

Second
Chance



Gender

GUIDE FOR LIVE SESSIONS



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COURSE OUTLINE

Theme	Gender
Mode	Blended
Duration	8 hours
No. modules	4 modules
Module structure	1 x 90-minute live session 1 x 30-minute asynchronous e-learning course
Objective	To raise participants' awareness of how gender affects their own lives and the lives of all women and girls, including in education and employment, and of the value of connecting with other women so they can support each other in making things fairer for themselves and girls and women in their families and communities.
Outcomes	<ol style="list-style-type: none"> 1. Participants understand the ways in which the lives of women and girls are limited by gender norms, expectations, roles and stereotypes. 2. Participants realise some of the ways in which they experience a patriarchal society and start to question the fairness of such a system. They are aware of women's low representation in social, political and economic systems and in decision making in all those areas. 3. Participants recognize the impact that the gender division of labour has in their households. 4. Participants are aware of gender-related challenges in education and employment and possible ways to overcome them. 5. Participants realise the power of connecting with other women. i.e. of peer support and inspiring and supporting each other. They understand that they can be agents of change and lead the way in their families and communities in encouraging women to come together.
Key teaching points	<ol style="list-style-type: none"> 1. Gender refers to the roles, behaviours, activities and attributes that a given society at a given time considers appropriate for men and women. It is different from sex, which refers to the physical and biological characteristics that distinguish males and females.



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2. **Gender expectations, norms and stereotypes** mean that our life experiences are **profoundly affected** by whether we grow up as girls or boys, women or men. They limit what girls and women can achieve and contribute to discrimination and gender inequality.
 3. Gender expectations affect how people behave towards us, and our own behaviour, from **very early on in our lives**. But since we have grown up with these expectations, we are often not even aware of them. Learning how to play our parts as girls or boys is called **gender socialization** and continues through life as we receive information from television, movies, songs, books and games.
 4. **Understanding the impact** of gender is important because it can help women cope with, and fight against, some of the inequalities they face.
 5. Gender is a **social construct** and so **gender norms, roles and stereotypes can be changed**. Changing gender norms can have a profound **positive impact** on the lives of women, girls, men and boys, and has proven beneficial in terms of economic growth, health, and infrastructural stability.¹
 6. **Gender relations** describe how power is shared between men and women, often leading to inequality when men hold more power. In most societies, men hold more power and authority than women in many areas including the family, business, government and religion. Such a system is called **patriarchy**.
 7. Gender expectations and norms can lead to discrimination that particularly affects women's **access to education and employment**. Awareness of this discrimination is the first step to eliminating it and ensuring equal opportunities to choose one's profession and receive equal pay for work of equal value.
 8. For many women, race, class, disability, ethnicity or other characteristics can mean they are **discriminated** against both because they are a woman and because they belong to a minority.
 9. The **gender division of labour**, dictating who should do what, acutely affects women and their development opportunities. **Care work** in particular is unfairly assigned to women which traps them in the home, usually working extended hours without receiving any payment.
 10. Despite progress, women generally **do not have the same opportunities** for work as men with many professions being considered exclusively for men/women. Even when they manage to break into 'masculine' areas of work, many women eventually face an invisible barrier that prevents them from advancing further, the '**glass ceiling**', which stems from entrenched norms and biases rather than a lack of competence.
 11. Gender inequalities can be **measured**.
 12. **Connections with other women** can be a powerful source of moral support, learning and personal growth. They can help counter the **isolation** that many women suffer as a result of gender roles and gender norms which often confine them to the home.
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**Requirements for
live sessions**

MS PowerPoint or Adobe PDF Reader, screen or projector, flipchart and pens, post-its, paper, pens

Presentation SCE Gender Presentations.PPT

- Requirements for e-learning:**
- Smartphones, tablets or PCs
 - Access to the EdApp platform:
 - On a PC, EdApp needs an internet connection as it is accessed through a browser. EdApp cannot be used on a PC without internet.
 - On smartphones and tablets, EdApp should be downloaded from the app store and can be used offline, provided an initial internet connection is available for downloading lessons.
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SESSIONS

1 WHAT IS GENDER?

- What we mean by 'gender'
 - The difference between sex and gender
 - Why it matters
 - Gender norms
 - Gender stereotypes
 - Gender roles
 - Gender expectations
 - The private vs the public sphere
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2 LIFE AS A WOMAN

- Gender socialization and internalizing gender norms
 - Gender relations
 - Patriarchy
 - Discrimination
 - Violence against women
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3 LEARNING AND WORKING AS A WOMAN

- Gender division of labour
 - Gender inequality in education
 - Gender inequality in employment
 - Care work
 - Productive and reproductive roles
 - Glass ceiling
-

4 MY ROLE PROMOTING GENDER EQUALITY

- Empowerment
 - Allies
 - Networks
 - Solidarity
 - The collective power of women
 - Feminism
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Course summary

The course is designed to broaden participants' understanding of gender and how it influences life experiences, enabling them to recognize and challenge societal limitations placed on both women and men. They will learn about gender as the set of societal roles and behaviours deemed appropriate for men and women, which are learned and context specific.

The course encourages participants to think about how society expects girls and women to look and behave compared to boys and men, and the effect this has on what they can achieve. Understanding these societal limits can help participants take steps to create a more equal life for themselves and their communities.

Participants will explore key questions about gender differences, how societal expectations influence perceived abilities, the treatment of girls versus boys, educational disadvantages for girls, and the barriers faced by women in education and employment. They are encouraged to consider how to transform their own thinking and initiate positive change, and the power of women connecting with each other.

Throughout, the course tries to centre participants' own experiences so that they can recognize the impact of gender in their own lives. This is the first step to knowing how to challenge unfairness and inequality in their own families and communities.

The course finishes by encouraging participants to reflect on how coming together with other women can be a powerful source of moral support, learning and personal growth. This sets the stage for the SCE foundational course on Leadership.

Note

- Facilitators are expected to complete the following two EdApp courses before preparing this course: 'Welcome to SCE on EdApp!' and 'SCE courses: for facilitators'.
- It is also expected that facilitators will complete all four Gender modules on EdApp before teaching this course in person.

Session 1:

WHAT IS GENDER?

Objective To introduce the course and familiarize participants with the idea of gender and how important it is in their lives.

Outcomes

- Participants begin to develop their knowledge about gender and the concepts required to fully understand it.
- Participants understand the ways in which these concepts affect the lives of all women.
- Participants understand why it is important to learn about gender.

Key reflections

- **Gender** refers to the **roles, behaviours, activities** and **attributes** that a given society at a given time considers appropriate for men and women.
- It is **different from sex**, which refers to the physical and biological characteristics that distinguish males and females.
- Different expectations and norms mean that our **life experiences are profoundly affected** by whether we grow up as girls or boys, women or men.
- Gender expectations **limit** what girls and women can achieve.
- Gender expectations start affecting how people behave towards us, and our own behaviour, **very early on in our lives**. But since we have grown up with these expectations, we are often not even aware of them.
- We need to **understand them in order to change them** and ensure everyone has an equal chance in life.
- Gender is a **social construct** and so **gender norms, roles and stereotypes can be changed**.

