

# Classroom/School Environment Strategy and Activities

# 10

Equity in the classroom and school is hard to picture in action; it can be both concrete and abstract in nature. An equitable environment is the overall climate or culture of the school—what can be seen, heard, and felt; it includes the overall messages being sent (intentionally and *unintentionally*) to students, staff, and others in an environment if we are conscious of equity issues and indicators. It includes the physical environment, such as facilities, as well as student-teacher interaction. Additionally, environment goes beyond the actual school building. It is any place students are while attending school functions, whether in school, outside the school building, attending school-sponsored events in other locations, or riding on the bus.

These activities can help create equity in the classroom/school environment.

- Prepare *bulletin boards, posters, and other visual displays* to ensure that they portray sex-fair environments and messages. For example, combine the trophies of both boys' and girls' athletic teams in the same display case.
- Organize the *classroom seating arrangements* to avoid segregating females from males. Display class projects in a sex-fair fashion.
- Integrate the sexes when arranging *locker assignments*. Avoid clustering one sex near a vocational area traditional for that sex.
- Examine the *physical facilities* of the school building to determine if they serve both males and females equitably.

- Are the same number of bathroom facilities available?
- Are the physical education facilities, such as locker rooms, equal?
- Are male/female-dominated classes located in an identifiable part of the building?
- Are female-dominated classrooms decorated in an overtly feminine fashion?
  - Integrate into the curriculum *sex-fair, sex-affirmative activities* that increase equity awareness and counter the past effects of bias and discrimination.
  - Create classroom environments that celebrate difference and embrace diversity.
  - Actively seek to build trust and partnership among females and males in each classroom.
  - Use *sex-fair, inclusionary language* in all written and oral communication. Educators may need to examine their own use of language and should encourage students to use sex-fair terminology. Inappropriate language use is unacceptable and should be corrected whenever it occurs.
  - Create an *equitable classroom environment* by
    - providing *equal praise and reinforcement* to students based on their performance rather than their gender,
    - directing *class activities and discussions* to ensure that all students participate, and
    - making all students feel *equally capable of learning*.
  - Prohibit harassment of anyone by anyone in classrooms.

- Develop a *behavior management plan* that has uniform rules and reprimands for both boys and girls. Often, adults unintentionally hold different expectations and mete out different reprimands for boys than they do for girls. Be alert for these inequities, and make efforts to correct them.
- Evaluate *student achievement* on the basis of specific criteria, not on gender. For example, make comments to all students that address the content of an assignment as well as its appearance.

## Tips and Cautions

- Most teachers believe and assume that they provide an equitable classroom environment. Therefore, it is necessary to raise awareness by explaining and providing examples of subtle, unintentional, and hidden bias.
- Teachers often lack training in sex equity, so they need to develop equity knowledge and skills; they need to understand why equity is important, why it needs to be addressed, and how to achieve and maintain equity.
- Involve everyone in the school environment—janitors, school food service personnel, and clerical and other support staff.
- Although some teacher effectiveness programs address equity issues, others do not and can be counterproductive to equity initiatives.
- Buildings constructed before 1975 may not comply with nondiscrimination regulations.

## Suggested Resources

Center for Sex Equity in Schools. *Tune In to Your Rights: A Guide for Teenagers about Turning Off Sexual Harassment*. Ann Arbor, MI: University of Michigan, 1985.

A student introduction to sexual harassment issues, legal rights, and ways of dealing with harassment. Appropriate for middle/junior high and high school students.

Grayson, Dolores A., and Mary Martin. *Gender/Ethnic Expectations and Student Achievement*. Earlham, IA: GrayMill, 1988.

Klein, Freada, et al. *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools*. Quincy, MA: Massachusetts Department of Education, 1986. ED 215 254.

This curriculum guide defines sexual harassment, explains the legal cases involved, describes administrative strategies, and presents student activities and classroom lessons.

Lee, Rhonda. *Guide to Nonsexist Language and Visuals*. Madison, WI: University of Wisconsin-Extension, 1985.

Project on the Status of Women. *The Classroom Climate: A Chilly One for Women?* and *Out of the Classroom: A Chilly Campus Climate for Women?* Washington, DC: Association of American Colleges, 1982, 1984.

