

## Lesson Plan

### Module 4: Gender and Activities Outside the Home\*

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

NOTE: This lesson will involve more discussion than previous lessons and therefore limit the number of images to allow for discussion time around those images.

#### 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 to 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 are for each participant to write answers to the question is this sex or gender & 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 local gendered roles in the community, and reiterate the difference between the biological attributes of sex and socially constructed gender roles. They will also be asked to begin a dialogue about how gender roles can be modified in small ways without threatening cultural norms. Participants will be asked to identify small shifts that will not threaten current cultural beliefs and to identify long-term changes that may occur. At the end of this activity, participants will be able to identify gender roles and the gender division of labor and expectations outside the home without assistance and identify small ways to shift those roles.

## Facilitator Instructions

The photos (Attachment 1) can be separated into categories: items (i.e. desk for business or Movie Theater for entertainment), roles (older sister/mom, etc.), activities (farming, teaching, shopping 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. Because we are focusing on agriculture, one of the categories can be focused on the activities related to the production of HVAs.

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 of the group. 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

The facilitator will identify an activity that has happened within the community that most people will have known about such as a celebration or festival, a concert, a sporting event or movie. They will have the group discuss what is involved in preparing or conducting this event and then discuss who is involved.

## Activity Instructions

The facilitator will ask participants to think about how they and others they know spend their time outside the home, referring back to opening activity discussion. 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 usual activities outside the home (i.e. school, shopping, sports, recreation, farming, jobs, etc.) Through pointed (yet culturally appropriate questions), the facilitator will then ask who gender-wise has primary, secondary or no involvement to the activity, and follow up with questions regarding whether involvement is sex or gender-based. The facilitator will ask questions to reveal the weight or importance participants place on particular activities outside the home. 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.

*Decision-making and behaviors outside the home:* Participants will be asked to follow the same pattern as above to identify whether decision-making and behaviors of individuals outside the home 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 of an activity. The participants will be asked to answer whether the images are depicting activities defined by sex or gender and explain their answers. The facilitator will collect the cards and assess the results.