Key concepts sex, gender, gender expectations, gender norms, gender stereotypes, gender roles, public and private spheres

Resources if in-person

- Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

Handouts

- Activity 2: Toys, girls and boys

Time	Activity	Description	Resources
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15 mins	Welcome	<ul style="list-style-type: none"> • Register, welcome • Housekeeping • Ice breaker • Introduction to the course 	PPT: Course introduction
20 mins	Activity 1	Extra-terrestrial visit: the norms we live by	PPT slide
10 mins	Presentation 1	What do we mean by gender?	PPT: Slide set 1
20 mins	Activity 2	Toys, girls and boys	PPT slide Handout
10 mins	Presentation 2	Fitting in with what society expects	PPT: Slide set 2
10 mins	Activity 3	Left, or right? Skills, interests, and roles	PPT slide
5 mins	Wrap-up	Introduction to the SCE journal and reflections to take away	SCE journal and pen or pencil

Total: 90 minutes live session

30 mins EdApp: Module 1 of Gender course

Welcome and introduction to the course

Time: 5 minutes

Aim: Participants feel welcome, are registered and introduced to each other, and understand the purpose of the course.

Description:

- Register participants so you have a record of attendees. Welcome everyone to this first session of the Gender course.



- Housekeeping: give information on safety, bathrooms, water, timings, etc.
- Choose from bank of ice-breaker activities.
- Present the **Course introduction** in the PPT.

Presentation – Slide set 1: Course introduction

Time: 10 minutes

Aim: Participants understand why it's important to learn about gender.

Key points: Why a course on gender?

- Our life experiences are profoundly affected by whether we grow up as girls or boys, women or men.
- All societies have different expectations of women compared to men, and girls compared to boys; these expectations limit what we can achieve.
- We need to understand these expectations in order to change them and ensure everyone has an equal chance in life.
- Understanding gender allows us to identify characteristics in women that are admired, and the implications of that.
- Reflecting on how society expects girls and women to look and behave compared to boys and men helps us understand our own life experiences.
- It helps us recognize and challenge harmful ideas that make life unfair for girls and women, including ourselves.
- Girls face educational disadvantages and women face barriers in education and employment because of gender; understanding this can help us fight for greater fairness and equality.
- Gender teaches us how to transform *our own* thinking and start positive change towards gender equality.

Questions we will think about in this course:

- How do we think differently about women and men and about their role in society?
- What is it like for all of us in this room to 'be women' in this society?
- Do we experience things differently from men? Why?
- How does that influence what we feel we can do as women?
- Do we ourselves treat girls differently from boys?
- What characteristics do we admire among women we know?
- What disadvantages do girls face in education?
- What barriers do women, such as ourselves, face in education and employment?
- How can we change things for the better?
- How do we transform our own ways of thinking?

Activity 1: Extra-terrestrial visit: the norms we live by

Time: 20 minutes

Aim: Participants become aware of pre-conceived ideas about what is masculine and feminine in their communities.

Note: This activity helps you, the facilitator, to see if participants can already identify harmful norms before the course begins.

Description:

1. Show the **PPT slide** for this activity.
2. Divide participants into small groups, ideally of 3 or 4 participants.
3. Ask them to imagine that a group of extra-terrestrial beings have just landed on Earth and need their help to understand more about humans.
4. The extra-terrestrial beings are particularly interested in learning how to identify and differentiate men and women and girls and boys.
5. Ask participants to discuss in their small groups how they would explain the differences to the extra-terrestrial beings. Tell them they will present their ideas in plenary and can use the flipchart for drawings and notes.

Note: If participants need help identifying differences between men and women, suggest the following themes: physical differences, dress codes, ways of speaking and relating to each other, what they like to do, most common behaviours and roles at home and in public.

6. After 10 minutes, ask each group to present in plenary. Then facilitate a brief discussion on why they think these differences exist: why do women and men dress differently? Why do they communicate and behave differently? Why do they like and do different things? Are there any exceptions?
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Presentation – Slide set 1: What do we mean by gender?

Time: 10 minutes

Aim: Participants understand the main concept of gender around which the entire course is built.

Key points

- Gender is different from sex.
- Sex refers to the physical and biological characteristics that distinguish males and females.
- Gender refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women.
- 'Behaviours' are unconscious ways we act to fit into society. Recognizing and changing these behaviours can promote gender equality.
- 'Beliefs' are inherited cultural ideas shaping actions and behaviours. Changing restrictive beliefs empowers personal freedom and societal change.
- 'Gender' is then the collection of societal rules based on biological sex dictating behaviour and appearance. These rules vary across cultures and impact how individuals are perceived and treated.

Activity 2: Toys, girls and boys

Time: 20 minutes

Aim: Participants realize that gender norms and expectations start affecting people's behaviour very early on in their lives, from pregnancy and childhood.

Description:

- Present the **PPT slide** for this activity and distribute the **handout** showing gendered toys.
- Divide participants into small groups.
 1. Ask them if they can identify why girls are expected to play with these toys, and boys with those toys.
 2. Then ask them to discuss the following questions in groups. These questions are on a PPT slide. Ask them to take notes so that each group can share in plenary:
 - What toys are given to boys versus to girls, what toys are they expected to play with?
 - Describe the physical space where children are allowed to play or spend time? Is it the same for boys as for girls?
 - How are boys and girls expected to behave?
 - How are boys and girls encouraged to express their emotions?
 - What are things that may be said to a child based on whether they are a boy or a girl?
 - What opportunities are given to boys and not girls?
 - How is the idea of a man or a woman's role conveyed culturally through religion, stories, folktales and folk songs?
 3. Ask the groups to share their discussion in plenary.

Presentation – Slide set 2: Fitting in with what society expects

Time: 10 minutes

Aim: Participants understand how gender expectations can limit what women and men feel they can do.

Key points

- Gender expectations are the ways society expects men and women, and boys and girls to behave and the roles that society expects men and women to play. They often limit what both women and men feel they can do.
- For example, a woman might find it easier to fulfil her family's and community's expectation of marriage rather than pursuing her desire to attend business school.
- We all have expectations, ways we expect people to act, but some of those expectations can reproduce negative ideas of what people should be and do. Expectations that are widespread across society can limit what people are allowed to do and whether they fulfill their potential.
- If we are expected to do something, we will be encouraged to do it by our community and culture in various ways.

- Everything, from pictures in the media, films, TV programmes, language, attitudes friends and family, to sometimes our own thoughts, pushes us to act like people expect us to act. It becomes much harder to accomplish something that is not expected of us, because our context will not socially or materially encourage us.

