



Start early

International Women's Day 2021

Outline for Facilitator

Toolkit content development: Yael Boim-Fein and Dafna Tzadok, the Israeli Institute for Gender Equity in Education, the Society for Advancement of Education

Introduction

Thank you for choosing to take part in our unique campaign for International Women's Day, and to have an impact on the future generation of women in the tech industry. **We are pleased to provide this educational kit developed for International Women's Day.**

International Women's Day is a global day celebrating women's social, economic, cultural and political achievements. The day also marks a call to action for accelerating gender equity. This toolkit provides you with an opportunity to be a part of such action.

Research¹ shows that one of the main barriers that explains the low representation of women in tech is that girls are being systematically tracked away from science and math throughout their education. In one survey, 60% of women respondents noted this factor as a leading reason for the underrepresentation of women in the tech industry. **The session is designed to raise awareness to gender biases and the way they influence girls' studies, self-perception, their coping strategies and their interest in tech.** It is important to understand that these are structural societal factors influencing girls, and internalized by them, but they are not a result of girls' nature/character/born skills.

[For more info on girls' STEM education you could go here.](#)

[For questions or assistance regarding this toolkit go here.](#)

General guidelines for Facilitation

- The session's goal is to expose participants to technology and to gender biases that impact our thinking about this industry, and to encourage girls to see tech careers as a potential future for themselves.
- The format of the meeting is suitable for a Zoom session or for a 1:1 meeting, and it is suitable for kids over 10 years old. At the end of the kit you will find specific suggestions for 1:1 talk.
- The session is designed to take approx. 60 minutes
- In a class setting, we strongly recommend conducting the activity with full support of a teacher who knows the group well and can accompany them throughout the activity. The teacher's presence is important – s/he can reinforce class management and you will be free to address the content. We suggest that when you approach the teacher to arrange the class activity, ask the teacher to be your partner, and share the activity and program you are planning. If you feel it is appropriate, the teacher can actively help you to present the content. If this is the case, share the outline in advance. But don't worry – you'll do great facilitating on your own as well.
- You should review the session's flow and instructions in advance. If helpful – you can print it and have it by your side for the session.
- The session you will facilitate consists of 4 units, for each one you have here a brief background, guidelines for facilitating, and talking points that can be used in conversation with the group during the activity.
- Please note - throughout the activity there is a repeating section called "The question trail". Each time you get to it you'll introduce a question for the participants to answer for themselves in writing. These answers will be used by them in the last part of the session.

Session structure

[Watch this video for a short explanation](#)

PART 01

Opening (5min)

Introduction
World map to show this session is part of a global action

PART 02

Technology is exciting (10min)

Screen a video (choose from two options)
Ask the group follow up questions and discuss

Questions trail! (5min)

PART 03

Women in tech – Let's play a game! (30 min)

Demonstrating HTML code on virtual dice (10 min) Playing snake and ladders with activity cards (20 min)

Questions trail! (5min)

PART 04

Imagine your future (5min)

Show them posters of advice by Amdocs managers

IMPORTANT NOTE: if you feel the session is too long or that facilitating the boardgame with the zoom annotate feature might be too complicated, you can use the activity cards designed for the game without playing the snakes and ladders (just take the group through the cards one after the other). Each part of the session stands on its own and we trust you to find what works for you and your audience

Part 1: Opening (5 minutes)

