



### **Preparation**

- Prior Learning—Unit dealing with social, economic, and political opportunities for women in various nations and societies.
- Handouts/Worksheets—*Nontraditional Opportunities* worksheet
- Resources/Materials—writing materials, textbook and other resource books, Optional: access to the Internet, library, SCOIS, O\*Net ([www.onetcenter.org](http://www.onetcenter.org)), [www.bls.gov](http://www.bls.gov) for employment statistics
- Time Required—3-4 class periods plus homework for research component

### **Procedures**

#### **Part One**

- In this activity, students will explore the economic opportunities (i.e., employment opportunities) for women in various nations and societies and will learn about nontraditional careers.
- After studying the unit on social, economic, and political opportunities for women in various nations and societies, review with students the key points.
- Tell students they are to write a report that describes and compares the current economic opportunities (i.e., employment opportunities) for women in the United States and in one other nation or society (especially one dominated by a particular religion). Students should consider how laws, economic necessity, culture and religion, and societal norms either promote or hinder employment opportunities for women. Are women and men allowed to work together? Are they allowed to work at the same kinds of occupations or are there restrictions? Are men and women paid the same for the same work?
- Provide resource books and access to the Internet and library, if possible, for students to do their research.
- After students have completed their projects, have them give a brief presentation of their research to the class.

#### **Part Two - Career Development Connections**

- Continue exploring the theme of economic opportunities for women by introducing the concept of nontraditional occupations. A nontraditional occupation for women is one in which 25% or less of the people employed in that occupation are women. A nontraditional occupation for men is one in which 25% or less of the people employed in that occupation are men.
- Have students brainstorm occupations they think might be nontraditional for women or men (e.g., nontraditional for women: carpenter, scientist, truck driver, judge, plumber, engineer--nontraditional for men: child care worker, nurse, social worker, elementary school teacher, secretary).
- Ask students if they know of women or men working in a nontraditional occupation.
- Brainstorm with students some of the benefits and challenges of entering a nontraditional occupation.
- Give students a copy of the *Nontraditional Opportunities* worksheet and review it with them.
- After students have completed the worksheet, have them share some of their ideas with the class.

- Remind students about the importance of working in an occupation they enjoy and in which they can earn a good living. Discuss the importance of not letting stereotypes get in the way of entering an occupation in which they have an interest.
- Optional: have students further explore occupations using SCOIS or O\*Net or another career information system. Have students visit the local Career Center and explore the CTE programs there.

### **Crosswalks**

#### **SC Career Guidance Standard/Competency**

Learning to Work Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.

Competency 1.5. Identify a variety of traditional and nontraditional occupations.

#### **Key Employability Skills**

Thinking Skills—Critical thinking

Information Management—Acquires, interprets, and communicates information

# Nontraditional Opportunities

Name\_\_\_\_\_

Date\_\_\_\_\_

Directions: Think about our class discussion on nontraditional occupations and complete each of the sections below.

1. Explain what the term "nontraditional occupation" means.
  
  
  
  
  
  
  
  
  
  
2. List five examples of nontraditional occupations for women.
  - a.
  - b.
  - c.
  - d.
  - e.
  
  
  
  
  
  
  
  
  
  
3. List three examples of nontraditional occupations for men.
  - a.
  - b.
  - c.
  
  
  
  
  
  
  
  
  
  
4. What might be some consequences of letting stereotypes get in the way of entering an occupation in which you have an interest?
  
  
  
  
  
  
  
  
  
  
5. List two benefits a man or woman might gain by entering a nontraditional occupation.
  
  
  
  
  
  
  
  
  
  
6. List two challenges a man or woman might have to overcome when entering a nontraditional occupation.