

TEACH A GIRL TO LEAD: SPEAKERS' TOOLKIT

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INTRODUCTION

As a woman public leader, you have the capacity to make important social change in myriad ways. One of those ways is by acting as a role model, educator, and inspiration for young people, encouraging them to engage in public life and recognize the important roles women play as public leaders. By participating in the **Teach a Girl to Lead™** Leaders Lineup, you have demonstrated your commitment to this effort, and we thank you.

The resources included in this toolkit will help you prepare for speaking engagements in schools, with youth-serving organizations, or with young audiences. Because of our focus on women's public leadership, these resources emphasize women's political history and current reality and urge you to share your own story and perspective as a woman leader. However, whether or not you discuss gender explicitly, your presence alone will challenge your audiences' gendered images and expectations of who can lead.

While we have offered some a variety of resources here, we urge you to connect with the Center for American Women and Politics with any additional questions, requests for information or resources, and/or feedback on this project.

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ABOUT TEACH A GIRL TO LEAD™

The Need

Children study the Founding Fathers and presidents like George Washington and Abraham Lincoln. They discover the stories behind major national holidays and major mileposts of American history. Yet, female historical figures fare poorly in classroom curricula and textbooks, and no national holiday honors the accomplishments of a woman. Boys grow up thinking that public leaders look like them, but rarely are girls taught to envision themselves as leaders and innovators.

This lack of attention to women's leadership has serious implications for the future of women serving in government.

The United States has far too few women serving in elected and appointed offices and senior positions in government. As of 2014, the highest percentage of women serving in public office is at the state legislative level, where women hold just 24% of the seats nationwide, and women are only 18% of mayors of cities with populations over 30,000. While the 2012 elections brought a record 20% women to the U.S. Senate and 18% to the U.S. House in 2013, we remain far from parity.

Having more women in public office serves our democratic ideals of fairness – and, equally important, women officeholders change both the way government works and the policies it formulates. Our democracy will be stronger if we inspire a new generation of girls and young women to start down the path toward public leadership and educate all our young people about the important role of women in our government.

The Solution

If a girl can't imagine a woman leader, how can she become one? And if a boy sees only men in leadership roles, what will convince him to support aspiring women leaders? **Teach a Girl to Lead™** provides tools and resources to educators, leaders of youth-serving groups, media outlets and parents who want to help young people rethink leadership with women in the picture.

The Center for American Women and Politics (CAWP) created TAG to inspire girls and young women to follow in the footsteps of women leaders, past and present. Making women's political leadership visible to America's youth will help both girls and boys grow up with more inclusive ideas about who can lead.

We offer a gender lens - a fresh way of looking at public leadership that asks where women are and have been, where they have been absent by design or by custom, and how we can reframe our ideas about who leads.

The Center for American Women and Politics (CAWP), a unit of the Eagleton Institute of Politics at Rutgers, The State University of New Jersey, is internationally recognized as the leading source of scholarly research and current data about American women's political participation. Its mission is to promote greater knowledge and understanding about women's participation in politics and government and to enhance women's influence and leadership in public life.

The Eagleton Institute of Politics explores state and national politics through research, education, and public service, linking the study of politics with its day-to-day practice. The Institute focuses attention on how contemporary political systems work, how they change, and how they might work better.

ELEMENTS OF A SPEECH

I. Audience

Typical audiences for Teach a Girl to Lead™ programs and events will be young men and women, ranging in age from 5 to 21. While your remarks and approach will vary depending on the maturity of your audience, the focus remains on engaging young people in politics and government and presenting yourself as a role model for women's public leadership.

Resources listed in this toolkit are divided in categories of school age: K-5, Middle School, High School, and College. These are general guidelines, and resources could be adapted for multiple age groups.

II. Timing

The talking points and outlines included in this toolkit are based on a one-hour session, including 30-35 minutes of speaking and 25-30 minutes for activities and/or Q&A. Presentations can easily be adapted for shorter or longer sessions.

III. Setting

In classroom settings, the time allotted for your presentation will be dictated by school schedules and the context in which you have been invited (i.e. the unit being studied by students) will be important to consider in preparing your remarks. Classroom settings will typically permit student engagement and group activities.

