go with a job – i.e. they might put 'talented' for footballer or 'poor' for a dustbin man, etc.
- Another short discussion should now take place as to the type of words students have used. If you want a more interactive approach, get students to write their words on 'post its', put enlarged images on the board and allow students to stick their words next to the appropriate picture before your discussion.
- Give out Worksheet 3 and get students to fill in the questionnaire individually. This allows them to show to what extreme they think ideas about school exist. Next share ideas with a partner/ three before the teacher leads a short group discussion on their ideas. Teachers must be prepared to challenge assumptions and lead the discussion into an acceptable format. It might be challenging for students to think outside their own family circumstances or ideas and this session should not turn into a negative forum.

- Give out Student Instruction Sheet 2 and Worksheet 4. In groups students discuss the type of people they want to be friends. It should expand also on their attitudes to learning and will again challenge their stereotypes of learning. The teacher should then lead a discussion (again focusing sensibly on ideas and encouraging positivity) about students' ideas and how they chose them.
- Give out Worksheet 5. Now in groups students match the stereotypical characters from Worksheet 4 with the jobs on Worksheets 1 and 2 by following the instructions on the sheet.
- If required, an En1 grade can be given for the above, but instead of a final discussion, the teacher at this point might get students (in their groups) to do a formal presentations about the reasons for their decisions on Worksheet 5 and these could be formally graded.

*Remember Student Instruction Sheets are optional and can be done purely by teacher talk if you have mainly aural learners. Alternatively they can be projected onto a whiteboard either with an OHP or computer system.*

## Stereotypes Pack

### STUDENT INSTRUCTION SHEET 1

Now you've ranked the ideas think about the stereotypical ideas that spring to mind when you think of jobs. You can use your knowledge about the people you know, how people are represented in newspapers or even the characters in the texts you've read.

On Worksheet 2 write down words you think describe that profession around the pictures. There are some words on this page you might want to use. Remember you are focusing on **stereotypes** and not every single person in a profession will be exactly the same.

bossy

glamorous

stressed

tiring

smelly

bosh

exciting

low pay

no education

awful

## **Stereotypes Pack**

### **STUDENT INSTRUCTION SHEET 2**

Now think about the types of people you know in your school. On Worksheet 4 is a table with 10 people who might be similar to you or people in your schools. Who would you choose to be your friends and why? Tick the people you think you'd like to be friends with and cross those you don't think you'd like to be friends with. Be prepared to discuss your reasons in the whole class discussion.

## Stereotypes Pack

### WORKSHEET 1

Many of the texts we read have stereotypes about characters and authors exploit these stereotypes to make us believe particular things. This activity will make you think about your prejudices and how you believe career choices affect a person.

Rank the following jobs according to their status – i.e. the most important will be number 1, the least important number 10, etc.

JOB	RANK ORDER NUMBER
DUSTBIN MAN	
LAWYER	
CLEANER	
HOUSEWIFE	
PLUMBER	
DOCTOR	
HAIRDRESSER	
FOOTBALLER	
JOURNALIST	
MODEL	

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## WORKSHEET 2



MODEL



DUSTBIN MAN



LAWYER



PLUMBER



CLEANER



HOUSEWIFE



DOCTOR



FOOTBALLER



HAIRDRESSER



JOURNALIST

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### WORKSHEET 3











Now think about your attitude to learning. What do you think is the purpose of education and schools? Fill in the following questionnaire individually by putting a cross under the appropriate heading. Don't let anyone else see your answers at this point.

	AGREE STRONGLY	AGREE SLIGHTLY	NEITHER AGREE NOR DISAGREE	DISAGREE SLIGHTLY	DISAGREE STRONGLY
Education provides childcare so parents can work.					
Education is a way of controlling society.					
Education provides opportunities in life.					
Education allows students to make friends.					
Education is a waste of time for most people.					
Education takes many forms including apprenticeships and work placements.					
People do not need formal examinations to get a good job.					
Without an education you won't get a well paid job.					
Doing examinations where you will not get above a GCSE grade C is a waste of time.					
Students should not have to attend lessons they do not enjoy.					

Now share your answers with your partner. Why do you think you agreed and disagreed about certain ideas?

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## WORKSHEET 4

	<p>A is a good student. He is always on time, plays in the school orchestra and is expected to get good exam results. He hopes to go to University to study for a degree.</p>		<p>B is a generous person who always listens carefully to everyone. She is lively and always happy. She works hard in lessons and wants to go straight into employment after school.</p>
	<p>C is a talented singer, but he sings only for pleasure. He does not like school and does not expect to pass many examinations. He would like to get an apprenticeship when he leaves school.</p>		<p>D is a superb dancer and would like to dance professionally. She therefore disrupts classes in school because she does not want to be there and is not expected to pass any examinations. She does not know what she will do when she leaves school.</p>
	<p>E is a bright student who is popular with teachers and his peers. He is expected to get good examination results and wants to work for his local newspaper when he leaves school.</p>		<p>F is a bright student but she does not enjoy school. She is working hard, however, to ensure she can get a place at the local college to study hairdressing and beauty.</p>
	<p>G is a sensitive person who cares a great deal for the environment. He is not expected to get brilliant examination results, but he works hard and hopes to go to college to do a modern apprenticeship.</p>		<p>H is a thoughtful student who believes the environment should be the world's number one priority. She has been approached by a modelling agency but currently wants to study for her A levels.</p>
	<p>I is a talented footballer. He has been approached by a premiership club and consequently has become disaffected at school. He is able to pass his examinations but will fail unless he puts in more effort.</p>		<p>J is a lively and popular student. She believes school is a waste of her time and is often rude and disruptive in lessons. She has the ability to pass all of her examinations but has not completed a single piece of coursework and so will fail.</p>

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### WORKSHEET 5

Now put together all of your ideas from today. Match the jobs from Worksheets 1 and 2 with the people from Worksheet 4 (if you think G would be the model, write G next to model, etc). In column three say whether you think that person would want that particular job. Column four asks you to justify your ideas. If you think that they wanted that job explain how they might have achieved it. If you think they didn't want that job write down what they could do to ensure they could get a job more suited to them.

JOB	CHARACTER LETTER FROM WORKSHEET 4	DID THEY WANT THE JOB? YES/ NO	JUSTIFY YOUR OPINIONS
 MODEL			
 DUSTBIN MAN			
 LAWYER			
 PLUMBER			
 CLEANER			
 HOUSEWIFE			
 DOCTOR			
 FOOTBALLER			
 HAIRDRESSER			
 JOURNALIST			