

# Theme 5: Gender Equality

# Introduction

## The objectives of the module:

- To develop knowledge and skills to counter gender based stereotypes, discrimination and violence, practice positive gender roles, and promote gender equity and rights in all situations;
- Develop basic understanding of gender identity, including transgender; question gender stereotypes and negative constructs of masculinity and femininity;
- Begin to practice/promote positive gender roles and gender equity – at home, school, society and in media;
- Analyze gender norms and recognize power dynamics, identify strategies to challenge gender based discrimination and violence, and uphold equality in all interactions.

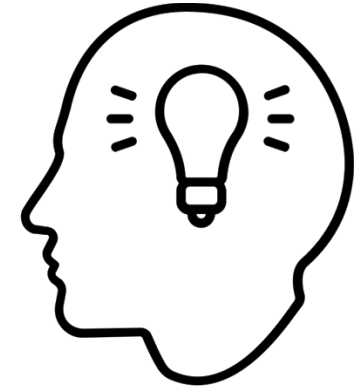
# Activities

S. No.	Activities	Methods
1	What is Gender?	Brainstorming, discussion on situations
2	Gender Roles and Discrimination	Gender exercise
3	Gender Stereotyping and Advertisements	Making advertisements
4	Gender Power Walk	Game
5	Dealing with Gender-Based Discrimination	Case studies
6	Challenging Gender-Based Violence	Case studies

# Activity I: Knowing my Emotions

## Learning Outcomes

- Explains that sex is based on biology, while gender is linked to social inequalities
- Recognizes gender stereotypes and how they are associated with men, women, and transgender



# Understanding Gender

Share some words that they associate with women and some that they associate with men.

WOMAN		MAN

## Summary from the exercise

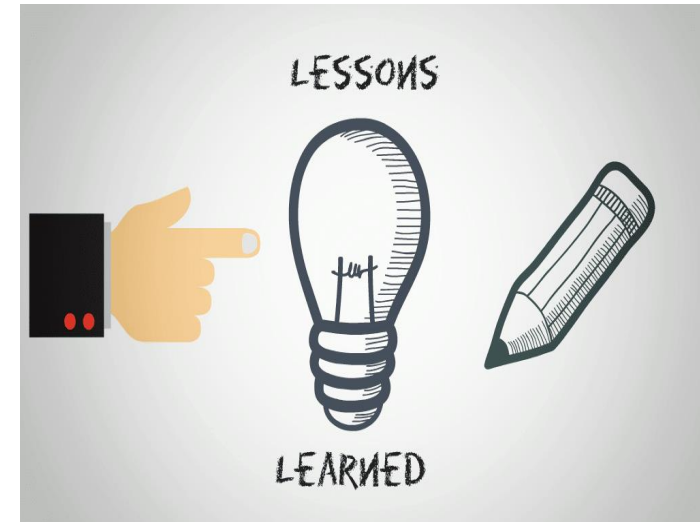
SEX	GENDER
Is biological	Is socially constructed
You are born with it	Gender is what actually gets expressed – how we look, how we act and how we feel
Cannot be changed (without surgical intervention)	Gender stereotypes vary in different societies, countries, cultures, and historical periods

# Situations

- I. What is gender? How is it different from sex?
- I. How do gender stereotypes affect our day-to-day life?
- I. Can gender stereotypes be changed over time? If so, think of some gender stereotypes you would like to change
- I. Do you think transgender people should have the same rights as other genders?

# Summary of discussions

- Gender describes the stereotypical characteristics that society deems appropriate for men and women
- Gender can vary with culture, society and country. Gender is socially constructed and thus can be changed over time
- We are all equal and deserve to be treated equally.





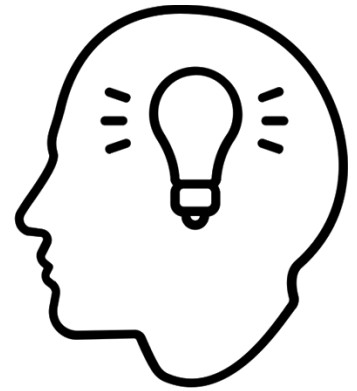
## **Animation Short Film on Gender Equality and Female Foeticide**

<https://www.youtube.com/watch?v=9HkIP4YkXu4>

# Activity-2: Gender Roles and Discrimination

## Learning Outcomes

The learner analyses the effect of gender roles and stereotypes that result in discrimination.



