DISSERTATION

# EVALUATION OF THE FAIR PROGRAM: TEACHING GENDER EQUALITY TO CHILDREN

Submitted by

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In partial fulfillment of the requirements

for the degree of Doctor of Philosophy

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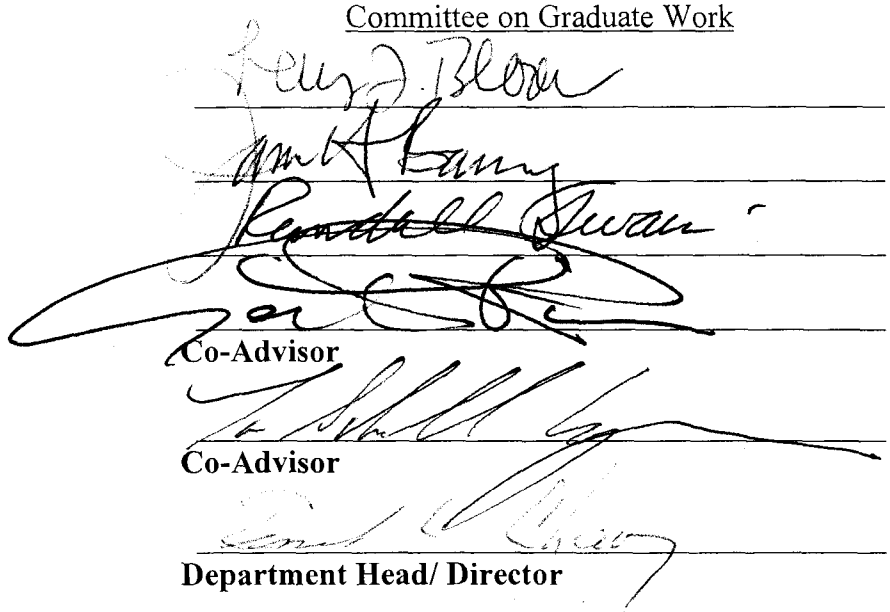
WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY BRITNEY BRINKMAN ENTITLED EVALUATION OF THE FAIR PROGRAM: TEACHING GENDER EQUALITY TO CHILDREN BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

Committee on Graduate Work



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ABSTRACT OF DISSERTATION

EVALUATION OF THE FAIR PROGRAM: TEACHING GENDER EQUALITY TO CHILDREN

The purpose of this study was to explore the impact of the Fairness for All Individuals through Respect (FAIR) program on fifth grade students' understanding of gender as a diversity issue. In particular, this project examined the influence of this program on students' knowledge, self-identity, attitudes about gender roles, experiences of gender prejudice, and engagement in discriminatory behaviors.

A total of six fifth-grade classrooms participated in the study, including sixty-six girls and fifty-five boys with an average age of 10.8 years. The participants self-reported their ethnicity being predominantly White non-Hispanic ($N$=78, 65%), or Hispanic/Latino/a ($N$=27, 23%). Four classrooms were designated to the experimental group ($N$=86), with two assigned to the waitlist group ($N$=35). Classrooms in the experimental group completed surveys prior to their participation in the FAIR program. Afterwards, they participated in focus groups and filled out the surveys again a week later. The waitlist group students completed the same set of measures twice, with one week between measurements.

Students in the experimental group reported lower levels of experiences of gender prejudice (both in general and from their classmates in particular) at posttest than the waitlist participants. Additionally, teachers from the classrooms in the experimental group reported that their students engaged in fewer gender prejudiced behaviors at posttest than teachers from the waitlist classrooms.

A number of important themes emerged from the focus groups conducted with the students. Participants reported an increase in knowledge about gender and stereotypes after participating in FAIR, a better understanding of their own gender identity development, an increase in the endorsement of gender equality, and changes in their ideas about how to treat others. Overall, this research suggests that the FAIR program is effective in teaching children about gender equality and can have significant influences on actual behavioral outcomes.

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TABLE OF CONTENTS

# CHAPTER 1: INTRODUCTION

Although much is known about the detrimental impacts of gender prejudice and restrictive gender role socialization on children and adolescents (Norman, 2000; Pollack, 1999; Turner et al., 1995; Werner & Smith, 1982), historically most education and intervention efforts have targeted adults. A number of social justice theories assert the importance of the role Kindergarten-12$^{th}$ grade schools have in helping students recognize, resist, and eradicate social oppression (Cushner, McCleeand & Stafford, 2003; Maher & Tetreault, 1994; Pang, 2004). Researchers and teachers are becoming increasingly aware of the importance of early education about gender roles and the related issues, and the use of psychological interventions to decrease gender prejudice (Bigler, 1999; Turner, Norman, & Zunz, 1995). Little is known about how children are impacted by their participation in activities that raise their awareness of prejudice and it is essential that these types of programs be evaluated to assure that the children are learning from their participation and to make such interventions as effective as possible.

The FAIR (Fairness for All Individuals through Respect) program is a program designed to teach children about social justice issues (Zimmerman, Aberle, & Krafchick, 2005). The FAIR program addresses social justice as a general concept and also teaches specific information about gender, race, and class (Zimmerman, et. al, 2005). This research explored, in particular, the impact the program has on students' understanding of gender as a diversity issue. While each of these areas is important to understand, gender

is one of the first categories that children learn when trying to understand themselves and others. Sexism and gender prejudice is pervasive in our society and impacts the lives of children and adolescents (Benokraitis, 1997; Good & Sherrod, 2001; Kaiser, Major, McKoy, 2004; Pollack, 1999). This evaluation of change produced by the FAIR program focused on the following three areas of potential change: (1) understanding gender as a concept, (2) the development of one's own gender identity, and (3) the awareness of gender roles and stereotypes. This evaluation also examined how students' engagement in gender prejudice is reduced by their participation in FAIR.

## CHAPTER 2: LITERATURE REVIEW

### *Development of Knowledge about Gender and Gender Identity*

The development of gender identity is a process that begins early in life (Fagot, Leinbach & O'Boyle, 1992; Leinbach & Fagot, 1993; Thompson, 1975). Infants and toddlers learn to become aware of gender as a concept. By their first birthday, most children can differentiate between males and females in photographs (Leinbach & Fagot, 1993), and by the age of three, children are able to identify their own gender and are aware of basic gender stereotypes (Fagot, Leinbach & O'Boyle, 1992; Thompson, 1975). Most children by the age of four become critical of others who do not behave in what they see as gender appropriate ways (Lobel & Menashri, 1993).

West and Zimmerman (1987) identified how children are taught to "do gender" by their parents, peers and society. The authors found that children often receive direct verbal messages about what is appropriate behavior for boys and girls, in addition to getting unspoken messages by watching how adults model gender roles. Children are then rewarded for engaging in gender appropriate behavior and punished if they behave outside the norms (Coltrante, 1998; Lytton & Romney, 1991; Risman, 1998). Children often learn from their parents that certain items are only appropriate for members of one gender. For instance, parents give their preschool aged children more gender appropriate toys than gender atypical toys (Etaugh & Liss, 1992). Toddlers are often given gender typed bedroom decorations, and accessories such as pacifiers, jewelry or hats, and 90% of

infants are dressed in gender typed clothing (Pomerleau, Bolduc, Malcuit, & Cossett, 1990; Shakin & Sternglanz, 1985). This project examined how participation in the FAIR program may have affected the children's awareness of the concept of "gender" and whether it increased knowledge regarding gender stereotypes, gender prejudice and societal influences on gender identity.

As children get older, they internalize the gender stereotypes they have learned and many of them endorse rigid gender rules (Shaffer, 2000). Between the ages of three and seven, children solidify their own gender identity and may exaggerate gender-roles to ensure they are behaving according to the way they are expected (Maccoby, 1980). Around age seven or eight, children become less rigid in their adherence to these roles and are cognitively able to understand stereotypes, although they do not necessarily feel comfortable stepping outside of the expected gender roles for fear of being ostracized (Levy, Taylor & Gelman, 1995; Shaffer, 2000). With the onset of puberty, many adolescents experience "gender intensification" where they feel increased pressure to conform to gender-roles and they feel that sex differences are magnified (Shaffer, 2000). As adolescents become more comfortable with their new gender identities, they again become more flexible in their behavior.

Bem (1993) argues that through these socialization processes, cultural messages will shape the way a child views gender and that children develop a cognitive schema for gender, including what is considered appropriate for boys and girls. Children develop a sense of their own gender identity which includes the extent to which they conform to their socially prescribed sex role. Research has been conducted with adults to explore the psychological impacts of people's gender identity development (Bosow, 2006). Such

research has explored the extent to which people identify with traditionally masculine or feminine characteristics. Adults who endorse having both "masculine" and "feminine" traits have the most behavioral flexibility in both their work and interpersonal relationships (Bosow, 2006). For example, these adults are able to take on leadership positions within their career setting as well as being nurturing and empathic in interpersonal relationships. Research also indicates that people who endorse instrumental and active traits (commonly seen as masculine traits) have higher self-esteem and less anxiety and depression than individuals low in these traits. Those with nurturing, expressive traits demonstrate better communication skills and have greater relationship satisfaction than those low in these "feminine" traits (Bosow, 2006). Much less is known regarding the impact of children's identification with gendered traits. Children who strictly conform to gender norms may heavily endorse exclusively masculine or feminine traits, and may experience difficulties in some areas of their lives as a result. This study explored whether the FAIR program impacted children's gender identity.

Research with adults has indicated that education about gender can impact the way adults view their own gender identity. Many studies have indicated that college students in women's studies classes experience changes in their self-perceptions and knowledge about gender as a result of participating in such classes. For instance, Lenihan and Rawlins (1987) found that Women's Studies students had a greater increase in their self-ratings of instrumental (male) characteristics on the BEM sex role inventory at the end of a semester than did students in other classes. They argue that this increase could be associated with higher levels of self-esteem. A similar study examined how a women's studies class impacted students' perceptions of themselves and their interactions with

others (Stake & Rose, 1994). At the end of the class, 30% of the students reported an increase in self-confidence, 23% said the class had enhanced their assertiveness, and 36% endorsed adopting gender non-traditional behaviors as a result of being in the class. Another study included 512 college students in Women's and Gender Studies classes and discovered that post-class measures demonstrated an increase in the student's performance self-esteem and their career goal self-confidence (Malkin & Stake, 2004).

*Gender Stereotypes and Gender Prejudice*

Norms and stereotypes related to gender socialization impact the lives of both boys and girls, often in destructive ways. Children are exposed to gender prejudice, which Eckes and Trautner (2000) define as "the attitude that a group deserves lower social status based on gender related categorization" (pp. 442) and discrimination, which involves behavior or action based on these attitudes. Stereotypes are powerful ways that prejudiced attitudes are endorsed and tend to have negative outcomes for the individuals in those stereotyped groups (Woods, Kurtz-Costes, & Rowley, 2005).

The extent to which children endorse traditional stereotypes about girls and boys could have an impact on the way they handle gender prejudice that they witness or experience. Research with adults indicates that both women and men who endorse more traditional views of gender roles are more tolerant of sexual harassment than are those with less traditional ideas (Malovich & Stake 1990). Fitzgerald and Swan (1995) argue that adults who have internalized such traditional cultural ideas are less distressed by events of gender prejudice because they agree with the underlying principles. It is likely that children are more accepting of gender prejudice if they have more traditional ideologies, but little research has been done in this area.

Education about gender prejudice can also increase children's abilities to identify and label such events when they do take place, which may be beneficial in terms of how they cope with such events. In adult samples, labeling an experience as gender prejudice or harassment has been significantly correlated with responding assertively to such events (Bergman, Langhout, Palmieri, Cortina, & Fitzgerald, 2002). Unfortunately, most adult women do not identify and label events that happen to them as gender prejudice. One study of 689 women found that 498 reported some type of sexual harassment when using a checklist, however, the majority of these women did not include the experience when they were asked to generate their own list of events in response to an open-ended question (Magely, Hulin, Fitzgerald,& DeNardo, 1999). Even when these women did not label these events themselves, they did experience similar negative psychological, work, and health consequences as those who did (Magely et al., 1999). These results indicate that in adults, identifying gender prejudice can impact the way they respond to such experiences. Education about gender prejudice can increase adults' awareness of gender prejudice and their ability to identify it when it does happen. Stake and Rose (1994) found that 44% of college students completing a Women's Studies class increased their awareness of discrimination in daily life events. This study explored whether educating children about gender prejudice increased their ability to identify such events happening in their lives.

