



MODULE 2

CHAMPIONS OF CHANGE

BEING GENDER AWARE

Because I am a Girl





Champions of Change for Girls' Rights and Gender Equality

is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is Plan's comprehensive global curriculum for girls' empowerment.

The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The program is the sister curriculum to the Boys Champions of Change curriculum.

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SNAPSHOT: BEING GENDER AWARE

This module begins by exploring the root causes of gender inequality, and the ways in which gender norms affect girls every day lives. The module then invites the girls to visualise change, to understand gender equality as their right, and to learn from the history and present of women's and girls rights movements.



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Topics include: distinguishing between sex and gender; gender norms, roles and stereotypes; gender, power and agency; the right to gender equality; and feminism and the history and present of women's and girls rights movements

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Girls make collages to represent their power as rights-holders while discussing the positions of duty-bearers in their communities—and how they can influence them.

Activity GEN8: Our Grandmothers, Our Mothers, Ourselves

50

Girls create skits about girl and women activities that have worked for gender equality and identify women mentors and role models for themselves.

BEING GENDER AWARE

SETTING THE STAGE

WHAT IS 'GENDER' (AS OPPOSED TO 'SEX')?

While a person's sex is determined by biological characteristics that are commonly found in a male or a female body, 'gender' refers to the roles, behaviours and attributes that a society considers appropriate for men and women, and boys and girls. For example, women can give birth because of their sex, but the expectation that women are natural caregivers and primarily responsible for looking after the household is about gender.

Sexual characteristics do not change from culture to culture, or over time. In contrast, gender characteristics change from generation to generation, between one culture and another, and between different socio-economic and ethnic groups, as well as other groups.

EVERYONE IS AFFECTED BY GENDER SOCIALISATION THROUGHOUT HIS OR HER LIFE — FROM BIRTH THROUGH CHILDHOOD, ADULTHOOD AND OLD AGE.

Sex describes the biological and genetic differences between men and women of all ages. Most females have the organs and hormones to enable them to menstruate, get pregnant, deliver children and breastfeed. Most males have the organs and hormones to enable them to produce sperm.

Gender describes the differences in the way that males and females are expected to behave — how they relate to others, the work they do, the way that they speak, the way they dress, etc. and in their status — how much they are valued by society, and what opportunities are available to them. These differences are created by society, not nature. They are part of our culture, and they change over time. Gender is not just about women and girls or just about men and boys — it is about how they relate to each other.

WHY IS IT IMPORTANT TO DISTINGUISH BETWEEN 'SEX' AND 'GENDER'?

Distinguishing between sex and gender helps us understand that most of the things girls and boys are expected to do are learned behaviours. Some people may believe that it is 'natural' for girls to be quiet and that it is 'natural' for boys to be aggressive. However, these are actually learned behaviours. Everything that is learned can be un-learned, particularly once we understand that society uses gender to discriminate against us, or to lead us to unhealthy or risky behaviours.

WHAT ARE GENDER ROLES AND GENDER NORMS?

Gender roles are socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and boys, versus for women and girls. It describes what people are expected to do based on the sex that they were born with. However, this division of roles is arbitrary as nothing prevents women and girls from doing the things that gender roles assign to boys and men, and vice versa.



Gender roles are based on **gender norms**, which are social rules that tell us what it means to be a girl or a boy, a man or a woman in a given society. Rules are often enforced through control mechanisms, and gender norms are no exception. Gender norms may be enforced through social pressure, or through political or physical control. In all stages of life, conforming to gender norms is socially rewarded while resisting them can be associated with social costs. For example, if a girl accepts the social norm that she needs to be quiet and to do as she is told, she will be called a 'good girl' and she will not be reprimanded. Instead, if she is outgoing and questions what she is told, she will likely be punished and may be prevented from playing with other girls lest she be a bad influence on them. In some countries, laws related to gender norms keep women from doing things like driving or participating in politics for fear of being jailed. Around the world, men and women who push the boundaries of their societal gender norms risk being targeted with physical violence.

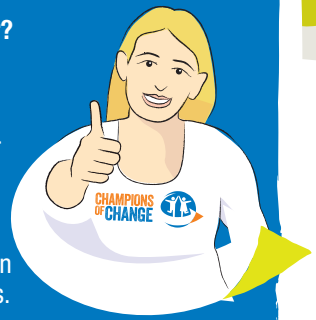
These control mechanisms are why we are all influenced by gender norms. Our ideas and experiences about gender affect what we do and how we relate to others in all stages and in every aspect of our lives.

WHAT DO WE MEAN WHEN WE SAY THAT GENDER IS LEARNED?

We learn which gender roles are expected from us through **gender socialisation**. Everyone is affected by gender socialisation throughout his or her life —from birth through childhood, adulthood and old age. Parents, siblings, other relatives, teachers, friends, media, education, religion, and the community take part in it, both knowingly and unknowingly. Men and women, girls and boys all take part in transmitting and monitoring gender norms.

Gender socialisation leads us to adopt attitudes and expectations about what it means to be a girl or a boy, a woman or a man. It results in certain attitudes and expectations about males and females. For example, boys and young men commonly learn that they have to be assertive, sexually active, unemotional and authoritative in order to be considered 'masculine'. Girls and young women tend to be told that they have to be subservient, obedient, delicate and quiet in order to be considered 'feminine'.

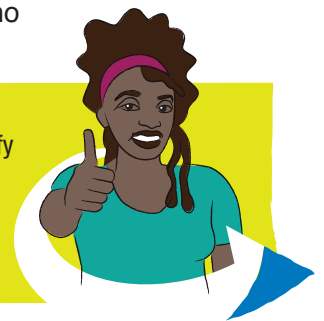
Activity GEN1: What is Gender? and **Activity GEN2: A day in our lives** introduce girls to the meaning of sex/gender, gender roles, gender norms and gender socialisation. These activities also invite them to explore their own ideas about gender, identifying the origin of their own gender attitudes and behaviours.



WHAT ARE GENDER STEREOTYPES?

Gender stereotypes are beliefs about women and men that are commonly seen as true and unchangeable. Gender stereotypes keep girls and boys from developing their full potential because they push girls and boys to act according to what is expected from them instead of according to their interests or wishes. People are judged by how well they adhere to the gender stereotypes. They can lead to social exclusion of those who do not fit the stereotype.

In Activity GEN3: Gender Stereotypes, girls learn to identify adherence to gender stereotypes as well as behaviours that challenge these stereotypes both in themselves and in others.



WHAT IS THE RELATION BETWEEN GENDER, POWER, AND VALUE?

Difference and inequality are two very distinct concepts. Difference occurs naturally or by choice, but there is no reason why it should affect people's status or rights. In contrast, inequality is the result of treating people unjustly because of who they are, or because of the groups they are associated with. Difference and inequality are not the same, so it is a mistake to use them interchangeably.

Understanding this distinction is important in order to understand why the differences between women and men or girls and boys are not the problem. Indeed, girls will likely point out that difference between girls and boys are natural, and that there is no disputing that. They may even feel offended if you tell them they are the same as boys. This is why it is so important to work with them to distinguish between difference and inequality, and to see that the problem is the inequality between the roles, characteristics and expectations assigned to men and boys and those assigned to women and girls.

Girls and boys learn to think that the roles assigned to males are more valuable. For example, societies tend to value characteristics it assigns to males, such as 'being assertive' or 'being rational' over those assigned to women and girls, such as 'being passive' or 'being emotional'. Such de-valued traits lead to girls themselves being valued less. For example, in many cultures around the world, the birth of a boy is much more celebrated than the birth of a girl, and boys' academic or economic achievements are seen as much more important than the same achievements by girls.

These differences in value, in turn, lead to restrictions and limitations for women's and girls' own aspirations and to increased rewards and opportunities for boys and men. Ultimately, gender norms around value transform the differences between males and females into gender inequality.

In Activity GEN4: Being a Girl, girls explore the differences in value that are at the heart of gender inequality, and what these differences look like in their own families and communities.



Societies where some people are ranked above others according to status are known as hierarchical societies. By placing more value and therefore status on men and boys than on women and girls, the result is a hierarchy based on gender. This gender-based hierarchy is known as **patriarchy**.

Ultimately, gender norms dictate who is able to make decisions and therefore, who holds power. In this way, gender relations are also power relations. The unequal distribution of power in gender relations affects girls' and women's ability to act on their own behalf and to influence the actions of others. Ultimately, it affects their ability to realize their rights.

INEQUALITY IS THE RESULT OF TREATING PEOPLE UNJUSTLY BECAUSE OF WHO THEY ARE, OR BECAUSE OF THE GROUPS THEY ARE ASSOCIATED WITH.



BOX GEN1: DISCRIMINATORY GENDER NORMS CAN LEAD TO GENDER-BASED RIGHTS VIOLATIONS

Although a gender norm may seem like a harmless idea, because it is held by the majority of a society it leads to the expectation for all members of society to adhere to this norm. Societal expectations are then enforced—lawfully or otherwise—in ways that can be violent and harmful, and which violate the rights of the affected individual or group.

