

GIRLS IN TRADES

Gender in Trades Lesson Plans

1. Exploring non-traditional jobs

Explore and identify social attitudes to women and men in trades in which they do not traditionally participate.

2. Exploring the participation of women and men in trade occupations

Explore the participation rates of women and men in trades in which they are not traditionally engaged and identify why increased participation by women might be to everyone's advantage.

3. Women in non-traditional trades

Identify gender role stereotypes and their relationship to employment options.

4. Personal and educational requirements in the trades

Investigate personal and educational requirements needed to undertake trades and assess if there are any barriers to women's participation and if these barriers can be overcome.

5. Personal requirements in the trades

Compare and contrast personal requirements related to different trades and explore gender participation in different trades.

LESSON PLAN 1

Exploring non-traditional jobs

Outcome

Identify and challenge gender role stereotypes and their relationship to employment options, and then discuss the impact of stereotyping on career choice.

Rationale

A stereotype is a generalisation about an entire group of people without regard for individual differences. Gender stereotypes classify males and females into fixed roles and behaviours.

Task Description

1. The teacher provides the worksheet to each student and asks them to consider if they think the jobs identified can be undertaken by males, females or both. Students complete the task and answer question 1- 4 individually.
2. In groups of four, students share their responses and discuss any differences and then respond to question 5. Ask one student to be a recorder of the discussion and another to report back to the class on behalf of the group. The reporter shares with the class key points from the group's discussion.
3. Groups read and respond to the scenarios in question 6 and report back again to the class.

Suggested Resources

- Access to the internet or a Job Guide to explore the jobs listed
- Worksheet printed for each student
- Paper to record group discussions

Worksheet 1

Exploring non-traditional jobs

Name _____

Date _____

Look at the jobs below. Decide if you think that any of the jobs should be done by only a male or only a female, or by both male and female.

Please insert M (male), F (female) or B (both).

Civil Construction Worker		Vehicle Painter		Automotive Mechanic	
Roof Tiler		Bricklayer		Beauty Therapist	
Screen Printer		Nursery Worker		Electrician	
Stock Hand		Army Infantry		Nail Technician	
Plasterer		Horticulturist		Electro-technician	
Miner		Heavy Duty Mechanic		Carpenter	
Plumber		Truck Driver		Farmer	
Hairdresser		Chef		Greenkeeper	
Air Conditioning Mechanic		Plumber		Glazier	

1. Are there any jobs which you think should be only done by one gender?

If yes, give an example:

2. From your list of jobs, record below some of the jobs you have identified as male and female.

	Male	Female
1		
2		
3		
4		

3. Could these columns be reversed? Why or why not?

4. When thinking of your possible careers, do you consider all jobs or only those which are considered jobs for your identified gender?

5. What are the advantages and challenges of considering all possible careers and not limiting your choice by gender?

6. Discuss with two other class mates what advice you would give the people in the following scenarios.

Jacob is a very creative person and thinks he would like to be a hairdresser. All his friends tease him and now Jacob is beginning to think that he will explore other types of jobs so that the teasing will stop.

Kristy's dad is a motor mechanic and she often spends time with him in his workshop during the school holidays. When Kristy told her friends that she was considering becoming a motor mechanic when she leaves school they told her it was a man's job. Kristy is now confused about her future work options.

7. Share your group's key points with the class.

LESSON PLAN 2

Exploring the participation of women and men in trade occupations

Outcome

Explore the participation rates of women and men in trade occupations in which they are not traditionally engaged and identify why increased participation by women might be to everyone’s advantage.

Rationale

Economic security, breaking welfare dependency and job satisfaction can be outcomes for some women who undertake training in a non-traditional trade area.

