

Pay Equity Office



Lesson 2 – Raising Awareness of Gender Pay Inequity

Intermediate

In this lesson, students will complete a true/false questionnaire to reveal some interesting facts and gender biases that exist in the workplace. Next, they will read an information piece that highlights important facts on the gender wage gap, pay equity, and equal pay for equal work, and answer corresponding comprehension questions. Finally, they will work on an action plan to design a campaign to raise awareness of gender pay inequity.

Materials

- True/False Questionnaire (included)
- True/False Answers (included)
- Access to an online streaming device
- Equal Pay for Equal Work Reading (included)
- Equal Pay for Equal Work Comprehension Questions (included)
- Letter from Ministry of Labour (included)
- Materials required for campaign presentation (e.g, poster board, markers, video camera, art supplies, etc.)
- Comprehension Questions Checkbrick
- Ready, Set, Action! Planner
- Ready, Set, Action! Presentation Rubric

Engage

- ✓ *Teacher Note: Before students enter the classroom, set up the online streaming device and navigate to the following website: <https://www.youtube.com/watch?v=bm3YfMtgEdI>*

Begin by distributing one copy of the True/False Questionnaire to each student. Ask the students to take a few moments to read over the questionnaire carefully and answer the questions to the best of their knowledge.

After the students have completed the questionnaire, take up the answers together. Encourage the students to discuss any new learnings or facts that surprised them.

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Direct the students' attention to the screen. Explain that they will be watching a two minute video clip that will be the springboard for today's activities. View the clip together.

Have the students share their thoughts and feelings about the clip with members of their table group. Suggested discussion questions include:

- Are you surprised that women make 28% less than men for the same work?
- Why do you think this discrepancy exists?
- How do you feel about this discrepancy? How might your gender affect your perspective on the topic?
- Think back to our exploration of Ikarus and the discrimination and inequity he faced. What connection can you make between Ikarus and the gender inequity shown in the video?

Reconvene as a class and share highlights from your small group discussions.

Explore

Distribute one copy of the *Equal Pay for Equal Work Reading* and the *Equal Pay for Equal Work Comprehension Questions* per student. As a class, read through the questions to ensure understanding. Ask:

- Why might it be a good idea to read through the questions before we begin reading the information page? (So we know the pieces of information we require to answer the questions.)

You may wish to do a primary read-through of the information page as a class and then invite the students to read it again on their own. Comprehension questions can be answered directly on the page or in a notebook, should the students require extra space.

Allow students ample time to complete the questions. If you choose to use the comprehension questions as an assessment piece, collect the questions upon completion. Otherwise, review the responses together as a class. Ask the students to hold onto the information page, as they may wish to use it as reference for the upcoming tasks.

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Create and Consolidate

Explain to the students that you received a letter from the Ministry of Labour. They are seeking young, creative and motivated youth to design a campaign to build awareness around pay inequity issues in Ontario. Take a moment to read the mock letter from the Ministry of Labour.

After reading the letter, ask:

- What is the purpose of the letter you received from the Ministry of Labour?
- What are you being asked to do?
- Why is this task important?
- What elements must your campaign include?

Distribute one copy of the *Ready, Set, Action! Planner* to each student. Review the planner together. Students are required to:

- Clearly state the issues surrounding pay inequity
- Design a creative way to build awareness
- Outline steps to be taken in order for your plan to be successful
- Describe how your campaign will make a difference
- Devise a creative way to share your campaign idea

Remind the students that they will be responsible for presenting their campaign to their peers. Ask:

- What do you think you might include in your presentation?

Brainstorm a list of suggestions and record them on chart paper for future reference. Then, ask:

- What are some creative ways in which you could present your campaign?

Possible suggestions for showcasing forms include:

- display board
- slideshow presentation
- brochure
- pamphlet

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Have the students record their showcase on their *Ready, Set, Action! planner*. You may wish to co-create criteria for the presentation or review the criteria provided in the Ready, Set, Action! Presentation Rubric.

Be sure to set a date for students to introduce and share their campaigns.

Differentiation

Read through the Equal Pay for Equal Work Reading together. Divide the students into small groups. Have them read and discuss the comprehension questions with their group members, then reconvene as a group and share responses to the questions with the class.