Rigid roles: Gender norms lead girls and boys, men and women to rigid roles that limit the development of their potential and the fulfilment of each of their rights. This includes seemingly positive roles, such as men being the ‘provider’ or ‘protector’ of the family, which puts unnecessary burden on men and boys that could more positively be shared in an equal partnership—and also ignores the many women-headed households around the world, forcing them ‘outside’ of the norms of their gender category.

Prejudice and exclusion: Rigidity in roles leads us to exclude people who behave in ways that differ from the established rules (or boxes). This exclusion is often accompanied by violence. Homophobia (prejudice against homosexuals) is one example of this, and people or groups that do not tolerate sexual diversity can express it in discriminatory laws and in actions or behaviours ranging from jokes to physical violence.

Devaluation and discrimination against girls and women: Almost everywhere in the world, what girls and women are expected to do and the way they are expected to be is valued less than the expectations placed over boys and men. This leads to girls and women themselves being less valued compared to their male peers.

Culture of dependence for girls and women: In line with the gender norms for female behaviour, girls and women are denied the freedom to experience a healthy amount of risk, such as trying new things, challenging themselves, and doing things outside the home. This limits their opportunities and future possibilities and keeps them dependent on male figures in their lives.

Harmful practices: Harmful practices include female genital mutilation, child marriage, ‘honour’ killings, domestic child labour and sexual violence. These practices, amongst others, are severe violations to

girls’ rights. Harmful practices violate girls’ rights throughout their life. They are rooted in gender norms that dictate that women and girls are less valuable than boys and men. They reinforce the subordinate position of girls by preventing them from making important choices about their lives, or reaching their full potential.

Gender violence: The belief that men can control the women in their families using whatever medium at their disposal is the root of gender violence against women. Men are also exposed to gender violence, as they are also expected to use violence to impose their will, not only on women, but also on other men. Also, as men are expected to be risk-takers as a sign of their masculinity, many die between the ages of 15 and 29 as a result of involvement in violent gangs or fights.

High-risk practices among young men: One such practice is excess alcohol consumption. Alcohol is associated with high-risk practice and is thus used as a sign of masculinity. Many young men also use alcohol or other substances to acquire the courage to approach or interact with girls. Other high-risk practices associated with gender rules are unprotected sex and the lack of preventive health measures.

LINK TO OTHER MODULES

Some of the rights violations described in **Box GEN1** are explored in depth in other modules of the Champions of Change curriculum. For example, **Module 9** examines child marriage, and invites the girls to commit to living free of child marriage. **Module 6** takes a look at violence against women and girls, and **Module 10** examines safety issues in urban contexts. Finally, girls will take a closer look at how gender norms can lead boys to adopt harmful practices in the *Dialoguing Gender* module.



Autonomy refers to the understanding of oneself as an individual and to the right to make the decisions that affect one's life. The concept of autonomy is particularly relevant to our work with adolescent girls because autonomy is a major developmental milestone in the transition to adulthood. Unfortunately, adolescent boys tend to show higher levels of autonomy than adolescent girls precisely because of inequality in how they are treated and in how much power they are able to assert over their own lives.

However, it is always important to remember that patriarchy does not exist in a vacuum. Rather, it interacts with other forms of discrimination to shape an individual's experience of power. A person may hold very little power in one relationship while feeling very powerful in a different relationship. For example, an adolescent girl from an urban setting may feel powerless before her male teachers, but feel more power among girl peers from an ethnic minority. Similarly, an adolescent boy holds power over his younger sisters, but may feel powerless in his relationships with older men, or even his own mother.

Given this context of power, gender and other forms of discrimination, and the specific issues that girls face in their families and communities, supporting girls' empowerment is a complex process. The Girls' Journey to Empowerment of the Champions of Change programme (takes this complexity into consideration. However, the first step is quite clear: it is grounded in the fact that girls are autonomous beings that have the right to make the decisions that affect their lives. In other words, in everything we do we must always affirm that girls have the right to be themselves and to be powerful!



In **Activity GEN5: The Power Walk**, girls explore how different gender roles lead to differences in privileges and restrictions, and ultimately to unequal power relations. Girls also examine how a person may experience power in one relationship, and exclusion in a different relationship. Finally, they discuss their right to be powerful despite what they have learned so far through gender socialisation.

WHAT IS THE ROLE OF FAMILIES, COMMUNITIES AND INSTITUTIONS IN GENDER RELATIONS AND GIRLS' POWER?

Agency is the ability to define one's goals and to act upon them. Having a high level of agency implies that a person can decide what they want for themselves and set goals, and that he or she can take action to achieve those goals. By restricting girls' power, gender norms also restrict their agency. Therefore, increasing girls' agency is a key step in their empowerment.

LINK TO OTHER MODULES

Girls will have already worked with the concept of agency in **Module 1: Being Assertive**. You can review the 'Setting the Stage' section of that module for more background on the concept of agency.



Gender norms are transmitted through gender socialisation, and families are among the primary institutions responsible for this process. Families are the first to impose gender roles on girls as they grow up, dictating what is 'proper', what isn't, and who decides. Families also teach girls about gender privilege by imposing restrictions upon them that their brothers and male cousins do not have.

Gender socialisation affects everyone, and both male and female family members can hold gender discriminatory values. Because women have traditionally been assigned the responsibility of educating children and managing the household, they can also be seen as solely responsible for holding girls and women down. While women certainly play a role in socialisation, we must also recognise that men, through their absence in the household, are also playing a strong role. That is, gender socialisation operates both by action and by failure to act. For example, a girl learns as much about what it means to be man or a woman from her mother who is actively telling her what is expected from her as from an absent father who has nothing to do with her upbringing.



Fortunately, families can also be a space where girls learn to challenge gender norms. As more and more families recognise the value of protecting girls' rights and supporting their empowerment, they stand up to the norms in their own societies. This often takes place in families where mothers and other adult women are empowered themselves, and/or in families where boys and men believe in the value of gender equality and support girls' rights.

Similarly, communities can be a source of gender policing, or a place that supports girls' empowerment. Numerous social norm-change programmes have focused on supporting peer pressure in favour of challenging gender norms, which normally happens at the community level. Communities also have powerful mechanisms to impose behaviour, whether by customary law or by social tradition. As such, power holders at the community level can play an important role in breaking through gender-based barriers to girls' rights.

At the institutional level, gender norms become codified into laws, policies, and dogma. These have a strong effect over the amount of change possible within a family or community, and therefore are also very important to engage with.

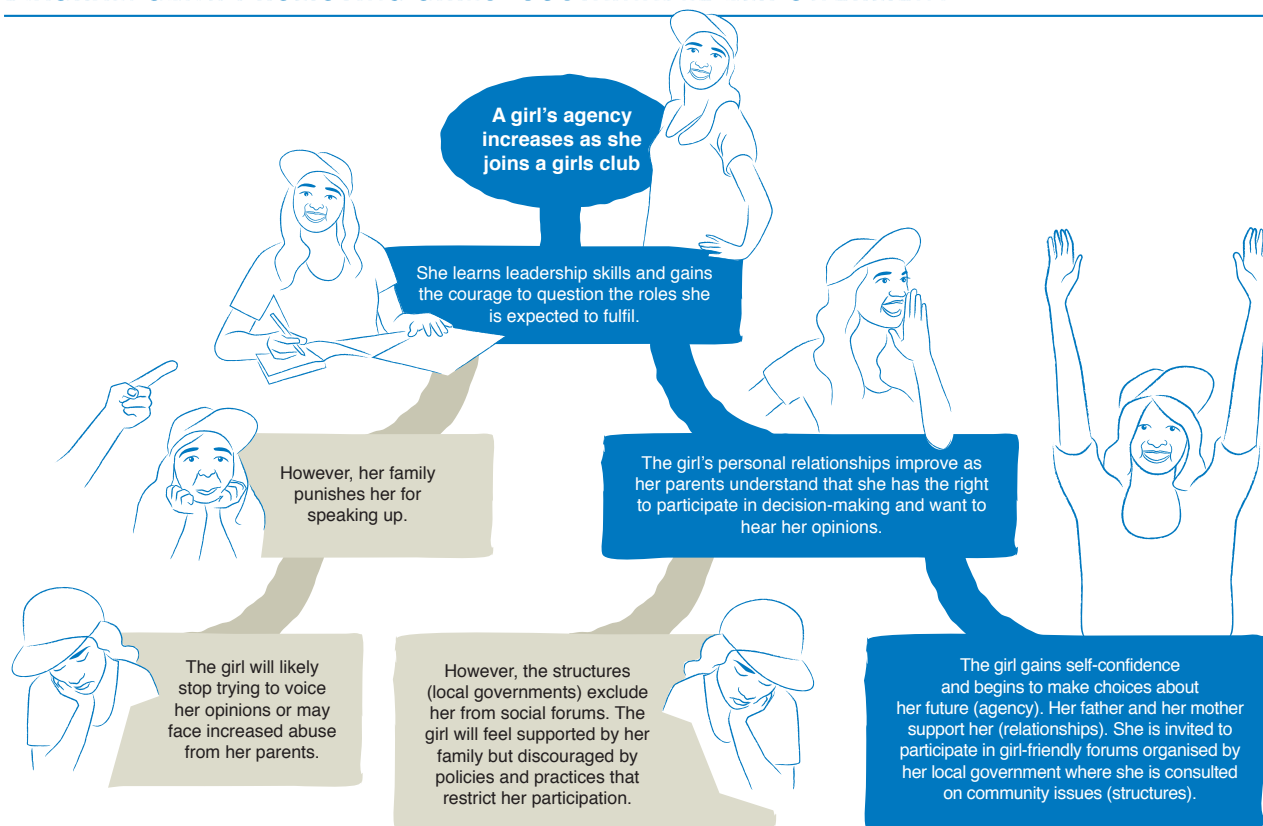
Schools, religious institutions, government, media outlets, and more are all institutions that have the power to suppress or support the changing these norms in other settings. For example, a school that enforces gender equality in the classroom by having girls and boys share cleaning responsibilities can influence the roles they play at home and in their communities as they grow.