Children experience a number of consequences related to gender prejudice. Starting around age eleven or twelve the cultural pressures placed on girls to succumb to traditional gender roles, including being ladylike and dependant, limit their sense of mastery and autonomy and this results in a loss of self-esteem (Norman, 2000; Turner et

al., 1995; Werner & Smith, 1982). Often, when these girls reach their preteens they come under immense pressure to be the "perfect girl" (Norman, 2000). Research suggests that the loss of self-esteem in adolescent girls can be directly linked to experiences of gender prejudice (Benokraitis, 1997; Kaiser, Major, McKoy, 2004; Major, Barr, Zubek, Babey,1999). Adolescent women are subjected to a number of different types of gender prejudice. Throughout their lives, they experience blatant, covert and subtle gender prejudice (Benokraitis, 1997). These three major types of gender prejudice manifest themselves in different ways. All of these types of gender prejudice have harmful effects on the psychological development of adolescent girls (Benokraitis, 1997). Young women are often treated like they have less worth than their male counterparts and after some time they may begin to believe it (Norman, 2000).

Boys also experience negative consequences as a result of being expected to conform to gender role stereotypes. Pollack (1999) identified rigid masculinity ideologies to which boys are expected to conform, often leading to a number of consequences. Boys are often expected to be "tough" and deal with their problems alone, even when these problems include things like academic difficulties, drug abuse, difficulties in relationships, and depression (Pollack, 1999). Many researchers are examining the impact of masculine role conflict on boys and men. They have found that such conflict often leads to a drive to succeed, a limit on emotional expression, and a restriction of intimacy in male friendships (Good & Sherrod, 2001; Kimmel, 2005).

Children are not only subject to the consequences of gender prejudice, but are often the instigators of such events. In fact, children are often socialized to be prejudiced. Parents teach their children their attitudes about social justice and prejudice and peers

also contribute to the socialization of children's development of prejudice (Aboud, 2005). As children become more interested in acceptance from their peers, they may engage in gender prejudice as they feel pressure to conform to their peers' expectations. However, it may be possible to decrease children's gender prejudiced behavior through education. Education with adults has shown that learning about gender prejudice can lead to increased acceptance of diversity, endorsement of equality, greater tolerance of others, an increased ability to teach others about gender prejudice and an increase of involvement in feminist activities (Malkin & Stake, 2004; Stake & Rose, 1994). This study explored whether the children's involvement in gender prejudice decreased after participating in the FAIR program.

*FAIR Program as an Intervention*

With the growing awareness of the impact of gender socialization on boys and girls, researchers have advocated for the use of psychological interventions to teach children about gender roles and to decrease gender prejudice (Bigler, 1999; Turner, Norman, & Zunz, 1995). Some educational scholars have also presented theoretical models on integrating multiculturalism into classrooms. Banks (2006) presented a model for teaching about intersections of identities, including race, gender and socioeconomic class. Banks argued that such education must include five distinct dimensions. These dimensions include 1) integrating multicultural content 2) education about how knowledge is often constructed based on prejudicial bases 3) helping students identify and reduce their own discriminatory ideas 4) teachers providing the same access to educational success to students from backgrounds with and without privilege and 5) improving the school culture by having teachers from diverse backgrounds and

decreasing unjust grouping practices. Bennett (2003) also proposed a dimensional framework for teaching multicultural awareness. These four dimensions include equity pedagogy, curriculum reform, multicultural competence, and teaching social justice. Other education scholars have developed similar models.

While a few programs have been developed with these frameworks in mind, surprisingly little has been done in terms of developing and implementing prevention and early intervention programs for both boys and girls. Some programs have been created to promote girls' self-esteem, such as Girl Power (a national public health effort sponsored by the U.S. Department of Health and Human Services) and Girls Incorporated, offered through community based programs throughout the United States. These programs are designed to empower young women with resiliency skills in the area of education, life choices, and health. The growing interest in Men's Studies has produced research on boys' gender role development, but very little by way of prevention programs. Furthermore, other work may be occurring in individual classrooms as teachers, therapists, and researchers become more interested in the impact of gender prejudice on children, but this work rarely involves systematic programming. Consequently, the FAIR program is unique in its inclusion of boys and girls, its overarching social justice approach which includes training on gender, ethnicity and class, and its availability to teachers and administrators throughout the country through an informational website.

The FAIR program was developed by researchers at Colorado State University to teach social justice issues to children (Zimmerman et. al, 2005). The program uses five experiential activities to provide youth with an understanding of prejudice as well as gender, economic and racial diversity issues (see Appendix A for all activities). The

activities allow students to reflect on and share about their own experiences of injustice. The curriculum helps children recognize how gender prejudice is perpetuated by subtle and overt messages from society. The FAIR program was founded on the principles that many of the social problems our society faces today result from cultural expectations for women and men and members of different racial and socio-economic backgrounds to behave in specific prescribed ways. The developers of the FAIR program believe that integrating social justice education into elementary education is an important aspect of fighting prejudice. The present study evaluated whether the FAIR program is an effective tool for teaching school aged children about gender stereotypes and prejudice.

*Purpose of the Study*

This study explored whether the FAIR program contributed to changes in children's attitudes on gender in a number of areas. This study answered the following questions.

1. Does the FAIR program increase students' knowledge about gender and social justice issues?
2. Does the FAIR program influence student's perceptions of their own gender identity?
3. Does the FAIR program change students' attitudes about girls' and boys' roles in society?
4. Does the FAIR program increase students' awareness of gender prejudice experiences?
5. Does the FAIR program decrease students' engagement in gender prejudice behaviors within the school setting?

This study also gave the students an opportunity to voice their own views on gender and social justice. It provided the students with an opportunity to evaluate their experience in the FAIR program as well as explore their own perceptions of their change process.

# CHAPTER 3: METHOD

*Participants*

A total of six fifth-grade classrooms from Northern Colorado participated in the study. The participants included sixty-six girls and fifty-five boys. The average age of the participants was $M$= 10.8, with a range of 10-13 years of age. The participants self-reported their ethnicity being White non-Hispanic ($n$=78, 65%), Hispanic/Latino/a ($n$=27, 23%), Native American ($n$=1, .8%), Asian American ($n$=1, .8%), multi-ethnic ($n$=8, 6%) or other ($n$=6, 5%). The parents were asked to self-identify their income level (see Table 1) and educational level (see Table 2).

The participants were drawn from a total of six classes and were randomly assigned to either the waitlist group or the experimental group. Two classes served as a waitlist group ($n$=35, 30%) and four were in the experimental group ($n$=86, 71%). All classrooms were recruited by sending emails to teachers in Northern Colorado school districts to invite their participation in the study.

*Measures (See appendix B for all measures)*

*Knowledge of gender quiz.* This measure included ten true/false questions about gender and gender role stereotypes to assess what the students learned by being in the program. Examples of questions include: "Sexism is when someone is treated unfairly because they are a boy/man or a girl/woman." "If someone said their *parent* made their lunch, you would think their mom must have made it." Two questions were excluded

from the analyses, as they were consistently considered "confusing" by the participants. The students received a score for the quiz, with each correct answer counting as one point, for a score range of 0-8. Students were instructed to leave the question blank if they did not know the answer. Blank answers were coded as incorrect. The quiz was piloted on a group of fifth-grade students and changes were made based on their suggestions. The internal reliability had a Cronbach alpha of .28. Due to the poor psychometrics of the Knowledge of Gender Quiz, this measure was not included in the analyses.

*Attitudes Toward Women Scale for Adolescents* (AWSA). The AWSA (Galambos & Petersen, 1985) is a 12 item scale designed to assess adolescents' attitudes about women's and men's roles in society. Examples include: "On the average, girls are as smart as boys." "On a date, the boy should be expected to pay all expenses." The students respond to the questions using a Likert scale ranging from 1= "strongly agree" to 4= "strongly disagree." Higher mean scores indicated less traditional views about gender roles. Test-retest reliabilites range from .62 to .86, with an average of .78 for boys and .72 for girls, indicating a relatively high level of consistency (Galambos, Petersen, Richards, & Gitelson, 1985). In this study, the internal reliability score for the pretest was Cronbach alpha = .647 and the posttest Cronbach alpha was .750.

*Children's Sex Role Inventory (Short Version).* The Children's Sex Role Inventory (Boldizar, 1991) contained 30 questions assessing children's endorsement of masculine, feminine or androgynous traits. Example questions included items such as "I am a leader among my friends" and "I care about what happens to others." The students responded to the questions ranging from 1= "not at all true of me" to 4= "very true of

me." All participants received scores of two CSRI subscales, a masculine subscale and feminine subscale. Internal consistency of femininity and masculinity subscales indicate high reliability, with Cronbach alpha=.81 and test-retest reliability averaging .60 (Boldizar, 1991). The Cronbach alphas for the masculine subscale were .731 (pretest) and .732 (posttest). The Cronbach alphas for the feminine subscale were .807 (pretest) and .796 (posttest).

*Gender Prejudice Events Checklists (student and teacher forms).* The students were given a checklist of eight examples of gender prejudice and were asked to indicate how often they have heard the comments during the past week. The comments include things like "Heard that boys are NOT as good as girls at certain things" and "Heard that certain things are NOT "OK" for boys." They were also given a list of six examples of gender prejudice and asked to indicate how often they had experienced each of them *by their classmates* during the previous week. This scale included events such as "People didn't think your idea was important *because you are a girl*" and "Ignored in a conversation by girls." Both checklists included four frequency options including "Never," "Once," "Sometimes," and "Lots." The internal reliabilies of both of these scales were high at both pretest (general: Cronbach alpha= .891; classmates: Cronbach alpha = .817) and posttest (general: Cronbach alpha= .923; classmates: Cronbach alpha = .875). The teachers were also given a checklist with ten types of gender prejudice and asked to indicate how often they noticed their students engaging in each behavior during the previous week. The checklist included four frequency options including "Never," "Once," "Sometimes," and "Often." The pretest Cronbach alphas for the teacher scale

=.834 and the posttest Cronbach alpha = .819. All of the checklists were piloted on a group of fifth-grade students and changes were made based on their recommendations.

*Job Sort.* The students were given a list of 18 common occupations and asked to indicate whether men, women or either can do each job. Examples of jobs included firefighter, kindergarten teacher, and doctor. The students received three scores, one for the number of jobs for girls only, one for the number for boys only, and one for the number of jobs the students indicated that either boys or girls can do. The internal reliabilites of the subscale of jobs for girls only were (pretest: Cronbach alpha = .547; posttest Cronbach alpha = .508). Internal reliabilites of the subscale of jobs for boys only were (pretest: Cronbach alpha = .728; posttest Cronbach alpha = .713). The internal reliabilites of the subscale for jobs for either boys or girls were (pretest: Cronbach alpha = .819; posttest Cronbach alpha = .806). The job list was piloted with a group of fifth-grade students and adjusted based on their comments.

*Focus Groups.* After participating in the program and filling out the questionnaires, the classrooms in the experiential group each participated in one focus group to be led by the primary investigator. The focus groups were based on a semi-structured format (see Appendix C) and conducted according to Krueger's (1988) model. According to this model, a number of questions were asked at each group, but the groups also allowed for the students to be active leaders in the discussion by introducing new ideas and themes. The focus groups were piloted with a group of fifth-graders who participated in the FAIR program.

*Procedure*

A number of undergraduate college students from Colorado State University were trained as facilitators to conduct the activities. Once the participants were selected and assigned to either the experimental or waitlist group, the times for the data collection sessions and workshops were scheduled.

Once the teachers agreed to participate, letters and consent forms were sent to all parents of the students in the classes. The letters explained the program and purpose of the research project. Parents were informed that all students would participate in the activities as part of the school curriculum, and the parents were given the option of signing a consent form to allow their child to participate in the research aspect of the program (i.e. completing the surveys and participating in the focus group). Contact information for the principal investigator was also provided.

