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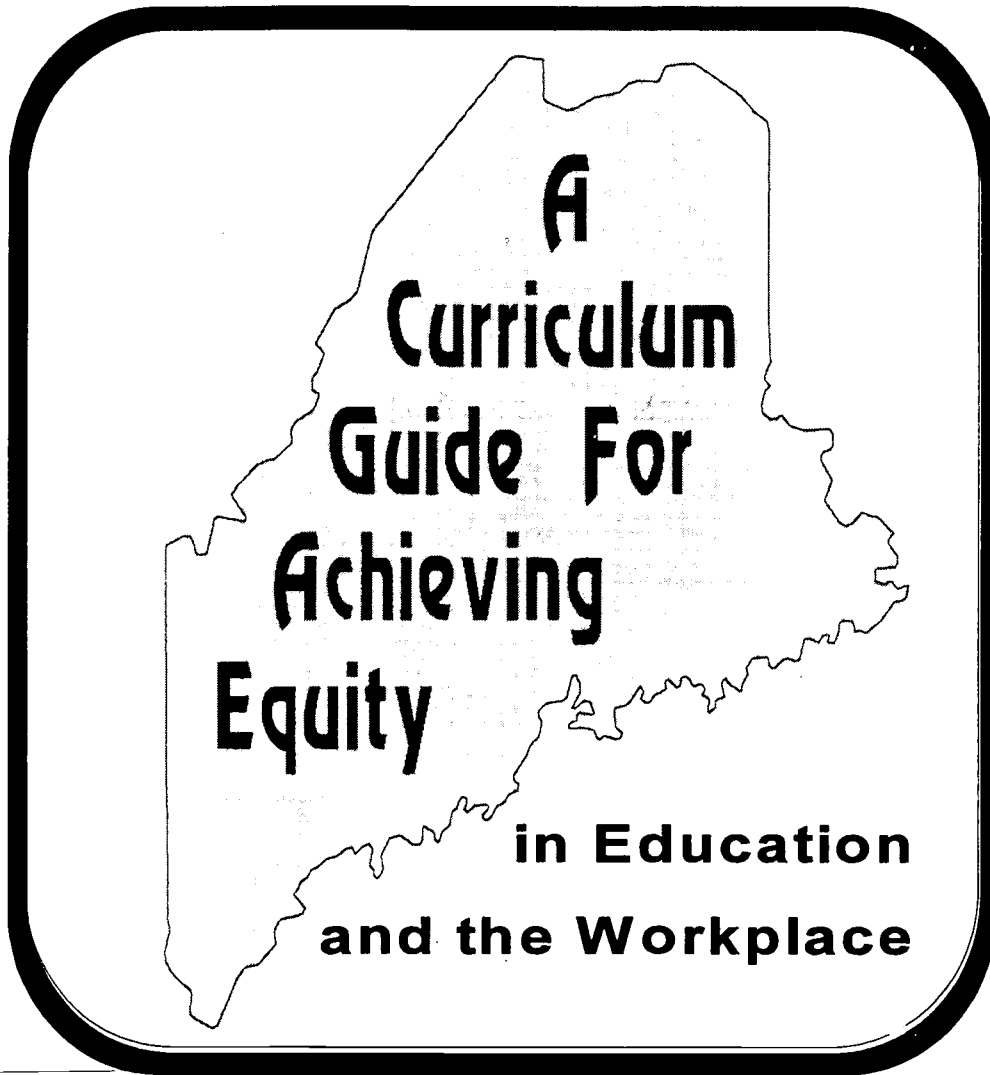
## ABSTRACT

This curriculum addendum was developed to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force beginning at the elementary and middle school levels. The guide contains 73 strategies, a variety of examples of how they can be implemented, and a large assortment of print, video, and agency resources to assist teachers in implementing these strategies. The guide is organized into eight sections by duties, with several tasks for each duty area. Each task performance guide includes the duty, the task, an introduction, performance objectives, suggested implementation strategies, evaluations, resources, and special notes. The following topics are covered by the duties: (1) eliminate internal barriers; (2) eliminate sex role stereotyping; (3) provide survival skills for trades and technical women and men; (4) create support systems; (5) eradicate external barriers; (6) remove discriminatory behavior at all levels in schools and the workplace (co-workers and students); (7) deliver career education and exploration; and (8) deliver workplace literacy. The reference section lists 81 publications and books and 44 videotapes that can be used as resources. (KC)

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# K-8 IMPLEMENTATION STRATEGIES FOR

ED 400 411



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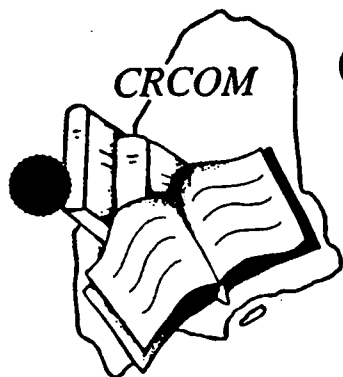
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# Curriculum Resource Center of Maine

## A NOTE TO USERS OF THIS PRODUCT

September, 1996

The goal of this curriculum addendum is to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force beginning at the elementary and middle school levels.

The developers of this project believe mind sets and socialization tactics begin at birth and determine how we develop into adults. It is also the belief of the project developers that mindsets and socialization tactics can be changed if an individual is given new strategies and coping skills.

This product is a reflection of these beliefs by suggesting

- \* a multitude of strategies that can change mind sets and remove barriers;
- \* a variety of examples on HOW these strategies can be implemented (refer to Appendix); and,
- \* a huge assortment of print, video, and agency resources to assist you in implementing these strategies (refer to Bibliography).

The uniqueness of this document is in the vast amount of people assisting with developing the strategies representing in the core curriculum product with diverse audiences of Student, Educator, Business/Industry/Community, Parent/Family, and Policy Makers and now K-8 Educators for this component. Although some of the strategies refer the user to other audience strategies, each audience certainly has left her or his own mark on this document.

It is recognized by the product developers that a vast amount of resources exist other than those identified in this document that can be utilized to implement the suggested strategies. It has always been the intent of the developers that this document be used to stimulate further strategies and ultimately to incorporate additional resources to deal with the strategies identified in this document.

Please use this document as you see fit while giving the appropriate credit for the material in whatever arena or audience you believe best suits your needs. Best of luck with your endeavor!

Sincerely,

Susan N. Donar  
Director

KVTC - 92 Western Avenue - Fairfield, ME 04937-1367  
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May, 1996

TO USERS OF THE  
GENDER EQUITY IN  
EDUCATION AND THE  
WORKPLACE CURRICULUM

As educators of K-8 students, we have a responsibility to our students to make them aware of gender equity issues. Educators are continually faced with the demands and challenges of preparing EVERYONE for further learning and productivity in the classroom and the work-force.

Therefore, the basic focus of this curriculum for educators is:

- a guide for integrating gender equity into existing curriculum;
- a resource for activities in  
self-esteem  
respect  
communication  
career guidance  
empowerment; and
- a list of resources for classroom use

This is a tool box for teachers/guidance people/parents to use to influence her or his child/student to achieve a change in behavior and attitude. We hope these materials will enhance your existing curriculums and methodologies to become more gender equitable. Best of luck as you begin using this curriculum.

Sincerely,

Educators Group,  
K-8 Strategies



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# ACKNOWLEDGMENTS

Appreciation is extended to the following individuals who contributed of her and his time and expertise to the development of this GENDER EQUITY IN EDUCATION AND THE WORKPLACE Curriculum and/or Suggested Implementation Strategies Guide:

## K - 8 STRATEGIES

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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

**I. DUTY: A Eliminate Internal Barriers**

**TASK: A-1 Instill Self-Esteem and Empowerment**

**II. INTRODUCTION:**

Self-Esteem is a life-long building activity and one that is a priority on day one of the first day of school. A high level of self-esteem establishes a foundation for a productive, well-rounded citizen and potential future contributors to his/her community. Students with solid self-esteem are also role models for other students in the classroom, at home, and in the community. Often times students with good self-esteem are survivors with stronger coping skills and develop into future leaders and risk-takers.

An individual's self-esteem is extremely closely related to an individual's environment and family. Therefore, it is vital to involve family and family members as much as possible in activities as well as instill self-esteem in the individual student.

**III. PERFORMANCE OBJECTIVES:**

Cope with changes and/or stresses in his/her life  
Make age-appropriate and life choices when dealing with conflict, drugs/alcohol, etc.  
Participates in a team setting without feeling threatened  
Utilizes self-esteem concepts and strategies with others  
Recognize and identify strengths and weaknesses

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Outline student's body on large piece of paper  
Collect all "I Can'ts" and burn them  
Collect all "grumpies" and remove from the classroom  
"Healthy Me, Healthy Maine" Program  
Each student is recognized as being "special for the day"



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**IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)**

Each student is recognized as being "special for the day"

On-going "Awards" Program

"Respect" chips awarded by students to students when they see a peer doing something really nice to another student

Conduct Litchfield Guidance Activity (see attached)

Students write down positive things about other students in the classroom, and are allowed to share these comments with other students on a daily/weekly basis

"Pats On The Back Activity" (see attached)

Invite/Involve parents as much as possible (teachers may need to call each parent to invite to activity)

Team building activities for the entire family

Develop a close association with parent/teacher association. Establish student assistance teams

Establish peer mediation, peer tutor, etc. programs

Administer "Interest Inventory" (see Maine Building Blocks)

**V. EVALUATIONS:**

Observe coping skills being utilized by student

Student is positive team member

Maintains sense of humor and student is able to learn from errors (laugh at his/herself) and carry on

Student demonstrates self-esteem strategies with others

**VI. RESOURCES:**

"The Little Engine That Could"

"Healthy Me, Healthy Maine" Program, Maine Department of Education

"Teaching Kids To Care"

"Student Assistance Teams Program," Maine Department of Education

"Building Blocks Program," Maine Department of Education

"Babes" Program, Maine Drug and Alcohol Unit



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**VI. RESOURCES: (continued)**

“Litchfield Guidance Curriculum,” Litchfield, CT

“Appreciating Learning to Appreciate Ourselves, Other People, and Nature” by  
Mary Anne McElmurry

**VII. SPECIAL NOTES:**

Recognition of self-esteem must become more substantial and sophisticated as a student grows especially through K-8 grades. Teachers must be able to recognize and honor what a student has accomplished to assist in building self-esteem. Peer recognition becomes a high priority to students especially at the middle school level.

Keep working on it!!!





## Litchfield Guidance Activity

**GRADE 3      ACTIVITY #3      TO HELP STUDENTS UNDERSTAND THE EFFECT WE HAVE ON EACH OTHER'S SELF-ESTEEM.**

### OBJECTIVES

1. To have students identify with situations which might be similar to their own experiences.
2. To have students identify statements which might decrease their self-esteem.
3. To have students identify statements which might "Put-down" others.
4. To have students identify statements that increase another's self-esteem.
5. To help students experience positive feelings.