Have the students work in pairs, rather than individuals, when designing their campaign.

Extensions

Celebrate Equal Pay Day at your school. Encourage students to design posters, announcements, tweets, emails, etc. to raise awareness of the gender income gap in Ontario and around the world.

Invite family members, administration, local political representatives, and members of the community to listen to the campaign presentations to encourage broader awareness of the gender gap.

Encourage the students to follow through their campaign. Invite them to send an email or visit their local MPP to share their campaign ideas.

Assessment

Use the Comprehension Questions Checkbrick to evaluate responses to the Equal Pay for Equal Work Comprehension Questions.

Use the Ready, Set, Action! Presentation Rubric to evaluate the planner and final presentation for each campaign.

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True/False Questionnaire

Name: _____

1. Women are more caring than men and therefore more fit for certain kinds of jobs than men.	T or F
2. Women enjoy equal social status with men in most societies in the world.	T or F
3. Only a very small percentage of women have top positions.	T or F
4. In most cases husbands of married women would like to stay at home and care for their children.	T or F
5. Asian countries are offering women better jobs and higher positions.	T or F
6. Women make the same amount of money for the doing the same job as their male counterpart.	T or F
7. Women sometimes experience difficulty moving up the corporate ladder because of family care-giving responsibilities.	T or F
8. In Canada, for every \$1.00 earned by a male worker, a female worker earns 74 cents.	T or F
9. Men and women are treated equally in the workforce.	T or F
10. Employers are required to pay female jobs at least the same as male jobs if they are of comparable value.	T or F

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True/False ANSWERS

1. Women are more caring than men and therefore more fit for certain kinds of jobs than men.	T or F
2. Women enjoy equal social status with men in most societies in the world.	F
3. Only a very small percentage of women have top positions.	T
4. In most cases husbands of married women would like to stay at home and care for their children.	F
5. Asian countries are offering women better jobs and higher positions.	T
6. Women make the same amount of money for the doing the same job as their male counterpart.	F
7. Women sometimes experience difficulty moving up the corporate ladder because of family care-giving responsibilities.	T
8. In Canada, for every \$1.00 earned by a male worker, a female worker earns 74 cents.	T
9. Men and women are treated equally in the workforce.	F
10. Employers are required to pay female jobs at least the same as male jobs if they are of comparable value.	T

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Equal Pay for Equal Work Reading

What is the Gender Wage Gap?

The gender wage gap is the difference between wages earned by men and wages earned by women. The most common method for measuring the gap is to look at full-time, full year wages; however, it is also possible to measure the gender wage gap on the basis of hourly wages.

What do the Statistics Reveal?

In 1987, the gender wage gap was estimated at 36%. The most recent [Statistics Canada](#) data (2011) shows that the gender wage gap in Ontario is 26% for full-time, full-year workers. In other words, for every \$1.00 earned by a male worker, a female worker earns 74 cents. Statisticians estimate that as much as 10% to 15% of the gender wage gap is due to discrimination in the workplace. Although the gap has narrowed slowly over time, there is still a need to continue to raise awareness and address the inequities.

What Factors Cause the Gender Wage Gap?

There are a number of factors that contribute to the gender wage gap such as:

- Women choosing or needing to leave and re-enter the workforce in order to meet family care-giving responsibilities (may result in a loss of seniority, advancement opportunities and wages)
- Historically, many women have been working in undervalued and low-paying jobs, such as childcare and clerical work
- Traditionally, women have obtained lower levels of education (although this is becoming less of a factor as more and more women graduate from all levels of education)
- Less unionization amongst female workers
- Women may experience discrimination in hiring, promotion, and compensation practices in the workplace

What is the Pay Equity Act?

The Pay Equity Act was established to address and eliminate gender discrimination in the compensation of workers employed in female job classes in Ontario. The Act

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requires employers to pay female jobs at least the same as male jobs if they are of comparable value. Female jobs are considered jobs that are done mostly or traditionally by women (e.g., librarian, childcare worker, secretary, nurse). Male jobs are considered jobs done mostly or traditionally by men (e.g, truck driver, shipping clerk, firefighter). The value of these jobs are based on the levels of skill, effort, responsibility and working conditions involved in doing the work.

