

### Objectives:

After this lesson, the students:

- Understand the meaning of gender and gender roles
- Know the difference between gender and sex
- Can give some examples of gender stereotypes

### Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

- 0.00 – 0.05 Introduction:** Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.
- 0.05 – 0.15 Warm up:** Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.
- 0.15 – 0.30 Information:** Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.
- 0.30 – 0.40 Discuss:** Give students time to reflect on the information and form their own opinions.
- 0.40 – 0.55 Practice:** Let students practice the skills they need to use the new information in their own lives.
- 0.55 – 1.00 Take action:** Come up with a plan on what the students can do in their own time to use the new information.

### Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons. For example the information on sexuality: How are sexuality and gender related to each other?
- Introducing the lesson by asking the opinion of the students. Do you think men are stronger than women? Do you think women should do the household and men should be breadwinners? Or can both do both jobs?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.

*Quote: "Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance" – Kofi Annan*

### **Warm-up**

*Goal: Students learn about stereotypes attached to being a man or being a woman. Ask students to reflect on a difficult situation they had.*

**Step 1.** Ask students to stand in a circle.

**Step 2.** Explain the students that they will have to behave like the other sex. So girls behave like boys and boys behave like girls.

**Step 3.** Afterwards, ask students some questions, such as;

- How did the boys behave? How did the girls behave?
- Do boys and girls really behave like this?
- Are some of the behaviors exaggerated?

### **Information**

Share the information from the platform with the students.

- If they have access to the platform you can ask them to read it on their own.
- You can create a Power point presentation where you create slides with images and the most important information
- You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.
- You could make handouts with the key information.

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

You can use these questions to engage the group:

- What do you think happens when men and women are regarded differently?
- Can you remember a situation where you were expected to behave in a certain way just because you are a man/woman/boy/girl?
- What are the stereotypes about men and women in your community?

Gender is not the same as **sex**. Sex refers to the biological characteristics of men and women. For example: men have a penis, women have a vagina.

**Gender** refers to socially defined roles and behaviours for men and women. When we expect men and women to act in a certain way, just because they are male and female, then we follow **gender norms**. Different cultures can have different gender norms or different ways they expect men and women to behave. For example some cultures expect women to stay at home and do household chores, while

## GENDER

men should go out to work. These norms are also called **gender roles**, which are specific roles men and women are expected to perform within society or even within the family.

**Gender stereotypes** refer to clichés which a man or woman is supposed to do or be like;

Women are nurses, not doctors

Men are doctors, not nurses

Women are supposed to cook and do house work

Men are supposed to have a job

Women are caring and friendly

Men are tough and messy

Women are a follower

Men should be leaders

Women should look pretty

Men should be good in sports

Gender roles are not natural to men or women, rather, they are learned and imposed by social values! But everything that a man can do, a woman can do too!

People can also identify to different genders. Some people might be biologically born a man (=sex), but feels more like a woman (=gender). People from all religions, countries, communities, families can identify themselves in a lot of different ways:

\* **Cisgender**: People identify themselves as the sex they were born with

\* **Transgender**: People identify themselves to the gender other than the sex they were born with

\* **Transsexual**: People identify themselves to the gender other than the sex they were born with and have undergone a sex change (transsexual should not be mistaken with transvestite, a person who sometimes wears clothes traditionally worn by and associated with the opposite sex).

**Gender equality** is a basic human right and described as; “all human beings are born equal”. It means that everyone, whether born as a male, female or intersex, should be able to develop their full potential and live in dignity. Examples of gender equality are;

- Equal access to education
- Equal access to mobility
- Equal job opportunities and salaries
- Freedom of marrying who you want
- Equal divorce rights

## **Discuss**

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.
  - What does gender equality mean to you?
  - Why is it important for young people?
  - How can you promote gender equality in your community?

## GENDER

- Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.

### Story:

Gender discrimination, is still present in our society. Even today we find that many women are still suffering from any form of gender based discrimination. Read the story of a young lady who has suffered in no small way:

I am from Bida, in Minna, Niger state. I am 19 years old. My father had two wives who didn't produce sons for him so he married my mum as his third wife. After my elder sister, myself and my younger sister, my mum gave birth to a boy.