Activity 3: Left or right? Skills, interests and roles

Time: 10 minutes

Aim: Participants understand that women have interests and skills that fall outside of their community's gender expectations.

Description:

1. Ask participants to stand in one line in the middle of the room.
2. Tell them to move to the right if they agree with each of the statements (if they feel it applies to them) or move to the left if they do not agree with the statement.
3. The list comprises random statements that reflect common gender stereotypes, norms and roles. This list can be expanded to include other statements relevant to the participants' context.

<ul style="list-style-type: none"> ○ I like sports. ○ I am tender and loving. ○ I am strong. ○ I love cooking. ○ I like action movies. ○ I like romantic movies. ○ I have short hair. ○ I must look pretty. ○ I must earn money for my family. 	<ul style="list-style-type: none"> ○ I like/would like to wear trousers. ○ I hate pink. ○ I love pink. ○ It is okay if I cry. ○ I do house chores. ○ I work outside the home. ○ I like wearing make-up.
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Note that if all the women follow gendered norms – so for example they all seem to love cooking or all love pink – remind them that this is about what they **really** think and like, not what they think they **should** think.

After the activity, note: "Did you notice how even though we are all women here, all from the same community, we did not all fully agree with or feel represented by the same statements?"

The idea is that participants will see how everyone moves from one side to the other constantly. Some of them move to one side while others do the opposite. This helps physically experience how diverse women can be and how they themselves may like or embody things that are socially associated with being a man or a woman.

4. Ask everyone to return to their seats and then wrap up the activity with the two slides in the PPT.

Wrap up: Reflections to take away and EdApp reminder/introduction

Time: 5 minutes

1. Ask participants to spend a few minutes writing down two or three key points that will stay with them after the session. If there is time, they can share one reflection each in plenary.
2. Introduce the Gender course on EdApp – see below.

Participants need to do **Module 1** of the **Gender** course before the next live session.

- **If they are already familiar with EdApp**, they just need to be pointed to the Gender course and asked to do Module 1.
- **If they are not familiar with EdApp**, some time should be set aside outside of this session to introduce them to it and help them to access it on their phones or on a computer.

We recommend a separate session on this of 1 hour, to allow for instruction, sorting out technical issues and answering questions.

Such a session could be part of a digital skills course if the timetable allows. Participants of Gender need to be able to complete courses on EdApp between Session 1 and Session 2.

They will need a link to the SCE EdApp account. With this link, they can:

- on a smartphone, download EdApp from the app store, create an account and log into the SCE courses (they will need internet to do this); or
- on a computer, create an account in a browser and log into the SCE courses.

The first course they should do is **Welcome to SCE on EdApp!** (approx. 30 minutes), to get familiar with the app.

They should then do Module 1 of **Gender** (approx. 30 minutes).

They should do this before the next session.

Session 2:

Life as a woman

Objective To raise participants' awareness of how gender limits their own lives and of how these limitations might be overcome.

Outcomes

- Participants are more aware of the many injustices that women face in their own patriarchal society and of how unequal power between men and women can have detrimental effects on women.
- Participants begin to realise the ways in which they themselves experience a patriarchal society in their everyday lives and start to question the fairness of such a system.
- Participants are more aware of how unequally women are represented in social, political and economic systems and in decision making in all those areas. Participants are more aware of how girls and women can be treated unfairly due to discriminatory attitudes or rules.
- Participants apply the idea of empowerment to their own lives and give their own meaning to 'an empowered woman'.

Key reflections

- **Gender stereotypes, norms and roles** are reflected and reinforced in many ways including in our language.
- We all learn how to play our parts as girls or boys from a very early age. This learning process is called **gender socialization** and continues through life as we receive information from television, movies, songs, books and games.
- **Gender relations** describe how power is shared between men and women, often leading to inequality when men hold more power.
- In most societies, men hold more power and authority than women in many areas including the family, business, government and religion. Such a system is called **patriarchy**.
- Women are not all the same and are not all treated the same. For many women, race, class, sex or disability can mean they are **discriminated** against both because they are a woman and because they belong to a minority,

Key concepts gender socialization, gender equality, harmful practices, discrimination, empowerment

Resources if in-person computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

Handouts None

Time	Activity	Description	Resources
15 mins	Activity 1	Local proverbs about being a woman or a man in your community	Slide 1 from slide set 1 PPT
10 mins	Presentation 1	A world made for men?	Slide set 1 PPT
25 mins	Activity 2	Who decides?	
10 mins	Presentation 2	Patriarchy	Slide set 2 PPT
10 mins	Activity 3	Activity 3: Patriarchy made visible	Slide set 3 PPT
5 mins	Presentation 3	Diverse experiences	Slide set 4 PPT
10 mins	Activity 4	Empowered women	Slide in PPT
5 mins	Activity 5	We are all connected, wrap up and EdApp reminder	Slide in PPT

Total: 90 minutes live session

30 mins EdApp: Module 2 of Gender course

Activity 1: Local sayings about being a woman or a man

Time: 15 minutes

Aim: Participants are aware of how gender stereotypes, norms and roles are reflected and reinforced in their own community.

Note: This activity helps to remind participants about gender norms, stereotypes and roles which were introduced in the previous session. It sets the stage for discussing the disadvantages women face in a patriarchal world later in the session.

Description:



1. Ask participants to think individually of sayings or phrases that reflect a gender stereotype, norm or role – generalizations that reflect how women and men are expected to look or behave differently or about the roles they are expected to play.
2. Show the **PPT slide** for this activity with the examples copied here:

In the Western/UK/US world

“Boys will be boys”

“Don't worry your pretty little head”

“Man up”

“who wears the trousers in that relationship”

“man and wife”

3. Ask them to share their sayings in plenary. Ask someone to write them on a flipchart.
4. Then ask participants to look at the whole list and ask them if they think these sentences could have harmful effects. What happens if these ideas are so much part of the culture that they are assumed to be true? 5. Finish by showing the **PPT slide of phrases from Mexico** as more examples.

Presentation – Slide set 1: A world made for men?

Time: 10 minutes

Aim: Participants understand why gender stereotypes, gender norms and gender roles are so important as they limit what society, and girls and women themselves, believe they are capable of.

Key points

- We all learn how to play our parts as girls or boys at a very early age. This learning process is called **gender socialization** and continues through life as we receive information from television, movies, songs, books and games on the roles we are expected to play and how we are supposed to behave.
- **Gender stereotypes** and **gender norms** matter because through gender socialization we accept them ourselves and they therefore **limit** what we believe we can do.
- **Gender relations** describe how power is shared between men and women, often leading to inequality when men hold more power.

Activity 2: Who decides?

Time: 25 minutes

Aim: Participants begin to realise the ways in which they themselves experience a patriarchal society in their everyday lives and start to question the fairness of such a system.