These two classics, which focus on postsecondary education experiences of women, examine how men and women are treated differently and how this treatment affects female students' confidence and achievement.

Sadker, Myra Pollack, and David Miller Sadker. "Sexism in the Schoolroom of the '80s." *Psychology Today*, March 1985.

Sadker, Myra Pollack, David Miller Sadker, and Sharon Steindam. "Gender Equity and Educational Reform." *Educational Leadership*, March 1989, pp. 44-47.

Sanders, Jo Schucat, Antonia Stone, and the Women's Action Alliance. *The Neuter Computer: Computers for Girls and Boys*. New York: Neal Schuman, 1986.

Designed for educators, parents, and policymakers to help provide computer equity for females and males. Includes a self-test, 56 activities for computer excellence, 96 strategies for computer equity, and guidelines for planning and evaluating a school's computer equity program.

Strauss, Susan, with Pamela Espeland. *Sexual Harassment and Teens: A Program for Positive Change*. Minneapolis, MN: Free Spirit Publishing, 1992.

## Behaviors of the Nonbiased Educator

Adapted from Cooperative Educational Service Agency 10, 725 West Park Avenue, Chippewa Falls, WI 54729; (715) 723-0341. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

**Attitude**—takes the idea of equality seriously; for example, does not denigrate men or women or joke about their abilities, roles, characteristics, and so forth.

**Language**—uses nonsexist language; for example, does not refer to all physicians and pilots as “he” or all nurses or secretaries as “she.” Does not use “he” or “man” to refer to both genders.

**Generalizations**—avoids generalizations that refer to gender; for example, “you drive like a woman” or “you think like a man.”

**Facts**—uses accurate, factual knowledge about the current economic and social status of women and men.

**Comparisons**—avoids comparisons of teachers or students based on gender; for example, would not say “women cannot discipline students as well as men can,” or “the girls are working harder than the boys.”

**Values**—reinforces the expression of “equity”—of fairness, democracy, social justice, and so forth.

**Model**—acts as a model of nonsexist behavior by performing activities traditionally thought to be done by the other sex; for example, males offer coffee and refreshments at meetings; females conduct maintenance inspections or move tables and chairs.

**Careers**—publicly acknowledges the appropriateness of a wide range of career choices, interests, and roles for both sexes.

**Student Activities**—recommends all school activities to both boys and girls; does not expect girls to have typically feminine interests and boys to have typically masculine interests.

**Recognition of Achievement**—gives equal attention to the academic and extracurricular achievements of both sexes; for example, recognizes the athletic achievements or community service of both girls and boys.

**Academic Expectations**—has the same expectations for academic achievement for boys as for girls; for example, does not expect girls usually to excel in verbal skills and boys usually to excel in mathematics.

**Expression of Emotions**—permits females and males to show their emotions without regard to gender so long as such behavior is within school rules.

**Nonsexist Student Behavior**—requires students of both sexes to treat each other as equals; for example, does not allow sexist remarks by students to go unchallenged. Harassment is never tolerated.

**Behavior Expectations/Student Discipline**—expects the same behavior from all students and enforces the standards for discipline without regard to sex; for example, does not treat girls who are fighting differently than boys who are fighting.

**Student Duties**—assigns boys and girls to school duties and responsibilities on the basis of ability rather than gender; for example, both sexes help in the office, deliver messages, or carry equipment and supplies.

## Profile of an Equitable Classroom

From *A Guide to Curriculum Planning in Technology Education*. Madison, WI: Wisconsin Department of Public Instruction, 1988, pp. 119-121. Adapted with permission from Leslie F. Hergert and Raymond M. Rose, *Profile of an Equitable Classroom*, Andover, MA: The NETWORK, 1984.

