

Lesson Plan

Module 3: Gender and Household* Dynamics

*We are assuming that there are flexible definitions of household that may or may not include the land, animals, etc. around the house/shelter structure.

Intended Audience

Secondary and tertiary students in developing countries; ***if it is a culture in which girls/women are intimidated by responding in front of males, then separate groups of female and male participants should be arranged.***

Time Needed

60 to 120 minutes (This can be broken into 2 or more lessons if needed.)

Supplies Needed

| Item | Description | Quantity |
|--|--|--|
| Black board or some other kind of board to write on or post notes with chalk or markers depending on the kind of surface | A flat surface to write lists of students' suggestions, to tape up attachments to this lesson and a place for students to place answers that write on post-its or paper. | 1 |
| Attachments that accompany this lesson plan | These are 8.5" x 11" sheets of paper that can be downloaded with this lesson. | 1 set |
| Tape | Any type of tape can be used to attach paper to a flat surface so participants can see the image or saying on the paper. | 1 roll |
| Post-it notes or pieces of paper | These will be used so each participant can write their answers to the question is this sex or gender and place it under that category on the board. | Enough so that each participant has some |
| Pens or pencils | | Enough so that each participant can have one |
| Index cards with images on them (see attachment photos) | Teacher will tape 2 images on each card before the class. The images should be gender neutral to not clue participants to the answer. Participants will then write whether the images refer to sex or gender and hand in to the teacher. | Enough for each participant has enough to answer the number of questions the teacher decides to use. |

Learning Objective

The objective of this module is to help participants identify gender roles and the gender division of labor within the household. At the end of this activity, participants will be able to identify gender roles and the gender division of labor within the household without assistance.

Facilitator Instructions

To prepare this module, the facilitator will need approximately 60-120 minutes per theme depending on the context and available materials or resources. The facilitator should ideally have access to a board or a place where they can write statements and questions or place photos. Depending on the resources, the facilitator will write out statements or print photos of the emoticons (these can be downloaded as the attachments to this lesson plan). To elicit responses from the participants, the facilitator may just ask participants to respond verbally or (if this is culturally inappropriate), the facilitator will hand out paper/post-it notes and pencils so that the participants may record their answers. The facilitator will write down the answers or place the post-its under each question, statement or image and group them in two categories: sex and gender. Then, the facilitator will ask the audience to explain why they made their particular choices. If there is no disagreement, the facilitator should ask follow-up questions to reinforce the difference. The important point for the facilitator to remember is that even if everyone agrees, there must be an explicit reiteration of explanation. If there are different answers, the facilitator will elicit discussion –without judgement- about why participants feel one way or the other. Through probing questions and examples, the facilitator will be able to discern the differences between biology and the social construction of gender roles.

The photos can be separated into categories: items (i.e. stove), roles (older sister/mom, etc.), activities (cooking, etc.). Therefore, we suggest that emoticons or like images are used. What is important here is to use photographs without people in them if possible so as to not bias the responses.

The facilitator will work through the list of questions, statements or images. At the end of each one, the facilitator will summarize: 1) the original answers, 2) the discussion that ensued and the arguments given by the participants, 3) the conclusion. Next, the facilitator will solicit a few examples from the participants that are more focused on agriculture and go through the exercise again.

At the end of the module, the facilitator will summarize the activity and encourage participants to continue thinking about the difference between sex and gender.

Opening Activity

Ask participants what their favorite thing to do is when they are home. List these on the board. Discuss who is involved in these activities and why the participant enjoys doing it.

Activity Instructions

Chores and time allocation: The facilitator will ask participants to think about how they as individuals spend their time while at home. A list will be generated depicting allocation of time according to particular activities and then participants will be asked to individually rank how they prefer to spend their time given the stated time allocation and why. The facilitator will ask whether the performance of activities identified are related to sex or gender, and whether they would prefer to use more or less of their time carrying out particular activities. The facilitator will then make explicit (1) the links between sex or gender are implicated/influenced by who is charged with carrying out particular activities within the household, (2) the participant preferences, differences that may arise among the participants, and reasons given, and (3) the significance of the rankings and the choices they would make if perhaps gender roles were to change.

Allocation of resources: Participants will be asked to identify the resources present in the home (i.e. money, education or training, tools, etc.) Through pointed (yet culturally appropriate questions), the facilitator will then ask who in the household has primary, secondary or no access to the resource, and follow up with questions regarding whether access or use of household resources are sex or gender-based. The facilitator will ask questions to reveal the weight or importance participants place on particular household resources. A dialogue among participants (and led by the facilitator) will ensue to explore whether the allocation of resources could be different, the reasons why and whether they would like to access particular resources and to brain storm as to how that can be achieved.

Household decision-making and behaviors: Participants will be asked to follow the same pattern as above to identify whether household decision-making and behaviors are sex or gender based. The facilitator will write a list of behaviors identified and then which ones are associated with men and women. Participants will be asked to individually rank what behaviors they prefer (or not) to engage in and why. The facilitator will ask whether behaviors are related to sex or gender and then use their individual rankings to make explicit their significance.

Assessment Tools

Ten minutes before the end of the module, the facilitator will hand out 3x5 cards with two images. The participants will be asked to answer whether the images relate to sex or gender and explain their answers. The facilitator will collect the cards and assess the results.