

## INTRODUCTION

This **Gender Equity Activity Book** is a student oriented selection of activities that focuses on detailed and easy to use activities for teachers and students. It is a student-focused book of easy to use activities. Included in the activities will be stereotyping, careers, sexual harassment, language, employability, classroom equality and gender and technology. Teachers will find tools for evaluations, and guidelines that will help teachers promote gender equity in the school and work setting.

Goals of Gender Equity Activity Book are to:

- \*Help students learn about the advantages of "nontraditional" careers choices for female and males students.
- \*Promote responsibility among students regarding prejudice and inequalities in different careers by using positive action and conflict resolution.
- \*Help in the development of analytical and critical thinking skills of students.
- \*Assist teachers and students in creating an equitable classroom environment.
- \*Help students to recognize and challenge harassment in the classroom and work place.

This publication is for teachers and counselors who work with students in regular high schools, alternative high schools and or vocational and technical schools. It is helpful for teachers working with students who are pursuing nontraditional careers. It will also be helpful to community based organizations and after school programs who work with youth to promote nontraditional careers.

This activity book can be used in existing classroom curriculum, taught as separate units in regular classrooms and or can be used in life skills curriculum.

## CURRICULUM OVERVIEW

The activities in this booklet will attempt to demonstrate a multi-media, multi-discipline, student-centered, and equitable curriculum that celebrates the diversity of the classroom while recognizing the rights, responsibilities, and personal history of the individual. "Students learn best in an environment that acknowledges respects and accommodates each learner's background, individuality and gender

**ACTIVITY: 1 THE OTHER GENDER IS...**

OPINIONS AND FEELINGS CONCERNING THE "OPPOSITE" SEX

**TIME: 100 MINUTES**

**SUBJECTS: ENGLISH, HEALTH, LIFE SKILLS**

**DESCRIPTION:**

This is a student writing-based activity that explores preconceptions, attitudes, and anxieties concerning the "opposite" gender. Discussion is stimulated by student reading of personal narratives.

**OBJECTIVES:**

**Short Term--**

- To analyze personal and cultural attitudes toward other gender.
- To clearly and cogently express ideas and emotions in writing.
- To present written work verbally to an audience.
- To improve listening skills.

**Long Term--**

- To develop healthy, equitable, and realistic attitudes toward the other gender.

**MATERIALS:**

Use student's writing exercise as material for this activity.

## PROCEDURE:

It is best if written work is assigned as homework. If written in classroom setting, peer influence may inhibit honest and thorough effort; also, responses may be more self-conscious.

1. **Ask students to discuss in writing their feelings and opinions about the "opposite" gender.** Give a required length to insure some thought and uniformity for reading time when used as a classroom activity. Example: 150 words. Students may want to consider the following questions in their essays:
  - In what ways are you different from other students in your class?  
How are you the same as other students in your class?
  - Is friendship with the other gender different from same gender friendship? How and why?
  - Do you change your actions and activities when you are in the presence of the other gender? How and why?
  
2. **Separate students according to gender for presentation of essays. Each student reads his/her paper to the class.**
  
3. **Have listeners respond in two ways:**
  - A. Write a short response to the reader.
  - B. Offer verbal responses. Ask students to find points they agree.  
Explain that responses and viewpoints need to be kept positive.
  
4. **Bring class back together. Have students volunteer to read their essays. Allow free discussion.** Ask students to consider the following: Was the discussion different with the whole class present? Why or why not?
  
5. **At the end of the discussion, ask students for positive statements about the other gender and record them on the board under male or female headings.** Point out commonalities. Ask students to list the statements that could be switched to other gender column.

**EVALUATION:**

Student writing may be assessed in terms of effort, creativity, content, and style. Speaking and listening skills may be noted during oral presentations and subsequent discussions.

**ACTIVITY: 2 ARE YOU ACTING LIKE A MAN OR A WOMAN**

**TIME: 55 to 100 MINUTES**

**SUBJECTS: LIFE SKILLS, CAREER AWARENESS, HEALTH**

**DESCRIPTION:**

This activity is designed to help students understand gender roles and expectations that are learned in our society. This is a useful introductory activity on gender roles as related to career and class choices.

