


SEGMENT 2: UNDERSTANDING DIFFERENCES

*Understanding Gender*

AN IN-DEPTH EXPLORATION FOR  
EDUCATORS & PARENTS



DR. SUSAN R. MADSEN  
INAUGURAL KAREN HAIGHT HUNTSMAN ENDOWED PROFESSOR OF LEADERSHIP  
HUNTSMAN SCHOOL OF BUSINESS, UTAH STATE UNIVERSITY

UTAH WOMEN & LEADERSHIP Project

1

---

---

---

---

---

---

---

---

UTAH WOMEN & LEADERSHIP Project

The mission of the Utah Women & Leadership Project is to strengthen the impact of Utah girls and women.

We serve Utah and its residents by:

- Producing relevant, trustworthy, and applicable research
- Creating and gathering valuable resources
- Convening trainings and events that inform, inspire, and ignite growth and change for all Utahns.

JON M. HUNTSMAN SCHOOL OF BUSINESS UtahStateUniversity. EXTENSION

2

---

---

---

---

---

---

---

---

UNDERSTANDING GENDER: SEGMENT 2



*Like Apples & Oranges*

THE DIFFERENCES ARE MORE THAN SKIN DEEP.

1. Risk & Aggression
2. Social Media
3. Confidence in Girls & Women
4. Empathy in Boys & Men
5. Race, Ethnicity, & Cultures

3

---

---

---

---

---

---

---

---



4

---

---

---

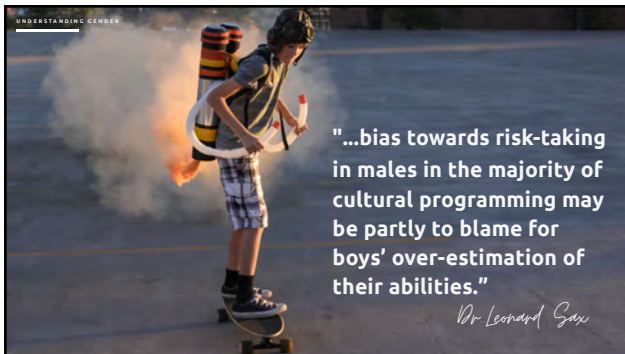
---

---

---

---

---



5

---

---

---

---

---

---

---

---



6

---

---

---

---

---

---

---

---



*Ring Toss*

UNDERSTANDING GENDER

**Initial Phase:**

- Each participant was given the same instructions.
- Girls would stand 1-2 feet away from the pole when left alone.
- Boys would stand 5-6 feet away from the pole when left alone.

**Final Phase**

- When same sex peers were present, girls did not change their behavior.
- When same sex peers were present, boys backed up further to show their ability.

7

---

---

---

---

---

---

---

---



*Jeopardy, Risk, & Wage Gap*

UNDERSTANDING GENDER

Willingness to take risks as children and teenagers in competitive settings could relate to the gender wage gap males and females experience later in their professional lives.

8

---

---

---

---

---

---

---

---



*Boys*

UNDERSTANDING GENDER

HOW THEY VIEW RISK

- Attribute injuries to bad luck
- Less likely to tell parents when injured
- More likely to do something dangerous with a group

9

---

---

---

---

---

---

---

---



UNDERSTANDING GENDER

### Girls

HOW THEY VIEW RISK

- Taking risks and failing could lead to becoming risk averse
- Likely to be more reserved than male peers due to socialization
- Success breeds a willingness to try new things

10

---

---

---

---

---

---

---

---

*It's all fun and games...* **until someone gets hurt.**

Boys become better friends after a fight. **Aggressive behavior** raises their standing with peers.



Girls use words rather than fists and bad feelings remain. **Physical aggression** lowers their standing with peers.



11

---

---

---


---

---

---

---

---



UNDERSTANDING GENDER

### Bullying

**Physical, Verbal, and Indirect**

School is most often the place where bullying occurs, because school hosts most experiences of peer-to-peer interaction.

12

---

---

---

---

---

---

---

---



13

---

---

---

---

---

---

---

---



14

---

---

---

---

---

---

---

---



15

---

---

---

---

---

---

---

---



16

---

---

---

---

---

---

---

---



17

---

---

---

---

---

---

---

---



18

---

---

---

---

---

---

---

---



19

---

---

---

---

---

---

---

---



20

---

---

---

---

---

---

---

---



21

---

---

---

---

---

---

---

---

UNDERSTANDING GENDER

## Strengthening Confidence In Girls

IN HEALTHY AND HAPPY WAYS



**WHAT WE CAN DO**

- Helping them develop a growth mindset
- Break rumination cycles
- Decrease their reliance on praise
- Focus on "we" instead of "me"
- Learn how to fail and then rebound
- Embrace struggles & take risks
- Decrease pointless perfectionism

22

---

---

---

---

---

---

---

---

UNDERSTANDING GENDER



## 4. Empathy in Boys and Men

23

---

---

---

---

---

---

---

---

UNDERSTANDING GENDER



## Hormones & Empathy

THE ROLE PUBERTY PLAYS

24

---

---

---

---

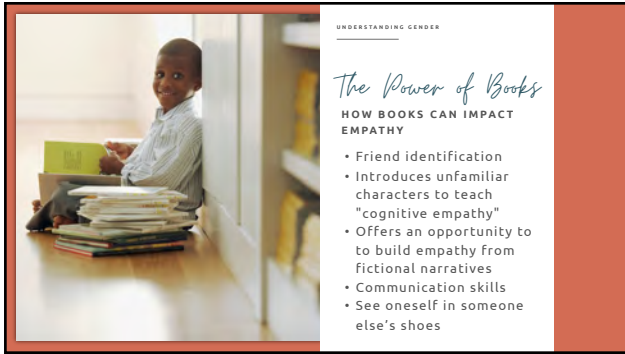
---

---

---

---





25

---

---

---

---

---

---

---

---



26

---

---

---

---

---

---

---

---



27

---

---

---

---

---

---

---

---

*Ethnicity*  
A social group that shares a common and distinctive culture, religion, or language.

*Race*  
A group of people who have some visible physical traits, such as skin color, hair texture, and facial features in common.

*Culture*  
A group identity based by social patterns unique to the group.

28

---

---

---

---

---

---

---

---

Children will benefit if we encourage interracial friendships from young ages.

29

---

---

---

---

---

---

---

---

30

---

---

---

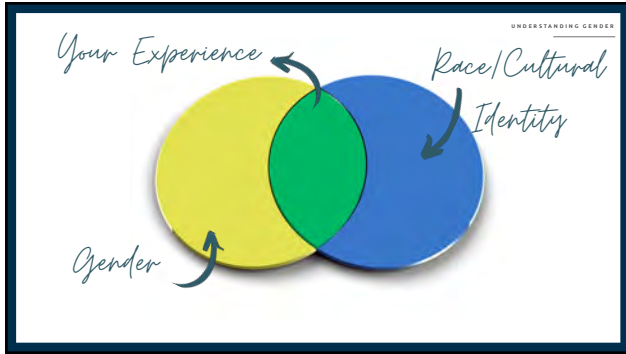
---

---

---

---

---



31

---

---

---

---

---

---

---

---



32

---

---

---

---

---

---

---

---



33

---

---

---

---

---

---

---

---



34

---

---

---

---

---

---

---

---



35

---

---

---

---

---

---

---

---