

| <b>Title of Activity</b>            | The Gender Pay Gap   |                |                |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
|-------------------------------------|--|----------------|----------------|--------------|----------------|----------|--------|--------|-----|-------------|--------|--------|-----|--------------|--------|---------|-----|----------|--------|---------|-----|-------|---------|---------|-----|--------------|----------------|----------------|------------|----------------------------|-------|-------------------------------|-------|
| <b>Type of activity</b>             | Any grade  |                |                |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| <b>Suggested Subjects / Courses</b> | Social Sciences: HSP3UC, HIP4O, HSB4U<br>Business<br>History: with a focus on change & continuity throughout the years   |                |                |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| <b>Description of activity</b>      | <p>1. Ask the students the following question “Do you believe that there is a gender pay gap in Ontario/Canada today?” This can be done doing an anonymous poll application or dot survey as they enter the room.</p> <p>2. Post the following items around the room and have the students circulate</p> <p><b>Item A</b><br/>“In <b>2020</b>, <b>women</b> earned 21 per cent less in <b>salary</b> and 43 per cent less in additional compensation, which makes a 23% <b>gap</b> in total <b>income</b>. SOURCE ADP <b>Canada Co.</b>” (<a href="#">Source</a>)</p> <p><b>Item B</b></p> <table border="1" data-bbox="440 999 1365 1398"> <caption><b>Table 1. Retail occupations by gender, Ontario</b></caption> <thead> <tr> <th></th> <th><b>Men</b></th> <th><b>Women</b></th> <th><b>% Women</b></th> </tr> </thead> <tbody> <tr> <td>Managers</td> <td>99,500</td> <td>75,300</td> <td>43%</td> </tr> <tr> <td>Supervisors</td> <td>53,200</td> <td>65,800</td> <td>55%</td> </tr> <tr> <td>Salespersons</td> <td>83,700</td> <td>134,800</td> <td>62%</td> </tr> <tr> <td>Cashiers</td> <td>21,100</td> <td>108,800</td> <td>84%</td> </tr> <tr> <td>Other</td> <td>225,500</td> <td>300,400</td> <td>57%</td> </tr> <tr> <td><b>Total</b></td> <td><b>483,000</b></td> <td><b>685,100</b></td> <td><b>59%</b></td> </tr> </tbody> </table> <p style="text-align: center;">Source: Labour Force Survey microdata, 2015</p> <p>Source: <a href="#">The Gender Wage Gap in Ontario's Retail Sector: Devaluing Women's Work and Women Workers</a></p> <p><b>Item C</b><br/>Percentage of Women Employed by Occupation in Canada <a href="#">27</a></p> <table border="1" data-bbox="440 1619 1528 1896"> <tbody> <tr> <td>All Management Occupations</td> <td style="text-align: right;">35.3%</td> </tr> <tr> <td>Senior Management Occupations</td> <td style="text-align: right;">31.5%</td> </tr> </tbody> </table> |                | <b>Men</b>     | <b>Women</b> | <b>% Women</b> | Managers | 99,500 | 75,300 | 43% | Supervisors | 53,200 | 65,800 | 55% | Salespersons | 83,700 | 134,800 | 62% | Cashiers | 21,100 | 108,800 | 84% | Other | 225,500 | 300,400 | 57% | <b>Total</b> | <b>483,000</b> | <b>685,100</b> | <b>59%</b> | All Management Occupations | 35.3% | Senior Management Occupations | 31.5% |
|                                     | <b>Men</b>   | <b>Women</b>   | <b>% Women</b> |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| Managers                            | 99,500   | 75,300         | 43%            |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| Supervisors                         | 53,200   | 65,800         | 55%            |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| Salespersons                        | 83,700   | 134,800        | 62%            |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| Cashiers                            | 21,100   | 108,800        | 84%            |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| Other                               | 225,500  | 300,400        | 57%            |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| <b>Total</b>                        | <b>483,000</b>   | <b>685,100</b> | <b>59%</b>     |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| All Management Occupations          | 35.3%  |                |                |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |
| Senior Management Occupations       | 31.5%  |                |                |              |                |          |        |        |     |             |        |        |     |              |        |         |     |          |        |         |     |       |         |         |     |              |                |                |            |                            |       |                               |       |

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|---|-------|
| Specialized Middle Management Occupations   | 51.3% |
| Middle Management Occupations in Retail & Wholesale Trade and Customer Services   | 39.3% |
| Middle Management Occupations in Trades, Transportation, Production and Utilities | 15.9% |

Source: [Proportion of women and men employed in management positions, annual](#)

**Item D**

“Of the retail workers who are paid \$12 or less per hour, 65% are women.”

Source: [The Gender Wage Gap in Ontario's Retail Sector: Devaluing Women's Work and Women Workers](#)

**Item E**

Key Findings

- Men are being paid more than women in retail in every occupational category.
- Men only outnumber women in the highest paying front-line retail position, that of manager.
- Retail has fewer full-time positions, but the positions that do exist are disproportionately given to men.

Source: [The Gender Wage Gap in Ontario's Retail Sector: Devaluing Women's Work and Women Workers](#)

3. Have students group themselves into triads or quads to discuss what they learned from what they read, what they think and feel about it. Lead a discussion to why there are more women in retail than men and develop possible reasons (ie. flexibility of hours, sexism in hiring, lower paying jobs - men seek higher paying jobs)
4. Inquiry activity: Is there gender pay equality in any of the work sectors?
5. Review how to do a research blitz, have the students come up with the keywords that could be used to google
6. Have the students work in groups to conduct a quick research blitz in order to find an answer to the inquiry question
7. After the set time, gather the students back and have each group report

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|              | <p>their findings to the rest of the class.</p> <p>8. Have the students investigate the following sources:</p> <ol style="list-style-type: none"><li><a href="#">The Gender Pay Gap   Wage Gap in Canada   The Facts.</a></li><li><a href="#">Women earn less than men in Canada right after graduation — then it gets worse: report</a></li></ol> <p>9. Exit Card questions</p> <ol style="list-style-type: none"><li>What are two things you learned today?</li><li>What surprised you the most?</li><li>What would you like to learn more about?</li></ol> |
| <b>Notes</b> | Although this activity does not tie directly to the list of women, it provides students an opportunity to explore the gender inequalities that continue to exist. A possible extension could be to investigate individual cases or women.   |