

ROLE CHANGES

Purpose: This lesson helps students understand the influence of role stereotypes on career choice. Students discuss their opinions about what is considered to be “masculine” or “feminine” and how those opinions might affect their choices.

Time Required for Lesson: 50 minutes

Grade Level: 6-7

Missouri Comprehensive Guidance Program

Strand: Career Development (CD)

Big Idea: 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

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

Concept: CD.8.A. Career decision making

ASCA Standards:

Domain: 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: *Role Survey* activity sheet

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 6	Unit: <u>Who You Are as a Career</u>	Concepts: CD.7.A. & CD.8.B.		
Grade 7	Unit: <u>How Do the Pieces Fit?</u>	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 and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

Perseverance		Integrity	X	Problem Solving
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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):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Observation of student engagement in group discussion

Lesson Preparation

Essential Questions: How have roles and occupations changed over the years? What are the effects?

Engagement (Hook): Females now assume the roles that were once held solely by males and vice versa! Has your career interest undergone changes?

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Explain to students that our culture often exaggerates the gender differences and perpetuates male and female stereotypes. Invite students to share their insight 2. Explain the meanings of stereotypes and discrimination. Invite students to provide their definitions 3. Distribute “Role Survey” activity sheet to students. Ask students to check the “female” column if they think the job should be for a female, the “male” column if they think it should be for a male, and “both” column if they think both genders are capable of holding a particular job. Divide students into smaller groups and ask them to share their lists. 4. Ask students to answer the following questions in small group: a) Did we stereotype some occupations? Why? b) Do you think job discrimination should be eliminated completely? c) If your parents were making this checklist, how would it look? d) What would your grandparents’ list look like? e) How do you think your children’s list will look? f) Is there discrimination and stereotyping of boys and girls in school? g) Does anyone have an example of discrimination or stereotyping in school? 	<ol style="list-style-type: none"> 1. Students listen and provide input 2. Students listen and provide their definitions of stereotypes and discrimination and discuss similarities and difference 3. Students complete “Role Survey” activity sheet and share their list in small group. Noting similarities and differences 4. Students answer questions regarding their surveys and discuss similarities and differences.

ROLE SURVEY

	Male	Female	Both
Nurse			
Hockey player			
Pilot			
Receptionist			
Soldier			
Bus driver			
Miner			
Farmer			
Elementary school teacher			
Boxer			
Politician			
Hair stylist			
Plumber			
Artist			
Judge			
Fashion model			
Gymnast			
Scientist			
Archaeologist			
Football player			
File clerk			
Flight attendant			
Race car driver			
Physician			