

Lesson Plan

Gender in Agriculture, Education and Training Homework Assignments

Intended Audience

4H Leaders, FFA Advisors, Peace Corps workers and USAID personnel working with secondary and/or tertiary students.

Time Needed

Two 60 minutes classes. This may take more than one class depending on how many students are in the class.

Supplies Needed

Computer, projector, screen or wall and internet access. If this is not available for class then leader should review presentation and prepare to teach class the information in the slides. Leader should also print off or copy the list of homework assignments below.

Learning Objectives

The objective of reviewing the slide presentation *Gender in Agriculture, Education and Training* on the InnovATE website (http://www.oired.vt.edu/innovate-modules/Gender_Module/story.html) and the following lesson is to make students aware of gender gaps in agricultural education for students in developing countries and especially female students. Students will be challenged to find potential interventions and come away with a broader perception of the importance of educating girls and women.

Facilitator Instructions

The leader will review the slide presentation on the InnovATE website titled, *Gender in Agriculture, Education and Training*. It will take about 20 minutes to review the entire presentation. Then, read through the assignments in the list below. **The leader should be careful to assess the attitude of the community before assigning a topic that could endanger a student or cause conflict within the home.** Prepare to give an assignment to each student or a pair of students.

Opening Activity

If possible, the leader will show the slide presentation from the InnovATE website. If this is not possible, the leader should present the information from this slide presentation in a similar manner as was presented in the slide presentation.

Activity Instructions

Step 1: Present information on slide presentation.

Step 2: The leader will randomly assign one of the following homework assignments to the students.* Students should be given one week to complete their assignments.

Step 3: Students will present their findings to the class.

Step 4: After the presentations are complete, leader will lead a short discussion on how negative attitudes encountered could be shifted in small ways.

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Homework Assignments

- Ask your family to name all the careers that are involved with agriculture and who does them, men or women. Then ask them why that is so. Ask them what they think would happen if some of these roles were reversed.
 - Find out what the closest university is and how many women instructors and researchers there are. How many men? What fields are the women doing?
 - Interview a woman in an agricultural career and ask her what barriers she faces in performing her job or advancing in her career.
 - Research how far girls have to travel to go to school and whether there are separate sanitation facilities for girls when they get there.
 - Discuss with your family how they feel about women working in agricultural fields such as researcher, engineer, forester, etc. List their reasons for and against. Then ask them to consider what may improve in the community if women were educated.
 - Research how much it costs to attend a university, including tuition, books, food, housing, travel, etc. Then find out what it would cost to hire someone to replace the work done by a female in your household. What is the income of a college-educated woman? Is it more than the cost to replace her? If not, can other family members do some of the work?
 - Interview men in your community and ask them how they feel about forming an anti-sexual assault group? List out their reasons for and against.
 - Ask people in the community if they feel there is poverty in your community, if they feel nutrition could be improved and whether they would like to see better food security in the area. If they answer yes, tell them that research shows that when girls and women are educated, all of these will improve. Take note of their reactions.
 - Interview teachers or professors and ask how they would suggest starting a mentoring program for girls. Write up their description.
 - Interview teachers or professors and ask how they would suggest getting money for scholarships for girls and women to attend school. Write up their answers and opinions.
 - Design a career track for a young girl who wants to become a plant geneticist. List all the barriers she will need to overcome and how she can overcome them.
 - Describe a scenario in which the girl leaves the home to go to school. What are all the chores that would need to be done by someone else? Describe creative ways these chores could get done.
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- If the student has access to the internet, have them research international non-profits who could be contacted to help improve conditions in their area for girls who want to go to school. Have them find at least 5-10 and describe how they may be able to assist.
- Have a group of students design a plan to get girls safely to school who have to travel a long distance. They cannot have men who are employed leave their jobs to escort them.

Assessment Tools

The leader will need to use personal judgement that the student has made an honest effort to complete the assignment. Discussion that shows real interest and creativity in improving the situation for girls and women in agriculture can be considered a success.



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