**Foundations: UNIT 1: History**

**Homeland Sciences I: UNIT 1 and 5: Counter Terrorism and Border Security**

**Homeland Sciences II: UNIT 1: Sociology**

**AJ I: UNIT 1,2 and 5: Courts, Due Process and Policing**

**AJ II: UNIT 5: Careers**

**Essential Question:** Is it true that men are paid more for work than women? How are career choices and criminal justice impacted by gender?

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| **Lesson Title** | **Gender and Risk Perception** |
| **Key Points** | * Studies show that gender impacts risk of both committing crime and becoming a victim of crime. * How would workplace attitudes be impacted between people shared experience but earned a different amount of pay for the same job? * Employers list essential tasks for a work position. Should someone be hired for a job if they are not capable of completing all of the essential tasks? * If a person cannot do all of his or her assigned tasks, should other workers have to fill in? How should team members who share work be paid? |
| **Objective(s)** | After the session students will (be able to):   * Identify essential tasks in a sample job description. * Understand that collecting information on rates of pay is complicated because different organizations keep different records to which data collectors may not have access. * Evaluate personal beliefs about characteristics of a worker and how assumptions influence perception of worker capability. |
| **Resources** | * Recording of Tammie Jo Shultz air traffic transmission while landing a plane with a failed engine. * Department of Labor/Women’s Bureau: Issue Brief on Wage Gap   <https://www.dol.gov/wb/resources/Womens_Earnings_and_the_Wage_Gap_17.pdf>   * Slide Deck from American Bar Association on Wage Gap   <https://www.americanbar.org/content/dam/aba/administrative/young_lawyers/meetings/2017/Midyear/materials/bridging_the_gap.authcheckdam.pdf>   * Letters from US Police Agencies in the 1920’s responding to inquiries about the role of female officers.   <https://text-message.blogs.archives.gov/2017/03/07/women-in-police-work-1922/>  Alternate Lesson:  <https://www.fbi.gov/investigate/terrorism> |

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| **Engagement (Time in min):** Opportunity to leverage prior learning or relate lesson to current events or issues relevant to students or issues. |
| **Warm-up:** (i.e.,Question, video, current event)  Listen to the recording of a pilot landing a jet during engine failure. How do you think she performed under the circumstances?  Discussion about training, exercises and abilities under pressure.  Teacher elicits characteristics that students recognize that indicate an ability to perform under pressure.  Alternate Lesson: characteristics that trigger attention from LEOs or witnesses |
| **Exploration ( min):** Facilitate transition to lesson objectives. Materials and text references. Questions to be ponder. |
| Discuss the referenced ABA or DOL material on wage gaps.  What ideas do students have about reliability of data? What about data from these named sources?  Is it fair to pay people who do the same work different rates? Under what conditions?  How can workers use the court system to seek fairness in pay rates if unfair practices could be proven? (Statutes of limitation, risk of losing a job when suing and employer, whistle blower status)  Alternative Lesson: How does gender impact border security (human trafficking and separating children from families)?  What about counter-terrorism profiling? How does the FBI handle surveillance of women v. men? What characteristics are likely to trigger bias in an investigation? (Religion, age, country of origin, income class?) |
| **Explanation (min):** Teacher descriptions, definitions and guidance for students’ understanding of the lesson. |
| Teacher Notes: Have students use devices or in-class technology to find information on whether gender predicts success at a particular kind of work. Have students discuss findings with the class individually or in teams (teacher choice).  Alternate Lesson: review cases in which witness or law enforcement bias led investigators to conclusions not supported by evidence. (Teachers recall cases in which people of other cultures were reported as criminals despite behaving in commonplace ways or cases in which witnesses noted odd events that led to disruption of criminal activity. How does gender bias impact criminal investigations? ) |
| **Elaboration ( min):** Activity that either allows students to assimilate information or apply skills to a problem. Can be combined with an assignment for assessment/Evaluation. |
| How can researchers separate a cultural bias or researcher’s individual bias from data interpretation?  (Teachers elicit understanding of correlation and causation, critical thinking related to cognitive bias and logical fallacies) If wage gaps are found what should employees or employers do about it?  (Teachers elicit discussion about union labor groups/collective bargaining, preventing turnover, and institutional cultures) |
| **Evaluation (10 min):** full range of options at teacher discretion from open ended reflective assignment to using text book review questions for grading. Consider self or peer review if elaboration activity is not graded. Consider Homework assignment. |
| Assessment choice: Homework, Reflection, Discussion (Teacher Choice)  Closing: As CEO of a company, how would you respond to an employee who felt his or her pay was not fair? How could you find out if the concern was valid? What would you do to help your employee succeed? |