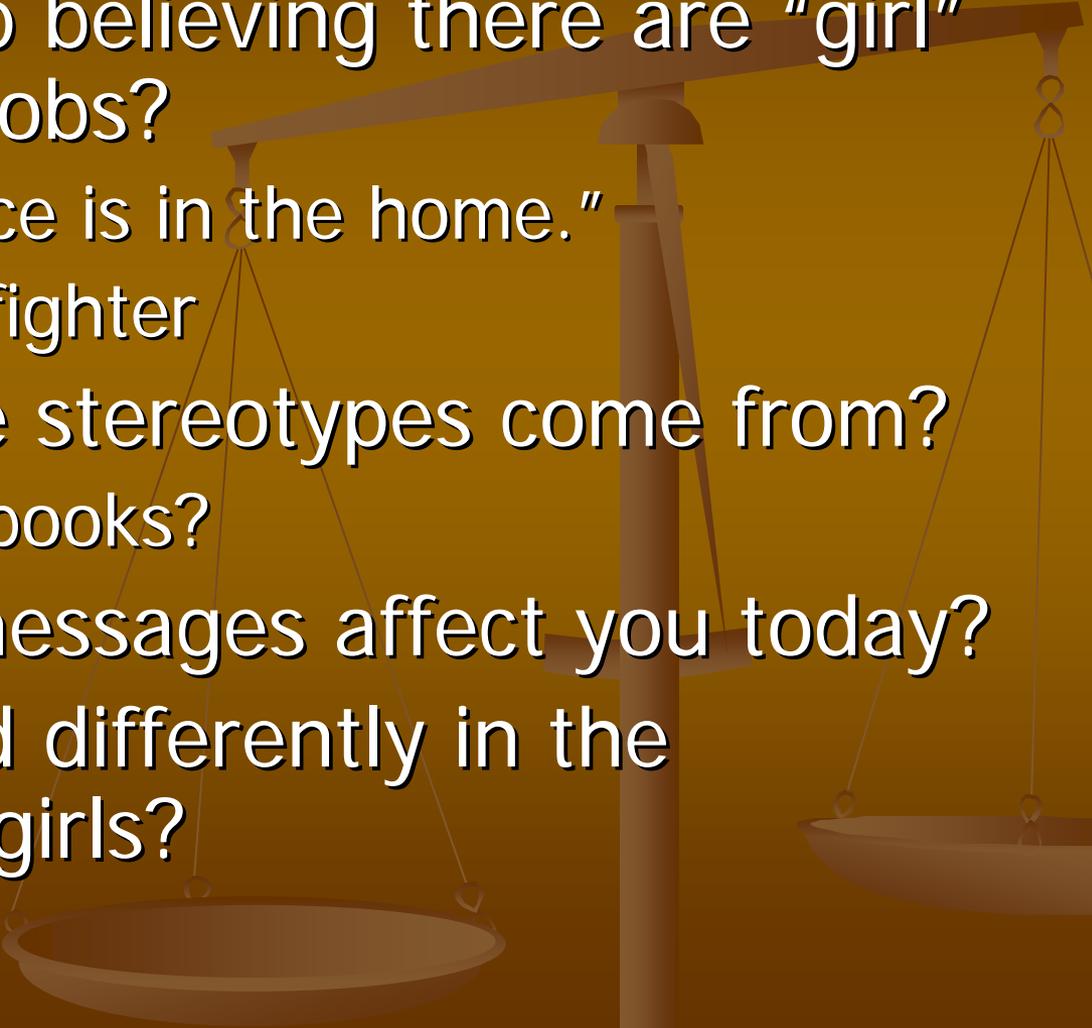


LET'S HEAR IT FOR THE GIRLS

Presented for Lexington District 2
For 8th and 9th grader females
With a grant from SDE
2007-2008

