

Promotional Strategy and Activities

6

Promotional activities expand life options by expanding choices and encouraging life and work considerations based on interests and abilities. They focus on not limiting options based on sex.

Promotional activities can be broad enough in focus to include information on how commitment and programming for equity in school actions occur. Also, promotional activities can be aimed directly at students. For example, teachers can inform students of expanded life and work choices, the support they can expect when they select nontraditional choices, and the benefits to themselves and others of expanded choices.

Two main methods to promote equity are publications and presentations. Both can promote expanded life options in many forms.

This strategy is ideal for infusing equity through written materials and events. Begin by looking at what is already being done. Does it comply with the letter of the law? Do stereotypes exist? If so, how can they be neutralized? How can life and work options be addressed in all promotional efforts?

Promotional activities can be carried out by a variety of people, including guidance counselors, teachers, and administrators. The target groups most often will be students and parents.

Overall, it is important to select promotional activities that work together in a coordinated way. Try to build supportive links with already existing initiatives and efforts.

Publications

- Publicize *projects and events* that develop equity awareness, such as career fairs and other special equity projects, through the school newspaper and the local media.
- Use *bulletin boards, display cases, and posters* to promote equity concepts and efforts. Such displays can provide information on expanded life options, especially during registration time.
- Integrate *equity language and concepts* into existing publications. Create new brochures or other printed materials to promote sex equity, such as those that feature students enrolled in nontraditional courses. Carefully examine the literature to ensure that the material doesn't contain any underlying messages that could undermine your efforts to build equity. In addition, high visibility items such as bumper stickers, T-shirts, and buttons can encourage others to think about expanded life options.

Presentations

- Conduct *career fairs* as they help students learn more about different occupations. Invite speakers who work in occupations nontraditional for their sex. Ask male and female career representatives to model partnership. This lets students see role models at work and teaches them about careers.

Local community groups, universities, and technical colleges often sponsor career workshops, conferences, or camps exclusively for boys and girls in middle or high school. These programs also feature speakers pursuing careers nontraditional for their sex. In addition, the programs often offer special sessions for parents or invite parents to attend with their children.

- Invite *speakers* to present career information to classes or to participate on a panel for discussions with students and/or parents about career options.
- Encourage *vocational youth organizations* to conduct projects on expanding careers, such as presentations to parents, community groups, or school boards.
- Use presentations as well as publications to provide students, teachers, and parents with *recent labor market information* on job trends that will help them make educational and career choices.
- Train *peer counselors* in career options so they can refer students to the appropriate resources.
- Encourage and support students who show interest in a particular field or occupation.
- Recognize with *awards and certificates* outstanding programs, teachers, administrators, students, and organizations promoting sex equity.

Tips and Cautions

- Carefully review equity messages and images that have been created or modified. Do they reinforce old assumptions? Are they realistic? Do they portray a "new generation" of stereotyping (for example, while trying to promote sex fairness, is it actually biased in itself)? Conduct a bias check on developed materials.
- Don't rely on one promotional activity. Consider including a variety of activities during the course of the entire school year.

- Provide for diversity and inclusiveness in promotional efforts. Include race, culture, disability, and age as well as gender.
- Be aware of the pros and cons of one-sex programming (for example, career days for girls) within the school setting.

Suggested Resources

Chasek, Arlene. *Futures Unlimited: Expanding Choices in Nontraditional Careers*. New Brunswick, NJ: Rutgers, 1985.

This conference-planning handbook is an adaptation of *Expanding Your Horizons in Science and Mathematics* (Mills College Math/Science Network).

Massachusetts Department of Education. *A Guide to Making Low Cost Videotapes of Nontraditional Role Models*. Quincy, MA: Massachusetts Department of Education, 1983.

This practical guide gives advice on creating videotapes for use in recruitment and career education.

Matthews, Martha, and Shirley McCune. *Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education*. Washington, DC: Resource Center on Sex Roles in Education, 1978.

Probably the first secondary-student guide to considering nontraditional jobs. A classic; however, the employment statistics are out of date.

Sex Fair Artwork: A Sourcebook of Reproducible Line Art. Columbus, OH: Center for Sex Equity, Instructional Materials Laboratory, Ohio State University, 1986.

A book of clip art depicting males and females in nontraditional and cooperative situations.

Vocational and Career Education Newsletter

Adapted from the Neenah, Wisconsin, Joint School District's *Vocational and Career Education Newsletter*, vol. viii, no. 6 (March 1988), compiled by local vocational education coordinator Phil Gocker. The original text has been changed, expanded, and updated to accommodate the issues, concepts, and language used in this publication.

