

GENDER ROLES

STANDARDS

Standard 1: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

MATERIALS

- ◆ Newspapers
- ◆ Magazines
- ◆ Paper
- ◆ Pencils

ACTIVITY

1. Make a list of famous men and women whom the students admire. Ask the students to share their choices of most admired men and women with one another by asking:
 - What do you admire about them?
 - Why did you make your choices? Are more men than women on your lists?
 - Why do you think this is so?
2. Ask the students to look through newspapers and magazines to find examples of people working in nontraditional jobs. Then, ask them to briefly summarize different roles or occupations that have traditionally been off limits for either men or women but are now more accessible to both males and females.
3. Divide the class into small groups and ask the students to list all the things they can think of that only a mother can do for a child. Next, ask them to list all the things that only a father can do for a child. Finally, ask them to list all the things that only a parent can do for a child. Compare the group lists, and have each group formulate some conclusions to present to the class.
4. Select a children's story that contains gender-role stereotyping. Rewrite the story, illustrate it, and display it in the classroom.

SPECIFIC SUGGESTIONS

Additional activities that you could ask the students to complete are as follows:

- Assess your school for gender-role stereotypes and report what you find.
- Make lists of various "male" and "female" jobs and write down reasons why each job could be done equally well by a man or a woman.
- Make lists of household tasks according to whether they are "female" and "male." Write down reasons why each chore could be done equally well by a man or woman, and depending on whether a child could do the task, by a girl or boy.
- Interview people in real life who depart from traditional occupational roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

ESTIMATED TIME

1 class period