When presenting to organizations or groups outside of schools, you should ask the organizers about time allocation and group size to determine what type of presentation and/or activities are most appropriate and feasible. Whether in or out of classrooms, be sure to ask the organizers about the availability of computers and projectors if you plan to present any audio/visual aids. If these are unavailable, you may also consider handouts as a supplement to your remarks.

IV. Talking Points

- **Introduction:** In order to believe that they can be public leaders, young people need to see aspects of themselves in people who are already leaders. Providing your audience detail on your own journey to leadership will inspire them and help them to see their own paths to involvement.
 - **Get personal.**
 - What motivates you to get involved?
 - What issues are you most passionate about? Why?
 - Who in your life has inspired you? Why?

- **Tell your story.**
 - How did you first get involved in politics/public leadership?
 - What positions have you held in your political and professional life? How did you end up in those positions?
 - What have been some of your most rewarding experiences as a public leader? Why?
 - How has being a woman shaped your experience and/or influence as a public leader?
- **Share your expertise:** Depending on the speaking request, you may be asked to provide expertise on particular policy or political issues. These issues may or may not be explicitly related to gender, but detailing your perspective and expertise will demonstrate that women like you are making a difference in public life.
- **Emphasize the need for women’s leadership:** In order to re-envision public leadership, young people need to recognize that prevailing images and expectations of public leaders as men/masculine are both limited and problematic.
 - **Highlight women’s underrepresentation in public leadership.**
 - Women remain underrepresented at all levels of elective office. For the most recent numbers, see CAWP’s current numbers of [women in elective office](#) and [women of color in elective office](#).
 - Women hold fewer leadership roles in [Congress](#) and [state legislatures](#) than do their male counterparts.
 - **Provide explanations for why there are fewer women in public leadership.**
 - Women are less likely to be “self-starters,” to make the decision to run for office on their own.
 - Women are motivated to make social change, but often don’t see elective office as the place to do it.
 - Girls are less likely than boys to express a desire to run for office or get involved in politics.
 - Women often doubt their qualifications to run or serve, and girls often lose confidence – instead of increasing it – as they grow up.
 - The people in power – still a male majority – don’t always look to people who are different from them to encourage participation and provide support.
 - *What barriers did you face to getting involved? How did you overcome them?*
 - **Discuss the difference women make as public leaders.**
 - Women bring unique perspectives and priorities to policy discussions and debates.
 - Women value transparency, accessibility, and bipartisanship.
 - Women are more likely to promote collaboration and compromise.
 - *What difference do you think your gender has made in how you lead?*

- **Give a voice to women's historic leadership:** Too often, women leaders are relegated to the margins of political history. As movement leaders, political pioneers, or policy advocates, women have played essential roles in American history.
 - **Highlight women who have received too little attention.** You may have your own role models of women leaders in different sectors or periods of U.S. history, but here are a few examples for illustration.
 - **Shirley Chisholm:** Chisholm was the first Black woman to seek a major party's nomination for U.S. President. She campaigned throughout the country and was on the ballot in twelve primaries in what was largely an educational campaign. She received 151.95 delegate votes at the Democratic National Convention. Born in Brooklyn New York on November 30, 1924, she graduated from Brooklyn College and earned a master's degree at Columbia University. Chisholm served in the U.S. House of Representatives from 1969 to 1983, the first African American woman to serve in Congress. Prior to her service in Congress, she served in the New York state legislature from 1964 to 1968. She was a school teacher and director of child care centers before going into public service. Chisholm died in 2005.
 - **Barbara Jordan:** Jordan was the first Black woman elected to the Texas state senate in 1966 and the first Black woman from a Southern state to be elected to the U.S. House of Representatives in 1972. As a member of the House Judiciary Committee, she gave an influential opening speech at President Richard Nixon's 1974 impeachment hearings. Two years later, Jordan became the first Black woman to deliver a keynote address at the Democratic National Convention, a speech that remains one of the most highly rated and remembered speeches in the convention's history. After serving three terms in Congress and establishing her national reputation as a trailblazer and orator, Jordan retired to become a professor and policy advocate. She returned to the Democratic National Convention as its keynote speaker in 1992, an election year oft-termed the "Year of the Woman." Jordan died in January 1996 at the age of 59.
 - **Belva Lockwood:** Lockwood ran for President under the banner of the Equal Rights Party in 1884, when the major party candidates were Grover Cleveland (D) and James G. Blaine (R), and in 1888, when the election was decided by the electoral college, with Grover Cleveland (D) winning the popular vote and Benjamin Harrison (R) winning the electoral vote and the presidency. Lockwood was born in Royalton, New York in 1830, and educated at Genessee College in Lima, New York and National University, Washington, D.C. She was admitted to the bar in Washington, D.C. in 1873. In 1879 she drafted the law passed by Congress which admitted women to practice before the U.S. Supreme Court; she then became the first woman lawyer to practice before the Court. Lockwood died in 1917.
 - **Patsy Mink:** Mink was the first woman of color, and the first Asian/Pacific Islander woman, to serve in the U.S. Congress. She was also the first woman elected to Congress from the state of Hawaii. Before statehood, Mink served in the Hawaii territorial legislature. After Hawaii became the 50th state in 1959, Mink served in the Hawaii State Senate from 1962-1964. In 1965, she was elected to the U.S. House of Representatives, where she served until 1976. One of Mink's most recognized legislative accomplishments was her authorship, sponsorship, and success in passing the Title IX Amendment of the Higher Education Act in 1972, prohibiting gender