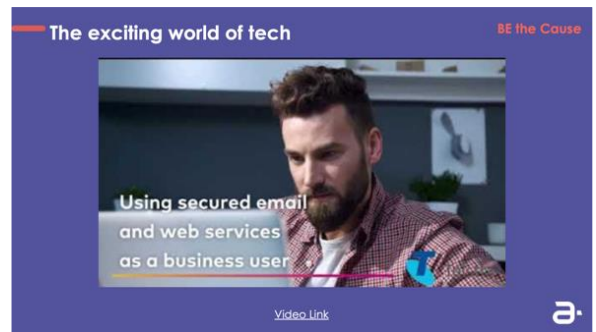
- Nice to meet you, my name is ... and I am -your position at Amdocs -, (if relevant - I am ...'s mom/dad).
- Amdocs is a multinational corporation that specializes in software and services for the communications and media industries and digital enterprises. We touch the lives of billions of people every day, enabling a better-connected world.
- Among our customers are name here top 2-3 customers that will be recognized by the students depends on the country (i.e., Globe and PLDT for Manila, AT&T and Comcast for US, Telefonica for CALA, Vodafone for EMEA)
- This month, International Women's Day is marked around the world. At Amdocs, we decided to have sessions with teens to talk about the topic of gender equity, and women in tech.
- We will spend the next hour together. This activity is taking place simultaneously around the world, and you can see all the places on this map ([share the map](#)).



Part 2: Technology is exciting (10 minutes)



OR



If you chose “Touched by Amdocs”

- I want to invite you to see how technology changes billions of people’s lives around the world, let’s watch a video together
- **Before screening, explain:** the following video shows how Amdocs’ products enable many of our day-to-day activities, the video captions are in English, but the visuals tell the story (make sure to note that to groups that don’t read English). The logos they see in the clip – some might be recognizable to them – are all Amdocs customers.
- Share video (make sure to mark the share sound + optimize for video sharing boxes in the zoom share window)
- Ask the group follow up questions and lead a short discussion (question appear also on the slide), you can invite participants to share out loud as well as write thoughts in the chat, you can choose one or two questions:
 - What caught your attention in this video?
 - In what ways does technology changes your life?
 - What other social or environmental problems could be solved through technology?

Part 2: Technology is exciting (10 minutes)

If you choose SIM guitar:

- I want to invite you to see how technology changes people's lives around the world, let's watch a video together
- Share video (make sure to mark the share sound + optimize for video sharing boxes in the zoom share window)
- **After screening, explain:** The guitar made of SIM cards promotes the embedded SIM technology developed by Amdocs which enables accessibility to cellular providers for clients in remote areas who cannot purchase a physical SIM, and simultaneously removes the need to produce SIM cards and reduces environmental damage caused by plastic use and long-distance transport.
- Ask the group follow up questions and lead a short discussion (questions appear also on the slide), you can invite participants to share out loud as well as write thoughts in the chat, you can choose one or two questions:
 - What caught your attention in this video?
 - In what ways does technology change your life?
 - What other social or environmental problems could be solved through technology?

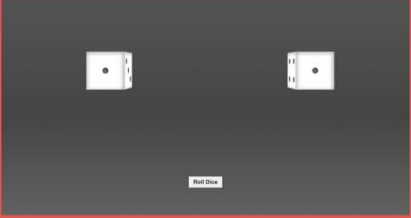
Questions' trail (5 min)



- Here is the first out of 2-3 steps in the session in which you will ask participants to answer questions for themselves, in writing, and keep it for the last part. Explain that they don't need to share it and they answer for themselves
- Let them answer for themselves the first question before moving to the next one

Part 3: Women in tech, let's play a game! (30min)


Let's role the dice...




Coding is simpler than you think and it's fun to try!

Women in tech

Let's play a game!





Background FOR YOU

In this section of the activity, the group will play "snakes and ladders" in a version focused on gender biases relevant to the tech world.

This part has 2 stages:

- Take the group through a demo of HTML code on a virtual cube
- Play snake and ladders with game cards

Reminder!

- When you land at the bottom of a ladder you climb it, when you land at the top of snake you go down with it
- The game ends when a group reaches the end of the board (50), you can cut it short if time doesn't permit

Let's take you through the instructions for each part...

HTML demo instructions

Stop sharing the ppt and share this website: <https://xjk3xqnprw.csb.app/>

Explain to the group – these are the dice we will use in the game, before we start, I want to show you the HTML code behind it and how easy it is to work with it.

At this point you will use the “inspect” option (from the right click menu) to look at the code and show – how to change background color, how to delete one dot from the cube and so on.

