

LICENSE
TO
Thrive
TITLE IX at 35

Dear Educator:

Thank you for your purchase of the “*License to Thrive: Title IX at 35*” DVD.

The *License to Thrive DVD* (L2T DVD) and the *License to Thrive website* (L2T website), <http://www.licensetothrive.org>, contain a wealth of information and resources that are rich in educational merit for students and instructional value for educators.

We have created the “License to Thrive” **Facilitators’ Guide** to help you uncover and utilize dynamic content from the “License to Thrive” DVD and website for your classroom curricula. The stories, images and viewpoints contained in the DVD and website easily lend themselves to generating thought-provoking discussions between teachers and students in the classroom, parents and children at the dinner table and coaches and athletes on the court or field of play.

Our goal is to provide potential discussion topics and thought-starters related to specific content contained in the L2T DVD and L2T website. Educators from all disciplines can benefit from the “License to Thrive” Facilitators’ Guide as relevant connections can be made to various disciplines including Social Studies, History, Civics, Science and Technology. For each segment in the “License to Thrive” film, we have provided thought-starters and discussion questions broken down into three (3) age-group segments: Grades 3-5, Grades 6-8 and Grades 9-12. We have also highlighted key words and themes that specifically relate to each set of discussion questions.

Remember to add the “License to Thrive” website <http://www.licensetothrive.org>, to your list of website favorites. The website contains stories, video clips, research facts and other helpful resources that explore the following topics: *Women in Politics, Women in Law, Women in Science/Technology/Education, Women in*

Business/Finance, Women in Media/Entertainment/the Arts, and Women in Sports. “*The Journey Continues*” section contains stories and information relating to various topics which also can be integrated into classroom discussions. The various website sections can complement your existing curriculum in these areas or be the foundation of newly-created curricula for these topics. To activate these valuable resources, please visit or refer your students to the L2T website including all of the site’s archived content. You should also be sure to join the “License to Thrive” online community so that you can share your feedback, suggestions and ideas with educational colleagues across the country.

We look forward to your continued support for and participation in our project. We hope you enjoy the “License to Thrive: Title IX at 35” programming and make great use of the “License to Thrive” Facilitators’ Guide in your learning community!

Regards,

The “LICENSE to THRIVE” TEAM

INTRODUCTION

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

In the Introduction, Jo Freeman alludes to a time in history when it was socially acceptable for men and women to be treated differently.

Grades 3-5

- 1) Read the following statement to your students and ask them to paraphrase it in their own words: *“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”*
- 2) Go over the definition of a “rule” with your students and ask them why they think rules are important.
- 3) Ask your students to name one rule they would want to change and explain why.

Grades 6-8

- 1) Ask your students to discuss what it means to be “socially acceptable.”
- 2) Encourage your students to create a list of behaviors and attitudes that are considered “socially acceptable” and “socially unacceptable.”
- 3) Ask your students to contemplate why such distinctions exist in society and what role values play in determining these distinctions.

Grades 9-12

- 1) Ask your students to contemplate what happens to individuals or groups who do not conform to social norms.
- 2) Revisit some of the key developments and prominent figures leading up to the Civil Rights Movement.
- 3) Create a timeline with your students illustrating the time period between the Civil Rights Movement and the passage of the Title IX legislation. Be sure to include critical legislation and societal events within the timeline.

SEGMENT 1 “Too Strong for a Woman”

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

In Segment 1, “Too Strong for a Woman,” we learn that the 37-word Title IX legislation prohibits all forms of sex discrimination within any institution of learning, educational program or activities which receive federal funding:

Grades 3-5

- 1) Ask your students to describe what it means to treat others fairly.
- 2) Ask your students to discuss what should happen when someone is treated unfairly.

Grades 6-8

- 1) Ask your students to define the meaning of the word *discrimination*.
- 2) Invite your students to brainstorm different forms of discrimination.

Grades 9-12

- 1) Ask your students to imagine possible ways to prevent discrimination and share their ideas with their classmates.
- 2) Ask your students to pretend they were responsible for enforcing Title IX at their school and eliminating discrimination across the board. What would they do and how would they implement these changes?

Dr. Bernice Sandler recounts the emotional sequence of events that prompted her to take action and which ultimately resulted in the creation of the Title IX legislation.

Grades 3-5

- 1) Ask your students to share a time when they felt excluded or shunned for any reason beyond their control.
- 2) Ask your students to recall how they reacted to feeling unfairly left out.

Grades 6-8

- 1) Have your students weigh the pros and cons of soliciting feedback from others. Ask them to share whom they turn to for advice before making an important decision.

Grades 9-12

- 1) Ask your students to provide examples of how the world might be different had Dr. Sandler simply believed and accepted her male colleague's comments without taking any further action.

