

GENDER EQUITY (LEVEL 3)

Description	Learners identify and explore gender stereotypes. They build their empathy skills as a way to combat generalizations and assumptions about others. The unit closes by having learners reflect on healthy relationships, which are a manifestation of empathy and trust. By identifying safe people in their lives, learners can build support networks helping them to avoid harmful situations, resist bullying and escape violence.
Leading Questions	How do gender stereotypes affect how we treat people? What is empathy and how can we practice it? How can we develop healthy relationships? Are girls and boys the same?
Total Time Required	~ 4 hours over 4 days
Supplies Required	A small notebook to serve as a journal, paper, pencil, eraser, coloring pencils/crayons (optional)
Subjects	Language, Literacy, Social Emotional Learning
Supervision	Medium
Learning Outcomes	By the end, the learners will be able to: <ol style="list-style-type: none"> 1. Identify emotions, develop accurate self-perceptions, and recognize their strengths, foster self-confidence, practice self-efficacy. 2. Understand the perspective of others, practice empathy, appreciate diversity, and show respect for others. 3. Practice impulse control, stress management, self-discipline, and self-motivation. 4. Learn to communicate with others, build relationships with peers, and practice teamwork. 5. Identify problems, analyze solutions, solve problems, practice critical thinking skills, evaluate and reflect, and take ethical responsibility
Previous Learning	None

DAY 1 - Today you will learn how to explore stereotypes.

Suggested Duration	Activity and Description
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<p>15 minutes</p>	<ul style="list-style-type: none"> ● Activity: Begin exploring gender stereotypes by identifying your own assumptions of what it means to be a boy or a girl. ● Review the following list. Categorize each one as boy-like or girl-like: <ul style="list-style-type: none"> - Teacher - Dancer - Lawyer - Cleaner - Runner - Scientist - Blue - Pink - Green - Nurse - Cars - Nurturing - Strong - Reading ● Tally up the results. Discuss: <ul style="list-style-type: none"> - Is there general agreement about what is boy-like vs what is girl like? - Why do you think there is/is not general agreement? - Where do these ideas come from? ● Next, observe gender roles in your environment and identify where some of these ideas come from. Close your eyes and imagine the places that they frequently go to such as their home, their school, the streets, commerce centers, the community center or gathering place, their house of worship (church/mosque) and the homes of their friends and family. Discuss any reasons why there might be general agreement about categories: <ul style="list-style-type: none"> - What are we taught about what is a “real” man or “real” woman? ● Next, think about cultural products such as media, movies, advertisements, toys, songs or stories that you see and hear around you. Discuss: <ul style="list-style-type: none"> - How does our culture (and/or images in the media) reinforce certain ideas about girls and boys? - What are examples that show how these ideas are reinforced? (For example, what kinds of toys are boys provided vs girls?)
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Define and explain: What are stereotypes?

	<ul style="list-style-type: none"> - Over time, we develop a generalized view of what it means to be a girl vs. a boy. This is called a <i>stereotype</i>. Some of the qualities in the list are true for some people – for example, some women are very nurturing, or some men are strong. They are still stereotypes, however, because we expect ALL men and women to act this way, and of course, all of these qualities are not true for all men and all women. - Generate and add to the lists 2-3 stereotypes about boys and girls.
<p>15 minutes</p>	<p>Solve the riddle:</p> <ul style="list-style-type: none"> ● Stereotypes can be deeply embedded in our subconscious and, as a result, we can make assumptions about people. Solve this riddle as an example of how we make assumptions based on gender stereotypes of men’s work vs women’s work: ● A boy and his father are involved in a car accident. The father is killed, and the boy is taken to hospital and into surgery. On seeing him, the doctor says: “I can’t operate on this boy because he’s my son!” How is this possible? ● Discuss: <ul style="list-style-type: none"> - How did this riddle make you more aware of the stereotypes you might hold about men’s roles vs women’s roles in work? - Were you surprised by the assumptions you made? - How does this riddle show the importance of being cautious before jumping to conclusions about people? ● Return to your categorized list of girl-like vs boy-like things. Based on the discussion about assumptions and stereotypes, discuss: <ul style="list-style-type: none"> - Are you reconsidering any of your earlier responses? - Do any of your responses appear to be a result of unconscious stereotypes that you might have formed about boys and girls?
<p>20 minutes</p>	<ul style="list-style-type: none"> ● Use art to explore identity: ● In your journals, draw a picture of yourself in the middle and then write out or draw around yourselves 5-10 things you love to do. ● When you are done, reflect on how they do or do not “fit” into the gender stereotypes: <ul style="list-style-type: none"> - Have you ever felt that you don’t fit a particular stereotype? - How does that feel? How can that be challenging?
<p>10 minutes</p>	<p>Debrief:</p> <ul style="list-style-type: none"> ● When stereotypes are rigidly reinforced, they dictate how men and women are supposed to behave.