Trends

Societal

1. In 1990, it was estimated that there would be 23.3 million children younger than the age of six. Approximately 10.4 million (45 percent) of them would have mothers who work outside of the home.
2. In Wisconsin, 66.8 percent of mothers with preschool children work [according to the 1990 census data].
3. Need will exist throughout the 1990s for child-care workers and other professionals employed in day-care facilities, such as dietitians.
4. The 1990 census reported the population as 4,891,769.

Labor Market

1. Computer companies are leading manufacturing industries in job growth into the 1990s, but nothing is growing faster than service jobs (Bureau of Labor Statistics). Leading the services boom: jobs in medical services (4.3 percent each year) and business services (4.2 percent each year), such as temporary-help agencies.
2. Occupations expected to grow the most (accounting for 21 percent of all new jobs between 1984 and 1995) are:

	From	To
cashiers	1.90 million	2.46 million
registered nurses	1.37 million	1.82 million
janitors/cleaners	2.94 million	3.38 million
truck drivers	2.48 million	2.91 million
waiters/waitresses	1.62 million	2.04 million

3. Of the 441 jobs identified in the U.S. Census Occupation Classification System, about 60 show a significant number of women employees; all others are dominated by males.

Source: Based on research done by the Wisconsin Department of Public Instruction through research completed at the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout.

Some people are like wheelbarrows: they have to be pushed.

Business/Industry Field Experience Scheduled

During the month of March, the students of Saint Thomas Slavin and Ellen LaMarche, Neenah High School instructors, will be visiting several industrial sites in the Fox Valley. Each industry will provide an informative presentation about their respective company. The Neenah Foundry, Kimberly-Clark's Lakeview Mill, Pierce Manufacturing, and the Outagamie Health Center have each agreed to give the students a glimpse of the "world of work."

These field experiences have become an annual event for the I.O.U. students at Neenah High School. It is a culminating experience after a year of study focusing on "worker maturity" and being "job ready." The students look forward to these opportunities and view this experience as something very special just for them. The Neenah High School I.O.U. staff appreciates the local industries' willingness to join in this mutually rewarding venture.

Slavin/LaMarche

The greatest underdeveloped territory in the world lies under your hat.

Best Paying/Worst Paying College Majors in 1990

Essence magazine lists the college majors in the best- and worst-paying fields:

Best-Paying Majors	Average Annual Starting Salary
Engineering (Electrical, Chemical, and Mechanical)	\$29,100
Metallurgy/Material Science	28,718
Computer Science	27,060
Mathematics	24,816
Physics	24,180
Civil Engineering	23,664
Accounting	21,108
Financial Administration	20,412
Business Administration/Management	20,172
Marketing	19,260
Worst-Paying Majors	
Home Economics	\$15,516
Education	15,744
Social Science	17,004
Communications	17,220
Agriculture	18,036

Source: Propeller, Winnebago Educational Council

All words are pegs to hang ideas on.

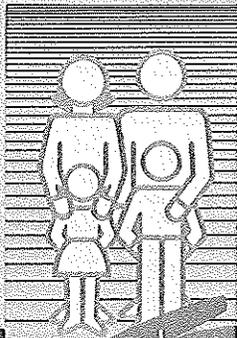
Employment Information Provided

On Friday, February 19, 1988, three staff members from the Oshkosh Correctional Institution presented various facets of their jobs to the students in Ms. LaMarche's Employment Skills class. Personnel manager Ana Schlitz, Captain Dan Benzer, and guidance counselor Celeste Infante each explained what their typical workday was like.

Selected Promotional Materials

The following pages contain a selection of promotional materials designed to encourage and publicize sex-equity programs, agendas, and projects. They suggest potential ways any educator, administrator, or other interested individuals or groups might publicize their sex-equity work.

These examples were chosen to demonstrate the broad range of possible approaches to the problems of promoting sex equity. Some were produced professionally (such as the Nicolet College posters), and would require greater resources to emulate than others (such as "Ways to Line Up" and the Equity Calendar), which could be prepared with simpler means.



Automotive Service Technology: A Career with a Long Life

The number of vehicles on the road has increased to about 130 million. That means more traffic tie-ups, more delays, more road construction... and a need for more automotive technicians. If you are a person with better-than-average mechanical aptitude, enjoy doing things with your hands, and have patience to uncover and solve problems, automotive technology is a field with an excellent future.

The ratio of mechanics to cars is decreasing steadily so that now one mechanic is available for 130 or more vehicles. The demand for qualified technicians therefore is continually increasing. This means job opportunities.

Consider a career as an **AUTOMOTIVE TECHNICIAN** and you'll find a career with long life.

Beginning auto mechanics' salaries depend on individual ability. The more experienced technicians will earn from \$20,000 to \$30,000, depending on ability and location. This means good salaries, and other benefits such as pension plans and insurance are added on top of this.

