



## What Are My Values and Beliefs?

**Directions:** Circle the response that best fits your values and beliefs.

- |   |               |              |               |
|---|---------------|--------------|---------------|
| 1. Do I find myself taking a different tone of voice with a girl than with a boy or with a person of different ethnicity?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 2. Do I ever discourage a girl from going after a career—such as carpentry or engineering in which there are few women?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 3. Do I expect boys to be more competitive or athletic than girls?  | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 4. Do I react (perhaps “feel funny” inside) when I hear that a boy wants to pursue a career as a nurse or become a secretary? Would I discourage such aspirations in a boy? | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 5. Do I present careers to a girl as something to fall back on in case she needs it after marriage?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 6. Do I expect girls to be better at literature and writing than boys?  | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 7. Do I treat females and males and different ethnic groups similarly with regard to application of classroom rules and privileges?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 8. Do I give similar encouragement to females and males in identifying strengths and assets?  | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 9. Is my language free of sex bias with regard to:  |               |              |               |
| • Use of masculine terminology to refer to all people?  | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| • Use or acceptance of derogatory terminology to refer to members of either sex?  | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| • Use of word order which consistently places males first (he or she, boys and girls, men and women)?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| 10. Do I interact with females, males, and different ethnic groups similarly with regard to:  |               |              |               |
| • Maintaining eye contact with them?  | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| • Considering their points of view?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |
| • Waiting for answers to questions?   | <b>Always</b> | <b>Often</b> | <b>Rarely</b> |

Source: Adapted from *MECCA Trainer's Guide*, Utah State Department of Education

Source: *Gender Equity Lesson Plans and Teacher Guide for High Schools*, ©1999. “Springfield Technical Community College reserves all rights to materials produced through the Western Massachusetts Gender Equity Center. These materials are not for sale or resale.”