*FAIR activities.* The FAIR program consists of five experiential activities designed to teach children about social justice concepts (see Appendix A for details about all the activities). The first activity, "Images in Our Minds," involves reading a story to the children about a classroom visit to a fair. The story intentionally avoids the use of gendered pronouns and does not provide any identifying information about the characters in terms of their gender, ethnic background, or class. After reading the story, the facilitator asks the students to describe the mental image that they formed when they read about each character. For example, most students who participate in the activity indicate that they imagine a White woman as the teacher. The class discusses whether these mental images are based on stereotypes, where the stereotypes come from, and if they can think of examples that challenge the stereotypes.

The second activity is called "Toy Sorting" and asks students to sort toys into two boxes, a pink one and a blue one. After the students sort the toys, the facilitator explores how the students decided what toys to put into each box, how the students made choices based on gender stereotypes, and what would happen if these stereotypes were challenged. The third activity, "In-the-box/ out-of-the-box," encourages students to recognize stereotypes about what it means to be male or female and how these stereotypes are portrayed in the media. The students list characteristics that are typically associated with masculinity and those typically associated with femininity. They are then given magazines and asked to find images that are "in the box" (those in which a person conforms to gender stereotypes) and images that are "out of the box" (ones in which a person does something that challenges a gender stereotype).

Activity four, "House Building," encourages students to think about issues related to class and socioeconomic status. The students are broken up into groups and told that the groups will be given a bag of materials and they need to use the bag to build a house. They are instructed that they are only allowed to use the materials in their bag. The groups are given bags with different amounts and qualities of supplies. After building their houses, the students discuss what it was like to have the amount of materials they were given and how it compared to other groups. The facilitators then encourage students to think about how this process relates to the unequal distribution of resources in society. The students are then asked to think about what things money and resources can provide (e.g., housing, education, food, etc.) and to also think about what characteristics of individuals can not be determined based on the amount of money they have (e.g., intelligence, kindness, generosity, etc.). The final activity, the "Marine Life Story," uses

metaphors of marine animals to encourage students to think about how people interact with each other and how to treat others respectfully. The students listen to a story in which animals take on different roles and then are asked to think about how they might act within each of these roles in their own lives.

*Experimental Group.* The day that the students were to participate in the FAIR activities, the students first completed the pre-test questionnaires. The questionnaires took about 30-45 minutes to complete. The researchers explained the project to the students and answered questions. The researchers informed the students that they would learn more about the project once it was finished. The students then participated in all five FAIR activities. After completing the activities, the students participated in a focus group lasting approximately 30-45 minutes. Students who did not have permission to participate in the research component of the project engaged in a discussion group about their experiences that was not recorded. The week after the activities ended, the researchers administered the post-test questionnaires. Four weeks after completion of the program, the researchers returned and administered the questionnaires again to serve as a follow-up.

*Wait list group.* The classes in the wait- list group were given the pre-test questionnaires and then given the post-test questionnaires one week later. After completing both sets of questionnaires, these students then participated in the FAIR program.

*Fidelity checks.* The study included two fidelity checks to assure that the intervention was implemented properly. The first fidelity check involved the training of the facilitators who administered the program. These facilitators first familiarized

themselves with the FAIR program. They then had discussions about each activity and asked any questions they had. The facilitators then practiced administering the program and participating in the program with each other. To ensure consistency across programs, the primary investigator led the facilitation of all of the FAIR activities at all schools. The second fidelity check involved having the facilitators complete a checklist at the end of each workshop. They indicated whether they administered key components of the workshop and disclosed information about any complications they may have experienced (see Appendix D).

An analysis of the fidelity check revealed that the program was administered completely in all four experimental classrooms. Each classroom participated in all five activities, resulting in 20 activities administered in total. No components were left out of the program in any of the classrooms. Finally, none of the fidelity checks revealed any incidents taking place during the program that may have adversely affected the students' ability to learn.

*Qualitative Data Analysis*

A multiple case study qualitative approach was utilized. The focus groups allowed the students to provide input about their own change processes as well as their opinions regarding the program. In the initial stage, the principal researcher utilized a process of open coding to label individual units of data in a way that they could be identified, compared to other segments and analyzed further (Henwood & Pidgeon, 2006). Categories were then developed to provide a level of analysis that demonstrated the relationship between the open codes. These categories were developed systematically by using constant comparative analysis, a method that involves comparing data to identify

similarities and differences (Glasser & Strauss, 1967). Hennink's (2007) strategies for analyzing focus group data and identifying frequencies and consistencies of themes were utilized. In particular, themes were identified based on how many groups they appeared in and the number of times they emerged. After the codes were developed by the primary researcher, they were reviewed by an independent collaborator for clarity and to verify the comprehensiveness of the themes.

# CHAPTER 4: RESULTS

*Preexisting Differences*

A 2 X 2 Multivariate Analysis of Variance (MANOVA) was conducted to assess the effects of treatment group membership (waitlist versus experimental) and gender (male versus female) on the pretest scores of the Children's Sex Role Inventory, AWSA, and Gender Prejudice Events Checklists. (See Table 3 for a list of pretest means.) There was a significant main effect of gender with ($F$ (1, 83) = 3.38, $p < .01$, partial $\eta^2 = .13$). Results of the post hoc univariate tests can be found below. There was not a significant main effect of treatment group ($F$ (1, 83)= 1.80, $p$=.12) or an interaction between gender and treatment group ($F$ (1, 83)=.45, $p$=.81).

Univariate analysis of variance (ANOVA) revealed that there was a main effect of gender on the feminine subscale of the CSRI pretest, $F(1, 92) = 6.22$, $p<.05$, partial $\eta^2 = .05$. In particular, girls ($M$=3.29) scored significantly higher on the pretest feminine subscale of the CSRI than did boys ($M$=2.99). There were no significant differences between the boys and girls on the masculine subscale pretest of the CSRI. Additionally, ANOVA analyses indicated that girls ($M$=3.19) scored higher than boys ($M$= 3.00) on the AWSA scale $F(1, 92) = 5.18$, $p<.05$, partial $\eta^2 = .04$ (see Table 4 for a list of means).

*Treatment Effects*

A 2 X 2 Multivariate Analysis of Covariance (MANCOVA) was conducted to evaluate the effects of treatment group membership (waitlist versus experimental) and gender (male versus female) on the posttest scores of the Children's Sex Role Inventory, AWSA and the Gender Prejudice Events Checklists, while pretest scores for all the measures were entered as covariates. The main criterion for using pretest scores as covariates is a high correlation between pretest and posttest measures. In the present study, the pretest scores for the CSRI, AWSA, and Gender Prejudice Events Checklists were significantly correlated with their respective posttest scores (see Table 5 for correlations) This MANCOVA yielded a significant overall main effect of treatment group ($F$ (1, 83) = 79.24, $p < .01$, partial $\eta^2 = .84$). There was not a significant main effect of gender ($F$ (1, 83) = 1.50, $p = .189$) or a significant interaction between gender and treatment group ($F$ (1, 83) = .53, $p = .78$). The univariate differences were analyzed for significance using analysis of covariance (ANCOVA). The results of the univariate tests can be found below.

The participants completed two Gender Prejudice Events Checklist forms regarding their experiences of gender prejudice; one form asked them about their experiences with gender prejudice in general, another examined their experiences with gender prejudice committed by their classmates in particular. ANCOVA analyses indicated a main effect of treatment group on the students' indications of gender prejudice experiences in general, $F$ (1, 92)= 5.62, $p<.05$, partial $\eta^2 = .06$, such that the experimental group (*adjusted mean*=1.97, *SD*=.06) reported lower levels of gender prejudice following the FAIR program than did the waitlist group (*adjusted mean*=2.26,

*SD*=.10). There was also a significant effect of treatment group on the students' reports of gender prejudice experiences by classmates in particular, $F$ (1, 92)= 5.10, $p$<.05, partial $\eta^2$= .05. The students in the experimental group (*adjusted mean*=1.49, *SD*=.06) reported significantly lower levels of gender prejudice following the FAIR program than did the students in the waitlist group (*adjusted mean*=1.75, *SD*=.10).

Teachers were also asked to complete a measure of their observations of gender prejudice committed by their students. ANCOVA analyses found a main effect of treatment group $F$(1, 92)=470.46, $p$<.01, partial $\eta^2$= .83. Teacher posttest reports of gender prejudice for the experimental group following the FAIR program (*adjusted mean*=1.38, *SD*=.02) were significantly lower than the teacher reports for the waitlist group (*adjusted mean*=2.16, *SD*=.03).

Results of the ANCOVA indicated that there were not significant effects of treatment group on the AWSA ($F$ (1, 92)= .70, $p$=.40) or CSRI feminine subscale ($F$ (1, 92)= 1.9, $p$=.17) or CSRI masculine subscale ($F$ (1, 92)= .03, $p$=.87).

*Job Sort and Knowledge of Gender Quiz*

The pretest scores of the three subscales of the Job Sort were not significant covariates in the MANCOVA and thus were analyzed separately. There were no preexisting gender or treatment group differences on any of the job sort subscales. A MANOVA was utilized to evaluate the effect of treatment group and gender on the three pretest subscales of the Job Sort. There was not a significant main effect of treatment group ($F$ (1, 92)= 1.36, $p$=.25) or gender ($F$ (1, 92)= .32, $p$=.58) or a significant interaction of the two ($F$ (1, 92)= .58, $p$=.45). Additionally, there were not treatment effects on any of the job sort subscales. A MANOVA was utilized to evaluate the effect

of treatment group and gender on the three posttest subscales of the Job Sort. There was not a significant main effect of treatment group ($F$ (1, 92)= 1.90, $p$=.17) or gender ($F$ (1, 92)= .42, $p$=.52) or a significant interaction of the two ($F$ (1, 92)= .23, $p$=.63).

*Focus Groups*

The students in the experimental groups participated in focus groups, allowing them to describe their experiences of the FAIR program in their own words. The students identified issues related to all of the main areas of study, including knowledge, gender role identity, attitudes about gender norms, and gender prejudice. Themes were identified from within the focus groups that addressed each of these main issues.

*Knowledge of gender and social justice issues.* During the focus groups, boys and girls from all four classrooms that participated in the FAIR program were asked what lessons they learned from participating in the various activities, in fact there were 61 total references made to something a student learned.

In all of the focus groups, the boys and girls said that they learned about **gender stereotypes** ($N$=51 references). In particular, students talked about realizing that there are stereotypes related to gender, that are not necessarily true. One boy described the stereotypes he held about the gender of teachers, "I learned that whenever I picture a teacher it's a girl, but not all teachers have to be girls there are like guy teachers and stuff." A female student indicated she learned a similar lesson, "I thought that only teachers are always going to be girls, but there are other guy teachers and stuff and that it's not always going to be a girl."

One important subtheme of gender stereotypes that was identified by students involved **implicit stereotypes** ($N$= 3 references). The students said they learned that

people may hold stereotypes that they are not aware of having. One girl said, "I learned that I still think about those stereotypes subconsciously even though I know they're not true. I just can't help it I guess." Another student recognized that they were not alone in this experience, stating, "I learned that everybody unconsciously is stereotype influenced." A male student talked about how he recognized when he was thinking of a stereotype and that he questioned his implicit stereotypical thinking. "I kind of learned that I kind of picture teachers as girls and whenever I think of a teacher in a story or something it always pops in as a girl. That's a kind of stereotype that I learned. I kind of thought about it and was like, 'Wait, boys can be teachers too.'"

Students also talked about lessons they learned about **expectations about gender** (*N*=22 references). Students said they learned to identify that there are expectations about how one is supposed to behave based on gender. Many talked about how such expectations can impact what people think they can become when they group up, stating that "Most people think that only girls can be nurses and that only boys can be doctors," or that people think, "Most teachers are girls."

Another theme that emerged from the focus groups involved **cultural influences** (*N*=16 references) that impacted gender stereotypes. These influences included things such as **sexist toys** and the **media**. When talking about such influences, one boy said, "people who manufacture toys, I feel like they are kind of sexist. I mean, they only think that girls can play with pink stuff and things like that." Students also indicated that they learned that the images they had about how to be male or female often came from media sources, such as "the books we read and the tv shows that we watch."