Dr. Bernice Sandler recalls the particular steps she took that led to an important legal discovery which she described as a real "eureka experience":

Grades 3-5

- 1) Explain the term "legal remedies" to your students. Ask them to think of a synonym for remedies in this context.
- 2) Explain to your students what a "eureka experience" is and ask them to describe a time when they had one.

Grades 6-8

- 1) Share specific examples of actions taken by African Americans to change unfair laws and practices that affected their experiences in the United States.
- 2) Ask your students if they know what footnotes are, where to find them, and why they should spend a few moments to read them.

Grades 9-12

- 1) Have your students discuss the connection Dr. Sandler made between federal funding and sex discrimination in schools.

Gwendolyn Mink recalls the pioneering role her mother played in the United States Congress and her critical role in helping get the Title IX legislation signed into law. Mink also describes the difficulty she experienced as a woman applying to college due to quotas.

Grades 3-5

- 1) Explain what a quota is and ask your students if they think it is a good or bad idea to use a quota system.

Grades 6-8

- 1) Ask your students to identify why Congresswoman Mink felt a university's quota system was a form of discrimination.
- 2) Explain the term "woman of color" and ask your students to research other "firsts" that women of color have achieved.

Grades 9-12

- 1) Share details about the Women's Movement and ask your students to further investigate some of the positive outcomes of the movement.

In Segment 1 of the L2T DVD, we learn that "...through the efforts of Representatives Green and Mink as well as Senator Birch Bayh, Title IX was passed by Congress on June 23, 1972. It was signed into law by President Richard Nixon."

Grades 3-5

- 1) Ask your students to name the current President of the United States and the 2008 Republican and Democratic nominees for President and Vice President.
- 2) Ask your students to name the President in the year they were born.

Grades 6-8

- 1) Ask your students to explain the role of the United States Congress.
- 2) Ask your students to explain the role of the United States Senate.
- 3) Discuss with your students the three branches of the United States government and their respective roles in the process of checks and balances.

Grades 9-12

- 1) Ask your students to explain what it means to be an active participant in the

democratic process.

- 2) Together with your students, examine the entire legal process for creating, as well as changing, laws in the United States.

Dr. Sandler expressed her main interest was to protect the rights of women across the board, which included women athletes who often did not enjoy benefits equal to their male counterparts.

Grades 3-5

- 1) Ask your students to share their general reaction to the statements in the film regarding the unmet needs of women's athletic teams.

Grades 6-8

- 1) Ask your students to explain whether or not the examples provided by Dr. Sandler qualify as examples of discrimination.
- 2) Ask your students to provide current day examples of perceived discrimination in athletics.

Grades 9-12

- 1) Ask your students to discuss why it is important to guarantee educational equality for both genders in all aspects of education from academics to athletics.

Jeff Orleans states: "The interesting legal part about Title IX is not simply that it prohibits discrimination, but it's a taxpayer's statute. And it doesn't make any sense to say, 'We're going to take your tax money to support this college or university but you can't go there because you are a woman'."

Grades 3-5

- 1) Ask your students to discuss whether they plan to attend college. Which colleges are their favorites and why?

Grades 6-8

- 1) Ask your students to think about the criteria they will look for/consider when choosing a college or university to attend.

Grades 9-12

- 1) Ask your students to investigate the ways Title IX has been supported and implemented at local schools and colleges.

We also learn that, despite the streamlined language of the Title IX legislation, many educational institutions differed in their interpretation of the law.

Grades 3-5

- 1) Ask your students to list the sports they like to play and share with their classmates how they would feel if they were not allowed to play them.

Grades 6-8

- 1) Ask your students to contemplate why Title IX encountered strong resistance and opposition from some coaches and administrators of male intercollegiate sports.

Grades 9-12

- 1) Ask your students to survey athletes and coaches in their school or community and to assess their interpretation and understanding of Title IX.

SEGMENT 2 “Separate But Equal”

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

Beth Brooke talks about being a part of the first generation of women to receive a sports scholarship to attend college as result of Title IX.

Grades 3-5

- 1) Familiarize your students with the expression “trail blazer” and explain how it relates to being the first.

Grades 6-8

- 1) Encourage your students to discuss some of the challenges associated with being a “trail blazer”.

Grades 9-12

- 1) Ask your students to research the names and accomplishments of other women on the *Forbes Magazine's* “100 Most Powerful Women” list.

We learn that college administrators sought guidance on how to implement Title IX and that there was a philosophical debate regarding whether or not men’s and women’s collegiate sports should be separate but equal:

Grades 3-5

- 1) Ask your students if they think men’s and women’s sports can be equal while remaining separate.

Grades 6-8

- 1) Discuss with your students the notion of “separate but equal” as it first appears in American history.

