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| Title | **Gender Stereotypes** |
| Objective | * Understand stereotyping of female and male qualities and gender bias * Understand the difference between gender and sex |
| Target audience | Community members, farmers, cooperative leaders |
| Group size | 20–25 mixed male/female participants |
| Estimated time | 1h |
| Materials | Flip chart and markers |
| Printouts  downloadable resources | * Copy of the [Gender Traits Table](https://www.threemountains.academy/wp-content/uploads/2018/06/Table-format-on-gender-traits.docx) for each group |
| Source | Adapted from [Care](http://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf) |

**1. Steps:**

Introduction (5min)

* Start by reading the following story to the group:

“Two people were sleeping on a bed. Suddenly, a loud noise woke them up. It was coming from very close by. One hid under the bed, while the other picked up a stick and ran towards the noise.”

Small group work (20 min)

* Divide the participants into small groups.
* Ask them to identify which one of the two people is male and which one is female.
* Ask them to support their theory by listing as many male qualities and female qualities as they can on the [Gender Traits Table.](https://www.threemountains.academy/wp-content/uploads/2018/06/Table-format-on-gender-traits.docx)

Whole group work (35 min)

* Ask all of the groups to come back together.
* Draw the *Gender Traits Table* on the flip chart and ask the groups to contribute their ideas. Have they identified similar male and female traits?
* Ask the following questions to help guide discussion:
  + Why have you assigned some traits to men and other traits to women?
  + Are these traits related to sex (physical traits) or to gender (social standards)?
  + Which of these traits do you think men and women are born with?
  + Which of these traits do you think men and women learn later in life?
  + Who teaches men and women these traits? Where do they learn to behave in certain ways?
* Cross off any traits that the group feel are learnt or taught, so that you are only left with the traits the group feel men and women are born with.

**2. Key message**:

Many attributions given to men and women are gender stereotypes. They have nothing to do with capability or skill. Almost all activities done by men can also be done by women and vice versa.

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| Gender stereotypes imply attributes that are specifically associated with men or women. These stereotypes can determine how men and women might behave differently in various circumstances and in the relationships they have with one another.  This exercise also helps to differentiate gender and sex. Sex refers to biological and physiological characteristics that define women and men, gender is a social construct.  A woman will always be a woman, but what she is allowed to do or not (e.g. milking cows) or is supposed to look like (e.g. small and slender) in order to be respected in society, is culturally defined. Hence gender roles may develop over time or can be deliberately changed.  In the last step, the group removes all learnt traits from the list to remain with only the traits held from birth. Learnt traits can be considered traits that relate to gender, whereas traits that you are born with relate to sex.  When concluding the exercise, the facilitator should explain to the participants that no one can say for certain which character in the story is female and which is male. The person who ran to the door with a stick could be either male or female. However, due to social stereotyping, we learn to associate aggression, bravery and strength with men, whereas weakness and submissiveness have become associated with women, who are not considered capable of handling tough situations.  Can women perform as men do? [Watch this video.](https://www.youtube.com/watch?v=LMIjYoNwBck) |

1. **Notes for facilitators:**