### STRATEGIES

1. Tell "Ialac" story, \* (see attached) tearing a piece of the ialac sign as each unfortunate incident or statement is made.
2. Have students tell what has happened to them and what has been said that has increased or decreased their self-esteem today.
3. Explain how hurtful statements are put-downs that tear away at our ialac sign.
4. Have students think of statements that would build self-esteem in themselves or others.
5. Place an ialac sign on each student as the rest of the class tells her or him of being loveable and capable.
6. Discuss why some people put other's down.
7. Review and summarize.

\* Adapted from: I.A.L.A.C., Argus Communications, 1974.



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GRADE 3      ACTIVITY #3 (continued)

AN IALAC STORY --- "A BAD DAY \*

You get up late (pejoratives). Spill cereal (pejoratives). You trip on way to bus -- friends laugh. Bigger, older person takes seat you wanted while hurling pejoratives. While trying to find another seat, driver yells at you.

Trying to explain "BAD DAY" to friends you arrive late to homeroom -- Detention. In first class can't find homework -- Another detention (homework had fallen out when you tripped running to catch bus). At lunch your best friend won't sit with you (pejoratives).

You arrive home no one there, phone ringing off the wall. As soon as Mom's voice is heard you remember note to be given to office. You were to be picked up by Mom instead of riding bus today -- Dentist appointment. Mom waiting at school is furious (pejoratives) -- she has taken off from work to meet you!!

Your situation discussed during dinner -- no phone or TV for the rest of the week along with more pejoratives.

Next morning you put on "IALAC" sign which has small piece already torn from it.

\* Adapted from: I.A.L.A.C., Argus Communications, 1974.



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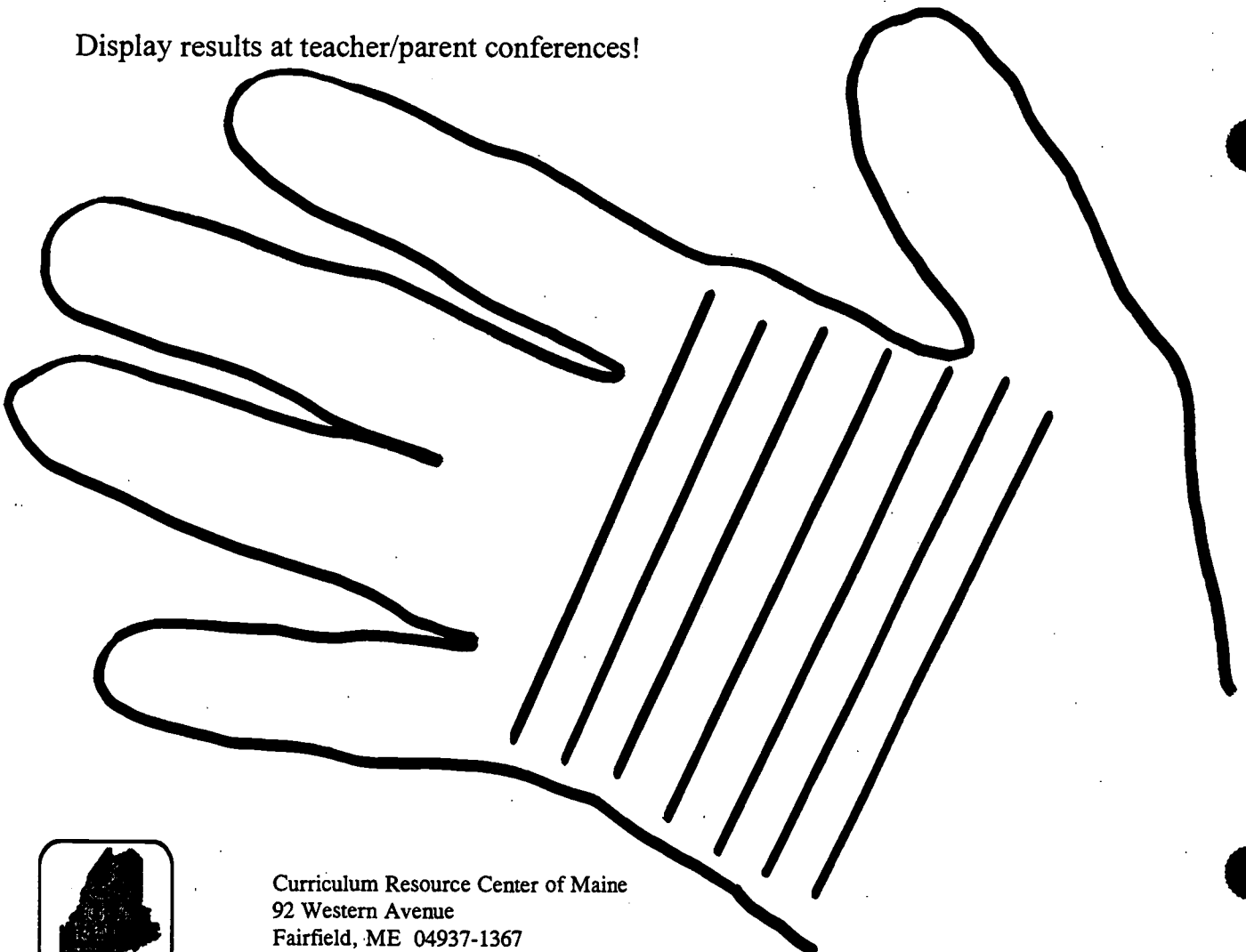
## Pat on the Back

When people do something worthwhile, we say that they “deserve a pat on the back.” Write about something worthwhile that you have done. Write about the event on the hand below. Cut out the hand. Have someone pin the hand to your back. Let your classmates see why you deserve a “pat on the back.”

Ask students

1. What would they like other people to say to them,
2. What could they say to themselves, and/or
3. What would they like to hear from parents, teachers, others.

Display results at teacher/parent conferences!



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

**I. DUTY: A Eliminate Internal Barriers**

**TASK: A-2 Identify and Manage the “Imposter Syndrome”**

**II. INTRODUCTION:**

Young and adolescent students continually want to “fit in,” therefore, students feel the need to be someone or something they are not. A classroom instructor must be aware of this need in students and turn it into a positive experience. Students must become aware of who they are and appreciate their differences (knowledge, skills, abilities, etc.) and realize the importance of valuing these differences.

**III. PERFORMANCE OBJECTIVES:**

Accept individual differences  
Identify strengths and weaknesses  
Accept that one does not have to be good at everything  
Understand and appreciate differences  
Make choices about “belonging”  
Values individual knowledge, skills, abilities, etc.

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Team building activities  
Cooperative learning activities  
Activities that recognize and appreciate differences in others  
Define differences (skills, knowledge, abilities, etc.)  
Recognize and celebrate “good” work and the importance of performing to your potential  
Utilize “teachable moments” to recognize good and bad behavior (i.e., bullies will not be tolerated)  
Role model appropriate behavior  
Administer learning style inventory



**V. EVALUATIONS:**

Student works to his/her potential  
Student appears more "reality-based"  
Utilizes resources to find answers  
Improved grades and/or test scores  
Student more comfortable with whom she/he is  
Student participates in team activities and is willing to take on leadership roles

**VI. RESOURCES:**

Learning style inventory

**VII. SPECIAL NOTES:**

Present materials utilizing multi-sensory methods to accommodate all student learning styles.



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-3 Build Self-Confidence

##### II. INTRODUCTION:

Self-confidence is the combination of self-esteem, empowerment, and knowing yourself. It is demonstrated by an individual's feeling of competence that creates the ability to act in certain ways or perform certain tasks in school work, social interactions, relationships, and responsibilities. Developing skills in this area can lead to greater confidence.

##### III. PERFORMANCE OBJECTIVES:

Express willingness to try new things  
Be an active class participant

##### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Group projects  
Project work  
Assign classroom responsibilities/jobs

##### V. EVALUATIONS:

Participates in team activities  
Student able to share project work  
Completes project work to maximum individual potential/ability

##### VI. RESOURCES:

##### VII. SPECIAL NOTES:



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K-8 Implementation Strategies

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: A ELIMINATE INTERNAL BARRIERS**

**TASK: A-4 Teach Vocational Cross-Training To Girls and Boys at an Early Age (Tool Usage)**

**II. INTRODUCTION:**

Tools are instruments which make life easier; women and men use tools daily. This provides opportunities for girls and boys to develop knowledge of tools and confidence in using tools traditionally associated with the other sex. Both boys and girls need to identify tools and their usage as well as the ability to use them safely. When girls and boys develop familiarity with tools at a young age, they will possess greater self-confidence in attempting to use the tools and to explore careers associated with them.

**III. PERFORMANCE OBJECTIVES:**

Identify tools and their usage

Take proper care of tools

Use tools safely

Develop positive attitudes about the use of non-traditional tools such as a power saw for girls and a steam iron for boys

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Brainstorm a list of tools associated with traditional female jobs in the home and on the job

Brainstorm a list of tools associated with traditional male jobs in the home and on the job

Take "McCormick Non-Traditional Occupations Profile" on Tool Usage (see attached). Use what is appropriate for the age level

Provide a workshop area with age appropriate tools for students to explore with the appropriate supervision



**IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):**

Each student will:

- a. Using a 25' tape measure, accurately measure and cut a 2' x 4' into 2 specific lengths
- b. Using a "dress maker" tape measure, accurately cut out of cloth, a simple pattern for an article of clothing
- c. Brainstorm what the transferable skills are for each of the previous activities
- d. Identify various jobs (traditional and non-traditional) that utilize these skills

**V. EVALUATIONS:**

Identify a variety of tools and their usage

Identify skills that are transferable across various jobs

Observe and record students attitude towards tool usage of nontraditional tools

**VI. RESOURCES:**

"Ohio Nontraditional Occupations for Women Tool Curriculum"

Tool manufacturers' posters for tool identification

**VII. SPECIAL NOTES:**

With regard to Item IV, these are just suggested activities. Instructors are encouraged to use the resources readily available to them to achieve this task.