Automotive technicians may rotate through different areas of service ranging from basic automotive maintenance to overhaul of major units such as engine, transmission and differential. Some

specialize in areas such as tune-up, automotive transmission, auto air conditioning and others. This means flexibility and mobility, as training prepares the technician for many different jobs.



The automotive mechanics program consists of 18 months of training in a wide variety of areas, such as engine diagnosis and repair, automatic and manual transmissions, drive trains, steering, suspension brakes, electrical systems, and cooling systems. In most instances the program includes state-of-the-art computer diagnostics training. With training costs as low as 20 cents per hour, and financial aid, transportation and child care assistance often available, this open entry/open exit program presents an excellent opportunity for a career that can last a lifetime. Special assistance is often available for single parents and displaced homemakers.

To learn more about work as an **AUTOMOTIVE TECHNICIAN**, visit a counselor at your local vocational technical center or community college. Counselors there are eager to help you find the best job training available for you. They know what job opportunities are available—both in occupational areas, and in some areas you might not have considered. They offer a number of aptitude and assessment tests that will help you discover where your abilities and talents lie.



Vocational Skills Pay Bills

VOCATIONAL SKILLS PAY BILLS

For more information on **AUTOMOTIVE TECHNOLOGY** or other vocational technical programs, visit your local vocational center or community college, or return the information request form in this brochure.

March 89

*Women's History Theme:
Heritage of Vision and Strength*

5	6	7	21
12	13	5	20
19	19	13	20

Jane Delano
1862-1919
Supervisor of 8,000 WW I nurses.

Mary Garrett
1845-1915
Raised \$100,000 for Johns Hopkins Medical School
provided women were admitted.

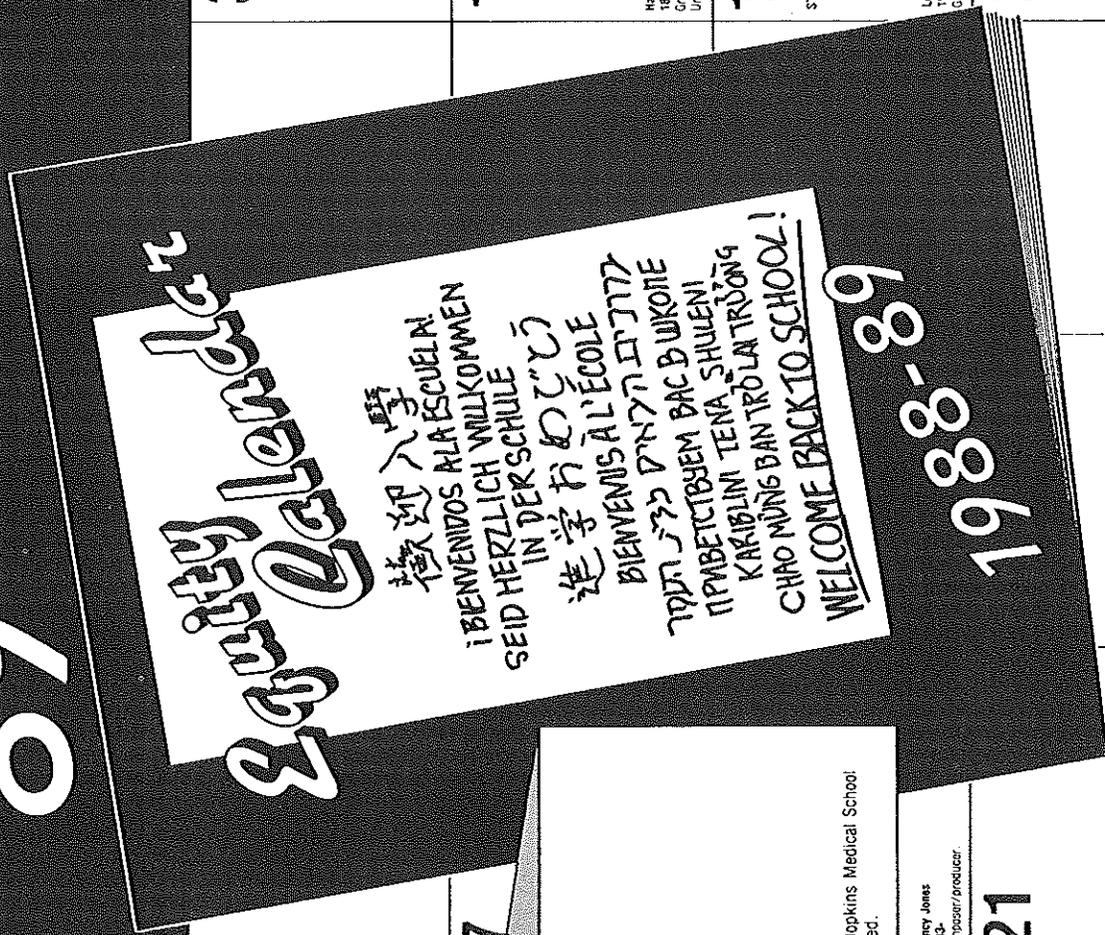
Ellen Murray
1850-1926
Dean of Washington College of Law.

