**Title:** Visualizing the Discrimination and Harassment of Women in STEM

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

**Time Required:** 10-15 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 discusses with statistics and personal experiences how sexual harassment impacts women in STEM fields. It asks students to identify factors that foster sexual harassment in STEM, asks them to share their own experiences of sexism and inclusion in STEM environments, and asks them to reflect on how different people within a STEM classroom can respond to situations of sexual harassment and sexism. 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 link to the [Visualizing the Discrimination and Harassment of Women in STEM](https://www.youtube.com/watch?v=pcIp2jIzaJo) video

**Step 2:** Prior to watching the video ask students to note any instances of potential factors that fostered the experience of sexual harassment in STEM disciplines

**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 if they have ever heard any male students enacting everyday sexism in the classroom. What are the types of jokes that get made?
2. Ask students if they have ever experienced being left out in a STEM environment that was male-dominated or if they have any other female friends who have felt that way.

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

1. How should a professor respond when male students are making sexist jokes towards their female students?
2. How can other men be allies in disrupting these types of jokes and put-downs towards women in STEM classrooms?
3. What further support should your university provide to help women who do encounter hostile STEM environments?

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