**OBJECTIVES:**

**Short Term--**

- To understand and analyze gender role stereotyping and origins.
- To examine the effects of gender role stereotyping on career choices for both males and females.
- To provide encouragement to those students who are contemplating or have chosen "nontraditional" courses or careers.

**Long Term--**

- To challenge and minimize and/or eliminate stereotypical perceptions and actions towards the "other" gender.
- To accept and support those career and life choices made by peers, even if they may challenge gender role stereotypes.

**MATERIALS:**

- Newsprint or large sheets of paper divided into three sections.
- Markers.

## PROCEDURE:

1. Divide students into small groups no larger than 6 students. Groups can be gender same or mixed groups.
2. Give each group the piece of newsprint divided into three columns. On the top of the middle column either write "Act Like A Man" or "Act Like A Woman". Ask students to make a list of what it means to act like a man or lady in this column. Each group will have a different heading.
3. On the left column, ask students to write down what people might "say" or "do" if someone does not act like a man or woman as defined in the middle column. This portion of the activity can generate a lively and graphic use of words and discussion. Remind students to be respectful. Some instructors may want to set ground rules around language usage.
4. Divide the right column in half and ask students to list the jobs one would choose if they acted like the descriptions listed in the middle column. For example, the "traditional" female role and career choice might not include welder, construction worker..., a "traditional" male role and career choice might not include elementary teacher, nurse...
5. Hang up the lists for students to view and contemplate. Ask each group to make a few comments about their lists.
6. Assist students with analyzing these lists. Possible questions for discussion include:
  - o How and where do we learn our perception of male and female roles?
  - o Do these roles and descriptions limit or enhance us in life choices?
  - o Have you or someone you know ever acted differently from how your gender is "supposed" to act?
  - o How you or someone you know ever stood up for a person who challenged the gender stereotypes?
  - o What other conclusions/statements do you have about this topic?

## EVALUATION:

Assess the overall work of the group including: contribution, discussion, and analysis. Use a rubric to evaluate the subjective aspects of this activity.

**ACTIVITY: 3 MEN'S WORK OR WOMEN'S WORK?**

IDENTIFYING AND ANALYZING TRADITIONAL GENDER  
ROLES IN THE WORKPLACE

**TIME: 100 MINUTES**

**SUBJECTS: CAREER AWARENESS, ENGLISH, MATH, LIFE SKILLS,  
HEALTH**

**DESCRIPTION:**

Using the Occupation Checklist at the end of this activity, students will match jobs and careers to gender. The desired outcome from this activity will be, the discovery and discussion of persistent gender stereotyping, with its wage and status implications, in terms of career opportunities.

**OBJECTIVES:**

**Short Term--**

- To identify traditional career paths.
- To recognize nontraditional career opportunities.
- To analyze career paths.
- To listen attentively and with an open mind to all viewpoints.
- To present ideas and information clearly and concisely.

**Long Term--**

- To develop independent thinking regarding standardized gender roles.
- To develop a strategy for choosing a career.

**MATERIALS:**

1. Occupation checklist
2. Overhead projector if available
3. Library and Internet resources

## PROCEDURE:

1. Introduction: Defining the occupations.
  - o Hand out copies of 'Occupation Checklist' to individual
  - o Read off the listed occupations.
  - o Describe any jobs that students might not be familiar with.
2. Have students fill out checklist, matching jobs and careers to 'Male,' 'Female,' or 'Both' by circling the correct response.
3. Using transparencies and an overhead projector (if not available use a large chart), poll the students on each occupation and write the result on the master checklist.

