OPTIONS *unlimited*

A Role Modeling Program

To Expand Career Opportunities

A TEACHERS RESOURCE KIT
FOR BRINGING ROLE MODELS INTO THE CLASSROOM

INCLUDES

- *LESSON PLANS*
- *CLASSROOM ACTIVITIES & HAND-OUTS*
- *WHERE TO FIND ROLE MODELS*

TABLE OF CONTENTS

WHERE DID OPTIONS UNLIMITED COME FROM?

When the West Kootenay Women's Association embarked on the Options Unlimited Project, we asked 100 Junior Secondary students about their career aspirations and future plans. We learned that female students still prepare for careers historically dominated by women, jobs which are among the lowest paid. In light of the serious consequences low-paid employment will have on these students in the future, we set out to produce a tool which would assist teachers to provide students with more realistic information about their futures, and about the wide range of career opportunities which are available. It was our goal to assist teachers to provide female students with the tools they require to plan carefully and to make informed choices about careers that will satisfy them and provide decent wages. Research led us to the conclusion that one of the most effective tools for broadening career options considered by young women is **Role Modeling**. Women who work in trades, technical, science, operations and management jobs are often least visible to students because these are occupations where women represent less than 30% of the labour force, and access to their working environments is often limited. By encouraging School Districts to maintain updated Role Modeling Inventories, and by providing teachers with suggested classroom activities and instructional materials to enhance the Role Modeling experience, we ensure that both male and female students will benefit from a better understanding of the world of work and their potential place in that world.

INTRODUCTION

The ***Options Unlimited*** program helps teachers provide first-hand interaction between students and women working in a wide range of careers. Using a powerful tool called **role modeling**, Options Unlimited helps challenge stereotypes and open new doors to expanded career choices, particularly for young women.

WHAT IS ROLE MODELING?

Role Modeling occurs when you bring working women into schools, or take students into the workplace where they can learn, first-hand, about women and work. Role modeling works well at all grade levels, but some research indicates that it may have its greatest impact on students in the middle grades (before stereotypes are too deeply entrenched and high school courses selected).

Role Modeling provides students the opportunity to:

- meet and talk with women in different occupations
- become familiar with various aspects of work
- learn about educational requirements and personal aptitudes needed for success in the role model's given field.

*Of the 700 elementary school children participating in the 1986 Labour Canada research project entitled, "When I Grow Up ...Career Expectations and Aspirations of Canadian School Children", only little boys from Baie-Comeau listed their first choice of career as "Prime Minister." The report underscores the significance of a single role model in a community on page 26: "The influence of even a single role model came to light when it was noticed that the respondants in one of the communities in the province of Quebec were very likely to believe that future dentists would be either both men and women or women only. That particular community is served by a woman who specializes in children's dentistry." Other children in the study believed dentists would be only men.

THE POSITIVE IMPACT OF ROLE MODELS CANNOT BE UNDERESTIMATED!

(See pages 7 to 10, Facts, Figures and the Future for background information & statistics)

Statistics show that women in the labour force are still concentrated in 20 relatively low-paying occupational categories, while men do a variety of jobs in over 500 occupational categories. Therefore it is particularly important to provide Role Models for students of successful women working in satisfying and well-paying jobs in a wide range of fields, including trades, technical, mathematics and science fields where women are generally under represented in the work force.

If students meet women working in fields traditionally dominated by men, they will be more likely to expand their own career exploration options.

Research has proven that we learn by example and from experience. It may never occur to a young man to pursue a career in nursing if he has never seen a male nurse. Likewise, it may never occur to a young woman to pursue a career in trades and technology, math or science if she has never met women working in those fields. Role models provide inspiration and demonstrate the possibilities for successful careers.

WHY IS IT IMPORTANT THAT TEACHERS INTRODUCE STUDENTS TO ROLE MODELS?

The preponderance of male instructors in high school math, science, industrial arts and computer courses may also perpetuate the gender imbalance in these courses, and therefore in career fields where the courses are required prerequisites. In the 1990-91 school year only 10.6% of computer education teachers, 1.8% of industrial arts, 20.9% of maths and 17.8% of science teachers in B.C. secondary schools were women. Educators can help counteract this stereotype by bringing in as role models female workers who are using those disciplines on the job in various occupations.

WHEN SHOULD ROLE MODELS BE INTRODUCED?

The 1986 research report by Labour Canada entitled "When I Grow Up . . . Career Expectations and Aspirations of Canadian Schoolchildren" recommends the following actions to help raise the career expectations and broaden opportunities of female students:

- educational programs to ensure that girls have a realistic picture of their future lives; and
- **use of role models to encourage girls to widen their career horizons.**

The report suggests that the potential results of such actions could include:

- girls will be inspired to consider a wider range of careers;
- both boys and girls will rethink their ideas of women's roles, not only in the workplace but also in their communities.

It is important that role models be introduced to students prior to senior secondary school. High School course selection will have a bearing on career opportunities for all students; unless trends change, girls will continue to limit their futures by dropping out of courses required for a wide range of careers (many of the highest paying and most satisfying ones). Math and science are required for entry into 85% of training and educational programming at post-secondary institutions. Still, in 1991 the B.C. Ministry of Education reported that females make up only 18-23% of trade, mathematics, physics and computer studies classes.

ROLE MODELS CAN INFLUENCE COURSE SELECTION

Role models, therefore, can have a positive influence by providing students with concrete evidence of the need to stay in math, science, and technical courses in high school if they wish to have a wide variety of interesting and well-paid career choices.

"GAP BETWEEN GIRLS' CAREER ASPIRATIONS AND EXPECTATIONS"

As recently as 1986, a Labour Canada Survey indicated that school girls didn't expect to participate in the paid labour force. The unrealistic view these school girls had about their future in the labour force translated into a lack of career planning and preparation. By 1990 a shift had taken place, as a Canadian Teachers' Federation report, *A Capella*, indicated. Girls realized they would not be supported indefinitely by others as adults; however they doubted their ability to achieve their career goals. Other recent studies have revealed similar attitudes. There is a huge gap between the broad range of professional, well-paying and challenging roles young women *imagine* for themselves, and the traditional, low-paying, dead-end jobs they *expect*.

You may find many eager role models working in fields well-represented by women. Although generally undervalued, traditional women's work makes a vital and important contribution to society. While it is important for young women to consider higher-paying careers, it is also important to affirm whatever career decisions they make. Traditionally female occupations are often the jobs experiencing the most significant impacts of the computer revolution and technological change. So it is important to bring in women role models who have successfully met the challenge of technological change in their workplaces.

Include, as well, women working in innovative ways, even if they work in traditional occupations. Such women may be telecommuting from home, job-sharing, or working modified work schedules in order to accommodate their private or family lives.

Role models should reflect the diversity of the community. Include people of colour, immigrants, First Nations people, and people with disabilities.

WHAT ABOUT ROLE MODELS IN MORE TRADITIONAL JOBS?

ROLE MODELS SHOULD REFLECT COMMUNITY DIVERSITY

Statistics indicate that in 1993 the average wage for a full-time working woman in Canada was $28,350 per year, while the average wage for a full-time working man was $39,468 per year. The average *overall* wage for women workers in Canada was only $18,936 because 69.3% of part-time workers are female. Studies have shown that few women work part-time by choice, but rather that it is the only work open to them because of their circumstances or educational background. Most women can expect to spend 30-50 years in the paid labour force, and many will be heads of households with children. Therefore, they need to plan carefully for careers that will satisfy them and provide decent wages.

WHAT ABOUT MALE ROLE MODELS?

The purpose of Options Unlimited is to open up possibilities. Many traditionally female occupations have been undervalued and underpaid, but provide a great deal of job satisfaction. To include both male and female role models in a Role Modeling Directory invite men who are working in traditionally female occupations such as nurses, clerical workers, child care workers and homemakers.

WHAT ELSE CAN EDUCATORS DO TO ENCOURAGE EQUAL OPPORTUNITY FOR ALL STUDENTS?

Teachers should familiarize themselves with techniques to eliminate gender bias in their instructional techniques.

OCCUPATIONS IN WHICH WOMEN ARE UNDER REPRESENTED INCLUDE:

- **TRADES JOBS**
  - carpenters, powerline maintainers, electronics technicians, automotive mechanics, welders, etc.
- **PROFESSIONAL JOBS**
  - doctors, lawyers, dentists, veterinarians, engineers, architects
- **ADMINISTRATION**
  - personnel managers, company presidents, school principals
- **SCIENCE AND TECHNICAL CAREERS**
  - chemists, forestry technicians, computer programmers, repair technicians and troubleshooters
- **OPERATING JOBS**
  - operations managers, industrial workers, transportation workers

Facts, Figures & the Future

While the number of Canadian women in the paid labour force is significantly increasing, barriers to workplace equality continue.

Women are concentrated in a few occupations where incomes are low and opportunities for advancement are minimal. In addition to work in the labour force, women continue to be responsible for child care and household work.

- Women comprise 45% of the labour force in Canada. 1995 Women and The Labour Force Report, Statistics Canada
- In Canada, 68.3% of all women between the ages of 15 and 54 worked in the paid labour force in 1994. This percentage is up from 1976, when the average figure was 56%.
- 85% of new entrants to the labour force in 1990's will be women
- A total of 38% of all women in the labour force are single, divorced, widowed or separated.
- 59.9% of women who are single parents work in the paid labour force.
- A Canadian woman can now expect to spend an average of 30-50 years in the paid labour force and only an average of seven years at home child-rearing.
- Between 1971 and 1986, the largest increase in female labour force participation took place among married women; in 1971 their participation rate was 37%, by 1986 it had risen to 57.4%. In 1995, the participation rate for married women was 61.3%. If you remove the over 54 category, where the participation rate is lower and brings the percentages down, the numbers would be much higher.
- Of the 1.7 million women not in the labour force with children at home, only 19% had never been employed and 56.6% of these were over 45 years of age.
- In 1993, in lone parent families headed by women: 25% of those with children under 3 worked in the paid labour force; 44% with children 3 - 5 years of age worked in the paid labour force; and 60 percent of single parent women with children 6 - 15 worked in the paid labour force.
- 65% of mothers in two parent families with children under 16 were employed.Women work for family support.
- In 1994, 48% of all women who work are heads of households. This is up from 41% in 1986. Many of the other 52% are married and most of these women work to bring their family's income above the poverty line.
- 59.6% of all low income families are headed by women
- In an urban area, the low income cut-off for a family of 3 is $25,623. This is based on having to spend more than 54.7% of income on the necessities of living: food, clothing and shelter.

WOMEN IN THE LABOUR FORCE

WOMEN WORK FOR FAMILY SUPPORT

WOMEN ARE CONCENTRATED IN A FEW OCCUPATIONS

- About 41.4% of all families headed by females live below the poverty line. The comparable figure for families headed by men is only 10.4%.
- One in 5 Canadian women lives below the poverty line. That's up from one in 6 in 1988.
- 69.3% of all part-time workers in 1993 were women.
- The concentration of women in clerical, sales and service occupations increased from 55% in 1971 to 58.1% in 1992. (Women and the Labour Force, Cat. 75-507 Stats Canada)
- In 1993, women made up 80.2% of all workers in clerical occupations, 56.8% of workers in all service occupations, and 42.2% of workers in all managerial, professional and administrative occupations (of which the largest concentration is in teaching and nursing). This latter number is down from 45.4% in 1986.
- 45% of all women work in clerical and service occupations.
- From 1971 to today, the three occupations that employed most women were: secretaries, bookkeepers and salespersons. One of every five women in the labour force was in one of these relatively low-paying occupations. (Women and the Labour Force, Cat. 98-125 Stats Canada)
- Women's share of managerial employment increased from 15.5% to 1971 to 31.5% in 1986. In 1995, they made up 1.8% of construction workers, and 20% of processing, machining and fabrication workers.

WORKING WOMEN HAVE LOWER EARNINGS THAN MEN

- The average wage for a female head of family in Canada in 1993 was $31,469 per year, the average wage for a male head was $56,746 per year. Women earned 55.5% of men's earnings in the same situation.
- 1995 statistics show that women earn 72 cents for every dollar a man earns for full-time, full-year employment and an average of 63.8% overall.
- Women's average earnings in 1991 ranged from a high of $28,299 for managers and professionals to $10,266 for those in service occupations. (Women in Canada, A Statistical Report, Stats Canada)
- Professional women also had the highest earnings relative to those of their male colleagues, however, women in professional occupations still only had earnings of 64.8% of those of male professionals. At the other end of the scale, the earnings of women in product fabrication were 61.4% of those of men, while the earnings of women in service jobs were 61% of those of men.
- Females with university degrees earned 74.2% of the earnings of similarly educated men. Women with Grade 9 or less made 73.4% of the earnings of men in the same group. (Stats Canada 1993)
- Women earned 71.1% of the earnings of men among workers with their current employer less than one year, 71.3% among workers with more than 20 years tenure. (Stats Canada 1990)

- Fields of study of trades and college graduate that tended to be female dominated were legal secretary, medical secretary and general secretary.
- Fields of study of trades and college graduates graduates that tended to be dominated by males were plumbing, air conditioning and refrigeration, and construction electrician.
- Fields of study for female trades and college that exhibited positive economic performance were x-ray technology and air transportation.
- Similarly fields of study of male trades and college graduates that exhibited positive economic performance were police, para-legal and correctional technology, and tool and die.
- The top fields of study for male bachelor's degree graduates were chemical and biological engineering, rehabilitation medicine and geological engineering.
- In 1991/92, the top fields of study for female baccalaureate degree graduates were medicine and health, education, fine and applied arts, agriculture and biology.
- Women made up 55.5% of all baccalaureate students in 1991/92, up from 37% in 1970-1. They also represented 48.4% of Masters students and 35.8% of doctoral students. Women in university, however, are over-represented in part-time studies. (Women in Canada, A Statistical Report, Stats Canada)
- Higher education, especially a university degree, is associated with higher income for both sexes. Nevertheless, women with a university degree still earned, in 1992, only $41,288, 74.2% of male earnings, slightly more than a male high school graduate.

Currently one in every five Canadian women lives below the poverty line, and the numbers are growing. Many different kinds of women are included here: older women, young women with children, single women and married women. Most women have been taught to believe that marriage will protect them from financial hardship. But the fact is that more than 75% of women living in poverty today are currently married, or have been married in the past.

Women are recognizing the economic realities of these times: many of the clerical, service and manufacturing jobs that were open to them in the past are being lost to technological change. Ottawa has projected that 2 million Canadian jobs will be lost to technology during the 1990s. The jobs that will be created by the new technology are in fields that have traditionally been dominated by men.

Another reality is that with many tradespeople in Canada over 50 years old, more young workers need to be trained to replace them. The numbers lost to attrition are proving to be a major factor in critical trades worker shortages.

Trades and technical workers have gained new respect as their importance

GENDERS DOMINATE SELECTED PROFESSIONAL FIELDS

WOMEN IN THE LABOUR FORCE: THE FUTURE . . .

to Canadian industry has become more evident. With the activities of trade unions, the resulting improvements in living standards have made trade and technical work an important and viable career option for young people.

Technological innovations have lessened the physical requirements of the work. Increased job satisfaction and higher wages have made this work more attractive to girls and women. The increased opportunities for having a positive impact on the environment has also led more young people to consider career choices in science and technology.

facts, figures and the future** was designed for use in ***options unlimited by Kootenay WITT, 1995.

SOURCE MATERIAL

Statistics Canada 1995. Women and the Labour Force Catalogue #75-507
Income distribution by age in Canada 1993
Statistics Canada 1991 Census
Educational Attainment for Canadians
Employment Income
Trends in Occupation and Industry
Family Income
Women in British Columbia: A Statistical Report, Policy Net Communications Ltd., April 1990
Labour Market Activity Survey, Profiles, Canada's Women, A Profile of their Labour Market Experience
Province of B.C. Women in the Labour Market, Labour Research Bulletin, 1986
Canada Employment and Immigration. Women in the Labour Force Market Bulletin, prepared by Ruth Emery, Economic Service, B.C./Yukon Region, 1982
Douglas College. Tools for Change: a Curriculum on Women and Work, 1982
Kootenay Women in Trades and Technology (Kootenay WITT)

Role Modeling: Events and Activities

CHOOSING AN ACTIVITY

While planning role modeling events for your class is a flexible and creative process, there are four main types of events which can help to focus your energy and resources:

- Classroom Events
- Career Conferences
- Worksite Tours
- Work Experience/Job Shadowing

The role modeling events you choose will depend upon the regular content of your class. A career prep program would use these events more extensively than a science or social studies class, but even art instructors should be able to use this material effectively in their classrooms. An industrial education program would strongly benefit from these events, and health professionals at all levels could add a great deal to a life skills or health program. Drama classes, math classes, environmental education – all of these will benefit from the introduction of real-life workers in these fields from your community. You may identify and develop a year-long program or plan only a single half-day event. It will depend on how it fits into your regular curriculum activities. Students can also assist with the planning of this event, if it fits with their course of study.

First define the learning objectives. It will be easier to share your plans with the role models if you have a clear vision of what you want students to learn.

- Do you want to expose your students to a wide variety of occupations?
- Do you want them to gain specific knowledge and understanding of the education and training requirements for a few particular occupations?
- Will they want to understand the particular challenges of a set of occupations, and the skills necessary to be successful?

Second, determine what type of event would best suit you and the students. Lecture? Hands-on? Tour? Panel and Discussion? Some combination?
Third, find role models or contact the women from a list provided by your local school board, or check with a local Women's Centre or WITT group (Women in Trades, Technology, Operations or Blue Collar Work).
Fourth, make sure the role models you choose have an opportunity to go over the ***Role Model Information Guide,*** and add any information that you would like specifically for your class.

Ideally, educating students about career choices is an on-going process. For example, some classes can begin with classroom discussions about gender roles, followed by a two-hour session where role models come into the classroom to share their skills, tools and stories. This could be followed by a career conference. Once they have adequate knowledge to make informed choices, students can decide on meaningful work experience or job shadow placements.

CLASSROOM EVENTS

Classroom events are the easiest, most accessible way to bring information about the working world to students. Classroom events that happen today can influence career decisions in future years.

- Invite role models into your classroom for panel discussions or individual presentations.
- Show films and have role models lead discussions. Useful film lists are contained in the Role Modeling section of the Directory of Programs, Materials and Initiatives to Recruit and Retain Women in Trades, Technical and Operations Work available through the WITT National Network, Ste. 617, 200 Queens Ave., London, Ontario N6A 1J3, phone 519-434-0302, and from some of the provincial ministries working for women's equality.
- Plan a classroom mini-conference. Use the materials and ideas from the *Events and Activities* section that follows for classroom discussions and research projects.
- Involve role models in your classes any time you can. For example, invite a women who works in medicine or other health care technology when you are teaching about health care.
- Use the resources listed in the resource section.

DAY-LONG EVENTS: THE CAREER AWARENESS CONFERENCE

Career Awareness Conferences have been sponsored by School Boards, Career Prep Programs, local women's organizations, local Canada Employment Centres, Chambers of Commerce, community colleges and others.
The conference can be offered in a Career Fair format, starting out with a parade of role models, announcing their job titles, and their locations at the Career Fair. The locations should also be written up in a pamphlet given out to all

EFFECTIVE PRESENTATIONS

Here is a list of important details to consider when planning role modeling events:

- Double check that the necessary requested equipment and materials are in place and in working order.
- Arrange for someone in the office or one of your students to meet the role models at an agreed-upon place and escort them to your classroom.
- Welcome and introduce the role model to the class.
- Help facilitate the discussion so that everyone has an opportunity to participate. You know the students who are shy but have something to offer. Therefore, you can help these students form and present their questions.
- Keep an eye on the time and wrap things up on schedule. Thank the role model and offer her any assistance she needs in gathering up materials.
- A thank-you card from the class is a thoughtful gesture and could provide students with an opportunity to summarize and reflect on what they learned from the presentation, and the role model with some useful feedback.

participants. Several of the role models or other keynote speakers can be asked to talk about their experiences with the world of work before breaking into individual booths. Then students can wander in and talk to the "careers" of their choice, perhaps expanding their views as they hear all the possible careers represented. This can be done during the school day, or perhaps on a Saturday when parents might be able to accompany the young people.