To do that [watch this short demo video beforehand and try it for yourself \(this is just for you\)](#)

You can invite one girl to experience it and share from her screen the demo, while you instruct her

Note and explain that when you refresh the site it goes back to normal, your changes are not affecting the source code, just the localized copy.

Please note: if you chosen not to use the boardgame and only go through the activity cards you can and should still do this HTML demo as a stand-alone segment

Snakes and Ladders game instructions

- The goal of the game is to climb successfully to number 50 (representing 50% women in tech goal!)
- The game board is a slide
- The group should be divided into smaller groups (2-3 groups) and each one will choose a stamp from the zoom annotation option (heart/arrow/star) and use to as its piece
- To move their piece at each turn they should erase the stamp and locate it in their new spot (one participant should be doing this on behalf of the group)
- For each turn they should role the virtual dice – you can ask one participant to keep that window open, and roll and announce for everyone at each turn (the group won't see it but that's ok)
- Each time one of the groups reaches a ladder or a snake you should show them an activity card – all the activity cards are in the slides following the boardgame, just go to each one according to their order, and come back to the board after the discussion around the card
- Below you have explanations and talking points for each card – this is the heart of the activity, exposing and discussing some of the biases that create gender gaps the field of tech

Activity Cards:

The cards focus on 4 key societal barriers for women in tech (see introduction for more background) and demonstrate them in different ways. Here is some background for you to read on these barriers:

Barrier #1 – The tech industry is considered male dominated: The technology field is perceived as a field that is suitable for boys and less suitable for girls, and therefore many girls in school feel that they don't belong in these fields. Girls also tend to have low self-confidence in these fields, even when they are successful at them.

Barrier #2 – Girls have to 'get it right' and are afraid of failure: Girls often prefer to "play it safe" and choose subjects in which they are sure they can excel, because excelling in schoolwork is important for them. Another expression of this tendency is their concern to answer questions if they are not 100% sure of their answer, which sometimes results in avoidance of new fields, particularly fields in which trial and error are essential.

Barrier #3 - Girls tend to attribute their success to external factors and their failure to internal factors: Girls tend to attribute their success to external factors (I succeeded because the test was easy), and to attribute their failures to internal factors (I failed because I am not good at it). Thus, failures have a big impact on them and challenge their self-confidence, and their successes do not bolster them enough.

Barrier #4 - Girls tend to believe that STEM requires inborn talent and is not something to be learned/developed: Girls often believe that talent for the technology field is inborn – either you have it or you don't - and think that they cannot learn and develop the required skills to succeed in science and tech professions.

Activity cards:

Card	Talking points
<p>Challenge: Who wants to help me run the game?</p>	<p>This is a trigger question whose goal is to raise awareness about the fact that girls often prefer not to participate in an activity if they don't know in advance what it is about and that they will be good at it, for example – running the game.</p> <p>After you ask the question, see how many boys and how many girls volunteer and relate to that and explain to the group –</p> <p>You can explain to the group: avoidance of trying something that you are unfamiliar with or of guessing when you are not sure can interfere with developing new skills, learning new fields and, in the end, with developing in the tech field.</p>
<p>True/False: Women constitute 30% of employees in the tech industry</p>	<p>30% is indeed the benchmark for women in tech companies globally. Many women work at Amdocs, but we still need to improve in this area, and you are invited to help with this...</p>
<p>Ask yourself: when you fail a test – what do you tell yourself?</p>	<p>The goal is to encourage the group to think of as many messages as possible that they can tell themselves that will cause them to believe that even when I don't succeed, next time I can succeed, that my failures are temporary, dependent on external factors that can change, and not to think that when I don't succeed "I don't have what it takes."</p>
<p>True/False: Software engineers in tech companies knew since childhood that this is what they will be doing when they grow up</p>	<p>Many of those employed in tech did not know at a young age that this is what they would work in when they grow up. We don't need to be born with the skills or have clear vision of our career path in an early age to be successful. What we need is to allow ourselves to try and develop new skills and pursue our interests (even if they are small /initial)</p>
<p>Think: What advice would you give to a friend who thinks they failed a test because they just don't have what it takes?</p>	<p>This is again around the bias of internal attribution of failure and external attribution of success – the goal here is to look at it "as a bystander" which helps with seeing the absurd of internal attribution of failure and can open their minds to their tendency towards themselves as well</p>
<p>Question: Do you personally know women who work in the tech industry?</p>	<p>If there are relatively many in the group who know women who work in the field, that's excellent and should be emphasized – despite the image of the field, you yourselves know women who work in tech. If there are not many in the group who know women who work in the field, it's important to emphasize that there are quite a few women in the field (30%) and it is just as suitable for women as for men, even if you don't know women personally working in the field.</p>