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## McCormick Non-Traditional Occupations Profile

### Likes and Dislikes

1. Check the ones that appeal to you.

- |   |   |
|---|---|
| <input type="checkbox"/> I like working outside | <input type="checkbox"/> I prefer clerical work |
| <input type="checkbox"/> I like gardening       | <input type="checkbox"/> I like desk work       |
| <input type="checkbox"/> I like to camp         |   |

### Skills

2. Place a "√" by those tools you have used and an "X" by those tools you have not used.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> hammer              | <input type="checkbox"/> hand saw           | <input type="checkbox"/> screwdriver   |
| <input type="checkbox"/> pliers              | <input type="checkbox"/> wire cutters       | <input type="checkbox"/> chalk line    |
| <input type="checkbox"/> utility knife       | <input type="checkbox"/> wire strippers     | <input type="checkbox"/> drill press   |
| <input type="checkbox"/> lathe               | <input type="checkbox"/> farm machinery     | <input type="checkbox"/> transit       |
| <input type="checkbox"/> plumb bob           | <input type="checkbox"/> hand level         | <input type="checkbox"/> square        |
| <input type="checkbox"/> caulk gun           | <input type="checkbox"/> staple gun         | <input type="checkbox"/> nail gun      |
| <input type="checkbox"/> grinder             | <input type="checkbox"/> paint brush        | <input type="checkbox"/> circular saw  |
| <input type="checkbox"/> electric drill      | <input type="checkbox"/> table saw          | <input type="checkbox"/> scraper       |
| <input type="checkbox"/> radial arm saw      | <input type="checkbox"/> saws-all           | <input type="checkbox"/> chain saw     |
| <input type="checkbox"/> long-handled shovel | <input type="checkbox"/> pick ax            | <input type="checkbox"/> ax            |
| <input type="checkbox"/> chisel              | <input type="checkbox"/> paint roller       | <input type="checkbox"/> ladder        |
| <input type="checkbox"/> pipe cutter         | <input type="checkbox"/> propane torch      | <input type="checkbox"/> soldering gun |
| <input type="checkbox"/> sewing machine      | <input type="checkbox"/> rototiller         | <input type="checkbox"/> lawn mower    |
| <input type="checkbox"/> milking machine     | <input type="checkbox"/> weed whacker       | <input type="checkbox"/> tractor       |
| <input type="checkbox"/> bench press         | <input type="checkbox"/> other, please list |  |

Write the number of √'s in Section 2 here \_\_\_\_\_

Write the number of X's in Section 2 here \_\_\_\_\_



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## McCormick Non-Traditional Occupations Profile

### Experience

3. Place a "√" next to the things you have done and an "X" next to the things you would like to do.

- |  |  |
|--|--|
| <input type="checkbox"/> remodeled a kitchen     | <input type="checkbox"/> roofed a building         |
| <input type="checkbox"/> remodeled a bath        | <input type="checkbox"/> replaced a faucet washer  |
| <input type="checkbox"/> mended an electric cord | <input type="checkbox"/> fixed a lamp              |
| <input type="checkbox"/> laid a vinyl floor      | <input type="checkbox"/> set ceramic tile          |
| <input type="checkbox"/> built a deck or patio   | <input type="checkbox"/> built a fence             |
| <input type="checkbox"/> installed a switch      | <input type="checkbox"/> upholstered a chair       |
| <input type="checkbox"/> driven a pickup truck   | <input type="checkbox"/> driven a larger truck     |
| <input type="checkbox"/> rebuilt an engine       | <input type="checkbox"/> tuned up your car         |
| <input type="checkbox"/> autobody work           | <input type="checkbox"/> built a house or building |
| <input type="checkbox"/> hung sheetrock          | <input type="checkbox"/> built shelves             |
| <input type="checkbox"/> hooked up a VCR         | <input type="checkbox"/> hooked up a stereo        |
| <input type="checkbox"/> car maintenance         | <input type="checkbox"/> wallpapering              |
| <input type="checkbox"/> drafting                | <input type="checkbox"/> boat building             |
| <input type="checkbox"/> marine harvesting       | <input type="checkbox"/> apple picking             |
| <input type="checkbox"/> blueberry raking        | <input type="checkbox"/> potato harvesting         |
| <input type="checkbox"/> siding                  | <input type="checkbox"/> other, please list        |
| <input type="checkbox"/> farm work               |  |

Write the number of √'s in Section 3 here \_\_\_\_\_

Write the number of X's in Section 3 here \_\_\_\_\_





K-8 Implementation Strategies

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: A ELIMINATE INTERNAL BARRIERS**

**TASK: A-5 Eliminate Internal Sex-Role Stereotyping**

**II. INTRODUCTION:**

Through past experiences, people develop certain beliefs that they hold to be true about different groups of people. Beliefs concerning female and male roles limit career choices that people see as an option for themselves.

**III. PERFORMANCE OBJECTIVES:**

Create a working definition of sex roles and sexism  
Understand the negative effects of stereotyping on both women and men  
Understand how stereotyping affects career choices

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Discuss sex roles and sexism  
Brainstorm the stereotypes about women who enter the trades and men who enter nursing and clerical occupations  
Role play a variety of situations involving stereotyping

**V. EVALUATIONS:**

Define sexism and sex roles  
Identify three negative effects of stereotyping  
List three ways that stereotyping affects career choices  
List two ways that they will change their stereotypical views  
Observe attitudes when utilizing the housekeeping and workshop centers



## VI. RESOURCES:

- Videos: *Stale Roles and Tight Buns*, O.A.S.I.S  
*Still Killing Us Softly*  
*Free to Be You and Me*, Childrens Video Library, Stanford, CT, 1983  
*Being a Man: A Unit of Instructional Activities on Male Stereotyping*  
*Changing Roles of Men and Women*, University of Wisconsin  
*Future Builders Curriculum — Building Your Future*, a Tenth Grade Seminar, p. 36 & video
- Derman-Sparks, Louise, "Anti-Bias Curriculum: Tools for Empowering Young Children," Washington, DC: National Association for the Education of Young Children, 1989
- Sigerman, Harriet, "Laborers For Liberty: American Women 1865-1890," New York, NY: Oxford University Press, 1994
- Smith, Karen Manners, "New Paths to Power: American Women 1980-1920," New York, NY: Oxford University Press, 1994

## VII. SPECIAL NOTES:

Another good strategy is to brainstorm the names men or women are called who work in non-traditional occupations. Then discuss the feelings about them and whether or not they are accurate. Therefore, are all women who work in NTO "ugly," "brutes," etc. or all men who work in NTO "wimps," "sissies," etc.? What is the underlying message that is being conveyed? What is really meant when we call someone a name? How many curse words have female and/or male connotations? What are the implications?

List names of men and women who have made contributions to non-traditional roles.



## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### **I. DUTY: A ELIMINATE INTERNAL BARRIERS**

**TASK: A-6 Encourage and Support Risk Taking**

##### **II. INTRODUCTION:**

People encounter risks whenever they engage in decision-making or are confronted with change. Decision-making takes skill, knowledge, and risk-taking. Risk-taking is an act of courage: it is the action part of decision-making, and it is taking charge. To be a risk taker, one's motivation to make change must be greater than the motivation to avoid failure.

##### **III. PERFORMANCE OBJECTIVES:**

Define risk-taking  
Identify personal approaches to risk-taking  
Be tolerant to others who chose risk-taking

##### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Relate some event where they took a risk: such as a student intervening in a dispute on the playground

##### **V. EVALUATIONS:**

Identify their risk-taking style  
Identify how risk-taking affects career choices  
Instructor will observe changes in risk-taking behavior and tolerance level

##### **VI. RESOURCES:**

Jeffers, Susan, "Feel the Fear and Do it Anyway," New York, NY: Fawcett, Columbia, 1987

Sturner, William, "Risking Change," Buffalo, New York: Bearly Limited, 1987



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

- TASK: B-2 Eradicate Exploitation of Women in Media  
B-3 Increase Positive Image of Women in Media

##### II. INTRODUCTION:

Sex-role stereotyping is pervasive in the media, which have a powerful effect on individuals' attitudes. By becoming aware of sex-role stereotyping in the media, a person also becomes aware of all the external influences in his or her attitudes. This new awareness can bring about new freedom to develop one's own values and attitudes. However, this can be a very advanced area for elementary students and may need to be approached simply by discussing students' perceptions of the role of all people depicted by the media. More advanced discussions can certainly occur at the middle school level.

##### III. PERFORMANCE OBJECTIVES:

Refer to B-2/B-3 Student Audience

##### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

##### V. EVALUATIONS:

##### VI. RESOURCES:

##### VII. SPECIAL NOTES:



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K-8 Implementation Strategies

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING**

**TASK: B-7 Use Gender-Positive Language**

**II. INTRODUCTION:**

Gender-Neutral Language is not Gender-Positive Language. The person must say what he or she means -- "his," "her," "men," "women," etc. If someone uses Gender Neutral Language (their, them, you, chairperson, firefighter, police officer, letter carrier etc.), the listener or reader is left to form the image, which traditionally has been male. Utilize terms such as chairwoman, chairman, policeman, policewoman, etc., and once the mental picture is inclusive of both genders then more neutral terms may be utilized.

**III. PERFORMANCE OBJECTIVES:**

Use gender-positive language

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Invite different professionals into the classroom and encourage participation from both genders

Utilize "teachable moments"

Discuss advertising techniques and how men and women are depicted

Rewrite occurrences of gender-neutral language and make it gender positive

**V. EVALUATIONS:**

Students uses gender-positive language

Students recognize gender-neutral language and change it to gender-positive

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING**

**TASK: B-9 Provide Parenting Education**

**II. INTRODUCTION:**

Students need to learn parenting-type skills (communication, nurturing, etc.) in order to develop into responsible and mature adults.

**III. PERFORMANCE OBJECTIVES:**

Identify parenting characteristics

Describe responsibilities and rewards of becoming a parent

Identify various approaches to guiding children's behavior

Identify and understand individual's role in a family

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Define the word "parent"

Distinguish among discipline, punishment, and abuse

**V. EVALUATIONS:**

Discuss rewards of being good parents and the effects on the child/children

Discuss role of being a child and the effects on family (parents)

List rules/approaches of acceptable behavior and expectations

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING**

**TASK: B-10 Involve Parent(s)/Guardian(s) in Career Exploration and Decision Making**

**II. INTRODUCTION:**

With the changing economy and changing roles of females and males, parent(s)/guardians need to be made aware of the options available in the workforce so that they may be proactive in their children's career exploration and decision-making.

**III. PERFORMANCE OBJECTIVES:**

Get parents/guardians involved in understanding the non-traditional activities

Get parents/guardians involved in non-traditional activities decision-making such as drama, wrestling, dancing, etc.

Get parents/guardians involved in career decision-making

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Hold a parents' night to discuss the changing workforce, and encourage support in courses the students find difficult

Have students interview their parents about their family work history

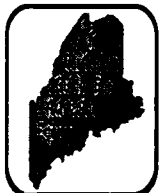
Have students research their family histories to see if anyone worked in nontraditional jobs (World War II, farm equipment, etc.)

Parents/Guardians participate in at least one of the above activities

**V. EVALUATIONS:**

Present a personal family project

Evaluate the percent of parent participation as well as the quality of participation



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**VI. RESOURCES:**

"Wisconsin Model for Sex Equity," Wisconsin Department of Public Instruction

"Women in Nontraditional Careers," U.S. Dept. of Labor

"PREP," MOICC, 1990

"Building Blocks for the Future," MOICC, 1990

Derman-Sparks, Louise, "Anti-Bias Curriculum: Tools for Empowering Young Children." Washington, DC: National Association for the Education of Young Children, 1989

Video:

*Building Parent Involvement: Elementary Grades* by Sunburst Communications (available on loan from CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**

Parents and schools need to combine their efforts because they both play an integral part in the students' decision making.



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

#### I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-1 Teach History of Women in the Trades

#### II. INTRODUCTION:

Women have been working in the trades and in technology from the beginning of time, but their contributions have not been documented in history books. For example, many of the first plumbers in Rome were women; a woman was the first printer of the Declaration of Independence; a woman invented the circular saw, which revolutionized the technology of building construction. To counteract the common belief that trades and technologies are “men’s” work, this unit will demonstrate that these fields are also “women’s” work.