Description

1. Divide participants into small groups, ideally of 3 or 4 participants.
2. Tell them: we are going to think about ten different areas of life and how decisions in these areas are made - who has control over these decisions. It doesn't matter if you are a single woman or living with a husband/partner – the question of who has control can apply in the context of your extended family (mother, father, brothers, sisters, uncles, aunts) or whoever supports you (e.g. if you are a refugee without any close relatives and living with a host family) as well as to your marriage/partnership and children.
3. For each of the following areas, discuss who does the work and who decided that. Who makes these decisions? Who has the final say? Who has control?
 - **Housing:** Why do you live in this area? Why do you live in the house you live in? How was that decision made?
 - **Household management:** who does the cleaning, the laundry, the food shopping, the cooking. How was that decided? Or was it assumed?
 - **Caring for children:** who does that? How was that decided?
 - **Caring for other family members:** who does that? How was that decided?
 - **Spending money:** who decides how much money is spent on what?
 - **Education:** who decides who goes to school or college?
 - **Earning:** who decides who goes out to earn an income? (and who stays at home)
 - **Travel:** who travels more in your household or extended family – men or women? Can you decide where you go and how you go there?
 - **Free time:** who has more control over their time in your family? Men or women?
 - **Sport:** do you play sport? Who plays sport more in your community, boys or girls? Men or women? Why do you think that is?
4. In plenary, lead a general discussion around decision making and control. Don't ask for details of their small group discussions as some of the information will be personal. But the plenary discussion can focus on two questions:
 - Generally speaking, do men or women in your family have control over decisions?
 - Through your discussions, did anything stand out as being particularly unfair for women?

Presentation – Slide set 2: Patriarchy

Time: 5 minutes

Aim: Participants understand further the imbalance of power between men and women through the term 'patriarchy', so that they can continue to notice the injustices of the systems they live in.

Key point

- In most societies, men hold more power and authority than women in many areas including the family, business, government and religion. Such a system is called **patriarchy**.

Activity 3: Patriarchy made visible

Time: 10 minutes

Aim: Participants are more aware of how unequally women are represented in social, political and economic systems and in decision making in all those areas.

Description

Show the slides in [Slide set 3](#) one by one and for each, lead a discussion using the questions below. The aim is to raise participants' awareness of how men dominate so many spheres of public life and how readily we accept this as normal.

1. Women and political power

- Who holds more power?
- Why does this matter?

[A: because issues that matter to women will not get the attention they need – maternity services, women's healthcare, childcare, unsafe streets, violence against girls and women]

2. Women in sport

- Who gets more media attention? Men's sport or women's sport?
- Is it because women are not good at sport and not entertaining?

[A: No – it is because historically women's sport has not been encouraged, there has been no investment, they don't have access to the same facilities and opportunities. It is harder for women to exercise publicly because they are often judged and harassed.]

3. Women in business

- Who do you think has more power in the business world?
- Why does it matter?

[A: It is not fair for the many entrepreneurial women who would love to be in business; women don't have the same access to these very well-paid jobs; products and services are designed by and for men.]

4. Women in films

- Who has more leading roles, men or women? Who has more speaking roles?
- Why does it matter?

[A: Because if women see themselves always portrayed on screen as inactive, not speaking much, only playing parts as men's girlfriends or as the 'love interest' in the story with men always playing the heroic roles, we are likely to start believing that these are the roles we should play and how we should act in real life.]

5. Women at home

- Who does most of the unpaid childcare and the unpaid domestic work at home? Is it fathers or mothers?
- Is that because women are better at looking after children?

[This is a gender stereotype. It results from the power men have always had in society to say, you gave birth, now you have to look after the children.]

- Why does it matter?

[It matters because it becomes accepted that a woman's place is in the home and that she does not have the same rights as a man to be in a public role, earning money, having a professional job, making decisions that shape society. It may become a widespread belief that women are not even capable of jobs outside the home.]



Conclusion

- In virtually every social, economic and business system you can think of in the public sphere, women are less represented than men.
- This is NOT FAIR! It reflects that they do not have the same opportunities as men – they do not get the chance to fulfil their potential and aspirations in the same way as men.
- Economically, without the same opportunities, they cannot earn as much as men.
- But crucially it also means they do not have the same power as men to make the rules in all these different areas of life.

Presentation 3 – Slide set 4: Diverse experiences

Time: 5 minutes

Aim: Participants are more aware of how girls and women can be treated unfairly due to discriminatory attitudes or rules.

Key points

- Women are never 'just women'. We are not all the same and we are not all treated the same.
- We all have different characteristics that may make us more or less vulnerable to discrimination (unfair treatment) by others.
- Societies are built around systems that favour certain sets of characteristics over others.
- Individuals can be treated unfairly based on characteristics like race, religion, age, sex or disability.
- Women can face multiple discriminatory attitudes if they are not just a woman but of a particular class, race, age or ethnicity, or have a disability. This is called intersectionality. Women who belong to a minority group often have to fight hard to get the same opportunities as other women.

Activity 4: Empowered women

Time: 10 minutes

Aim: Participants apply the idea of empowerment to their own lives and give their own meaning to 'an empowered woman'.

Description

1. Show the PPT slide for this activity.
2. Ask participants to share any ideas that come to their minds when they hear the word 'empowerment'. Facilitate a brainstorming session.
3. Write down the ideas on a flipchart/blackboard/screen for all the women to see.

Use the following prompts to promote discussion:

- Remind them of the **Personal Growth** course and the idea of agency; feeling you have control over your life.
- Refer back to **Activity 2** and the discussions on who holds the power in different areas of your life.
- Ask them what they think 'empowerment' means and what ideas it brings to mind – again, you can link back to ideas from **Personal Growth** on recognizing their own talents and interests. Ideas could include:
 - control
 - strength
 - being able to say no
 - making decisions
 - not allowing other people to make decisions for you
 - doing what you think is right regardless of what other people think
 - respecting your own needs and wants
 - working out what you want to do and the path you want to follow
 - not feeling threatened or afraid or that other people are better than you.
- Say that you can be empowered simply by changing the way you look at the world, re-evaluating your relations and attitudes in light of gender, gender relations and patriarchy – that the situation of women and girls is not a result of anything they have or haven't done but a consequence of the unjust system in which we live.

Note: you can also use the following flow to direct the conversation:

- Start with **empowerment**.
- Be more specific: **women's** empowerment.
- Ask for ideas about the **meaning** of the word.
- Ask for **examples** of what empowerment looks like.
- Ask them to describe an '**empowered woman**'.

Activity 5: We are all connected, wrap-up and EdApp reminder

Time: 5 minutes

Aim: Participants shake off tensions, feel supported by each other and know what to do before the next session.

