



On Wednesdays We Wear Pink: Understanding the Politics of Girl World

Course Description: In schools every year, young women are facing an increasing number of pressures at an alarmingly young age. According to several youth climate surveys, girls are now reporting higher rates of bullying victimization than boys. Nationwide, 8 in 10 girls have experienced sexual harassment at school and rates of dating violence are increasing. Bullying and other pressures interfere with a student's ability to successfully participate in academic and social activities. All students have the right to a safe and inclusive learning environment, but additional efforts must be made to address bullying among young women and their peer groups.

This course will examine the social pressures that women are subjected to on a daily basis and explore the educational environment through the lens of adolescent girls and their peers. Topics include the socially constructed standards of body image, teen pregnancy, the inner-politics of cliques, gossip, cyber-bullying, healthy relationships, and successful methods for confronting bullying behavior.

Lessons in this course include the reflection on issues affecting teenage girls in today's school systems, the application of evidence-based methods for confronting dating violence and relationships, and the analysis of resources for managing bullying behavior amongst female students and social groups.

Throughout the course, participants will submit written reflections on what they learned in each individual lesson. At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

Clock Hours / Continuing Education Units: 15

Learning Objectives:

- Understand, analyze and explain the social issues affecting adolescent women within the school environment and in society at large
- Identify the characteristics of relational aggression, peer isolation, harassment, and other traits of bullying within teen social groups
- Analyze techniques and resources for anti-bullying, specifically amongst women in the secondary school setting. Techniques include responses for intervention, reporting measures, and empowering students to overcome the role of bystander through awareness and other activities.
- Reflect on the intersections and implications between new learning and students in your own schools, classrooms, and communities.
- Develop new lessons that can be used in the classroom and professional development setting

Course Requirements: To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	Introductions and Overview: Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.8 Hours
2	Gender: Participants will watch a TedX Talk on gender, and discuss the concepts of gender, and how stereotypes and social constructs can affect perceptions of gender.	1.4 Hours
3	Feminism: Participants will review an article about feminism today and the women's movements in the United States. After reflecting on the article, participants will analyze the concepts of feminism and how it has impacted different areas of society.	1.4 Hours
4	Miss Representation: Participants will watch clips from the film <i>Miss Representation</i> and dissect the different impacts that media has had on girls and their self-image.	1.4 Hours
5	Queen Bee and Her Court: Participants will reflect on a chapter from the book <u>Queen Bees & Wannabes</u> by Rosalind Wiseman and reflect on its application to today's schools and communities	1.4 Hours
6	Girl World and Cyberbullying: Participants will examine several resources on cyber-bullying and gender and reflect on the differences (if any) of bullying between boys and girls.	1.4 Hours
7	Relational Aggression: Participants will review materials on relational aggression and its impacts in school.	1.4 Hours
8	Intimate Partner Violence Among Teens: Participants will review resources about intimate partner violence and reflect on its prevalence in our schools and communities	1.4 Hours
9	Supporting Students Day to Day: Participants will review information on how to spot students who may be in relationships that are potentially unhealthy and how to be supportive of those students.	1.4 Hours
10	Course Reflection: In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	Implementation Plan: For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
	TOTAL HOURS	15 Hours

Student Requirements and Assessment: No outside materials will be required for the completion of this course. Participants will be assessed in four different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Lesson Reflections:** Participants are required to complete a reflection at the end of each lesson to analyze the intersections between the content and the experiences of students in their schools, classrooms, and communities. Participants can earn up to 40 points for all completed lesson reflections. Each reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1

Assignment Specific Criteria	Addresses all questions within the reflection assignment.	2
Total Points Possible		5

3. **Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

4. **Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

Grading Scale:

100-80% (140 – 112 Points)	Pass
79%-Below (<112 points)	No Pass

Americans with Disabilities Act: If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email academy@iowasafeschools.org or call 515.381.0588.

Professional Development: Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.