Mary Garrett
1845-1915
Raised \$100,000 for Johns Hopkins Medical School.
provided women were admitted.

Quincy Jones
1933
Composer/producer

Lary Michal

Phyllis McGinley



Equality @alendar

歡迎入學
BIENVENIDOS A LA ESCUELA
SEID HERZLICH WILLKOMMEN
IN DER SCHULE
進学おめでとう
BIENVENIS À L'ÉCOLE
ברוך הבית
PRIBETCTBYEM BAC BUKONE
KAKIBLINI TENA SHULENI
CHAO MUNG BAN TRU LA TRUONG
WELCOME BACK TO SCHOOL!

1988-89

3

10

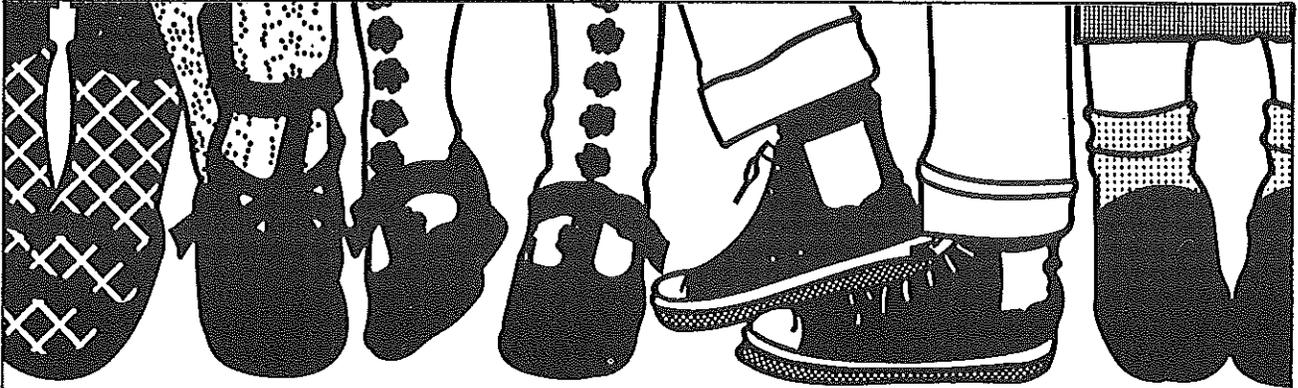
Harriet Tubman
1820-1913
Great Abolitionist &
Underground Railr

17

ST. PATRICK'S DA

Lara Levine
1903-55
Gynecologist

24



WAYS TO LINE UP (OTHER THAN BY SEX)

Alphabetically by

- Z to A
- Last name
- First name
- Street name
- Father's name
- Mother's name

By Clothing

- Kind of shirts
- Colors of socks
- Jeans or non-jeans
- Shoe styles or colors
- Belted and unbelted
- Collars and collarless
- Stripes and no stripes
- Short sleeves or long sleeves

Numerically by

- Vowels in name
- Syllables in name
- Number of buttons
- Consonants in name
- Multiples of 2, 3, 5, 10...
- Last digit of phone number
- Number of brothers and sisters
- Combined ages of brothers and sisters

By Identifying

- Vowel sounds
- Right and left
- First and last
- Before and after
- Animal and insect sounds
- Pennies, nickels, dimes, quarters
- Beginning and ending consonants

By Favorite

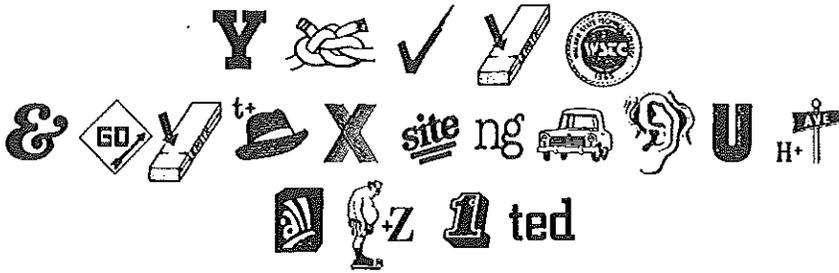
- Sport
- Movie
- Flower
- Season
- Animal
- Vegetable
- Ice cream
- Hero/heroine

CAN YOU MAKE LINING UP AN EQUITABLE LEARNING EXPERIENCE FOR CHILDREN?

