

YOUR COURSES MAKE YOUR FUTURE

Purpose: Students explore career interests and role stereotypes, specifically considering courses that, traditionally, may have been considered as courses for members of the other gender.

Time Required for Lesson: 20 minutes

Grade Level: 10

Missouri Comprehensive Guidance Strand: Career Development

Missouri Comprehensive Guidance Big Idea:

CD.7: Applying career exploration and planning skills in the achievement of life career goals.

Concept: CD 7: A. Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CD.8: Knowing where and how To obtain information about the world of work and post-secondary training/education.

Concept: CD.8.B. Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

ASCA Standards:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10 Unit: Navigating Through the World of Work

Concepts: CD.7.A; CD.8.B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	1. Reading and writing; compare and contrast; research
	Mathematics	
X	Social Studies	6. Relationships of the individual/groups to institutions/cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence of what learners will know and be able to do as a result of this lesson):

Students share their plans to take or not to take a gender specific course and give reasons for their decisions.

Lesson Preparation

Essential Questions: Is it OK for school courses to be male-only or female only. If so, is it legal **and** ethical?
Should schools encourage students to take courses based on gender (e.g., females take sewing; males take shop)?
Engagement (Hook): Ask: Who plans to enroll in (or has already taken) a family and consumer science courses?
Who plans to enroll in (or has already taken) a course such as welding or woodworking?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that they may be reluctant to explore their career interests if courses needed for their interest are typically taken by members of the other gender. Introduce the topic by telling a story or anecdote about student reluctance. Ask students to comments 2. Poll the group for their ideas about which courses might be difficult for some students because of their gender. Stress to students that their gender should not influence the classes they take or the jobs they hold. 3. Ask students to brainstorm ideas regarding why barriers to free choice exist. 4. Emphasize the need and the right for individuals to pursue their interests regardless of gender stereotypes. Ask students to comment. 	<ol style="list-style-type: none"> 1. Students listen and offer comments regarding courses they may be reluctant to enroll in due to gender. 2. Students respond to the poll by a show of hands. Students discuss poll results. 3. Students brainstorm and discuss reasons why barriers to free choice exist. 4. Students share comments regarding the right of individuals to pursue their interests regardless of gender stereotypes.