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ABSTRACT

This viewer guide describes Changing Channels, which uses satellite teleconferences to provide distance learning for students and educators throughout Missouri and the United States. This series of live interactive programs features successful women in high tech nontraditional jobs. The series is composed of five kits, each with two tapes and an activity guide, on the following subjects; introduction to high tech careers, laser technology, drafting and computers, electronics and robotics, and aviation and electronics. Introductory material describes the two most recent programs: "Live from Hollywood--Designing Your High Tech Future," about the television and film industry; and "Live from NASA," about a female astronaut. The activity guide contains exercises and activities on five subjects: career choices, examining women's roles in society, "what's your title?" understanding the language, and defining nontraditional terms. (YI.B)

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Changing Channels

Nontraditional Careers for Women

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The Careers Unlimited Program at Linn Technical College encourages women to enter non-traditional careers. The program accomplishes this in numerous ways. One particular way that has become very successful in the last three years is *Changing Channels*. *Changing Channels* uses satellite teleconferences to provide distant learning for students and educators throughout Missouri and the United States. *Changing Channels* is a high tech way to promote high tech careers for women. It is a series of live interactive programming that features successful women in high tech non-traditional jobs or educational programs. The series, produced in Missouri by the Satellite Learning Network, aims at encouraging high school students to pursue their career goals for the changing work force. *Changing Channels* satellite teleconferences have been broadcasted to not only Missouri schools and organizations, but also to high schools, sites, and Public Broadcast stations all across the nation for the past three years.

This year's *Changing Channels* went to Hollywood, California. *Changing Channels Live from Hollywood-Designing Your High Tech Future* took place February 22, 1993 and featured women who work behind the scenes in the television and film industry as producers, directors, cinematographers, editors, writers, and other production jobs. *Designing Your High Tech Future* got its name from this year's *Changing Channels* host, Linda Bloodworth-Thomason, a native from Poplar Bluff, Missouri. Ms. Bloodworth-Thomason is the creator, executive producer and writer of the CBS series' *Hearts Afire*, *Evening Shade*, and *Designing Women*; *Designing Your High Tech Future* was done live from the set of *Designing Women* in Warner Brothers Studios in Hollywood, California. The one hour teleconference also takes a moment to focus on a philanthropic organization

Ms. Bloodworth-Thomas founded, *Claudia Company*. *Claudia Company* is located in Poplar Bluff, Missouri and helps Southeast Missouri students and residents achieve educational and community service goals. The teleconference discusses how the television and film industry treats women who work behind the scenes in both production and executive positions; and explores the reason why glass ceilings do exist for women, and how some women today must break the barriers in order to achieve higher paying, executive jobs. It is explained that, fortunately, people with the right skills for the right job can find a job in the industry with less emphasis being placed on their gender. Students from Missouri and across the nation were given the chance to call-in questions concerning careers and information about high tech careers in the television and film industry to Linda Bloodworth-Thomason.

Last year in 1992, Changing Channels went to the Kennedy Space Center in Florida to do a *Live from NASA* teleconference during a scheduled space shuttle launch with Dr. Linda Godwin. Dr. Godwin is a female astronaut and a native of Jackson, Missouri. The two hour teleconference consisted of fifteen minutes of video featuring Dr. Godwin showing both her life in Jackson and her life as a women involved in a nontraditional high-tech career. Also shown was video of Principles of Technology programs and Applied Math programs from vocational schools and community colleges throughout Missouri; this explained the importance of these programs to our high school student audiences. Time was also allowed for students to call in with questions to Dr. Linda Godwin. Due to space shuttle technical difficulties, the Atlantis Space Shuttle did not lift off on March 23, 1992 and additional time was allotted for phone-in questions.

When Changing Channels began three years ago, the teleconferences emphasized high tech careers in the laser technology, design & drafting, electronics, and aviation fields. The teleconferences featuring these high tech areas were made into a video series. The series is available in five separate kits; each kit contains two tapes and an activity guide. One tape in each kit is a video of females currently working in a non-traditional area, plus footage from the business and industry. The second tape in each kit is the teleconference with a panel of female role-models working in a particular area and a student enrolled in a program related to that field. The series contains some interesting highlights such as: appearance by 1990 Miss America Debbye Turner, footage from the movie "Ghostbusters", and footage from the EPCOT laser show.