*Gender identity.* The students discussed how the program's activities influenced their perceptions of what it means for them to be a boy or girl. One activity in particular (see appendix) introduced the idea of "in the box" attributes and behaviors for boys and girls, asking the students to list stereotypes about gender. This was a topic that was much discussed during the focus groups, with students sharing ways in which they felt they were "in the box" or "out of the box," discussing their own gender role identity.

First, students identified things they saw as potential **consequences of conforming to stereotypes** (*N*=5 references). For example, one girl said, "there is some stuff that people do to make themselves stay in the box, and its just like sometimes really bad for you, and you shouldn't make those choices to stay in the box." The students gave examples of going to extremes to fit the expectations of traditional gender stereotypes, such as, "Guys have to be really buff so they weight train a lot and they can overdo their bodies and they can become really unhealthy just to look cool." Another girl added, "some people don't eat just to be skinny, there was this one girl that my friend was talking about and her boyfriend said that she was too fat and so she went anorexic."

Many of the students described ways in which they felt like their own gender identity did not conform to gender role stereotypes, or how they were **out of the box** (*N*=42 references). Some students simply stated that "I like to be out of the box." One boy gave an example of how he feels like he does not fit into the gender box, saying "I love babies." Other students recognized that the concept of fitting into gender role stereotypes or challenging them can be much more complex. For instance one girl described her experiences of feeling like she was seen as being not very feminine and that people expected her to always conform to that identity. She expressed how this might be

limiting. "You can also get stuck outside of the box, because I wear a lot of jeans. On the first day of school I wore a skirt last year, and some people got really mad at me because I wore a skirt." A girl from a different classroom discussed having a similar experience of feeling like she was expected to not do "feminine" things and that this expectation sometimes makes her hesitant about trying new things. "I'm kind of an 'out of the box' sort of person and so if I want to do something that is more 'inside the box,' like go shopping or something, my friends are kind of like 'Whoa, that's weird, you don't usually do that.' So I think 'okay, maybe I won't.'"

The students also recognized that developing a gender identity is a process that changes over time. A female student described her transition from a "girly girl" to a tomboy and the way others responded to her based on her gender identity. "On my dad's side, all I have is boy cousins. I kind of get treated unfairly, but most of the time since I'm a tom boy now, they treat me better. But when I was younger I was more of a girly girl so they always were like "okay we're going to go sword fight with these metal things" and I would be like "okay well what could I do?" and they'd always be like "just go make us soup or something". Now that they know I was a tom boy, they treat me better."

Students disclosed that there were times they wanted to step outside of their gender role, but worried about the consequences. One girl discussed her experiences with sports. "In 5th grade I always used to see the boys playing football and my sister used to say that football was really fun because she used to play at recess and stuff but I was scared because I didn't know how to play football and I didn't want to make myself feel bad because I didn't know how to play." The students also realized that stepping outside

of the gender box may be easier for some than for others. Although the students often endorsed messages that both boys and girls should be allowed to challenge gender stereotypes, one girl did recognize that perhaps gender norms are more rigid for boys than girls, noting, "Its so weird 'cause some girls are boyish but boys are not girlish. It's not popular for boys to be girlish."

During the focus groups, the students appeared to reach the conclusion that gender identity might be more fluid than they recognized before participating in FAIR. Many recognized that it is possible for people to exhibit both gender stereotypical and non-stereotypical traits. One boy said, "I learned that you could be in the box and out of the box at the same time." The students also recognized that one's gender identity may be a product of societal expectations, even when they have not consciously thought about these outside pressures. A boy described how one should be aware of what is influencing their sense of identity, saying, "Also check in with yourself and see if you are inside the box because of your friends or if it's what you really want to do."

The concept of doing what you "want to do" or having a **choice** ($N$=12 references) about gender identity was a common theme that all four focus groups discussed. For some, this included resisting the influences of others and focusing on one's own desires, exemplified with statements like, "Do what you want to do, not what others think you should do." Students also clarified that the option of choice should apply to themselves as well as others. When discussing what girls and boys are expected to do during gym class, one student remarked, "I think that they should give the girls a choice if they want to do what the boys are doing or not." While many of the comments around choice and gender identity involved engaging in specific behaviors, such as playing with

certain toys or participating in sports, some described this identity in more abstract and global terms, by saying things like, "It's okay to be inside or outside of the box. You should pick which one is right for you." In some groups, the discussion regarding choice evolved into comments about **authenticity** ($N$=5) and how important it is for people to be true to themselves. For some, it was as simple as the message, "Just be yourself." Other students asserted that if we focused more on authenticity, stereotypes would be unnecessary. One girl indicated that the lesson she would want everyone to take away from the program is "that you don't really need to have stereotypes, you could just be yourself." Finally one student recognized the freedom that could come with focusing on being true to oneself rather than trying to follow stereotypes, saying, "You don't have to do what other people have to do. Just do what you like. If you think that what someone else is doing is fun, then you can do that."

*Attitudes about gender roles.* The students talked extensively about their attitudes toward gender role stereotypes during the focus groups. In general, they demonstrated an awareness of the variety of stereotypes that exist regarding gender roles in society. Some of these stereotypes were simply stated as examples. A few students expressed **agreement with gender role stereotypes** ($N$=2), such as, "girls are more sensitive and sometimes boys are not." Overwhelmingly, however, the students discussed cases in which they did not agree with traditional gender role stereotypes for boys and girls (and women and men). Students in all four focus groups discussed the theme of **challenging stereotypes** ($N$= 26 references). The students challenged stereotypes about how boys and girls are supposed to behave, what types of personality characteristics they should display, what types of activities they should engage in, and more. For example, one girl

said, "Just because you're a girl, you don't have to be like OMG or something, you don't have to wear dresses or skirts or anything, and guys don't have to just wear like gangster stuff." Another girl talked about stereotypes about sports saying, "Girls can play football and boys can do cheerleading, or they could do the same things. It's not like just because you're a boy you have to do this sport or just because you're a girl you have to be a cheerleader." They also talked about the fact that "boys and girls can like the same things" for example, "boys might want to play with toys that are marketed for girls and girls may want to play with toys that are more marketed for boys, and I think that's pretty cool." The students questioned gender stereotypes about personality characteristics with statements like, "Boys don't have to be tough all of the time," and "Girls can be athletes too."

In addition to naming specific stereotypes that they did not agree with, many students expressed that they learned about the importance of **gender equality** ($N$= 11 references) and fairness for all girls and boys. One girl summed up her experience in the FAIR program by saying, "I learned that boys and girls should be equal." This message of equality was echoed by many of the students from all four classrooms. Other messages included how to treat people based on this value of equality, such as "I learned that you shouldn't judge anyone by the way they are because everybody is human [beings] and they should all be treated the same."

*Awareness of gender prejudice experiences.* The students described many of their own **experiences of gender prejudice** ($N$=26 references). Many of the girls discussed times when they felt **exclusion** ($N$=7 references) from boys. Some of their experiences involved family members, as in one girl's interactions with her cousins, "All of my

cousins are boys, and when I go to play with them they are just really mean to me. And I'm not very good at sports so they are just mean to me and leave me out." A female student from a different classroom reported a similar experience, saying, "When I play my brothers in basketball they say that I can't beat them just because I'm a girl." Girls also disclosed experiencing exclusion at school, talking about incidents such as "When people play football, girls like to play football too and they always get picked last and they [get] picked on the team that is the worst, and they are like really good." Many boys talked about witnessing these types of events happening to the girls in his school, saying, "And when we play soccer or capture the flag, a lot of boys are picked because they are considered faster."

The students also indicated they experienced **institutionalized prejudice** (*N*= 5 references), talking mostly about things that happened at school. One group talked extensively about their experiences with their PE class and trying out for the track team. The students explained that the coach set different expectations for the boys and girls in order to make it in the team. One girl talked about how offended she was by this experience. "I just think its really stupid that they think that girls are a lot slower, I remember in fourth grade at the track meet there were a few of the girls that beat the boys and so you know they didn't really realize that I guess. I feel they are being mean to me because I know I am faster than a lot of the boys in the school."

The boys in the groups reported fewer experiences with gender prejudice than the girls. When they did talk about prejudice, they often did not talk about experiences of feeling excluded (as most of the girls did) but rather times where they felt that they were expected to fit into traditional masculine stereotypes. One male student said "I don't

really like to play football. I've only played it once and I didn't really like it." He went on to explain that he often feels pressured to play football, even though he has said he does not enjoy it. A different boy talked about experiencing consequences when he does not fully "measure up" to the other people's expectations. For example, he said, "I play football all of the time and since I like to play quarterback all of the time, if I make one bad throw I normally don't ever get to be that again for a month."

*Engagement in gender prejudice*. Students also talked about what they learned about how to treat others from their participation in the FAIR program. Students talked about the importance of **inclusion** ($N$=3 references) and discussed what it would be like if they did not limit boys and girls to particular activities, such as sports. "You would be able to include everyone. You could have a bigger game." Students in all four groups talked about the theme of **not judging others** ($N$=7 references). For example, a student said it was essential "to not be judgmental against boys or girls doing things outside of what they're supposed to do." The students said that people should not be treated based on their gender but who they are as a person. One girl asserted, "you shouldn't start to think things of somebody just because they are a boy or a girl that you should give them a chance to prove that they are worthy of doing the things that you guys are doing."

Finally, students in all four groups talked about the importance of treating people with **respect** ($N$= 13 references), saying things such as "We should treat people nicely and with respect. Don't tease people," and "Be respectful to everyone, no matter what." The students talked about how important it is to treat others with respect, even when they do not conform to one's expectations. One boy talked extensively about this theme, saying, "the boxes are artificial and don't really exist. If you see someone outside of the

box and you're more of an in the box sort of person probably the worst thing you could do is encourage them to get inside the box, so stay away from that. Also encourage them to be themselves and to do what they want."

# Chapter 5: Discussion

This study examined the effects of participation in the FAIR program on students' understanding of gender and gender equality. In particular, this project examined whether the program contributed to changing the children's attitudes and behaviors in five main areas, including 1) knowledge of gender related issues 2) gender identity 3) attitudes about gender roles 4) experiences of gender prejudice and 5) engagement in gender prejudice in the school setting. Results of this study indicate that at posttest, children who participated in the FAIR program differed from those in the waitlist on a number of variables, suggesting that the program was effective in promoting change. In addition to the quantitative measures, the information from the focus groups provided more depth regarding how students changed and what they thought about their participation in the program.

## *Knowledge of Gender*

Due to the poor psychometrics of the Knowledge of Gender Quiz, it was not included in the analyses. However, during the focus groups, the students identified a number of themes related to the knowledge they gained from the FAIR program. First, the students became more aware that they hold stereotypes about gender and that these stereotypes may exist explicitly or implicitly. This result was particularly interesting, as social psychology research has suggested that implicit stereotypes may be harder to identify than explicit ones, but can impact one's behaviors. Some researchers have

suggested that utilizing mental imagery may be one way to influence such implicit stereotypes (Blaire, Ma, & Lenton, 2001), and others have found that diversity education can change the implicit stereotypes held by college students (Rudman, Ashmore, & Gary, 2001). Programs such as FAIR that teach about social justice issues may be one way to address and change implicit gender stereotypes held by children.

The participants also talked about learning about how gender stereotypes are disseminated, recognizing cultural influences such as how toys are marketed and the way the media portrays boys and girls. The students' increase of awareness in these areas may be particularly beneficial, as research on commercials has shown that toys are often advertised with a focus on distinct gender differences (Rajecki, Dame, Creek, Barrickman, et al., 1993). Additionally, the media often reinforces traditional gender role stereotypes by focusing on physical attractiveness in female characters more than in male characters (Lauren & Dozier, 2002), and showing boys as participating in physical aggression (Larson, 2003). The recognition of these cultural influences as potential sources of gender stereotypes may be the first step children take toward questioning the role of such messages in their lives.

Research with adults has consistently shown that education about sexism increases people's knowledge of gender related concepts including stereotypes, discrimination, and sexism (Malkin & Stake, 2004; Stake, 2007). This research demonstrates that programs such as FAIR can increase children's knowledge about gender and discrimination.

*Gender Identity*

Gender differences were also found in relationship to the pretest measure of gender identity, such that the girls' scores on the feminine subscale of the CSRI were higher than the boys', as suggested would happen by the measure's author (Boldizar, 1991). However, the boys and girls did not differ in their scores on the masculine subscale of the CSRI. This finding suggests that the girls and boys in this study do not differ in their endorsement of masculine traits, but that the girls are much more likely to endorse feminine traits than are the boys.

This research supports assertions that a key aspect of masculinity involves avoiding "feminine" activities or traits (Beal, 1994; Brannon & David, 1976) and suggests that fifth grade boys have already experienced pressure to not endorse feminine characteristics. These findings also support the idea that gender boundaries are more flexible for adolescent girls than boys (Beal, 1994; Yoder, 2007), as the boys and girls did not differ in their endorsement of masculine traits.

Although the CSRI scores of the students who participated in the FAIR program did not differ significantly at posttest from the students in the waitlist group, the participants described how FAIR helped them better understand their gender identity. The topics discussed in the focus groups often provided a better understanding of the findings on the quantitative measures. For example, one child commented during the focus group that it seems to be more socially acceptable for girls to take on "boy-like" traits than for boys to be feminine, while other children talked about how boys often hide any interests they have in "feminine" activities, or pretend to like "masculine" activities. These findings from the focus groups suggest that at least some of the children are

consciously aware of the limitations boys feel in regards to expressing feminine qualities and that participation in the FAIR program may have allowed these thoughts to be identified, vocalized, and questioned.

The differences on the feminine subscale but not masculine subscale also support the assertion that some researchers have made which suggests that the CSRI (and measures like it) do not actually measure *maleness* versus *femaleness* but rather sets of traits, which are commonly associated with women or men (Spence & Hall, 1996). These authors argue that gender should be examined from a multifactorial, rather than a two-factor, model. Some researchers have developed measures to use with adults which make more clear distinctions about what is being measured. For example, some researchers have developed measures for adults which assess the conformity to gender norms (Mahalik, Locke, Ludlow, Diemer, Scott, Gottfried, & Freitas, 2003; Mahalik, Morray, Coonerty-Femiano, Ludlow, Slattery, & Smiler, 2005) rather than gender identity per se. However, such measures have yet to be developed for children.

Despite the criticism of the model used to develop the measure, many researchers continue to utilize the Children's Sex Role Inventory to examine the influence of gender identity or gender role orientation on a variety of factors such as fearfulness (Ginsburg & Silverman, 2000), responses to competition (Conti, Collins & Picariello, 2001), and socioemotional development of children raised in homes without fathers (MacCallum & Golombok, 2004). Many of these researchers agree that the CSRI should not be used to assess essentialist notions of gender as a biologically determined and static characteristic. Leszczynsk and Strough (2008) demonstrated that children's scores on the masculine and feminine subscales of the CSRI changed depending on the context they were in;

suggesting that gender identity is a fluid aspect of one's self, rather than an inflexible trait. The current study utilized the CSRI as a measure of gender role orientation, but the researchers do not assume that gender is a fixed immutable trait.

The focus groups allowed the researchers to examine the complexities of children's gender identity in more depth. Children discussed ways in which they felt that their gender identity did not fit stereotypes about boys and girls. These findings differ from most research which suggests that by age 8 or 9, most children rate themselves as being consistent with gender-typed characteristics and do not challenge these stereotypes until adulthood (Yoder, 2007). It is possible that after participating in the FAIR program, children felt more freedom to admit that they did not always fit into gender-typed traits.

One of the key themes identified in these groups involved the children's own recognition of gender identity development as a dynamic process, many discussing how their own gender identity had changed over time. In some ways, these findings are contrary to most developmental theories about gender development, which assert that children accomplish a cognitive step of *gender constancy*, which Warin (2000) defines as the understanding that girls will be female throughout their lives and that boys will be stay male. The students also recognized potential consequences related to both conforming and not conforming to gender stereotypes and discussed the role of choice in one's gender identity. Future research should continue to explore children's understanding of gender identity as either a binary essential trait or a dynamic developmental process involving choice and a desire to remain authentic.

*Attitudes About Gender Roles*

There were no differences between the waitlist and experimental group on the Attitudes Towards Women Scale for Adolescents at either pretest or posttest. The pretest differences according to gender indicate that the girls held less traditional attitudes about gender roles than did the boys before participating in the FAIR program. This research is similar to the findings that young women have less traditional attitudes about gender than young men (Galambos, et. al., 1985) and research in adults demonstrating that women hold more liberal views about gender than do men (Loo & Thorpe, 1998; McKinney, 1987). During the focus groups, the students indicated that they questioned many of the stereotypes related to gender roles and expressed that one of the key elements they learned from the FAIR program was about gender equality and the need to treat people with respect. Future research should continue to explore the attitudes that children have about gender roles and how interventions like the FAIR program can impact these views.

*Gender Prejudice Behaviors*

The experimental group reported significantly lower levels of experiences with gender prejudice at posttest than the waitlist group, suggesting that participation in the FAIR program impacted them. In particular, the students reported experiencing significantly fewer experiences of gender prejudice in their lives in general, as well as by their classmates in particular.

The results of this study are contrary to research which suggests that people become more aware of their experiences and are more likely to report having experienced prejudice after receiving some education (Stake & Rose, 1994). The students who participated in FAIR reported less gender prejudice overall than the students in the

waitlist group. This may have occurred for a number of reasons. First, during the focus groups, the students described experiences with two main types of gender prejudice 1) exclusion from peers and 2) institutionalized prejudice. The Gender Prejudice Events checklist was designed to assess interpersonal experiences of prejudice and may not have picked up on examples of institutionalized prejudice. Second, the measure likely did assess students experiences with their peers, but these experiences may have changed. In addition to reports of fewer gender prejudice experiences overall, the students indicated having less prejudicial experiences wherein their classmates (who also participate in FAIR) were the instigators. As many fifth graders spend most of their time at school and with their classmates, the decrease in gender prejudice experience with their classmates may have led to the decrease of their overall experiences of prejudice. In fact, the teachers reported that the students in the experimental group engaged in fewer gender prejudiced behaviors after participating in the FAIR program than the teachers from the waitlist group.

These findings suggest that being in the FAIR program decreased the likelihood that students engaged in such behaviors, at least within the classroom setting. This finding is important, as previous research has found that experiencing gender prejudice can have a number of detrimental impacts on children, such as decreasing self-esteem in young women (Norman, 2000; Turner et al., 1995; Werner & Smith, 1982) and limiting boys' emotional expression and encouraging potentially dangerous behaviors (Kimmel, 2005; Pollack, 1999). A program that has the ability to decrease students' engagement in gender prejudiced behaviors has important potential.

The results of the focus group suggest that these behavioral changes were accompanied by attitudinal changes regarding the treatment of others. The students who participated in FAIR discussed how they learned about the importance of including others and not judging others based on stereotypes. Every focus group also discussed ways to be respectful of others. Future research should examine how long this impact lasts and whether the children generalize the lessons they learn in the classroom setting to other areas of their lives (i.e. with siblings, or with peers outside of school).

*Limitations*

One limitation of this study involved the small sample size and uneven number of students in the experimental and waitlist groups. It is possible that there was insufficient power to measure some of the potential differences between the groups, therefore the non significant differences (such as the AWSA) should be interpreted with caution. However, focus groups were utilized, which provided depth of information regarding how the students were impacted by their participation in the FAIR program. Future research should continue to evaluate programs such as FAIR and examine whether the impact they are long lasting.

Additionally, there are limited measurements available to study gender related concepts in children. Future research should continue to develop and update measures to explore children's knowledge about gender, their own sense of gender identity and their experiences with gender prejudice.

*Conclusions*

Children get messages about gender from many areas of their lives; the media, family, friends, schools. Many of these messages involve stereotypes about how a person

"should" be based on one's gender or things a person "can't" do because of her/his gender. Children internalize many of these stereotypes and treat others based on them and make decisions about their own behaviors with them in mind. These stereotypes can be incredibly detrimental if they lead to a child engaging in gender prejudice against others or limiting oneself in harmful and destructive ways. Further, as these children grow up, many of these messages will continue to be reinforced if they are not challenged. For this reason programs, such as FAIR, that teach children about gender equality are invaluable and should continue to be developed and evaluated.

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Appendix A
FAIR: A CURRICULUM ENCOURAGING
FAIRNESS FOR ALL INDIVIDUALS THROUGH RESPECT

All activity instructions are available on the FAIR website:
http://www.fair.cahs.colostate.edu

## Activity 1: Images in our Minds

*Activity Background Information:*
Below are some ideas about how to conceptualize the terms used in the curriculum. These descriptions of terms are not necessarily to read or to lecture about to the students but rather to help you think about how you might lead a discussion. It is a goal of the curriculum to allow the children to explain the terms in ways that make the most sense to them. Elicit definitions from the children by using open-end questioning. In this way, the students' meaning of these terms will be shaped and provide a foundation for the students and you to refer to throughout the activities.

*Activity Instructions:*

- There are a few ways to facilitate this activity. Here are two examples: One way is to read an entire story to the children and ask them what they thought about the characters after the story is completed. Another way is to read some of the story and then stop to ask the children who they thought about when they heard a particular character. For example, read the first line of a story then stop to ask, *"When you heard me read "teacher" did you think of a woman or a man?"; "What makes you think the teacher was a...."*. Then keep going through the story and talk about each character and what the children thought about each character's gender, race, and how much money they make.
- This activity allows children to become aware of their own assumptions about people. Be sensitive not to embarrass any students and create a safe atmosphere to discuss raw feelings and thoughts about the characters. Elicit this information from the children by asking open-ended questions, *"What influenced you to...."; "Tell me more about that..."; "How could we work to change..."; "How did you feel when..."; "What did you think when...."; "What came to your mind when..."; "What do you think about..."; "What has been your experience with ...."*. Try not answer questions for the children that they can answer for themselves and others in the class might be able to address. You do not have to take the responsibility of the expert. Let the children explore this information freely.
- After the children describe what they thought about the characters, discuss how to challenge and change our stereotypes by talking about a diverse array of people who actually do the same job, are in the same position, or do the activity that is portrayed in the story.

*Activity Supplies:*

- At least one copy of the stories to be read to the students; or students may have their own copies to read to themselves.

- If facilitator chooses to have students code the story characters, students will need a piece of paper to draw four columns. Fist column label *'character'*; second column label *'gender'*; third column label *'race'*; and fourth column label *'money'*. Students may write their first thoughts about each character in the column proceeding horizontally.

*Possible messages to elicit and integrate throughout discussion:*

- We all have stereotypes based on gender, race, and class. Recognizing our own stereotypic images is an important step in creating alternative images of ourselves and others to believe in more possibilities for all people. It is important that we learn to expand our thinking what we believe people do and who they are about, who we are, and what is our potential.
- Many people who read these stories tend to think that a lot of the characters are
- European American and that women were parents, teachers, and secretaries, and that men were principals, police, and mayors. But we know that these images are limiting – that no matter what a person's gender or race is that they are capable of doing anything. It is just our stereotypes that make us limit others and ourselves. We can and need to change this!
- Many times the first picture that comes into our minds when we think of a person is based on what we have learned from TV, magazines, or advertisements that are all around us.
- The media we are exposed to such as the movies we see, magazines and books we read, games we play, television shows, and commercials sometimes lead us to believe that our roles and responsibilities are determined by gender and race.
- These messages are very harmful! These limiting messages prevent us from thinking with open minds about who we are and what we want to be. These hurtful messages also make us believe that others are not able to do certain things or grow up to work at particular jobs because of their gender or race. And WE KNOW THAT IS NOT TRUE!!
- However, some of what we think is based on what is actually true (e.g., statistically speaking, there are more male police officers than female) but this does not mean it is the way it has to remain/be.
- We need to recognize the changes that ARE taking place (e.g., increase in number of stay-home fathers and working mothers; WNBA; more women than men training to be doctors, etc.)

Remember, we must believe and act in ways that show that men and women of all races are able to be anything, if we allow one another to be freed from limiting stereotypes and harmful assumptions. How will you start making a difference today? Try by getting to know yourself, your own interests, your likes and dislikes. Try by not projecting on others, but getting to know each person as an individual AND as part of a community. Start by thinking of integration not separation. BE CURIOUS NOT AFRAID!

Off to the Fair

The *parent* handed the children their lunches and kissed them good-bye. As soon as they entered the fair, they ran straight for the lights of the first ice cream stand they saw. As they stood in line, they saw that a *teacher* who was at the fair with a class, was having a severe asthma attack. The *owner of the Fair* called an ambulance immediately. The *rescue workers* were delayed because they had just been at a crime scene where they had to help the *police* arrest *two people* and take them to jail. When the rescue workers finally arrived at the fair, they quickly rushed the *teacher* to the hospital. Once in the emergency room, a *doctor* gave the *teacher* an inhaler that helped with breathing. A *nurse* gave the *teacher* a shot of medicine that opened up the *teacher's* lungs. The *teacher* feels better now!

*Now ask yourself:*

What was the first image in your mind about each of the characters (in italics)?
What was the gender of each character?
What race was each character?
How much money did I think the person had? A lot? A little? In between?

*Findings*

When we read these stories we thought that a lot of the people in these stories were European American (Caucasian, white), that the parents, teachers, and secretaries were women, and the principals, police, and mayors were men. This made us curious about why our first thoughts were mostly of white people and that the people in positions of power were men. We then realized that these images are limiting and harmful! No matter what a person's gender or race, they are capable of doing anything. It is just our stereotypes that make us limit people.

## Activity 2: Toy Sorting

*Activity Background Information:*

It is important for children to know who they are and where they belong to, be sensitive to the fact that gender is a main sorting force in our society and that we need to offer support and options besides the extreme ends of the gender/sex continuum. Take a moment to reflect about this. Can you think of an example of something with regard to children that is not divided in some way by boy or girl? It is difficult. Messages of roles and who we should be are all around us and are often based on gender schema. These messages can be helpful and unhelpful. It is up to us to notice the difference and understand how they influence our choices for good or for bad.

*Activity Instructions:*

- Direct the children's attention to the stack of toys at the front of the room and the two boxes (one blue and one pink) on either side of the stack. Without giving any more away, simply ask the children to divide the toys into the toy boxes ['toys intended for girls' and 'toys intended for boys']. Give the children time t o sort the toys.
- When the children are done sorting the toys, ask them to sit down next to the toy boxes. Take some of the toys out of the boxes and ask the students questions like, *"What do you notice about the toys in the pink box? The blue box?"; "How did you sort the toys?"; "How did you know in which box to put the toys?'; "What do the toys in the pink box say to us about the roles of girls? About who they can be and what they can do?"; "What do the toys in the blue box say to us about the roles of boys?; "About who they can be and what they can do?".*
- Hold up specific toys and encourage the students to talk about the toys and the messages they send along with who can play with the toys. What observations do the children have about the toy sorting and about gender messages given by the toys they play with; ask if there were any toys that were difficult to sort; refer to 'main messages' for discussion guidance.
- After a few minutes of discussion, ask the children, *"What happens when a girl wants to play with this [pick up a toy form the blue box]?"* and *"what happens when a boy want to play with this pick up a toy from pink box]?"* Ask the students about how they are limited. Have them give examples of times that they have felt limited for one reason or another. Then help them make the link that by saying that there are only certain toys or objects for girls and certain toys or objects for boys that this is limiting too.
- Give examples of how we limit others when we make fun of them or are mean to them because they want to do something different than what we might wan to do. We are being unfair when we form ideas that only girls can do certain things and only boys can do certain things. This may lead to people feeling bad about themselves and limiting themselves based on what others think of them.
- Introduce the common net (trapeze net). *What would happen if we encouraged boys and girls to share with each other and whoever wanted to play with them?* If we let the toys come out of the pink and blue boxes and to be part of the common net, then we all can choose what we want to play with based on what we think

might be fun or exciting or what interests us. When we think of a net we picture a flexible, supportive environment rather than the confining environment of a box. At this point, ask the children to help you take the toys out of the blue and pink boxes and share them with everyone in the common net.

*Activity Supplies:*

- Pink box, Blue box, (pink and blue box about the same size and big enough to hold 8-10 toys)
- Net (could be a grocery net bag, stuffed animal hammock and big enough to hold 15-20 toys)
- Several toys, games, books, fabric, and other appropriate objects for the participants to sort. Possible messages to elicit and integrate throughout discussion:
- Notice how a lot of the toys in the pink box have to do with domestic tasks, beauty, fashion, self-improvement, nurturing roles, and externally focused imagination. Although girls do and can strive to have futures full of nurturing relationships, they also deserve to be free to choose fulfilling careers and to be encouraged to feel good about themselves just as they are.
- Notice how a lot of the toys in the blue box have to do with adventure, being active, independent roles, and internally focused imagination. Although boys do and can strive to have futures with fulfilling careers, it is also important that boys are given freedom to explore ways to develop nurturing relationships. They deserve to feel good about themselves and their relationships.
- If we keep sending messages with toys that girls can only do certain things and boys can only do certain things, their options for who they want to be and who they think others can be becomes very limited. We want to allow more options.
- There are so many things that are divided up into "girl" or "boy". This is often done by the types of entertainment that is advertised for just girls and marketed for just boys; there are several examples of the subtle ways that this is done. For instance, notice the color of the toy boxes, you probably knew that the pink was for a girl and the blue was for a boy. How did you know? We are not saying that girls should not wear pink and boys should. But what we are saying is that messages about gender are pervasive, sneaky, and quite restrictive. Boys and girls should feel free and encouraged to play with any toys!
- The net literally and figuratively is a flexible object that represents ideal gender norms. The weaving of the net symbolizes the coming together of the two separate genders. This "safety net" creates a comfortable, supportive and non-judgmental environment in which children can explore without the limits that their gender imposes.
- We need to learn to celebrate and not exaggerate differences.

REMEMBER:
Play with any and all toys and games, read a lot of diverse books about men and women, explore your senses with many types of textures, music, and scenery, and encourage your friends to also, no matter if they are a girl or a boy! Choose those things that interest and inspire you to be you.

Activity 3: In-The-Box/Out-Of-The-Box (Image Collage)

*Activity Background Information:*

Remember during the Toy Sorting activity when we talked about being in the box? Well, this activity demonstrates what we mean! Imagine you were inside a box (do not go in a box, just pretend). Can you envision what it would feel like? Being in a box would be cramped with little room to move around. Sometimes this is exactly what messages from our society do to us – they limit us - in terms of who we can be and what we can do based on our gender and race. In other words, messages from the media tell us that a boy should be a certain way, dress in a particular fashion, only show his feelings in specified situations and ways, and be interested in only specific activities. By making boys believe that they are limited to only certain ways of living is confining – a lot like being in a box. For girls it is the same, but they are told different things to do, be, and feel because they are girls.

*Activity Instructions:*

Give the students some very specific examples of what we mean by limited messages from media. Draw two boxes on the board. Ask the students to help you fill in the first box with several characteristics, interests, and behaviors that society and the media prescribe to the value of being a boy [see example below]. Then do the same for girls in the second box. Ask the students to help you fill in second box with several characteristics, interests, and behaviors that society and the media prescribe to the value of being a girl [see example below].

Box explanation example (be creative and free to add more – this is just a point of reference):

*Boys In-The-Box*

- Play with trucks and guns
- Be good in Math and Science
- Lead and Initiate
- Be aggressive
- Limit expression of feelings
- Be independent

*Girls In-The-Box*

- Play with house and self-improvement
- toys.
- Be good in English and Art
- Follow others
- Be quiet
- Be vulnerable and weak
- Be beautiful and skinny

- After the boxes are draw and description are written in the boxes, ask the children to describe what happens when a boy or a girl do things that are not in-the-box behaviors or have qualities other than those written in the box? Why do not girls just be independent? And why do not boys just express their feelings and be vulnerable? Help the students think of examples of what happen to girls and boys when they act out of the gender box. For instance, girls and boys get called names, made fun, and ridiculed (e.g., sissy, wuss, mom's boy or bossy, tomboy,

or mean). Show the children laminated pictures of in-the-box and out-of-the-box messages and ask them what they see.

- To replace the ideas that girls and boys need to act in the box to display valuable qualities, it is important to reframe out-of-the-box behavior and characteristics. So what can you think of that can help them feel more comfortable to come out of their boxes? Girls out of their boxes are independent, speak for themselves, are leaders, are good at any school subject; Same for boys, they are expressive, like their healthy body as is, and can depend on others. So we can all be in a common area with our own unique ways of being! Take from a variety of characteristics, try them on, and celebrate them.
- After the children understand the in/out-of-the-box metaphor put them in groups of four or five and give them a big flatten cardboard box. Ask the children to get a scissors and some glue or tape. Give each student a magazine. Ask them to find an in-thebox picture and cut it out. After a few students have found a picture, ask one of the students to show and describe it to the rest of the participants. Then give the students 5-10 minutes to each find three in-the-box pictures and paste them on the inside of the boxes. When 5-10 minutes has passed, ask the students to find an out-of-the-box picture. After a few students have found a picture, ask one of the students to show and describe it to the rest of the participants. Then give the students 5-10 minutes to each find three out-of-the-box pictures and paste them on the outside of their boxes. When all the pictures are pasted on the boxes, guide the children in putting their box back together so that the in-the-box images are inside the box and the out-of-the box images are on the outside of the box – tape or clamp the boxes to stay in form.
- When the students are done with their collage have each group tell about one picture either inside or outside of their box and what messages the pictures give to girls and boys. Have a discussion about the helpful and unhelpful messages that are in the media. Help the children realize that it is up to all of us to notice the difference and to understand how we influence these choices. Encourage them to attempt to recognize and choose images that give out-of-the box messages: messages that boys can cook, play sports, be tough and be sensitive; and messages that show girls can be lovable, independent, and drive race cars!

*Activity Supplies:*

- Chalk or marker board to demonstrate in the box and out of the box messages
- Laminated pictures
- 4-5 medium-sized boxes (will need one cardboard box for every 4-5 students)
- 25-30 magazines (enough for each participant to have one)
- scissors and glue or tape (students will have these in their classroom)

*Possible messages to elicit and integrate throughout discussion:*

- When boys think they have to "act like a man" by being aggressive, tough, muscular, overly independent, and afraid to express they are acting "in the box"; When girls think they have to "be a lady" by being passive, weak, extremely thin and beautiful, overly dependent and afraid to express their intelligence, they are being "in the box"

- When boys and girls live and think "out of the box" they are assertive, strong and sensitive, nurturing in their relationships and serious about their schoolwork, careers, and activities, they express their thoughts and their feelings and they like their healthy bodies the way they are. These boys and girls are free to be all of themselves and allow others to be free too (again, do not project, get to know!).
- Although, it is important for you and your friends to know who you are and where you belong. When girls and boys are allowed to act and do things out of the box, they are unlimited.
- It is hard to come out the box because you get called names and people are less likely to accept you. What can you do to change this? Who do you need to stand up for? Who do you need to honor?
- It is okay to do in the box things – just feel empowered to be out of the box to or to do in the box things with an attitude that is out of the box (i.e., assertive ballerina, paint your toenails red and be proud of them, cry if you get hurt playing football, etc.)
- People sometimes cannot 'just come out' of the box society has put them in due to uneven distribution of resources, prejudices, fear (keeping them in and keeping them from coming out), etc. – explain in context of ethnicity and inequality
- We need to learn to celebrate and not exaggerate gender differences.

Remember, it is okay to be who you are! AND allow others to be who they are too!

## Activity 4: House Building

*Activity Background Information:*

The children will be given different amounts and quality of resources to build a house. The point of this activity is to help children realize the power of what they do not see, hear, or know on a daily basis in regard to others' access to resources and what influences people's character. This activity gives participants a glimpse at how they react to having more or less resources than others. And what happens when we all are expected to do all the same things regardless of what we have and how much we have. This exercise is very empowering as children witness and experience the reality of the "have's" and the "have not's" and the value our society unfairly prescribes to the amount of money people have as a reflection of individuals worth.

*Activity Instructions:*

Ask children to stand in a semicircle. Divide the children into four groups based on arbitrary characteristics (e.g., group 1 - any children with dogs, group 2 - any children who ate cereal for breakfast, group 3 - any children who like green, or group 4 – any children with white shoelaces). Once the children are in their groups, give them a bag of house-building supplies and instructions to build a house with the materials they find in their bags. Give them a specific amount of time to build their houses. Once each group has their bags and knows what to do, ask group 4 to go out in the hallway or go into a separate room to build their house. Example of what to say: "using the materials you have been given, I want each group to build a house; you may only use the materials given to you –do what you think is best. You will have about 15 minutes to build your house."

As the children are building the houses, write down your observations about what happens in the different groups. What do you notice about the children's interactions, expression or non-expression of feelings, behavior, etc.

Be sure to let the children know when they have 5 minutes left to build. When the allotted time is over, ask the children to stop building and invite group 4 back into the room with the other groups. Start a discussion and reflect on the process of building the houses. Use the observations you made as a reference point or helpful guide to encourage the children to describe and process their experiences. Ask the children questions suchas:

- What do you notice about the houses?
- When you were building the houses, what did you notice about each group's supplies and finished house?
- Did you notice a difference in resources and materials to build a sufficient house?
- Was there any arguing or fighting in any of the groups?
- Was anyone frustrated in any of the groups?
- It happens a lot in the groups that do not have very many supplies and whose materials are not very good. Why do you think these groups might argue more than the groups who have a lot of nice supplies?
- Remember the group who went out of the room to build their house. Did this group get along differently than the other groups? Or differently than the group with the same supplies who were near the other groups when they built their house?

- Why do you think the group outside the room had a different experience? They are not comparing themselves to others?
- Ask the group with the most supplies and the nicest materials what they noticed about the other houses and groups while they were building their house. When we ask other children this question, do you know what they say? Typically, the group with the most resources does not even notice that the other two groups, particularly the group with the least resources, are frustrated and have not-so good supplies.

To end the discussion and while children are sitting near their houses do this quick lesson with them. Below the lesson is written out verbatim. But be more effect by using your own genuine wording and spontaneity.

The lesson:

- "I have a few more things that I would like to give you according to what kind of house you have and therefore what you may be able to buy and provide for yourselves."
- Pass out money for groceries and medical care. "A lot of times it is very difficult to buy foods that are good for our bodies or medical care if we are sick, when we only have a little bit of money."
- Then pass out books. "Money also allows people to pay for schooling, which helps them get jobs that pay more money.
- Then say, "Now, I have some other things that I wanted to give you, but I could not figure out who should get what based on how much money they have:
- Like 'hard working' I cannot possibly determine based on how much money you, who is 'hard-working' I believe that money does not determine who is hardworking, you can all be hardworking.
- I also have the characteristics of Smart and Wise; being smart and wise doesn't have to do with how much money you have.
- 'Generous and Giving'; no matter how much money you have or do not have, everyone can be generous and giving.
- 'Honest and Truthful'; no amount of money can make people honest and truthful, we all can be.
- 'Nice and Caring'; being nice and caring is not determined by how much money you have, we all can be nice and caring.
- 'Fun and Playful'; everyone can be fun and playful – it doesn't matter how much money you have.
- 'Loving and Happy'; being loving and happy has nothing to do with how much money you have, we all can be loving and happy.
- Finally, 'valued and important'; everyone should be valued and important and feel valued and important no matter how much money you have.

Activity Supplies:

- 4 big black garbage bags

- Gather materials from recycling or trash bins that can be used to construct a model of a house
    - Bag One – Most/Best: contains the highest quality and most abundant building supplies (e.g. sturdy cardboard, thick poster board, strong duct tape, furniture, accessories, etc.).
    - Bag Two – Middle/Okay supplies: just enough materials to build a house and reliable materials (e.g., decent cardboard, effective tape, perhaps some furniture or decorative supplies, etc.)
    - Bag Three – Least/Worst supplies: limited supplies that are lesser quality and make it difficult to build a house (e.g., Styrofoam, masking or scotch tape, little amounts of these items, and little or no decorative items, etc.)
    - Bag Four – Least/Worst supplies: limited supplies that are lesser quality and make it difficult to build a house (e.g., Styrofoam, masking or scotch tape, little amounts of these items, and little or no decorative items, etc.)

*Possible messages to elicit and integrate throughout discussion:*

- Even if people do not have money, most things that our valued in our society have to do with money and the things money can buy such that even though people with a low income will over buy, so that they may have 'things of value' so that they perhaps will be valued or feel valuable, but this only leads to more discrepancy and debt. It is important to learn that money truly CANNOT buy happiness – it is an attitude – a feeling – money buys things.
- Be thoughtful not to be projecting an agenda of socialism, but instead create an awareness of the unequal distribution of resources and what that does to people. Sometimes people cannot get a better job or just try harder due to uneven distribution of resources, prejudices, fears of others and their own fears, etc. – explain in context of race and inequality.
- Our society often expects people to have the same outcome in life, regardless of the resources with which they begin. For example, resources such as good schools and libraries, money for vacations to explore the world, time to be with children versus having to work two jobs. Also, there is a lot of emphasis in our society on how much people have – on how good their supplies are. Therefore, we sometimes make assumptions about people like who might live in what type of house, what the person is like if they have fancy clothes or brand name shoes.
- Also, remember the media? Well, the media gives us messages about wealth. They tell us that characteristics like fun, interesting, generous, hard working and loving can be determined by the amount of money that people have. But that is impossible! People are more than their money!!
- Shoes and houses do NOT determine how important or valuable a person is!

Remember, no matter how much or little money you or someone else has, EVERYONE is VALUABLE and IMPORTANT and ANYONE can be SMART, FUN, KIND, HONEST And LOVABLE and HAPPY!!!

*FYI: Common outcomes of this activity:*

- Children in the group with the most resources typically get along well as a group; appear to be have a good time (i.e., lots of laughing and excitement); each child has an individual project or is able to be creative on their own; they do not use all of their supplies/resources; they waste a lot of their supplies/resources; they do not clean up their messes as they go along; they do not notice what other groups are doing.
- Children in the group with the medium amount of resources frequently get along well, work diligently together; they are not wasteful; they clean up as they go; they appear to enjoy their work; they build a sturdy home; they do not add extra items to their homes – kept pretty simple; they may or may not notice what other groups are doing, but do not seem to be bothered either way.
- Children in the group with the least amount of resources and stay in the room with the other two groups often engage in a lot of arguing; they steal from the other groups; they get upset about how unfair the distribution of resources are and start to vocalize their feelings (some even cry or quit); they build pools or airplanes before even building their home; they do not waste their supplies, but may not use them in the most efficient manner; they are very conscious about what the other groups are doing, what they have; they use all of their supplies and finish way before others.
- Children in the group with the least amount of resources and go out of the room away from other groups tend to get along fairly well; they work as a team; they use all of their supplies efficiently and constructively; they do not concentrate on having "wealthy items" (i.e., pools, cars, airplanes, etc.); they appear to enjoy their work; they are not concerned with the other groups (although they are curious as to why they were asked to leave the room).

## Activity 5: Marine Life Story

*Activity Background Information:*

This activity is a metaphoric story about a variety of feelings and behaviors we have and do as a result of being fearful and afraid of not having enough or of being in conflict about scarcity versus abundance. The metaphor is about these four creatures:

- The Shark
- The Carp
- The Crab
- The Dolphin

*Activity Instructions:*

Introduce each creature and what each does. Tell the children the story of these creatures, giving them the metaphor of how we behave and what we are thinking: (Here is a suggested way to tell the story, but remember facilitation is better when it is genuine and spontaneous.) Please try to use your own words and creativity while portraying the creatures in as the metaphor.)

### Marine Life Story

"I want to talk to you about four animal creatures, a shark, a carp, a crab, and a dolphin. All of us can decide to act like any of these creatures at any time in our day-today interactions with each other. Sharks tend to swim on the surface of the water in order to watch all that goes on below them. Sharks put other people down to make themselves feel like they are above and better than others. Sharks are afraid that there will not be enough of the good things in life to go around, so they want to make sure that they get theirs. Carp are similar to Sharks in that they too are afraid that there are not enough of the good things in life to go around. But instead of believing that they are better than others like the Shark, the carp does not think that it is as good as others. In fact, they swim on the bottom of the ocean eating whatever falls to the bottom, trying not to upset the Shark. Carp believe that if Sharks think that they are better than Carp, then it must be true.

The crab sees what goes on between the Shark and the Carp, but the Crab is too frightened to do anything about it. The Crab walks side-to-side, afraid to take a stand, afraid to stand up to the shark and not encouraging the carp to believe in themselves. Crabs are by-standers. Crabs do not defend against unfairness because they just do not know what to say or do; they are afraid to help out.

Dolphins are able to swim both at the bottom of the water, where Carps live, and at the top of the water, where Sharks hang out. Dolphins do not believe that they are better or less than others; they believe that they are equal with others. Dolphins believe in winwin outcomes and cooperation. Dolphins have the courage to stand up to what they know is fair and right. Dolphins know that there are enough good things in life to share with others."

Now discuss with the children about how we all have options to be each one of the fish at any given point, but that our choices to be any of these fish influence the others. Ask the children to talk about their experiences being a Shark, a Carp, a Crab, and

a Dolphin. They can draw their thoughts and experiences, write a descriptive story, or they can jot down some thoughts about the creatures. Ask some of the children to show and describe their drawings or share their thoughts.

*Activity Supplies*

- Marine Life pictures
- Drawing paper for each participant or copies of marine life templates
- Markers, pencils, pens, and crayons (student will have these items at school)

*Possible messages to elicit and integrate throughout discussion:*

- We have all of these creatures within us; it is up to use to choose which one we are going to be at any given time. We all have options each day and each moment to choose to be either a Shark, a Carp, a Crab, or a Dolphin. There are times when we all have acted like each one of these fish. So be the Dolphin - do not ever think that you are above or below anyone else; treat others as equals; stand up for what you think is right; believe in yourself; see the good in others.
- Get to know people and build a community of safe curiosity and a place free of fear.
- Give some examples using people of diverse races, genders, and socio-economic statuses to depict the behaviors and thoughts of the creatures. How would a Shark, Carp, Crab, or Dolphin act, if….: someone is beating someone else up; someone is making fun of someone; someone does not have as much as someone else; etc.

Remember, sometimes we want to act like a Shark, or a Carp, or a Crab. But do your best to be like the Dolphin and help other to be like the Dolphin too!

Appendix B

Demographic Information

**Age**: _____

**Gender** (circle one): Male Female

**Ethnicity**: (check all that apply)

Native American__ African American__ Asian American__

Hispanic/Latino__ White non-Hispanic__ Other__

**Highest Level of Education completed by mother:**

__ Grade School
__ Some High School
__ High School
__Some College
__Four Year Degree
__Graduate Degree

**Mother's Job:** _____

**Highest Level of Education completed by father:**

__ Grade School
__ Some High School
__ High School
__Some College
__Four Year Degree
__Graduate Degree

**Father's Job:** _____

ATTITUDES TOWARD WOMEN SCALE FOR ADOLESCENTS (AWSA)

1 = agree strongly 2 = agree 3 = disagree 4 = disagree strongly

1. ____ Swearing is worse for a girl than for a boy.
2. ____ On a date, the boy should be expected to pay all expenses.
3. ____ On the average, girls are as smart as boys.
4. ____ More encouragement in a family should be given to sons than daughters to go to college
5. ____ It is all right for a girl to want to play a rough sport like football.
6. ____ In general, the father should have greater authority than the mother in making family decisions.
7. ____ It is all right for a girl to ask a boy out on a date.
8. ____ It is more important for boys than girls to do well in school
9. ____ If both husband and wife have jobs, the husband should do a share to the house work such as washing dishes and doing the laundry.
10. ____ Boys are better leaders than girls
11. ____ Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.
12. ____ Girls should have the same freedoms as boys.

Children's Short Sex Role Inventory

Rate the following statements based on how true they are for you.

