

Myths & Truths

Adapted from Massachusetts's Gender Equity: Lesson Plans and Teacher Guide

Grade Level: 5 - 6



Objective(s):



To define Myth and Truth
To explore the myths about nontraditional careers
To recognize stereotypes
To eliminate the fear and mystery surrounding nontraditional careers

Time: 2 class periods



Materials:



Poster board
Markers
Glue
Colored paper
Magazines, catalogs
Chalkboard, flip chart, or overhead projector

Procedures:



Ask students to define the words Myth and Truth. Write all student definitions down. Have the students create one definition for each word. Read the definition out of a dictionary.

Myth: An unfounded or false notion
Truth: In accordance with fact and reality

Ask the students what nontraditional careers are. Have students give some examples: a woman veterinarian, a male kindergarten teacher, a woman firefighter, a male nurse.

Ask the students to list as many truths and myths about men and women in nontraditional careers as possible. Have students find common stereotypes in the list. An example of one myth-truth may be:

Myth:
Women are not physically strong enough to do some kinds of work.

Truth:
Women do have the physical strength to do most work.

Reasons:

Women are capable of increasing their physical strength and abilities by weight and physical fitness training. Many nontraditional jobs do not even expect men to have physical strength, such as engineering, robotics, and electronics. Also, technology has advanced the development of forklifts, pallet-jacks, and other types of equipment that assist with moving heavy objects.

Divide the students into small groups. Have each group create a poster that shows people in nontraditional careers. Display finished posters in the classroom. Have each group explain their poster.