

### **Nontraditional Careers Introduction Activity #3**

#### **Objectives:**

1. Students will explore the idea of pursuing a nontraditional career.
2. Students will be introduction/review the CTE Pathway Chart.

**Time:** 10-15 minutes - Introduction Activity

**Grade Level:** 7-12

**Main Curriculum Tie:** Students will explore education and training in Career Pathways related to nontraditional careers.

**Career Connections:** Nontraditional Careers

**Materials Needed:** Track (marble, car, train) and CTE Pathway chart

#### **Background for Teacher:**

Definition of a Nontraditional Career: Any occupation in which women or men comprise 15 percent or less of the total employment.

Pathways are programs of study in the CTE areas that help students make a connection with their future career goals and interests. They help guide students to gain information about careers, education requirements and training opportunities. As student understand their interests and career directions they can take required courses and electives while in high school and plan for post high school training and education. They also promote skill development in academics and real-world problem solving.

Teachers use Pathways to educate students about their future opportunities. Pathways help students see what programs are available and encourage them in the direction of their career goals.

Information on various types of training such as On-the-Job Training, certificates, licenses, associated degree, college degrees. UtahFutures is a good source for this information.

**Student Prior Knowledge:** Students should have information about the CTE Pathways and how they help guide them in their high school course choices as well as direction for post high school opportunities.

**Intended Learning Outcomes:** Students will learn about the CTE Pathways and identify pathways they are interested in which are traditional careers and nontraditional careers. Nontraditional careers may lead to higher wage, higher skill, and higher demand jobs.

#### **Instruction Procedures:**

). A marble game or track (care racing, train) of some sort could illustrate the following point. Explain that everyone is starting at a similar point (high school or junior high) and ending at the same point (hopefully at graduation. If you start at the same place as everyone and go down the same track, you will end at the same place.

#### **Discussion Questions:**

1. How is the world of career opportunities different now than it was in the past?
  - a. Careers that have never existed before
  - b. Careers that you work from home
  - c. Both men and women will spend at least 30 to 40 years in the workforce
  - d. Women who pursue male-dominated careers earn 20-30% more income than those who hold jobs traditionally held by women.

2. What could you do to make your options different than everyone else?
  - a. Take courses in high school that give you skills or help you on a pathway to develop skills. Such as honors courses, CTE courses, etc.
3. What are the advantages to going a direction different from the other students in your class?
  - a. more opportunities
  - b. higher wages
  - c. higher demand
  - d. more interesting job
  - e. more job satisfaction
  - f. better benefits
4. What are some barriers to pursuing a nontraditional job?
  - a. Social or cultural expectations
  - b. Lack of support from family, friends, teachers, classmates, coworkers
  - c. Limited prior experience
  - d. Lack of training or preparatory training
  - e. Stereotyping

**Strategies for Diverse Learners:**

This information could be put into a PowerPoint.

Groups could discuss and come up with the advantages and barriers.

**Assessment:** Participation in the discussion. Identify CTE Pathways of interest.