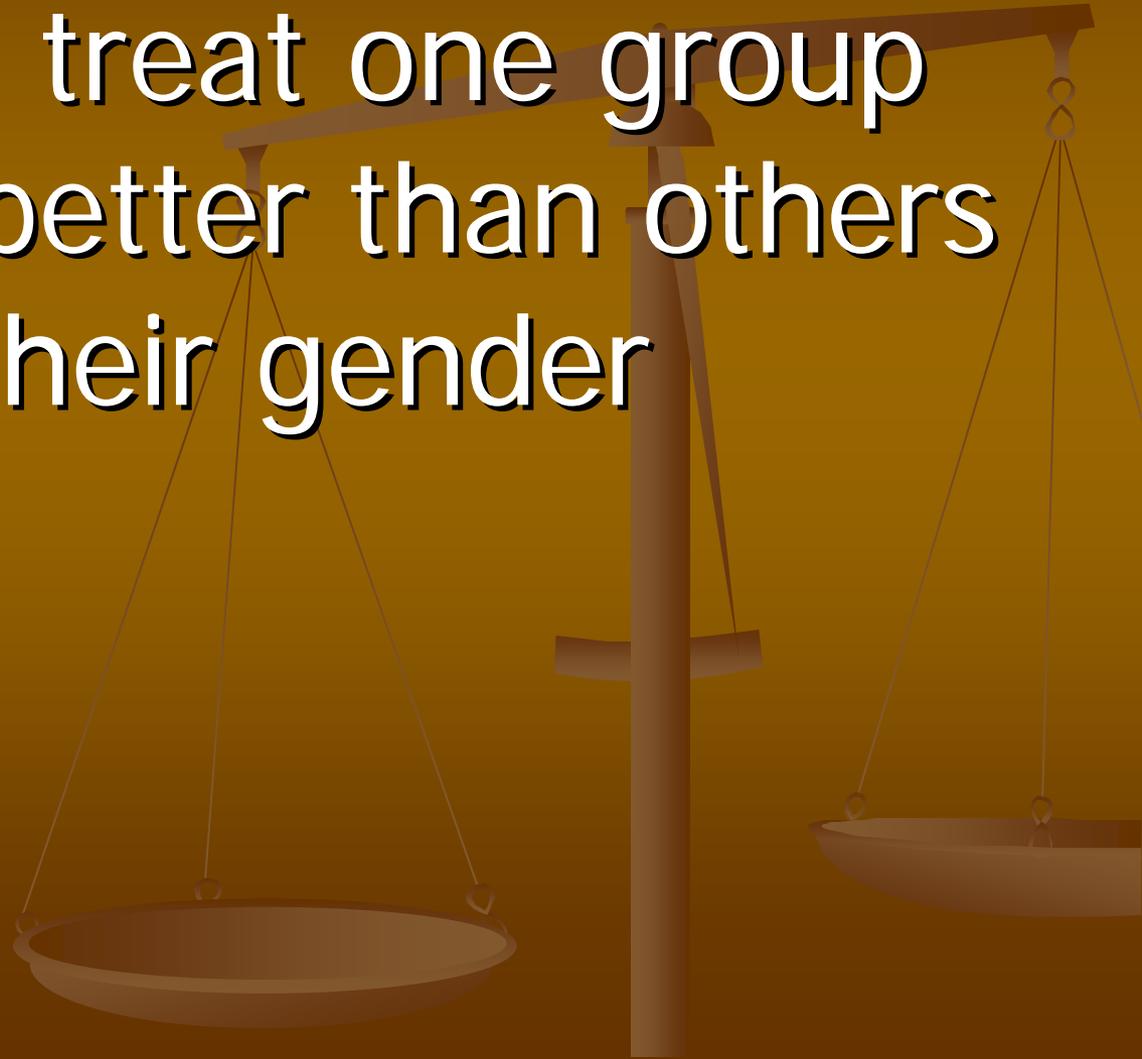
Gender Bias



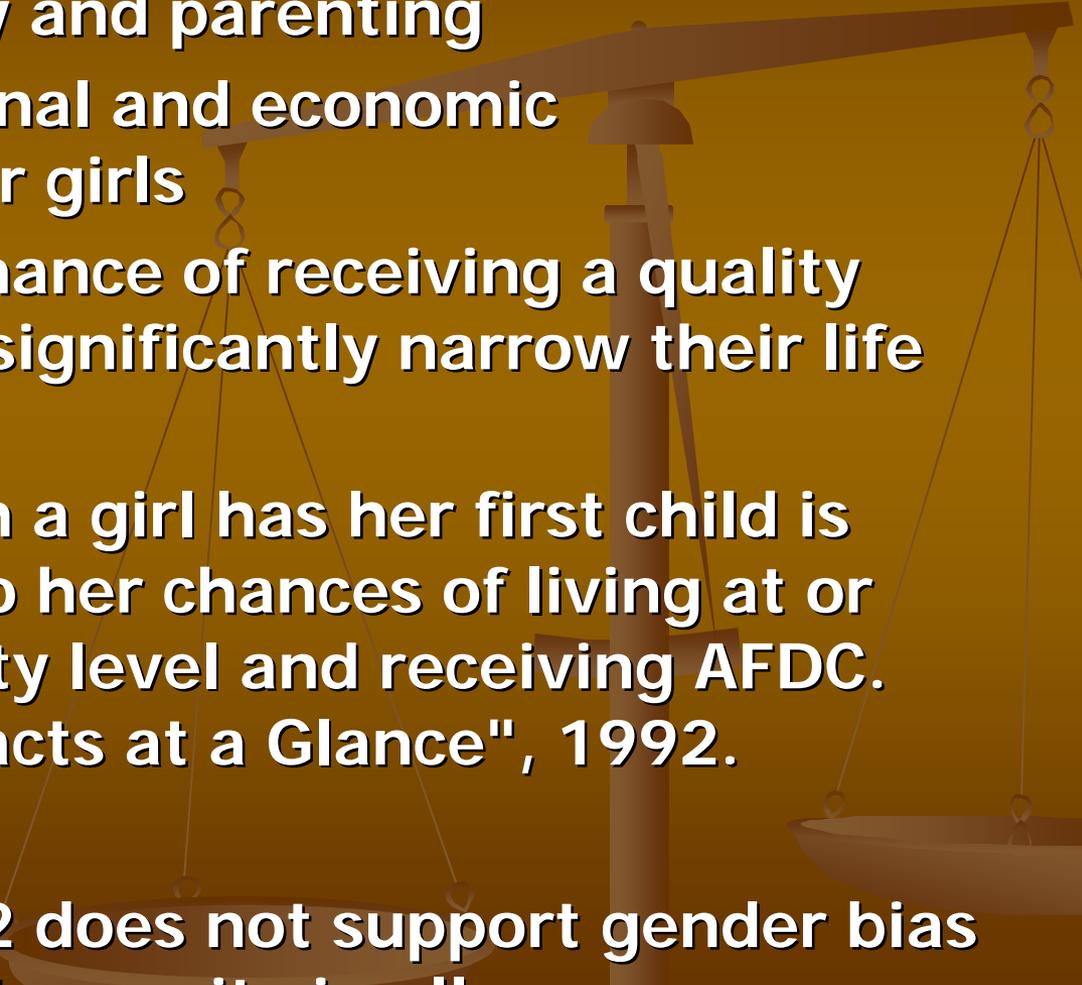
- Did you grow up believing there are “girl” jobs and “boy” jobs?
 - “A woman’s place is in the home.”
 - Fireman vs Firefighter
- Where did these stereotypes come from?
 - Family, media, books?
- How do these messages affect you today?
- Are boys treated differently in the classroom than girls?

