

Facilitator's Guide

Title: Gender Issues

Overview: Provides an environment in which participants may explore answers to questions such as, “What is it like to grow up male or female in America today?” and “What was it like for me to grow up male or female?” Participants explore the possibility that the way they view gender may influence the way students view themselves in relation to education. Participants share thoughts about gender-equity and methods for creating a classroom environment that promotes gender-equity.

Objectives: Participants will:

- Consider their ideas about gender.
- Explore the challenges and issues the opposite sex might cope with as a student.
- Offer some practical approaches for a teaching and learning classroom environment that supports problem solving, goal setting, leadership, and career awareness.
- Identify techniques for a teaching and learning classroom environment that promote the role and contribution of women.
- Integrate female role models, their ideas, and philosophies into classroom instructional materials.

Time Frame: 3 hours

Preparation Requirement/ Materials Needed: See Sections 1.8 and 4.7

- Handout:
 - Journals for each participant
- Equipment:
 - Overhead Projector, screen
 - Newsprint, markers
- Transparencies
 - Research Shows That Female Students
 - Myths about Mathematics and Science
- Handouts:
 - Women in Science: Hurdles in the Path to Participation
 - Mathematics and Science Myths
 - What We Know about Girls
- Reading:
 - What special problems do girls face in science? What can schools and teachers do?

Program Outline/Sequencing:

- 1.8 “What Would It Feel Like If...” (p. 75)
- 4.7 Girls to Scientists (p. 81)

Follow-up Activities from Toolkit:

- 1.5 “Survey says...” (p. 27)
- 3.3 Do You See Me?: Musings of an Invisible Man (p. 33)
- 4.9 The Effect of Teacher Expectations (p. 109)
- 6.12 Career Preparation: Young Women Build Bridges to Employment (p. 85)