	<ul style="list-style-type: none"> ● Reflect for a few moments on the negative effects of stereotyping and how it may impact personal happiness and social growth. Pose a relevant person example such as: <ul style="list-style-type: none"> - Do you think your mother could do something really well, but is unable to because she is a woman and there is a stereotype? ● Brainstorm a list of the negative effects of stereotyping. Examples might include: <ul style="list-style-type: none"> - We may feel that we do not have the choice to pursue a passion that doesn't conform to a stereotype. - We may feel that we have to behave in a certain way even if it is not how we feel. - Not conforming can cause tension, anger, challenges, and sometimes even violence. - We could miss out on people sharing their talents and ideas that help the whole community, school or family. ● Now, let's acknowledge others who have broken stereotypes in order to pursue their passions, such as women scientists, male ballerinas or athletes. <ul style="list-style-type: none"> - Do you know of anyone who breaks the stereotype of "boy" or "girl"? - What support do you imagine they may have for their choices? ● Look back at your drawing and share some positive affirmations, particularly around the areas where learners defy gender stereotypes. For example, "It's very important that I am interested in becoming a scientist." ● In closing, pose the same riddle to your family members and reflect on the responses. ● Learning artefact: Identity drawing in a journal.
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DAY 2 - Today you will work on how to build empathy.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● Connect to the previous lesson: <ul style="list-style-type: none"> - Share your reflections on presenting the stereotype riddle with your family. Were they able to solve the riddle? Were they surprised? ● Discuss: ● Ask yourselves:

	<ul style="list-style-type: none"> - Do you think your mother could do something really well but is unable to because she is a woman and there is a stereotype? - If we pause before we make an assumption about someone based on stereotypes, how can that help us have a better relationship with that person? - Why is it important to get to know and see others for who they are? What does this include? (i.e.: their passions, interests, and work) - How can we avoid making assumptions about them and connect with them on a personal level, whether they are a girl or a boy?
<p>20 minutes</p>	<ul style="list-style-type: none"> ● Activity: “Love my Neighbor” is a group activity that creates a culture of welcome and pushes against stereotypes. <ul style="list-style-type: none"> - Have learners sit in a circle. Inform learners that everyone will get a turn and that this game is not competitive; it is about uncovering our shared experiences and moving beyond stereotypes. - The first student stands in the middle of the circle and says “I love my neighbor who....” and completes the sentence for something that is true for them. For example, “I love my neighbor who has an older sister.” Everyone who has an older sister gets up and moves into the centre to the player. - Repeat for every learner. ● *Alternatives during social distancing: 1) Give each learner several pieces of paper that they can roll up into a ball (or some other item that can be their “symbol”). Instead of moving to the centre, they can toss their paper to the middle. 2) Learners raise their hands or stand in place instead of moving to the centre. ● Debrief: Discuss how this activity helps push against assumptions we might have about people based on stereotypes. <ul style="list-style-type: none"> - How did it feel to see others have a shared experience? - Was there anything surprising about this activity? Anything challenging?
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Activity: Apply your empathy skills by listening to the experiences of your peers. Using the statements shared by students in the “Love My Neighbor” group activity, have students arrange themselves in small “affinity” groups. For example, there might be a group of learners who all have an older sister. It is best to keep group sizes small for this activity. Within groups, ask to: <ul style="list-style-type: none"> - Describe what you like most about this experience - Describe what can be challenging

	<ul style="list-style-type: none"> - Identify what you would like other people to know. ● After the brainstorming, ask each group to present to their peers. After the presentations, ask the learners: <ul style="list-style-type: none"> - How did listening to others help you understand them better?
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Activity: Build empathy by actually experiencing something similar. People who design solutions for others must first deeply understand the experience of the other. Think about medicine bottles. <ul style="list-style-type: none"> - How are medicine bottles designed? - What do they look like? - Have you ever tried to open a medicine bottle? - If you were designing a medicine bottle, what are the top 3-4 things you would keep in mind? Generate a list of ideas from the learners and ask them to draw what your medicine bottle might look like. ● Next, imagine that you have arthritis in your hands. Arthritis is a condition that causes pain and stiffness in one's joints. Make your hands into fists and imagine that opening your fists causes a great deal of pain. ● Ask: <ul style="list-style-type: none"> - If someone with arthritis in their hands would be able to use the designed medicine bottle? Could they open and close the bottle easily to get their medicine? - How might you alter the design of your bottle now that you have some empathy for people with arthritis? ● Note: Details for this challenge can be modified to suit the learners' environment, or they can also identify their own challenge from the environment and find a solution. ● Debrief: Empathy is the ability to see things from the perspective of another, and to understand how it feels to be them. Ask students to share their experiences of empathy with friends and family members. As an educator, when do you use empathy to be a better teacher?
<p>5 minutes</p>	<ul style="list-style-type: none"> ● Learning artefact: Challenge yourselves to keep an "Empathy Journal" for two weeks. Every day, you must practice empathy and write the circumstances. You can also do something for someone after empathizing with their needs. An example would be seeing that your mother is hot and tired from working and bringing her a glass of water. Record this in the journal.

DAY 3 - Today you will learn about how to act on empathy.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● Connect to the previous lesson: <ul style="list-style-type: none"> - Think about the previous activity in which you used empathy to design a better medicine bottle. By being empathetic to others, our work can be relevant and meaningful to a wider range of people. Think of other examples of how things are designed to accommodate people’s needs. For example, the importance of ramps to get into buildings, rather than just stairs. How does the addition of ramps demonstrate empathy? Without empathy in building design, some people - such as those in wheelchairs - would be excluded from participating.
35 minutes	<ul style="list-style-type: none"> ● Activity: Designing and creating solutions for other people is some of the work of engineers. An engineer is a person who uses science and math to find solutions to problems. Whether you are a boy or a girl, we can all develop our design and engineering skills by having empathy. In today’s activity, consider some of the challenges faced by girls and use your skills of empathy to brainstorm more inclusive solutions. Then, create an “empathy message” to communicate an obstacle or challenge that girls face. ● Divide learners into 5 groups and assign each group one of the activities: <ul style="list-style-type: none"> - Going to school - Playing sports - Collecting clean water - Going to the doctor - Earning an income ● In groups, brainstorm challenges or obstacles that a girl might encounter when attempting the activity. Use the following guiding questions: <ul style="list-style-type: none"> - What barriers might prevent a girl from attempting this activity? - What kinds of challenges do girls specifically face? - How do stereotypes about girls pose challenges? ● Next, each group should choose one of those challenges and design an “empathy” message to help others understand this challenge from a girl’s

	<p>perspective. Maybe design a poster, create a skit, or make a drawing that can be presented to peers. Afterwards, lead a reflection asking:</p> <ul style="list-style-type: none"> - What did it take to create a message that draws out empathy? - What was challenging about it? What was powerful? - What kinds of messages or drawings worked best? Why do you think this is? - Have you ever seen a poster or advertisement that caused you to empathize? What did you like about it and why do you think it was effective? <ul style="list-style-type: none"> ● *Alternatives during social distancing: Assign each learner one of the five challenges and allow them to share ideas sitting at a distance, and then to present their final solutions from a distance.
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Debrief: Engage students in the closing activity “A Wow and A Wonder”. After exploring the topics of gender stereotypes, empathy and the power we have to help others through our attitudes, assumptions and actions, ask each student to share: <ul style="list-style-type: none"> - A Wow: one new thing they have learned so far, perhaps something that surprised them, - A Wonder: one thing they still have a question about or don’t really understand yet. ● Learning artefact: Record their “empathy message” clearly in their journal.