**There are many approaches to conducting the following class survey in a meaningful way.**

- o Poll students on how and why they answered the way they did.
  - o Have students conduct research of the occupations. You may want to divide students into groups and assign each group several occupations.
  - o Another method would be to find out the areas of controversy, then assign groups to research those areas.
4. **The class**, with instructor's help, **answers the following questions.** Ask for a student volunteer who will plot the results of the questions on the board.
    - o Which group "male" or "female" had the largest number?
    - o Which jobs require working with people? Which group had the larger number?
    - o Which jobs have the most "status," and, of those, how many are designated "males" and how many "females?"
    - o Which jobs offer the most salary potential, and, of those, how many are designated "males" and how many "females?" This will require research to complete.
    - o Which jobs require the most/least amount of education, and, of those, how many are designated "males" and how many "females?" Will also require research.
  5. **Class should discuss any issues concerning gender as they arise.** The focus should always be steered to "WHY?" Why are some jobs traditionally gender designated? Why is there an inequity of wage and status along gender lines?

**EVALUATION:**

Assess students' completion of checklist; assess involvement in survey, group discussion and other assigned work.

**RELATED ACTIVITIES:**

1. For a math connection, have students create graphs of a variety of occupations to show percentage of male and female employees, wages for each gender, highest level of education for each gender, etc.
2. A research component has been touched on for this activity. While requiring more time and effort, researching specific occupations in terms of opportunity, availability, skills required, etc., would be a valuable and eye-opening experience for the students.
3. After research has been completed, have student's choose one occupation to write a short research paper about.

***FEMALE/MALE***  
**OCCUPATION CHECKLIST**

**Check whether you believe it is a male's occupation, female's occupation, or both.**

<b><u>JOB</u></b>	<b><u>GENDER</u></b>		
Construction Worker	M	F	BOTH
Flight Attendant	M	F	BOTH
Social Worker	M	F	BOTH
Secretary	M	F	BOTH
Elementary Teacher	M	F	BOTH
Hair Stylist	M	F	BOTH
Model	M	F	BOTH
Store Clerk	M	F	BOTH
Veterinarian	M	F	BOTH
Physical Education Teacher	M	F	BOTH
Cook	M	F	BOTH
Photographer	M	F	BOTH
Nurse	M	F	BOTH
Computer Analyst	M	F	BOTH
Machinist	M	F	BOTH
Dental Assistant	M	F	BOTH
Artist	M	F	BOTH
News Reporter	M	F	BOTH
Telephone Operator	M	F	BOTH
NASA Technician	M	F	BOTH
CAD Specialist	M	F	BOTH
Pharmacist	M	F	BOTH
Baby-sitter	M	F	BOTH
Newspaper Editor	M	F	BOTH
Cashier	M	F	BOTH
Mechanical Engineer	M	F	BOTH
FBI Investigator	M	F	BOTH
Plumber	M	F	BOTH
Librarian	M	F	BOTH
Bank Teller	M	F	BOTH
Dietitian	M	F	BOTH

***FEMALE/MALE***  
**OCCUPATION CHECKLIST (CONT.)**

Licensed Practical Nurse	M	F	BOTH
Security Guard	M	F	BOTH
Day Care Worker	M	F	BOTH
Police Officer	M	F	BOTH
Bookkeeper	M	F	BOTH
Custodian	M	F	BOTH
Graphic Artist	M	F	BOTH
Technical Writer	M	F	BOTH
Lawyer	M	F	BOTH
Gardener	M	F	BOTH
Radio Announcer	M	F	BOTH
Forest Ranger	M	F	BOTH
Physical Therapist	M	F	BOTH
Occupational Therapist	M	F	BOTH
Speech Therapist	M	F	BOTH
Homemaker	M	F	BOTH
Accountant	M	F	BOTH
Musician	M	F	BOTH
English Teacher	M	F	BOTH
Auto Body Instructor	M	F	BOTH
Dairy Farmer	M	F	BOTH
Auto Mechanic	M	F	BOTH
Factory Worker	M	F	BOTH
Gas Station Attendant	M	F	BOTH
Pilot	M	F	BOTH
Professional Athlete	M	F	BOTH
Computer Programmer	M	F	BOTH
Truck Driver	M	F	BOTH
Landscaper	M	F	BOTH
Bartender	M	F	BOTH
Clothing Designer	M	F	BOTH
Carpenter	M	F	BOTH
Physician	M	F	BOTH
Architect	M	F	BOTH

**ACTIVITY: 4**

**WHAT DIFFERENCES DOES A NAME MAKE?  
ANALYZING GENDER AND RACE LANGUAGE  
BIAS**

**TIME:**

**100 MINUTES**

**SUBJECTS:**

**CAREER AWARENESS,, ENGLISH, HEALTH, LIFE  
SKILLS**

**DESCRIPTION:**

This is a fun and creative activity that gives students the job of "**CREATOR OF NEW WORDS.**" In this activity, students will identify language that is gender or race biased. Then they will work to create language that is bias free.