In summary, families, communities and institutions can be part of the problem or part of the solution! Girls' empowerment requires families and communities to value girls and believe in their potential, and for institutions have laws and policies that promote gender equality. The diagram below illustrates the importance of change at all levels to support sustainable empowerment for all girls.

Activity GEN6: My Family, My Community invites girls to discuss the family support or resistance they have faced to participating in the club. This leads to a conversation about what families, communities and schools do to encourage or to challenge gender inequality.



DIAGRAM GEN1: PROMOTING GIRLS' SUSTAINABLE EMPOWERMENT¹



1. Based on illustration from Plan International (2012) Planting Equality: Getting it Right for Girls and Boys. CARE developed its view on sustainable empowerment that is the basis for this illustration through careful examination of their research and programmes on Women's Leadership. For a summary of CARE's process see: Strong Women, Strong Communities. <http://www.care.org/downloads/womens-empowerment-report-201005.pdf>

WHAT WOULD GENDER EQUALITY LOOK LIKE?

Gender equality means women and men, girls and boys enjoy the same status in society; enjoy all human rights fully and without discrimination; enjoy the same level of respect in the community; are equally valued by all; can take advantage of the same opportunities to make choices about their lives and expect equivalent results; and have the same amount of power to shape the outcomes of these choices. Ultimately, gender equality means that power relations between women and men, girls and boys will have been transformed so that everyone can flourish in a more just society for all.

Achieving gender equality will require massive social change. Not only is this change desirable for all individuals, it is only possible with the help of individuals. Although the challenge of overturning gender inequality may be huge, we have seen with other social movements that small actions of individuals can lead to major change. Girls and boys have the power to make small changes individually and collectively at all levels of their lives: with peers and family, their community, and even to influence institutions.

WHAT IS GENDER JUSTICE, AND HOW DOES IT RELATE TO GIRLS' RIGHTS?

A related term to gender equality is '**gender justice**'. Gender justice puts the spotlight on the duty of the state and its institutions ensure that women's and girls' rights are protected, respected and fulfilled. It also highlights the right that women and girls have to hold duty bearers accountable.

Therefore, an important step in a girls' journey to empowerment is for her to see herself as a **rights holder**, and to begin developing an understanding of gender equality as a fundamental human right.

All modules in the Champions of Change programme will introduce different aspects of girls' rights. In this module, we will introduce the girls to some basic elements of the human rights platform, namely:²

- Every person holds human rights **equally and forever**.
- Human rights are **universal**: they are always the same for all human beings everywhere in the world. You do not have human rights because you are a citizen of any country, but because you are a member of the human family.
- Human rights are **inalienable**: you cannot lose these rights any more than you can cease to be a human being.

- Human rights are **indivisible**: no one can take away a right because it is deemed 'less important' than another right.
- Human rights are **interdependent**: together human rights form a complementary framework. For example, your ability to participate in local decision-making is directly affected by your right to express yourself, to associate with others, and to live with dignity.
- Human rights set up basic standards without which people cannot live in dignity. To violate someone's human rights is to treat that person as though he or she were not a human being. To advocate for human rights is to demand that the human dignity of all people be respected.



DO CHAMPIONS OF CHANGE FOR GIRLS' RIGHTS FACE RISKS?

Gender equality requires complex social changes. Therefore, promoting gender equality involves risks that the girls need to be aware of. There is ample literature on the negative impacts of gender transformative work with women, such as:

- New economic roles for women may increase women's and girls' workload.
- Women may face conflict with their partners if they start receiving more income.
- Projects on gender-based violence can face male resistance.
- Men may react aggressively when faced with demands to share power in the household.
- Women may not be able to access health or other public services because of cultural factors or social norms.
- Legal or customary factors may inhibit the transfer of resources to women and girls (like land or credit).

2. This list is adapted from: Flowers, Nancy (2007) COMPASITO: Manual on human rights education for children. Available here: <http://goo.gl/qdEMq4>

As they become advocates for gender equality, girls too may face some of these and other unique risks, such as bullying in schools. We need to be vigilant of such risks, and ensure that sufficient mitigation strategies are in place. For example, the Champions of Change programme includes:

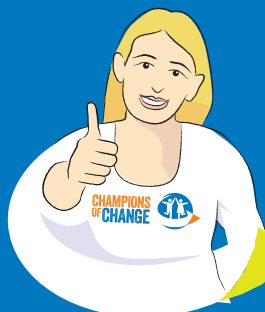
- Working with **mentors and role models**, particularly well-respected community members, to champion gender equality.
- **Engaging boys and men strategically** through initiatives that promote healthy masculinities and respect for girls and women's rights.
- Leading the Champions of Change curricula with girls and boys **separately**, to ensure the safe spaces needed to dive deeply into the roots of inequality, as well as **together** to ensure that they can mobilise with each other, and they can visualize a shared future where they can enjoy gender equality.
- Ensuring **measures are in place** to protect and support girls and boys during the duration of the programme, and beyond.

LINK TO OTHER MODULES

Girls will have more opportunities to explore risks and how to look out for their safety in other modules, particularly in **Module 5: Living Free from Gender Based Violence**. You can look ahead to the 'Setting the Stage' section of that module for a deeper dive into protection issues that may come up for the girls.



Activity GEN7: A World of Gender Equality invites girls to visualise what this world would look like, and introduces the concepts of 'rights holder' and 'duty bearers' to raise awareness of their right to hold duty bearers accountable for the world they envision. It also invites girls to begin thinking about the risks they may face as Champions of Change.



WHAT IS THE HISTORY OF CLAIMING EQUAL RIGHTS FOR WOMEN AND GIRLS?

In working with girls to raise their gender awareness and supporting their empowerment, a key step is to share with them the history of the women and girl trailblazers that have come before them. This is an important step because it will create a sense of community and history for the girls who may be feeling that everyone around them may be against their new forming beliefs. It will also support their understanding that gender inequality is not an individual problem; that it is not something that happens to them alone. Nor is it something that happens only in certain societies or cultures. Instead, it is the result of systematic and historic beliefs and practices that subordinate women and girls to men and boys—and it happens in some form in every society around the world.

In sharing this story, an important opportunity is to work with the girls to identify what they believe '**feminism**' to be, and to establish that feminism is, in fact: The *belief* that girls and boys, women and men deserve social, political, and economic equality; the *understanding* that we do not yet enjoy this equality; and the *commitment* to changing this reality.³ Girls may feel uncomfortable with this term at first, so there is no need to pressure them into seeing themselves as feminists. What this module must do, however, is to stand up to the misinformation about what feminism is and what feminists do.

"THE STORY OF WOMEN'S STRUGGLE FOR EQUALITY BELONGS TO NO SINGLE FEMINIST NOR TO ANY ONE ORGANIZATION BUT TO THE COLLECTIVE EFFORTS OF ALL WHO CARE ABOUT HUMAN RIGHTS,"

FEMINIST, JOURNALIST AND SOCIAL AND POLITICAL ACTIVIST GLORIA STEINEM

An equally important step is to support the girls in exploring the history of the women's movement in their own context. By doing this, they will see that working for girls' rights and for gender equality is not something that happens in far away countries. Whenever you can invite to your meetings young and adult women from the movement who can speak of their own experience with the girls, that will be time very well spent.

Activity 8: Our Grandmothers, Our Mothers, Ourselves welcomes girls to the ongoing story of women and girl who fight for their rights. It also provides an opportunity for girls to unpack myths about feminism that may be keeping them from embracing this call for justice.



3. Based on the definition presented in <http://everydayfeminism.com/2014/12/feminism-is-a-verb/>

CONNECTING TO THE JOURNEY

The activities in the *Being Gender Aware* module contribute to several steps of the girls' journey to empowerment. Girls gain awareness about how their gender identity has been constructed, so that when they say 'I am I' (1) they can increasingly reject imposed attitudes and behaviours that contribute to their discrimination. Girls spend quite some time exploring the roots of gender inequality, and how inequality affects their everyday lives, this further 'recognising gender inequality' (3) and that 'we are one' (4) also in how we have experiences gender injustice. Within this exploration is the realisation that gender roles and traits assigned to girls and women have traditionally been seen as less valuable than those assigned to boys and men, which is immediately followed by a call to challenge this by continuing to affirm that 'I am valuable' (2). Girls learn about what families and communities do to reinforce or to challenge inequality, and by doing this they are invited to visualise gender equality and to understand that 'We have rights!' (5) and 'identify others who can support us' (7). As the girls begin to gain awareness of themselves as rights holders, they also begin to identify what they can do to 'change the structures that affect us' (8). Finally, girls are encouraged to 'celebrate' (10) the history and present of girls and women's movements throughout the world.



