



Communities

L Lower

- **Lesson 1: My communities**
- **Lesson 2: Groups to which I belong**
- **Lesson 3: Our neighbourhood – the local community**
- **Lesson 4: What makes a good local community?**
- **Lesson 5: Charities and their work**
- **Lesson 6: Helping young and old people in our community**
- **Lesson 7: Young people – runaway children**
- **Lesson 8: Senior citizens**
- **Lesson 9: The disabled – accessibility for everyone**

LU Lower/Upper

- **Lesson 10: Men and women – changing roles**

U Upper

- **Lesson 11: Role models**
- **Lesson 12: Religious worship**
- **Lesson 13: Wedding ceremonies and customs**
- **Lesson 14: What does it mean to be British?**
- **Lesson 15: Environmental issues**

Lesson 10: Men and women – changing roles

LU  25 mins

Aim

To appreciate the changing roles of men and women in society.

Learning outcomes

Children should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by ... setting personal goals;
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including ... gender.

Resources

None required

Activity

NB: Be sensitive to the fact that in certain cultures women are expected to stay at home while the men go to work; particularly Gypsy, Roma and Traveller (GRT) communities, as well as some Muslims. Muslim women are not generally forbidden from going out into the community to work – as long as there is no objection from their guardian or husband, they are covered (apart from their hands and face), and they behave and speak according to Islamic guidelines. However, it is still considered that the main base a woman works from should be her home.

Explain that:

- We live in a rapidly-changing society in which the lives of men and women are quite different from what they used to be. The roles that women fulfil today are more diverse than in the past and any female growing up today can expect to have far more opportunities than her mother or grandmother.

- There are also more opportunities for men. Some of the roles once considered to be within the ‘female domain’ are now accepted by either gender.
- While the majority of people accept that society has changed, there are some people who do not.
- There is still bias within society, in spite of the attempts made to promote equal opportunities for everyone. (Ensure the children know what ‘bias’ means – prejudice for or against someone or something.)

Discuss whether there is likely to be any prejudice involved in the roles played by men and women. Then raise the following questions with the children:

Key Questions ?

*Are there jobs that are best done by men, or by women?
Can you name any people, famous or otherwise, who are an exception to the rule?*

Complete the discussion by asking the children about their hopes and aspirations for the future.

Further suggestions

Ask the children about any change of roles that they have noticed in their own families. Then ask them about their own aspirations. They might comment on whether they feel there are any restrictions on their entry into a job because of gender or other bias. Do they feel there are any jobs from which they would be barred? Can they compare their own aspirations and opportunities with those of their parents or grandparents? Collect, collate and display the information.

Research jobs and roles in the early part of the 20th century. Make a chart or graph of the results.

Differentiation

SEN: Discuss why job roles have changed, and how improved, and how more equal education helps to ensure that men and women have better opportunities at work.

More able: Ask the children to devise questions for a survey to ask their parents and grandparents about the issues surrounding women's work. They could take it home to complete.