

Stereotypes and Nontraditional Occupations
11th Grade Advisement Activity
Estimated time: 20-30 Minutes

Georgia’s Teachers-As-Advisors Framework

Goal: 11-1.3 – Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process-related to traditional and nontraditional occupations.

a. Evaluate information from the Georgia Department of Labor databases and other credible resources to inform occupational, education and training, employment, and economic decisions related to traditional and nontraditional occupations.

Objectives: Students will explore how some jobs have been stereotyped as “men’s” or “women’s” work.

Materials: Handout, “Stereotypes and Jobs”

Activity:

1. *Say:* Welcome to advisement. I am glad to see you. I hope all is going well with you and your family. Today in advisement we are going to discuss male and female work! *Ask:* What does the term **stereotype** mean? *Wait for answers.* A **stereotype** is a commonly held public belief about specific social groups, or types of individuals usually based on some prior assumption. *Ask:* What are some examples of stereotyping? Teenagers are lazy. Women are bad drivers? Men are strong?
2. *Ask:* Do you think there is stereotyping regarding male and female work? Allow time for student’s to respond. *Make two columns on the board or on flip chart labeling one column WOMEN and the other MEN. Ask students to list jobs or situations they think should belong in each column.* (Librarian, child-care worker, chef, Mr. Mom, female high school football coach, airplane pilot, soldier, U. S. President etc.) *Encourage students to explain why certain jobs or situations are considered to belong to one gender or the other.*
3. *Distribute the handout and ask students to complete it individually. Allow about 5 minutes to complete the assignment.*
4. *After about 5 minutes, ask the students to get with their elbow partner and discuss their answers between the two of them. Share the right answers with the class:*

| Occupation | WOMEN | MEN |
|-------------------------------|--------------|------------|
| <i>Animal Scientist</i> | <i>x</i> | |
| <i>Civil Engineers</i> | <i>x</i> | |
| <i>Veterinary Technician</i> | | <i>x</i> |
| <i>Court Report</i> | | <i>x</i> |
| <i>Aerospace Engineer</i> | <i>x</i> | |
| <i>Pre-school Teacher</i> | | <i>x</i> |
| <i>Electricians</i> | <i>x</i> | |
| <i>Registered Nurse</i> | | <i>x</i> |
| <i>Chemical Engineer</i> | <i>x</i> | |
| <i>Physical Therapist</i> | | <i>x</i> |
| <i>Chief Executives</i> | <i>x</i> | |
| <i>Medical Assistant</i> | | <i>x</i> |
| <i>Air Traffic Controller</i> | <i>x</i> | |
| <i>Travel Agents</i> | | <i>x</i> |
| <i>Dentist</i> | <i>x</i> | |
| <i>Paralegal</i> | | <i>x</i> |
| <i>Chef</i> | <i>x</i> | |
| <i>Funeral Managers</i> | <i>x</i> | |

| | | |
|--|-----------------|-----------------|
| <i>Dental Hygienist</i> | | <i>x</i> |
| <i>Embalmers</i> | <i>x</i> | |
| <i>Welders</i> | <i>x</i> | |
| <i>Fire Fighter</i> | <i>x</i> | |
| <i>Medical Equipment Repairer</i> | <i>x</i> | |

5. Ask: Were there any surprises? Did anyone get them all right? Which one do you think most people got right? Which one wrong? Which gender do you think has more stereotypical or nontraditional occupations? (Female)

6. What are some advantages of working in a nontraditional field of employment? Allow students to answer, if they are having trouble...

- Make more money especially for females
- Access to better benefits especially for females
- Less women in poverty
- Greater career options
- Greater job satisfaction

7. I hope you have learned something about stereotyping and nontraditional employment. Don't let gender determine your future. You can be anything you want to be! Have a great day! See you next time we meet.

Stereotypes and Jobs



Read the list of professions. Determine if you believe the occupation is classified as nontraditional for men or women. Put an "x" in the block beside the occupation and in the column that indicates the under-represented gender.

| <i>Nontraditional Occupations</i> | <i>WOMEN</i> | <i>MEN</i> |
|-------------------------------------|--------------|------------|
| <i>Example- Electrical Engineer</i> | X | |
| <i>Animal Scientist</i> | | |
| <i>Civil Engineers</i> | | |
| <i>Veterinary Technician</i> | | |
| <i>Court Report</i> | | |
| <i>Aerospace Engineer</i> | | |
| <i>Pre-school Teacher</i> | | |
| <i>Electricians</i> | | |
| <i>Registered Nurse</i> | | |
| <i>Chemical Engineer</i> | | |
| <i>Physical Therapist</i> | | |
| <i>Chief Executives</i> | | |
| <i>Medical Assistant</i> | | |
| <i>Air Traffic Controller</i> | | |
| <i>Travel Agents</i> | | |
| <i>Dentist</i> | | |
| <i>Paralegal</i> | | |
| <i>Chef</i> | | |
| <i>Funeral Managers</i> | | |
| <i>Dental Hygienist</i> | | |
| <i>Embalmers</i> | | |
| <i>Welders</i> | | |
| <i>Fire Fighter</i> | | |
| <i>Medical Equipment Repairer</i> | | |

Nontraditional occupations are defined by the U.S. Department of Labor as jobs in which 25 percent or less of the workforce is of one gender.

The Inukshuk is a stone monument guiding travelers in Northern Canada. It acts as a symbol of greeting and direction.