1= not at all true of me 2= a little true of me 3= mostly true of me 4= very true of me

1. ____ I can control a lot of the kids in my class.
2. ____ When a decision has to be made, it's easy for me to take a stand.
3. ____ I am a leader among my friends.
4. ____ When I play games, I really like to win.
5. ____ I am sure of my abilities.
6. ____ I stand up for what I believe in.
7. ____ I am good at sports.
8. ____ It's easy for me to tell people what I think, even when I know they will probably disagree with me.
9. ____ I make a strong impression on most people I meet.
10. ____ I am good at taking charge of things.
11. ____ I care about what happens to others.
12. ____ When someone's feelings have been hurt, I try to make them feel better.
13. ____ I am a warm person.
14. ____ I am a kind and caring person.
15. ____ I like babies and small children a lot.
16. ____ I am a gentle person.
17. ____ I am a cheerful person.
18. ____ When I like someone, I do nice things for them to show them how I feel.
19. ____ I like to do things that girls and women do.
20. ____ It makes me feel bad when someone else is feeling bad.
21. ____ People like me.
22. ____ I have many friends.
23. ____ It's easy for me to fit into new places.
24. ____ I'm always losing things.
25. ____ I like to do things that other people do.
26. ____ I am a moody person.
27. ____ I like acting in front of other people.
28. ____ I never know what I'm going to do from one minute to the next.
29. ____ I always do what I say I will do.
30. ____ I feel bad when other people have something I don't have.

**Please check whether you think boys, girls or both can do the following jobs. Mark an X in one of the boxes.**

| OCCUPATION | Boys | Girls | Both |
|---|---|---|---|
| Architect | | | |
| Auto mechanic | | | |
| College professor | | | |
| Crossing guard | | | |
| Judge | | | |
| Firefighter | | | |
| Flight attendant | | | |
| Kindergarten teacher | | | |
| Newspaper writer | | | |
| Plumber | | | |
| Nurse | | | |
| Doctor | | | |
| Pilot | | | |
| Real estate agent | | | |
| Secretary | | | |
| Scientist | | | |
| Small business owner | | | |
| Social worker | | | |

Knowledge of Gender Quiz

1. True or False (circle one): People change their attitudes or opinions about something by being exposed to new ideas and different people.

2. True or False (Circle one): Stereotypes are facts about different groups of people.

3. True or False (Circle one) Typical behaviors for boys include being good at math and science.

4. True or False (Circle one) Sexism is when someone is treated unfairly because they are a boy/man or a girl/woman.

5. True or False (Circle one): If someone said their *parent* made their lunch, you would think their mom must have made it.

6. True or False (Circle one): Typical behaviors for girls include playing football.

7. True or False (Circle one): Boys are born to like sports and girls are born to like dolls.

8. True or False (Circle one): Boys and girls get ideas from TV, movies and music about what it means to be a boy or girl.

9. True or False (Circle one): Girls learn about how they are "supposed" to look by playing with Barbies or other dolls.

10. True or False (Circle one): Boys will probably be teased by their friends if they do something that seems "girly."

Please circle how often you have heard anyone say the following comments in the *last week*:

1. Heard jokes about boys.

   Never Once Sometimes Lots

2. Heard that certain things are NOT "ok" for girls.

   Never Once Sometimes Lots

3. Heard that boys are NOT as good as girls at certain things.

   Never Once Sometimes Lots

4. Heard mean or negative comments about girls.

   Never Once Sometimes Lots

5. Heard jokes about girls.

   Never Once Sometimes Lots

6. Heard that certain things are NOT "ok" for boys.

   Never Once Sometimes Lots

7. Heard that girls are NOT as good as boys at certain things.

   Never Once Sometimes Lots

8. Heard mean or negative comments about boys.

   Never Once Sometimes Lots

Please circle how often the following things were done to you by your classmates in the *last week.*

1. Told that you should act a certain way *because you are a girl.*

   Never Once Sometimes Lots

2. Called a bad name *because you are a girl.*

   Never Once Sometimes Lots

3. Ignored in a conversation by boys.

   Never Once Sometimes Lots

4. People didn't think your idea was important *because you are a girl.*

   Never Once Sometimes Lots

5. Told that you could not participate in certain activities *because you are a girl.*

   Never Once Sometimes Lots

6. Teased by boys about your body.

   Never Once Sometimes Lots

Please circle how often the following things were done to you by your classmates in the *last week.*

1. Told that you should act a certain way *because you are a boy.*

   Never Once Sometimes Lots

2. Called a bad name *because you are a boy.*

   Never Once Sometimes Lots

3. Ignored in a conversation by girls.

   Never Once Sometimes Lots

4. People didn't think your idea was important *because you are a boy.*

   Never Once Sometimes Lots

5. Told that you could not participate in certain activities *because you are a boy.*

   Never Once Sometimes Lots

6. Teased by girls about your body.

   Never Once Sometimes Lots

Teacher Report Gender Prejudice Checklist

How often in the past *one week* have you noticed students in your class doing the following to other students in your class? (Either something you witnessed directly or was reported to you by a student.) The behavior may take place between one girl and one boy or more than one girl/boy.

1. Students making jokes that boys are better than girls.

   Never Once Sometimes Often

2. Boys destroying girls' property.

   Never Once Sometimes Often

3. Girls excluding boys from academic activities.

   Never Once Sometimes Often

4. Students making jokes that girls are better than boys.

   Never Once Sometimes Often

5. Boys calling the girls demeaning terms.

   Never Once Sometimes Often

6. Girls destroying boys' property.

   Never Once Sometimes Often

7. Girls excluding boys from sports or free time activities.

   Never Once Sometimes Often

8. Boys excluding girls from academic activities.

   Never Once Sometimes Often

9. Girls calling boys demeaning terms.

   Never Once Sometimes Often

10. Boys excluding girls from sports or free time activities.

    Never Once Sometimes Often

## Appendix C

## Focus Group Questions

General Program Questions:

1. What was your favorite part about the program?
    i. Did you have a favorite activity?
2. What was your least favorite part about the program?
    i. Did you have a least favorite activity?
3. What did you learn from the program?
4. Was there anything we did NOT talk about that you thought we should have discussed?
5. Have you changed because you were in the program?

Gender Questions:

1. What did you learn about what it means to be a boy or girl?
2. Have you had any experiences where you were treated differently or badly because you were a boy or girl? (examples could include being called a bad name, not being allowed to play with the boys/girls)
    a. Has being in this program changed the way you think about such events?
3. Do you think there are things boys can do that girls should not do?
    a. Has being in this program changed your opinion in any way?
4. Do you think there are things girls can do that boys should not do?
    a. Has being in this program changed your opinion in any way?
5. Have you changed the way you think about yourself after being in this program?
6. Do you think the way you treat boys and girls will change after being in the program?

Appendix D

Fidelity check sheet

Date:_____

School:_____

Teacher:_____

Facilitators:_____

Activity:_____

Start time: _____ End time:_____

Components of activity that were administered:

_____

_____

Any components that were NOT administered? Why was each component not included?

_____

_____

_____

_____

List anything unusual or unique that happened during the workshop.

_____

_____

List anything that happened that could impact the student's

learning._____

_____

Table 1

*Parents' Income Level*

| Income level (in US $) | Frequency | Percent |
|---|---|---|
| 0-10,000 | 6 | 4.1 |
| 10,000-20,000 | 6 | 4.1 |
| 20,000-30,000 | 8 | 5.4 |
| 30,000-40,000 | 6 | 4.1 |
| 40,000-50,000 | 11 | 7.4 |
| 50,000-60,000 | 5 | 3.4 |
| 60,000-70,000 | 9 | 6.1 |
| 70,000-80,000 | 0 | 0 |
| 80,000-90,000 | 11 | 7.4 |
| Above 90,000 | 21 | 14.2 |

Table 2

*Parents' Education Level*

| | Mother | | Father | |
|---|---|---|---|---|
| Educational level | Frequency | Percent | Frequency | Percent |
| Grade school | 3 | 2 | 2 | 1.4 |
| Some high school | 2 | 1.4 | 1 | .7 |
| High school | 11 | 7.4 | 16 | 10.8 |
| Some college | 15 | 10.1 | 16 | 10.8 |
| Four year degree | 23 | 15.5 | 21 | 14.2 |
| Graduate degree | 29 | 19.6 | 29 | 19.6 |

Table 3

*Means of pretest scores for all measures by treatment group*

| | Experimental group | | Waitlist group | |
|---|---|---|---|---|
| Measure | M | SD | M | SD |
| Children's Sex Role Inventory | | | | |
| (feminine subscale) | 3.09 | .05 | 3.32 | .09 |
| (masculine subscale) | 2.75 | .05 | 2.81 | .09 |
| Attitudes towards women | | | | |
| scale for adolescents | 3.09 | .04 | 3.14 | .07 |
| Job sort | | | | |
| (jobs for boys only) | 1.93 | .23 | 1.49 | .40 |
| (jobs for girls only) | 1.12 | .15 | 1.23 | .26 |
| (jobs for both) | 13.85 | .06 | 13.94 | .09 |
| Gender prejudice experiences | | | | |
| (in general) | 2.14 | .09 | 2.51 | .15 |
| (by classmates) | 1.57 | .08 | 1.72 | .13 |
| (teacher report) | 1.79 | .06 | 1.88 | .09 |

Table 4

*Means of pretests for all measures by gender*

| | Girls | | Boys | |
|---|---|---|---|---|
| Measure | M | SD | M | SD |
| Children's Sex Role Inventory | | | | |
| (feminine subscale) | 3.39 [a] | .06 | 2.99 [a] | .08 |
| (masculine subscale) | 2.72 | .07 | 2.82 | .08 |
| Attitudes towards women scale for adolescents | | | | |
| (AWSA) | 3.19 [b] | .05 | 3.00 [b] | .07 |
| Job sort | | | | |
| (jobs for boys only) | 1.83 | .28 | 1.76 | .37 |
| (jobs for girls only) | 1.32 | .19 | .95 | .24 |
| (jobs for both) | 13.68 | .43 | 14.11 | .55 |
| Gender prejudice experiences | | | | |
| (in general) | 2.15 | .11 | 2.36 | .14 |
| (by classmates) | 1.59 | .09 | 1.65 | .12 |
| (teacher report) | 1.88 | .07 | 1.73 | .09 |

a indicates significantly different at $p<.05$

b indicates significantly different at $p<.05$

Table 5

*Correlations of pretest and posttest measures*

| | Posttest | | | | | |
|---|---|---|---|---|---|---|
| Pretest | CSRI-fem | CSRI-masc | AWSA | GP-gen | GP-class | GP-teacher |
| CSRI-fem | .74** | | | | | |
| CSRI-masc | | .81** | | | | |
| AWSA | | | .69** | | | |
| GP-general | | | | .79** | | |
| GP-class | | | | | .71** | |
| GP-teacher | | | | | | .49** |

** denotes significant to $p<.001$

Table 6

*Means of posttest scores for all measures by treatment group*

| | Experimental group | | | Waitlist group | | |
|---|---|---|---|---|---|---|
| Measure | M | Adjusted M | SD | M | Adjusted M | SD |
| Children's Sex Role Inventory | | | | | | |
| (feminine subscale) | 3.18 | 3.22 | .04 | 3.21 | 3.11 | .07 |
| (masculine subscale) | 2.76 | 2.77 | .03 | 2.78 | 2.76 | .06 |
| AWSA | 3.19 | 3.19 | .04 | 3.24 | 3.26 | .06 |
| Job sort | | | | | | |
| (jobs for boys only) | 1.15 | 1.29 | .20 | .66 | .74 | .32 |
| (jobs for girls only) | .91 | .90 | .13 | .59 | .56 | .21 |
| (jobs for both) | 15.64 | 15.6 | .35 | 16.69 | 16.7 | .56 |
| Gender prejudice experiences | | | | | | |
| (in general) | 1.91 | 1.97[a] | .06 | 2.52 | 2.26[a] | .10 |
| (by classmates) | 1.46 | 1.48[b] | .06 | 1.83 | 1.76[b] | .10 |
| (teacher report) | 1.35 | 1.48[c] | .01 | 2.85 | 2.16[c] | .03 |

a significantly different at $p<.05$; b significantly different at $p<.05$; c significantly different at $p<.05$; d significantly different at $p=.05$