From where I come from it is viewed as a sign of weakness if a man has no sons. This is why my dad had to have a son at all cost. In the village we stay in huts which are in compounds. Each man would have a compound and he and each of his wives would stay in separate huts within the compound.

I started school early, I don't really remember when. What I do remember is that when I was about 4 years old my father came to the school I was attending with a cane and beat me terribly. I remember that I had not done anything wrong and even my mother didn't know that he did that. My dad felt it was "useless" to educate female children. I continued school. He repeated the beatings 3 other times. When he did it the last time he insisted that my name be removed from the registers, exercise books and so on. School authorities couldn't do much, he is my father. Though my teacher at that time tried to convince him but he didn't agree.

Read the rest of the story online @ Advocates for youth [external link]

<http://www.advocatesforyouth.org/blogs-main/advocates-blog/1449-gender-discrimination-in-nigeria-a-personal-account>

- Use the quiz on the platform to reflect on gender. Read out the statements and ask the group what they would do. Make sure you provide the correct answer without judging those who gave a wrong answer.

### Quiz

The students are presented to various statements. For each statement, the student needs to decide if it is Sex or Gender. At the end of the game, the student gets to know how well he or she did.

1. Women can give birth to children  
**Sex:** Babies can grow in the uterus of women. This is a biological difference between men and women.
2. Men cannot cry  
**Gender:** It is a cultural norm which teaches us that boys should be strong and not cry
3. Women cannot become engineers  
**Gender:** Cultural norms and expectations make us think that some professions are especially for men, others especially for women. In reality, what a man can do, a woman can do as well!
4. Men can ejaculate  
**Sex:** Men are physically built so their penis can ejaculate. This is a biological difference between men and women.

## GENDER

5. *Women should stay at home to do household chores*  
**Gender:** *It is a cultural expectation that women do household work, and men go out to work. Both men and women can do household chores, and women can go out to work as well.*
6. *Men are stronger than women*  
**Sex:** *Men are physically built in such a way that they generally have more muscles tissue. This way men do have more strength than women. This is a biological difference between men and women.*
7. *Men can have more spouses*  
**Gender:** *It is a cultural tradition for some countries, that a man can marry more than one woman. It is called polygamy.*
8. *Women should stay virgin before marriage*  
**Gender:** *It is a cultural expectation that girls or women stay virgins before they get married.*

### **Practice**

*Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.*

*Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:*

#### **Body language:**

*If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.*

*Read the tips below and then do this exercise;*

- *Practice the different body languages described below in the mirror*
  - *Being defensive*
  - *Being open, relaxed*
  - *Being confident*
  - *Being bored*
  - *Being thoughtful*
  - *Being angry or frustrated*
  - *Being honest*
  - *Being positive or negative*
  - *Being impatient*
  - *Being interested*

## GENDER

- *Being insecure*

*If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.*

**Posture** – *Your posture includes how you hold your head, shoulders, legs, arms, and hips. Each of these parts of your body work separately as well as together to send non-verbal cues. Examples include tilting your head, slumping your shoulders, turning your hips sideways, and the like.*

*The tips below will help you with this:*

- *Take an active listening pose by focusing on what the other person is saying, looking that person in the eyes and not being distracted by factors around you (such as you cell phone)*
- *Don't cross your arms over each other while talking, because this shows you are very defensive*
- *Shake hands when someone new enters the room to introduce yourself and connect with that person*
- *Have an open facial expression, for example by smiling*
- *Use your hands when talking, this will support what you are saying and make the audience better understand.*
- *Eye contact: Express feelings based on intensity and length of eye contact, and the like. Don't lock your eyes to only couple of people, but try to make everyone feel like you're talking to them.*
- *Movement: Your movement, whether using your entire body or just part of your body, is both flexible and commanding. For instance, moving toward another person may send a message of dominance or assertiveness, while moving away from another person may send a message of avoidance, submission, or simply bringing the interaction to a close.*

### **Take action**

*Wrap up today's lesson by asking what the students have learnt, liked, found difficult etc.*

*Give an assignment to put the new knowledge and skills into action:*

- *Come up with a plan on how you can contrast the existing stereotypes about men and women.*