**Title:** Female Engineers Share their Experiences

**Type of Activity:** Video/Small group discussion

**Time Required:** 15-20 mins.

**Learning Outcome Applied:** Recognize and respond to factors that foster sexual harassment in STEM; STEM being male-dominated, everyday sexism, and blurry boundaries.

**Overview:** This learning activity uses a video that recounts the experiences of the sexual harassment real-life female engineers faced in college and in the workplace. It asks students to identify potential factors that foster sexual harassment in STEM environments, asks them to reflect on their own experiences, and asks how they can be an ally to women in STEM as well as how men should correct themselves when they display unintentional bias. All questions within this activity are suggestions so feel free to skip around or add any questions of your own that come up during your discussion.

**Step 1:** Open up the [Female Engineers Share Experiences In A Male-Dominated Field](https://www.youtube.com/watch?v=WBdNfOJ5vMY) video

**Step 2:** Prior to watching the video ask students to note any instances of potential factors that fostered the sexual harassment they experienced as female engineers

**Step 3:** After the video, students form pairs or groups of 3-4 and share what they wrote down. Have students elect one person to share what their group noticed and have students add any factors they didn’t think of

**Step 4:** Write down the factors shared by each group on the board

**Step 5:** After all examples are on the board ask students to respond to the following questions in class discussion

1. Ask students to share any experiences of sexist jokes or put downs that they have experienced or someone they know has experienced as a STEM major
2. Many of us unintentionally enact harmful stereotypes unconsciously. Some of the comments made by some of the men to these female engineers could’ve been without harmful intentions and something they said without realizing its harm. How could these men correct their comments once they are made aware of their harm?

**Step 6:** Ask students to again form groups of 3-4 and ask them as a group to reflect on the following question. Have each group elect one student to share out their group’s strategies with the class. Ask each group to share.

1. What are some different ways you could respond or be an ally to someone who is facing sexist jokes or put downs at work or in the classroom?

**Step 7:** After the discussion - what gems emerged from the discussion? Jot down any insights that the students brought.