What is Gender Bias?

Choosing to treat one group of people better than others based on their gender

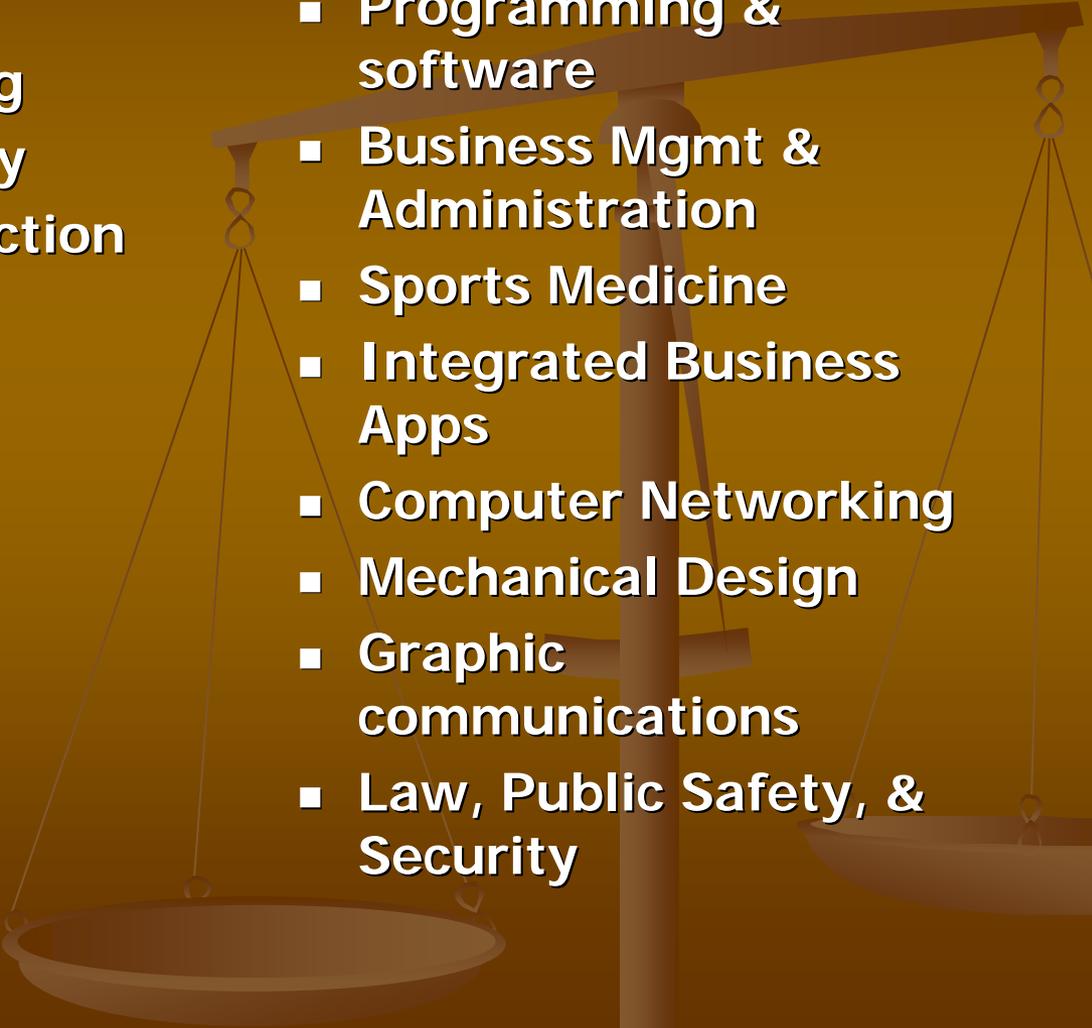


Gender Bias (cont'd)