**OBJECTIVES:**

**Short Term--**

- Identify gender and/or race-biased language the vocabulary we use in everyday life.
- Understand the exclusive nature of the use of this language.
- Develop a new language that is gender and race neutral.
- Recognize the new power of this new vocabulary.

**Long Term--**

- Change the gender and race-biased language use in everyday life to a race and gender neutral language.
- Challenge others to use gender and race neutral language.
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**MATERIALS:**

1. "Gender Language" worksheet
2. Make language cards using the attached list of words and phrases. (3"X5") index cards work the best.
3. Note cards and markers.

## **PROCEDURE:**

**Cover the bottom of the "Gender Language" worksheet. This will make students to come up with their own examples. .**

1. Hand out "Gender Language" worksheet to the students and read it aloud. Ask. Who agrees and who disagrees with the information provided? Why?
2. Considering both gender and race, have students divide into pairs and list as many "language mistakes" as they can.
3. After the lists are created, have students think of ways to change these words to make them gender/race fair and neutral. Have groups make their own unbiased vocabulary flash cards on the provided note cards.
4. Have each group share their note cards. See how many groups came up with different and or same names. Talk about the difference fair language makes in our judgments of others.
5. Use the Teacher Language Cards and ask students if they know the connotations behind each term. Ask students if they can come up with ideas of where the term may have originated and how it has changed today.

## **EVALUATION:**

Evaluate students' class participation, small group lists, and behavior during group work.

## GENDER LANGUAGE

### What difference does a name make?

Throughout the years, jobs have been identified by titles that cause us to think in terms of different genders. For many years certain jobs were only performed by one gender, but as times have changed and more women enter the work force jobs once reserved for certain genders have changed. Men's jobs such as policeman, fireman, or fisherman were once male jobs, and women's jobs such as housewife, nurse, and teacher were recognized as female jobs.

As the times have changed, many women and men have entered jobs that were once gender specific. Now we hear job titles such as flight attendant, fisherperson and homemaker. Language has had to change to reflect the change of the workforce.

We still have words to describe careers and jobs that we have found hard to change. On job sites we still use foreman to describe the person in charge of the worksite. When we think of the history of construction sites we remember that at one time only men were employed as construction workers. In hospitals when a nurse is called into a room, we are surprised when it is a male that walks into the room. To this day some occupations are still thought to be gender specific even though males and females alike have crossed the career boundaries for many years.

Although these gender-biased labels reflect our past more accurately than the present, they are still used. Some will try and tell us the some titles are "inclusive" and can be used for both men and women. This is not true. What would happen if a group of males were referred to as "you gals?" Yet females are called "you guys" all the time.

As careers change and more men and women cross over the gender line to work in these jobs, we need to consider the words used to describe new occupations. We need to reinforce positive gender recognition in the workplace, both in traditional and non traditional jobs.

Here are some words and job titles. Can you think of ways you would change these titles to make them more gender fair or neutral?

foreman	housewife	anchorman	journeyman
repairman	weatherman	man made	freshman
fisherman	mailman	meter maid	manhole
congressman	policeman	cleaning lady	landlord
manpower	sportsmanship	men working	tomboy

# ***GENDER LANGUAGE***

## **WORDS AND PHRASES**

DEAR SIR:	CONGRESSMAN
"YOU GUYS"	MANKIND
BACHELOR'S DEGREE	LANDLORD
ILLEGITIMATE CHILD	CHAIRMAN
STEWARDESS	BLACK LIE
WHITE LIE	SPORTSMANSHIP
MANMADE	LADY LUCK
WOMAN'S INTUITION	CLEANING LADY
LAYMAN	MAN AND WIFE
HEROINE	FRESHMAN
TOMBOY	WORKMAN'S COMPENSATION
POLICEMAN	WAITRESS
DRAFTSMAN	
MANHOLE	MACHO
OLD WIVES' TALE	MALE NURSE
HOUSEWIFE	LEGAL ALIEN
SUFFRAGETTE	MINORITY

