

FCS 1500: Human Development Across the Lifespan
Lesson Week 13: Chapter 12: Work and Leisure

Time	Concepts	Objectives	Activities
:00-:20	Gender influence on career choice	Students will recognize that their own career choices have been influenced by gender learning.	<p>Hand out a small piece of paper to each student. Have them write what their career direction will likely be. No names.</p> <p>Have a student be the ‘writer’ at the board. Collect the papers. Read out loud; have the writer make a column for male and female, and the class calls out which column the job goes into.</p>
:20-:35	Super’s Theory of Occupational Development	<p>Students will discuss the stages of Supers theory...</p> <p>Teens: crystallization, selection</p> <p>Adults: implementation, establishment, maintenance, deceleration, retirement</p>	Using the top of the board, make a chart from teen through old age with columns. Have them call out the tasks that happen in each column. Explain that Super’s is a life cycle theory, focusing on work.
:35-55	Erikson’s Theory as compared to Super’s	Students will learn how to write a compare/contrast essay.	<p>Ask what they would say if they were given the task to compare contrast Erikson/Super’s Theory.</p> <p>Teach that they first must write an opening statement, then find commonalities in structure and function of the theory, then seek the contrast, then summarize with a closing statement. Have them write an essay for practice after the teaching for a quiz.</p>
:60-:75	Leisure and Relaxation	Students will identify that Americans often have a strange relationship with work; live to work	<p>Read the passage about the Harvard businessman and the Mexican fisherman.</p> <p>Ask the question, “How might leisure activities create conflict in families?” How does one solve this problem? How important is identity formation to solving this problem?</p>

:00-:20	The Glass Ceiling	Students will define the 'glass ceiling' and tell how it affects opportunities for women in careers	Discuss how macro level forces continue to slowly create more leadership opportunities for women, but the catch-up is slow. Women still make .77 to the man's dollar Look at the lifecycle chart in Figure 12.5; how does the family lifecycle affect women's work?
:20-:35	Harassment	Students will define Quid Pro Quo harassment and Hostile Environment harassment. Students will outline a course of action in the case of experiencing harassment in the workplace	Use the flow chart for the outline. Tim has in office.
:35-:50	Reality Shock	Students will engage with the idea that their crystallization and selection of career might bomb...	Ask for examples of people who have changed careers when they found their selected career wasn't what they thought. Try to steer them to the awareness that our work will be satisfying if it fills our personality needs, which is right back to Holland's theory
:50-:60	Losing work and crisis	Students will recognize that the loss of a job can create significant crisis...	Ask for examples of people whose parents might have lost a job. Stop the discussion; have the rest of the class brainstorm on how it might have affected the unemployed adult in terms of self-esteem, predicted behaviors....almost always there is someone in the class with this experience who can speak to the crisis
:60-:75	Test Ch 12		