

# Gender Equity Mindfulness Tips

- Remote learning may revert females back to traditional roles (both students and adults)
- Do not make assumptions about gender. Everyone identifies in a different way. (On zoom, you can ask student to self-identify by adding pronouns in addition to their name (she/hers/they))
- When addressing a group instead of saying “Hi Guys,” try saying “Hi all/everyone”
- When asking for gender in form be sure to list more options (male, female, non-binary, other, prefer not to say)
- When creating flyers or powerpoint presentations, be mindful of who is being represented in the pictures. Students can only relate by seeing people that look like them. Be sure to show gender and racial diversity in anything you create or present.
- Since there is a tendency for female and gender non-conforming students to not feel as included or lack a self of belonging (specifically in relation to STEM), it’s important that we make a conscious effort to make them feel a part of the group.
- Make sure that female and gender non-conforming students are being called upon equally to that of the males. It’s important for them to have a voice, which will inspire others to speak up and participate in a previously male-dominated environment.
- Group dynamics- make sure female gender non-conforming students are not playing the role of “note taker” or “babysitting”
- Share your journey-you serve as role model/mentor that these students look up to.

**Sci Girls strategies:** [Click Here](#)

**Specific ways to utilize each strategy:** [Click Here](#)