GLOSSARY

Agency	The ability to define one's goals and to act upon them.
Autonomy	The understanding of oneself as an individual and to the right to make the decisions that affect one's life.
Duty bearers	States and their institutions from schools and clinics to the local governments are responsible for respecting, protecting and guaranteeing human rights. They are known as 'duty bearers' because they have the DUTY to guarantee everyone full enjoys all rights.
Feminism	The belief that girls and boys, women and men deserve social, political, and economic equality; the understanding that we do not yet enjoy this equality; and the commitment to changing this reality.
Gender	Social differences in the way that males and females are expected to behave.
Gender equality	When women and men, girls and boys enjoy the same status in society; enjoy all human rights fully and without discrimination; enjoy the same level of respect in the community; are equally valued by all; can take advantage of the same opportunities to make choices about their lives and expect equivalent results; and have the same amount of power to shape the outcomes of these choices.
Gender justice	As an outcome, it is the ending of inequalities between females and males that results in women and girls' subordination to men and boys. As a process, it is holding duty bearers accountable to respect, protect and fulfil human rights, particularly of girls and women.
Gender roles	Socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and boys and for women and girls.
Gender norms	Social rules that tell us what it means to be a girl or a boy, a man or a woman in a given society.
Gender socialisation	The process in which we learn which gender roles are expected from us from social interactions with those around us.
Gender stereotypes	Beliefs about women and men that are commonly seen as true and unchangeable.
Human rights	Are basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language or other status.
Patriarchy	Hierarchical societies where men are ranked above women according to gender and are given power and status.
Sex	Biological and genetic differences commonly found between males and females.

GENERAL NOTES ON FACILITATION

- Always start from personal experience. The more girls can reflect on their own personal experiences, the more they will get from this module. When we are able to see our own gender attitudes and behaviours, we can better track our path towards equality and to apply the concepts of gender to our own lives. Helping participants to understand this insight is a key lesson in gender awareness.

- In order to dive deeply into gender identity and gender inequality, girls need to feel that they are in a safe space. Make sure you do all you can to support this feeling, for example by holding activities in quiet private spaces where girls are not interrupted, distracted or most importantly intimidated by people who pass by. If you can, support the girls in making the space their own with decorations, music, furniture, or any other things that may make them more comfortable.

- Feeling safe also has to do with how the girls relate with each other. Make sure you are vigilant of any negative behaviour among the girls, and support them in building harmonious relationships with each other.

- The first few activities in this module seek to develop gender awareness by establishing that gender roles are socially constructed and learned behaviours. In these activities, make sure to emphasise difference between sex and gender without getting caught in the nature/nurture debate. The 'nature vs. nurture' debate is unresolved: we cannot claim to know with absolute certainty what babies are born with and what characteristics are developed in life. If girls become focused on debating how a specific trait is all about sex or all about gender, acknowledge that there are no definitive answers and steer the conversation towards recognising the power of social relations over the

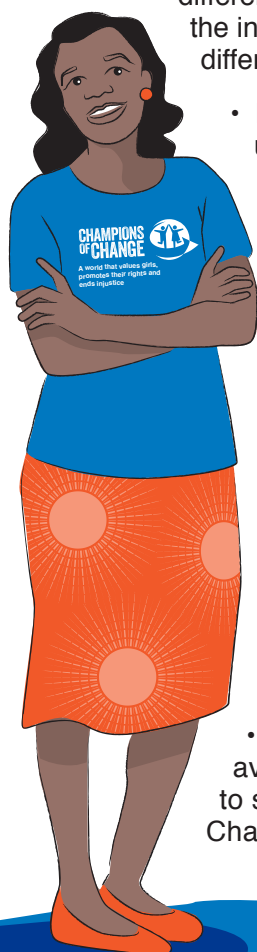
identities of individuals. Gender allows us to distinguish between biological and social characteristics. For example, we can't say for certain that males and females are both born caregivers. But, it is undisputable that societies have historically expected only women and girls to care for their households.

- If at any point a girl argues that we can't expect boys and girls to be the same because they are, in fact, so different, explain that the purpose of gender awareness is not to say that difference is bad. Explain the distinction between difference and inequality, as laid out in the 'Setting the Stage' section. Explain that the difference between males and females is not a problem. The problem is that we are taught to value male characteristics over female characteristics. Therefore, the purpose of gender awareness is not to eliminate difference, but to understand and eliminate the inequalities that are based on these differences.

- Note that this module begins by unpacking gender inequality so that girls develop a thorough understanding of gender inequality as a social problem shared by all girls and women. Make sure to support the girls in understanding that issues that they might have seen as individual (my brother gets to go out whenever he wants) actually have social roots (my parents are teaching my brother and I to fulfil unequal social roles).

- Also make sure to support the girls in understanding how they themselves reproduce gender roles and are possibly holding on to gender stereotypes and prejudices.

- Most importantly, use any opportunity available to support the girls in beginning to see themselves as Champions of Change!



KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

	KNOWLEDGE	ATTITUDES	PRACTICE AND SKILLS
Individual	<ul style="list-style-type: none"> • Can distinguish between sex and gender and between difference and inequality. (GEN1) • Understands that girls and women are socialised to reproduce gender stereotypes. (GEN3) • Understands that differences in gender roles lead to differences in power. (GEN2) • Understands that age interacts with gender to create specific challenges for girls and young women. (GEN4) • Understands that power is at the core of gender relations. (GEN2, GEN4) • Recognises that gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys. (GEN5) 	<ul style="list-style-type: none"> • Recognises and promotes women and girls' rights to exercise power and to make the decisions that affect them. (GEN4) • Regards gender inequality as unjust. (GEN5) • Regards herself as valuable and equal to boys and men. (GEN5) 	<ul style="list-style-type: none"> • Analyses her own ideas about gender, identifying the origin of her attitudes and behaviours. (GEN 1) • Identifies and challenges gender prejudices and stereotypes in herself and among the girls in her club or group. (GEN 3) • Identifies relationships where she is in a position of power and others where she is in a disadvantageous position. (GEN4)
Community/ Family	<ul style="list-style-type: none"> • Understands the family and community role in gender socialisation and in tackling gender inequality. (GEN6) 	<ul style="list-style-type: none"> • Recognises that power is at the core of gender relations. (GEN2, GEN4) • Believes that change is possible and desirable. (GEN7) 	<ul style="list-style-type: none"> • Identifies gender discrimination in her family, community and school environment. (GEN6) • Sparks inter-generational dialogue and effective communication channels at family level. (GEN 6) • Sparks inter-generational dialogue and effective communication channels at the family level. (GEN6) • Recognises the risks of challenging gender norms. (GEN7) • Identifies positive role models committed to gender equality and seeks their help and advice in challenging gender norms. (GEN 8)
Institutional	<ul style="list-style-type: none"> • Understands the role of institutions (school, government, media, church, etc.) in gender socialisation/transformation. (GEN7) • Understands the history and challenges of the struggle for equal rights for women and girls. (GEN 8) 	<ul style="list-style-type: none"> • Recognises herself as a rights holder with the right to demand that duty bearers be accountable for her right to non-discrimination. (GEN7) • Recognizes feminism as a movement committed to breaking down barriers to girls' and women's rights. (GEN 8) 	

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GEN1: What is Gender?	45 minutes	<ul style="list-style-type: none"> Can distinguish between sex and gender and between difference and inequality. Analyses her own ideas about gender, identifying the origin of her attitudes and behaviours. 	<p>Sex and gender are fundamentally different. Sexual characteristics are biologically determined, and remain the same throughout time and across societies. Gender attributes are social, change over time and different people and cultures have different ideas and beliefs about gender roles and responsibilities.</p> <p>Difference and inequality are not the same. Girls and boys may have many differences, but there is no reason why this should affect anyone's status or rights. Gender inequality is the result of treating girls and women unjustly simply because of the sex they were born with.</p> <p>We are all influenced by gender! Gender tells us what is appropriate and inappropriate for girls and for boys, for women and for men in society. Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives. Ultimately, ideas about gender lead to inequality between girls and boys and between women and men.</p>	Girls begin by identifying what they like about being a girl and what they don't like, as well as what they would like if they were a boy, and what they would not like. Next, they analyse these characteristics to distinguish sex from gender. Finally, they discuss the importance of gender for their understanding of what it means to be a girl or a boy, and the implications for gender inequality.
Activity GEN2: A Day in Our Lives	45 minutes + take away assignment	<ul style="list-style-type: none"> Understands that differences in gender roles lead to differences in power. Recognises that power is at the core of gender relations. 	Girls and boys learn that society expects them to behave differently and to fulfil certain gender roles. These expectations impact their attitudes and behaviour throughout their lives and lead to unequal power relations between them.	Older girls begin by discussing a brief story about a day in the life of an adolescent girl mother, and younger girls discuss a brief story about a girl their age. Next, they consider everything they and their male peers do in a 24-hour period. Finally, they discuss how differences in gender roles lead to unequal power relations between males and females in their families and their communities. As a take-away assignment, girls are asked to notice and journal about gender roles and how they relate to being treated fairly or unfairly.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GEN3: Gender Stereotypes	1 hour + take away assignment	<ul style="list-style-type: none"> Identifies and challenges gender prejudices and stereotypes in herself and among the girls in her club or group. 	<p>Gender stereotypes affect girls' rights. Gender stereotypes can lock girls and boys into behaviours that keep them from developing to their full potential.</p> <p>Change begins with each one of us! We can all challenge gender stereotypes by becoming aware of how they affect us, and by rejecting them in our own behaviour.</p>	Girls begin by discussing a story to explore how gender stereotypes affect how they understand what girls and boys are like. Next, they brainstorm the meaning of 'gender stereotypes'. Finally, they identify behaviours in themselves that support or that challenge stereotypes. As a take-away assignment, girls are asked to observe gender stereotypes and gender equitable behaviours in themselves, among their peers, and in their families and communities.
Activity GEN4: The Power Walk	1 hour	<ul style="list-style-type: none"> Understands that age interacts with gender to create specific challenges for girls and young women. Understands that power is at the core of gender relations. Recognises and promotes women and girls' rights to exercise power and to make the decisions that affect them. 	<p>Girls and boys may be different but this should not lead to inequality. Being born as a boy or a girl should not make a difference to the way in which you are treated. But in reality, girls and boys have different access to privileges and have different degrees of restrictions. These restrictions are a violation of their rights and hurt their development and growth.</p> <p>Gender privileges lead to differences in power. Having more social restrictions goes hand in hand with having less power to make decisions or to act.</p> <p>Girls have the right to be powerful! Girls have the right to make the decisions that affect their lives.</p>	A group of volunteers are asked to take on the role of a boy or a girl and to react to different statements that relate to gender privileges. When all statements are read, the girls analyse the position of the characters to draw lessons about gender privileges and power. The activity ends with a conversation about the right of girls to be powerful!