For information and assistance about compliance with Title IX and promoting sex equity in schools, contact:

The Sex Equity Project
 Department of Public Instruction
 Equal Educational Opportunities Office
 123 S. Webster
 P.O. Box 7841
 Madison, WI 53707

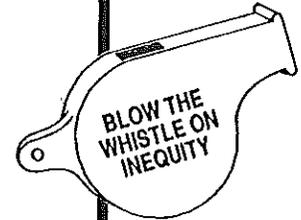




ALL Programs at WALKER STATE TECHNICAL COLLEGE
are Open to Male and Female Students because Career Choices
Should be based on Interest and Ability, not Tradition.

PHONE Us at 648-3271

To Find Out How You Can



WOMEN IN VOCATIONAL EDUCATION

... Have The Tools To Succeed



Sex Equity at Work in Wisconsin



Snaps & Snails & Sugar & Spice...

That's what we're ALL made of!

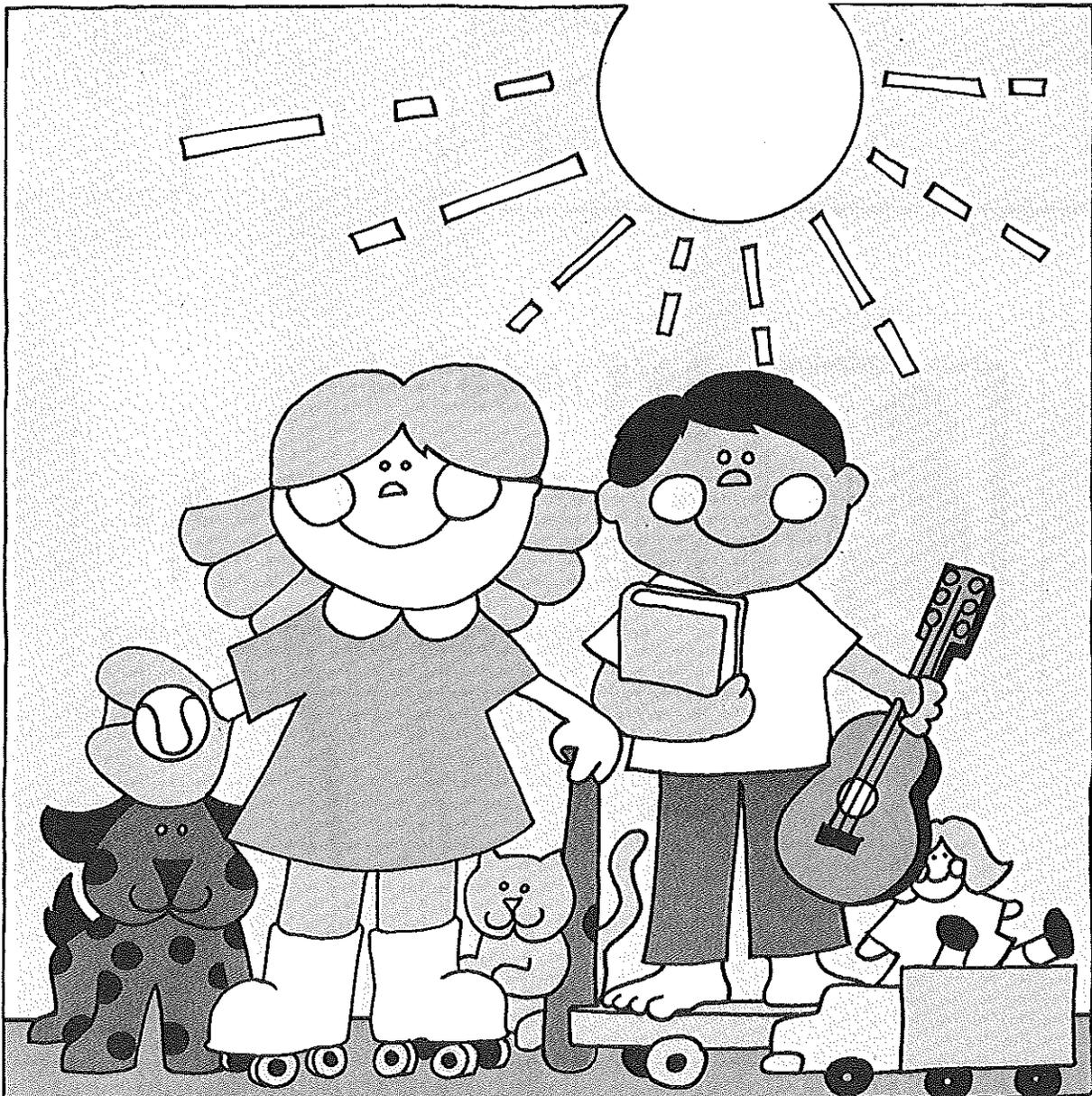
Sex role stereotyping limits potential. Whether you are in the classroom, on the job, or at home, consider the options. If you knew that Susan is destined to become president of the United States, and Jason to become a wonderful nursery school teacher, would you treat them differently?

