**Career Resource - Gender Equality**

**Focus / Big Idea**

Students explore gender equality in career pathways. They examine barriers and enablers to women’s participation in trades or leadership and evaluate ethical strategies for creating inclusive workplaces.

**Victorian Curriculum Links (Levels 9–10)**

**Personal & Social Capability**

• Identify barriers to and enablers of the acceptance of diversity.

• Evaluate strategies for being respectful of diversity.

• Investigate strategies for managing competing human rights and responsibilities

**Careers Education Dimensions**

• Know Yourself – reflect on identity, aspirations, and how gender equity affects choices.

• Know Your World – research gender equity in workplaces, pay, and leadership.

• Manage Your Future – develop strategies to overcome barriers and make informed career choices.

**Learning Outcomes:**

By the end of this lesson students will:

1. Explain how gender equity impacts career pathways, workplace participation, and leadership opportunities.

2. Identify barriers and enablers to women’s participation in trades and leadership roles.

3. Research and present findings on gender equality themes:

– Gender Pay Gap

 – Women in Trades

– People in Non-Traditional Gendered Roles

– Women in Leadership

4. Evaluate strategies for creating inclusive workplaces that respect diversity and manage competing rights.

5. Apply this knowledge to their own career pathway planning and personal values.

**Resources:**

Resource page with links: p3 & Scenarios: p4-6

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Lesson Outline (100 mins)

|  |  |
| --- | --- |
| **Timing**  | **Task**  |
| 0–5 min Hook | Show [Gender Equality Slides.pdf](https://wsmllen-my.sharepoint.com/%3Ab%3A/g/personal/sharon_warrick_llen_com_au/Eel8cqWCNfFAgVmMVJ00XAIBu-zVD_uD1c1Xo4rXaDdqgQ?e=k49vHh)Students **r**eflect on the following questions:* If workplaces were completely gender equal, what would look different?
* What are the benefits of gender equal workplaces?
 |
| 6 min Video & 10 min Reflection | Pre-teach vocabulary: Barriers & EnablersWatch “[See What You Can Be: Wimmera Women in Trades](https://youtu.be/HZh2IcaggBQ)” Students note barriers, enabler & personal reflections in their workbook. |
| 20-50 minsGroup Research | **Research Task**In 4 groups students will explore a topic from below and research the barriers and strategies to respect and increase diversity. * Gender Pay Gap,
* Women in Trades,
* Women/gender diverse people in leadership
* Rates of women/men in non-traditional careers

Students can utilise the resources in the resource folder or do their own internet research.  |
| 50 – 60 mins Gallery Walk | **Groups to share** posters/slides from the research task.  The strategies to increase diversity/equity can be ranked by the class.  |
| 60-85 mins Scenario preparation | **Scenario activity** (Scenarios on pages 4-6)Students to work in pairs & work on an equity scenario. Students can present their scenario with a role-play, poster, or media interview. Scenario resources in resource pack below:  |
| 85-95 mins presentation  | Groups to give feedback about the equity and fairness of the solution found in the presented scenario.  |
| 5 mins Exit Ticket  | Students to record one barrier and how they will overcome it for their own career plan.  |

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**Resource Folder:**

[See What You Can Be: Wimmera Women in Trades](https://youtu.be/HZh2IcaggBQ)

[WHG Common Questions Guide – Conversations on Gender Equality and the Prevention of Gender-Based Violence](https://whg.org.au/wp-content/uploads/2025/06/Common-Questions-Guide.pdf)

Victorian Government Women in Construction Strategy

<https://www.vic.gov.au/victorias-women-construction-strategy>

[Gender Equality Slides.pdf](https://wsmllen-my.sharepoint.com/%3Ab%3A/g/personal/sharon_warrick_llen_com_au/Eel8cqWCNfFAgVmMVJ00XAIBu-zVD_uD1c1Xo4rXaDdqgQ?e=k49vHh)

**Group Task:**

1. Gender Pay Gap,

[Gender Pay Gap](https://www.wgea.gov.au/the-gender-pay-gap) [ps://youtu.be/gP1aA7GgUvc](https://youtu.be/gP1aA7GgUvc)

[Gender Pay Gap Video:](https://youtu.be/gP1aA7GgUvc)

<https://www.wgea.gov.au/pay-and-gender/gender-pay-gap-data>

1. Women in Trades:

[Barriers and Enablers in Construction Industry](https://whg.org.au/download/14914/?tmstv=1727923311)

Go to [https://whg.org.au/publications/gender-equality/#](https://whg.org.au/publications/gender-equality/)

Scroll down to find Women in Construction, Manufacturing Industry

1. Women/gender diverse people in leadership

[Women in leadership:](https://www.robertwalters.com.au/insights/hiring-advice/blog/the-future-of-leadership-why-investing-in-women-leaders-is-crucial.html#:~:text=The%20case%20for%20gender-diverse,people%20a) - why investing in women leaders is crutial

[WGEA Women in Leadership](https://dattnergroup.com.au/articles/breaking-barriers-and-accelerating-women-in-leadership/#:~:text=It's%20good%20business,and%20less%20harassment%20and%20discrimination.)