What is the difference between “pay equity” and “equal pay for equal work”?

Pay Equity is equal pay for work of equal value. Pay equity compares the value of different jobs, such as a nurse and an electrician. People (both men and women) in jobs done traditionally by women can complain that their work is undervalued.

Equal pay for equal work is equal pay when doing the same job or substantially the same job (duties may not be exactly the same). Equal pay compares the pay of individuals in the same or very similar jobs. Either men or women can file a complaint if he/she is being paid less than a male/female in the same job.

What is Equal Pay Day?

Equal Pay Day symbolizes how far into the next year a woman must work to earn the same amount a man made in the previous year. Equal Pay Day for 2016 is April 19th. In other words, a woman must work from January 1st, 2015 until April 19th, 2016 to earn the same amount of money that a man made from January 1st, 2015 until December 31, 2015. Equal Pay Day is designed to raise public awareness of the gender income gap between men and women. It is calculated each year in countries around the world to mark the extra time it takes a woman to earn as much as a man.

Sources:

http://www.payequity.gov.on.ca/en/GWG/Pages/what_is_GWG.aspx

http://www.esdc.gc.ca/en/jobs/workplace/human_rights/pay_equity/intro.page

http://yourlegalrights.on.ca/sites/all/files/resource_files/1308164759over_view.pdf

<http://www.pay-equity.org/day.html>

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Equal Pay for Equal Work Comprehension Questions

Name: _____

1. In your own words define *gender wage gap*?
2. According to the latest statistics, what is the *gender wage gap* in Ontario?
3. List and describe at least three factors that may contribute to the *gender wage gap*.
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4. What is the difference between *pay equity* and *equal pay for equal work*?
5. How might the *gender wage gap* affect not just the individual but her whole family?
6. What challenges might employers face when trying to close the *gender wage gap*?
7. How might employers overcome these challenges?
8. Do you think wage discrimination also exists for other groups of people? Explain.

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Letter from the Ministry of Labour

Dear Students:

I am writing to you on behalf of the Ministry of Labour of Ontario. As you are aware, Ontario has legislation called the [Pay Equity Act](#) to ensure that women and men receive equal pay for performing jobs that may be very different but are of equal value. According to the latest statistics, the gender wage gap in Ontario is 26% for full-time, full-year workers. In other words, for every \$1.00 earned by a male worker, a female worker earns 74 cents. Although the gap has narrowed slowly over time, there is still a need to continue to raise awareness and address the inequities.

I understand that you have been learning about the *gender wage gap*, *equal pay for equal work* and *pay equity*. I would be thrilled if you would put your new learning into action and work to create a campaign to build awareness about issues surrounding pay inequity in Ontario. We are always looking for creative, insightful ideas, especially from the youth of this province.

If you are interested in developing a campaign presentation you must:

- Clearly state the issues surrounding pay inequity
- Design a creative way to build awareness
- Outline steps to be taken in order for your plan to be successful
- Describe how your campaign will make a difference
- Devise a creative way to share your campaign idea

I hope you are up for the challenge! If you would like additional information about pay equity, please feel free to visit our website at <http://www.labour.gov.on.ca/english/es/pubs/guide/equalpay.php>.

Caring citizens are the backbone of healthy, equitable communities. Thanks in advance for your commitment, passion, and creativity. I look forward to hearing your campaign idea.

