

Learning and Evaluation Situation

Title	CAREERS AND GENDER
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School	Royal Vale and Bancroft
Board	EMSB
Subject	English / Ethics / Visual arts
Level	Grade 4 and 5

1. EDUCATIONAL & INSTRUCTIONAL AIMS

Rationale: This was an opportunity to let students explore gender stereotypes and how they apply to careers.

Specific Objectives:

Students will investigate the different careers that are predominantly gender stereotyped.

Students will demonstrate that they can recognize the limitations stereotypes place on women and men in the work force

Guiding Questions: Are there jobs that are specific to your gender?

Have you ever been told that you couldn't do something due to your gender?

2. LINKS TO THE CURRICULUM

- Broad Areas of Learning: gender, stereotypes
- Educational Aim: Individuals as members of society
- Give examples of gender stereotypes that are present in our society in relation to careers.
- Focuses of Development:

3. CROSS CURRICULAR COMPETENCY (IES): COMMUNICATES EFFECTIVELY

4. SUBJECT SPECIFIC COMPETENCY (IES) :

- Creating personal image (creating work based on personal expression)
- Appreciates works of art (Analyzes, interprets, judgment, shares)

Key Features: ensure their art productions are accurate representations of their beliefs. Can they identify a stereotype and integrate their own personal beliefs as conflicting with it.

5. INTERDISCIPLINARY AND ENRICHMENT ACTIVITIES

- This LES be linked to other subject areas? ELA
- How can this LES be expanded? As writing of a personal nature.

- What tasks can be added to this LES to further develop competencies?

6. EVALUATION TOOLS

Evaluation criteria: VISUAL ART rubric

7. CULTURAL REFERENCE(S) (RESOURCE AND REFERENCE TOOLS)

List cultural elements related to the visual arts that will be referred to in this LES.

- A quoi tu joues? Par Marie-Sabine Roger (a book)

8. PREPARATION

List the theme/content/reason for art making has been chosen this list the inspiration or the motivational activity you will be doing with your students (For example: Art History Power Point Presentation, Movie, Research ...)

Art was used for this project because when the students were asked to think about professions, they were asked to close their eyes and visualize the person doing that specific profession. This allowed for their unconscious mind to create an image which they then transferred into a record keeping of sorts.

10. Preparation

Part one

- 1- in whole group, ask students to verbally list different jobs
- 2- in the booklet, have the students 2-4 sketch jobs/professions/careers; the only instruction is that they must name the person doing the job/profession/career
- 3- share and discuss their sketches (small groups): what is the career? are they male or female? where are they?
- 4- hold a class discussion on why they chose male or female representations for each specific job (whole class)

Part two – sharing constructed knowledge

- 1- revisit the discussion from the first lesson (whole class)
- 2- individually, in booklet list gender specific jobs/careers
 - what jobs do women do? men?
 - what jobs can women not do? men?
- 3- in small group, share lists of gender specific jobs (provide roles, director, timekeeper, secretary, speaker)
 - create a large list to hang in the class
- 4- in whole group, share lists. Each speaker presents their lists to the class.
- 5- in the booklet, write a short reflection about what we shared today. Guiding question: what do think of the jobs we determined were specific to a certain gender? Do you agree with the list? Do you disagree? With which ones?

Part three – breaking the stereotypes

- 1- expose students to a text about gender norms.

Teacher reads aloud: (A quoi tu joues? – Marie–Sabine Roger)

Discuss the text, the book design, their experiences.

- 2- Share biographical stories on Powerpoint (Barishnikov, Danica Patrick , Manon Rheume, Kim Campbell, etc.)

- 2- in the booklet, write a short reflection about what we shared today. Guiding question: have you ever experienced the stereotypes seen in the book? What do you think of the people who didn't let the stereotypes limit them?

Part four – reflect and respond

half and half portrait – with personal photo

- 1- take two self portrait photos; one of you smiling and one of you not smiling

- 2- cut each of the photos in half vertically (through the nose)
- 3- paste one half photo (smiling) onto construction paper and paste the other (non-smiling) next to it.
- 4- Complete two self-portraits. The smiling half will be of the student in a career that they would like to do when they grow up, and the non-smiling half will be of the student in a career that they feel they are not expected to be able to do.
- 5- Label each side with respective careers

In the booklet, write an explanation of the two choices contextualizing them. Make sure to include an explanation of what you would like to do when you grow older (career of your choice), and for the other half, explain why you think your gender is not normally represented in that career.