Activity cards:

Card	Talking points
<p>Think: What can you tell yourself when you try something new, and you don't get it right immediately</p>	<p>This is again around the bias of internal attribution of failure and external attribution of success – the goal here is to get them thinking on ways to reduce this thinking on their own = find the inner voice that helps them own their success and understand that trial and error are part of any learning and development process</p>
<p>Guess the right answer: How many women work as engineers in tech companies? 1:10 1:4 1:20 1:2</p>	<p>The answer is 1:4 – globally 25% of employees in tech roles are women, in Amdocs it is 27%! (30% mentioned earlier is women in general, not specifically in tech roles)</p> <p>The guessing is intended to expose our fear of failure - you can explain to the group that some of us do not always like to guess, but it is important to try, even when we are not sure, and that this is even more true in a game setting, where even if I make a mistake, it really isn't so bad.</p> <p>If you see mainly boys guessed, you can mention that we know from research that girls are more inclined to avoid guessing...</p>
<p>What do you think? - In which of these fields you can succeed only if you were born with the right talent? A. Mathematics B. Literature C. Physics D. Music</p>	<p>Despite what we may think, all these fields can be learned. In order to succeed in a field, inborn talent is not necessary. One needs desire, courage and willingness to try and learn.</p>

Questions' trail (5 min)



BE the Cause

—

Name 3 topics that you don't know much about, but would like to explore and learn about.



a.

BE the Cause

—

What words of encouragement would help you try something new?



a.

- Here is the 2nd time in which you will ask participants to answer questions for themselves, in writing, and keep it for the last part. Explain that they don't need to share it and they answer for themselves
- If you want, you can use the first question as a break during the snakes and ladders game (each question has a separate slide)
- Let them answer for themselves the first question before moving to the next one

Part 4 (and last): Looking to the future (7-8 minutes)

This is the closing section!

- It is designed to enable the group to think about their future, their self-perception, the opportunities open for them and the insights they gathered in the session.
- Send the group a link to the platform in which they can send themselves an email timed to arrive on next International women's day (March 8th 2022). Here is the link to the platform [EmailFuture.com - The best way to send emails to yourself in the future.](https://www.emailfuture.com)
- While they are thinking, they can check out the inspirational posters of Amdocs' women managers giving advice to their 16-year-old self
- You could say - I invite you to think about your future, to dream as far as possible. Think about the ways of thinking we explored together, the things we learned about women in tech, the notes you wrote to yourself and put that into a couple of sentences for yourself in the email for a year from now
- Think - What are your ambitions? How do you think you will achieve them? Where will you be in several years? What can you say to yourself along the way to succeed and fulfill your dreams?
- And now, write this to yourself.

Sending the message: If they don't have an email account you can suggest to the participants to send the mail to their parents who will show it to them in time, or even write it on a paper and ask their parents to keep it for them

Guidelines for doing this session in a 1:1 setting

If you choose to do the activity 1:1 with your child or others, we recommend:

- Watch the videos together (part 2) and discuss the possibilities offered in the tech world for an interesting, dynamic career that impacts people's lives. In the conversation you can give personal examples and ask the child whether they see themselves integrating into the tech industry in the future.
- Play the game together on the computer. You can use the activity cards designed for the game without playing the snakes and ladders, just discuss the cards one after the other. You can also choose to print the boardgame or use a "snakes and ladders" game you have at home.
- Discuss what was collected on the personal page, before writing a message to the future self.

Thank you