Grades 9-12

- 1) Ask you your students to compare and contrast the pro’s and con’s of the concept of “separate but equal” both within the context of Reconstruction after the Civil War and the implementation of Title IX over a century later.

Anne Keating points out that, historically speaking, women’s sports teams have always been separate from men’s team but far from equal.

Grades 3-5

- 1) Review some of the hardships that women athletes endured and ask your students to describe their reactions.

Grades 6-8

- 1) Ask your students to envision themselves in the shoes of Keating and/or some of her teammates and to discuss whether or not they would have championed the same cause.

Grades 9-12

- 1) Encourage your students to discuss the risks involved in working to create change.

Included in this segment is an overview of the three-part “equality” test used to determine if institutions are in compliance with Title IX.

Grades 3-5

- 1) If applicable, reference your prior discussions about rules with your students and discuss why it is important to have someone or something to enforce rules.

Grades 6-8

- 1) Review each part of the three-prong test and ask your students to discuss which part of the three-prong test they believe best demonstrates compliance.

Grades 9-12

- 1) Ask your students to examine the treatment of male and female athletes at school in regards to the provision of uniforms, equipment, transportation and other services. Ask them to share any observed differences or similarities.

One positive outcome of the Title IX legislation was the increase in the number of women attending institutions of higher learning (i.e. colleges) as well as the increase in the number of women participating in collegiate sports. Since proportionality has become the primary measure of compliance with Title IX at most institutions, it has also caused controversy on some campuses as proportionality has been identified as a key reason for the elimination of a number of men’s sports programs.

Grades 3-5

- 1) Ask your students if they agree or disagree with the decision to eliminate existing sport teams rather than create new teams.
- 2) Ask your students how they would comply with Title IX if they were in charge of the sport teams at their school.

Grades 6-8

- 1) Encourage your students to debate both sides of the controversy surrounding proportionality and to cite examples from Segment 2.
- 2) Ask your students how they would comply with Title IX's participation requirement if they were the athletics director and they were told they needed to cut 25% of their budget.

Grades 9-12

- 1) Ask your students to discuss the idea of reverse discrimination and if it applies to the Title IX debate.
- 2) Challenge your students to think of ways Title IX could continue to create opportunities for women without creating a perception that it is harmful to male athletes.

SEGMENT 3 “Strong, Smart and Bold”

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

Dr. Sandler explains how some people tend to focus only on the impact Title IX has made in sports when, in fact, Title IX has helped to open the door to a variety of careers for women. Segment Three more closely examines the various careers and industries in which more women now work and participate as a result of the Title IX legislation.

Grades 3-5

- 1) Poll your students to find out who aspires to have a career in: Science, Television, Film, Sports, Law, Business, etc. Ask them to share why.

Grades 6-8

- 1) Ask your students to explain whether or not nickname “sports law” fully represents the essence of the Title IX legislation.

Grades 9-12

- 1) Ask your students to discuss whether or not the public's perception of Title IX as being the "Sports Law" hurts or supports the intent of the legislation.

Segment 3 also informs viewers about a key goal of the Title IX legislation: empowering women to seek new challenges and pave new paths in fields that traditionally have been off-limits to women. Many women have led the way in these fields and now serve as mentors to new generations of young women and girls.

Grades 3-5

- 1) Ask your students to name someone whom they view as a role model.
- 2) Ask your students to describe what qualities and characteristics they admire most about their role model.
- 3) Discuss how they would approach their role model to serve as their mentor.

Grades 6-8

- 1) Ask your students to explore what it means to be empowered.
- 2) Ask your students to share a time when they felt empowered and the lessons they learned that could help to empower someone else in a similar situation.

Grades 9-12

- 1) Ask your students to research one historically significant "empowerment movement" and to share their findings with the class.
- 2) Ask them to compare and contrast their research with their knowledge of Title IX and to cite any recurring themes, problems, successes or solutions.

Segment 3 also raises the important issue of education as a bridge to success for every woman, man or child. In particular, the segment gives examples of the various educational programs and projects that have helped to prepare women to succeed in a variety of fields and disciplines, from politics, sports and business to science, math and technology.

Grades 3-5

- 1) Ask your students to share how important receiving an education is to them and their family.

Grades 6-8

- 1) Ask your students to share their thoughts on the significant impact education can have on their life, career choice and earning potential.
- 2) Ask your students to discuss ways that education can erase certain barriers and limitations in their lives.

Grades 9-12

- 1) Invite your students to select and research the demands of a particular job or career. Ask them to pinpoint specific courses they should take during high school and college to best prepare them for their ideal job.
- 2) Ask your students to research other local, state and federal initiatives like the “Vote, Run, Lead Program” and the “Eureka” program and examine the ways these initiatives offer specialized training and preparation to women and girls.