# Work Distribution

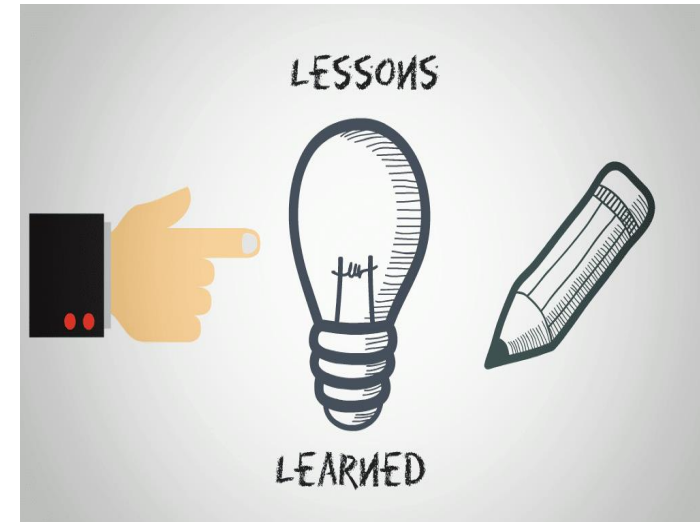
Work	Work Distribution	
	Women	Men
Washing dishes		
Grocery shopping		
Sweeping/Cleaning		
Washing clothes		
Going to office		
Serving meals		
Going to school/college		
Cooking		
Caring for children		
Any other		
Leisure		
Listening to music		
Playing a sport		
Watching TV		
Meeting friends		
Watching a movie		
Rangoli making		
Any other		

## Points for discussion

- What are your thoughts when you look at the table of gender roles?
- Is the distribution equal? Who has more housework to perform? Who has more leisure time? Is this distribution acceptable to you? Why or why not?
- Why is it that women do much more housework than men?
- How are gender roles linked to social discrimination against girls and women?
- If we look outside our homes, who does the following work (women or men)?
  - Cooking in dhabas/hotels/Master Chef programmes
  - Washing/cleaning clothes in dry cleaning shops
  - Why don't most men perform these tasks in their own households?

# Summary of discussions

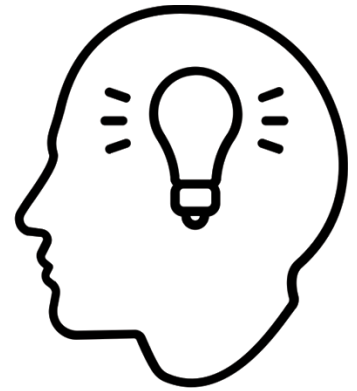
- If given an opportunity, girls, boys and trans-genders are capable and should perform all kinds of tasks and work within the household as well as outside.
- All kinds of work, as mentioned in the table, are important and deserve equal respect.
- While work is important, leisure and play is also important for girls and boys and equal opportunity must be provided to them
- When individuals are treated in an unequal manner and are denied certain rights on the basis of their gender, it is called gender-based discrimination.



# Activity-3: Gender Stereotyping and Advertisements

## Learning Outcomes

- Challenges gender-based discrimination and negative influences of the media
- Creates gender equitable advertisements that promote gender equality and rights



# Discussion Points

## *Points for discussion*

- Why do people usually make stereotypical associations between certain products and a particular gender?
- Do you think the media is influencing our behavior by associating products with a particular gender?

## *Reflective questions*

- Do you think the media has, somewhere, influenced you in terms of gender? Give examples.
- Are there some existing advertisements, serials, movies, songs or cartoon strips, which are gender-equitable? If yes, name them

# Songs from Bollywood

- Ask participant to share songs that portray women negatively and change it to give it a positive tone.

## Example

Jadu teri nazar  
Khusboo tera badan  
Tu ha kar ya na kar  
Tu hain meri Kiran

## Changed to:

Jadu teri nazar  
Khusboo tera badan  
Tu ha kar ya na kar  
Yeh haq hain tera Kiran  
Yeh haq hain tera Kiran



# Positive advertising

- <https://www.youtube.com/watch?v=Majf0mNMqos>
- <https://www.youtube.com/watch?v=r4lx2--sg>

## Transgender

- <https://www.youtube.com/watch?v=7zeeVEKaDLM>

## Protest against sexist advertisement

- <https://mashable.com/2017/12/01/meghan-markle-sexist-ad/>

# Summary of discussions

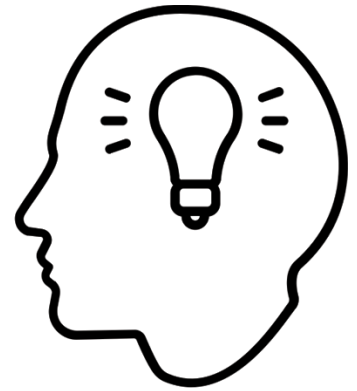
- The media pervades our lives as it influences our behavior
- The media generally promotes gender stereotypes
- One needs to question and challenge the stereotypes that are being portrayed by the media and not accept or blindly emulate the images and roles projected in the media.