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity GEN5: Being a Girl	1 hour + take away assignment	<ul style="list-style-type: none"> Recognises that gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys. Regards gender inequality as unjust. Regards herself as valuable and equal to boys and men. 	Gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys. We need to recognise our own value and challenge what others do to devalue us.	Girls begin by brainstorming examples of things that happen in their families and communities that show that they are valued less than boys. Then, they work in small groups to discuss these differences. Finally, the girls review an infographic that illustrates different building blocks of gender inequality, and relate them to the differences in value they identified in their own lives.
Activity GEN6: My Family, My Community	1 hour + take away assignment	<ul style="list-style-type: none"> Understands the family and community role in gender socialisation and in tackling gender inequality. Identifies gender discrimination in her family, community and school environment. Sparks inter-generational dialogue and effective communication channels at the family level. 	Families and communities can be part of the problem—or part of the solution! Girls' empowerment requires families and communities to value girls and believe in their potential, and for institutions to have laws and policies that promote gender equality.	Girls begin by discussing the family support or resistance they have faced to participating in the club. This leads to a conversation about what families, communities and schools do to encourage or to challenge gender inequality. Then, girls work individually to begin writing a letter to a family or community member about what they have been learning in the club. A take-away activity is assigned that asks girls to interview an adult woman about their experience and views on gender relations.
Activity GEN7: A World of Gender Equality	1 hour and 30 minutes + Take away assignment	<ul style="list-style-type: none"> Believes that change is possible and desirable. Understands the role of institutions (school, government, media, religious institutions, etc.) in gender socialisation/transformation. 	<p>Change is possible! Gender equality is an attainable goal that all people can help to achieve. Girls have the power to make changes individually and collectively at all levels of their lives: with peers and family, their community, and even to influence institutions.</p> <p>Girls' rights are human rights! Girls are born with the same inalienable rights of all human beings. They are also born with the unique rights of children and of women.</p>	Girls begin by discussing the interviews they did with adult women in their lives, paying special attention to their dreams for equality and their hopes for change. Next, they make links between these dreams and their rights. Groups make collages to represent what they understand by 'I have rights'; they discuss who are the duty bearers and why they sometimes don't do their job. Finally, they discuss possible activities directed at duty bearers in their communities, as well as potential risks in advocating for change.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
		<ul style="list-style-type: none"> • Recognises herself as a rights holder with the right to demand that duty bearers be accountable for her right to non-discrimination. • Identifies opportunities for outreach activities on gender equality. • Recognises the risks of challenging gender norms. 	<p>A world of gender equality is a world where all girls enjoy their rights. The state and its institutions have the duty to make sure that girls' rights are protected, respected and fulfilled. At the same time, girls have the right to hold duty bearers to their promise.</p> <p>We must be aware of potential risks, and support each other in getting the help we need. Challenging gender inequality may be met with resistance and could place girls at risk of bullying by her peers, or of other forms of violence by family members. It's important to remain vigilant of any risk and seek help whenever we need it.</p>	
Activity GEN8: Our Grand-mothers, Our Mothers, Ourselves	1 hour and 45 minutes + additional time for celebration	<ul style="list-style-type: none"> • Understands the history and challenges of the struggle for equal rights for women and girls. • Recognizes feminism as a movement committed to breaking down barriers to girls' and women's rights. • Identifies positive role models committed to gender equality and seeks their help and advice in challenging gender norms. 	<p>Mobilising for girls' rights allows us to walk alongside generations of women and girls who have paved the way. Learning about their stories and sources of support and inspiration is key to thinking about how we can make a difference.</p>	<p>Girls begin by working in groups to discuss and prepare a short play about girl and women activists that have worked for gender equality and girls' and women's rights. After they present their plays, they discuss the meaning of feminism, and how it relates to these stories. Finally, they brainstorm who could be their mentors and role models. The activity ends with a celebration of the end of the module.</p>

ACTIVITY GEN1: WHAT IS GENDER?

Girls begin by identifying what they like about being a girl and what they don't like, as well as what they would like if they were a boy, and what they would not like. Next, they analyse these characteristics to distinguish sex from gender. Finally, they discuss the importance of gender for their understanding of what it means to be a girl or a boy, and the implications for gender inequality.



ALL AGES



45
MINUTES

WHAT YOU NEED

- 4 Flipcharts
- Thick markers – at least one per girl
- Large cards – light blue and pink, at least 2 of each colour per girl
- Masking tape



LINKS TO KAPS

- Can distinguish between sex and gender and between difference and inequality.
- Analyses her own ideas about gender, identifying the origin of her attitudes and behaviours.



KEY MESSAGES

- **Sex and gender are fundamentally different.** Sexual characteristics are biologically determined, and remain the same throughout time and across societies. Gender attributes are social, change over time and different people and cultures have different ideas and beliefs about gender roles and responsibilities.
- **Difference and inequality are not the same.** Girls and boys may have many differences, but there is no reason why this should affect anyone's status or rights. Gender inequality is the result of treating girls and women unjustly simply because of the sex they were born with.
- **We are all influenced by gender!** Gender tells us what is appropriate and inappropriate for girls and for boys, for women and for men in society. Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives. Ultimately, ideas about gender lead to inequality between girls and boys and between women and men.



TIPS FOR FACILITATORS

- Throughout this activity, remember that the debate over 'what we are born with' and 'what we learn' (nature and nurture) is ongoing: we have yet to prove with absolute certainty whether some traits are social or biological. If the group gets stuck discussing whether something is exclusively a sex-based or gender-based attribute, suggest that there are no definite answers. Guide the conversation towards the recognition that, regardless of what they are based on, gender norms have enormous power over girls' identities. For example, we may not be able to say for sure whether anyone is born with the characteristics needed for caring, but it is indisputable that societies have historically expected women and girls to be the ones who care for their families, and invest great efforts in preparing them for this role.



BEFORE YOU BEGIN

- Prepare four flipcharts with the following titles: '1. **SEX-Girls**', '2. **GENDER-Girls**', '3. **SEX-Boys**' and '4. **GENDER-Boys**', and keep them covered so as not to influence participants' answers.
- Copy the **Key Messages** of the activity in separate flipcharts to use throughout the activity. Also copy the summary chart included in the final step of the activity. Keep all these flipchart sheets covered until you need them.

STEPS TO FOLLOW:

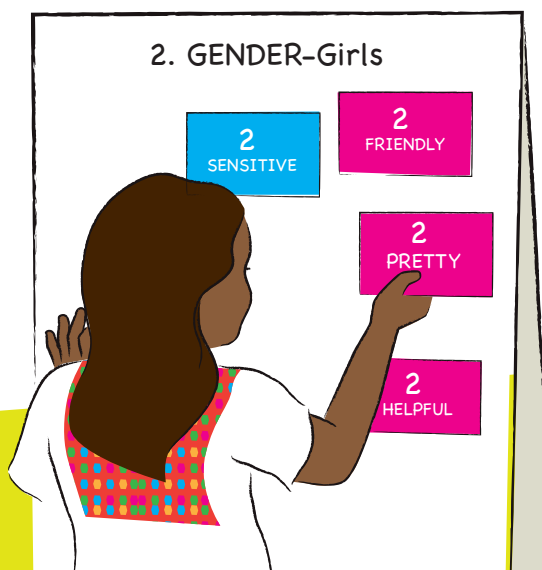
In Plenary and Individually: What do you like and dislike? (35 minutes)

1. Ask for two volunteers to hand out the materials for this activity. Ask them to hand two blue cards, two pink cards and one marker to each girl.
2. Explain that you will ask four questions, and ask them to answer each one on a single card, being as sincere as possible.
3. Ask them:
 - **What is the one thing that you like most about being a girl?**
 - **What is the one thing that you like least about being a girl?**
 - **If you were a boy, what is the one thing that would you like the most?**
 - **If you were a boy, what is the one thing that would you like the least?**

TIP! Don't rush this part of the activity! Girls are not always encouraged to decide or express what they like and what they dislike. This goes against their sense of agency, and so it is very important for girls to get more and more comfortable identifying what they like and what they don't like. If necessary, help them come up with answers for these questions by encouraging them to think about the last time they felt very happy about being a girl, or about a time they wished they were a boy.