1. Rates of women/men in non-traditional careers

[Australia’s report card on women](https://genderequality.gov.au/status-women-report-cards/2024-report-card)

[Women in Apprenticeships](https://masnational.com.au/blog/women-in-vocational-training-breaking-barriers-and-achieving-success/)

All students can watch: [Advocates for Gender Equity](https://www.youtube.com/watch?v=2C4wljKk9BM) – watch from 53 seconds

**Youth Scenarios for Gender Equality:**

**TASK:** Students will be randomly given a scenario. They are to work in small groups to present the scenario and resolve it with a focus on equality and fairness. Groups can use the following for presentation:

* 1. Role-play,
	2. Create a poster resource,
	3. Create a blog or
	4. Create a media interview or letter to the editor.

**Scenario 1: Automotive VET**

Student: 16-year-old female student

Automotive Trainer: 47-year-old male.

The trainer tells the student that they lacked the physical strength required to be a diesel mechanic and should try a different profession.

Present and resolve the scenario for the class.

Eg. Manual handling laws – require employees to use manual handling equipment such as trolleys or lifts (strength should no longer an issue)

 Present the scenario and discuss equitable and fair resolutions.

**Scenario 2: Outdoor Civil Construction SWL**

Student: 17-year-old female

Manager: 38-year-old female.

A 17-year-old female student applies for a Structured Workplace Learning Placement with a local civil construction group.

The placement is refused by the manager because they do not have toilet facilities in the field. Note the same placement was offered to a 15 year old male three months prior.

 Present the scenario and discuss equitable and fair resolutions.

**Scenario 3: Early Childhood Education and Care SWL**

Student: 16-year-old male

Employer: 37-year-old female

Early Childhood Education and Care have tightened their hiring strategies after some negative incidents in State-wide Early Childhood Education centres with male staff.

Student enquires about a Structured Workplace Learning placement and is told they can not be out on the floor with young people due to their gender.

Present the scenario and discuss equitable and fair resolutions.

**Scenario 4: Building and Construction VET program**

Student: 16-year-old female

Other male students in VET class

A student who has a passion for building and construction and is involved in her family’s concreting business starts a VET Building and Construction course.

The student is constantly harassed and ridiculed by the 23 other males in the class.

The student is considering changing VET programs to a more traditional employment role as she finds the sexist dynamics in the VET class challenging.

Present the scenario and discuss equitable and fair resolutions.

**Scenario 5: Health Nursing Traineeship**

Student: 18-year-old male

Health manager: 32-year-old female

Student applies for a nursing traineeship at a local health care group. The manager tells him in the interview that it would be difficult to hire him as he would feel out of place in the predominately female work force. She suggests that he could perhaps train as a physio or paediatrist rather than a nurse.

Present the scenario and discuss equitable and fair resolutions.

**Scenario 6: Plumbing Course**

Student: 16-year-old female

School Teacher: 45-year-old female

A student discusses her interest in plumbing and applies for a VET Plumbing course for the following year. When her teacher sees the application she calls the student into the classroom and tells her: “ You are too quiet and polite to be a plumber. Why not try Community Services or Early Childhood instead.”

Present the scenario and discuss equitable and fair resolutions.

**Scenario 7: Agriculture Course**

Student: 18-year-old female student

Agriculture Teacher: 39-year-old male trainer

A student requests to participate in the shearing school that is coming to the College. She is told by the Agriculture Teacher that “shearing is too hard for a woman, as the men can be set in their ways. Anyway, you need physical strength to be a shearer.” He suggests she participate in the chook breeding workshop instead.

Present the scenario and discuss equitable and fair resolutions.

**Scenario 8: Commercial Construction Work Experience**

Student: Year 10 student - female

Manager: 37-year-old male

A school sends all year 10’s to Melbourne to participate in a week’s work experience.

The student who had completed her Construction Induction Card send a request to the Commercial Construction company explaining her interest in commercial construction. She was told by the Manager of the company that she would be better suited in an admin role.

Present the scenario and discuss equitable and fair resolutions.