# Activity-4: Gender Power Walk

## Learning Outcomes

- Analyses how gender norms affect beliefs, attitudes, and behavior
- Recognizes power dynamics, inequalities and discrimination, and upholds equality in all interactions



## CHARACTER ROLES WRITTEN ON CHITS

Boy

Girl

Third gender

A girl who is living with disability

A boy who is living with disability

**Now start reading out one statement at a time from the following instruction sheet, giving the learners enough time to step forward or backward**

- (a) If you can easily go out to study in another village/city, take one step forward. Otherwise, take one step back.
- (b) If you think it is possible for you to choose any career of your choice, take one step forward. Otherwise, take one step back.
- (c) If you can easily make friends with persons from any other gender, take one step forward, else take one step back.
- (d) You have been detected with a disease. If you will receive attention and get treated immediately, take one step forward, else take one step back.
- (e) Your school team is playing a match in the evening close to your home and you want to go and support them. If you think you can go by yourself take one step forward. Otherwise, take one step back. In case you are not in school, then take one more step back.
- (f) You want to become a class monitor. If you think it is possible, take one step forward. Otherwise, take one step back. In case you are not in school, then take one more step back.
- (g) If someone teases or taunts you, inside or outside school, then take one step back. Otherwise, take one step forward.
- (h) If you think you can take rest whenever you want to, take one step forward. Otherwise, take one step back.
- (i) If you think you can go out with your friends and have fun, then take one step forward. Otherwise, take one step back.
- (j) If you always have sufficient food to eat in the house, take one step forward. Otherwise, take one step back.
- (k) If you have to undertake a major part of the housework, take one step back. Otherwise, take one step forward.

# Summary of discussions

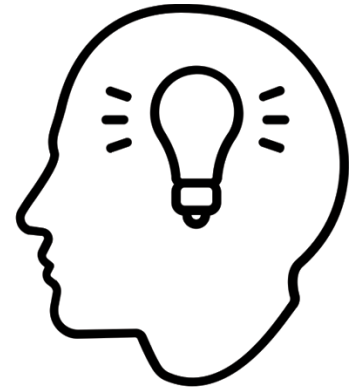
- Some people get more opportunities than others in society
- These inequalities are based on gender, caste, class, physical or mental disabilities and other factors.
- Discrimination can play out in many ways, such as access to education, health, career choices, permission for going out, befriending people, ability to state one's opinions openly, etc.
- Often, what people are able to achieve or not depends less on their ability, and more on the opportunities available to them.
- We need to examine our own behaviour and honestly assess whether we are discriminatory in any of our interactions, and, if so, modify our attitudes and behavior
- In the spaces that we can influence (home, school etc.), we should try to challenge discrimination and ensure that everyone is treated with equality and respect.



# Activity-5: Dealing with Gender-based Discrimination

## Learning Outcomes

- Recognizes causes of gender-based discrimination.
- Identifies strategies to challenge and address gender-based discrimination.



# Case studies

**Video**

## **Case Study 1**

Salma is a 14-year-old girl who wants to become a police officer. Her parents are very supportive of her, but they are hesitant because no other girl from their village has ever taken up a formal job. Salma is not sure whether she will be able to fulfill her dream.

## **Case Study 2**

Dinesh works at a small shop in his village. He is to get married soon. He insists on not accepting dowry from the girl's family. This is unheard of in his community and his parents are angry and upset with him.

**Video**

## **Case Study 3**

Rishabh studies in Class IX. He is interested in art and making rangoli. A rangoli competition is being organised in his neighbourhood. He wants to participate in the competition. His older cousins laugh at him when they come to know this.



# Case studies

## Case Study 4

Mary, 14 years old, likes to play cricket. She has played cricket for many years with a group of girls and boys near her house. When she shifts with her parents to a new colony, she finds only boys play cricket. She goes up to them and asks if she can join them. The boys tell her that she cannot play with them.