discrimination by federally funded institutions. Upon her death in 2002, the Act was renamed in her honor as the Patsy T. Mink Equal Opportunity in Education Act. In 1972, Mink became the first Asian American to seek the presidential nomination of the Democratic Party. After losing a bid for the U.S. Senate in 1976, Mink served as Assistant Secretary of State under President Carter and then on the Honolulu City Council. She returned to the U.S. House in 1990, where she served until her death in 2002.

- **Ileana Ros-Lehtinen:** Ros-Lehtinen is the first Latina elected to the U.S. Congress and the first Republican woman elected to the U.S. House of Representatives from the state of Florida. She is currently the most senior Republican woman in the U.S. House. Ros-Lehtinen was born in Cuba and came to the United States with her family at age 7. She was elected to the Florida House of Representatives in 1982, and then to the Florida State Senate in 1986. In 1989, Ros-Lehtinen was elected to the U.S. House of Representatives in a special election to fill a vacant seat. She went on to serve as Chair of the House Foreign Affairs Committee from 2011-2013 and has been a prominent voice in foreign relations policy debates and decisions in Congress.
- **Margaret Chase Smith:** Smith was the first woman to serve in both chambers of Congress and the first woman to have her name placed in nomination for the presidency by either of the two major political parties. In 1940, Smith succeeded her late husband, Clyde Smith, in representing Maine in the U.S. House of Representatives. Eight years later, she was elected to the U.S. Senate, where she served until 1972. In 1964, Smith sought the Republican Party's presidential nomination, coming in second to Senator Barry Goldwater. Among her legislative accomplishments, Smith was a cosponsor of the Equal Rights Amendment, a supporter of President Roosevelt's New Deal, and a vocal opponent of Senator Joseph McCarthy's anti-communist crusade in Congress. She was awarded the Presidential Medal of Freedom in 1989 by President George H.W. Bush. Smith died in May 1995 at the age of 97.
- **Victoria Woodhull:** Woodhull, a newspaper publisher and stockbroker, became the first woman to run for President in the U.S. in 1872. She was only thirty-three years old, too young to meet the constitutionally-mandated age requirement of thirty-five for the presidency, when nominated as a candidate for the Equal Rights Party. Woodhull's candidacy was inspired by her activism on behalf of free love, women's suffrage, and social reforms.

◦ **Consider what the world would be like without women's contributions.** Women have made their mark in the U.S. and the world. Some examples of what would not have happened without women include:

- The invention of windshield wipers, street sweepers, and Kevlar.
- The discovery of the cellular molecular shape of penicillin, Vitamins B and D, and insulin.
- Early development of computer programming, artificial intelligence, and computer music.
- The invention of disposable diapers, coffee filters, paper bags, and the refrigerator.
- The creation of a non-toxic replacement for asbestos, the folded parachute, and submarine telegraph code that eluded the Nazis.
- Chocolate chip cookies and Monopoly

Policy

- Title IX of the Education Amendments of 1972, protecting people from discrimination based on sex in education programs and activities that receive federal financial assistance.
 - The Equal Credit Opportunity Act, permitting women to establish credit in their own names.
 - The creation of the Office of Research on Women's Health, ensuring that the NIH would not conduct research trials exclusively on white men.
 - The Family and Medical Leave Act, providing employees with 12 weeks of unpaid, job-protected leave for family and medical reasons.
- **Urge the audience to get involved in public life.** Depending on the maturity of your audience, your plea for public participation may be as simple as asking them to do a good deed in their community or as significant as inviting them to volunteer on a campaign.
- **Make a special plea to young women.** Research shows that women are more likely to get involved in politics when encouraged by elected leaders. The encouragement you give can make a real difference as young women chart their own course for public involvement and participation.

BEYOND YOUR REMARKS

Discussion questions

K-5

- What do you think are the most important qualities/traits of a leader?
- Do you consider yourself a leader? Why/why not?
- If you could choose one thing to change about your school, your community, your country, or your world, what would it be and why? How might you go about making that change?
- Who do you admire most in your life? Why?

Middle School

- Do you consider yourself a leader? Why/why not?
- What do you think are the most important qualities/traits of a leader?
- What do you think about politics? Why?
- Would you consider running for political office or getting involved in politics in some other way? How? Why/Why not?
- Why do you think there are fewer women than men in public leadership?
- If you could choose one thing to change about your school, your community, your country, or your world, what would it be and why? How might you go about making that change?

High School/College

- Do you consider yourself a leader? Why/why not?
- What do you think are the most important qualities/traits of a public/political leader?
- What do you think about politics? Why?
- Would you consider running for political office or getting involved in politics in some other way? How? Why/Why not?
- Why do you think there are fewer women than men in public leadership?

- If you could choose one thing to change about your school, your community, your country, or your world, what would it be and why? How might you go about making that change?
- What type of service work have you done in your school, community, or elsewhere? How is that service/issue connected to politics and government? Are there political avenues to make change in that area?
- What could be done to re-envision public leadership to better include women?

Activities

K-5

- **Word Search on Women's Leadership:** See the TAG "Teaching Toolbox" (or click here) to print a handout for students that contains a word search on women's leadership, as well as a key that highlights women leaders' accomplishments.
- **Draw a leader:** Ask students to draw what a leader looks like. They can draw a specific person that they consider a leader or just draw a generic person and explain why they think that person demonstrates leadership qualities. Once students have completed their drawings, you can ask them to each explain their drawing (why they drew what they did) or have a few students describe their drawings. You should pay attention to the gender of the leadership image – if discernible – and highlight any tendency to draw men, asking the students if men are more likely than women to be leaders, and why or why not?

Middle School

- **Quiz on Women's Leadership:** See the TAG "Teaching Toolbox" (or click here) for a short quiz you can give to students to gauge their knowledge about women's leadership and spark discussion on the topic.
- **Draw a leader** (see above description)

High School/College

- **Stereotype Association Test:** Begin by asking students to list the traits and/or characteristics they associate with political leaders. This can be done as a group or individually. Start with traits they actually associate with political leaders, but you might also ask them to list traits and characteristics they would like to see in political leaders. Then, ask them to list the traits and/or characteristics they most associate with women; then, those that they most associate with men. Once all of the traits and/or characteristics are listed, you should engage in a discussion about which traits overlap, and among which groups.
 - Are traits associated with women any more or less likely to be associated with political leadership than traits associated with men?

- How might these perceptions shape individuals' interest or confidence in political leadership?
- How might these perceptions shape individuals' support of men and women candidates?
- **Seeing Women's Underrepresentation (only in mixed-gender settings):** Begin by selecting a group of 10 students, where the proportion of men to women is the same as it is in Congress today (18%, or 1 woman to every 4 men). Present this group to the remainder of the audience as the team you've selected to determine the dress code for class. Ask the audience (1) if they have any problems with the group selected (and why/why not), (2) if they feel that their views will be represented sufficiently through this team (and why/why not), and (3) any changes they might recommend to this grouping (and why).
 - Continue the discussion by highlighting your reason for selecting fewer women and asking about whether the gender disparities matter for policy debates and development.
 - This exercise could be varied by including a larger portion of the audience, asking the selected group to vote on specific issues that might have gender implications, or altering the gender breakdown of the group after some discussion/debate to include an equal amount of men and women.