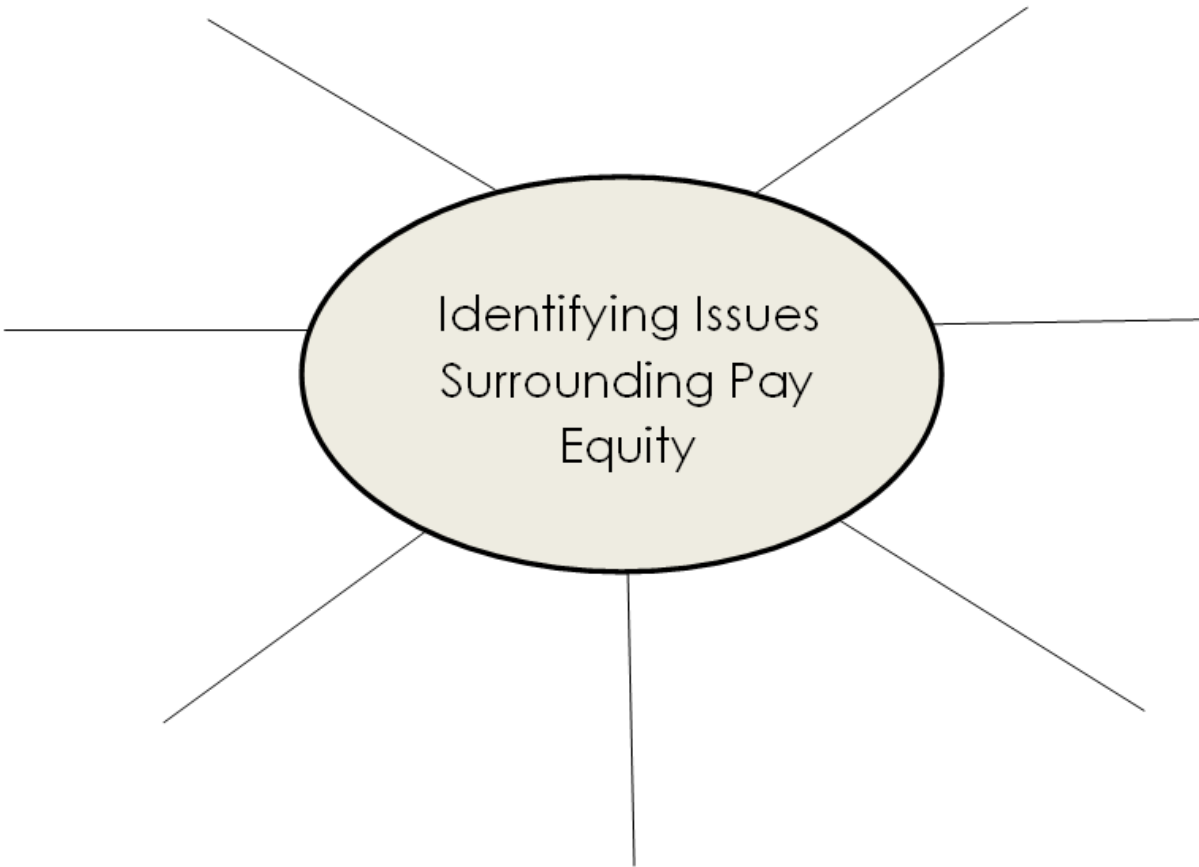
Sincerely,

The Minister of Labour

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Ready, Set, Action! Planner



My target audience: _____

Focus of my campaign: _____

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Action steps I need to take to make my campaign successful:

Action	Purpose of Action

Format of presentation: _____

Resources/materials required for presentation:

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Ready, Set, Action! Rubric

	Level 1	Level 2	Level 3	Level 4
Planner	Planner is disorganized, does not follow a logical sequence, and is incomplete.	Planner is somewhat organized, in a logical sequence, and mostly complete.	Planner is organized, in a logical sequence, and complete.	Planner is organized in a logical sequence, and extremely thorough.
Self-regulation and Use of Class Time	Does not use class time wisely. Requires teacher intervention to remain on task.	Often does not use class time wisely. Requires teacher intervention to remain on task.	Regularly uses class time wisely. Stays on task with minimal teacher intervention.	Consistently uses time wisely. A self-starter and independent worker.
Content	Presentation includes a few of the required components: identifies issues and target audience; specifies appropriate actions to be taken to address the issues.	Presentation includes some of the required components: identifies issues and target audience; specifies appropriate actions to be taken to address the issues.	Presentation includes all the required components: identifies issues and target audience; specifies appropriate actions to be taken to address the issues.	Presentation includes all the required components: identifies issues and target audience; specifies appropriate actions to be taken to address the issues. Student includes additional features to enhance the presentation.
Sharing Experience (Presentation)	Communication of action plan is unclear and needs assistance sharing their ideas.	Communicates action plan and needs minimal assistance sharing their ideas.	Communicates action plan and effectively shares ideas.	Clearly communicates action plan and effectively shares ideas.

Additional Comments: