

**Lesson Plan Title:**

HIDDEN BIAS &amp; CHANGING ROLES OF MALES &amp; FEMALES

**Grade Level:**

8-MATH

**Career Development Key Topic(s):**

REDUCTION OF BIAS

**Concept/Topic to Teach:**

THAT WE ALL HAVE BIAS THAT AFFECTS HOW WE VIEW THE WORLD, AND CAN POSSIBLY INTERFERE WITH CAREER OPPORTUNITIES.

**Academic Content Standards Addressed:**

MATHEMATICAL PROCESSES: D FOR THE 8-10 PROGRAM

**Specific Objective (s):****Time Frame:**

15-30 minutes

**Steps of Lesson:**

1. Begin with RIDDLE: A man and his son left for a fishing trip. On the way to the lake, they were involved in a terrible accident. Each was taken to different hospitals. As a doctor began to operate on the son, the doctor stopped and stated: "I cannot operate on this boy. He is my son." Explain.
2. Give the students a few minutes to work on their own, and to write down their explanation. You may then want the students to discuss with two (2) or three (3) other students their idea on how this situation could be.
3. Have a class discussion. Usually, most students try to explain the situation by such ideas as stepparents, grandfathers, priests. The answer is that the doctor was the boy's mother.
4. The point is that we all have a bias in that when we hear the term doctor, a male image comes to mind. However, the recent trend (needs to be documented) is that more females are going into medical school than males. The past several decades have changed the male/female roles. Also, many males are becoming nurses.
5. At this point we may have the students write down five careers that they believe are male dominated, and five careers that are female dominated. We can discuss these. Another follow-up would be the current debate about females in the military being in combat.
6. Have students spend the last five minutes writing in their Reflection Journal what this lesson meant to them.

**EXTENSION: Using the 7 career cluster heading signs, have students sort their careers under appropriate headings.**

**Grouping:**

Individual Class

**Assessment or Evaluation:**

Awareness of biases not only in the world around us, but even within ourselves.

**Materials:**

Pencil and Paper, Attachment A

# **CAREER CLUSTERS**

## **BUSINESS AND MARKETING**

**Workers in this cluster make plans, direct people, and manage high levels of work in all areas of business. They sell or make plans for how to sell goods and/or services to the public. They also obtain skills used in today's office environment.**

## **HEALTH SERVICES**

**Workers in this cluster help keep people and animals healthy and take care of them when they are sick.**

## **INFORMATION TECHNOLOGY**

**Workers in this cluster design, develop and manage all kinds of computer hardware and software systems. Techniques involving traditional art and graphic design are also included in this cluster.**

## **HUMAN RESOURCES/SERVICES**

**Workers in this cluster help people with their needs by offering services ranging from basic personal grooming and food preparation to in-depth counseling and social services programs. They also protect people by offering legal, safety and security services. Careers in education are also in this cluster.**

## **ARTS AND COMMUNICATIONS**

**Workers in this cluster create and share ideas or information with other people. They may make movies, draw pictures, announce the news on television or communicate in many other ways by using computers.**

## **ENVIRONMENTAL AND AGRICULTURAL SYSTEMS**

**Workers in this cluster grow and sell agriculture and greenhouse products, breed and raise animals, manage, own and operate businesses, plus develop ways to make the environment safer and cleaner.**

## **INDUSTRIAL AND ENGINEERING SYSTEMS**

**Workers in this cluster change raw materials into useful products; design, build, remodel, fabricate, and repair buildings, parts and other structures; operate, repair, and diagnose equipment used to move people and objects from one location to another. They also use their knowledge of science and mathematics to do research or experiments, solve problems or invent things.**