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


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


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.
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:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>cashiers</td>
<td>1.90 million</td>
<td>2.46 million</td>
</tr>
<tr>
<td>registered nurses</td>
<td>1.37 million</td>
<td>1.82 million</td>
</tr>
<tr>
<td>janitors/cleaners</td>
<td>2.94 million</td>
<td>3.38 million</td>
</tr>
<tr>
<td>truck drivers</td>
<td>2.48 million</td>
<td>2.91 million</td>
</tr>
<tr>
<td>waiters/waitresses</td>
<td>1.62 million</td>
<td>2.04 million</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Best-Paying Majors</th>
<th>Average Annual Starting Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering (Electrical, Chemical, and Mechanical)</td>
<td>$29,100</td>
</tr>
<tr>
<td>Metallurgy/Material Science</td>
<td>28,718</td>
</tr>
<tr>
<td>Computer Science</td>
<td>27,060</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24,816</td>
</tr>
<tr>
<td>Physics</td>
<td>24,180</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>23,664</td>
</tr>
<tr>
<td>Accounting</td>
<td>21,108</td>
</tr>
<tr>
<td>Financial Administration</td>
<td>20,412</td>
</tr>
<tr>
<td>Business Administration/Management</td>
<td>20,172</td>
</tr>
<tr>
<td>Marketing</td>
<td>19,260</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Worst-Paying Majors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics</td>
<td>$15,516</td>
</tr>
<tr>
<td>Education</td>
<td>16,744</td>
</tr>
<tr>
<td>Social Science</td>
<td>17,004</td>
</tr>
<tr>
<td>Communications</td>
<td>17,220</td>
</tr>
<tr>
<td>Agriculture</td>
<td>18,038</td>
</tr>
</tbody>
</table>

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.
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.
WAYS TO LINE UP

(OTHER THAN BY SEX)

Alphabetically by:
- First name
- Last 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 collars
- 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 Title IX Project
Department of Public Instruction
Equal Educational Opportunities Office
125 W. Madison
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
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) 366-4477
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 AUGUSTO
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
Rhineland, WI 54501
(715) 365-4477

Math is a PLUS for your future.
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 Charmings 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, CEP III
P.O. Box 7841
Madison, WI 53707