Changing Channels is funded through Carl Perkins sex bias money and is sponsored by Careers Unlimited, Linn Technical College, One Technology Drive, Linn, Missouri, 65051, (314) 897-3603. Changing Channels is available on video on a loan basis through Project SERVE, a sex equity resource center for the Missouri Department of Elementary and Secondary Education-Vocational Services. Project SERVE's phone number is (314) 882-3686. Changing Channels is also available through Careers Unlimited at Linn Technical College. Next year's teleconference is in the planning stages now and is going to be even more exciting. Get ready for the BEST Changing Channels teleconference yet!

Dear Changing Channels Viewer:

Thank you for choosing Changing Channels. This video series will help educate our young people about careers in Aviation, Avionics, Lasers, Electronics, Robotics, Drafting and Computers. The enclosed tapes will inform you and your students about all of these High-Tech Careers.

After viewing the enclosed videos I encourage you to continue and watch the Changing Channels career specific video on the High-Tech careers shown. We sincerely hope you find Changing Channels educational, informative, and entertaining. If you have any questions or comments please send them to me at the following address.

**Roberta Buschjost, Director
Changing Channels
1212 Main Street
Linn, MO 65051**

Introduction

Changing Channels was shown as a five part satellite video/teleconference series in the Fall of 1990. The five subjects were:

- *Introduction to High Tech Careers**
- *Laser Technology**
- *Drafting and Computers**
- *Electronics and Robotics**
- *Aviation and Avionics**

Each of these satellite video/teleconferences were divided into two tapes. The first tape is the video portion showing students doing hands-on work at a vocational school or community college in the state of Missouri. It also has interviews with women currently working in these nontraditional high tech careers. The second tape is the teleconference that was done live from the Education Satellite Network in Columbia, Missouri. Each teleconference panel consist of a female student and/or an instructor in the featured career and a female currently working in that career area.

The first video/teleconference, Introduction to High Tech Careers, contains information on many nontraditional high tech occupations. The teleconference features, former Miss America 1990, Debbye Turner. Miss Turner was enrolled in the school of Veterinary Medicine at the University of Missouri at the time of the program telecast. She discusses her experiences of being in a nontraditional area of study and her future plans.

Each of the career videos specifically highlight training and career options in each area. The teleconference provided exciting opportunities for students to interact with high technology. Student questions about high technology and high tech careers were answered by the panel of experts.

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Part 1

Career Choices

GUIDED FANTASY

Purpose:

To help students create their own images of their future career options and to stress the importance of overcoming limits.

Instructions:

Ask students to get as comfortable as they can in their chairs. Explain that you will lead them through a fantasy about their futures. As they relax, give them the following instructions, pausing after each:

1. Close your eyes. Relax
 2. Imagine that you are making a movie about your future. You are the writer, director, and star. You can be anything you want to be. There are no limits in your future. How much money you have now, where you live, your gender - none of these things matter.
 3. Picture the most successful future you can imagine for yourself. What kind of job will you have? Enjoy the image.
 4. What do you like best about your job? What special talents or skills do you bring to this job that makes you successful?
 5. Picture yourself working in your job. Enjoy the image.
 6. When you are ready, come back to the classroom, feeling good about your future job.
- Ask for volunteers to share their images about their future jobs.
 - Discuss the importance of keeping all options open in choosing a career in spite of the limits others set.

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

(1)

INFLUENCES ON YOUR CAREER CHOICE

Purpose:

To increase awareness of all of the factors that can influence career choices.

Instructions:

1. Have students complete the next page.
2. Discuss the following questions with the students.
 - * What is the greatest influence on your career choice?
 - * Have you ever felt the pressure to "follow in someone's footsteps?"
 - * What kind of jobs do the people in your family have?
 - * Do other peoples' attitudes about the work you can do differ according to whether you are male or female?

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

(2)

Influences On My Career Choices

Influence	Degree of Influence		
	Strong	Moderate	None
Goals			
Values			
Gender			
Friends			
Community			
Education			
Teachers			
Life-style			
Skills			
Job Openings			

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

(3)

JOB CONSIDERATIONS

Number the following items according to what you would consider most important in seeking a job (1 being the most important and 21 being the least important).