SEGMENT 4 “Sisters Doing It for Themselves”

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

In Segment 4, we learn how some women have taken matters into their own hands by establishing a number of viable networks to bring together other like-minded women interested in championing a common cause. A strong sense of self-reliance and community can lead to effective goals and solutions for both individuals and groups such as an alumni organization.

Grades 3-5

- 1) Ask your students to share whether or not they belong to a certain club, troupe or team and their reasons for joining or not joining.

Grades 6-8

- 1) Ask your students to discuss why it is important for individuals to give back to their alma maters or people who have helped them.

- 2) Ask your students to research other gifts that alumni can give back to their alma maters other than financial support.

Grades 9-12

- 1) Encourage your students to debate whether or not they feel it should be a person's duty to make a financial contribution to the institution(s) of higher learning from which he/she graduated.
- 2) Ask your students to discuss whether or not people who have benefited from the hard work of others have a responsibility or moral obligation to reach back and pass the torch to a younger generation. If so, why?
- 3) Ask your students in your class to create/form a network that would reflect the interests of everyone in the class. Ask them to consider the mission, vision and goals of the network and how they would work to benefit themselves and other students..

Some of the networks shown in Segment 4 are continuously working to instill confidence in young women and girls in ways that challenge stereotypes and fulfill the potential of women in every field.

Grades 3-5

- 1) Ask your students to give an example of a confident woman in their life, a cartoon, or a storybook and to explain what makes her that way.

Grades 6-8

- 1) Ask your students to compile a list of activities that help to build self-esteem and confidence.

Grades 9-12

- 1) Ask your students to discuss whether or not there is a relationship between confidence and success. Ask them to consider whether or not people can have one without the other.

SEGMENT 5 “The Men of Title IX”

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

Segment 5 shows how numerous men were critical to the passage of Title IX and have embraced the Title IX legislation. We see the work of such organizations such as *Dads and Daughters* that encourages fathers to support the goals and dreams of their daughters. Many fathers and mothers desire to raise their children in a society where equal access and equal opportunity apply to all children, both boys and girls.

Grades 3-5

- 1) Ask your students to describe a favorite activity, game or sport that they enjoy playing with a parent or relative.

Grades 6-8

- 1) Ask your students to discuss how important it is to have their parents’ support in the activities and hobbies they enjoy.
- 2) Ask your students to consider the consequences of parental disapproval or disinterest in their after-school and weekend activities.

Grades 9-12

- 1) Encourage your students to investigate whether or not there are societies in the world in which it is socially acceptable for male and female children to have unequal “worth” in the eyes of their parents. Also, ask your students to compare and contrast their research findings with what they see at home and in other American homes.
- 2) Ask your students to generate a list of common expressions used to insult someone at the expense of demeaning an entire group of people, (e.g. “hit like a girl”). Then encourage your students to find a different way to convey the general message without demeaning other groups.
- 3) Ask your students to discuss whether or not they agree that “to change one’s language is also to change one’s mind.”

SEGMENT 6 “The Future of Title IX”

Below you will find suggested discussion topics that relate to the content of the L2T DVD. You may choose to watch the DVD before or after you present the discussion topics to your students. You should also visit the “License to Thrive” website <http://www.licensetothrive.org>, for additional information and materials related to the discussion topics.

Segment 6 looks at the possible future of Title IX by examining its legacy since its passage in 1972, noting various successes and potential challenges in future years.

Grades 3-5

- 1) Ask your students to share one important aspect about the Title IX legacy.

Grades 6-8

- 1) Ask your students to share their understanding of the term “grassroots culture” and how it underlies the future goals and impact of Title IX.

Grades 9-12

- 1) Ask your students to discuss the potential problems that can arise when a theory about a particular subject falls short of common practice.
- 2) Ask your students to cite evidence that supports the following statement: “Title IX has progressively created a culture of equal opportunity for men and women since its inception in 1972.”

SEGMENT 7 “Closing Thoughts”

****PLEASE NOTE THERE ARE NO DISCUSSION TOPICS INCLUDED IN THE FACILITATORS’ GUIDE FOR SEGMENT 7, “CLOSING THOUGHTS.” EDUCATORS/FACILITATORS SHOULD CONCLUDE THE CLASSROOM DISCUSSION REGARDING THE “LICENSE TO THRIVE” FILM AND WEBSITE IN A MANNER THEY DEEM APPROPRIATE.**

UPDATES/REVISIONS

PLEASE CONTINUE TO CHECK THE “LICENSE TO THRIVE” WEBSITE FOR INFORMATION REGARDING ANY REVISIONS AND/OR UPDATES TO THE FACILITATORS’ GUIDE.