Next time — think again!

For more information contact:

Equity Resource Bureau
Nicolet Area Technical College
Rhineland, WI 54501
(715) 365-4477

SEX ROLE STEREOTYPING LIMITS POTENTIAL



Happily Ever After?

It's wonderful to have a Prince Charming in your life, but he's only human. Women today have a 50/50 chance of being divorced, separated, or widowed by the time they reach middle age. If you want to live happily ever after, it's up to you.

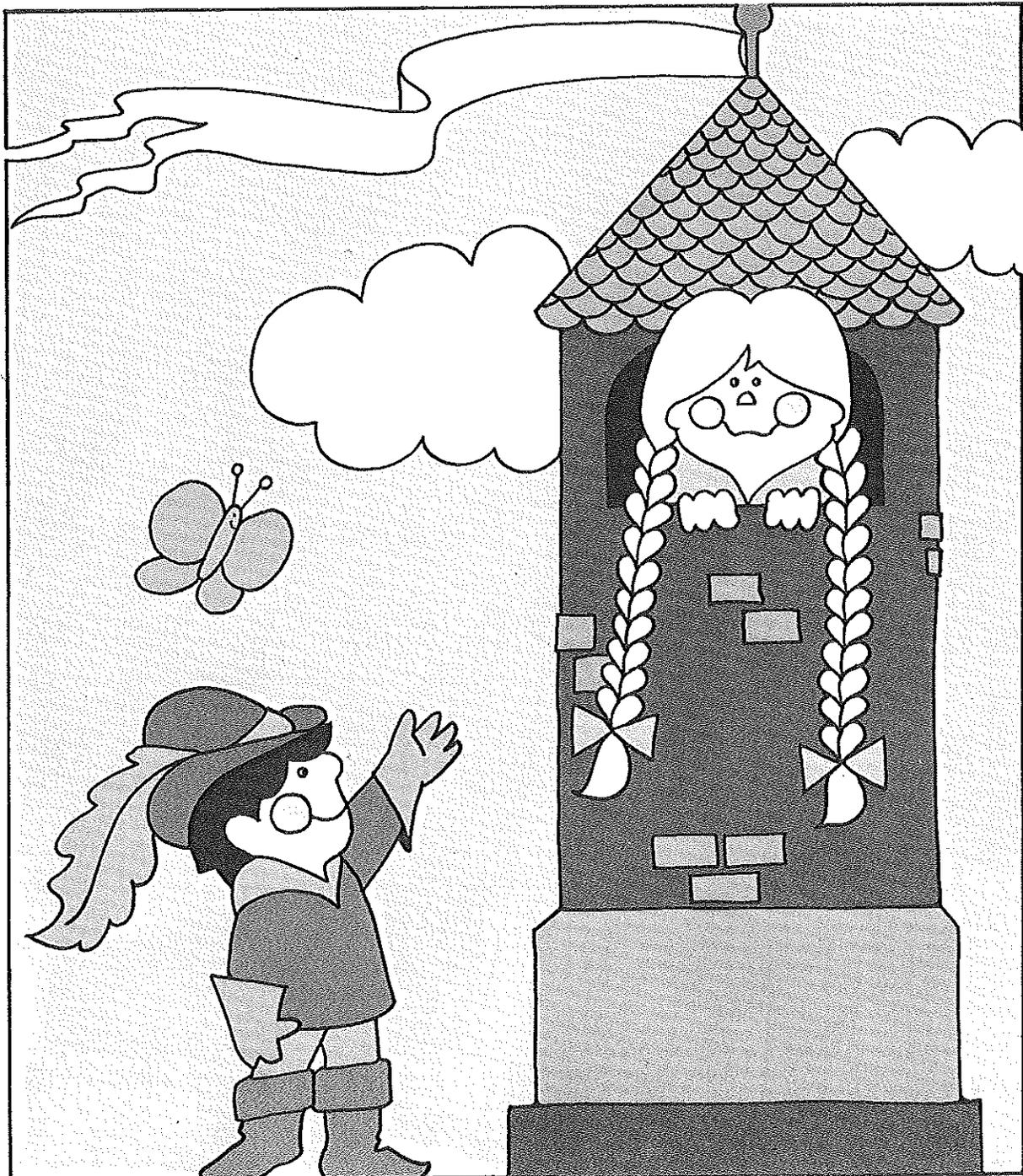
Nontraditional occupations can be demanding. They have many advantages:

- Higher pay
- More chance of advancement
- Better fringe benefits
- No AFDC
- No caseworker
- No waiting for the child-support check

For more information contact:

Equity Resource Bureau
Nicolet Area Technical College
Rhineland, WI 54501
(715) 365-4477

SEX EQUITY MAKES \$ AND ¢



**Builder,
Baker,
Breadwinner,
Homemaker**

You can be what you want to be.
If a nontraditional occupation is
what you want — go for it!
Use YOUR talents, YOUR skills,
YOUR interests.