- ___ a. Length of vacation
- ___ b. Amount of sick leave
- ___ c. Number of hours that you would work per day
- ___ d. Amount of money that you would earn
- ___ e. Amount of prestige that the job would hold
- ___ f. Amount of education that is required to obtain the job
- ___ g. Possibilities for advancement
- ___ h. How you would feel doing the job
- ___ i. Location of the job
- ___ k. Whether you would be working indoors or outdoors
- ___ l. Amount of hospitalization included
- ___ m. Whether you work days, nights, or swing shifts
- ___ n. Amount of responsibility
- ___ o. Amount of social obligation
- ___ p. Adequacy of facilities for working
- ___ q. Reasons why there is an opening
- ___ r. Whether the materials that you use are furnished by you or the company
- ___ s. Possible retirement age
- ___ t. Long-term security of the job
- ___ u. Amount of travel

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

Part II

Examining Womens Roles in Society

EXAMINING ADVERTISING FOR WOMEN

Purpose:

To encourage students to notice how females are being represented in advertisement and to encourage active involvement in being aware of their projected image.

Supplies Needed:

Several recent magazines, such as Working Women, Women's Day, Good Housekeeping, NewsWeek, U.S. News & World Report, Time, etc.

Instructions:

1. Place students in groups of two or more.
2. Have each group choose a spokesperson.
3. The group should then go through the entire magazine and look for two advertisements. One should, in their opinion, represent women in a positive way and one in a negative way. They should be able to give reasons for why they choose the good and bad ads.
4. Have the spokespersons, one at a time, come to the front and show their ads and give the reasons why their group chose the particular ads.
5. After the presentations, follow-up with a discussion about the ads that were chosen.

(5)

"IF I HAD BEEN BORN A BOY/GIRL . . ."

Purpose:

To examine the ideas that students may have about the differences between sexes.

Supplies Needed:

Paper and pen or pencil for each person.

Instructions:

Have each person write on the top of the paper, "If I had been born a boy/girl . . ." and write a paragraph that finishes that sentence. Then follow-up with a discussion of everyone's ideas.

WOMEN IN SOCIETY

Purpose:

To examine the role models for young women in today's society.

Supplies Needed:

Paper and pen or pencil for each person

Instructions:

Have each person write down five women who they consider to be their role models and why. Follow-up with a discussion with the entire group.

Ideas for Discussion:

List several prominent females from today's news and discuss whether they have a good (positive) or bad (negative) influence for young people.

TELEVISION IMAGES OF MEN AND WOMEN

Purpose:

To make students aware of the stereotypical roles portrayed on television for women and men.

Instructions:

Watch television programs and commercials to observe the roles of men and women.

Have students identify:

- * What are the sex role stereotypes for men that are portrayed on television?
- * What stereotypical sex roles do women portray on television?
- * What jobs do the women have?
- * What jobs do the men have?
- * How do people combine work and family roles on television?
- * How does the world I live in compare to what I see on television?

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

Part III

Whats Your
Title?

"WHAT'S YOUR TITLE?"

Purpose:

To examine the different use of titles for occupations and what image they portray.

Supplies Needed:

Handout (next page) and pen
or pencil

Instructions:

1. Divide into groups of 5-6.
2. Give each group one handout.
3. Have the group fill in their agreed upon answers. Give them about 20 minutes to complete the handout.
4. Discuss the results.

HANDOUT

Talk over each of the following items with your teammates. What images do they create? What ideas do they imply? If you feel an item is acceptable, leave it alone. If not, write alternatives, discussing why you are making the change.

1. Foreman
2. Congresswoman
3. Housewife
4. Opposite sex
5. Management
6. Old maidish
7. Sissy
8. Girls follow directions well.
9. Dear Sir:
10. The lady plumber did a fine job.
11. John Jones and Mrs. Ricardo Rodriguez organized the campaign.

Source: Changing roles of men and women. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1991.

MEN'S, WOMEN'S, OR ANYONE'S WORK?

Purpose:

To refute the idea that some jobs are only for men or only for women.