4. Make a brief presentation about the differences between 'sex' and 'gender' based on the definitions included below. Ensure that they understand the differences by asking questions, such as: **Do you think that being sensitive is a sexual characteristic? Do you think that menstruation is a sexual characteristic?**
 - **Sex:** Identifies the biological differences between men and women, boys and girls, such as women can give birth, and men have testicles.
 - **Gender:** Identifies the social relations between women and men. It refers to the relationship between women and men, girls and boys, and how this is learned.
5. Ask the girls to use their marker to write a number on each of their cards as follows. Make sure to explain that it is OK if they don't have a card for each number.
 - Write a "1" on all cards that describe sexual attributes in girls and women
 - Write a "2" on all cards that describe gender attributes in girls and women
 - Write a "3" on all cards that describe sexual attributes in boys and men
 - Write a "4" on all cards that describe gender attributes in boys and men
6. Ask for four volunteers to collect each set of cards.
7. Uncover the set of four flipcharts that you prepared ahead of time, and with the help of the volunteer that has the "1" cards, read each card to the group and stick them on the first flipchart according to the following criteria:
 - If the cards are the same, post them one over the other, and add marks or sticks (III) to show how many times the same idea was written.
 - If a card does not correspond to the flipchart that is being discussed, ask the group to decide where it should go and why.



STEPS TO FOLLOW:

8. Repeat with each set of cards and corresponding flipchart.

TIP! Once all cards are posted on the flipcharts, reflect on the colour that the girls used for **being a boy** and **being a girl**. If most girls used pink cards to answer the questions about 'being a girl' and the blue ones for answering the questions about 'being a boy', make the most of this opportunity to introduce the topic of gender stereotypes, reminding them that you did not tell them which colour to use for each question.



9. Moderate a conversation using these questions:

- **Were there more gender characteristics than sex characteristics? Why?**
- **Why are social characteristics so important for what it means to be a 'girl' or 'boy'?**
- **Why is it important to distinguish between 'sex' and 'gender'?**

TIP! Make sure to cover all topics included in the first two questions of the 'Setting the Stage' section.

10. Ask for a volunteer to read over the first **Key Message** from the flipchart you prepared ahead of time.

- Sex and gender are fundamentally different. Sexual characteristics are biologically determined, and remain the same throughout time and across societies. Gender attributes are social, change over time and different people and cultures have different ideas and beliefs about gender roles and responsibilities.

11. Lead a brief discussion by asking: **Is difference the same as inequality?**

12. Ask for a volunteer to read over the second **Key Message** from the flipchart you prepared ahead of time.

- Difference and inequality are not the same. Girls and boys may have many differences, but there is no reason why this should affect anyone's status or rights. Gender inequality is the result of treating girls and women unjustly simply because of the sex they were born with.

13. Ask: **If we were not born with gender, how do we learn to be girls and boys?** Ask a few girls to share their own experiences about what girls are and are not allowed to do and to be.

14. Introduce the definition of gender socialisation:

Gender socialisation: by interacting with people and institutions, we learn which gender roles are expected from us and how these roles are valued in society.



15. Explain that since what we know about being boys and girls is something we learned, this means we can also unlearn the characteristics that lead us to gender inequality.

Wrap it up! (10 minutes)

16. Ask for a volunteer to read over the final **Key Messages** from the flipchart you prepared ahead of time.

- We are all influenced by gender! Gender tells us what is appropriate and inappropriate for girls and for boys, for women and for men in society. Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives. Ultimately, ideas about gender lead to inequality between girls and boys and between women and men.

17. Wrap up the activity by reviewing the following chart that summarizes the activity's **Key Messages**.

SEX	GENDER
<p>Biological/ Born with it Same throughout time Same everywhere Different bodies</p> 	<p>Social/ Learned Changes over time Changes according to social context Unequal value</p> 

ACTIVITY GEN2: A DAY IN OUR LIVES

Older girls begin by discussing a brief story about a day in the life of an adolescent girl mother, and younger girls discuss a brief story about a girl their age. Next, they consider everything they and their male peers do in a 24-hour period. Finally, they discuss how differences in gender roles lead to unequal power relations between males and females in their families and their communities. As a take-away assignment, girls are asked to notice and journal about gender roles and how they relate to being treated fairly or unfairly.



ALL AGES



45
MINUTES

WHAT YOU NEED

- Flipcharts
- Thick markers
- Loose flipchart paper
- **Handout GEN-A: A Day in Our Lives** (10 copies)
- **Facilitation Sheet GEN2: A day in the life of a girl**



LINKS TO KAPS



- Understands that differences in gender roles lead to differences in power.
- Understands that power is at the core of gender relations.



KEY MESSAGE

- Girls and boys learn that **society expects them to behave differently and to fulfil certain gender roles**. These expectations impact their attitudes and behaviour throughout their lives and lead to unequal power relations between them.



TIPS FOR FACILITATORS

- Review the stories included in **Facilitation Sheet GEN2**, and select the one that is appropriate to the age group you are working with. Feel free to adapt the contents of the story, or to write a new story based on the things the girls in your group tend to do in a typical day.
- Throughout this activity, look for opportunities to point out how society values female and male roles unequally. Inequality in value will be addressed in later activities, but taking a look at what girls and boys are expected to do will likely provide ample opportunities to point out differences in value.



BEFORE YOU BEGIN

- Copy the definition of **'gender roles'** on a flipchart so that you can use it **Step #1**. Keep the sheet covered until you are ready to use it.
- Prepare a sample chart of a day in your own life to help explain **Step #6**.
- Copy the activity's **Key Message** on a flipchart so that you can use it **Step #8**. Keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

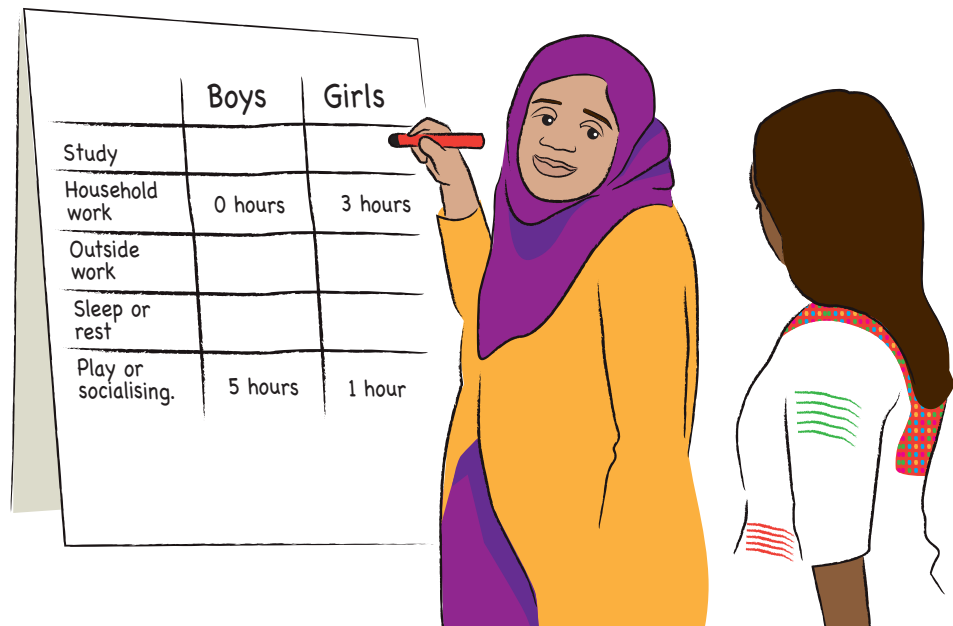
In Plenary: A day in the life of a girl (10 minutes)

1. Introduce the activity by asking the girls to brainstorm a definition for **'gender roles'**. Discuss their ideas about this term and then present your definition using the flipchart you prepared ahead of time.
Gender Roles: Activities that girls and boys (or men and women) are expected to do, or ways that they are expected to behave.
2. Explain that in this activity you will take a closer look at how gender roles play out in the daily lives of girls and boys.
3. Invite the girls to hear the story of the day in the life of a girl, and read aloud the story that corresponds to the age group of the girls from **Facilitation Sheet GEN2**.

STEPS TO FOLLOW:

In Groups: Charting our day (15 minutes)

4. Ask the girls to work in groups of four to chart what their own typical day looks like, and to compare it with what boys in their families or communities do. Give each group a copy of **Handout GEN-A** to help them chart their activities.
5. After about ten minutes, ask them to add up the hours that girls and boys dedicate to each one of the following categories:
 - Study
 - Household work
 - Outside work
 - Sleep or rest
 - Play or socialising.