Task Description

1. Teacher provides the handout, ‘Why Increase the Participation of Women in Non-Traditional Trades?’. Students are asked to read the handout and answer the questions provided in the worksheet.
2. Teacher provides the class with a handout that shows the current statistics on gender segregation in trades in NSW. Alternatively the teacher could display this on an electronic whiteboard or screen from a projector.
3. Teacher explains that they are going to interpret and discuss some of the data provided. Teacher asks questions to the class to prompt them to interpret the statistics. The questions could be:
 - How many male and female motor mechanics are there?
 - What percentage of females and males are plumbers?
 - How many more males than females are in the structural steel and welding trades workers?
 - Why do you think there is a discrepancy between the male and female figures?
 - Which industry sector has the highest number of females?
 - Why do you think that there are some industries with fewer or no females at all and others with fewer or no males?
 - Do you think that more women should be in male dominated trades?
 - What do you feel needs to be done in order to see an increase in females pursuing a career in what is normally considered a male dominated trade?
 - What do you believe would encourage more females to enter these non-traditional trades?
 - Has your perspective changed about women in non-traditional trades? How?
4. Students share and discuss their responses to the questions in the worksheet.

Suggested Resources

- Laptop, projector and a screen / electronic whiteboard
- Handout for each student titled: ‘Why Increase the Participation of Women in Non-Traditional Trades?’ and ‘Gender segregation in trade occupations in 2011’
- Worksheet printed for each student

Worksheet 2

Exploring the participation of women and men in trade occupations

Name _____

Date _____

1. 'Financial security'. What does this mean?

2. What advantages does industry gain by increasing female participation in non-traditional trades?

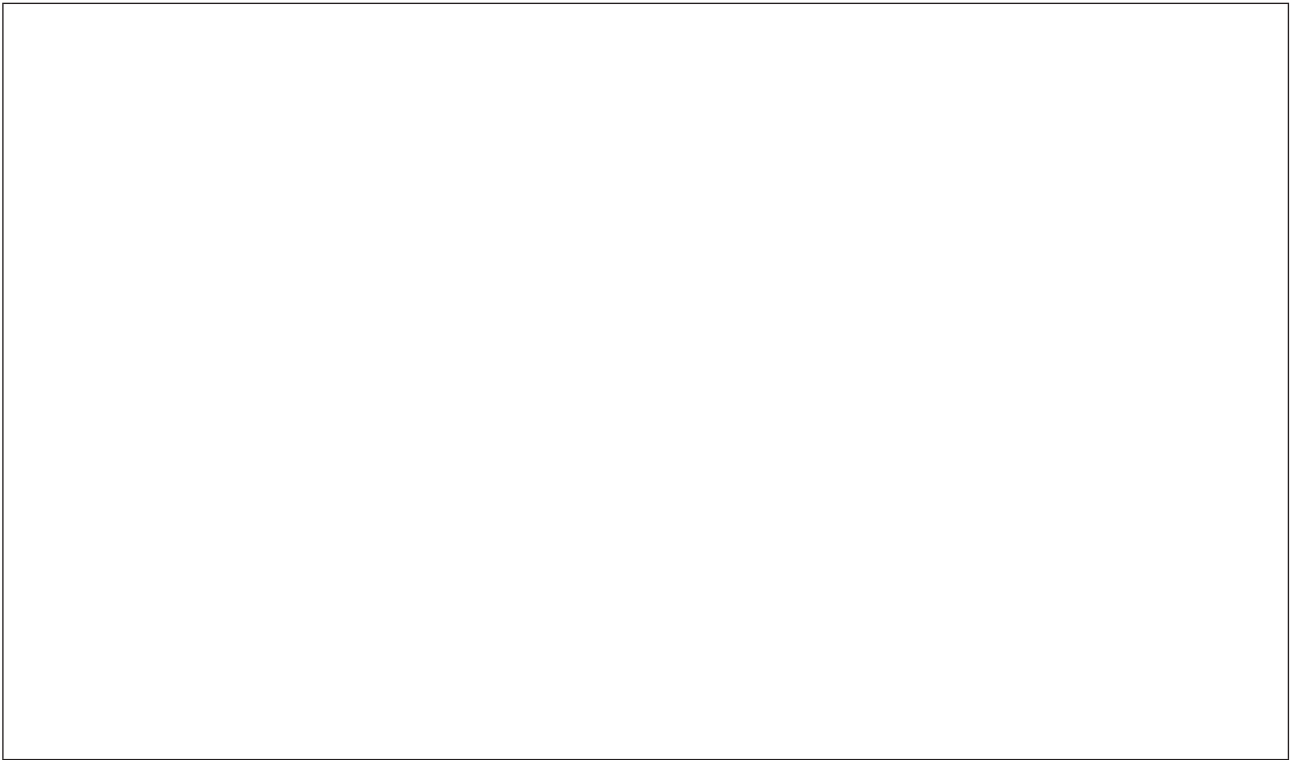
- _____
- _____
- _____
- _____
- _____

3. In your own words, what are the economic (financial) benefits that will be achieved through increasing women's participation in the workforce?

