**Career Resource – Intersectionality**

**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 the impact of intersectionality

2. Identify barriers and enablers to people’s participation in careers

3. Research and present strategies on intersectionality themes:

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Lesson Outline (60 mins)

|  |  |
| --- | --- |
| 5 min Hook  | Ask students to write a sentence describing a society where everyone was treated fairly and respectfully.  |
| 10 mins Discussion&Reflection  | Ask students to guess what Intersectionality means. **Intersectionality:** *Intersectionality is the framework for understanding how different aspects of a person's identity, such as race, gender, class, and ability, can overlap and create unique experiences of privilege and discrimination. ([Kimberlé Crenshaw](https://www.google.com/search?sca_esv=287ca369918f8ab1&sxsrf=AE3TifO1UcjSApGVbZv65WzmEVehAkdPFw%3A1758779146239&q=Kimberl%C3%A9+Crenshaw&sa=X&ved=2ahUKEwiA2v_xmvOPAxU5dfUHHZHaJWMQxccNegQIJhAB&mstk=AUtExfBIbyaP8PVQXJ0UHaFdGARO0H2PD4JVUqu2McZ21mKnOEa0T4Ol9868HHQlVXx3lseVQUM0WV8UGl2dUguLrRpmoBxjtgiPkf6XWsiMaTosST8Dzui8y_1jnEvpZpR2dhYCZdF0JIjkW6mu-CpPB3VsJHTvGPFQ95y8C634ByzEBNDHHz6yyZkOr1poubc5PGfs-3Cr3ANi7Od-aTDEKmAxSZV6lpVG6jTNiXsFuV6iqEQvZaVB2FHT-JsanVa_LfkBGVBf4fCKpF7e82yJu9PY&csui=3" \t "_blank))***Questions:** What do you think happens when someone’s identities intersect and overlap? * Consider Tony:

Tony is from South Sudan and has recently arrived with his family in Australia fleeing civil war back home. Tony has cerebral palsy and is currently living in temporary housing in a regional community as part of their humanitarian visa. What are Toni’s different “identities”? How might society discriminate against Toni? Students to write down their own aspects of identity: include race, gender, class & ability.  |
| 10 minsPower Wheel  | Resource: Power Wheel (page 3) Print in colour & enlarge to A3 **Teacher led instruction:** What is power? In society people often have different levels of power. Access to power is often determined by a person’s identities and standing in society. **The power wheel** created by Intertwine is a good way to examine where people may fall on the power scale. The closer you are to the centre the closer to you are to being in a position of power. **Student Task:** 1. Using your own **aspects of identity** match up how close you are to “power” on the power wheel.
2. Consider Tony – where does Tony sit in relation to power on the power wheel.

Discuss: How would you feel if you career depended on your gender, race or where you grew up?  |
| 10 mins View local stories  | Students to create a table in their workbooks:

|  |  |
| --- | --- |
| Barriers | Strategies |
|  |  |

Students will view one of the Intersectionality videos below. Students to note the barriers and possible strategies for fairness. Joy: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Joys-story-with-subtitles.mp4>Bernie: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Bernies-story-V2-with-captions.mp4>Biny: <https://whg.org.au//wp-content/uploads/2024/02/Euality-for-All-Biny-George-with-subtitles.mp4>Kirstin: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Kirstens-story-with-subtitles.mp4>Shannon: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Shannons-story-V2-with-subtitles.mp4>Ripsina: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Ripsinas-story-V2-with-subtitles.mp4>Simira: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Sumiras-story-with-subtitles.mp4>Michelle: <https://whg.org.au//wp-content/uploads/2024/02/Equality-for-All-Michelles-story-with-subtitles.mp4>Students to move around the room and share what they learnt from their videos; including noted barriers & strategies to enable fairness. |
| 5 min Strategy brainstorm  | Students to brainstorm strategies to address intersectionality in the workforce. |
| 15 minsCreate  | In groups students to create a blog, letter, interview, or song to convince leaders that workplaces should be fair and equitable for all.  |
| 5 minsPresent  | Groups present their strategy to the class.  |