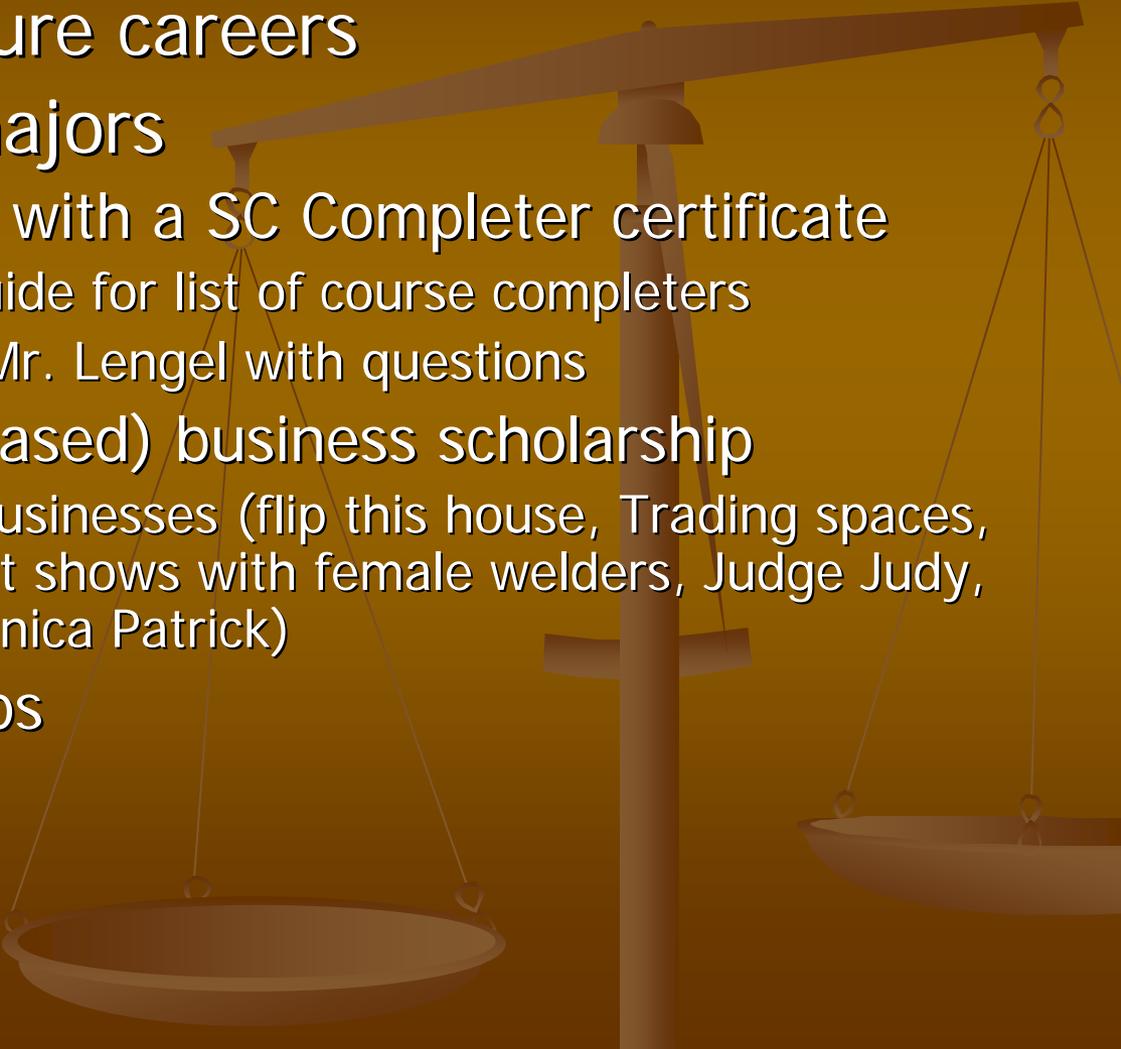


- **Teenage pregnancy and parenting**
 - serious educational and economic consequences for girls
 - reducing their chance of receiving a quality education, they significantly narrow their life options
 - The age at which a girl has her first child is closely related to her chances of living at or below the poverty level and receiving AFDC. Child Trends, "Facts at a Glance", 1992.
- **Lexington District 2 does not support gender bias and promotes gender equity in all programs**