DAY 4 - Today you will learn about how to explore healthy relationships

Suggested Duration	Activity and Description
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Connect to previous lesson: ● Let’s have a low-risk Pair-Share discussion to help them practice empathy as well as active listening. After exploring the topics of gender stereotypes, empathy and the power we have to help others through our attitudes, assumptions and actions, ask learners to discuss how they feel with one of their peers. The first speaker should take 1-2 minutes to describe how they feel about the topics covered so far, and the listener should remember 2-3 striking points that were made. They then switch roles, taking another 1-2 minutes to speak and listen. Next, each learner

	<p>can share with the class something that their partner said that was interesting, helpful or striking in some way.</p> <ul style="list-style-type: none"> • *Alternatives during social distancing: Write your answers to the prompts and exchange your answers with your partner.
<p>15 minutes</p>	<ul style="list-style-type: none"> • Activity: Focus on the relationships that support their healthy development. Having a healthy relationship with others is critical for young people and their ability to resist inappropriate social pressures, manage and resolve interpersonal conflict, and seek help when needed. Particularly in the case of abuse and violence and/or abuse against girls, young men need to understand their role not only as possible perpetrators, but also as critical support to ensure safety for girls to pursue their passions, safe from harm. • Think of five people in your lives: siblings, friends, teachers, family members, mentors, etc. <ul style="list-style-type: none"> - What makes each of them special? - Think of an example of when you felt supported by one of these people (perhaps they helped you with a difficult problem). - Think of an example of when you felt trusted by one of these people (perhaps they confided in you about something that worried them). - Think of an example of when you felt trust in one of these people (perhaps you confided in them about something that worried you). - Think of an example of when you felt protected by one of these people (perhaps they stood up for you when someone was being mean). - Think of other examples of when you felt that you had a healthy relationship with one of these people. • Discuss three aspects of a healthy relationship: <ul style="list-style-type: none"> - In a healthy relationship, being around the person will make you <i>feel good</i> about yourself - for example, your intelligence, your looks, your personality. - There is an equal amount of give and take in a healthy relationship. In an unbalanced relationship, one person might be giving more of their time, patience, energy, or support, without getting it back from the other person. - In a healthy relationship, you feel safe and can trust the other person. You can share information and your questions, and trust that they won't shame, judge, or belittle you. You can also trust that they will have your best interest at heart.

	<ul style="list-style-type: none"> ● Reflect on disagreements in relationships. For example, if two close friends have a disagreement, does that mean they do not have a healthy relationship? Discuss how healthy relationships can have conflict and disagreement, but they are healthy because the two people communicate in ways to resolve those disagreements. In some unhealthy relationships, people have difficulty communicating, sometimes getting emotionally or physically out of control. In such situations, one person is made to feel unsafe and may feel a breakdown in trust.
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Activity: Because trust is a critical part of healthy relationships, ask learners to create a Circle of Trust. This exercise allows learners to visualize who in their community they trust with information, advice, and support. ● In your journal, make four rings of circles as follows: <div data-bbox="527 772 1117 1291" data-label="Image"> </div> <ul style="list-style-type: none"> ● In the middle of the circle, write the word “me”. In the second circle, write “Most Trusted.” In the third circle, write “Somewhat Trusted,” and in the outermost circle, write “Least Trusted.” Begin the exercise by thinking of 5 - 10 people they know and arrange them in the circles from Most Trusted to Least Trusted. ● Now, think of a scenario such as “getting accurate health information about my body.” Arrange the people in the trust circles. Does anyone get moved in or out of a circle? Are new people added? For example, do the learners add chemist/pharmacist to any of the circles? Doctor/midwife/nurse? What about the opinions of people in authority, such as community leaders? Where do the learners’ peers fall in the circles?

	<ul style="list-style-type: none"> ● Debrief: <ul style="list-style-type: none"> Close the session with an affirmation exercise. Affirm that you have people who you trust in your lives. Reflect on the activities of the week using the following prompts: <ul style="list-style-type: none"> - What was most surprising for you? - How do gender stereotypes make us feel? - How have the activities helped you identify your own assumptions and stereotypes? - What strategies can we use to move beyond gender stereotypes and see people in a more nuanced way? - How can we build healthy relationships with others? ● Record the ideas on a large paper, and reread the ideas aloud.
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Activity: As a final, closing reflection, finish this sentence on a small paper: <i>From now on, I will try to</i>_____. Pass a hat or small basket around for each student to place their commitment paper. As you close the circle, thank learners for their ideas and commitments to improving their relationships and their treatment of others. ● Learning artifact: Drawing of trust circles. A reflection on what you have learned about: <ul style="list-style-type: none"> - Stereotypes - Empathy - Acting on empathy - Designing from empathy - Healthy relationships

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Actively listen to and engage with others in group activities.
- Show creativity in developing their own empathy messages.
- Show clarity in writing and drawings.
- Reflect and consider one's own thought processes.