Note: The idea is to get participants to move their bodies a bit to shake off tensions and try to reconnect, especially if the vibe in the room feels tense after having discussed the topics above. To prepare, ask your SCE coordinator for local information on trusted psychosocial, legal and other types of services which you can offer to those participants who need it.

Description:

1. Show the PPT slide with the trees.
2. Ask participants to stand up if possible.
3. Ask them to pretend that they are trees and to imagine roots coming out of their feet and going deep into the ground. Their bodies are the trunks of a very strong tree and their arms and head will be branches rising tall.
4. Ask them to picture their roots connecting to each other's underneath the ground.

5. Ask them to close their eyes and do a series of five deep breaths as they imagine that they are trees.
6. After this exercise, ask participants if they have any questions or would like to share anything they feel safe to share.
7. Tell participants that you have information on local psychosocial, legal and other services that can offer support if they feel they would benefit from it.

Finish with **two important points**:

- **Remind participants** to do **Module 2** of the EdApp **Gender** course before the next session.
- **Ask participants to bring to the next session a photo**, if they have one, of a **woman ancestor**. She could be their mother, grandmother, aunt, or any member of her community from a previous generation. The photo can be printed or digital, or it can be a drawing. They will use it in the first activity of the next session.



Session 3:

LEARNING AND WORKING AS A WOMAN

Objective To help participants understand the real-life repercussions of gender inequality in the realms that are connected to SCE: education and employment.

- Outcomes**
- Participants are able to identify discriminatory experiences in their own lives especially around access to education.
 - Participants recognize the impact that the gender division of labour has in their households.
 - Participants become aware of possible gender-related challenges in education and employment and can explore ways to overcome them.
 - Participants understand how education and employment are intrinsically linked.
 - Participants reflect across generations to realize how things have changed and continue to change for women and girls throughout time. Nothing is set in stone.
-

- Key reflections**
- Gender inequality generates discrimination that particularly affects women's **access to education** and **employment**.
 - Girls often face unfair treatment even before they set foot in a school.
 - The **gender division of labour**, dictating who should do what, acutely affects adult women and their development opportunities.
 - **Care work** in particular is unfairly assigned to women which traps them in the private sphere, usually working extended hours without receiving any payment.
 - **Social systems** have perpetuated gender inequalities in employment through gender stereotypes, gender discrimination and gender-based violence.
 - Despite progress, women generally **do not have the same opportunities** for work as men with many professions being considered exclusively for men/women.
 - Even when they manage to break into 'masculine' areas of work, many women eventually face an invisible barrier that prevents them from advancing further, the '**glass ceiling**', which stems from entrenched norms and biases, rather than a lack of competence.
 - Education and employment are two areas specifically impacted by gender inequality but can also be tools that **generate empowerment** and foster equality.
-

Key concepts Discrimination, gender division of labour, gender in education, gender in employment, care work, reproductive role, productive role, glass ceiling, public vs private spheres

Resources if in-person Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

Handouts Activity 5: Matching pairs

Time	Activity	Description	Resources
25 mins	Activity 1	Our ancestors and their aspirations	Photos/drawings of ancestors
10 mins	Presentation 1	Education and the invisible barriers for girls and women	PPT – Slide set 1
10 mins	Activity 2	Our experiences in education	Post-its
5 mins	Activity 3	A Second Chance	None
10 mins	Presentation 2	Why is SCE for adult women?	PPT – Slide set 2
5 mins	Activity 4	Gender barriers	None
10 mins	Presentation 3	Women at work	PPT – Slide set 3
10 mins	Activity 5	Matching pairs	Handout
5 mins	Activity 6	Wrap up: new generations	None

Total: 90 minutes live session

60 mins EdApp: Modules 3 and 4 of Gender course



Activity 1: Our ancestors and their aspirations

Time: 25 minutes

Resources: PPT, photos or drawings of ancestors, tape

Aim: Participants are aware of how things change for women from one generation to the next, including in education, by reflecting on the lives of women who have gone before.

Note: The idea of this activity is to provide space for participants to reflect on the lives of their women ancestors and identify how things change from one generation to the next. They develop this understanding by listening to everyone's stories and sharing their own. Participants also start thinking about education for girls and women and how that has changed through time.

Reminder: At the end of the previous session, you asked participants to bring with them a physical or digital photo of a woman ancestor. She could be their mother, grandmother, aunt or any member of her community from a previous generation.

Description:

1. Ask participants to get out their ancestor photos or drawings. If some participants do not have one, ask them to write down the name of their selected ancestor in big letters on a piece of paper.
2. Tell participants that you will give them some questions to think about and that they should jot down their ideas in response.
3. Project the following prompts from the [PPT slide](#) or write them down on the board or flipchart, or print them out for participants:

Prompts:

When our mothers or grandmothers were girls, they were often **not allowed to do certain activities or behave in a certain way** – things that were often encouraged in boys or men. Can you think of any **examples** based on what you know about your selected ancestor?

Can you think of any activities that you are able to do, and she wasn't? Any responsibilities that she had, and you don't?

Did your ancestor's **aspirations or goals** (connection to personal growth course) differ greatly from your own? Do women's aspirations change across time and contexts? Why?

4. After about 10 minutes, ask participants will take turns to present their ancestor and the differences that they identified. Lead a discussion.
5. If possible, at the end of the activity or session, take photos of all the photos/drawings. Outside of the session, create a slide or image that shows all the ancestors together in a 'virtual wall of ancestors'. This will be used in Session 4.



Presentation – Slide set 1: Education and the invisible barriers for girls and women

Time: 10 minutes

Aim: Participants are aware of the role gender plays in women's access to education and their experiences while learning, and can identify what discrimination looks like in practice.

Key points

- Women and girls face unfair treatment (discrimination) when trying to access education opportunities and often experience going to school and learning very differently from boys.
 - Gender norms and structural barriers such as inadequate toilets and other facilities limit girls' ability to attend and succeed in school.
 - These barriers relate to girls' safety, care duties and responsibilities at home, and gender stereotypes, norms and roles that permeate community beliefs and practices.
-

Activity 2: Our experiences in education

Time: 10 minutes

Aim: Participants understand how being a girl/woman has affected their own and other participants' education.

Preparation: Stick two flipchart sheets on the wall. On one, draw a house and on the other, a school.

Description:

1. Distribute pens and post-its.
2. Ask participants to think about situations in their lives when they were told that because they are girls/women, they can or cannot, should or should not, do something that relates to learning, education, going to school, training, etc. It can be something that happened to them or to someone they know.
3. Ask them to think of as many examples as they can and write each example on a post-it.
4. Then ask them to stick their post-its on the relevant picture to show where their example happened.
5. Ask for a volunteer to come to the front and read out loud all the post-its.
6. Facilitate a discussion on the common barriers and norms that have been noted and where they took place.

Activity 3: Why a Second Chance?

Time: 5 minutes

Aim: Participants have a better understanding of the underlying reasons why the Second Chance programme is needed.

