

Lesson Plan

Module 2: Sex v. Gender

NOTE: The facilitator should complete Module 1 on their own prior to teaching this module.

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 activity is to understand the difference between "sex" and "gender". At the end of the activity, students will be able to classify behaviors as being related to "sex" or "gender" and explain answers without assistance. Most people are not aware that they are reacting out of preset gender biases. It is important that students understand where these gender biases originated so they do not make career choices based on what may be a limiting gender belief.

Facilitator Instructions

To prepare this module, the facilitator will need approximately 60-120 minutes, depending on the context and the available resources. The facilitator should ideally have access to a blackboard 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 emoticons (see attachments). (If computer access is available, photos and statements can be shown from the PowerPoint presentation.) To elicit responses from the participants, the facilitator may just ask them to respond verbally or (if this is culturally inappropriate), the facilitator will hand out post-it notes and pencils so that the participants may record their answers.

Before attempting to teach this module, complete Module 1 and then investigate the local culture where you are teaching for how the general population feels about the behaviors of men versus those of women; who holds what types of jobs and who performs various household tasks? Are women allowed to make important decisions? Are women in physical danger if they try to impose changes to cultural norms? Are men open to changes in existing norms? Review local newspapers for gender roles and relations. Watch local news programs, talk to local leaders, teachers, parents to find out if there would be safety issues for young people who may question or want to change roles. If there is evidence of physical or emotional harm to anyone who tries to question or change gender roles you will need to limit each lesson to analytical identification of roles and not incorporate discussion around these roles.

Identify whether there is infrastructure that would support changes to gender norms such as ways for girls to enroll in secondary or tertiary education in fields not common to women. What is the attitude toward change in general? Is this culture undergoing change in farming technology or cell phone use for example? If so, how do people feel about these changes? If they are embracing these changes, they may be more open to consider some shifts in gender related issues. If they are feeling threatened by change then they will need to address gender based changes slowly and cautiously. Take a few days or a week before doing this training with students to assess your community. Again, investigate the local environment and identify if any women or men have stepped outside of cultural gender roles can be used as examples for the students.

Opening Activity

Have students name careers that help them to do everything they need to do in a day. Write these on the board. Review the list with the group to see if they listed things like farmer

that grows food; food processors and distributors; store owners; manufacturers of clothing, books & school supplies, and any tools used at home; teachers; people who make furniture etc.

Then have the participants identify if either men or women or either do those jobs. Ask them why that is the case.

Activity Instructions

To begin this training activity put these definitions up on the blackboard (from attachments):

“Gender roles are those behaviors, tasks and responsibilities that a society considers appropriate for men, women, boys and girls” and “gender relations are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another.” –The Food and Agricultural Organization of the United Nations. (see Attachment 1)

Then discuss what current societal beliefs may be based on these definitions. Gender Bias is a sometimes subtle and sometimes blatant sociological belief in the status of proper feminine or masculine behavior. It is important that you as the teacher help students to understand their own bias, that of their environment and where those beliefs originated.

Next, put the word “culture” on the board. Ask them to define what culture means. These could be things like food, dress, art, beliefs, morals, etc. Once you have some responses give them the definition by sociologist Dr. James Bradley (attachment 2), “Culture is the acquired knowledge people use to interpret experience and generate behavior.” Dr. Steve Robbins breaks this definition into 3 parts for people: “Culture is acquired” what does that mean? *Culture is learned*. That means we learn it from the people around us, books we read, shows we watch, etc. “Knowledge people use to interpret experience.” Discuss how, you the instructor, have used this knowledge to interpret experiences in your life. For example, always seeing your mother and your friends’ mothers hanging out laundry you interpreted that to mean that men never do laundry. And finally, “And generate behavior,” you as a female always did your boyfriend’s laundry or you as a male always took your laundry home for your mother to do. But men will not keel over if they do the laundry.

Next put this image (stick man from Attachment 3) up for students and ask them to list the characteristics they think of that correspond. (Attachment 4) They most likely will say things like strong, independent, competitive, self-confident, non-emotional, and competent. These are all positive sounding words (use smiley face from Attachment 6. Then ask them what characteristics they think of when they see a female (stick woman- Attachments 4, 5 & 6). They may say weak, emotional, incompetent, nurturing, passive, dependent and sensitive. These tend to have more negative meanings (use frown face from Attachment 6). Discuss differences between the characteristics and their implications.

Follow up with a series of questions and/or photos that can be posted on the board or read to the participants individually or as a group. Have students answer whether the statement

or photo refers to a gender issue or a result of sex. Write their answer on a post-it note and stick it on the board.

Then, the facilitator will group the answers and solicit discussion on why these choices were made. A group discussion will ensue and the facilitator will make sure to use participant responses to make the distinction between sex and gender by being sensitive to cultural contexts. To solidify the knowledge gained, the facilitator may request that the participants come up with their own examples based on their experience and context.

To elicit responses from the participants, the facilitator may just ask them 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 (ex. Men can't have babies: a follow-question would be: why? –the expected response would be a biological difference in sex). 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. It is also important that the

Examples of preselected materials (see Attachment 7)

The questions or statements must start from very basic/ obvious to having greater degree of complexity.

Sample statements or photos: (Attachment 7)

1. Women can give birth, men can't
2. Boys need to eat more than girls, therefore they get more food at meal time
3. Boys eat first, then girls can eat

Chores

1. Only girls can sweep, mop, or clean, not boys
2. Boys can't wash dishes or help in the kitchen, only girls can
3. Girls must take care of younger siblings, boys can't
4. Boys get to go to school, girls don't

Time

1. Boys have more time to play than girls
2. Boys have time for homework, it is not as important for girls to do well on homework.

Resources

1. It is more important that boys get new clothes than girls
2. Boys are given money for personal items as girls are not.

Behavior

1. Boys don't cry
2. Boys are more important than girls
3. Boys bring luck, girls don't
4. Girls don't ride bicycles, boys do
5. Girls must stay inside the house, boys don't have to
6. Boys can't be sensitive
7. Girl's menstruation is dirty
8. Being strict or tough is part of becoming a man

Sample statements

1. Only men can wear pants
2. Only men can own cell phones
3. Men are more intelligent than women
4. Women can only work at home
5. Only women can cook
6. Men are rational and women are emotional
7. Only men can produce high-value agricultural crops
8. Men have short hair and women long hair
9. Men can't do the laundry, only girls can
10. Girls are not pretty when they are angry

Sample images

Emoticon type images that are not normally gendered such as: crying, anger, a broom, money, animals, stove, etc. (Attachment 7).

facilitator draw out the girls to answer and not remain silent during discussions. Through probing questions and examples, the facilitator will be able to discern the differences between biology and the social construction of gender roles.

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 (such as, who has specific gardening, animal raising or cooking & sanitation duties) and go through the exercise again. (Attachment 8)

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.

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 sex or gender and explain their answers. The facilitator will collect the cards and assess the results.