**Video**

## Case Study 5

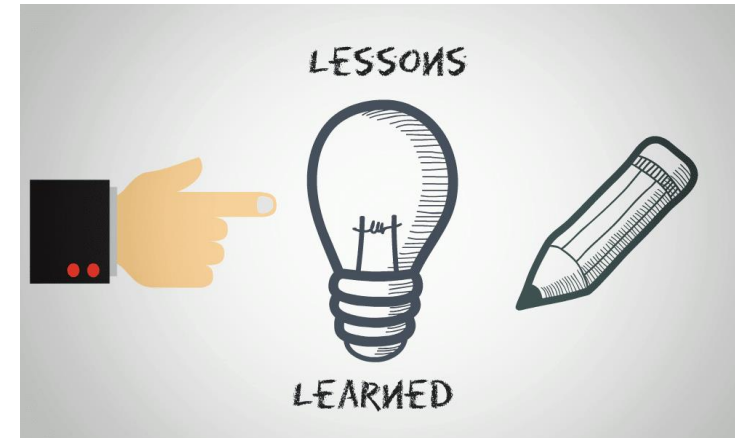
Aslam and his sister help their parents in daily household chores like up-keep of the house and washing dishes. Aslam's friends constantly taunt him when they find him washing dishes or cleaning the house.

## Case Study 6

Maya is a 15-year-old girl who attends school with Sonu, her 13-year-old brother. Sonu learn wrestling after school. Maya also wants to join him for wrestling coaching. However, their parents do not think that girls should play sports like wrestling.

# Summary of discussions

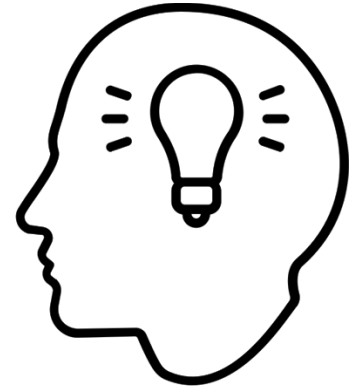
- We may want to pursue our interests, which may not be aligned with the existing gender norms and stereotypes.
- We must understand the different causes of our problem before deciding the strategy to address the problem.
- To challenge gender stereotypes and discrimination, we need to do what we can at our level, as well as draw support from different sources such as friends, school, family, and other institutions.



# Activity-6: Challenging Gender-based Violence

## Learning Outcomes

- Identifies gender-based violence and its causes
- Identifies strategies to challenge and address gender-based violence



# Case study

## Video

Soni and Arun both study in Class IX. One day, two older boys passed comments on Soni's physical appearance and tried to touch her. She told them that they should stop such behaviour. They laughed and continued passing comments whenever they saw her in the school corridor. Another day, the same boys pushed Arun and laughed at him, saying he is too short, and still has to learn how to be a man. Arun told them to stop such behaviour. Some classmates (girls and boys) saw both the incidents, but did not do anything although they felt bad for Soni and Arun.

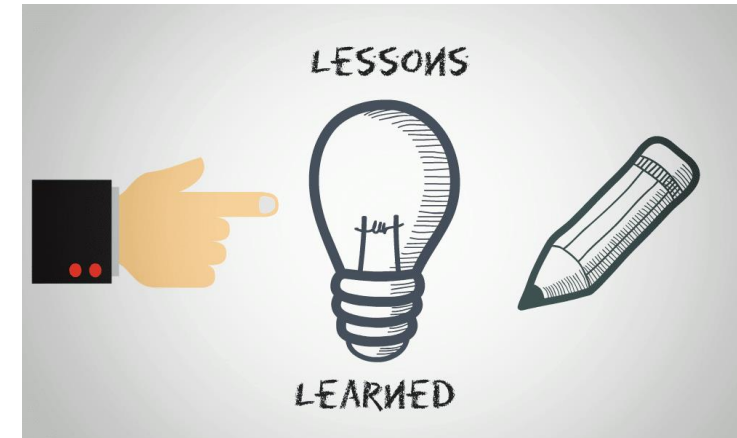
**Group 1.** *You are Soni. What are the different steps that you can take to address the issue?*

**Group 2.** *You are Arun. What are the different steps that you can take to address the issue?*

**Group 3.** *You are the classmates who saw the incident but did not do anything at the time. What steps can you take later to stop such behaviour?*

# Summary of discussions

- Gender-based violence is a form of violence that targets individuals or groups on the basis of their gender.
- It results in physical, sexual, or psychological harm or suffering.
- Girls, boys and trans genders should all be enabled to say 'No!' to violence.
- An important aspect of dealing with gender-based violence is to identify sources of help, and seeking help for the purpose.
- Help can be sought from family members/friends/trusted adults/teachers/school principal/government functionaries including the police, etc., to stop such violence.
- It may not be easy to challenge gender-based violence but it is important to do so. If we uphold dignity, equality and respect in one situation, we help to make the world a safer place.



**Thank You**