6. Ask the girls to copy the summary of their charts on a large flipchart paper.

In Plenary: Discussing gender roles (20 minutes)

7. Invite all groups to post their summary flipcharts at the front of the room, and to take some time to look at each other's work.
8. Lead a discussion based on the following questions:
 - **What is similar and what is different in what girls and boys do?**
 - **Do girls have less time for rest and play than boys do? Why is this?**
 - **Do girls do more domestic and care work than boys? Why is this?**
 - **Do the differences in what girls and boys do reflect differences in value and power between them? How so?**

TIP! Make sure that through this discussion, girls understand that girls and boys don't only have different roles, but that these roles lead to differences in how they are valued and how they can exercise power.

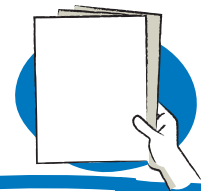


9. Ask for a volunteer to read the activity's **Key Message** from the flipchart you prepared ahead of time.
10. Wrap up the activity by explaining the **take-away assignment**.



Write it out! Ask the girls to journal about different times in their lives when they noticed that girls and boys, men and women are expected to do different things, and to reflect on: Why did you think this was the case? Did you think it was unfair? Have your thoughts on these roles changed? How so?

HANDOUT GEN-A: A DAY IN OUR LIVES



Discuss the activities that you and your male peers (your brothers, cousins or male friends) do and fill this chart with a summary of how you spend your days.

HOUR	GIRLS	BOYS
4:00 – 5:00 a.m		
5:00 – 6:00 a.m		
6:00 – 7:00 a.m		
7:00 – 8:00 a.m		
8:00 – 9:00 a.m		
9:00 – 10:00 a.m		
10:00 – 11:00 a.m		
11:00 a.m – 12:00 p.m		
12:00 – 1:00 p.m		
1:00 – 2:00 p.m		
2:00 – 3:00 p.m		
3:00 – 4:00 p.m		
4:00 – 5:00 p.m		
5:00 – 6:00 p.m		
6:00 – 7:00 p.m		
7:00 – 8:00 p.m		
8:00 – 9:00 p.m		
9:00 – 10:00 p.m		
10:00 – 11:00 p.m		
11:00 p.m – 12:00 a.m		
12:00 – 1:00 a.m		
1:00 – 2:00 a.m		
2:00 – 3:00 a.m		
3:00 – 4:00 a.m		

Next, add up how many girls and boys spend on each of these types of activities:

ACTIVITY:	STUDY	HOUSEHOLD WORK	OUTSIDE WORK	SLEEP OR REST	PLAY OR SOCIALISING	OTHER
GIRLS						
BOYS						

FACILITATION SHEET GEN2: A DAY IN THE LIFE OF A GIRL



OPTION 1: A DAY IN THE LIFE OF AN ADOLESCENT GIRL MOTHER (FOR OLDER GIRLS)

Regina is from a small village in Mozambique. When she was 15 she had a baby with her then boyfriend and her parents forced her to marry him. She moved in with her husband's family and was forced to take on most of the housework. Regina wakes up every morning at 4:30. She washes up quickly to get ready for her long day ahead. She changes and nurses her baby, and then walks half an hour to the family's plot to work on the field and collect vegetables. By 10:30 in the morning she has already looked for firewood and walked back home to start working around the house. Over the next two hours she will clear the yard, fetch water, wash the dishes and prepare the bath water for her in-laws. She will bathe and nurse her baby, make the fire and prepare breakfast for everyone, which is usually lunch. She will have only half an hour to rest after lunch before she has to wash the dishes, wash clothes, feed the animals, bathe the other children in the household, prepare the bath water for her and her husband, and get dinner ready. At seven the family will get together to eat dinner and talk about their day. Regina will then need to wash the dishes, take care of her baby and get ready for bed.



In this Facilitation Sheet we are using the image of Zaratou, even though her story doesn't exactly match that of Regina because she was able to return to live with her mother and to begin to make choices about her own future. However, if Zaratou had remained in her husband's family home, her experience would likely be similar to this one as is the case for millions of married girls throughout Sub Saharan Africa.

FACILITATION SHEET GEN2: A DAY IN THE LIFE OF A GIRL



OPTION 2: A DAY IN THE LIFE OF A SCHOOL GIRL (FOR YOUNGER GIRLS)

Itzel is a twelve-year-old girl from a small village in Guatemala. Itzel wakes up every morning at four to help her mother clean the house and prepare breakfast for everyone in the household, including her two older brothers and three younger siblings. She often also fetches water, especially if her mother can't get her brothers to wake up. At seven she takes a 45 minute walk to school with her brothers. Where classes last until noon. Sometimes her brothers walk back home with her, but most of the time they stay in town to play soccer with their friends. Itzel wishes she could play too, but they don't let her because she is a girl. Besides, she needs to get home quickly to help with the younger kids and with the laundry so that her mother can feed the animals and prepare dinner. At 5 in the afternoon Itzel has a little time to do homework, but it is never enough to complete her assignments and to study for exams. At 6 the family has dinner, and afterwards Itzel helps her mother clean up, bathe the children and put them to sleep. She also folds her older brothers' clothes and puts them away. Itzel usually goes to bed at about nine.



ACTIVITY GEN3: GENDER STEREOTYPES

Girls begin by discussing a story to explore how gender stereotypes affect how they understand what girls and boys are like. Next, they brainstorm the meaning of 'gender stereotypes'. Finally, they identify behaviours in themselves that support or that challenge stereotypes. As a take-away assignment, girls are asked to observe gender stereotypes and gender equitable behaviours in themselves, among their peers, and in their families and communities.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipcharts
- Thick markers
- Loose flipchart paper
- Large cards
- Masking tape
- **Handout GEN-B: Two Frogs in the City** (for older girls - one copy for every two girls) OR **Handout GEN-B: Two Little Frogs** (for younger girls – one copy for every two girls)
- **Handout GEN-C: Observing Gender Stereotypes and Gender-Equal Attitudes and Behaviours in My Life** (one for each girl)



LINKS TO KAPS



- Understands that girls and women are socialised to reproduce gender stereotypes.
- Identifies and challenges gender prejudices and stereotypes in herself and among the girls in her club or group.



KEY MESSAGES

- **Gender stereotypes affect girls' rights.** Gender stereotypes can lock girls and boys into behaviours that keep them from developing to their full potential.
- **Change begins with each one of us!** We can all challenge gender stereotypes by becoming aware of how they affect us, and by rejecting them in our own behaviour.



TIPS FOR FACILITATORS

- It is very important in this activity to support the girls in identifying and challenging gender prejudices and stereotypes in themselves and among the girls in her club or group. Look for opportunities to point out ways in which the girls may be holding on to gender stereotypes, and to discuss them openly without being judgemental. Explain that girls are as exposed to gender socialisation as boys are, and so it is no wonder that they too embrace stereotypes that ultimately harm them.



BEFORE YOU BEGIN

- Select the appropriate Handout for **Step #1**, according to the age of the girls you are working with.
- Copy the definition and the supporting statements of 'gender stereotypes' on a flipchart so that you can use it **Step #8**. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Messages** on a flipchart so that you can use them in **Step #14**. Keep the sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Small Groups and Plenary: Two frogs in the city⁴ (20 minutes)

1. Invite girls to work in groups of two to three. Distribute a copy of **Handout GEN-B** to each group. Ask the girls to take 10 minutes to read over the story and answer the question at the end.
2. When time is up, ask the girls to raise their hand if they chose Option 1. Then ask them to raise their hands if they chose Option 2. Finally, ask two or three girls that chose Option 1 to explain their position. Repeat for Option 2.
3. Ask the girls to brainstorm characteristics that we typically associate with being female or male that are portrayed in this story. Quickly call on a few girls for examples.
4. Explain that this story shows how gender stereotypes work and how we are all influenced by them, even when we are not aware of it.

TIP! The objective of this part of the activity is to warm up to the discussion of stereotypes, not to establish which answer is correct. Don't let participants get caught up in determining which frog was male or female.



In Plenary: Brainstorming the Meaning of Stereotypes (15 minutes)

5. Ask: **What are gender stereotypes?** Make notes of key words on a flipchart.
6. Explain that this is a key concept of gender, and share the following standard definition. Compare it to what the girls suggested as a definition.

Gender Stereotypes are beliefs about women and men, girls and boys that are seen as true and un-changeable.

7. Lead a discussion around the question: **Why is it important that we discuss gender stereotypes?** Take note of key words on a flipchart.
8. Uncover the flipchart that you prepare ahead of time with the following statements about gender stereotypes. Spend some time discussing the ones that the girls did not bring up.
 - They are a big part of gender socialization because we learn them in our families, schools, and communities, and through the media.
 - They shape people's attitudes, behaviours and decisions.
 - They are used to judge how well people adhere to the gender roles attributed to their sex.
 - They lock girls and boys into behaviours that prevent them from developing to their full potential and realising their rights.
 - They can lead to the social exclusion of those who do not fit the stereotype.