Another option is to offer a workshop – groups of students working with a variety of role models and facilitators to address issues around work. Smaller groups can discuss issues and make presentations to the larger assembly using video, theatre or music. See the following pages for a fuller description.

CLOSER LOOK AT THE DAY

9:15-10:00 PANEL

Option #1

During the panel discussion you can choose to have all your role models talk for two minutes (basically a personal introduction) or you can have fewer role models talk more in depth. They could address:

1. the job(s) they are currently doing and why
2. the advantages/barriers of being the under-represented sex in their fields
3. if there were things that they could change, what those would be
4. what experiences in their lives have helped them get where they are today
5. how they balance work and leisure activities and or family responsibilities.

Option #2

One way to involve students immediately is to list all the occupations represented by the role models on a piece of flip chart paper. Then have the students ask role models questions that can be answered by yes or no. Let them try to figure out who does what. After fifteen minutes invite the role models to introduce themselves and briefly explain their current occupations.

SOME ADVANTAGES TO CAREER CONFERENCES

Career conferences offer many benefits to a wide range of students.

- You can educate students about the realities of life beyond school. They probably will change the way they look at careers once they realize how their choices can affect their future, their standard of living, and so on.
- Students see a variety of career opportunities. With work experience or job shadowing, students are required to make one or two choices. In a conference, they can find out about many jobs before they have to choose.
- Role models can meet other role models. Some women are the only one of their gender on a work site. They can talk, exchange ideas and feel less isolated about their work life.

Option #3
Break students into small groups with one role model per group. Let the students find out as much as possible about the role model in five minutes. Reassemble in a large group and let the students introduce their role model to the large group.

Inform the role model how long to make their opening presentation and that it may be necessary to cut it short. If time allows only a few presenters, try to choose inspirational speakers during this opening session as they will help set the tone for the day. A panel moderator can keep track of individual presentation time and field any questions from the students.

10:15-11:30 SMALL GROUPS
Each small group should have approximately eight to twelve students and two role models. A teacher from the school acts as facilitator for the group. The teacher's responsibility is to make sure things stay on track and to assist the role model in any way necessary. The purpose of the small group is to discuss issues surrounding work. Each small group will address a different topic (see the hand-outs in *Events and Activities*). Discuss and decide how to present the insights and ideas of the small group to the larger group. This may be a song or rap, a skit, art work, a story, anything that the group thinks expresses what they want to say. Specific suggestions are given on the hand-outs. The presentation to the large group should take four to five minutes.

EXAMPLE OF A DAY-LONG FORMAT

AGENDA

9:00 - 9:15	Welcome and introductions
9:15 - 10:00	Panel
10:00 - 10:15	BREAK
10:15 - 11:30	Small groups*
11:30 - 12:15	Presentations
12:15 - 12:45	LUNCH
12:45 - 2:15	Career information groups (6 at 15 minutes each or 4 at 20 minutes each)
2:15 - 2:30	Closing remarks and thank yous

*Small groups should have eight to twelve students to allow maximum participation. It is ideal to have two role models per small group. The idea is to expose the students to as many different people and career options throughout the day as possible. Aim to have a ratio of around one role model to every six or seven students.

11:30-12:15 SMALL GROUP PRESENTATIONS
The groups come back together and do presentations. Other groups or individuals may ask questions about the presentation or the issue presented.

12:45-2:15 CAREER INFORMATION GROUPS
This time the students are in small groups with the role model to ask specific questions about their occupation and educational background. Students may also want to know more about the general field in which a role model

works. ***Encourage role models to bring any hands-on, work-related things to make their presentation more vivid and dynamic.*** Have all the role models stationed around the gym. This saves the time it takes to go from one classroom to another and it is simpler. After the allotted time, have students move on to their next choice.

WORKSITE TOURS

WORK EXPERIENCE/JOB SHADOWING

Often, young people have very limited exposure to the actual world of work. As a result, they may make occupational choices and find that they are unsuited to the working environments where those occupations are found, or that they need greater preparation in order to be successful. Touring industrial operations such as oil and gas plants or pulp mills, environmental laboratories, forest technician stations, an electronics manufacturing site, or a courtroom or hospital provides a first-hand look at the working environment, and can be both exciting and a bit scary.

One of the most beneficial learning activities for students is a hands-on work experience. Sometimes that is not possible, and job shadowing takes its place – following a worker during daily activities on a work site.

These can be exciting events. Students see first-hand what is involved in the career and, perhaps, get to perform part of the job function. The students gain some of the most useful information for choosing a career: the opportunity to see how what they are learning applies to the worksite, and to identify what gaps exist between what they know and what they need to learn.

THINGS TO KEEP IN MIND WHEN ORGANIZING EVENTS:

- It is best to allow yourself six to eight weeks to organize a career awareness conference in your own school. If you plan to invite students from other schools you may require more time.
- Have extra role models on a back-up list in case confirmed participants have to cancel at the last minute.
- A teacher should be in each group to facilitate discussion and to ensure everyone has an opportunity to participate. Don't leave disciplinary responsibility totally on the role model's shoulders.
- Ask the students what occupations interest them and try to accommodate their choices. It makes the role model's task much easier to talk to interested students.
- Invite some role models in occupations students may not be familiar with to expand their career aspirations.
- Introductions and name tags make it easier to get to know people.

- Encourage the students to research labour market trends using ***Career News; Job Futures; Occupational Outlook; A COPS Publication and Economic Review*** – all publications of Human Resources Development Canada (HRDC) and available either through the local Canada Employment Centre or the Regional Office of HRDC.
- In class discussions, identify and discuss the value of hands-on work experience: understanding worksite safety issues, finding out who may be hiring in that field, understanding union policies and labour relations issues, employment equity programs, understanding the physical and mental requirements of the job.
- **Work through the Career Prep department of your school or the local School Board so employers are not inundated with requests.**
- For the most benefit, students doing the job shadowing should approach the employer as if it were a real job interview situation.
- Encourage students to work hard and show enthusiasm. Many work placements have led to job offers or apprenticeship situations.
- A casual conversation with a supervisor or co-worker over a coffee break may tell the student more than weeks of outside research as to job openings, qualifications and chances of being hired.
- Upon completion, students write self-evaluations, indicating what new knowledge and skill the work placement provided, and an assessment of their competencies.
- Upon completion, both employer and student will evaluate the quality and effectiveness of both the student and the placement.

IT IS IMPORTANT TO DEBRIEF WITH STUDENTS AFTER TOURS AND WORK EXPERIENCES WITH QUESTIONS SUCH AS:

- What did you like the most about this working environment? Why?
- What did you like the least? Why?
- Describe two aspects of what you observed that influenced your thinking about your own career.
- What jobs interested you the most?
- What jobs did you observe that were unexpected?
- Did you see any jobs that would require a person to be a man or a woman? What aspects of the jobs would require that?
- What were the education and training requirements of the jobs you observed?

EXAMPLES OF ICEBREAKERS FOR SMALL GROUPS

Although students in small groups may know each other, role models will not usually have this advantage. Encourage the role model to pick one of the following icebreakers and spend five minutes getting to know the people in the group.

1. THE NAME GAME

The group sits in a circle. The role model starts by saying, "I'm Victoria." The first student to her right says, "I'm Warren and that's

Victoria." This process is continued around until the person that began has repeated everyone's name. You can ask them to tell their grade, an adjective to describe how they are feeling or a career they are interested in finding out more about.

2. **WORLD CIRCLE**
   Sit in a circle. The first person says a word, then the person next to them says the first thing that comes into their head, and so on. After a couple of rounds, switch and go the other direction. Suggested starters: secretary, hard hat, management.

3. **COMPLETE THE SENTENCE**
   Ask everyone to complete the following sentence. If I could teach everyone in the world one thing, it would be . . .

Student Participation Sheet

"What I really want to know is . . ."

It is up to you to ask questions and find out all the information you need to know about a career. This sheet was designed to help you do this.

Role Model's name/education:_____

Education/training:_____

High school level courses required to pursue this career:_____

How much post secondary training/education is required? Where did you do your schooling/training?

What do you find most satisfying about your career? What are the challenges? Would you recommend your career choice to others?_____

What aptitudes, strengths and talents are required for your job?_____

What is the job outlook in this field in the next ten years?_____

What are the benefits of your job?_____

What is the salary for someone starting in this career?_____

What are the advancement possibilities in this field of work?_____

How might I best get started in this field?_____

What do I like (+) and dislike (-) about this job:_____

☐ amount of schooling/training	☐ variety/daily routine	☐ independence
☐ salary	☐ physical requirements	☐ supervision
☐ working hours	☐ job security	☐ work environment
☐ teamwork	☐ fringe benefits	☐ creative work

For additional information on this career, who would I contact?_____

Source: Stepping Stones & Career Choices

Student Evaluation of Day-Long Event

1. Expectations

(a) List three expectations that you have of careers day:

(i) _____

(ii) _____

(iii) _____

(b) Were these expectations met?

(i) ☐ Yes ☐ No (ii) ☐ Yes ☐ No (iii) ☐ Yes ☐ No

2. Circle words that you think describe the **process** of the conference. By process we mean the style of the instruction: presentation format, group discussion and learning activities:

worthwhile	exhausting	provocative	useful	exciting
effective	practical	stimulating	orderly	awkward
flexible	unplanned	satisfying	enjoyable	disjointed
structured	tedious	chaotic	boring	repetitive
complex	confusing	depressing	excellent	interesting

Please add your own words if you would like: _____

3. What I *liked most* about the day was: _____

4. What I *liked least* about the day was: _____

5. The *most important* thing I learned today was: _____

6. Because of this workshop I am going to: _____

7. Suggestions on how to make this workshop better: _____

If you have further comments, please write them on the following page. Thank you for filling out this feedback form.

