How are career patterns of men and women changing?

**STARTLING STATEMENTS**

**SUMMARY**
Students identify factors that have influenced the changing career patterns of women and men.

**OBJECTIVES**
Students will:
1. List factors in our culture that have influenced the changing career patterns of men and women.
2. Identify non-traditional occupations for men and women.
3. Compare wage information among traditional male and female occupations.

**PREPARATION**
Review Occupation information and *Walk Through Occupations*
Photocopy *Startling Statements: Questions* and cut handout into strips, one statement/question per strip, enough for each student in the class.
Photocopy *Startling Statements: Answers to Questions* handout one per student
Chalkboard or whiteboard and markers
Computer projector system
Review Internet resources on nontraditional occupations as needed:
http://www.iwitts.com
http://www.dol.gov/dol/wb/nontra.htm

**MATERIALS**
*Startling Statements: Questions*—one per student
*Startling Statements: Answers to Questions*—one per student
Tape
*Optional: Walk Through Occupations*—one per student

**COMPUTER USE**
CIS: Occupations

**SUBJECT AREA**
Any focusing on non-traditional careers, Mathematics, Science, Social Sciences, Technology, Career Focus Area, Career-Related Learning, Professional/Technical

**TIME REQUIRED**
50-minute class

**GROUP SIZE**
Individuals and groups of three

**STEPS**
1. Tape one *Startling Statement Question* on each student’s back as the student enters the classroom. Students should be told not to look at the paper on their backs; they are not supposed to know the question. Several students will have the same question.
2. After all students are in the classroom, ask them to walk around, read the questions, and answer the questions on one another’s backs. Students must not inform one another of the questions, simply provide one another with best guess answers.

3. Students must collect and record five answers to the questions on their backs in five minutes.

4. If using this activity in a mathematics class, once students have five answers, they can record the range and calculate the average for the answers they gathered.

5. Read the five questions and have them guess which question they had. Then give students the handout with all of the correct answers. Discuss what these Startling Statements tell them.

6. Ask students to brainstorm a list of the factors in our culture that have influenced the career patterns of men and women. Some examples include: economics — two income families and single parent households need a sustainable income; changing family values — it is acceptable for women to be employed and men to care for children; educational attainment — more women are graduating from college and entering nontraditional programs of study.

7. Divide class into groups of three. Have groups compare the wage information among traditional male and female occupations using CIS Occupations information. Each group makes a graph, chart, or poster of findings. Display group’s findings on a class or school bulletin board.

VARIATIONS
1. Reflection on Step 7 could be part of a student’s career journals entry.
2. Research Startling Statements for a different group, for example Hispanics, and focus the lesson on the changes in the career patterns for this group.
3. Have students interview someone they know who works in a nontraditional occupation and write reports of their findings. You may need to help students identify these people in your community. They could also identify someone using the Internet and conduct a distance-interview using e-mail.
4. A film class could make a video; a newspaper class could make a special edition newspaper about non-traditional occupations and their wages.

ALLIED ACTIVITIES
Stereotypes
Correcting Stereotypes
Occupations for Terry

ASSESSMENT STRATEGIES
Students will contribute to making a graph, chart, or poster identifying factors that influence career patterns of men and women, identifying non-traditional occupations, and comparing wage information.

STUDENT WORKSHEETS
Startling Statements: Questions
Startling Statements: Answers to Questions handout

WALK THROUGH
Walk Through Occupations

PORTFOLIO
Graph, chart, or poster could be included in portfolio.
SORTING

Subject/Program Area: Health Education, Mathematics, Science, Social Science, Technology, Career-Focus Area, Career-Related Learning, Guidance, Professional/Technical

Grade Level: 9, 10, 11

CIS Component: Occupations

STANDARDS

CRLS: Employment Foundations, Career Development

SCANS: Resources, Information, Interpersonal, Basic Skills, Personal Qualities

NCDG: Positive self-concept, Positive attitudes towards work and learning, Career information skills, Influence of society on work, Understanding interrelationship of life roles, Understanding changing male/female roles

ASCA: Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

Bloom's Taxonomy: Comprehension
Startling Statements: Questions

1. Of all married couple households with children, what percentage has two incomes?

2. How much less do women earn than their counterparts in 2001?

3. What percent of women manage the finances of the nation’s households?

4. What percent of children born to adult mothers are living in poverty? What percent of children born to teenage mothers are living in poverty?

5. What has been the change in percentage of bachelor’s degrees awarded to black women from 1977 to 1997?
Startling Statements:
Answers to Questions

Q1 Of all married couple households with children, what percentage has two incomes?

A1 51% of married couples with children have duel incomes. 59% of women with babies under 1 are now employed.
72% of women with children younger than 18 work outside the home.
Over 70% of American women between the ages of 20 and 54 are working.
All Women Invest.com.

Q2 How much less do women earn than their male counterparts?

A2 Women earn on average 25% less than their male counterparts. In 1999 the median annual salary for men was $36,476, for women it was $26,324.
All Women Invest.com.

Q3 What percent of women manage the finances of the nation’s households?

A3 Women manage the finances in 72% of the nation’s households.
All Women Invest.com.
Women make up 50% of workforce and they make 80% of all consumer purchase decisions.
StateAction.org

Q4 What percent of children born to adult mothers are living in poverty? What percent of children born to teenage mothers are living in poverty?

A4 21% of children born to adult mothers in America are in the young child poverty rate. Children born to teenage mothers have an even higher child poverty rate, close to 50%.

Q5 What has been the change in percentage of bachelor’s degrees awarded to black women from 1977 to 1997?

A5 The number of bachelor’s degrees awarded to Black women grew by 77% from 1977 to 1997.