Description

1. Ask participants to reflect on the following questions:
 - Why are you here in this programme?
 - Why is the programme's name 'Second Chance'?
2. Invite one or two participants to share their thoughts with the group.

Presentation – Slide set 2: Learning and earning as adult women

Time: 10 minutes

Aims

- Participants understand how care work, the gender division of labour and gender roles in the private and public spheres are organized to the detriment of women.
- Participants see themselves as part of a big network of women with shared experiences and challenges around the world.

Key points

1. The SCE programme targets adult women who faced barriers to access or complete their education when they were younger and are looking for a chance to learn new things and explore new ways to generate an income.
2. Society tends to assign jobs and responsibilities based on gender, often limiting opportunities and perpetuating inequality. This is called the **gender division of labour** and influences who does what work. It can reinforce unfair practices.
3. This division is based on the idea of men having a **productive role** which involves work that produces goods or services for money or exchange – this work is often more valued and better paid compared to similar work done by women; and women having a **reproductive role** which includes tasks essential for maintaining the community, such as childbearing and housework, which are usually unpaid.
4. **Care work:** These are unpaid tasks like household chores and caregiving, typically done by women, which can limit their ability to earn money or pursue education. This involves taking care of children and elderly or sick relatives. Because of all this work that is expected of women, they have less time for paid work.
5. Productive work is usually done in what is considered the **public sphere** while reproductive work is carried out in what is termed the **private sphere**. This has led to many societies determining that only men belong in the public sphere, which is composed of public spaces, while women should be confined to their homes (the private sphere).

Activity 4: Gender barriers

Time: 5 minutes

Aim: Participants realise that they have a lot in common with each other as women seeking to learn and earn, and facing the same difficulties.

Description:

1. Show the **PPT slide** with the following questions:

What are the things that make it difficult for you and other members of the group to participate in the **SCE programme**?

Would these barriers also apply to **men**?

Are these barriers also faced by women wanting to **earn an income**?

2. Ask if one or two participants (max.) would like to share their thoughts with the group.
3. As participants share, point out how their ideas link to the concepts of gender division of labour, gender roles and gender norms.

Presentation – Slide set 3: Women at work

Time: 10 minutes

Aim: Participants become more aware of the link between education and income generation, and of the challenges that women face at work.

Key points

- A girl's education is very important for her future. It is likely to affect what jobs she can choose and how much she earns as an adult.
- Gender influences work opportunities and earnings for women in different ways that limit women's futures and aspirations.
- Despite a lot of progress, generally women do not have the same opportunities for work as men.
- Many professions are still considered as 'feminine' (only appropriate for women). These types of work tend to be undervalued and underpaid.
- Girls and women are often discouraged from pursuing certain careers that are considered to be exclusively for men and have to choose 'socially acceptable' jobs.
- Working in areas that are still mostly dominated by men can be challenging for many women.

- An invisible barrier that prevents women and minorities from reaching high positions in jobs and society is often referred to as the '**glass ceiling**'. It stems from entrenched norms and biases, rather than a lack of competence.
- Recognizing the glass ceiling is crucial for understanding that barriers are often systemic and invisible to many in society. Awareness of these barriers can help preserve self-confidence and empower individuals to challenge and overcome these obstacles.
- Limited educational opportunities for women from a young age lead to a lack of training and experience, reinforcing the glass ceiling by creating a cycle of underqualification.
- Women may face discrimination in the workplace, not due to lack of ability but because of biased beliefs about their competence or appropriateness for higher roles.
- This can result in unequal pay – across the world women frequently make only a portion of what men earn for the same job or a job of equal value.

Activity 5: Matching pairs

Time: 10 minutes

Aim: Participants have a reinforced understanding of the relevance of gender in education and employment.

Preparation: Print one copy of the **handout** for this activity and cut it up so that each term and each definition is on a separate piece of paper.

Description:

1. Split participants into two separate groups and give each group three terms with their corresponding definitions. Thus each group will have a different set of terms and definitions.
2. Ask participants to match each term with its definition. Ask them also to think about how they would use each term and how they would explain it to a friend in their own words. They can use a made-up example if they want. Give them 5 minutes.
3. Ask each group in turn to come to the front and present their terms and definitions, and their explanations and examples.

The terms and definitions are as follows:

- **Gender division of labour:** how society decides who should do which jobs based on whether they are men or women.
- **Glass ceiling:** invisible barriers that prevent women and other minority groups from advancing in their chosen employment. It is connected to entrenched gender stereotypes and norms.
- **Discrimination:** an unfair treatment based on a person's identity: gender, religion, race, etc.
- **Patriarchy:** a social system whereby men have more access to power and are more privileged.
- **Empowerment:** gaining power and control over our own lives. It involves awareness-raising, building self-confidence, expansion of choices, more access and control over resources.
- **Care work:** all the tasks required to raise children and care for other people, and housekeeping such as cleaning, cooking, etc. Most of the time this type of work is undervalued and underpaid.

Activity 6: Wrap up: new generations

Time: 5 minutes

Aim: Participants are aware again that things change for women and girls between generations, this time recognizing the different opportunities that a younger generation has compared to their own.

Description:

1. Ask participants to think back to the first activity of the session when they thought about an ancestor. Ask them:
 - Now think about **younger women** that you know - your daughters, granddaughters, nieces or any other young women or girls in your community.
 - How do **their** lives differ from yours and from your ancestor's?
 - How are things different specifically in terms of **education**?
2. Ask them to write a few ideas down in their SCE journals.

Finally and importantly, remind participants to do their e-learning on EdApp before the next session.

Note: For this time only, ask participants to do both **Module 3: Learning and working as a woman** and **Module 4: Asta's story – Part 2** of the **Gender** course on EdApp before the next session, which will refer to Asta and her story in Module 4.

Session 4:

GENDER EQUALITY IN PRACTICE

Objective To enable participants to put all the knowledge acquired so far into practice, centring their experiences and their active role in promoting gender equality

- Outcomes**
- Participants are able to apply all the knowledge they have acquired in the course to their own lives and experiences.
 - Participants are able to identify gender norms that they have been unintentionally replicating.
 - Participants begin to realise the power of connecting with other women. i.e. the importance of peer support and inspiring and supporting each other.
 - Participants understand that they can be agents of change and lead the way in their communities in encouraging other women to come together.

- Key reflections**
- Connections with other women can be a powerful source of moral support and learning.
 - Conversely, women can suffer from isolation as a result of gender roles and gender norms which often confine them to the home,
 - We can advance both our own personal growth and gender equality by being part of a network of women, which counters such isolation and is a source of learning and support.
 - We can be agents of change simply by being more aware of how we inadvertently perpetuate gender norms, expectations and stereotypes ourselves.

