

THE PROCESS OF ASSESSING & ADDRESSING GENDER ISSUES IN AFTER-SCHOOL SCIENCE

1. ASSESS YOUR SCIENCE AND TECH PROGRAM

Ask: In what ways does the program make it emotionally as well as physically safe for girls and boys of all abilities and backgrounds to explore science and technology areas of the program?

Do all girls and boys have the skills and confidence to participate fully in science and all other content areas of the program?

Do most girls and some groups of boys seem to consistently avoid or fail to regularly participate in science, computer technology?

In what ways does your program actively encourage participation by girls and boys of all backgrounds and abilities?

- a. Countering gender and cultural stereotypes?
- b. Providing Gender-inclusive, culturally inclusive images, messages, and language terminology?
- c. Seeking out information and input from all children as to their previous experience and expectations for success?

ASSESS: GENDER ISSUES IN YOUR PROGRAM:

Assess Boy/Girl attitudes and interactions ...

- Do Children and/or Staff think of the Science Activities, Computer Technology, and Lego Construction Play to be “Boys’ Territory”?
- Do some boys tend to dominate the space and activity materials in science and technology and Lego construction areas of the program?
- Are girls and some boys excluded from participation?
- Do boys appear enthusiastic to play cooperatively with girls?
- Do girls seem intimidated or shy to fully participate?
- Do boys and girls share equipment and take turns without a fuss?
- Ask girls why they are not participating fully in the Lego area or in the computer technology area of the program
- Ask boys why they think more girls aren’t participating
- Ask boys what they think might encourage more girls to participate
- Are gender-role and/or racial stereotypes discussed with regard to the sciences, career aspirations and life roles?

ASSESS: GENDER BALANCE IN:

- GIRLS’ AND BOYS’ PARTICIPATION;
- ACTIVITY FORMATS;
- STAFF LEADERSHIP/ ROLE MODELS;
- PROGRAM ENVIRONMENT;