Instructions:

- * In class ask students to write down all the jobs they can think of.
- * Collect the information and compile two lists - jobs of males and jobs of females.
- * Identify the jobs that are nontraditional for women and for men.
- * Discuss the reasons why so few occupations are traditionally held by women.
- * How have events shaped the types of jobs women historically held?
- * Do you think there will ever be 50% men and 50% women in ALL jobs?
Why or why not?

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center
School of Education University of Wisconsin - Madison, 1990.

NONTRADITIONAL Pictionary

Purpose:

To encourage students to think of several occupations that are considered nontraditional.

Supplies Needed:

Chalkboard or large tablet of paper
Chalk or markers (different colors if available)
List of nontraditional careers

Instructions:

1. Divide students in groups of 5-10.
2. Flip a coin or choose the closest number to determine which group draws first.
3. The group gets 1 minute to guess what is being drawn. If they guess correctly, they receive a point.
4. Go to the next group and so on.
5. The activity can continue for as long as the instructor seems necessary.

List of Careers that could be used:

Airplane Mechanic
Astronaut
Auto Mechanic
Construction Worker
Doctor
Dentist
Laser Technician
TV Cameraperson
Telephone Linesperson
Pilot
Weather Reporter

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**WOMEN IN NONTRADITIONAL JOBS
MEN IN NONTRADITIONAL WORK**

WOMEN	MEN
Construction	Offices - as Telephone Operators or Clerical Workers
Mining	Hospitals - as Nurses or Technicians
Policework	Child Care Centers
Firefighters	Housework
Printing	
Board Members	

Source: Changing roles of men and women. Wisconsin: The Vocational Studies Center School of Education
University of Wisconsin - Madison, 1991.

OCCUPATIONAL TITLES

Occupational titles often exclude women. They reinforce the assumptions that restrict women and men to stereotypical roles. Here are some gender free titles for occupations.

Anchorman.....	Newscaster
Airline Stewardess.....	Flight Attendant
Businessman.....	Business Executive
Clergyman.....	Minister
Craftsman.....	Craftsperson
Deliveryman.....	Deliveryperson
Fireman.....	Firefighter
Flagman.....	Flagger
Foreman.....	Supervisor
Garbageman.....	Garbage Collector
Housewife.....	Homemaker
Insurance Man.....	Insurance Agent
Lumberman.....	Lumber Cutter
Mailman.....	Mail Carrier
Maintenance Man.....	Custodian
Policeman.....	Police Officer
Salesman.....	Sales Associate
Spaceman.....	Astronaut
Waitress.....	Wait Person
Weatherman.....	Weather Reporter

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center
School of Education University of Wisconsin - Madison, 1990.

Part IV

Understanding the Language

Understanding the Language

1. A job is "nontraditional" based on the sex of the person holding it. T F
2. Sex discrimination is an attitude of someone who thinks boys are better than girls. T F
3. Sex role stereotyping is expecting certain behaviors or interests based on a person's sex. T F
4. Feminists advocate the idea that women are superior to men. T F
5. Chauvinists have contempt for women. T F
6. It is sex discrimination if a women is paid less than a man who does a comparable job. T F
7. It is sex discrimination if a man is advised by his boss not to apply for a position because the company wants to hire a women in that job. T F

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

Understanding the Language

1. True An occupation is considered "non-traditional" when the vast majority of job holders are of the other sex. A female carpenter has a "nontraditional" job since most of her co-workers are male.
2. False Sex discrimination refers to actions which limit or deny equal opportunities, or rewards base on gender.
3. True Sex role stereotyping applies traits to a person based only on gender.
4. False Feminists support the idea that women should have political, economic and social rights equal to those of men.
5. True A chauvinist is a person who is unreasonably devoted to a country, a race, a gender, etc., and contemptuous of others.
6. True Sex discrimination is an action which denies equal rewards based on gender.
7. True Sex discrimination is an action which denies equal opportunity based on gender.

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

OUR LANGUAGE HIDES THE CONTRIBUTIONS OF WOMEN

Purpose:

To become aware of biased and unbiased occupational titles.

Instructions:

- * Have the students brainstorm a list of occupational titles. Write them on the board.
- * For words that have "man" in them (policeman, mailman) ask, "Does this mean only men can do these jobs?"
- * Develop a list of alternative titles that can be substituted for the biased words.