Key concepts solidarity, feminism, networks, allies, agency

Resources if in-person Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

- Handouts/ resources**
- Activity 1: Snapshots of Asta's story (only one copy needed)
 - Flip chart/other visual output from the extra-terrestrial activity in Session 1
 - 'Virtual wall of ancestors' from the ancestors activity in Session 3, either a printed copy or projected digital image

Time	Activity	Description	Resources
25 minutes	Activity 1	Game: Asta's journey	PPT, handouts (one copy), post-its, pens
20 minutes	Activity 2	Our own journeys	Flipcharts, pens and markers
10 minutes	Presentation 1	We are not alone – the collective power of women	PPT – Slide set 1
10 minutes	Activity 3	What does solidarity look like?	None
10 minutes	Activity 4	Transformative learning – reactions to situations	PPT, paper or post-its, pens
10 minutes	Activity 5	Revisiting the extra-terrestrials	PPT, SCE journal/paper, pen
5 minutes	Activity 6	Wrap up and final reflection	None

Total: 90 minutes live session

30 mins EdApp: Quiz of the Gender course plus revisiting any previous modules

Activity 1: Game – Asta's journey

Time: 25 minutes

Aim: Participants consolidate their understanding of everything they have learned in the course and understand how it applies to their own lives.

Preparation: Print the handouts for this activity. You only need to print **one** copy. The handout consists of drawings of Asta and snapshots from her story which illustrate a particular idea from the course.

Description



1. Put all the printed handouts face down on a table in the middle of the room.
2. Show the **PPT slide** listing some of the concepts from the course.
3. Divide participants into two or three teams.
4. Ask a member of each team in turn to select one of the printed handouts. They show everyone the picture and read out the summary.
5. Ask the participant: what theme or concept is this part of the story an example of? Some possible answers are given in red below, but other answers may be valid.
6. Then ask the team (or the whole group, if the team size is small): who has experienced something similar to Asta? Choose one or two volunteers to share their examples, making sure that by the end of the activity, everyone in the room has had a chance to share their experience if they want to.

Some of the concepts related to each 'snapshot' are shown in red below but other answers may be given:



Asta's daughter Halima is harassed on the way to school. **harassment, discrimination, violence**



The community leaders have agreed to meet Asta to talk about the problem of Halima and other girls being harassed on the way to school. Asta is excited but nervous. She's never spoken at a meeting like that before. Usually she stays in the _____ sphere. Now she is moving to the _____ sphere. **private sphere, public sphere, feminist**



It is not easy for Asta and her friends to join the community meeting because they have to look after the children. **care work, reproductive role, gender-based barriers (problems that only women face because of gender norms and expectations)**



Fatima loves playing football. Asta used to love playing football herself and was really good, but she was told that football was only for boys. **gender norms, gender stereotypes, discrimination**



People laugh at Fatima because she plays football. Some people criticize her and her friends when they play. **gender norms, gender stereotypes, harassment**



The thing Asta loves most about the SCE centre is that she gets to talk to so many other women. She realises that up to then, women have had no space to meet and be themselves. **isolation, networks, peer support**



Cha loves playing with his sisters' toys. He loves spending time with his grandmother and wants to learn how to cook. But his teacher is worried about his behaviour. **gender norms**



Asta's neighbour has to make a difficult decision: choose either secondary school for her daughter who is top of the class in her primary school or a bicycle for her son who has already finished secondary school. She didn't finish her secondary school. She wants her daughter to have the chance she didn't. **discrimination in education, benefits of education (educated women can support their partner in making good decisions for the family, can support their children better, can earn more money)**



Asta's daughter Halima is disadvantaged at school because she is a girl. In her school, boys are offered science lessons and girls cookery classes. Girls have to wear skirts even in winter. Girls are not allowed to play football. **discrimination, gender norms**



The sanitation facilities at Halima's school are not adequate for girls. Girls have to deal with their periods and need privacy and security. So Halima has to stay at home when she has her period, missing several days of school every month. **gender norms (women belong in the home, should look feminine, should learn subjects only relevant to home, discrimination)**



Asta's daughter Halima and her friends have started campaigning for change in their school. **networks, agency, change, feminist**



Asta stands up for her son Cha when his teacher says he is not behaving as a boy should. Asta has become aware of gender norms and how they limit the lives of girls AND boys. **gender norms, agency, change, feminist**



Asta wants to get on the internet to look something up to encourage Fatima to keep playing football. But she can't because Michael has the family phone most of the time. **digital access,**



Asta is trying to find a way of getting online. She remembers that there are computers in the SCE hub that she can use for free. **barriers, opportunities, agency, change**

Activity 2: Our own journeys

Time: 20 minutes

Aim: Participants develop ideas on how some of the gender-based barriers they have faced could be addressed.

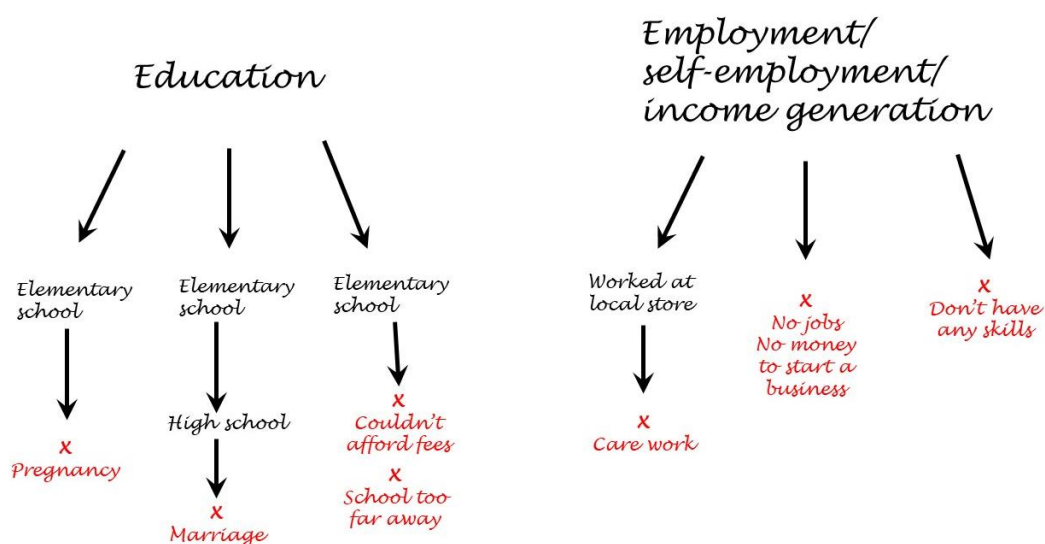
Resources: Flipchart, pens/markers, PPT slide.

1. Divide participants into groups of three and give each group a flipchart sheet.
2. Show the **PPT slide** for this activity as an example, also shown below.
3. Ask them to map their journeys in education and employment/self-employment/income generation. The idea is to include three participants on one flipchart (again, see the example below).

