

Lesson Plan
 Module 5: Societal Influences on
 Traditional Gender Roles in Agriculture

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 students identify the ways in which economic and societal factors may or may not reinforce traditional gender roles. The difference between the

biological attributes of sex and socially constructed gender roles will be defined by opportunities and limitations available to men and women in careers in agriculture. At the end of this activity, participants will be able to identify gender roles and the gender division of labor and expectations of careers, focusing mostly on the agricultural value chain, without assistance and identify how certain gender characteristics may benefit certain careers.

Facilitator Instructions

Depending on the resources, the facilitator will write out statements or show photos or various careers.

Example statements:

1. Only men can be political leaders.
2. Women are not smart enough to do agricultural research.
3. Men should do the farming because they are stronger and grow more food.
4. Women are too nice to be professors or Deans of universities.
5. Women aren't assertive enough to be seed or fertilizer sales people.

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.

Because USAID's focus is on agriculture and the value chain -one of the categories can be focused on the activities related to the production of high value agriculture.

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 elicit conversation about small shifts that may benefit others by encouraging careers that would benefit from certain gender qualities.

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 the students to identify their favorite food. Then begin a discussion about what will have to that food if the ingredients in this food were not available because the ingredients were found to have numerous food safety issues. Ask who could address these issues and the importance that would have on the whole of society. This should take no longer than 15-20 min.

Activity Instructions

Building on the previous lesson plans, this lesson will take the issue of sex vs. gender into a wider topic area. The facilitator should make sure not to allow the discussion to move into controversial topics.

The facilitator will have to make sure to emphasize what are the implications of participant responses. For example, if participants identify holding public office with men and secretarial jobs with women, then the aim would be to draw attention to the fact that men have the ability to do secretarial work and women have the ability to perform political duties. There is no biological impediment to this.

Pivoting on making these differences explicit, what follows is seeking to understand local contextual complexities regarding gender roles by eliciting responses from the participants as to how important these beliefs, careers and divisions are to them culturally. It will be important to identify whether these divisions are cultural, by preference or defined by certain gender characteristics. This will be accomplished by utilizing a hierarchy decision-making model whereby participants are asked to rank specific activity dynamics from most to least important. For instance, if a woman ranks her preference to do typing as very important, but performing political activities as not as important, this might allow negotiation of how she may still impact food sources, in this case: by working as a researcher writing up findings for major journals. (The facilitator should help the group to identify if there are characteristics generally applied to a gender that may account for choices.) She may not prefer political work because it is more time consuming but enjoys researching and writing so that she can improve food quality for her family and others. Males may prefer political roles because they are admired and have more influence. Discussion can revolve around how that influence can be used to improve career choices for women. The facilitator will then challenge participants to identify ways that particular gender characteristics may benefit certain careers such as women's nurturing may be of benefit in food science research to provide highly nutritious foods for children or women's concern for children's health may result in a career in pesticide research.

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 image is depicting differences in sex or gender. The facilitator will collect the cards and assess the results. In addition,

participants will be encouraged to note how their particular skills or characteristics could benefit a career in agriculture, business, etc.