Be what YOU want to be!

For more information contact:

Equity Resource Bureau
Nicolet Area Technical College
Rhineland, WI 54501
(715) 365-4477

SEX ROLE STEREOTYPING LIMITS POTENTIAL



SPONSORED BY: NICOLET COLLEGE AND TECHNICAL INSTITUTE, WOMEN'S RESOURCE BUREAU

ARTIST/DESIGNER: KAREN AUGITTO

It All Adds Up

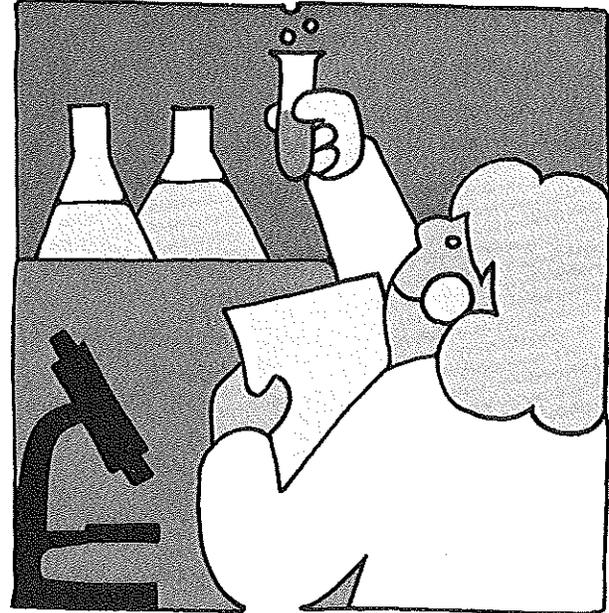
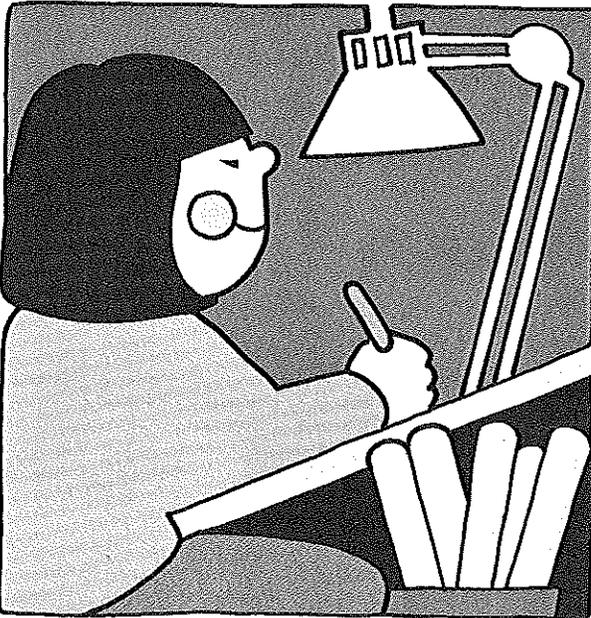
Math skills are important to your future — to girls as well as boys.
Multiply your chances for success.

Math is a PLUS for your future.

For more information contact:

Equity Resource Bureau
Nicolet Area Technical College
Rhinelander, WI 54501
(715) 365-4477

Math is a PLUS for your future.

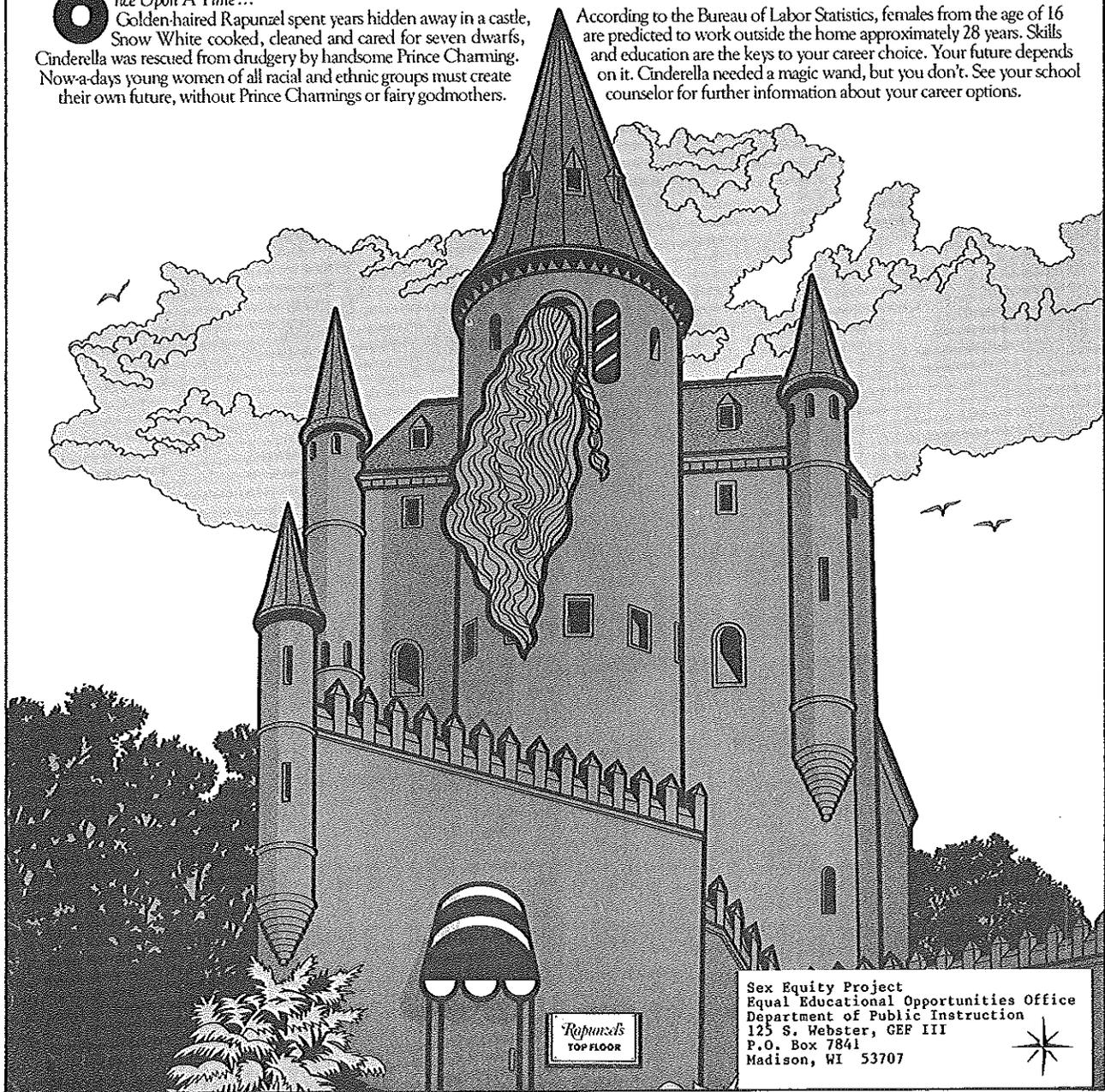


RAPUNZEL DID LIVE HAPPILY EVER AFTER

SHE BECAME A BARBER

Once Upon A Time ... Golden-haired Rapunzel spent years hidden away in a castle, Snow White cooked, cleaned and cared for seven dwarfs, Cinderella was rescued from drudgery by handsome Prince Charming. Now-a-days young women of all racial and ethnic groups must create their own future, without Prince Channings or fairy godmothers.

According to the Bureau of Labor Statistics, females from the age of 16 are predicted to work outside the home approximately 28 years. Skills and education are the keys to your career choice. Your future depends on it. Cinderella needed a magic wand, but you don't. See your school counselor for further information about your career options.



Sex Equity Project
Equal Educational Opportunities Office
Department of Public Instruction
125 S. Webster, GEF III
P.O. Box 7841
Madison, WI 53707



VOCATIONAL EDUCATION
for a changing world

**Wanted:
More Women in
Science
and Technology**
What Every Young Woman
Should Ask About Future
Career Opportunities

what's
nice
like you
doing
in a
man's
world?

**opportunities
for women in
trade and
technical fields**

WHAT'S A
NICE WOMAN
LIKE YOU
DOING . . .

WHAT'S A NICE
WOMAN LIKE YOU
DOING IN A JOB
LIKE THIS?

EARNING GOOD
MONEY.

EARNING
GOOD
MONEY?

ME & MY FUTURE
The Sky's The Limit

A WORKSHOP FOR GIRLS (GRADES 6-9),
THEIR PARENTS, TEACHERS, GUIDANCE
COUNSELORS AND INTERESTED OTHERS.

SATURDAY, APRIL 12, 1986
8:30 a.m. - 3:00 p.m.

SOUTHWEST WISCONSIN
VOCATIONAL-TECHNICAL INSTITUTE
Fennimore, Wisconsin