They should draw on their map any barriers they faced – what prevented them from continuing or made it harder for them. This might include lack of funds, parents prioritizing their brothers' education, pregnancy, early marriage, care work, harassment, geographical isolation, conflict, disability, ill health, etc.

4. Emphasise that they only need to talk about what they feel comfortable sharing. They should feel no pressure to reveal personal details.
5. Ask them to discuss how these barriers could have been overcome or how they were overcome.
6. Ask each group to present the barriers they have faced and how they might be overcome.

Example – the barriers are written in red with a red cross:



Presentation – Slide set 1: We are not alone – the collective power of women

Time: 10 minutes

Aim: Participants are aware of the power of coming together as women to share experiences, learn from each other and offer and receive support. They understand that each one of us has a role to play in the fight for greater fairness for women by changing our own attitudes and behaviour.

Key points

- Helping and supporting each other can make a huge difference to our lives because as women, we have so many experiences in common. This mutual support that helps us know we are not alone is called **solidarity**.
- When women collaborate and support each other, they create a support system or **network**. Such networks are like webs of assistance, advice and care.
- Solidarity and networks can help us develop our **agency**: the ability to act and make decisions, even in challenging situations.
- We **all have a role** in creating a more equal society. We can all learn about gender issues and recognize our own role in perpetuating the unequal treatment of boys and girls and men and women.
- **Allies** are the people who want you to feel empowered, who want to help you and who understand that they also have a role in building the gender equality of the future.
- **Feminism** is a movement dedicated to achieving gender equality and addressing the oppression and discrimination of women and girls. Feminism is grounded in the belief that women are equal to men and deserve the same rights, opportunities, and respect.

Activity 3: What does solidarity look like?

Time: 10 minutes

Aim: Participants are aware of what they have learned from each other and the support they have received from, and offered to, others in the group. They start to realise the transformative power that being with other women can have.

Resources:

- **Virtual wall of ancestors:** ideally, at the end of Activity 1 in Session 3, you took photos of all the participants' ancestors and created an image or slide that shows all the ancestors together in a 'virtual wall of ancestors'. This will be used in this activity.
- **PPT slide**

Description:

1. **First**, show the **virtual wall of ancestors**.
2. Ask participants:

- Can you think of one thing that you learned from your ancestor?
 - Do you think your ancestor was able to connect with other women like you are doing now? Do you think they had any kind of peer network?
3. Give participants a few moments to think about their answers. Then ask for a couple of volunteers to share their thoughts with the group.
 4. **Second**, show the **PPT slide** with the image of Asta surrounded by women and Halima and friends campaigning. Remind participants of how Asta broke free from her isolation and generated important networks with other SCE participants, an example that Halima is now following with her friends:

The thing Asta loves most about the SCE centre is that she gets to talk to so many other women. She realises that up to then, women have had no space to meet and be themselves. She realises how isolated she, and the other women, have been.

Also, Halima and friends have started campaigning for change in their school, supporting each other and working together to bring about change.
 5. Ask participants: Can you think of one thing you have learned from another participant during this course?

For example, it could be a way of behaving or communicating, something they've done outside of the course at home or in the community, or even something they *don't* do.
 6. Give participants a few moments to think about their answers and then ask for a couple of volunteers to share their thoughts with the group.
 7. Wrap up the activity by noting that being with other women can be transformative, as it is a source of moral support and learning. It is a very effective method for personal growth.

Activity 4: Transformative learning: how we react

Time: 10 minutes

Aim: Participants understand that because of our immersion in a society with gender norms and gender stereotypes, we are all subject to believing them ourselves and behaving in ways that perpetuate them; but that we can learn to transform our thinking.

Description:

1. Ask participants to divide into two groups.
2. Give each group one of the hypothetical situations shown on the **PPT slide**:

Devi: Devi is sitting next to another young woman in a tailoring class. She notices that the woman is having her period and has a stain on her skirt. She takes her stuff and changes place, sitting next to someone else.

Carmen: Carmen sees her son crying because he got pushed by another boy at school. She gets angry at his tears and yells: "Don't cry, go and punch that boy in his face. Don't cry like a girl."

3. Ask each group to identify:
 - the gender norm that Devi/Carmen are reproducing – why are they acting in that way?

- how they could have acted differently so that they do not reinforce that gender norm.
4. Ask each group to come to the front and present their ideas, making sure the responses below are included:
 - **Devi:**
Devi has been socialized to think of periods as embarrassing and shameful. She could have asked the other woman if she needed help, and perhaps offer to accompany her to the bathroom, or think with her of a solution.
 - **Carmen:**
Carmen is worried her son is not acting according to masculine norms and won't be respected by other boys and men. She could have let her son express his feelings in the way he needed. Encouraging him to use violence will expose him to physical harm and perpetuate the idea of how a boy should behave.
 5. Wrap up the activity by noting that because of our immersion in a society with gender norms and gender stereotypes, we are all subject to believing them ourselves. We may inadvertently perpetuate this kind of thinking and behaviour without realising it. But we can begin to notice how we react in certain situations and can learn to transform our thinking and behaviour.

Activity 5: Revisiting the extra-terrestrials

Time: 10 minutes

Aim: Participants are aware of how their perspective on gender issues has changed since the start of the course.

Resource: Bring the flip chart or other visual output created in [Session 1, Activity 1](#).

Description:

1. Show the [PPT slide](#) for this activity.
2. Remind participants of the exercise on extra-terrestrial beings (Session 1, Activity 1), when they discussed the differences between men and women and explanations for those differences. They may have discussed physical differences, dress codes, ways of speaking and relating to each other, what men and women like to do, most common behaviours and roles at home and in public.
3. Show the flip chart or other visual output created from that exercise. Go through some ideas that are written there and ask: do you still think this? Is this a characteristic of *all* men/all women? What do you now think about the reasons for the differences between men and women? Is there anything you would want to take back, add or change?
4. Facilitate a discussion on this.

Activity 6: Wrap up and final reflection

Time: 5 minutes

Aim: Participants consolidate the key things they have learnt in the course.

Description:

1. Depending on the time available, choose one or both of the following.
 - Ask participants to think of the thing – an idea, realization or fact – from the course that surprised them the most and that they will be sharing with others every chance they get.
 - Ask participants to think of examples of things they would like to see change for them. These might include more sharing of care and domestic work, more equal decision making with their partner, raising their boys and girls in a less gendered way, etc.
2. This is the final activity of the course! Thank everyone for attending and for all their contributions.

EdApp reminder:

Participants should already have done Modules 3 and 4 before this session, but if not, they should make time to do that. Everyone should do the course quiz. Once they have completed all parts of the course, they will be emailed their completion certificate.

ⁱ https://www.unfpa.org/sites/default/files/pub-pdf/Social_Norms_UNFPA_style_II.pdf