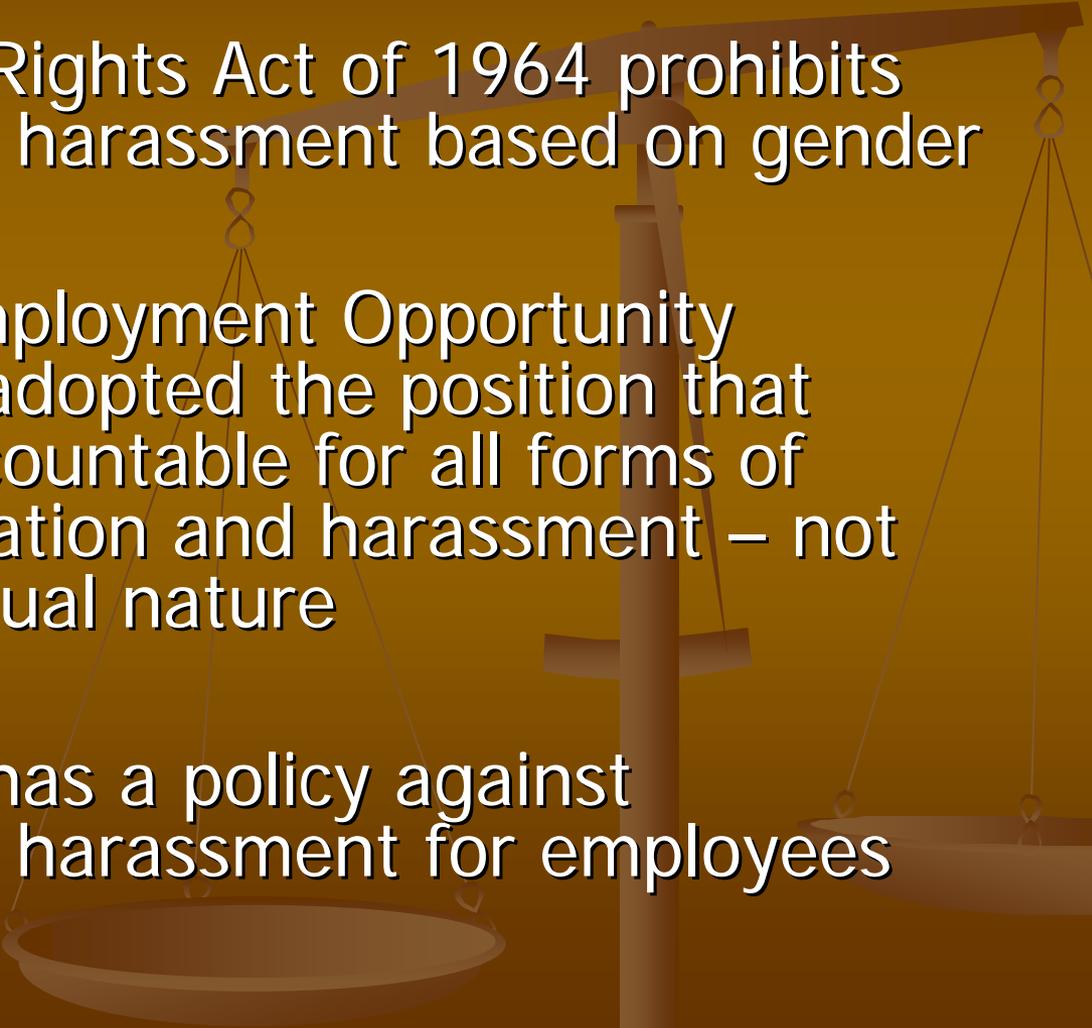
NTS programs in Lex 2 for Females

- 
- Business Law
 - Computer Programming
 - Information Technology
 - Architecture & Construction
 - Carpentry
 - Automotive Tech
 - Welding
 - Manufacturing
 - Arts/AV/Technology & Communications
 - Programming & software
 - Business Mgmt & Administration
 - Sports Medicine
 - Integrated Business Apps
 - Computer Networking
 - Mechanical Design
 - Graphic communications
 - Law, Public Safety, & Security

THINGS TO CONSIDER

- Enroll in non-traditional courses for a springboard to future careers
 - CATE completer majors
 - Major in carpentry with a SC Completer certificate
 - See registration guide for list of course completers
 - See Ms. Myers or Mr. Lengel with questions
 - Minority (gender based) business scholarship
 - Females running businesses (flip this house, Trading spaces, home improvement shows with female welders, Judge Judy, the Apprentice, Danica Patrick)
 - College scholarships
 - NSF
 - Others
- 

Gender Discrimination and Harassment



Title VII of the Civil Rights Act of 1964 prohibits discrimination and harassment based on gender

The EEOC (Equal Employment Opportunity Commission) has adopted the position that employees are accountable for all forms of unlawful discrimination and harassment – not just those of a sexual nature

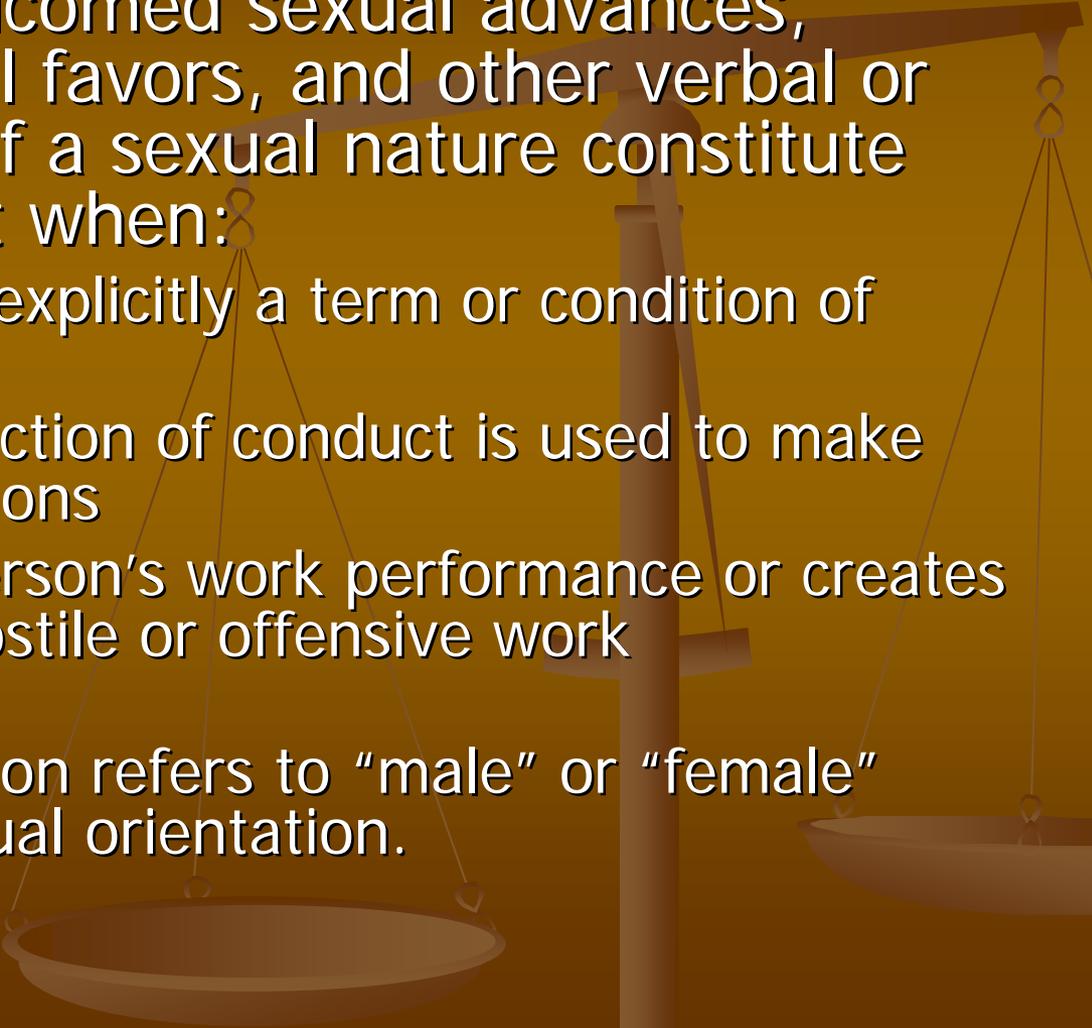
Lexington District 2 has a policy against discrimination and harassment for employees and students

Examples

- Derogatory remarks
- Visual messages (cartoons)
- Jokes that stereotype or make fun of..
- Nicknames
- Verbal or nonverbal (mimicking or imitating) innuendoes that have a negative connotation



Definition

- Definition: “unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - Made implicitly or explicitly a term or condition of employment
 - Submission or rejection of conduct is used to make employment decisions
 - Interferes with a person’s work performance or creates an intimidating, hostile or offensive work environment.”
 - Sexual discrimination refers to “male” or “female” (gender) NOT sexual orientation.
- 

Job Readiness Skills



Employability skills are those basic skills necessary for getting, keeping, and doing well on a job.

Employability skills are teachable skills.

Basic Academic Skills:

Reading
Writing
Science
Math
Oral Communication
Listening

Higher-Order Thinking Skills

Learning
Reasoning
Thinking Creatively
Decisions Making
Problem Solving

Personal Qualities

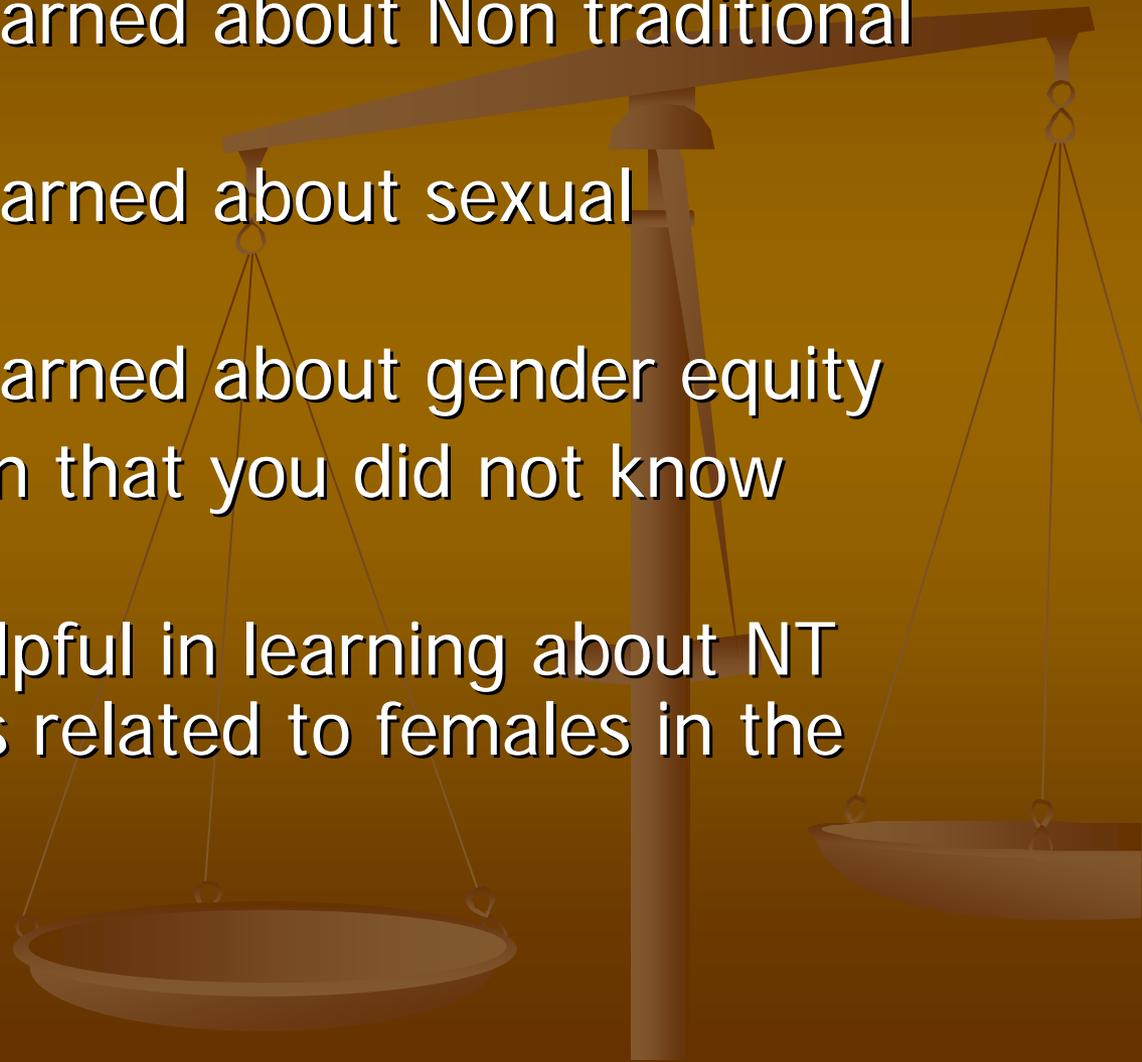
Responsible
Self Confidence
Self Control
Social Skills
Honest
Have Integrity
Adaptable and Flexible
Team Spirit
Punctual and Efficient
Self Directed
Good Work Attitude
Well Groomed
Cooperative
Self Motivated
Self Management

References:

Needleman, E. C. (1995). *Preparing Youth for Employable Futures*. Washington, DC: National 4-H Council
Secretary's Commission on Achieving Necessary Skills (no date). *Skills and Tasks for Jobs*. A SCANS Report for America 2000. Washington, DC: U.S. Department of Labor.