**ACTIVITY: 5 MY OPINION MATTERS**  
**EXPLORING STUDENT OPINIONS ABOUT SEXUAL**  
**HARASSMENT FACTS AND MYTHS**

**TIME: 60 MINUTES**

**SUBJECTS: ALL SUBJECTS AND CLASSES**

**DESCRIPTION:**

This is a student-centered questionnaire exploring student opinions and knowledge about sexual harassment. Have students fill out the worksheet. After they have finished, divide into small groups for discussion of their answers. Bring class back together and go over the worksheet. Ask for opinions and concerns that students may have about the worksheet.

**OBJECTIVES:**

**Short Term--**

- Analyze personal attitudes toward issues of sexual harassment.
- Improve reasoning skill to support opinions.
- Educate students about the facts and myths of sexual harassment.

**Long Term--**

- Have students listen to and consider all points of view.
- Develop strategies to stop sexual harassment.

**MATERIALS:**

"Worksheet"

## **PROCEDURE:**

1. Hand out worksheet to students. Remind them to work quietly.
2. When they have finished, divide into small groups to discuss their responses to the questions.
3. Have students consider the following questions during their discussion.
  - During your discussion, did anyone in your group try to convince you change your answer?
  - How did your answers differ from other students in your group?
  - Which of the questions did your group all answer the same?
  - During your group discussion, did anything said by another student surprise you?
4. Once small groups have met, bring the class back together and read through the questionnaire statement by statement in order to stimulate a greater discussion. Allow the students to come to their own conclusions by constantly questioning the reasons for their beliefs.
5. Use this opportunity for a writing assignment. Have students write about what they learned about sexual harassment, things they learned about the participants in their small groups, and the class as a whole and was anything said that made them change their way of thinking toward sexual harassment?

## **EVALUATION:**

Evaluate students by moving around the classroom and observing their listening and speaking efforts in small groups.

Evaluate students by reading their written responses to the exercise. It can be assessed in terms of effort, content, and style.

## **“WORKSHEET” Sexual Harassment**

**Directions:** Read the following statements and circle the response that best supports your opinion.

1. **Girls sexually harass girls, and boys sexually harass boys.**

strongly agree      agree      disagree      strongly disagree

2. **Even though they dislike it, friends allow sexual harassment to happen to their friends.**

strongly agree      agree      disagree      strongly disagree

3. **Teachers and educational staff ignore sexual harassment and allow it to go on in school.**

strongly agree      agree      disagree      strongly disagree

4. **Girls who dress in sexy clothing are asking for attention and to be harassed.**

strongly agree      agree      disagree      strongly disagree

5. **Flirting is sexual harassment.**

strongly agree      agree      disagree      strongly disagree

6. **Sexual harassment does not happen at home.**

strongly agree      agree      disagree      strongly disagree

7. **Sexual harassment can be prevented.**

strongly agree      agree      disagree      strongly disagree

8. **A student who files an official complaint against a harasser should expect to be taunted for being a tattletale.**

strongly agree      agree      disagree      strongly disagree

9. **Younger children are not capable of sexual harassment.**

strongly agree      agree      disagree      strongly disagree

10. **Women sexually harass men and get away with it easier than men sexually harassing women.**

strongly agree      agree      disagree      strongly disagree

11. **Boys cannot be sexually harassed.**

strongly agree      agree      disagree      strongly disagree

12. **In most cases of sexual harassment, males harass females.**

strongly agree      agree      disagree      strongly disagree

13. **Offensive graffiti on the bathroom wall is not sexual harassment.**

strongly agree      agree      disagree      strongly disagree

14. **Little children as young as five or six years old can be harassers.**

strongly agree      agree      disagree      strongly disagree

15. **Reporting sexual harassment gets positive results.**

strongly agree      agree      disagree      strongly disagree

16. **All harassment is intentional.**

strongly agree      agree      disagree      strongly disagree

17. **Harassment can be flattering.**

strongly agree      agree      disagree      strongly disagree

18. **Sexual harassment is a fact of life.**

strongly agree      agree      disagree      strongly disagree

## EVALUATION TOOL

### "RUBRIC"

Here are sample rubrics that may be modified and applied to any of the lessons. Students should have a copy of the rubric for reference when the assignment is given.

#### 1. WRITTEN COMPONENT

##### Style

- Student has strong grasp of grammar, spelling, and vocabulary. 10 POINTS
- Student makes occasional mistakes with grammar and vocabulary. 6 POINTS
- Student has poor sense of sentence structure and limited vocabulary. 3 POINT

##### Follows Directions:

- Student follows directions completely. 10 POINTS
- Student follows most directions; misses some details. 6 POINTS
- Student follows few directions. 3 POINT

##### Thoroughness:

- Student explores many ideas and writes with great detail. 10 POINTS
- Student explores some ideas and leaves out detail. 6 POINTS
- Student shows little concern for ideas or detail. 3 POINT

##### Organization:

- Student has well organized ideas, excellent paragraph structure. 10 POINTS
- Student is somewhat organized, but needs to improve. 6 POINTS
- Student is disorganized. Ideas are scattered and confused. 3 POINT

##### Willingness to Take Chances:

- Student is willing to state new ideas and use new words. 10 POINTS
- Student takes some writing risks. 6 POINTS
- Student plays it safe, stays with the familiar. 3 POINT

#### TOTAL POINTS :

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#### GRADE:

44-50 POINTS	"A"
37-43 POINTS	"B"
30-36 POINTS	"C"
23-29 POINTS	"D"

## "RUBRIC"

### 2. VERBAL COMPONENT

#### **Clarity:**

- Student presents information in a clear, confident voice. 10 POINTS
- Student hurries parts of the presentation, stumbles over some details. 6 POINTS
- Student mumbles, is inaudible, and/or races through the presentation. 3 POINT

#### **Organization:**

- Student presents information logically and sequentially. 10 POINTS
- Student is a little scattered, but information is easy to follow. 6 POINTS
- Student is disorganized; presentation is difficult to follow and understand. 3 POINT

#### **Thoroughness:**

- Student presents all the pertinent information and ideas in the project. 10 POINTS
- Student leaves out some information but covers the main points. 6 POINTS
- Student omits important information, uses little detail. 3 POINT

#### **Response:**

- Student answers questions accurately and with detail. 10 POINTS
- Student answers questions with some hesitation and lack of detail. 6 POINTS
- Student has difficulty answering questions and offering details. 3 POINT

#### **TOTAL POINTS :**

\_\_\_\_\_

#### **GRADE:**

34-40 POINTS	"A"
27-33 POINTS	"B"
20-26 POINTS	"C"
13-19 POINTS	"D"

## "RUBRIC"

### 3. VISUAL COMPONENT

#### **Graphic Clarity:**

- Graphics are clear, organized, and easily understood. 10 POINTS
- Graphics are somewhat disorganized, sloppy, and confusing. 6 POINTS
- Graphics are difficult to decipher and understand. 3 POINT

#### **Creativity:**

- Graphics show a high degree of originality and creativity. 10 POINTS
- Graphics are somewhat derivative and original. 6 POINTS
- Graphics show no originality and little creative energy. 3 POINT

#### **Connection to Subject:**

- Graphics specifically and directly relate to the subject of the project. 10 POINTS
- Graphics reference the subject indirectly and incompletely. 6 POINTS
- Graphics make no obvious or logical connection to the subject. 3 POINT

#### **Scope of Effort:**

- Graphics show considerable time and effort on the part of the student. 10 POINTS
- Graphics are the result of some serious work but could have been pushed. 6 POINTS
- Graphics are obviously the result of little effort and time. 3 POINT

**TOTAL POINTS :**

\_\_\_\_\_

**GRADE:**

34-40 POINTS

"A"

27-33 POINTS

"B"

20-26 POINTS

"C"

13-19 POINTS

"D"