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

Part V

Define Nontraditional Terms

Defining the Terms

Objective

To help students learn definitions of words used in discussing issues of equity and nontraditional occupations.

Activity

- * Hand out definition sheet.
- * Discuss definitions of terms with students.

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University of Wisconsin - Madison, 1990.

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DEFINITIONS

affirmative action	A positive program designed to increase opportunities for minorities and all persons, regardless of sex. Progress in dealing with discrimination against minorities that is specifically related to an equal opportunity effort.
androcentrism	Male centered.
androgyny	Andro (male) and gyn (female) from the Greek. Refers to the theory that male and female characteristics could be combined, opening the full range of human experience to each individual regardless of sex. To do away with conceptions of masculinity and femininity.
chauvinist	A person unreasonably devoted to a country, a race, a sex, and contemptuous of other races, the opposite sex, etc.
discrimination	The act of treating one party or group differently from the other; it usually refers to treating one worse than the other.
equity	An application of general principles of fairness and an equal distribution of rights and privileges.
equal	Of the same quantity, size, number, value, degree, intensity, quality; having the same rights, privileges, ability, rank.
feminism	The theory that women should have equal political, economic, educational, and social rights to those of men.
feminist	Advocate or supporter of feminism, which is the theory that women should have political, economic and social rights equal to those of men; also the movement to win such rights for women.
gender	The cultural or social concept of identity based on maleness or femaleness, i.e., masculinity or femininity.

institutional sexism	A group of established principles or fundamental rules which provide a framework for the practice of discrimination on the basis of sex.
minority group	A group that is distinctive from the majority of inhabitants in the United States on the basis of race, or groups such as the economically poor, the elderly, school-age parents, and the physically disabled in which race or sex is not a prominent factor.
misogyny	Hatred of women. Note: there is no word that means hatred of men.
non-sexist	Refers to a person who is aware of sex-role stereotyping in the socialization process and in society and who is engaged in a conscious process to develop new and more equitable attitudes toward females and males. Also refers to a situation free of sex bias.
non-traditional	A moving away from long established custom, belief, or behavior which has become outdated.
non-traditional occupation	The occupation of an individual in which the vast majority of job holders are of the other sex. An occupation is considered nontraditional on the basis of the sex of the person holding it.
norms	The common beliefs of a group regarding appropriate behavior of its members. Norms are social codes which may be established formally or informally.
prejudice	Literally, pre-judgement. A feeling and/or attitude of hostility (dislike, contempt, fear, anxiety) against an individual/group or a preference for an individual/group based not on knowledge and familiarity, but on preconceived notions.
role	The part played by an individual in relation to a group of which he or she is a member.

role stereotyping	The act of applying unfounded traits to an individual based solely upon that person's membership in a group.
sex bias	Behaviors and attitudes that imply that one sex is better than the other.
sex discrimination	Actions which limit or deny equal opportunity, privileges or rewards on the basis of gender.
overt sex discrimination	Open and unconcealed treatment that limits or denies equal opportunities to one sex. Example - females are not allowed to enter the carpenter apprenticeship program.
convert sex discrimination	Treatment that appears to be fair and legal but actually discriminates against one sex. Example - females are allowed into the apprenticeship program but are only given the clean up work and therefore they do not learn how to do the skilled work.
sex-role stereotyping	Expecting certain behaviors, abilities, interests, values, and occupations based on a person's sex.
sexism	The word was coined by analogy to racism, to denote discrimination based on gender. In its original sense, sexism referred to prejudice against the female sex. In a broader sense, the term now indicates any arbitrary stereotyping of males and females on the basis of their gender.
stereotype	An oversimplified generalization about a particular group of people which usually carries derogatory implications. Stereotypes have a stifling effect upon those on whom they are imposed and are restrictive of their social and personal freedom.
Title IX	That portion of the Education Amendments of 1972 which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the

benefits or, or be subjected to discrimination under any education program or activity receiving Federal financial assistance Public law 92-318

tradition

The handing down of beliefs, values, customs, or statements from one generation to the next, by word of mouth or by practice, as the basis for present behavior or practice.

Source: Women in higher wage occupations. Wisconsin: The Vocational Studies Center School of Education University for Wisconsin - Madison, 1990.