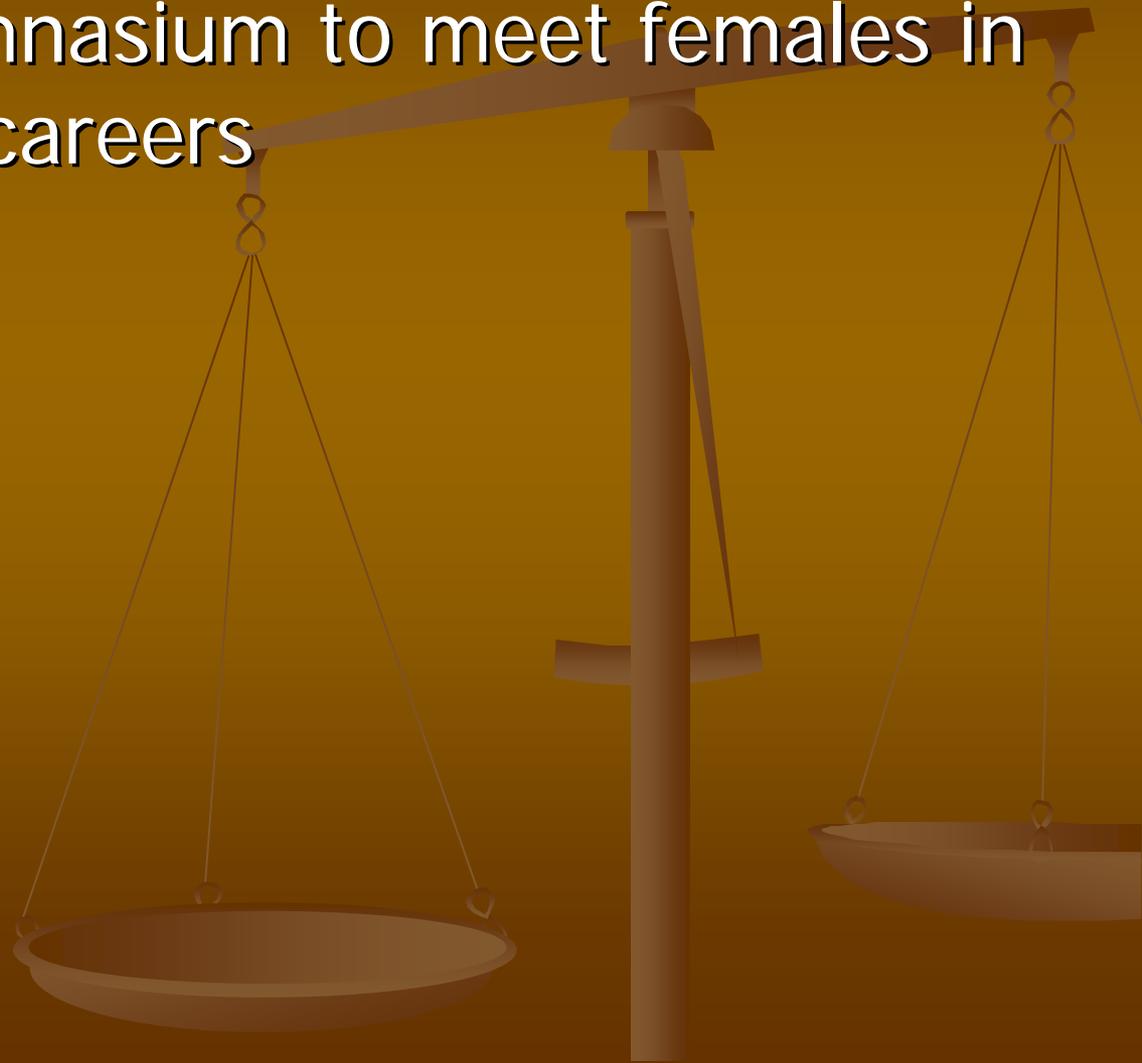
Game of LIFE

- Share what you learned about Non traditional career choices
- Share what you learned about sexual harassment
- Share what you learned about gender equity
- What did you learn that you did not know before?
- Was this game helpful in learning about NT careers and issues related to females in the workplace



Non-traditional Career Fair

Report to the gymnasium to meet females in non-traditional careers



- **Female Gender Equity Lesson Plan**
- **Career Standards & Competencies:**
- **Grades 6 – 12**
- **Standard 1 Students will understand the relationship among personal qualities, education and training, and the world of work**
 - Competency 1 Identify personal interests and abilities
 - Competency 5 Identify a variety of traditional and nontraditional occupations
- **Standard 2 Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills**
 - Competency 2 Demonstrate decision-making skills used to develop career/education paths
 - Competency 4 Identify secondary and post-secondary opportunities in local community
- **Standard 3 Students will explore careers and the connection of school to work**
 - Competency 1 Define the education and training opportunities needed to achieve career goals
 - Competency 2 Explain knowledge of career clusters and career resources
 - Competency 4 Explore career choices and career clusters to develop realistic career goals
 - Competency 5 Demonstrate decision-making skills to select a career/education path and complete a plan for high school and beyond
- **Standard 4 Students will demonstrate a positive attitude toward work and the ability to work together**
 - Competency 2 Translate the importance of interpersonal relationships and demonstrate positive interaction with others
 - Competency 3 Respect the uniqueness of individuals in the workplace
- **Task:** Students will learn about gender bias, sexual harassment, gender equity issues, and careers considered to be non-traditional for women.
- **Grade(s):** 6 – 12
- **Time for lesson plan:** 45 minutes for lesson and 1 hour for the gender-equity career fair
- **Time allotment**Activity30 minutesUse Let’s Hear it for the Girls” PowerPoint to walk through information with students (also see scenarios)10Refer students to the “Let’s Hear it for the Girls” Assessment Form1 hourAllow females to meet female community members working in non-traditional careers

LET'S HEAR IT FOR THE GIRLS
NON-TRADITIONAL STUDIES (NTS) GRANT EVALUATION

Name of student: _____

Put an "X" in the box that says how you feel about what you learned today. You may include comments in the comment section if you would like to give details.

	Definitely	Some	No	Comments
Did you learn the definition of gender-equity?				
Can you name gender-equity programs offered at you local high school?				
Did you learn anything about sexual harassment?				
Did you learn the definition of gender bias?				
Do you feel you are better able to recognize gender bias information?				
Can you identify sex-role stereotypes?				
Did the NTS career fair help you realize that career choice affects income and lifestyle?				
Do you feel this activity was valuable in teaching helping you understand real life?				
Did you learn job readiness skills by participating?				
Do you think you will sign up for a NTS program at your school?				