#### III. PERFORMANCE OBJECTIVES:

Knowledge about women's historical participation in trades and technologies  
Understanding the factors contributing to the exclusion of women from these fields  
(fourth grade and above)

#### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Research women's historical contributions  
Utilize the “teachable moment”  
Discuss how male and female jobs and roles have evolved  
Timeline project

#### V. EVALUATIONS:

Identify the differences between traditional and non-traditional occupations  
Recognize that occupations are ability and interest based and not gender based



**VI. RESOURCES:**

*Rosie the Riveter* video (fourth grade and beyond) (available on loan from the  
CRCOM, 207-453-5170)

Other historical videos about women in history

"A History of Women in the Trades" publication (available from the CRCOM,  
207-453-5170)

**VII. SPECIAL NOTES:**



K-8 Implementation Strategies

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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN**

**TASK: C-2 Conduct Legal Rights Education**

**II. INTRODUCTION:**

Laws and rules do exist to protect workers in the work place. It is important for students to understand that laws and rules must be followed whether in the classroom or the work place.

**III. PERFORMANCE OBJECTIVES:**

Understand the purpose of laws and rules  
Understand that laws and rules are for everyone  
Understand affirmative action (especially middle school level)

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Establish classroom rules/laws  
Display consequences for not following the rules/laws  
“Walk the Talk” (Teachers are role models for compliance)  
Write or rewrite laws/rules in existence in developmentally appropriate language  
Invite speakers into the classroom

**V. EVALUATIONS:**

Abide by rules and laws

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN**

**TASK: C-3 Conduct Safety Education**

**II. INTRODUCTION:**

The purpose of this unit is for a student to become familiar with common work, home, and community hazards and to know how to deal with them safely.

**III. PERFORMANCE OBJECTIVES:**

Identify common safety hazards  
Identify strategies for dealing with unsafe situations  
Develop safety techniques in a variety of situations  
Develop a safety ethic in work and play situations

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Discuss child and alcohol abuse cycle  
Evaluate classroom safety  
Role play safe and unsafe practices  
Discuss strategies for dealing with unsafe situations  
Verbalize and describe the unsafe behavior or practice that occurred

**V. EVALUATIONS:**

Demonstrate safe practices  
Identify and/or report unsafe conditions/situations

**VI. RESOURCES:**

Occupational Health and Safety 1991 DACUM, available from the CRCOM



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#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN**

**TASK: C-4 Conduct Interlocking Oppression Education (Diversity Training)**

**II. INTRODUCTION:**

Social systems in schools consist of written and unwritten rules about who can do what. If one person or a group of people are trying to limit the choices and/or gain power or control over other individuals, oppression occurs.

Because oppression establishes a pattern that is difficult to break, controlling or bullying situations must be eliminated.

**III. PERFORMANCE OBJECTIVES:**

Define oppression and oppressive situations

Understand how continual exposure to bullying and/or oppressive situations establishes a pattern and creates a feeling of helplessness in the victim

Discuss/define victim

Utilize strategies to deal with bullying and/or oppressive situations

Define courage and how that relates to diffusing bullying and/or oppressive situations

Define joking, teasing, and harassing

Discuss progressive behavior (moving from joking to harassment and ultimately to oppression)

Practice assertiveness skills

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

View videos/films regarding bullying and discuss possible solutions

Role play oppressive/bullying situations

Brainstorm strategies to deal with bullying/oppressive situations

Establish and consistently abide by a discipline policy



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**IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)**

Establish and consistently abide by a discipline policy  
View "Prejudice" video from Peter Jennings  
Establish peer mediation sessions to deal with occurrences of bullying/oppression

**V. EVALUATIONS:**

Observe utilization of anti-bullying/oppression strategies by student(s) in classroom  
and/or school ground situations  
Observe utilization of assertiveness skills  
Decrease in bullying/harassing/oppressive situations  
Peer mediation sessions in place and working

**VI. RESOURCES:**

"Bullyproof -- A Teacher's Guide on Teasing and Bullying for Use with Fourth and  
Fifth Grade Students" curriculum (available on loan from the CRCOM,  
207-453-5170)

*The Unforgettable Pen Pal* video. Based on Joy Berry's book the Human Race  
Club Video Series (vol. 6)

*Prejudice: Answering Children's Questions*, NYNEX Corporation, "Kids NOW,"  
113 Westchester Avenue, White Plains, NY 10604

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-5 Increase Strength and Cardiovascular Conditioning**

**II. INTRODUCTION:**

Upper body strength, cardiovascular conditioning, flexibility, and endurance are necessary physical fitness requirements for success and safety in trade and technical careers.

**III. PERFORMANCE OBJECTIVES:**

Increase physical strength  
Develop upper body strength  
Increase cardiovascular endurance

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Evaluate individual fitness at beginning of program  
Develop individual physical fitness program (goals)  
Evaluate individual fitness at end of program  
Determine maintenance and/or further development needs (goals)  
Discuss smoking and the effects  
Invite Lung Association into classroom  
Discuss importance of a healthy lifestyle

**V. EVALUATIONS:**

Use time effectively  
Participate actively  
Exert effort  
Set goals  
Make progress toward meeting goals



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**V. EVALUATIONS: (continued)**

Be evaluated on work effort

**VI. RESOURCES:**

“Step-Up for Women,” Northern New England Tradeswomen  
Local Physical Education Programs  
Ropes Training  
Outward Bound Programs

**VII. SPECIAL NOTES:**



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

#### I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-6 Conduct Sexual Harassment Prevention Training

#### II. INTRODUCTION:

Everyone has the right to go to school and work in a productive and harassment-free environment. Harassment exists, and if it happens, the results are negative. A student needs to know that harassment is illegal. She or he also needs to understand personal rights, the dynamics that lead to harassment, and the methods that deal effectively with those situations.

#### III. PERFORMANCE OBJECTIVES:

Learn components of sexual harassment (middle school)  
Learn techniques which deal effectively with sexual harassment (middle school)  
Identify harassing behavior (elementary)  
Learn techniques to deal with harassing behavior (elementary)

#### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Utilize "Bullyproof" curriculum  
Identify "good" and "bad" touches  
Discuss sexual harassment

#### V. EVALUATIONS:

Define differences between "good" and "bad" touches  
Utilize techniques to deal with harassing situations  
Define sexual harassment



**VI. RESOURCES:**

“Bullyproof” curriculum, (available on loan from the CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-7 Provide Leadership Opportunities for Women**

**II. INTRODUCTION:**

Since a woman usually does not have enough opportunities to practice leadership styles in mix-gender groups, situations to provide such leadership opportunities must be integrated into the classroom and student club activities. Assure that all students in the classroom have an opportunity to “be the leader” and that jobs/tasks are not stereotyped.

**III. PERFORMANCE OBJECTIVES:**

Refer to C-7 Student Audience

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-8 Conduct Labor (Union) Education**

**II. INTRODUCTION:**

More appropriate to be introduced at the secondary level with perhaps a minimal discussion at the middle school level.

**III. PERFORMANCE OBJECTIVES:**

Refer to C-8 Student Audience

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-9 Teach Communication Skills**

**II. INTRODUCTION:**

Communicating with other people is fundamental to surviving in the world. Communication skills include: assertiveness; feedback and listening; and verbal and nonverbal communication.

**III. PERFORMANCE OBJECTIVES:**

Identify assertive, passive, and aggressive behaviors  
Identify situations in which assertive, passive or aggressive behavior is appropriate  
Demonstrate assertive statements  
Make assertive "I" statements  
Identify personal rights as people, women, and workers  
Identify effective ways of giving and receiving feedback  
Demonstrate giving both positive and negative feedback in an assertive manner  
Identify and practice active listening skills  
Identify verbal and nonverbal communication components  
Identify the cultural differences in nonverbal behavior

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Create "Good Listener" poster  
Cooperative learning group activities  
Use STEP-UP FOR WOMEN, Northern New England Tradeswomen, Chapters 9 and 12  
Role playing  
Conflict resolution poster (ex. Win-Win)





**V. EVALUATIONS:**

Identify most comfortable communication style  
Define assertive, passive, and aggressive behaviors  
Identify in their own lives where aggressive, passive, and assertive behaviors have  
    been appropriate/inappropriate  
Role play assertive statements.  
Role play appropriate use of "I" statements.  
Define positive and negative feedback.  
Demonstrate giving positive and negative feedback.  
Identify nonverbal communication styles and how they differ from culture to  
    culture

**VI. RESOURCES:**

"Step-Up for Women," Northern New England Tradeswomen Association  
"Responsible Assertive Behavior," Arthur Lange and Patricia Jakubowski  
"The Assertive Workbook," Call Marg Tucket at 801-486-3116 to order. \$25 plus  
    Shipping & handling or (available on loan from the CRCOM,  
    207-453-5170)  
Video: *What Could I Say, An Assertion Training Stimulus Program Video*,  
    Research Press

**VII. SPECIAL NOTES:**



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**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-10 Teach Conflict Resolution Skills**

**II. INTRODUCTION:**

Conflict arises in everyday life. The ability to resolve conflicts is equally important in both males and females. Learning to resolve conflicts is necessary to maintain personal and educational well being.

**III. PERFORMANCE OBJECTIVES:**

Define conflict  
Determine who owns the problem  
Identify conflict resolution style  
Develop negotiation skills for conflict resolution

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Role play  
List common conflicts that exist throughout the school, and describe some ways to resolve these problems  
Compare conflict resolutions used by males to those used by females  
Develop a "Negotiation Skills" poster  
Debate controversial issues

**V. EVALUATIONS:**

Identify their personal conflict resolution style  
Role play newly developed skills to one situation in their lives  
Apply conflict resolution skills to all situations in their lives



**VI. RESOURCES:**

“Negotiation Skills for Conflict Resolution,” Assertive Workbook,\* Phoenix Institute

“The Negotiation Process,” Assertive Workbook, Phoenix Institute  
Project Seed

Video: *Conflict Resolution: Elementary Grades* by Sunburst Communications  
(available on loan from CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**

\* Available on loan through the Curriculum Resource Center of Maine, 453-5170.

Negotiation involves bargaining a solution acceptable to both parties. Here is a suggested negotiation process. Unless all of these steps are taken, explicitly or implicitly, the negotiation is likely to be unsatisfactory.



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## THE NEGOTIATION PROCESS

### PREPARATION:

Work with the other person on getting permission and making arrangements. Never negotiate at the time or the scene of the conflict. Set up a neutral time and place.

Think or write about what's going on, prior to the meeting. This kind of pre-scripting often helps clarify issues. Role-playing with a neutral person can help.

### THE NEGOTIATION:

1. Present the problem, dealing with ONE ISSUE AT A TIME. Don't rationalize or justify.
2. Clearly state how you feel about it.
3. Cite an example.
4. Ask how the other party feels.
5. Listen.
6. Empathize.
7. Present your alternative solutions, and ask for theirs.
8. Come to mutual agreement on a choice.
9. Set a specific time to get back together and evaluate.

### EVALUATION:

1. Set up a neutral time and place to review the results.
2. Think or write about how the negotiated solution has worked; role-play in advance if necessary.
3. Renegotiate when necessary, with provisions made for further renegotiation as needed.

Taken from The Assertive Workbook: a Guide to Assertive Behavior, page 202 published by the Phoenix Institute.



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**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND  
TECHNICAL WOMEN AND MEN**

**TASK: C-11 Teach Financial Planning**

**II. INTRODUCTION:**

At an early age it is important to understand the value of managing money wisely.

**III. PERFORMANCE OBJECTIVES:**

Understand a budget

Understand the relationship between a chosen career and the amount of money  
available to spend

Acquire understanding of financial institutions and the services they provide

Understand importance of planning for the future.

Recognize one's value system affects one's spending patterns

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Prepare a budget, "Money Game"

Discuss the history of early money exchange (bartering)

Listen to a speaker from a bank

Role play ie. store, restaurant, banking

List ways you can earn money

**V. EVALUATIONS:**

Prepare a balanced budget

Possess an understanding of the disparity in pay among a variety of career choices

Possess an understanding of the disparity in pay between traditional female and  
traditional male jobs



**VI. RESOURCES:**

“Indiana Consumer and Homemaking Education Curriculum Guide: Human Development,” Part I, Unit 16, Money and the Family  
“Adult and Family Living,” Teacher Edition, Section C, Oklahoma Dept. of Voc. Tech. “Money Game.”

Both resources available on loan through the CRCOM, 207-453-5170

**VII. SPECIAL NOTES:**



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- 1. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-12 Teach How to Identify Resources/Networks**

**II. INTRODUCTION:**

In order to be successful in finding and keeping a job, a student must learn to identify available resources and networks. These resources and/or networks will have programs to assist in job search and retention techniques and/or training programs to enhance a person's skill in nontraditional occupations. However, this topic may be more appropriate at the Secondary level.

**III. PERFORMANCE OBJECTIVES:**

Refer to C-12 Student Audience

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-13 Teach How to Balance Work and Family**

**II. INTRODUCTION:**

Balancing the responsibilities of family and career requires much effort in this age of single parent households and two-parent households where both parents work. However, this topic may be more appropriate for the Secondary level.

**III. PERFORMANCE OBJECTIVES:**

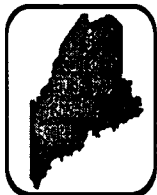
Refer to C-13 Student Audience and I-10 in this document

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-14 Identify and Manage the Imposter Syndrome**

**II. INTRODUCTION:**

Refer to A-2.

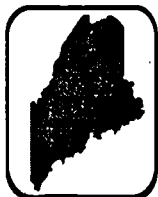
**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

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**I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN**

**TASK: C-16 Participate in NTO Support Groups**

**II. INTRODUCTION:**

More appropriate for the Secondary and beyond levels.

**III. PERFORMANCE OBJECTIVE:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**K-8 Implementation Strategies**

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: D CREATE SUPPORT SYSTEMS**

**TASK: D-2 Utilize Gender-Specific NTO Support Groups/Networks**

**Prerequisite: C-16**

**II. INTRODUCTION:**

This task is more appropriate for the Secondary level student and beyond.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-3 Encourage Family Support

##### II. INTRODUCTION:

To dispel the fear of the unknown, nontraditional career information and possibly hands-on opportunities must be made available to parents. This information will assist parents in talking with their children regarding career choices and their future training options. These opportunities will also make parents more aware of the academic components such as math, science, and language that exist in nontraditional careers. Hopefully, these opportunities will eliminate parental barriers to student career choices.

##### III. PERFORMANCE OBJECTIVES:

Obtain parental support  
Identify non-traditional occupations  
Compare traditional and non-traditional occupations

##### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Invite parents into classroom to discuss careers  
Assign project to students to interview parent(s) on how they selected his/her occupation  
Survey parents on how they selected their occupation  
Assign specific non-traditional occupation to each student and require students to research and interview parents

##### V. EVALUATIONS:

Complete research and/or surveys  
Analyze parent involvement in activity(ies)  
Create graph and/or visual of research



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: D CREATE SUPPORT SYSTEMS**

**TASK: D-4 Encourage Opportunities for Peer Support**

**II. INTRODUCTION:**

The historical devaluation of vocational education and peer pressure to conform to sex-role stereotypes create significant social barriers to student success in NTO programs. All people must be educated as to the value of vocational training for both men and women and the benefits of an NTO career. The outcomes of this training will be the elimination of sex-bias and sex-role stereotyping.

**III. PERFORMANCE OBJECTIVES:**

Talk about training/career options and an individual's feelings  
Increase his/her awareness of non-traditional occupations  
Respect an individual's career choice

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Expose students to non-traditional occupations  
Assign activities to pairs and/or groups of mixed genders  
Explore/research non-traditional careers  
Create lists of men and women jobs (traditional and non-traditional)  
Discuss jobs being ability-driven and not gender-driven  
Create list of support an individual must have in order to pursue a non-traditional occupation

**V. EVALUATIONS:**

Students work in groups and respect each other's career choices

**VI. RESOURCES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: D      CREATE SUPPORT SYSTEMS**

**TASK: D-5      Encourage the Placement of Two or More NTO Students or Workers in Classes and on Job Sites.**

**II. INTRODUCTION:**

More appropriate at the Secondary and beyond levels.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-6 Utilize Personal Counseling Services

##### II. INTRODUCTION:

Personal issues often erect barriers to success in the classroom or on the job. A student should be aware of available counseling options. (Grade 6-8) Parental involvement is imperative. Students and parents should be aware of available counseling options.

##### III. PERFORMANCE OBJECTIVES:

Become aware of personal issues that can affect success and well being  
Identify resources that are available in the community  
Become aware of personal issue differences between genders

##### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Brainstorm personal issues by gender that would warrant seeking personal counseling services  
Compare lists for common issues and gender specific issues  
Discuss strategies to resolve the issues, using a small group format

##### V. EVALUATIONS:

List five community resources that provide assistance available for help  
Identify those resources, the types of assistance, and how they can be contacted

##### VI. RESOURCES:

Community mental health centers  
Churches  
Guidance departments



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**VI. RESOURCES: (continued)**

Human resources department at local businesses  
Peer counseling services

**VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: D      CREATE SUPPORT SYSTEMS**

**TASK: D-7      Utilize Placement and Follow-up Services**

**II. INTRODUCTION:**

More appropriate at the Secondary and beyond levels.

**III. PERFORMANCE OBJECTIVE:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: E ERADICATE EXTERNAL BARRIERS**

**TASK: E-1 Eliminate Discrimination of Sex, Creed, Color, National Origin, Religion, Martial Status, or Disability**

**Prerequisite: C-4**

**II. INTRODUCTION:**

The educator's role is to ensure that the classroom is a place where equal opportunity exists for everyone.

**III. PERFORMANCE OBJECTIVES:**

Recognize discrimination

Define discrimination

Identify preventive measures for discrimination

Discuss discrimination and repercussions of discrimination

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Organize a multi-cultural and/or disability fair at school

Discuss types of discrimination

Conduct "teachable moment" sessions when discriminatory actions take place in the classroom

Role play discriminatory situations (i.e., all brown-eyed students do not get recess today, all students with stripes sit in the back of the room, etc.)

View videos:

*Prejudice: Answering Children's Questions*, NYNEX Corporation "Kids NOW," 113 Westchester Avenue, White Plains, NY 10604

*The Unforgettable Pen Pal* A Story About Prejudice and Discrimination, (based on the books by Joy Berry) The Human Race Club Video Series, Volume 6



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**V. EVALUATIONS:**

Reduced incidents of reported discrimination  
Observe acceptance of students toward others

**VI. RESOURCES:**

Videos:

*Tale of O* (available on loan from CRCOM, 207-453-5170)

*Land of O* (available on on loan from CRCOM, 207-453-5170)

*The Unforgettable Pen Pal* A Story about Prejudice and Discrimination  
(based on the books by Joy Berry), The Human Race Club Video  
Series, Volume 6

*Prejudice: Answering Children's Questions*, NYNEX Corporation "Kids  
NOW," 113 Westchester Avenue, White Plains, NY 10604

**VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: E ERADICATE EXTERNAL BARRIERS**

**TASK: E-11 Elevate Image of Technical/Vocational Education and Careers**

**II. INTRODUCTION:**

People work at a variety of jobs. All occupations have an important role to play in society. Schools need to reinforce this concept.

**III. PERFORMANCE OBJECTIVES:**

Understand the value of a variety of careers in society

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Identify a variety of occupations in the community  
List the contributions each occupation listed above makes to their community

**V. EVALUATIONS:**

Rate the list from most important to least important, and through discussion, discover all the careers are important in achieving a well-rounded community

**VI. RESOURCES:**

“Promotion Begins with PR: A Public Relations Guide” (available on loan from the CRCOM, 207-453-5170)

Chamber of Commerce  
Employment Office  
Job Service



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**VII. SPECIAL NOTES:**

This is a life-long, continuous education process. DO NOT ever give up!!



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

- I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-1 Stop Violence and Hatred Toward Women**

#### **II. INTRODUCTION:**

Gender-related physical violence is less common than other manifestations of hatred and violence in the schools. Psychological or emotional abuse, and violence directly affect quality of school life, productivity and morale of the students.

Examples of gender-related harassment include hostility, fear, denigration, disempowerment, or threats.

#### **III. PERFORMANCE OBJECTIVES:**

Create a harassment free environment for all students

Understand the difference in the treatment of women as reflected in our cultural inheritance

Understand the "victim" mentality

Identify ways to stop violence toward women (men, race, creed, etc.)

#### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Attend lectures by guest speakers from local rape crisis centers, women's shelters, and law enforcement agencies. These presentations will discuss the cultural perspective, victim mentality, and the continuum of violence (Grade 6-8)

List three ways that violence is counterproductive to work, learning and personal relationships

Make a scrapbook of local publications' articles that depict violence toward women  
The scrapbook will be kept over a one-month period

Use the scrap books, in small groups, to brainstorm ways to stop this violence



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**IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)**

Identify three ways that they, as students in their schools, can diminish violence against women

Choose one strategy that they, as individuals, can do to reduce violence toward women. Then each student should practice this strategy.

List three ways that violence is counterproductive to work, learning and personal relationships

**V. EVALUATIONS:**

Demonstrate proper behaviors during classroom interactions (This will be ongoing.)

Create a behavior contract which will be monitored and visited throughout the year

**VI. RESOURCES:**

Shelters

Law enforcement agencies

Crisis and counseling centers

Women's programs

State Coalition on Domestic Violence

*Middle School Violence Against Women: Beyond the Statistics* Video (available on loan from CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**

Violence is unacceptable to both genders, but it is important for students to be aware of the history of violence toward women. This is to ensure that history does not repeat itself.



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-2 Conduct Interlocking Oppression Education**

**II. INTRODUCTION:**

Refer to C-4.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-3 Conduct Sexual Harassment Education**

**II. INTRODUCTION:**

Refer to C-6.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-4 Conduct Affirmative Action/Civil Rights Education at All Levels**

#### **II. INTRODUCTION:**

Since the early sixties, numerous regulations and laws have come into effect which eliminate discrimination with regard to race, sex, ethnicity, religion, age, mental/physical disability, marital status, and sexual orientation. All citizens need to understand their rights and the rights of others under the law. This information must be stressed beginning at the K level, but it must be presented in an age-appropriate manner.

#### **III. PERFORMANCE OBJECTIVES:**

Understand the reasons the regulations and laws were developed (K-8)  
Understand the regulations and laws and their impact on themselves and others (6-8)  
Understand the role of affirmative action in the school, and who to turn to for help

#### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Invite an Equal Employment Opportunity person from a local business to discuss affirmative action and civil rights regulations and legislation and the impact of these on their business  
Invite a speaker to discuss how inequities are legally remedied  
Learn the legal remedies for situations when these laws are not enforced  
Bring in a person from the Attorney General's office to give an overview of the laws and discuss how a complaint is filed and investigated  
Research and evaluate their schools' affirmative action plans  
Invite guidance counselor



**IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)**

Instructor discussion  
Invite affirmative action officer

**V. EVALUATIONS:**

Demonstrate their knowledge of the laws, regulations, and procedures by participation in a group presentation, preferably to another grade level or classroom  
Role play different situations that involve discriminatory behavior.

**VI. RESOURCES:**

Attorney General's Office  
Affirmative Action Officer  
State Equity Officer  
Guidance Counselor  
Title IX Coordinator

**VII. SPECIAL NOTES:**



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#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

- I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-5 Eliminate Career Discrimination**

#### **II. INTRODUCTION:**

Since career discussions begin in the K-8 classrooms, educators must be knowledgeable in helping students develop an awareness of career choices.

In many ways, gender discrimination, bias, and stereotyping occurs in developing career aspirations. A subtle progression moves from sex role stereotyping (attributing specific behavior, abilities, interest, and values to one sex), to sex bias (behavior resulting from the underlying belief in sex role stereotyping), to sex discrimination (actions denying opportunities, privileges, or rewards to a person or a group because of gender).

#### **III. PERFORMANCE OBJECTIVES:**

Discuss/define stereotyping and bias  
Recognize and identify a variety of career options (traditional and non-traditional)

#### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Brainstorm career choices/options  
Invite occupational speakers to classroom (traditional and non-traditional)  
Job Shadow careers

#### **V. EVALUATIONS:**

Students increase awareness of career options  
Students career aspirations are both traditional and non-traditional



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**VI. RESOURCES:**

“A History of Women in the Trades” publication (available from the CRCOM,  
207-453-5170)  
Career Exploration activities  
Contact Maine Occupational Information Coordination Committee (MOICC),  
Department of Labor, Augusta, ME 04333, (207)624-6200

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-6 Eliminate Discrimination in Work Assignments**

**II. INTRODUCTION:**

To maximize the effectiveness/productivity of a classroom, work assignments must be given based on qualifications of the individual rather than on race, sex, etc.

**III. PERFORMANCE OBJECTIVES:**

Recognize discriminatory factors that might exist in work assignments (race, age, gender, size, economics, disability)

Discuss how work assignments are awarded or earned

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Share times when they felt they were discriminated against: for example, chore assignments at home, chore assignments in classroom, team selections, and positions, or work assignments on the job

**V. EVALUATIONS:**

Identify areas of discrimination related to work assignments at home, in the classroom, or on the job

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-7 Eliminate Promotional Discrimination**

**II. INTRODUCTION:**

At the elementary and middle school level, promotional discrimination is defined as “classism” and refers to those students who continually get awards, rewards, scholarships, class officer positions, etc., based on economic position, appearance, friendships, and/or status of parents instead of ability of student.

**III. PERFORMANCE OBJECTIVES:**

Identify incidents of promotional discrimination or classism  
Identify strategies to deal with classism

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Discuss situations in which student may have felt they were treated differently and/or different standards were applied to them  
Brainstorm strategies to deal with classism

**V. EVALUATIONS:**

Identify non-performance factors related to promotion and/or classism in work, home, school, etc. and discuss strategies to overcome them

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-8 Eliminate Physical and Mental Harassment**

**II. INTRODUCTION:**

A student or worker is prevented from reaching her or his potential in environments where physical and mental harassment exist.

**III. PERFORMANCE OBJECTIVES:**

Refer to C-4 and C-6

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-9 Eliminate Age Discrimination**

**II. INTRODUCTION:**

The values placed on an individual's contribution to a school or work place shouldn't be based solely on a person's age. Both the wisdom that comes with age or the new ideas from youth should be equally valued and considered. The value of information should be based on its content and not on its source.

**III. PERFORMANCE OBJECTIVES:**

Understand age discrimination as it relates to school and to work  
Understand that his/her opinion is of value

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Discuss examples of discrimination (elderly retirement, young people not being listened to, etc.)  
Discuss how different cultures treat young and old members (Native American, Asian)  
Discuss how we feel when someone says, "You're too young (or old) to do that"  
Visit nursing homes and establish partnerships

**V. EVALUATIONS:**

Define what age discrimination means to them  
Identify situations of age discrimination



**VI. RESOURCES:**

Local nursing home  
AARP  
Grey Panthers  
Senior Citizen Programs  
Older Women's League  
Material in any library on ageism and cultures

**VII. SPECIAL NOTES:**



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#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-11 Provide Gender Positive Team Building Education (Co-Workers)**

#### **II. INTRODUCTION:**

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize that individual differences and strengths can be utilized to complete a project/assignment.

#### **III. PERFORMANCE OBJECTIVES:**

Complete a team building experience where students will learn to work together for a common goal  
Work and get along in team activities  
Apply team building experiences to other activities

#### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Work in teams  
List areas where team building is necessary to achieve project/assignment outcomes  
Utilize cooperative learning techniques  
Cooperative learning strategies

#### **V. EVALUATIONS:**

Accomplish projects/assignments and work out any differences/conflicts along the way within their team



**VI. RESOURCES:**

Ropes Training Program  
Social Skills publications

**VII. SPECIAL NOTES:**



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**I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-13 Require Respect in the Workplace**

**Prerequisite: I-6**

**II. INTRODUCTION:**

Every student has a right to be treated fairly, equally, and respectfully in the school setting. A student enters the school environment with diverse knowledge, skills, abilities, values, and life experiences. This diversity is shaped by ethnic, cultural, religious, and social backgrounds. The varied backgrounds and strengths that each student brings to school enhances the school by creating a stronger and better learning environment. Through understanding and accepting differences, every student can define a learning environment free of discrimination, harassment, and disrespect.

**III. PERFORMANCE OBJECTIVES:**

Understand why people are treated disrespectfully  
Identify what a respectful environment looks like  
Learn how to promote respect

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Identify and discuss one situation in their lives when they were treated with  
disrespect/respect  
Brainstorm disrespect/respect behaviors

**V. EVALUATIONS:**

Demonstrate respect



**VI. RESOURCES:**

“Children Learn What They Live” (see attached)

**VII. SPECIAL NOTES:**



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## **CHILDREN LEARN WHAT THEY LIVE**

**If a child lives with criticism,  
she/he learns to condemn.**

**If a child lives with hostility,  
she/he learns to fight.**

**If a child lives with ridicule,  
she/he learns to feel shy.**

**If a child lives with shame,  
she/he learns to feel guilty.**

**If a child lives with tolerance,  
she/he learns to be patient.**

**If a child lives with encouragement,  
she/he learns confidence.**

**If a child lives with praise,  
she/he learns to appreciate.**

**If a child lives with fairness,  
she/he learns justice.**

**If a child lives security,  
she/he learns faith.**

**If a child lives with approval,  
she/he learns to like herself/himself.**

**If a child lives with acceptance and friendship,  
she/he learns to find live in the world.**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

- I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)**

**TASK: F-14 Provide Leadership Opportunities for Women**

**II. INTRODUCTION:**

Since a girl usually does not have enough opportunities to practice leadership in mixed-gender groups, situations to provide such leadership opportunities must be integrated into the classroom beginning at the elementary level.

**III. PERFORMANCE OBJECTIVES:**

Identify leadership skills  
Recognize gender differences with respect to leadership  
Identify biases toward girls in leadership positions

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Learn characteristics of a good leader  
Develop guidelines so that there is equal opportunity for leadership  
Assertiveness training  
Take part in activities to assist in the development of leadership skills

**V. EVALUATIONS:**

Observe participation of girls in leadership activities

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-1 Assign Women Advisors/Mentors for All Female Students**

**II. INTRODUCTION:**

More appropriate for the Secondary and beyond levels.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

#### I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

- TASK:**
- H-2 Expand Career Aspirations
  - H-3 Conduct On-going, Hands-on-Trade and Technical Exploration for Women and Girls at All Levels
  - H-4 Provide Opportunities for Job Shadowing Experiences for Students
  - H-5 Explore Career Ladders Starting in Middle School

#### II. INTRODUCTION:

In order to expand career aspirations, an individual first needs to acquaint her or himself with existing and projected career opportunities. Personal growth and self esteem are also a part of developing career aspirations.

#### III. PERFORMANCE OBJECTIVES:

- Clearly understand existing career opportunities and how they relate to meeting personal and economic needs
- Participate in hands-on exploration of a variety of careers
- Understand the relationship between enhanced skill development and the opportunity for advancement within chosen career field

#### IV. SUGGESTED IMPLEMENTATION STRATEGIES:

- Research career choices through occupational interviews (These could be done in the classroom.)
- Complete a personal assessment (interest, ability, and availability)
- Plan Job Shadow activities
- Plan guest speaker presentations



**V. EVALUATIONS:**

Complete interview packets  
Deliver oral presentations about selected careers  
Evaluate job shadow experience  
Share results of their career exploration experiences

**VI. RESOURCES:**

“Career Life Planning,” Displaced Homemakers Project  
“WINC Curriculum Guide”  
Local Vocational/Technical Centers  
Other NTO training programs e.g. Women Unlimited, Step-Up Program  
Community Businesses  
“Step-up for Women Resources,” Women’s Resource Curriculum Chapter 20  
(available on loan from CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**

Careers must reflect non-traditional as well as traditional choices.



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-6 Provide Women Role Models**

**II. INTRODUCTION:**

Experience has shown that role models provide positive influences in recruiting and retaining a non-traditional student and/or employee.

**III. PERFORMANCE OBJECTIVES:**

See the benefits of role models

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Identify one person who has been a role model and discuss how and why  
Hear women and men in NTO speak about their professions  
Identify role models in their trade or technical areas

**V. EVALUATIONS:**

Identify one role model in their life  
Define what constitutes a good role model

**VI. RESOURCES:**

Refer to H-1  
Program Advisory Committee Members  
Service, Business and Professional Clubs

**VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-7 Provide Information on Financial Realities of Career Choices**

**II. INTRODUCTION:**

More appropriate for Secondary and beyond levels.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-8 Conduct Gender Neutral Skill Assessments**

**More appropriate for Educator Audience**

**II. INTRODUCTION:**

Since skill and/or interest inventories are used at the elementary and middle school levels, educators need to be aware of potential biases that may exist in these instruments.

**III. PERFORMANCE OBJECTIVES:**

Understand that skills aptitude and assessments are often gender-, racial-, ethnic-, and class-biased and should be used for informational purposes only and not to limit career options and choices

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Analyze a skills assessment instrument for biases

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-9 Provide Interactive, On-going Career Counseling**

**II. INTRODUCTION**

Career exposure and discussion opportunities are extremely important as part of the K-8 educational experience.

**III. PERFORMANCE OBJECTIVES:**

Identify worker habits  
Explore career options

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Job Shadowing  
Take Your Daughter To Work Day  
Take Your Son To Work Day  
Invite Guest Speakers into the classroom  
Stress worker habits  
Integrate school learning and worker task (stress relevancy of learning)

**V. EVALUATIONS:**

Display worker habits in the classroom

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-10 Elevate Image of Vocational Technical Education and Careers**

**II. INTRODUCTION:**

Due to the increasing demands for a technically trained workforce, the need exists to expose every student to the wide variety of opportunities available in vocational programs.

**III. PERFORMANCE OBJECTIVES:**

See the value and need for a vocational, technical education  
Obtain some vocational/technical skills  
Apply academic theories to practical applications

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Invite guest speakers  
Career Days  
Invite parents to talk to class  
Field trips  
Establish business partnerships

**V. EVALUATIONS:**

Career exploration activities take place

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-12 Explore Self-Employment as a Career Advancement Strategy**

**Prerequisites: H-9 and H-11**

**II. INTRODUCTION:**

Refer to B-10 and H-3.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Discuss self-employment opportunities  
Invite self-employed parents and community members into class to speak

**V. EVALUATIONS:**

Increased awareness of self-employment

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION**

**TASK: H-13 Provide Placement and Follow-Up Services**

**II. INTRODUCTION:**

More appropriate for Secondary and beyond levels.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### **I. DUTY: I DELIVER WORKPLACE LITERACY**

**TASK: I-2 Teach Decision-Making Skills/Teach Problem Solving Skills**

##### **II. INTRODUCTION:**

The choices a person makes, both everyday decisions as well as major decisions, have considerable impact on self-esteem and even on health. Making decisions starts in infancy and continues throughout our lives. The kinds of decisions one makes changes as life progresses. Whether a person realizes it or not, decisions made in the early years can affect one's entire life. A girl or boy decides about future training and education and how to cope with social issues and friendships. Throughout life decision making can't be avoided. Choosing to not make a decision is, in fact, a decision.

##### **III. PERFORMANCE OBJECTIVES:**

- Identify effective decision-making styles and problem-solving skills (age appropriate)
- Examine personal decision-making styles and problem-solving skills (age appropriate)
- Learn steps for effective decision-making and problem-solving (age appropriate)

##### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

- Using the "Step-Up" Resource pgs. 73-78 (Effective Decision-Making and Decision-Making Styles Worksheet)
- Brainstorm the steps in decision making
- Identify the degree of satisfaction they have with their decision-making style
- Identify what aspect(s) of their decision-making style they would like to change



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**V. EVALUATION:**

Identify a decision they need to make, and using their new decision-making styles/ skills, arrive at a decision and prepare a report, describing the steps they used to make the decision.

**VI. RESOURCES:**

“Step-Up for Women,” Northern New England Tradeswomen Network, (available on loan from CRCOM, 207-453-5170)

“Choices: A Teen Woman’s Journal for Self-Awareness and Personal Planning” (available on loan from CRCOM, 207-453-5170)

“Challenges: A Young Man’s Journal for Self-Awareness and Personal Planning” (available on loan from CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**

Consider a decision the student has made recently and a problem she or he has solved successfully. Take advantage of any “teachable moment” to discuss the decision-making process.



K-8 Implementation Strategies

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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-3 Teach Appropriate Workplace Attire**

**II. INTRODUCTION:**

The nature of a job dictates what is appropriate dress. Appropriate dress is determined by safety concerns, type of work duties, and workplace culture. Each employer should establish gender neutral standards of dress for workers. For example, the Army requires a uniform of the day, based on the nature of the work, the climate, and the physical demands placed upon the soldiers. Soldiers at a worksite on a hot day may work in t-shirts, regardless of gender, but may not remove their t-shirts.

How a person dresses tends to be a personal expression of self, yet how others interpret the dress may not always coincide with the intended impression. A student also should understand that how she or he dresses is not the underlying cause of sexual harassment on the job. A student should become aware of appropriate dress for a job and/or worksite and dress accordingly.

**III. PERFORMANCE OBJECTIVES:**

Describe the practice, safety concerns, type of work duties, and workplace culture appropriate for the job

Understand the ways that attire has the potential to create sexual harassment

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Identify three jobs and brainstorm appropriate dress for each of those jobs, based on safety



#### IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)

Break into small groups, and using the same three jobs, discuss whether there is different attire for women and men on the job and identify why or why not. Use the following vignettes and discussion questions to further their understanding of appropriate attire. Break into small same sex groups to discuss the vignettes. Return to the large group to share findings of small groups. Is there a difference between the male and female responses? How can these differences be resolved in a way that addresses the concerns of both sexes?

#### VIGNETTE A

There is one woman who is working on a highway construction site. It is a very hot summer day. She is dressed in layers with a tank top under her short-sleeve shirt. As the day warms up she notices that many of the men have removed their shirts and are bare-chested. She takes off her shirt and begins to work in her tank top. Her foreman comes over and tells her to put her shirt back on because she is distracting to the male workers.

Discussion questions:

1. What to do? What are the different ways to handle this situation?
2. Are there different standards being applied to men and women? What are they based on?
3. What could the employer do to eliminate this conflict?
4. What could the employees do?

Instructors are encouraged to create their own situations that are age appropriate.



## VIGNETTE B

It is 30 degrees below zero with the wind chill. You are working on the roof of a four-story building fully exposed to the weather. By 10:00 a.m. your toes are numb. By 11:00 a.m. your feet and hands are entirely numb.

Discussion questions:

1. What do you do?
2. What would keep you from doing what you need to do to protect your body?
3. What could you have worn that would have kept your hands and feet warm?

### V. EVALUATIONS:

In mixed small groups, choose a specific job and worksite and identify appropriate dress, based on safety, work duties, and workplace/school culture. Discuss the factors involved in their decisions

### VI. RESOURCES:

State of Maine "Occupational Health and Safety 1991 DACUM," (available from the CRCOM, 207-453-5170)  
Hine, Lewis. "Women's Work." New York: Dover Publication, 1981

### VII. SPECIAL NOTES:

Refer to I-1 and C-7



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-4 Teach Critical Thinking**

**II. INTRODUCTION:**

Since Decision-Making and Problem-Solving Skills are part of Critical Thinking, refer to Tasks I-1 and I-2.

Critical thinking is defined as a demonstrable skill, a process by which an individual understands, finds, evaluates, and abstracts information and problems in order to create questions, solutions, and ideas. It is the ability to see beyond the surface, to ask the questions necessary to develop an understanding of the “whole,” and to derive conclusions based on research and evaluations.

**III. PERFORMANCE OBJECTIVES:**

Identify steps in the critical thinking approach (Refer to attached page for steps)  
Demonstrate the ability to apply critical thinking to specific issues or problems

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Role play the steps in the critical thinking approach  
Pose a problem in which the students will utilize critical-thinking strategies

**V. EVALUATIONS:**

Utilize critical-thinking strategies in analyzing a specific problem or issue

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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## STEPS IN CRITICAL THINKING\*

### A. POSE THE PROBLEM

Start with specific examples—provided by the teacher and/or the student.

### B. THINK: UNDERSTAND, FIND INFORMATION, EVALUATE

1. Decide what the important questions are.
2. Bring personal experiences generated by the group.
3. Find information.
4. Throughout, talk about why it's important to do each step in the process as well as why the whole topic is important.

### C. CREATE SOLUTIONS: OPTIONS, IDEAS, MORE QUESTIONS

1. Look at alternatives.
2. Examine all definitions in progress so conclusions will have consensus.
3. Examine sources of information.
4. Challenge popular images (including advertising).
5. Specify individual priorities.
6. Weigh options individually.
7. Clarify and summarize
8. Look at the consequences of choices.
9. Recognize that there may be no right answer that's the same for everyone.

### D. APPLY: APPLY NEW UNDERSTANDING—ACT

1. Make a decision or choice or plan of action.
2. Take action, if appropriate.

\*Taken from *Critical Thinking in the A.B.E./G.E.D. Classroom*, "Some Ideas for Implementation" from Dover Adult Learning Center, Dover, New Hampshire, September, 1989.



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**I. DUTY: I DELIVER WORKPLACE LITERACY**

**TASK: I-5 Teach Gender-Positive Team-Building Skills**

**II. INTRODUCTION:**

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths that can be utilized to complete a project/assignment.

**III. PERFORMANCE OBJECTIVES:**

Work and cooperate in team activities  
Apply team-building experiences to other activities

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Experience team-building activities which take into consideration the diversity of students involved

**V. EVALUATIONS:**

Accomplish project/assignment and work out any differences/conflicts along the way within their teams

**VI. RESOURCES:**

Activity books published by Project Adventure in New Jersey for suggested activities Ropes Training Program (information available from CRCOM, 207-453-5170)

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-6 Teach Respect In The Workplace**

**II. INTRODUCTION:**

Every worker has a right to be treated fairly, equally, and respectfully in the workplace/school. A person enters the workplace with diverse knowledge, skills, abilities, values, and life experiences. This diversity is shaped by the ethnic, cultural, religious, and social backgrounds. The varied backgrounds and strengths that each worker brings to the workplace enhances the workplace by creating a stronger and better working environment. Through understanding and accepting differences, every worker can define a working environment, free of discrimination, harassment, and disrespect.

**III. PERFORMANCE OBJECTIVES:**

Understand why people are treated disrespectfully in the workplace/school  
Identify what a respectful workplace/school looks like  
Learn how to promote respect in the workplace/school

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Identify and discuss one situation in their lives when they were treated with  
disrespect

Identify and discuss one situation in their lives when they were treated with respect

Discussion questions for Activities 1 & 2:

- a. Identify the situation.
- b. Who treated them disrespectfully/respectfully?
- c. What was the cause?
- d. How was it resolved?
- e. In retrospect, do they prefer that it had been resolved differently?



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**IV. SUGGESTED IMPLEMENTATION STRATEGIES: (continued)**

Discuss the causes of disrespect in the workplace and whether the causes are based on an individual or the stereotype of whom the individual represents.

In a discussion, utilizing common stereotyped expressions, students will identify which group the stereotype has traditionally been directed toward and discuss the effects these stereotypes have on people in the workplace.

