

GENDER IMPACT ON CAREER CHOICES

Purpose: This lesson addresses freedom of choice in choosing careers. Students discuss their opinions about what is considered to be “masculine” or “feminine” and how those opinions affect career choices

Time Required for Lesson: 40 minutes

Grade Level: 10

Missouri Comprehensive Guidance Strand: Career Development

Big Ideas/Concepts:

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

Concept: CD.7.A Integration of self knowledge into life and career planning

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

Concept: CD.8.B Education and Career Requirements

ASCA Standards:

Career Development

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

Materials: “ *Interviews: Role Reversal Careers*” student handout

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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 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. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions/cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	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 answer the question: What do you think is the most important consideration when making career choices?

Lesson Preparation

Essential Questions: How have careers and roles changed for males and females in the last fifteen years?
Can gender limit your career choices?

Engagement (Hook): Before group begin list four roles or careers usually assumed by females and four usually assumed by males in the past fifteen years. Ask students to identify which roles are assumed by female and males in today's society.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that some careers might be considered “masculine” or “feminine” and those opinions could affect their career choices. 2. Explain the terms ‘stereotype’ and ‘role reversal.’ Give examples of each term and discuss with students. 3. Ask students to name some careers for men and some for women. List those careers on the board. Ask students how they have come to think this way. 4. Distribute the “Interviews: Role Reversal Career” handout. Ask for volunteers and assign roles from the interview activity: reporter (female), carpenter (female), nurse (male), jockey (female), and secretary (male). 5. Ask students how they felt about the role reversals. Ask them if they are willing to consider jobs that are stereotyped for a particular gender. 	<ol style="list-style-type: none"> 1. Students listen 2. Students discuss terms ‘stereotype’ and ‘role reversal.’ 3. Students name some careers for men and women and discuss how they have come to think this way. 4. Students volunteer for roles and engage in role play (interview activities). Each interviewee discuss how they felt about the part they played. 5. Students discuss how they felt about the role reversals and share whether they are willing to consider jobs that are stereotyped for a particular gender.

INTERVIEWS: ROLE REVERSAL CAREERS

Reporter: Not too long ago, only men were reporters. As you can see, things have changed. Today we are going to explore some careers through interviews with people who, like me, have made career choices in fields which at one time were stereotyped or considered to be only suitable for males or females.

I would like you to meet Ms. Carpenter. Ms. Carpenter has been a carpenter for the past eleven years. Ms. Carpenter why did you decide to be a carpenter?

Ms. Carpenter: I always liked working with my hands but it wasn't until I bought a house that needed some repairs when I discovered I could make things and do repairs. My friends were impressed and liked what I did so much that they told other people about me and because I could use the money, I started doing jobs for pay.

Reporter: What is the hardest thing about being a carpenter?

Ms. Carpenter: Hauling large pieces of wood and dealing with men in the lumber yards. Some men seem to resent having a woman doing what they consider to be a man's job.

Reporter: Thank you Ms. Carpenter. Now, I would like you to meet Mr. Nurse. Can you tell us why you made the decision to become a nurse? Isn't nursing considered to be a woman's job?

Mr. Nurse: I think my decision to be a nurse came about because I wanted to do something to help people, something that mattered and counted for something. There are less than ten percent male nurses in nursing schools now, but that number is expected to grow. I think people sometimes have a hang-up about males entering so-called female professions, but I think people should do what they want to do. You are the one who needs to be satisfied with your own career.

Reporter: Thank you Mr. Nurse. Next, we will speak to Ms. Jockey. Ms. Jockey has been a jockey for six years.

Ms. Jockey: Yes, I have been a jockey for six years and have been riding horses since I could walk. My parents have helped me turn as childhood interest into a very exciting and well-paying career. I am the perfect size to be a jockey because I am small. Most jockeys are men and some of them don't like women jockeys. Why shouldn't women be able to have a career they want?

Reporter: Thank you. Our last interview is with Mr. Secretary. He has been a secretary with a large corporation for eight years. Tell us something about your career as a secretary.

Mr. Secretary: In high school, I took some accounting and computer courses and enjoyed them very much. I got "A's" in all my business courses. I didn't want to go to college after graduation from high school, so I decided to go to a business school to learn how to be an office worker. I have worked my way up from the mail room to a responsible position as a secretary. I can go much higher with this company if I continue to do well. People make remarks about me being a male secretary, but I am happy with my choice and I feel that is very important.