

- 2.) Remember that you are ultimately in charge.
 - i.) Your response can easily gain or lose the respect of the class.
 - ii.) Spending too much time on the experience of one woman can bore the rest of the class.
 - iii.) You most likely have other things on your agenda for the day. Do not rush, but do not forget the other things you wanted to discuss.
- B.) You realize that you are running out of time and still have a lot of material to cover.
 - 1.) Do not panic or rush.
 - i.) Your students will get very little out of panicked or rushed lesson plan.
 - 2.) Remember that there's always next week.
 - i.) Before the next class, think about how you can add the topics that you did not finish to that lesson plan.
 - 3.) Move on when you need to.
 - i.) If you are really struggling to get a point across, consider asking your fellow teachers for help, or move on and come back to it (later that class, next class, etc.)
- C.) You realize that you have covered all of the material but still have a lot of time.
 - 1.) Think of conversation topics and work on getting the women more engaged.
 - 2.) Ask if there are any questions.
 - 3.) Review what you've already gone over.

- 2.) Consider asking some or all of the students for suggestions/help.
 - i.) Find out what is important to them and work on incorporating it into the class.
 - ii.) Make sure that the course material is relevant to their lives.

- A.) Some of your students may be highly educated (college or higher).
 - 1.) It is not uncommon for these students to have a basic level of understanding of Women's Studies.
 - i.) Acknowledge the students' knowledge and encourage them to continue learning.
- B.) Almost all students come with experiences of gendered oppression (various struggles with: sex, violence, work, mothering, and reproduction)
 - 1.) These experiences may not be exactly what you learned in your Women's Studies course, but in many cases they are as or more important.
 - 2.) Try to incorporate these experiences into your lesson plan
 - i.) while trying to prove a point, use their stories as examples
- C.) Do not assume that you know more than your students.
 - 1.) In Women's Studies, "the personal is political."
 - 2.) Question your own biases and understandings of Women's Studies and women's lives.