Typical examples:

“They are all loud and pushy”

“They are dirty”

“They are all thieves”

“They are lazy”

“They are all lesbians”

“They are all gay”

“They are macho”

“They are all rednecks”

“They are all dumb”

**V. EVALUATIONS:**

Demonstrate respect in the classroom on a regular basis

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-7 Teach Safety Skills & Rules**

**II. INTRODUCTION:**

Refer to C-3.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-8 Teach Worker Rights and Responsibilities**

**II. INTRODUCTION:**

Refer to F-4.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-9 Teach Communication Skills**

**II. INTRODUCTION:**

Refer to C-9.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-10 Teach How to Balance Work and Family**

**II. INTRODUCTION:**

At the K-8 level, educators must emphasize students learning to balance work and play.

**III. PERFORMANCE OBJECTIVES:**

Utilize time and stress management strategies  
Recognize importance of balancing work and play

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Brainstorm responsibilities within their families and school  
Teach study skills  
Stress organizational skills  
Identify successful work habits

**V. EVALUATIONS:**

Develop a work and play schedule  
Complete homework and school work within time allowances

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**





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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-11 Teach Conflict Resolution Skills**

**II. INTRODUCTION:**

Refer to C-10.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-12 Teach Basic Trade and Technical Terms and Tool Use**

**II. INTRODUCTION:**

Let's not make assumptions about what people should know. Therefore, students should be able to learn the technical terms, names, and uses of basic tools regardless of gender.

**III. PERFORMANCE OBJECTIVES:**

Identify basic tools  
Utilize basic technical terms

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Guest speakers bring in tools and demonstrate  
Invite a secondary vocational student to demonstrate tool use  
Utilize "teachable moments" to demonstrate tool usage  
Utilize McCormick NTO Profile (see attached)

**V. EVALUATIONS:**

Students utilize technical terms appropriately and know the correct names for tools

**VI. RESOURCES:**

McCormick NTO Profile (attached)

**VII. SPECIAL NOTES:**



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MCCORMICK NTO PROFILE

Likes and Dislikes

1. Check the ones that appeal to you.

- |   |   |
|---|---|
| <input type="checkbox"/> I like working outside | <input type="checkbox"/> I prefer clerical work |
| <input type="checkbox"/> I like gardening       | <input type="checkbox"/> I like desk work       |
| <input type="checkbox"/> I like to camp         |   |

Skills

2. Place a "√" by those tools you have used and an "X" by those tools you have not used.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> hammer              | <input type="checkbox"/> hand saw           | <input type="checkbox"/> screwdriver   |
| <input type="checkbox"/> pliers              | <input type="checkbox"/> wire cutters       | <input type="checkbox"/> chalk line    |
| <input type="checkbox"/> utility knife       | <input type="checkbox"/> wire strippers     | <input type="checkbox"/> drill press   |
| <input type="checkbox"/> lathe               | <input type="checkbox"/> farm machinery     | <input type="checkbox"/> transit       |
| <input type="checkbox"/> plumb bob           | <input type="checkbox"/> hand level         | <input type="checkbox"/> square        |
| <input type="checkbox"/> caulk gun           | <input type="checkbox"/> staple gun         | <input type="checkbox"/> nail gun      |
| <input type="checkbox"/> grinder             | <input type="checkbox"/> paint brush        | <input type="checkbox"/> circular saw  |
| <input type="checkbox"/> electric drill      | <input type="checkbox"/> table saw          | <input type="checkbox"/> scraper       |
| <input type="checkbox"/> radial arm saw      | <input type="checkbox"/> saws-all           | <input type="checkbox"/> chain saw     |
| <input type="checkbox"/> long-handled shovel | <input type="checkbox"/> pick ax            | <input type="checkbox"/> ax            |
| <input type="checkbox"/> chisel              | <input type="checkbox"/> paint roller       | <input type="checkbox"/> ladder        |
| <input type="checkbox"/> pipe cutter         | <input type="checkbox"/> propane torch      | <input type="checkbox"/> soldering gun |
| <input type="checkbox"/> sewing machine      | <input type="checkbox"/> rototiller         | <input type="checkbox"/> lawn mower    |
| <input type="checkbox"/> milking machine     | <input type="checkbox"/> weed whacker       | <input type="checkbox"/> tractor       |
| <input type="checkbox"/> bench press         | <input type="checkbox"/> other, please list |  |

Write the number of √'s in Section 2 here \_\_\_\_\_

Write the number of X's in Section 2 here \_\_\_\_\_



MCCORMICK NTO PROFILE, continued

**EXPERIENCE**

3. Place a "√" next to the things you have done and an "X" next to the things you would like to do.

- |  |  |
|--|--|
| <input type="checkbox"/> remodeled a kitchen     | <input type="checkbox"/> roofed a building         |
| <input type="checkbox"/> remodeled a bath        | <input type="checkbox"/> replaced a faucet washer  |
| <input type="checkbox"/> mended an electric cord | <input type="checkbox"/> fixed a lamp              |
| <input type="checkbox"/> laid a vinyl floor      | <input type="checkbox"/> set ceramic tile          |
| <input type="checkbox"/> built a deck or patio   | <input type="checkbox"/> built a fence             |
| <input type="checkbox"/> installed a switch      | <input type="checkbox"/> upholstered a chair       |
| <input type="checkbox"/> driven a pickup truck   | <input type="checkbox"/> driven a larger truck     |
| <input type="checkbox"/> rebuilt an engine       | <input type="checkbox"/> tuned up your car         |
| <input type="checkbox"/> autobody work           | <input type="checkbox"/> built a house or building |
| <input type="checkbox"/> hung sheetrock          | <input type="checkbox"/> built shelves             |
| <input type="checkbox"/> hooked up a VCR         | <input type="checkbox"/> hooked up a stereo        |
| <input type="checkbox"/> car maintenance         | <input type="checkbox"/> wallpapering              |
| <input type="checkbox"/> drafting                | <input type="checkbox"/> boat building             |
| <input type="checkbox"/> marine harvesting       | <input type="checkbox"/> apple picking             |
| <input type="checkbox"/> blueberry raking        | <input type="checkbox"/> potato harvesting         |
| <input type="checkbox"/> siding                  | <input type="checkbox"/> other, please list        |
| <input type="checkbox"/> farm work               |  |

Write the number of √'s in Section 3 here \_\_\_\_\_

Write the number of X's in Section 3 here \_\_\_\_\_



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**MCCORMICK NTO PROFILE, continued**

4. Check the courses you have taken.

- |                                      |  |                                    |
|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> Drafting    | <input type="checkbox"/> General Math    | <input type="checkbox"/> Algebra I |
| <input type="checkbox"/> Algebra II  | <input type="checkbox"/> Geometry        | <input type="checkbox"/> Calculus  |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Industrial Arts | <input type="checkbox"/> Chemistry |
| <input type="checkbox"/> Physics     | <input type="checkbox"/> Biology         | <input type="checkbox"/> Geology   |
| <input type="checkbox"/> Shop        |  |                                    |

Write the number of check marks in Section 4 here \_\_\_\_\_

5. Do you have a Class II or I Drivers License, which allows you to drive a dump truck or semi?

Yes  No

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe.

Yes  No

7. Would you ever like to have your own business?

Yes  No

8. On a "handy around the house" scale of 1 to 10 (1 being not at all handy and 10 being very handy) how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_  
Not Handy Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick for Women Unlimited, 280 State Street, Augusta, ME 04330, 12/93



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**K-8 Implementation Strategies**

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-13 Teach Prevention of Sexual Harassment**

**II. INTRODUCTION:**

Refer to C-2, C-4, and C-6.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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## K-8 Implementation Strategies

### TASK PERFORMANCE GUIDE

#### GENDER EQUITY IN EDUCATION AND THE WORKPLACE

##### **I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-14 Teach Economics of Work**

##### **II. INTRODUCTION:**

Elementary and middle school students need to understand the importance of budgeting money and how it can be earned. Such topics might include saving (maybe long-term for a specific goal), working together to earn money, and/or planning how to spend the money.

##### **III. PERFORMANCE OBJECTIVES:**

Understand how the basic economic cycle works (earning money, saving, spending)

##### **IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Fund raisers

Goal setting to determine how to spend money

Participate in a school savings program

Utilize "teachable moments" with school-related fund raisers

Stress responsibility

View the video tape *A High Price to Pay: A Story about Earning Money*, (based on the books by Joy Berry), The Human Race Club Video Series, Volume 2

##### **V. EVALUATIONS:**

Participate in a fund raising project to demonstrate the basic economic cycle

##### **VI. RESOURCES:**

Video tape: *A High Price to Pay: A Story about Earning Money*, (based on the books by Joy Berry), The Human Race Club Video Series, Volume 2

##### **VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-15 Teach Applied Math and Science Skills**

**Prerequisite: H-9 and H-10**

**II. INTRODUCTION:**

It is the responsibility of the classroom instructor to utilize methodologies that demonstrate relevancy of learning math, science, communication, etc. in the classroom and how these knowledges connect with future career choices.

**III. PERFORMANCE OBJECTIVES:**

Apply math, science, communication skills in a real-life situation

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Connect academic topics to real-life situations

**V. EVALUATIONS:**

Students would demonstrate math, science, and communication skills when solving problems or doing project work

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-16 Teach Employability Skills**

**II. INTRODUCTION:**

Refer to H-9.

All the training in the world is only as useful as the ability to put it to use by acquiring and keeping a job. Therefore, reinforcement of these skills must be part of the secondary and beyond classroom activities and curriculum.

**III. PERFORMANCE OBJECTIVES:**

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

**V. EVALUATIONS:**

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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**K-8 Implementation Strategies**

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-17 Teach Basic Computer Skills (Include Keyboarding)**

**II. INTRODUCTION:**

Because of the increased use of computers at all levels of education in our schools and businesses today, developing accurate and effective keyboarding and computer skills has become an important component for job readiness.

**III. PERFORMANCE OBJECTIVES:**

Perform touch inputting skills, using alphabetic, numeric, symbol, and function keys on a computer and/or a typewriter keyboard  
Orient themselves to the information processing cycle  
Orient themselves to computer hardware and software

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Perform the following basic computer operation functions:  
Power on and off system  
Disk care and maintenance  
Access software package  
Create at least one, single-page document, utilizing keyboarding strategies taught  
Print document

**V. EVALUATIONS:**

Complete a written exam  
Identify parts of a computer  
Identify computer terminology



K-8 Implementation Strategies

**TASK PERFORMANCE GUIDE**

**GENDER EQUITY IN EDUCATION AND THE WORKPLACE**

**I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS**

**TASK: I-18 Teach Initiative**

**II. INTRODUCTION:**

Initiative is the power, ability, or instinct to begin or to follow through energetically with a plan or a task. So, "Walk the Talk" -- show students what initiative is and demonstrate the internal and external rewards associated with initiative.

**III. PERFORMANCE OBJECTIVES:**

Identify the need for initiative  
Be self-motivated

**IV. SUGGESTED IMPLEMENTATION STRATEGIES:**

Role model positive initiative  
Reinforce when students utilize initiative  
Discuss the connection between motivation and initiative  
Define initiative and motivation

**V. EVALUATIONS:**

Observe and reward students utilizing initiative

**VI. RESOURCES:**

**VII. SPECIAL NOTES:**



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