Additional Comments

Creating a Role Model Directory & Getting Role Models Into Your Schools

GETTING ROLE MODELS INTO YOUR SCHOOL

Getting role models into your school involves the following five steps:

1. select an event suited to your students (see Events and Activities section of Kit)
2. contact role models in your community
3. organize logistics like audio-visual equipment, photocopying, travel arrangements, etc.
4. prepare your students for the Event (see Supplementary Classroom Activities section of Kit)
5. identify students to take care of your role model's needs during the visit and presentation.

LOCATING ROLE MODELS

At first, this might seem difficult. You want to select role models under-represented in their fields because they are generally invisible to your students. So . . . if they are invisible, where do you find them? Role models are out there. It does require some experience and know-how to find them. Hopefully, your local school board has already been at work developing lists for the use of all of the local schools. If this is not the case, see ***places to find role models*** on this page.

PLACES TO FIND ROLE MODELS:

1. Get the word out. Many women are delighted to volunteer when they hear about the opportunity. A short news release in your local and broadcast media could quickly generate a roster of volunteers. (See Sample News Release and Sample Public Service Announcement at the end of this section.)
2. Your friends and colleagues may know of good role models. Tell them about your project.
3. You may already know appropriate role models who work in jobs where women are under-represented. Ask them for names of other role models.
4. Contact organizations such as your local women's centre, WITT groups representing women in trades, technology, operations and blue collar work, University Women's Clubs, Chambers of Commerce and wilderness guides organizations.
5. Call major employers, government offices, trade unions and professional associations in your area. Don't forget police, ambulance services, firefighters, airports, military bases, etc. They are often happy to assist when they can. At the same time, send a message that the community cares that women are hired.

CREATING AND UPDATING A ROLE MODEL DIRECTORY

A role modeling directory is an important resource for anyone coordinating ongoing role modeling events, a career conference or job shadowing programs. It contains an alphabetical listing – by occupation – of role models who are available to make classroom presentations, host job shadow placements or attend career conferences. It can be prepared by the school board with some assistance from local women's organizations, unions and businesses, and should be updated at least annually.

The following is an example of a useful directory listing:

SAMPLE DIRECTORY LISTING

Carpenter Name: _____

Address: _____

Employer: _____

Telephone: (w) _____ (h)_____

Will be interviewed by student _____ yes _____no

Will visit classroom _____ yes _____no

Will participate in career conference _____ yes _____no

Will have a student shadow at work _____ yes _____no

Time of day available _____a.m. _____p.m. _____either

Amount of advance notice required _____

Special requirements (i.e. A/V equipment) _____

_____

Type of presentation (i.e. slide show, experiment, discussion, student activity) _____

Preferred grade level_____

Brings samples, equipment, etc. _____ yes _____no

If yes, what? (i.e. tools, blueprints) _____

Restrictions (i.e. travel distance, length of presentation, etc.)_____

_____

IN ORDER TO OBTAIN THE INFORMATION YOU REQUIRE FROM POTENTIAL ROLE MODELS, FOLLOW THESE STEPS:

1. Ask potential role models to complete and return a role model questionnaire (see Sample Questionnaire, page 30 of this section).
2. Create an alphabetical Role Model Directory from the complete questionnaires.
3. Update at least annually.

CONTACTING THE ROLE MODELS

Some details to think about before you call the role models:

- Many of the women you ask to be role models work a standard work week. They may have to take time off to come to your school. Try to give them plenty of notice.
- Women who work for someone else may want a letter or phone call from you to your employer to help them arrange their visit. Ask the employer to sponsor the employee by paying her wages while she is providing this important community service.
- Self-employed women are taking time away from their work to help you. If it is at all possible, offer them an honorarium. It would help subsidize their lost earnings.
- If it is possible, offer women who have to make special child care arrangements help in arranging or paying for the care.

Contact the role models by phone to let them know that you are planning an event and would like them to be involved as role models. Complete an Initial Contact Sheet (see Sample on page 31 of this section).

Set a pre-event meeting and encourage all the role models to attend. This pre-event meeting is vital to the success of the event. It allows people to meet the organizer(s), to ask questions and to become more comfortable with the process they will be involved in. Once a role model has agreed, repeat the details of the event such as date, time and place. Complete a Follow-Up Sheet for the role models (see sample on page 31 of this section).

PREPARING ROLE MODELS

AS A FOLLOW-UP TO YOUR PHONE CALL, SEND A LETTER TO THE ROLE MODEL

Include:

- Time, date and agenda of event
- Length of presentation
- Details of the agenda (as above) and the expectations of the role model
- Transportation arrangements, directions to the school
- Requirements for A/V, photocopying or other needs of the role models
- Lunch arrangements – provided or bring your own
- Contact person
- Time, date and place of the pre-event meeting

FOR CLASSROOM VISITS . . .

Meet with the role model to discuss how you plan to prepare your students for the visit. Outline some of the information needs for your grade level and tell her about the class. Are there students who dominate discussions? What about shy ones? Let her know if this class has had a role model presentation before.

AT THE PRE-EVENT MEETING, THE FOLLOWING CAN BE DISCUSSED:

- Details of the event
- How role models will be involved in the event
- Hand-outs and activities
- Specifics about the classroom
- Transportation arrangements
- Questions or concerns that arise

PREPARING ROLE MODELS

Provide a copy of the ***ROLE MODEL INFORMATION GUIDE,*** available as part of ***Options Unlimited.*** It gives role models advice in preparing presentations. Share some of your tips and solutions for gaining and keeping students' attention.

Ask her to bring items (e.g. tools, equipment and photographs, etc.) that she can use to demonstrate her work or, better yet, let the students try out.
Tell the role model what your students are doing to prepare for her presentation so she does not repeat what you have done and can build on the students' knowledge. If there are specific questions that your students would like answered, let the role model know in case she must do some of her own research.

Most importantly, reassure her that the class wants to hear her stories and experiences. Remind her that you will be in the classroom to keep order and to stimulate discussion.

FOR CAREER CONFERENCES . . .
The principle is the same for career conferences.
Have the students make up a list of questions for which they require answers for their occupational research. Include some of the personal questions students have as well. While encouraging the role models to feel comfortable and easy in responding, be sure to mention that they should feel free to eliminate any questions they feel are inappropriate or too personal. Send the list out to anyone presenting at the career fair so they can get a sense of the kind of information the students are seeking.

See ***EVENTS AND ACTIVITIES*** for more information.

FOR WORK EXPERIENCE AND JOB SHADOW PLACEMENTS . . .
These placements require plenty of thought, time and planning. If your interests lie in that direction, work with the Career Prep program to ensure effective placements. The supervisors and role models should be very responsible, motivated individuals. Enlist their support in the early stages to ensure the work experience placement or job shadowing experience is useful and satisfying to both parties.

Encourage the Career Prep program to take plenty of time to plan these visits. Meet and talk with the role models during the planning process. Find out their concerns and discuss them thoroughly. Enlist the support of volunteers and other community members in the planning process.

THE ROLE MODEL NEEDS YOUR SUPPORT . . .
Like other guests who come into your classroom, the role model will need your support. Some role models may be experienced presenters but this is not true for all. Your presence will allow her to concentrate on her presentation and she can feel confident that you are monitoring classroom dynamics. The role model cannot be expected to discipline the class.

FOCUSSING YOUR CLASS ON THE ROLE MODEL VISIT

One or the other of the following exercises can help focus your class on the role model visit. Let your role model know if you plan to start with one of these two exercises.

EXERCISE #1 (If students know role model's occupation in advance.)

I know and I wonder . . .

Before the role model's visit have the class make a list of things they know about the role model's occupation and a list of the things they wonder about. Present the "I know" list to the role model and ask her to confirm the information. The students can use the "I wonder" list to ask the role model questions about her occupation. This exercise can clear up any misinformation students may have about a career and help formulate thoughtful questions.

EXERCISE #2 (If students don't know role model's occupation in advance.)

What is my occupation? . . .

You may know this as the game "twenty questions". It works here because it illustrates the stereotypes people have about who does what. Let students ask the role model prepared questions keeping in mind they can only answered by a yes or no. At the end of the game have the students guess what the role model does. Have them be as specific as possible. Then the role model can move into her presentation.

SAMPLE NEWS RELEASE

VOLUNTEER TO BE A ROLE MODEL

We are looking for women working in interesting, well-paying jobs, particularly in trades, technology, scientific and professional or managerial occupations. We need you in the classroom to share your experiences with our students! It might mean participating in a career fair, or just spending some time in a classroom sharing your experiences and answering student questions. Teachers in School District #__ are helping their students to understand the changing requirements of the world of work. We want to expand the students' awareness of the variety of career opportunities, and try to eliminate some of the gender stereotyping of occupational choices – to ensure that young women and young men are choosing careers that will be both satisfying and well-paid.

We will supply a Role Modeling Guide book to assist you to make an effective presentation, and a letter if necessary to your employer. The enthusiasm of the students as they expand their knowledge in these fields is a wonderful reward for this important community service. Please sign up by calling _____.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT FOR LOCAL RADIO STATIONS

30 SECOND P.S.A.
FOR IMMEDIATE AIRING

To: All Area Radio Stations

From: School District ___

Date: _____, 19___

Contact Person: _____

Telephone: _____ Fax: _____

Please air as often as possible throughout _____

CALLING ALL WORKERS IN NON-TRADITIONAL CAREERS!!!

School Board X is seeking volunteers who are able to visit schools to talk about their jobs. We are particularly interested in building up an inventory of role models who are working in jobs in which your gender has historically been under-represented (for example: female tradespersons or scientists and male nurses or childcare workers). Share your experiences with our students in a classroom presentation or at a career fair. Please help our students to understand and meet the changing requirements of the work world. To sign up as a role model or to receive more information, call the Board Office at _____.

–30–

SAMPLE QUESTIONNAIRE

Thank you for your interest in being a role model. Please complete and return this questionnaire to: _____

Last name: _____ First: _____

Address: _____ Postal code: _____

Place of employment: _____ Phone no.: _____

Occupation: _____

Other interests: _____

Hours of work: _____ Work environment: _____

Job description: _____

How long have you been in this field? _____ Do you have family responsibilities: _____

Educational background: _____

Are there specific educational requirements for your job? If so, what? _____

_____

Salary range for your occupation: _____

What other occupations are you qualified for? _____

What characteristics or or aptitudes are necessary to excel in your field? _____

_____

If you had to "do it all over again", would you make the same choice? Why? _____

_____

What do you feel are important qualities for a role model to possess? _____

_____

When are you available to make classroom presentations? _____ a.m. _____ p.m.

How much notice do you need to do a presentation? _____

Do you have an age/grade preference? ____yes ____no specify _____

Are you willing to be interviewed by a student or by a teacher about your work? ____yes ____no

Are you willing to have a student shadow at work? ____yes ____no

Are you willing to do small group presentations at career conferences or workshops? ____yes ____no

Are you willing to be profiled in a Directory of Occupations available to local teachers? ____yes ____no

Comments: _____

_____

Do you require an honorarium? ____yes ____no

INITIAL CONTACT/FOLLOW-UP SHEET

This sheet will allow you to organize the role model's visit in as few steps as possible. Make the initial contact very thorough to reduce the need for additional follow-up. Photocopy this sheet for future use. Then send a copy to each role model before a visit as confirmation of your arrangements.

Role Model's name:_____ Occupation:_____

Phone: (W) _____ (H)_____

Address_____

Interesting information: _____

_____

Information discussed during initial contact:

*Date/time of presentation:_____ * Length of presentation:_____

*Audio-visual equipment/photocopying required: _____

*Other needs (e.g. childcare or letter to employer): _____

Provide the following necessary details to the role models:

Teacher's name: _____

Phone: (W) _____ (H)_____

Grade(s): _____ Subject taught:_____

Current classroom focus: _____

Number of students: female_____ male:_____

School address:_____

Parking instructions:_____

Where to report on arrival:_____

Type of presentation:

• alone_____ • panel_____ • conference_____ • other_____

Any other details: _____

_____

_____

Source: *Stepping Stones*

Classroom Activities & Hand-outs For Use Before & After Role Model Events

CLASSROOM ACTIVITY #1

STUDENT HANDOUT

PRESCRIBED LEARNING OUTCOME

- Students will examine gender stereotyping by themselves and their classmates by assigning genders to workers in five selected occupations
- Students will determine what characteristics/skills are necessary to perform well in the five selected occupations
- Students will determine which jobs have requirements specific to one gender.

This activity is appropriate as part of the personal or occupational safety curriculum. It also works well in an English/Writing/Language Arts curriculum. By gearing the activity to subject matter such as occupational safety or grammar, students are not alerted that the gender they assign to the worker is what is being analyzed in the exercise.

Have students number off 1 to 5.
Write the following five occupations on the blackboard:
1. Nurse 2. Plumber 3. Helicopter Pilot 4. Bank Teller 5. Police Officer

Ask each student to write a descriptive one-page account of a frightening or dangerous incident which could happen in the course of the working day of a person in the field with the number they were assigned. It is important to have the account written in the third person, so that the gender of the worker is not specified and could be either male or female regardless of the writer's sex. Do not give away the fact that the point of the assignment is to examine possible gender stereotypes.

If you are studying personal or occupational safety issues, ask students to identify what might have led to the incident, and any preventative or corrective measures the person could have taken before, during, and after the incident. Encourage the use of descriptive language to provide details of the location, the characters involved, and the incident itself.

The exercise therefore provides opportunities for learning in the personal and career safety unit, and is less likely to alert students to the fact that gender is a key component of the exercise.

Ask students to read their compositions to the class. Write the nature of the danger involved in the occupation under the title on the board. Discussions of personal and work safety are useful here. Mark assignments based upon whatever criteria you set out (i.e. use of descriptive language, analysis of safety issues, etc.)
Only after debriefing on the safety issue (possibly in a subsequent class session prior to introducing women role models in non-traditional trades) should you analyze the gender each student assigned to each occupation. If the majority of students identified the nurse as a woman and the plumber as a man, have students brainstorm reasons for this.

CLASSROOM ACTIVITY #2

STUDENT HANDOUT

Return papers from Activity #1 to students and ask them to write several reasons why they selected the gender they did in their description. These reasons should be shared with the class, and a determination made whether stereotyping rather than job requirements led to the choice of gender.

List required and desirable skills and traits for people in each of the five occupations, and have the class discuss whether there is a sound reason why any one of the jobs should be dominated by one or the other sex. Can they come up with other jobs which clearly have valid reasons for being dominated by one or the other sex?

VIEW VIDEO:

A GOOD JOB FOR A WOMAN: AVIATION

25-minute video exploring careers in aviation. Women in the field discuss their careers. Grade Level 8-12. T.H.A. Media Distributors Ltd.

CLASSROOM ACTIVITY #3

STUDENT HANDOUT

Have several students present information to the class from:

BUILDING THE FUTURE: PROFILES OF CANADIAN WOMEN IN TRADES

CLASSROOM ACTIVITY #4

STUDENT HANDOUT

Replace the bold-faced words or phrases with precise and descriptive gender-neutral substitutes. Do not use the word "person", be more creative.

1. The valuable coin was washed down a **manhole cover** and into the storm sewer during the flood.
2. The mayor and **aldermen** voted to pave half the streets in our neighbourhood this year..
3. Even though the murder victim was stabbed ten times, her attacker was charged with **manslaughter**.
4. The assigned essay topic was to discuss the impact on daily life of **man's** discovery of tools.
5. **Firemen and policemen** have a high requirement for healthy outlets for stress or they can fall into self-destructive patterns for dealing with job-related stress.
6. The Prime Minister was considered to be a real **Man of the People**.
7. In a corporation, your voting rights depend upon how many shares you own; in a co-operative, the principle is **one man, one vote**.
8. **Primitive man** spent most of his time searching for food.
9. The construction **foreman** is a real stickler for workers wearing their hard hats.
10. The attack dogs have replaced two **night watchmen**.
11. The **stewardess** tried to calm everyone when the plane hit some turbulence.
12. **Waitresses** make really good tips in that fancy restaurant.

CLASSROOM ACTIVITY #5

STUDENT HANDOUT

Briefly describe four television programs you watched this week as follows:

- name of show
- sex of each person or character named
- two main people or characters appearing on show
- occupation and role

Be prepared to present your findings to the class for discussion.

PROGRAM #1

Name of show: _____

Character #1: Name_____ Sex_____

Occupation and role _____

_____

Character #2: Name_____ Sex_____

Occupation and role _____

_____

PROGRAM #2

Name of show: _____

Character #1: Name_____ Sex_____

Occupation and role _____

_____

Character #2: Name_____ Sex_____

Occupation and role _____

_____

PROGRAM #3

Name of show _____

Character #1: Name_____ Sex_____

Occupation and role _____

_____

Character #2: Name_____ Sex_____

Occupation and role _____

_____

PROGRAM #4

Name of show: _____

Character #1: Name_____ Sex_____

Occupation and role _____

_____

Character #2: Name_____ Sex_____

Occupation and role _____

_____

CLASSROOM ACTIVITY #5 (continued)

STUDENT HANDOUT

Did any of the shows depict housework being done? ___ Yes ___ No
If yes, was housework done by: ___ Male ___ Female ___ Both

Did any of the shows depict someone caring for the children? ___ Yes ___ No
If yes, was childcare provided by: ___ Male ___ Female ___ Both

Did any show depict main character working outside the home? ___ Yes ___ No
If yes, who? ___ Male ___ Female ___ Both

Did any of the shows depict a main characters or character driving a vehicle?
___ Yes ___ No
If yes, who? ___ Male ___ Female ___ Both

Did any show depict someone in trouble or difficulty? ___ Yes ___ No
If yes, who? ___ Male ___ Female ___ Both

Did any show depict somebody helping or saving someone? ___ Yes ___ No
If yes, who? ___ Male ___ Female ___ Both

Did any show depict someone building or repairing something? ___ Yes ___ No
If yes, who? ___ Male ___ Female ___ Both

Pick one show and discuss in a five paragraph essay whether or not people or characters were stereotyped by gender. Be prepared to read your essay to the class and to defend your answer.

CLASSROOM ACTIVITY #6

STUDENT HANDOUT

One occupation I'm considering in the future is _____.
Often you can tell the sex of a person by the way he or she completes that question. Why?

_____

_____

_____

_____

When you look at the working world today, most occupations are still dominated by one sex or the other. Below is a list of 30 common jobs. Place a W by jobs usually held by women and an M by jobs usually held by men. If you feel there are equal numbers of men and women doing this job, place a O on the line.

___Architect	___ Bus Driver	___Telephone Installer
___Computer Programmer	___ Engineer	___Nurse
___Marine Biologist	___ Clerk/Typist	___Flight Attendant
___Dentist	___ Doctor	___Airplane Mechanic
___Interior Decorator	___ Elementary School Teacher	___Appliance Repair Person
___Daycare Worker	___ Bank Teller	___Police Officer
___Lawyer	___ Grocery Clerk	___Plumber
___Carpenter	___ Minister or Priest	___Optometrist
___Food Server	___ House Painter	___Receptionist
___Librarian	___ Electrician	___High School Principal

Select three of the jobs you said are dominated by men and give reasons why this is the case. Be prepared to present your answers for class discussion.

MALE-DOMINATED JOBS

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Select three of the jobs you said are dominated by women and give reasons why this is the case. Be prepared to present your answers for class discussion.

FEMALE-DOMINATED JOBS

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

CLASSROOM ACTIVITY #7

STUDENT HANDOUT

Economic Service, Human Resources Department Canada, 1994 indicated that the following trades are among those offering the most job openings. Listed beside each trade is the AVERAGE annual salary earned by workers in that trade.

Place an M in the space before each occupation which you think is largely represented by male workers, an F before each which you think is largely represented by female workers and a B before each which you think is represented roughly equally by both.

___Cook ($12,900)
___Carpenter ($23,300)
___Baker ($17,400)
___Drafting Technician ($29,100)
___Construction Millwright ($41,200)
___Painter & Decorator ($17,500)
___Stationary Engineer ($41,000)
___Sheet Metal Worker ($29,700)
___Plaster/Drywall Installer ($22,700)
___Auto Technician/Repair ($27,400)
___Electronic Equipment Technician ($28,700)
___Chef ($21,400)
___Heavy-Duty Mechanic ($39,500)
___Construction Electrician ($30,500)
___Machinist ($34,100)
___Plumber ($28,800)
___Aircraft Mechanic/Inspector ($35,130)

The following are samples of other common occupations in B.C.:

Listed beside each occupation is the AVERAGE annual salary earned by workers in that occupation.

Place an M in the space before each occupation which you think is largely represented by male workers; an F before each which you think is largely represented by female workers, and a B before each which you think is represented roughly equally by both men and women.

___Bank Teller ($14,900)
___Receptionist ($14,700)
___Preschool Teacher ($10,400)
___Travel Counsellor ($18,200)
___Flight Attendants ($29,000)
___Fashion Consultants ($11,700)
___Dietitian ($27,500)
___Community & Social Services Workers ($17,800)
___Medical Secretary ($18,200)
___Dental Assistant ($17,200)
___Visiting Homemakers ($11,700)
___Food and Beverage Servers ($8,400)
___Sewing Machine Operators ($12,700)
___Animal Care Workers/Pet Groomers ($11,000)
___Nurse's Aides ($18,100)
___Elementary School Teachers ($29,400)
___Hairstylists ($14,500)

Work out the average annual salary for the trades and occupations listed which you determined are dominated by male workers. Work out the average annual salary for the trades and occupations listed which you determined are dominated by female workers.

Average annual salary for jobs I marked as predominantly male occupations: _____

Average annual salary for jobs I marked as predominantly female occupations: _____

CLASSROOM ACTIVITY #8

STUDENT HANDOUT

Students need to examine all of the reasons why people work, and what needs are satisfied by their choice of career ... i.e. helping people, meeting a physical challenge, social interaction, pride of accomplishment, learning new skills, etc. Not the least of the many reasons why people work is to earn enough money to support themselves, their families, and the lifestyle they wish to enjoy. Money matters. How much it matters may depend upon individual values and circumstances. People's needs change over time: single young people may not require as much money as middle-aged workers with children to support.

The Money Matters Handout provides a list of things many of your students value. They may find it beneficial to consider the impact of money on each of the items listed. Be sure to point out that in some instances money may be irrelevant, or be a negative factor . . . i.e. money cannot buy health in all cases even though lack of money may lead to illness if it means poor nutrition or medical care . . . it may be difficult to know who your true friends are if you are wealthy since some people may act like friends because of your money and what it can do for them.

1. Distribute Student Handout #8 (see following page)

2. Have students participate in a class discussion based upon the answers they have written for each word they have chosen.

EVALUATION:

Have students write a half-page essay on how important a consideration salary will be in their choice of career.

CLASSROOM ACTIVITY #8 (continued)

STUDENT HANDOUT

MONEY MATTERS

Not the least of the reasons people work is to earn money. Select from the list below five words. For each of your chosen words, write at least two paragraphs describing the relationship of money to the chosen word.

1. Consider the implications of having enough, too little, or a lot of money. Give reasons and an example.
2. Are there circumstances where
   having too much money could have a negative implication? Give reasons and an example.
3. Discuss the relationship from both perspectives:
   – What impact does the chosen word have on money? and
   – What impact does money have on the chosen word? (i.e. Does having a good education result in greater earning power — more money? – *and* – Does having a lot of money provide better opportunities for a good education?

Be prepared to discuss your answers with the rest of the class.

List of Values:

* Health	* Education	* Self-worth	* Happiness	* Success	* Status	* Popularity
* Friendship	* Career	* Intelligence	* Comfort	* Self-confidence	* Importance	* Love
* Security	* Honesty	* Marriage	* Parenthood	* Leisure		

CLASSROOM ACTIVITY #9

STUDENT HANDOUT

Materials Required: One set of wooden building blocks; one jacks game (set with at least ten metal jacks).
Divide the class roughly in half to allow for the blocks and jacks activities to run simultaneously.

1. Give each student three attempts to build as high a stack of building blocks as possible. Have a designated recorder write down the number of blocks in each of the three tries for each student.
2. Give each student three attempts to set all 10 jacks spinning at once on a table top. The count stops when any jacks stop spinning or fall off the table. Have a designated recorder write down the number of jacks set in motion in each of the three tries by each student.
3. Have students return to their seats.
4. Make four column headings on the board: **Boys Towers** **Girls Tower** **Boys Jacks** **Girls Jacks**
   List the scores achieved under the appropriate headings.
5. Ask students to calculate the average for each column. Compare the results to determine whether or not there was a difference in scores achieved by the different sexes.
6. Have students brainstorm a list of skills and abilities required to achieve a high score on the game tasks. What skills, abilities are required to achieve a high score on the game tasks? (i.e. good eye/hand co-ordination)
7. For each student determine whether the scores for the blocks and jacks improved over the three tries, remained the same, or worsened. Can students draw any conclusions regarding the effects of practice on improving the game skills?
8. Have students brainstorm a list of occupations where the skills needed for the game are important for job performance (i.e. good eye-hand co-ordination might be needed to perform well as a heavy-equipment operator; steady hands might be good for a surgeon to possess, patience would be helpful to a preschool teacher, etc.)
9. Ask students to discuss how many jobs listed could be performed equally well by males or females.

CLASSROOM ACTIVITY #9 (continued)

STUDENT HANDOUT

Name: _____

Height in # of blocks of Towers:

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Did tower building improve with practice?

___got better ___got worse ___no change

Highest # of jacks set spinning simultaneously:

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Did score improve with practice?

___got better ___got worse ___no change

What skills and abilities are required to achieve a high score on the game tasks?

_____

_____

_____

_____

_____

_____

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List five occupations for which the above skills and abilities would be required:

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CLASSROOM ACTIVITY #10

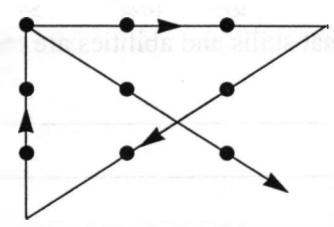
STUDENT HANDOUT

DISTRIBUTE STUDENT HANDOUT OF UNIQUE SHAPES

1. Ask each student to identify the letter of the shape which does not belong with the set and to provide the reason for their choice.
2. Have students hand in papers. On the Board, tally the number of students who selected each shape.
3. Ask for a show of hands of those who selected each letter. Then ask students who chose that letter to provide reasons why their answer is the correct one. (You may need to add to the mix by pointing out unique features of other shapes which students may have overlooked . . . i.e. "Yes, C is the only shape with a bite out of it, but B is the only shape without any curved lines . . . or D is the only shape using both curved and straight lines," etc.)
4. Explain that **all** answers are correct . . . that many times in life there is no one right answer. (Students may wish to argue that their answer is *MORE* right that the others!)

DISTRIBUTE THE NINE-DOT PROBLEM

Solution to a 9-Dot Problem



5. Instruct students not to let others see their papers. Those students who have seen or solved the problem previously are asked to cooperate by not giving away the solution to classmates. Those students could be asked to assist with the tally of correct answers when papers are collected.
6. Collect the papers.
7. If a student knows the answer, have that student solve the problem on the board.
8. Have a student recorder go through the papers to tally how many correctly solved the problem in the allotted time.
9. Once students see the relatively simple solution, they should be asked to speculate about why so many people have difficulty solving the puzzle. Point out that the instructions didn't restrict them from "going outside the lines", but that many people placed that restriction subconsciously upon themselves...couldn't see that going outside the lines was the perceptual breakthrough.
10. Ask students what they were always told in preschool and lower grades about colouring . . . "Stay inside the lines."
11. Ask students to discuss in what other ways are we conditioned to stay within literal and figurative lines in real life situations.
12. Discuss how experience is a great teacher, and that our experiences colour our current perceptions. How do we make the leap from doing what we have always done before to come up with new ideas and solutions? Relate "what we have always seen before" to women and men doing work traditionally associated with the opposite gender.
13. Bring the discussion back to the shapes exercise . . . there are many different right answers, and tie this to women and men choosing careers which traditionally have been associated with their own or the opposite sex.

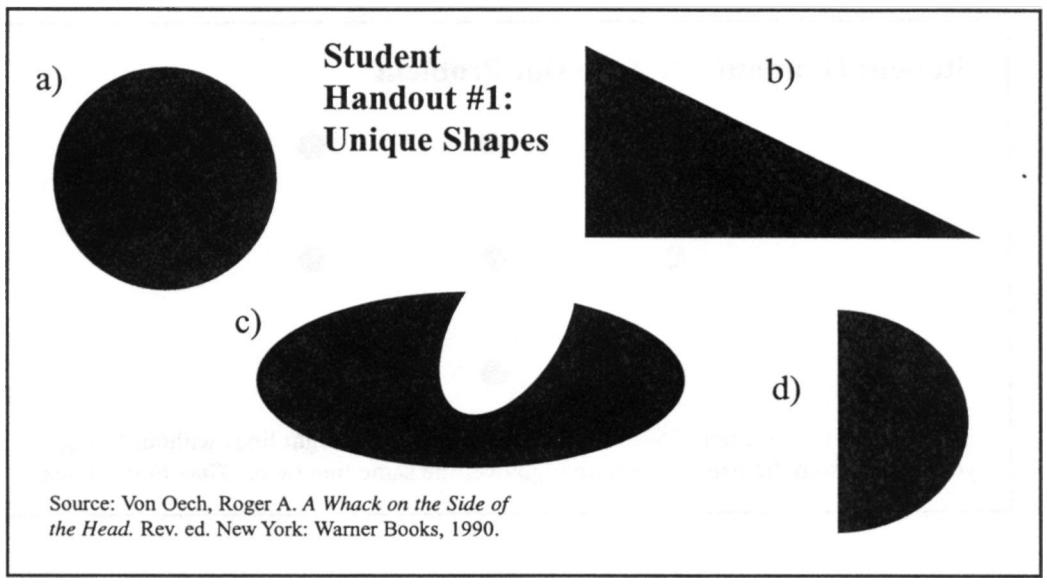
DISTRIBUTE STUDENT HANDOUT OF QUOTATIONS

14. Instruct students to select one of the five quotations supplied and to use what they learned in the shape and nine-dot games to write a one-page essay to expand upon the idea expressed in the quotation. The final paragraph should relate to their own personal, educational and career plans.

Student Handout #1, Unique Shape **Student Handout #2, 9-Dot Problem**
Student Handout #3, 5 Quotations

CLASSROOM ACTIVITY #10 (continued)

STUDENT HANDOUT

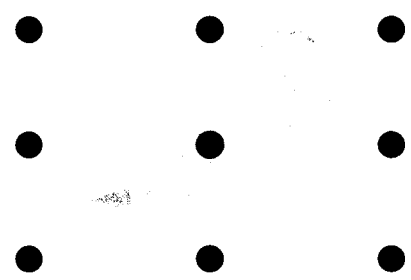


Source: Von Oech, Roger A. *A Whack on the Side of the Head.* Rev. ed. New York: Warner Books, 1990.

CLASSROOM ACTIVITY #10 (continued)

STUDENT HANDOUT

Student Handout #2: Nine Dot Problem



Place a pencil on one dot. Cover all nine dots with four straight lines without lifting your pencil from the paper. You cannot go over the same line twice. *Time limit: 3 min.*

CLASSROOM ACTIVITY #10 (continued)

STUDENT HANDOUT

Select one of the five following quotations. Using what you learned in the unique shape and nine-dot problems, write a one-page essay expanding upon the idea expressed in the quotation you select. The final paragraph should relate to your own personal, educational and career plans.

Indicate on your paper which quotation you are discussing by writing it at the top of your essay.

"If you always do what you've always done, you'll always get what you've always got."

"The Wright brothers flew right through the smoke screen of impossibility."

"If you want to be successful, double your failure rate."

"We see things not as they are, but as we are."

"Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps."

CLASSROOM ACTIVITY #11

STUDENT HANDOUT

1. Write the following definition on the board:

   At'·ti·tude: **a feeling or emotion toward a fact or a state.**

   This is not about whether you have "the right" attitude. It is about becoming aware that the attitudes you hold influence the decisions you make. Use the following statements to discover the attitudes of members in the class about work-related issues.

2. Ask the students to go to the right side if they agree with the statement and to the left side if they disagree.

STATEMENTS

1. *There are women's jobs and men's jobs.*
2. *Careers are more important for men.*
3. *Women are not strong enough to do certain jobs.*
4. *Men get paid more because they have more education and harder jobs.*
5. *Most women work to make "extra" money for the family.*

Option A: Choose three statements which split the class evenly and ask each side to prepare an argument to try to convince the others to adopt their point of view.

Option B: Have individuals find someone with a different attitude to talk with about the differences in position. If students are unable to explain why they agree/disagree with a statement, they should be asked to think of someone in their lives that shares similar attitudes and to consider whether they have adopted that person's attitudes without realizing it.

CLASSROOM ACTIVITY #12

STUDENT HANDOUT

1. Write the following definition on the board:

   Ster'e•o•type: **An image which is rigidly applied to all members of a social group to describe what they are.**

2. Trace the body of two girls and two boys. Split the group into girls and boys.
3. Have all the girls do a collage on the traced shape of their image of what makes a girl. They can use words, draw pictures and cut out images from a magazine. Have the boys do the same.
4. Once they are finished have the girls do a collage of how they see boys and have the boys do a collage of how they see girls. Once both groups are finished have them discuss their collages and discover where they had differences.
6. Ask the following questions:

   Do stereotypical images influence the way we act with members of theopposite sex? Were stereotypes of the opposite sex accurate or not?

   Has your image of who girls/boys are changed?

Resources . . .

SECTION A: OTHER ROLE MODELING PROJECTS

Options Unlimited would like to gratefully acknowledge the work of the following role modeling projects and programs across Canada.

CAREER WORK
Work Opportunities for Women
Powell River Women's Network
4727 Marine Avenue
Powell River, BC V8A 2L2
Phone: (604) 485-7958

OPEN DOORS
BE ALL YOU CAN DO!
Ontario Women's Directorate
2 Carlton Street – 12th Floor
Toronto, Ontario M5B 2M9
Phone: (416) 314-0300 TDD: 314-0248

SCIENTISTS IN THE SCHOOLS PROGRAM
Science World
1455 Quebec Street
Vancouver, BC V6E 5E7
Phone: (604) 687-8414

STEPPING STONES PROGRAM
Alberta Women's Secretariat
8th Floor, Kensington Place
10011 - 109th Street
Edmonton, Alberta T5J 3S8
Phone: (403) 422-4927

MS. INFINITY
Society for Canadian Women
In Science and Technology
#2423 - 515 West Hastings
Vancouver, BC V6B 5K3
Phone: (604) 291-5163
Fax: (604) 291-5112

SECTION B: REPORTS AND RESOURCES

The following resources were particularly useful in the development of Options Unlimited and are available on loan from the Nelson and District Women's Centre located at 420 Mill Street (unless otherwise noted).

A CAPPELLA
A Report on the Realities, Concerns, Expectations and Barriers Experienced by Adolescent Women in Canada, Canadian Teachers' Federation, 1990, 53 pp.

This project report invited approximately 1,000 adolescent girls aged 11-19 and their teachers to talk about the experience of being young and female in 1990. The report suggests that, although many women have career aspirations, many of them feel hopeless about their ability to achieve them.

WHEN I GROW UP
Career Expectations and Aspirations of Canadian Schoolchildren. Women's Bureau of Labour Canada, 1986. 77 pp.

This research project carried out a study of some 700 children across Canada, ranging from six to 14 years old, from a variety of socio-economic, cultural and linguistic backgrounds to learn the current state of children's attitudes towards their career aspirations.

WHAT WILL TOMORROW BRING?
A Study of the Aspirations of Adolescent Women, Maureen Baker, Canadian Advisory on the Status of Women, 1985. 176 pp.

This report examines whether young women, age 15 to 19 years old, are informed about educational requirements, labour force trends, and the changing family patterns that will influence their decisions about their future lives.

STUDENT CAREER AWARENESS SEMINARS
on Non-Traditional Occupations for Women, Industry-Education Council (Hamilton-Wentworth). 60 pp.

A comprehensive resource manual for Planning Career Awareness Seminars in your community.
To order, write to: The Industry-Education Council, P.O. Box 745, Stn. A, Hamilton, Ontario L8N 3M8

THE IDEA BOOK
A Resource for Improving the Participation and Success of Female Students in Math, Science and Technology, Heather-Jane Robertson, Canadian Teachers' Federation, 1988. 38 pp.

A selection of innovative programs aimed at improving the participation and success rates of young women in math and science. Copies available from Canadian Teachers' Federation, 110 Argyle Ave., Ottawa, Ontario K2P 1B4

MAKING THE DIFFERENCE!
Caroline Hilt and Sarah Hopper, Canadian Youth Foundation, 1989. 283 pp.

This resource is designed to help young people in Canada learn about,

SECTION B (continued)

and relate to, international issues. This resource can be ordered from CYF, 2211 Riverside Drive, Suite 11, Ottawa, Ontario K1H 7X5 Phone (613) 731-2733

YOUNG WOMEN IN NOVA SCOTIA
A Study of Attitudes, Behavior and Aspirations, Nova Scotia Advisory Council on the Status of Women, 1990.

LEARNING FOR LIVING CURRICULUM
B.C. Ministry of Advanced Education, Training and Technology, 1992.

Much of the statistical information was obtained from the following publications. Your local Canada Employment Centre is a good source of employment data:

Women in the Labour Force
Facts, figures, present and future projections, Kootenay Women in Trades and Technology, 1988.

Women and the Labour Force
Statistics Canada, 1986. Catalogue number: 98-125.

Women and the Labour Force
Women's Bureau of Labour Canada, 1990-91 Edition. Catalogue number L016-1728/90E.

Occupational Outlook
BC/Yukon Special Edition, Diane Alfred (Editor), Employment and Immigration Canada, 1991.

SECTION C: AUDIO-VISUAL RESOURCES

The following videos are available from the National Film Board of Canada.
To order, phone 1-800-661-9867 (BC), 1-800-561-7104 (Atlantic Canada), 1-800-363-0328 (Quebec), 1-800-267-7710 (Ontario).

NO WAY. NOT ME!
The Feminization of Poverty Series, Part 1, National Film Board of Canada, Ariadne Ochrymovych (Director), 1987. 29 min. 39 sec. Order number: C 0187 104.

A compelling lecture by former BC cabinet minister Rosemary Brown to a group of high school students. She defines the harsh realities and consequences of women and poverty. Brown's lecture addresses the need for equality for females and males in the home and the workplace. The video includes a user guide with facts and suggested curriculum.

FOR RICHER, FOR POORER
The Feminization of Poverty Series, Part 2, National Film Board of Canada, Ariadne Ochrymovych, 1988. 29 min. 53 sec. Order number: C 0188 050.

What does poverty have to do with career education? **For Richer, For Poorer** illustrates the connection between increased impoverishment of women and their socialization to economic dependence. An eye opening and thought-provoking film that encourages young people to seriously plan for their futures.

ATTENTION: WOMEN AT WORK!
National Film Board of Canada, Anne Henderson, 1983. 28 min. 20 sec. Order number: 0183 594.

Women in male-dominated occupations are profiled in this documentary. A hovercraft pilot, an architect and two construction journeywomen offer practical advice on choosing a career. A good discussion starter for teenager, parents, educators and career counsellors.

"I WANT TO BE AN ENGINEER"
National Film Board of Canada, Keira Morgan, 1983. 28 min. 34 sec. Order number: 101 835 36.