| <i>Physical Environment</i> |   |
|-----------------------------|---|
| <b>Ideal</b>                | The teacher usually portrays females and males in both traditional and nontraditional roles and includes representatives of various races and cultures in pictorial displays. |
| <b>Acceptable</b>           | The teacher provides neutral images in pictorial displays.  |
| <b>Unacceptable</b>         | The teacher visually portrays people only in roles traditional for their race, sex, or culture. Some groups are "invisible."  |

| <i>Curriculum</i>   |  |
|---------------------|--|
| <b>Ideal</b>        | The teacher's classroom activities are multicultural and sex fair. The teacher includes classroom lessons to increase awareness and counter past effects of bias and discrimination. |
| <b>Acceptable</b>   | The teacher's classroom activities are multicultural and sex fair.   |
| <b>Unacceptable</b> | The teacher does not include the contributions of women or minorities.<br>The teacher presents stereotyped views of groups of people.  |

| <i>Language</i>     |  |
|---------------------|--|
| <b>Ideal</b>        | The teacher uses inclusionary terms for people in all written and oral communication.<br>The teacher works with students to help them develop inclusionary and respectful language forms and encourages all students to use those terms in their own communications.<br>The teacher discusses the negative impact of using derogatory terms in reference to race, sex, or ethnic groups. |
| <b>Acceptable</b>   | The teacher uses inclusionary terms for people in all written and oral communication.  |
| <b>Unacceptable</b> | The teacher uses derogatory terms in reference to any race, sex, or ethnic group.<br>The teacher repeatedly uses sex-limited language.<br>The teacher repeatedly mispronounces any student's name.<br>The teacher allows students to use derogatory terms in reference to any race, sex, or ethnic group.  |

**Profile of an Equitable Classroom**

|                                 |  |
|---------------------------------|--|
| <i>Active Teacher Attention</i> |  |
| <b>Ideal</b>                    | <p>The teacher provides the same amount of teaching attention to all students, with individual differences based on their need and style.</p> <p>The teacher directs classroom discussion to allow all students to participate.</p>  |
| <b>Unacceptable</b>             | <p>The teacher provides students with different amounts of attention based on their race, sex, or national origin.</p> <p>The teacher allows a student or group of students to dominate the class.</p>   |
| <i>Behavior Management</i>      |  |
| <b>Ideal</b>                    | <p>The teacher informs students in advance of acceptable and unacceptable behavior and the consequences of their behavior.</p> <p>The teacher reprimands all students equally for infractions of classroom or school rules.</p> <p>The teacher praises all students equally for good behavior.</p>   |
| <b>Unacceptable</b>             | <p>The teacher reprimands students differently for behavior infractions based on their race, sex, or national origin.</p> <p>The teacher attributes stereotyped characteristics to a sex, race, or national origin group.</p>  |
| <i>Academic Evaluation</i>      |  |
| <b>Ideal</b>                    | <p>The teacher praises students for the intellectual quality of their work—regardless of their race, sex, or national origin—from a set of criteria that has been announced to the students.</p> <p>The teacher analyzes interactions with students for differential patterns and takes actions to counteract and balance differences.</p> |
| <b>Unacceptable</b>             | <p>The teacher uses a different set of criteria for evaluating the academic work of students based on their race, sex, or national origin.</p> <p>The teacher evaluates females and males differently for the same performance.</p>  |

**Profile of an Equitable Classroom**

| <i>Classroom Integration</i> |   |
|------------------------------|---|
| <b>Ideal</b>                 | <p>The teacher promotes cooperation and integration of students through activities that help students of different sexes, races, and ethnic groups work together more effectively.</p> <p>The teacher structures classroom activities to develop and exercise leadership skills among a variety of students.</p>  |
| <b>Acceptable</b>            | <p>The teacher assigns classroom seating patterns, project groups, and other structured activities to integrate students by race, sex, and ethnic group.</p>  |
| <b>Unacceptable</b>          | <p>The teacher groups students for any activity by race, sex, or ethnicity.</p> <p>The teacher allows segregated patterns to exist by allowing students to group themselves.</p> <p>The teacher assigns classroom tasks on the basis of a student's race, sex, or ethnicity.</p> <p>The teacher structures classroom tasks to encourage competition among different sexes, races, or ethnic groups.</p> |

These activities have been adapted from "Selected Activities and Recommendations for Creating a Sex-Fair Classroom" by Suzanne Hurwitz and Susan Schaffer in Myra and David Sadker's *Between Teacher and Student: Overcoming Sex Bias in Classroom Interaction*. Washington, DC: U.S. Department of Education, 1980. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

### Overcoming Sex Bias in Active Teaching Attention

- Ask a colleague to observe your classes, using an assessment sheet for determining teacher-student interaction patterns. Better yet, have your classes videotaped or audiotaped. Then, using the assessment sheet, replay the tapes and evaluate your teaching behavior.
- Circulate around the room, positioning yourself in different areas, to influence the degree of involvement of both girls and boys in learning.
- Make a conscious effort to encourage equal participation of all students. Hold both boys and girls accountable to the same standards for participation in classroom discussion.
- Issue both *lower order* and *higher order* questions to girls and boys on an equitable basis.
- Measure the time you wait for replies to your questions in class to ensure an equal distribution for girls and boys.
- Issue equitable verbal and nonverbal reinforcement to both girls and boys.
- Give extended directions to boys and girls on an equitable basis; provide extensive directions so girls and boys can complete tasks independently; and, avoid doing or completing tasks for students.

### Overcoming Sex Segregation in Classroom Interaction

- Ask a colleague to observe your classes, using an assessment sheet for determining the sex segregation patterns. Better yet, have your classes videotaped or audiotaped. Then, using the assessment sheet, replay the tapes and evaluate the segregation patterns.
- When seating or lining up pupils, use categories other than gender to divide the class.
- At the elementary level, avoid sex-segregated play areas.
- When students self-segregate in their own activities, it may be necessary to form a new organizational pattern to achieve classroom integration.
- Encourage both sexes to participate in traditional and nontraditional activities.
- If students are uncomfortable with nonstereotyped assignments, discuss the issue of sex stereotyping and today's changing roles for women and men.
- Examine textbooks and other instructional materials for sex-role stereotyping and sexist language.
- Make a conscious effort to assign boys and girls leadership and support roles on an equitable basis both within and outside the classroom (for example, field trips).
- Encourage and reinforce girls and boys who are working and playing cooperatively.

### Overcoming Sex Bias in Classroom Discipline

- Ask a colleague to observe your classes, using an assessment sheet for determining the classroom discipline patterns. Better yet, have your classes videotaped or audiotaped. Then, using the assessment sheet, replay the tapes and evaluate classroom discipline patterns.
- Avoid biased expectations, such as stereotyping girls as obedient and complacent and boys as aggressive and disruptive.
- The manner in which reprimands are given should be related to the misbehavior and not applied on the basis of sex.
- Harsh and public discipline is likely to be an ineffective approach for both female and male students.

- If penalties are given for inappropriate behavior, they should be related to the infraction and not applied on the basis of sex.

### **Overcoming Sex Bias in Verbal Evaluation**

- Ask a colleague to observe your classes, using an assessment sheet for determining the verbal evaluation patterns. Better yet, have your classes videotaped or audiotaped. Then, using the assessment sheet, replay the tapes and evaluate your own verbal evaluation patterns.
- Avoid stereotyping girls as excelling in neatness and boys as excelling in intellectual accomplishment.
- Distribute praise for academic work to boys and girls on a fair and equitable basis:
  - *Verbal reinforcement*—When students hand in good papers or make good comments about subject matter, offer such responses as “fine,” “very good,” or “excellent point.”
  - *Nonverbal reinforcement*—You can respond positively to students’ academic work without saying anything: maintain eye contact with the students who are talking, lean toward them, move closer, nod affirmatively, smile.
  - *Delayed reinforcement*—If a boy or girl makes a good comment at the beginning of a lesson, refer to or build upon that idea during the lesson or even during another lesson conducted at a later time.
- Identify both boys and girls whose academic work reflects neatness and conforms to rules of form and meets the standards of intellectual competence.
- When a student’s verbal comments or written work is incorrect or fails to meet standards of form and intellectual quality, go beyond criticizing and offer remediation comments to both girls and boys. Make sure the boy or girl clearly understands the nature of the inadequacy as well as how to correct it. Remember, it is extremely important to encourage both girls and boys to try harder (attribution to lack of effort). Without this, students may think they do not have the ability and may simply give up.

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## What Color Is Your Language?

Adapted from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 100 North First Street, E-426, Innovation and Performance Management Section, Springfield, IL 62777, 1987. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication. It can be used to construct diverse equity awareness activities.

At some point, we've all had someone misinterpret comments we've made. That's why educators, employers, and parents need to be aware of hidden meanings in their words. Some remarks and words can be interpreted to imply that racial and ethnic groups, women, men, or handicapped persons are superior or inferior to others when the speaker may have no intention of conveying such messages. Word choice may unintentionally distort or "shade" a message's real meaning.

In a sense, we need to carefully consider word choice to avoid negative or offensive shades of meaning. Such unbiased language plays an important role in encouraging students to explore career options based on their interests, not prescribed or restricted roles. Unbiased word choice avoids terms restricted to certain groups or gender—terms that label, like the clothing colors of pink and blue.

Instead, think purple. Purple is a mix of half pink and half blue. It's a blend that's in between and promotes fairness. By hearing "purple words," students receive messages that they have a fair chance and choice in career education and training, regardless of sex, race, or color.

This discussion cannot possibly include all biased words and remarks. But it does offer some brief tips on how to change those most commonly used. So, think purple. And show your winning color.

Do you reinforce racial, sex-role, or ethnic stereotypes? Examples include: "intelligent black students" (implies that most blacks are unintelligent); "the women were calm and rational" (implies that most women are emotional and irrational); "the conscientious Puerto Rican" (implies that most Puerto Ricans are not conscientious); "Jack, who is disabled, is the best technician" (implies that Jack is being put in the spotlight because of his disability, rather than his work performance).

Do you quote only men and refer to only notable men of the past or present? Include more references to notable women and minorities.

Do you use descriptions of personality traits that are sex biased or ethnic linked? Examples include "her hysterical remarks" (excited remarks), "his timid response" (hesitant response), "the emotional Italian," "the slovenly Mexican."

Do you refer to women as being overly concerned with clothing and hairstyle? Men, too, are concerned about their image. Women are also concerned about the economy, the labor force, national affairs, and other universal matters.

Do you refer to men or certain racial/ethnic groups as capable, aggressive, and brave, and to women and other groups of persons as fearful, emotional, and dependent? Men, women, and all ethnic/racial groups possess both strengths and weaknesses. Acknowledge all characteristics for all persons.

## Word Exchange

| <b>Biased</b>          | <b>Nonbiased</b>                                 |
|------------------------|--|
| businessman            | business manager or executive                    |
| chairman               | chairperson, leader                              |
| cleaning lady          | housekeeper, custodian                           |
| colored people         | people of color                                  |
| congressman            | member of Congress, congressional representative |
| craftsman              | craft worker                                     |
| craftsmanship          | artisanship                                      |
| crippled               | disabled   |
| deaf and dumb          | deaf   |
| fits                   | seizures   |
| fireman                | firefighter                                      |
| foreman                | supervisor, manager                              |
| freshman               | first-year student                               |
| gal Friday             | assistant  |
| hard of hearing        | hearing-impaired                                 |
| housewife              | homemaker  |
| ladylike               | well mannered                                    |
| middleman              | middle person, intermediary                      |
| mailman                | letter carrier                                   |
| man-hours              | staff hours, working hours                       |
| mankind                | humanity   |
| manmade                | synthetic, artificial                            |
| manpower               | skilled labor, labor force                       |
| man-sized job          | big or enormous job                              |
| mongolism              | Down's syndrome                                  |
| policeman              | police officer                                   |
| repairman              | repairer   |
| spokesman              | spokesperson, speaker                            |
| sportsmanship          | sense of fair play                               |
| stewardess             | flight attendant                                 |
| workman                | worker   |
| workman's compensation | worker's compensation                            |

## Sentence Exchange

| Biased  | Nonbiased   |
|---|---|
| The labor force needs skilled men.                                    | The labor force needs skilled men and women.  |
| John Doe is a competent executive, and his wife is a charming blonde. | John's a competent executive, and Ann is an excellent reporter.                     |
| Ask the girls to type the report.                                     | Ask the secretaries to type the report.   |
| She's a career woman.   | She's a biologist.  |
| Welcome, ladies and men.  | Welcome, ladies and gentlemen.<br>Welcome, women and men.                           |
| The executives' wives will assemble.                                  | The executives' spouses will assemble.  |
| A good mechanic knows his customers.                                  | A good mechanic knows his or her customers.<br>Good mechanics know their customers. |
| It's a pleasure to meet a pretty girl such as you.                    | It's a pleasure to meet you.  |
| This is Mrs. John Brown.  | This is Ms. Ann Brown.  |
| John and his wife are homeowners.                                     | John and Ann are homeowners.  |
| Today's young men want opportunities.                                 | Today's young women and men want opportunities.                                     |
| Their son is retarded.*   | Their son is a slow learner/has a learning disability/has a cognitive disability.   |
| Infants need a mother's care.   | Infants need parental care.   |
| She's a tomboy.   | She's an energetic and curious person.  |
| He helps his wife at home.  | He and his wife share household duties.   |
| Epileptics* are dependable workers.                                   | People who have epilepsy are dependable workers.                                    |
| The handicapped people formed an organization.                        | Several persons, each with some disability, formed an organization.                 |
| Mary is a black* friend of mine.                                      | Mary is a friend of mine.   |

\* The race, ethnicity, color, sex, marital status, or handicapping condition of a person should be avoided unless it is pertinent to the context of your message.

## **Sexual Harassment: What It Is and What Students Can Do about It**

The following article is adapted from a brochure produced by the Wisconsin Department of Public Instruction and can be used in the construction of equity activities.

### *What is sexual harassment?*

Sexual harassment includes

- unwelcome sexual advances, unwelcome physical touching that is sexual in nature, unwanted verbal conduct of a sexual nature that includes deliberate or repeated unsolicited gestures, graphic materials, and verbal or written comments;
- threats, intimidation, or coercion in order to make a person give in to demands for sexual activity;
- the threat that lack of submission will affect grades or working conditions.

Briefly, sexual harassment is when someone makes you think you will get in trouble at school, get a bad grade, or lose your job if you don't give in to his or her sexual advances or put up with sexual remarks/actions.

### *Why has it been kept secret?*

Like rape, most sexual harassment goes unreported because the victims are somehow made to feel ashamed of what happened to them. They may be afraid others will say they "asked for it" or that no one will believe them, they won't be able to prove it, or they'll be labeled a troublemaker. Rather than face embarrassment and reprisals many victims who are lucky enough to transfer or get a new job leave quietly without saying anything. This leaves the harasser free to victimize others.

### *Who are the victims?*

Although the majority of victims are women, men sometimes are sexually harassed by male or female teachers or employers. Sometimes people are sexually harassed by members of their own sex.

Victims range from young to old, from executives to blue-collar workers, married or single, especially attractive or not. No one really knows why some people sexually harass others; one reason may be that they think they can get away with it. Another may be that harassment gives them a feeling of power over someone.

**MOLLY** works in a restaurant as a waitress. Her boss pinches her buttocks when no one is looking. He doesn't do this to male workers in the restaurant. He also waits until Molly has food plates in her hands, then backs her up against the wall and touches her. When Molly protests, he says it's just a joke, and if she can't take a joke, she should quit her job.

**SUSIE**, 16 years old, worked in a bakery part-time. Whenever she put a tray of rolls on the overhead shelf, her boss grabbed her breasts. She was confused and embarrassed by this and did not tell him she didn't like it. Instead, she quit her job. She thought her parents would be angry at her or try to get the man fired. She didn't tell them about it.

**JOANN** is enrolled in a vocational education class in car repair. She is the only woman in the class. A group of male students has been hassling her and demanding she have sex with them. She complained to the male teacher and to the chairperson of the department, but the problem is continuing. Joann is edgy and unable to concentrate in class.

**KAREN** was still in school when her professor offered her an "A" in a course if she'd sleep with him. She refused and received a "C." She complained to the Title IX coordinator and eventually her grade was returned to the "A" she had earned. Nothing was done to the teacher. Karen is concerned about his treatment of other students, but is afraid to say so because she doesn't want to be labeled a troublemaker.

### *What can I do?*

- Be sure the harasser knows you do not welcome these advances. State your objections; ignoring harassment does not make it go away.
- If the harassment continues, confide in a person you trust. Ask if they have had similar problems. Get their help in stopping the harassment. **Write down dates, times, and what was said or done to you during the harassment.** You may need the notes later.
- If your first efforts to get help fail, go to someone else. Talk to your Title IX coordinator at school or with your counselor or favorite teacher. At work, you may wish to tell your supervisor or someone else in authority.
- If you lose your job, have your hours changed, get a poor grade, are made to leave a class or club, or suffer any other consequences because of your refusal to give in to sexual advances, contact the Wisconsin State Equal Rights Division for job-related harassment or the Title IX coordinator of your school system for education-related harassment (see below).

### *How can I help prevent it?*

Share this information with other people. Be supportive of those you know who are facing this problem. Don't wait to be asked to help; offer! If you observe sexual harassment, ask the victim privately if she or he wants your help; you could be a witness to the incident. Try to put yourself in the victim's place, and remember that you will need support and encouragement if this ever happens to you. Above all, don't be fooled into accepting sexual harassment as "the way things are," as trivial, or as a joking matter. It can happen (and does) to anyone, male or female.

### *Where to get help*

- Ask a trusted adult who the Title IX coordinator is in your school if you are being sexually harassed at school. Talk to him or her about the problem.
- Call the state Equal Rights Division if you are experiencing sexual harassment at work. The division's telephone number is (608) 266-6860. Leave your name and number, and they'll call back. Or write: P.O. Box 8928, Madison, WI 53708-8928.
- Contact your local or area rape crisis center.
- For concrete information and referrals, contact the consultant of the Sex-Equity Project of the Wisconsin Department of Public Instruction at (608) 267-9157. Or write: P.O. Box 7841, Madison, WI 53707-7841.

**“Environmental Impact Statement”**

The following checklist was produced by the Maryland Department of Education, Vocational Equity Program. It can be used in various equity activities.

**Area of Concern: Sex Equity in the School Environment**

*Impact on Environment:*

- Score: 2 points for each area of full compliance
- 1 point for each area of partial compliance
- 0 points for each area of noncompliance

|   | Points |
|---|--------|
| <b>A. Distribution of Natural Resources:</b> Expectations for girls and boys are equal. Talents, skills, and interests of all individuals are tapped equitably.   | _____  |
| <b>B. Traffic Patterns:</b> All procedures and patterns including seating, lines, activity areas, and academic and athletic groupings are integrated, sex fair, and race fair.  | _____  |
| <b>C. Noise Control:</b> Girls and boys are talked to in the same manner and terms and are held to the same standards.  | _____  |
| <b>D. Air Quality:</b> The “air is cleared” the same way for all students. Discipline and penalties are equal. Acceptable behavior, language, and dress are nondiscriminatory.  | _____  |
| <b>E. Materials:</b> All instructional materials are nonbiased regarding sex, race, and disability and reflect the diverse abilities, activities, and options of these groups.  | _____  |
| <b>F. Balance of Elements:</b> No imbalance or selectivity exists in opportunities for boys and girls to perform classroom tasks (for example, running audiovisual equipment, washing utensils).  | _____  |
| <b>G. Landscape:</b> Bulletin boards, illustrations, and other visual materials show females and males of varied racial, ethnic, age, and disability groups in various roles.   | _____  |
| <b>H. Linguistic Pollution:</b> Verbal and nonverbal language and cues avoid stereotyped generalizations and demonstrate nonbiased models (for example, firefighter, spouse, humanity).   | _____  |
| <b>I. Access:</b> Students are given equal access to resources, facilities, and placement (for example, courses, extracurricular activities).   | _____  |
| <b>J. Pollution Control Efforts:</b> Affirmative action is undertaken regularly to compensate for (filter out) the effects of past discrimination in particular areas (for example, lack of experience/exposure to mechanical or nurturing skills). | _____  |

*Environment Rating*

- 0 – 10 Points: Serious Polluter—May require federal lawsuit.
- 10 – 15 Points: Moderate offender—Keep improving! Submit new Environmental Impact Statement in 60 days.
- 16 – 20 Points: Conservationist—Pass environmental quality control. Receive equity commendation.