MATERIALS AND AIDES

Handouts

See the Center for American Women and Politics [website](#) for helpful fact sheets to share on [women in elective office](#), [women of color in elective office](#), [women presidential and vice presidential candidates](#), historical information on women in Congress and [state legislatures](#), [women's voting patterns](#), among many other topics.

PowerPoint Slides (Charts and Graphics)

See the Center for American Women and Politics [website](#) for helpful PowerPoint slides and images on women's political representation to use in presentations.

SPEAKER'S CHECKLIST

- Talking points
- Handouts
- PowerPoint Files/Slides
- About TAG

FREQUENTLY ASKED QUESTIONS

1. What is the Leaders Lineup of Teach a Girl to Lead™?

The Leaders Lineup is a virtual speakers' bureau listing women public leaders committed to addressing young people about the role and importance of women's full civic participation. As Marian Wright Edelman, founder of the Children's Defense Fund said, "You can't be what you can't see." The Leaders Lineup is a strategy to get more women leaders like you in front of our nation's youth, so both girls and boys can see women as public leaders and so girls can imagine themselves following in your footsteps.

2. How do I sign up to be included in the Leaders Lineup?

To be listed in our Leaders Lineup, simply complete and submit this [form](#). You will be automatically included on the list. To make changes to your entry or if you have any questions about your listing, please contact Jean Sinzdak at sinzdak@eagleton.rutgers.edu.

3. What do I commit to when I agree to be listed in the Leaders Lineup? Do I have to make a certain number of appearances?

When you sign up to be a part of the Leaders Lineup, you are simply stating that you are open to being contacted by organizations and schools to speak about your role as a current or former public leader. There is no commitment to speak at a specific event or for a specific number of events. This speakers' bureau is intended mainly as a resource to encourage and make it easier for groups and organizations to find women public leaders who can speak at their programs.

4. Will I be compensated for my speaking engagements? Am I responsible for any travel costs or other expenses related to my speaking engagement?

All financial and logistical arrangements will be handled between the inviting organization and you or your office. Of course, you always have the option to turn down any invitation for whatever reason.

5. I have been asked to speak to a group about women's public leadership and the importance of getting more women into public office. Do you have statistics or other information I can share?

You can find talking points, current statistics, and handout materials about women in politics in this Speakers' Toolkit. If you have any questions, always feel free to contact Jean Sinzdak at sinzdak@eagleton.rutgers.edu or Kelly Dittmar at kdittmar@eagleton.rutgers.edu

MAKING A DIFFERENCE BEYOND YOUR EVENT

Create New Mentoring Opportunities: See the Teach a Girl to Lead™ website for more information on how to set up your own mentoring program for young girls, using models and best practices used by elected women throughout the country.

Establish Relationships with Local Schools and Organizations: Reach out to local schools and organizations to tell them about your work with Teach a Girl to Lead™ and encourage them to participate, whether by adopting elements of the Teach a Girl to Lead™ curriculum or bringing in speakers like you. The Teach a Girl to Lead™ website includes some examples of what schools and organizations throughout the country have done to integrate and implement TAG in their work.

Connect with CAWP to Facilitate Additional Engagements or Affiliations: CAWP has developed a list of organizational allies and state-by-state resources for women that might be interested in working with you to promote the Teach a Girl to Lead™ initiative. Contact [Jean Sinzduk](#), director of CAWP's Program for Women Public Officials, to take this next step.

Expand your Reach by Sharing your Story on Social Media: Because you can't be everywhere, consider sharing your story in written, audio, or video form on social media (blogs, YouTube, etc.). Contact [Kelly Dittmar](#) at CAWP for help or ideas. We will highlight your story on the Teach a Girl to Lead™ website and in our social media so you can inspire young people across the country to get involved in politics.