This film looks at the lives of three women who have chosen engineering for a profession. A good motivational film for young women contemplating their futures.

GIRLS FITTING IN
National Film Board of Canada, Haida Paul, 1980. 15 min. 37 sec. Order number: 0180 122.

A group of girls in their final year of high school talk about the pressures they have experienced as teenagers.

There are many interesting and worthwhile films in the NFB catalogue.

The following video, user's guide and a set of profiles describing the women appearing in the video are available from Women's Bureau of Labour Canada, Ottawa, Ontario K1A 0J2, phone (819) 997-1551.

SECTION C (continued)

WHAT ABOUT YOU?
Women's Bureau of Labour Canada, 1991. 19 minutes. VHS format.

This video profiles six women working a range of occupations in which women are currently under-represented. It is designed to increase awareness of the many job opportunities available to women and to encourage women to consider a wide range of career options.

OTHER VIDEOS

GIRLS CAN: BLUEPRINT FOR THE FUTURE
Victoria Women in Trades Society, 1986. 20 minutes. VHS format.

This film profiles eight women in under-represented occupations such as carpentry, fishing, veterinary medicine, science, marine biology, program analysis, aviation and air traffic control. Various myths about women working in under-represented occupations are explored as well as disadvantages of studying for a university education and the difficulties of balancing family and career.

WHAT HAPPENS TO WOMEN IN TRADES LAND
Women in Trades, Kootenay Council, 16 minutes. VHS copy of a slide-tape presentation.

This resource has been designed to focus on the integrating women into the trades and technology work force. The show explores the attractions to this type of work, the barriers for women, and roles, responsibilities and avenues of action in problem solving.

A LOOK INSIDE: ROLE MODELING
West Kootenay Women's Association, 1992. 57 minutes.VHS format.

Four local women speak with grade nine students from Trafalgar Jr. Secondary School in Nelson, BC. A radio announcer, a local politician, a joiner and a park interpreter answer questions and tell their stories. Hosted by Fran Wallis.

EXPLORE YOUR OPTIONS
Stepping Stones, Alberta Women's Secretariat, 1991. 21 min. 27 sec. VHS format.

Five high school students (boys and girls) and their teacher tour several work sites and interview women working in fields in which women are under-represented. The film emphasizes that there are many career options available and that students must keep their options open by taking a full complement of high school courses, including math and science.

OPTIONS
Employment and Immigration Canada, 1989. 12 minutes, VHS format.

This short film uses an arcade game to get across the message that finishing high school and getting career training is a good idea, that there is career guidance available, and that girls might benefit from entering non-traditional occupations. (Available from Career Education Services.)

SECTION D: BOOKS

Check your school district's Resource Centre or Career Education Services office and your local community college library for audio-visual resources.

The following resources are divided by ***TOPIC*** *and may be available through your local library, school district resource centre, women's centre or bookstore.*

WORK

A WORKING MAJORITY
What Women Must Do For Pay, Pat and Hugh Armstrong, Canadian Advisory Council on the Status of Women, 1983. ISBN 0-660-11314-7.

This book examines the nature and conditions of what it is like to be a woman working for pay in Canada.

GROWING STRONG
Women in Agriculture,
Canadian Advisory Council on The Status of Women
1987. ISBN 0-662-15202-6.

The concerns of Canadian farm women are highlighted in surveys and research projects which looked at the needs of these women.

HARD EARNED WAGES
Women Fighting for Better Work, Jennifer Penney. Women's Educational Press, 1983.

True stories of contemporary Canadian women fighting to better their lives.

HARD HATTED WOMEN
Stories of Struggle and Success in the Trades, edited by Molly Martin, Seal Press, 1988. ISBN 0-931188-66-0.

This book is a collection of 26 inspirational biographies of the pioneering women in trades. It will widen your vision and sense of the tradeswomen community.

JOB STORIES
I Like The Work, I Like The Money, Interviews by Donna Stewart and Bev Bradshaw, Learning Resources Society, 1990. ISBN 0-9694240-0-6.

This book is a combination of researched material from Job Futures BC and personal stories of women in occupations expected to grow in BC by 500 jobs or more and in which the average annual salary is at least the 1988 British Columbian average ($24,200).

NOT JUST PIN MONEY
Selected Essays on the History of Women's Work in BC, edited by Barbara Latham and Roberta Pazdro, Camosun College, 1984. ISBN 0-9691844-0-9 (NML).

A collection of essays on the theme of women's work experience. In defining the nature of women's work, the editors included the familiar areas of unpaid labour in the home and in the community, as well as labour performed for wages.

SECTION D: BOOKS (continued)

ORIENTATION TO TRADES AND TECHNOLOGY
A Curriculum Guide and Resource Book, BC Ministry of Advanced Education and Job Training, 1987. ISBN 0-7718-8611-x.

This curriculum guide and resource book identifies the key elements necessary to enter in Trades and Technology programs. There is a special emphasis on the needs of women.

SURVIVING AND THRIVING
Women in Trades and Technology and Employment Equity, Kootenay Women in Trades and Technology, 1988.

This application gathers current efforts, initiatives and programs which have been developed to assist Canadian women as they struggle to gain access to the world of trades and technical work.

WHAT ELSE CAN A WOMAN BE?
Volume 1, Technical & Trades. Volume 2, Business & Professional, Ontario Women's Directorate, 1983.

These two volumes from the Ontario Women's Directorate offer interesting stories of women in a variety of occupations in which women have traditionally been under-represented. This resource is interesting but somewhat dated.

WOMEN AND WORK
Inequality in the Labour Market, Paul Phillips and Erin Phillips, James Lorimer & Company, 1983. ISBN 0-88862-607-x.

This book seeks to understand women's inequality in the workplace. The writers document the disadvantages that women face today and examine the explanations for the persistence of these problems.

WOMEN & PART-TIME WORK
Julie White, Canadian Advisory Council on the Status of Women, 1983. ISBN 0-660-11352-x.

This publication examines the controversy that surrounds the issue of part-time work, provides factual information on the subject and gives some direction to the future policy and practice on part-time work.

YUKON WOMEN
Non-Traditional Occupations, Elda Ward and Elizabeth McKee, 1984.

This book is about Yukon women who have applied their talents in non-traditional ways to grow with an evolving Territory.

LANGUAGE

THE ELEMENTS OF NONSEXIST LANGUAGE Val Dumond, Prentice Hall Press, 1990. ISBN 0-13-36891155.

This book is for people who want to eliminate sexism from their English but aren't always sure how to do it appropriately.

THE NONSEXIST WORD FINDER
A Dictionary of Gender-Free Usage, Rosalie Maggio, Beacon Press, 1988. ISBN 0-8070-6001-1.

An accessible, easy-to-use guide that gives alternatives, explanations, or

definitions for over 5,000 sexist words and phrases. This dictionary is designed to help people scrap outdated, stereotypical and unrealistic sexist terminology.

MAN MADE LANGUAGE
Second Edition, Dale Spender, Routledge & Kegan Paul, 1985. ISBN 0-7102-0315-2.
This book explores how social reality is constructed so that men achieve dominance in daily life by finding out about language for it is a major and crucial part of the process.

WORDS THAT COUNT WOMEN OUT/IN
Second Edition. Ontario Women's Directorate, 1993. ISBN 0-7778-1381-5.
A useful handbook that includes guidelines for inclusive language, a glossary of words that count women out and appropriate words to replace them, and strategies for "cracking down on bias".

MONEY

EVERYWOMAN'S MONEY BOOK
Betty Jane Wylie and Lynne MacFarlane, Key Porter Books Limited, 1989. ISBN 1-55013-142-7.
This book is a complete financial guide for women in the challenging 1990s, with common sense strategies for making your money for you.

JUST GIVE US THE MONEY
A Discussion of Wage Discrimination and Pay Equity, Debra J. Lewis, Women's Research Centre, 1988. ISBN 0-9692145-4-5.
This book raises questions concerning issues central to pay equity: Is there a gender-neutral method of determining the value of work? How does the development of bureaucracy dealing with women's issues affect how solutions to wage discrimination are implemented?

SECOND SHIFT

SOMEBODY HAS TO DO IT
Whose Work is House Work?, Penney Kome, McClelland and Stewart Limited, ISBN 0-7710-4515-8.
This book examines the extent to which men really help out with the household chores, the absence of pensions, sick pay, job security and paid vacations for housewives, the appalling financial prospects for widows and divorcees, and the refusal of the rest of the world to acknowledge household management as "work".

THE SECOND SHIFT
Arlie Hochschild, Avon Books, 1989. ISBN 0-380-71157-5.
Sociologist Arlie Hochschild takes us into the lives of today's two-career family households to observe what really goes on at the "end" of the work day. Overwhelmingly we see the working mother continue her day into the second shift.

SECTION D: BOOKS (continued)

TEENAGE GIRLS

GIRLS ARE EQUAL TOO
The Women's Movement for Teenagers,
Dale Carlson, Atheneum, 1973.
ISBN 0-70433-x.

Although this book was written almost 20 years ago, the issues it deals with are still very current. Aside from the outdated and American statistics this book offers useful information for both young women and educators alike. This book asks the question: What does true equality of the sexes mean to today's girls and women?

JUST A BUNCH OF GIRLS
edited by Gaby Weiner, Open University Press, 1985. ISBN 0-335-15025-x.

This book gives teachers and students specific help and positive advice on how to initiate anti-sexist strategies in their own schools.

NO KIDDING
Inside The World of Teenage Girls,
Myrna Kostash, McClelland and Stewart, 1987. ISBN 0-7710-4539-5.

Answers to questions never asked before are included in portraits of individual girls. This book provides a glimpse inside the world of teenage girls and once there it enlightens us with insights so clear and profound we are left wondering why it took us so long to ask.

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- B.C. Ministry of Women's Equality
- Regional District of Central Kootenay

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The information presented in this package was prepared by the West Kootenay Women's Association and does not necessarily reflect the views of the Department of the Secretary of State of Canada.

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c/o Nelson & District Women's Centre
420 Mill Street, Nelson, B.C. V1L 4R9
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