4. What does 'skill shortage' mean?

5. Which are the predominant areas experiencing a skill shortage?

7. Illustrate a trade area which you would like to try. Why would you like to try it?



LESSON PLAN 3

Women in non-traditional trades

Outcome

Explore and identify social attitudes to women in non-traditional trades.

Rationale

A trade is a set of skills which is learnt through an apprenticeship, traineeship or a course of training provided by a registered training provider (typically, through TAFE). Training can be provided in the workplace or offsite. A non-traditional trade for women is where female participation is less than 25%. Students become aware of the advantages and disadvantages for women undertaking a non-traditional trade.

Task Description

1. The teacher facilitates a brainstorm of examples of employment areas students consider as a trade. The teacher provides the students with a definition of a trade and students revise the list generated from their brainstorm.
2. Students are shown a video from the Girls in Trades DVD, the Girls in Trades website www.women.nsw.gov.au or the SkillsOne Women in Trades video channel www.skillsone.com.au/channels/women-in-trades. The students are asked to focus on the questions below as they watch the video.
 - What challenges / barriers did these employees face?
 - What were the attitudes they displayed that enabled them to succeed?
 - Who influenced their decision making to enter their chosen trade?
 - How did employers and/or general social attitudes change after they had experienced seeing or working with a woman in a non-traditional trade area?
 - How would you describe a non-traditional trade for females / males?
3. After watching the video, the teacher uses the above discussion points to initiate discussion. (15 minutes)
4. Students are now directed to watch another video from one of the sources identified in Task 2.
5. Students complete the worksheet provided as they watch the video.
6. Students share their findings from their videos.

Suggested Resources

- Laptop, projector and a screen
- Access to the internet
- Worksheet printed for each student

Worksheet 3

Women in non-traditional trades

Name _____

Date _____

Website/DVD used _____

Trade researched _____

1. What attitudes did the girl/woman display in her chosen career?

2. Who or what influenced her to get involved in a non-traditional trade?

3. What perceptions does society have towards women in non-traditional trades?

4. What are some barriers she faced?

5. How have employers and general social attitudes shifted after seeing her on the job?

6. If you could, what is one question you would like to ask her?

LESSON PLAN 4

Personal and educational requirements in the trades

Outcome

Investigate personal and educational requirements required to undertake a non-traditional trade and assess if there are any barriers to the participation of women and men and whether these barriers can be overcome.

Rationale

Embedded cultural attitudes and practices influence how girls and boys perceive trades which are considered to be 'gender appropriate', how employers and workers view female and male workers, and how the jobs themselves are structured, often having been designed to suit men's rather than women's lives. Breaking down these divisions is important to broaden economic opportunities for women and enable industry to access a broader workforce base.

Task Description

1. The teacher explains that non-traditional trades are those with 25% or less participation of women or men. Using the handout 'Gender segregation in trade occupations in NSW 2011', students are directed to the entry 'electricians', and invited to consider the statistics.
2. Students are directed to the Job Guide (hard copy or website www.jobguide.deewr.gov.au) and asked to find the occupation 'electrician'. The teacher guides the class to answer the following:
 - What are some tasks that electricians perform?
 - What are some personal requirements required for a career as an electrician?
 - What educational requirements are needed to become an electrician?
 - Are there any barriers women might face?
 - Are there any reasons women may not be able to engage in a career as an electrician?
3. Students are then provided with a worksheet with the 'electrician' area completed. They think about barriers stopping girls and women becoming electricians and record their findings on the worksheet.
4. Students then choose and research three non-traditional female trade occupations using the Job Guide or myfuture. In each case they identify and record any reasons that might prevent women participating in the trade.
5. Students draw their own conclusions and share these in class.
6. A follow-up activity might be to create a debate on this issue.

Suggested Resources

- Job Guides (hard copy) or web access to Job Guide and/or myfuture
- Handout for each student titled: 'Gender segregation in trade occupations 2011'
- Worksheet printed for each student

Worksheet 4

Personal and educational requirements in the trades

Name _____

Date _____

Job profile: Electrician

Duties:

- Read diagrams, drawings and specifications
- Plan layout of wirings
- Test for, locate and repair electrical malfunctions
- Install electrical equipment
- Connect electrical equipment

Personal requirements:

- Enjoy maths and technical activities
- Good hand-eye coordination
- Good eyesight
- Logical thinking and diagnostic ability
- Aptitude for mechanics and electronics
- Able to do precise and detailed work
- Work independently as well as part of a team
- Able to cope with the physical demands of the job
- Good communication skills

Educational requirements:

- Complete an apprenticeship
- Complete Year 10
- Acquire a licence to work as an electrician

Are there any barriers for girls and women working as an electrician? Y / N (please circle)

If you said Yes, list the barriers below:

If you said No, list the reasons below:

Conclusion

What did you think are the key barriers to females participating in trade occupations such as electricians, plumbers, carpenters and automotive mechanics?

Do you think that these barriers can be overcome? If so, explain how you think this might happen? If not, why not in your opinion?

LESSON PLAN 5

Personal requirements in the trades

Outcome

Compare and contrast personal requirements needed to achieve success in different trades and explore gender participation in those trades.

Rationale

Various personal requirements are needed across all areas of employment. Though each occupation may amplify the need for some of these more than others, these skills and attributes are not gender specific. Gender alignment to particular occupations is determined by many other factors.

Task Description

1. The teacher provides the students with a worksheet that includes a list of trades. The teacher asks the students to select one of the trades to research the personal requirements needed to succeed in that occupation.
2. The teacher will also provide the students with access to the Job Guide www.jobguide.deewr.gov.au and/or myfuture www.myfuture.edu.au to explore any occupations they are not certain of.
3. The students will then be instructed to find two other students who have selected different trades and recorded their results. The students then copy the personal requirements for two other trades researched and recorded by their classmates.
4. Once this is completed, students answer the following questions on their worksheets:
 - a. note and record similarities in the personal requirements needed for the different occupations. What differences are there?
 - b. looking at the three occupations for which you have recorded requirements, which gender is most often associated with that occupation? Do you have evidence that personal requirements are gender specific?
 - c. why do you think some trades have been historically associated with particular genders (male or female)?
 - d. what do you think could be done to increase representation of women in areas where there is traditionally a small number?
 - e. why are men not participating in some trade areas?

Suggested Resources

- Access to the internet
- Worksheet printed for each student

Worksheet 5

Personal requirements for the trades

Name _____

Date _____

1. Choose one of the following trades:

Beauty Therapist	Electrician	Motor Mechanic
Binder & Finisher	Florist	Painter
Butcher	Glazier	Plasterer
Carpenter	Gardener	Plumber
Chef	Hairdresser	Sign Writer

2. Go to www.jobguide.deewr.gov.au or www.myfuture.edu.au
3. Search for the trade you have chosen. Record the personal requirements for that trade. If there are more than four personal requirements record the four you think would be the most important.

Please record your answers in the table below in the column 'My chosen trade'.

	My chosen trade	Classmate 1 Chosen trade	Classmate 2 Chosen trade
Personal requirement 1			
Personal requirement 2			
Personal requirement 3			
Personal requirement 4			
	Gender: F / M	Gender: F / M	Gender: F / M

4. Move within the class to find two other students who have selected different trades and have recorded their results. Then copy the personal requirements for two other trades researched and recorded by your classmates.

5. Answer the following questions.

a. What similarities and differences can you see?

b. Looking at the three occupations you have answers for, which gender is most associated with that occupation? Do you have evidence that personal requirements are gender specific?

c. Why do you think some trades have been historically more associated with a certain gender?

d. What do you think could be done to increase representation of women in areas where there is traditionally a small number?

e. Why are men not participating in some trade areas?

Why increase the participation of women in trades?



Financial independence increases women's economic security. All girls and women need greater choice in relation to career options. Providing a wide range of viable career opportunities for girls and young women is critical to ending the cycle of employment disadvantage and disparity.

Increasing female participation in non-traditional trades provides an opportunity to reduce disadvantage, break cycles of inter-generational welfare dependency, increase family incomes and increase superannuation savings. Promoting a more even education and employment profile between females and males is not only sensible but it is also equitable.

The rise in women's employment rates since 1974 has improved economic activity by 22 percent, but further reforms and policies are needed to unlock the hidden value of the female labour pool. There are significant economic gains to be achieved through lifting women's workforce participation:

- improving female productivity could help alleviate labour market shortages through increasing labour supply; and
- effectively addressing diversity would provide business with access to wider pools of labour to respond to an ageing population, industry employment growth and skill shortages.

Industries that employ high levels of tradespeople in NSW, for example construction, are experiencing growth. This growth enhances opportunities for qualified tradespeople, including women, to enter these industries.

Several trades in NSW, including electrical, plumbing, motor mechanics and cabinet makers, are experiencing skill shortages. One response to these shortages is to encourage women to seek relevant qualifications and employment in these trades. Skill shortages can create critical short term and long term problems for Australia's economic health and the quality of life for Australians.

Increased female participation in the workforce will result in significant economic gains while improving women's relative pay will result in an increase in female participation in the workforce.

There are significant economic benefits for women involved in non-traditional trades including increased choice and availability of jobs and increased job security. Male-dominated trades are generally better paid than female dominated trades.

Trade-based employment represents an opportunity for women to:

- earn considerable income
- create employment by running their own businesses
- manage their time around other commitments.

Resources for Careers Advisers

Girls in Trades / Women in Trades

www.women.nsw.gov.au

SkillsOne Women in Trades Video Channel

www.skillsone.com.au/channels/women-in-trades

Myfuture

www.myfuture.edu.au

Jobs Guide

www.jobguide.deewr.gov.au

Resource for Career Practitioners, publication

<http://deewr.gov.au/resource-career-practitioners-publication>

How careers unfold, lesson plan

www.blueprint.edu.au/Portals/0/vels/V_AreaC_How_Careers_Unfold.pdf

Entrepreneurial skills, article

www.mindtools.com/pages/article/newCDV_76.htm

Present and future work patterns, lesson plan

www.blueprint.edu.au/Portals/0/vels/V_AreaC_Present_Future_Work_Patterns.pdf

Personal attributes, lesson plan

www.blueprint.edu.au/Portals/0/vels/V_AreaA_Personal_Attributes.pdf

Personal perceptions, lesson plan

www.blueprint.edu.au/Portals/0/vels/V_AreaA_Personal_Perceptions.pdf

Personal Skills, information and worksheet

www.careersportal.ie/careerskills/transferable_skills_personal_skills.php

Vocational Education and Training in NSW Schools, government statement of purpose

www.det.nsw.edu.au/vetinschools/documents/pdf/vet/VETinSchools.pdf

Australian Blueprint for Career Development, toolkit

www.blueprint.edu.au/TheToolkit.aspx

Understand and learn to overcome stereotypes in your career building, worksheet

www.blueprint.edu.au/Portals/0/worksheets_and_competencies/AreaC_10.3_workbook_.pdf

Non-traditional job opportunities, module

www.fldoe.org/workforce/ced/pdf/nontraditional-job-opportunities.pdf

The world of work, activity sheet on stereotyping

www.blueprint.edu.au/Portals/0/worksheets_and_competencies/AreaC_stereotyping.pdf

Current statistics on gender segregation in the trades in NSW 2012

Trade occupation	No. men	No. women	% female	% male
Chefs	21,274	4,385	16.7	
Gardeners	15,318	2,513	14.0	
Shearers	673	122	8.9	
Printers	5,389	415	7.4	
Signwriters	698	131	6.8	
Binders, Finishers and Screen Printers	1,034	104	5.8	
Telecommunications Trades Workers	5,075	234	4.5	
Electronics Trades Workers	9,221	335	3.3	
Plasterers	8,633	291	3.2	
Electricians	43,769	866	1.9	
Cabinetmakers	4,134	112	1.9	
Butchers and Smallgoods Makers	7,875	119	1.3	
Carpenters and Joiners	39,522	424	1.1	
Motor Mechanics	26,923	199	0.8	
Structural Steel and Welding Trades Workers	18,386	96	0.6	
Metal Fitters and Machinists	31,974	100	0.3	
Plumbers	22,025	-	0.0*	
Painting Trades Workers	14,821	-	0.0*	
Bricklayers and Stonemasons	9,174	-	0.0*	
Airconditioning and Refrigeration Mechanics	8,979	-	0.0*	
Wall and Floor Tilers	5,893	-	0.0*	
Panelbeaters	5,201	-	0.0*	
Aircraft Maintenance Engineers	3,999	-	0.0*	
Greenkeepers	3,805	-	0.0*	
Glaziers	3,665	-	0.0*	
Vehicle Painters	3,362	-	0.0*	
Sheetmetal Trades Workers	3,011	-	0.0*	
Chemical, Gas, Petroleum and Power Generation Plant Operators	2,524	-	0.0*	
Roof Tilers	2,505	-	0.0*	
Floor Finishers	2,249	-	0.0*	
Electrical Distribution Trades Workers	2,229	-	0.0*	
Boat Builders and Shipwrights	2,150	-	0.0*	
Vehicle Body Builders and Trimmers	1,750	-	0.0*	
Precision Metal Trades Workers	1,634	-	0.0*	
Automotive Electricians	1,488	-	0.0*	
Graphic Pre-press Trades Workers	1,132	-	0.0*	
Toolmakers and Engineering Patternmakers	999	-	0.0*	
Canvas and Leather Goods Makers	620	-	0.0*	
Metal Casting, Forging and Finishing Trades Workers	466	-	0.0*	
Upholsterers	390	-	0.0*	

Non-traditional trades are those with less than 25% representation of women.

* 0.0% women does not necessarily indicate that there are no women within a particular trade. Low numbers have been replaced by an '-' symbol indicating that there are few or no women. This ensures individual confidentiality.

Sources: Space-Time Research, Employed Persons (ST E08_Aug96_ANZSIC06) by Occupation Unit Group (ANZSCO06), Sex, State, Status in Employment – from August 1996 to August 2012, Australian Bureau of Statistics (ABS); Skill Shortage List New South Wales 2011–12, Commonwealth Department of Education, Employment and Workplace Relations (DEEWR)

HEF | GARDENER | SHEARER | PRINTER | SIGNWRITER | BINDER | FINISHER | SCREEN PRINTER | TELECOMMUNICATIONS TRADES WORKER | ELECTRONICS TRADES WORKER | PLASTERER | ELECTRICIAN | CABINETMAKER | BUTCHER | SMALLGOODS MAKER | CARPENTER | JOINER | MOTOR MECHANIC | STRUCTURAL STEEL AND WELDING TRADES WORKER | METAL FITTER | MAUMBER | PAINTING TRADES WORKER | BRICKLAYER | STONEMASON | AIRCONDITIONING AND REFRIGERATION MECHANIC | WALL AND FLOOR TILER | PANELBEATER | AIRCRAFT MAINTENANCE ENGINEER | GREENKEEPER | GLAZIER | VEHICLE PAINTER | SHEETMETAL TRADES WORKER | CHEMICAL, GAS, PETROLEUM AND POWER GENERATION PLANT OPERATOR | ROOF TILER | FLOOR FINISHER | ELECTRICAL DISTRIBUTION TRADES WORKER | BOAT BUILDER | SHIPWRIGHT | VEHICLE BODY BUILDER AND TRIMMER | PRECISION METAL TRADES WORKER | AUTOMOTIVE ELECTRICIAN | GRAPHIC PRE-PRESS TRADES WORKER | TOOLMAKER | ENGINEERING PATTERNMAKER | CANVAS AND LEATHER GOODS MAKER | METAL CASTING, FORGING AND FINISHING TRADES WORKER