In Plenary and Small Groups: Change Starts With Me! (25 minutes)

9. Ask: **Why do people accept gender stereotypes even when they can be harmful?** Take one or two comments from participants and relate them to the following statements:
 - Gender stereotypes become so much a part of how we perceive ourselves and others that we stop thinking about them, or about how they have shaped our attitudes and opinions about males and females.
 - Even if we can see that they are causing harm, we mistakenly believe that there is nothing we can do to avoid them.

4. This section of the activity was adapted from: Plan International (2013) Planting Equality: Getting it Right for Girls and Boys – Plan's Gender Equality and Child Rights Training Manual

STEPS TO FOLLOW:

10. Explain that **we are all likely to do things that support gender stereotypes because gender socialisation is very strong.** Invite the girls to think of one example of a something they did over the last week that supports a gender stereotype. Ask the girls to write down their example on a card.
11. Collect the cards, and read a few examples anonymously – that is without stating or asking who wrote them.
12. Explain that **we all have the power to eliminate gender stereotypes from our lives by adopting gender equitable attitudes and behaviours.** Invite the girls to think about examples of attitudes and behaviours that are based on gender equality, and to write them on a card. Ask them to come up to a wall in the room to post their cards and look at the behaviours suggested by the other girls.



TIP! Make sure to review all cards and point out any that is not gender equitable or that reflects a gender stereotype.

TIP! Girls may need some examples to get started. Some examples include:

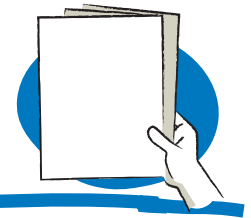
- Pointing out that a conversation or joke based on gender stereotypes about girls is not funny.
- Challenging a friend who is judging another girl for doing things commonly associated with boys.
- Encouraging the girls in our lives to be assertive.
- Encouraging the boys in our lives to share domestic chores with their sisters.

13. Explain that the first step in challenging gender inequality is to recognise it in one's own beliefs and behaviours. Distribute **Handout GEN-C**, and explain this week's take-away assignment. Discuss the instructions, and answer any questions the girls may have. Make sure to point out that the point of this activity is to simply observe behaviour and NOT to actively challenge others.
14. Wrap up the activity by asking for a volunteer to read the activity's **Key Messages** from the flipchart you prepared ahead of time.



Write it out! Ask the girls to use **Handout GEN-C** to make notes on examples of gender stereotypes or gender equal behaviours that they observe in their daily life. Invite the girls to add as many sheets as they need to describe everything they see! Encourage them to cut out each description of what they see and paste it in their journals to ensure they don't lose it.

HANDOUT GEN-B (FOR OLDER GIRLS) : TWO FROGS IN THE CITY



This is a story of two frogs, A and B, living together in a city. Frog A works as a cook in a popular restaurant and Frog B studies in the university. Frog A resents that Frog B will have a higher degree in education, but does not complain too much because of the comforts that Frog B's earnings will fetch them if they stay together. On a Friday evening, they are debating how to spend their time. Frog B wants to go out with friends and have fun. Frog A would rather go to the market and do the week's grocery shopping. There is a huge argument and finally Frog B gives in and the two frogs go grocery shopping.

On the way, they witness a street brawl. Frog B wants to intervene and stop the fight, but Frog A feels this is unnecessary. Frog B gives up, following Frog A's wishes. When they reach the market and finish their purchases, there is very little money left. Frog A remembers they have to buy a gift for Frog B's little sister, and suggests they use the money for this. Frog B is resentful because Frog B would rather use the money to buy a magazine, but gives in.

On their way home, a huge eagle that has been troubling them for many days and that wants to gobble them up suddenly attacks them. Frog A and Frog B try to think of ways to escape. Frog B is angry and Frog A is plain frightened. They somehow manage to reach Frog A's home and slam the door shut. Just then they hear the eagle knocking at the door. Frog A hides inside a cupboard and Frog B decides to open the door and deal with the eagle.

WHICH OF THE FROGS IS A MALE AND WHICH IS A FEMALE, AND WHY?

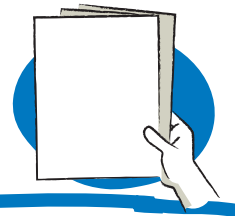


OPTION 1: A IS MALE & B IS FEMALE



OPTION 2: A IS FEMALE & B IS MALE

HANDOUT GEN-B (FOR OLDER GIRLS): TWO FROGS IN THE CITY



This is a story of two little frogs, A and B. Frog A has two younger brothers and Frog B has an older sister. Frog A doesn't have a lot of time to do homework because it has to help out with taking care of the younger brothers. Frog B doesn't like to do homework, but does well in school anyway. On a Saturday morning, they are playing together in the park. Frog B wants to go play with other friends. Frog A would rather stay playing just the two of them. They have a bit of a fight, and Frog A starts to cry. Finally Frog B gives in and the two frogs stay together by a pond.

On their way home, a huge eagle that has been troubling them for many days and that wants to gobble them up suddenly attacks them. Frog A and Frog B try to think of ways to escape. Frog B is angry and Frog A is plain frightened. They somehow manage to reach Frog A's home and bang the door shut. Just then they hear the eagle knocking at the door. Frog A hides inside a cupboard and Frog B decides to open the door and deal with the eagle.

WHICH OF THE FROGS IS A BOY AND WHICH IS A GIRL, AND WHY?

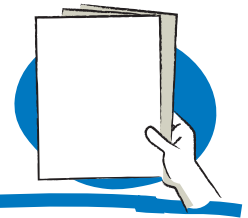


OPTION 1: A IS A BOY & B IS A GIRL



OPTION 2: A IS A GIRL & B IS A BOY

HANDOUT GEN-C: OBSERVING GENDER STEREOTYPES AND GENDER-EQUAL ATTITUDES AND BEHAVIOURS IN MY LIFE



After today's activity, you will likely start to notice gender stereotypes in your daily life. You may observe things in your own behaviour, or in the behaviour of your friends. You will also start to notice times when you or someone in your life does things that are supportive of gender equality. Please use this sheet to make notes of all the things you observe. Add as many sheets as you need to describe everything you notice! Cut out each box and paste it in your journal.

Examples of Gender Stereotypes in My Life:

Who: _____ When: _____ Where: _____

What happened? _____

Examples of Gender Stereotypes in My Life:

Who: _____ When: _____ Where: _____

What happened? _____

Examples of Gender Equal Attitudes and Behaviours in My Life:

Who: _____ When: _____ Where: _____

What happened? _____

Examples of Gender Equal Attitudes and Behaviours in My Life:

Who: _____ When: _____ Where: _____

What happened? _____



ACTIVITY GEN4: THE POWER WALK

A group of volunteers are asked to take on the role of a boy or a girl and to react to different statements that relate to gender privileges. When all statements are read, the girls analyse the position of the characters to draw lessons about gender privileges and power. The activity ends with a conversation about the right of girls to be powerful!



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipchart
- Markers
- 3 signs that read 'Girl' and 3 signs that read 'Boy'
- Yarn
- Masking tape



LINKS TO KAPS



- Understands that age interacts with gender to create specific challenges for girls and young women.
- Understands that power is at the core of gender relations.
- Recognises and promotes women and girls' rights to exercise power and to make the decisions that affect them.
- Identifies relationships where she is in a position of power and others where she is in a disadvantageous position.



KEY MESSAGES

- **Girls and boys may be different but this should not lead to inequality.** Being born as a boy or a girl should not make a difference to the way in which you are treated. But in reality, girls and boys have different access to privileges and have different degrees of restrictions. These restrictions are a violation of their rights and hurt their development and growth.
- **Gender privileges lead to differences in power.** Having more social restrictions goes hand in hand with having less power to make decisions or to act.
- **Girls have the right to be powerful!** Girls have the right to make the decisions that affect their lives.



TIPS FOR FACILITATORS

- Support the girls in understanding how power operates by making sure that the girls are able to identify relationships where they are in a position of power and others where they are in a disadvantageous position. It is very important for girls not to go away from this activity thinking that they are 'disempowered victims', or that they are always in a position of disadvantage.



BEFORE YOU BEGIN

- Copy the activity's **Key Messages** on separate flipcharts so that you can use them in **Steps #7** and **#8**. Keep the sheets covered until you are ready to use them.
- Make three signs that read 'girl' and three signs that read 'boy'. Tie string from the two top corners so that participants can wear them around their neck.
- Read the list of statements included in **Step #5**, and add 2 or 3 statements that are specific to the girls and boys in your context. For example, if boys tend to work in agriculture, you could add: "I do not have to miss school to work in the fields". Or if girls have to collect water, you could add: "I do not have to collect water every day".

- Notice that to ensure that participants walk in the correct direction, all statements that refer to a positive situation (for example: having access to education, or being able to make decisions) should be phrased in the positive (for example, I HAVE access to secondary education or I CAN go out whenever I choose). All statements that refer to a negative situation should be phrased in the negative (for example, I am NOT exposed to violence or I am NOT expected to clean up after my male peers).
- To take full advantage of learning opportunities, this exercise needs a lot of space. Outdoor space is best. The space you choose needs to be big enough so that:
 - 6 girls can stand side by side in a line
 - Girls can take up to 15 steps forward and 15 steps backwards – that is, they can step once in each direction for every statement.

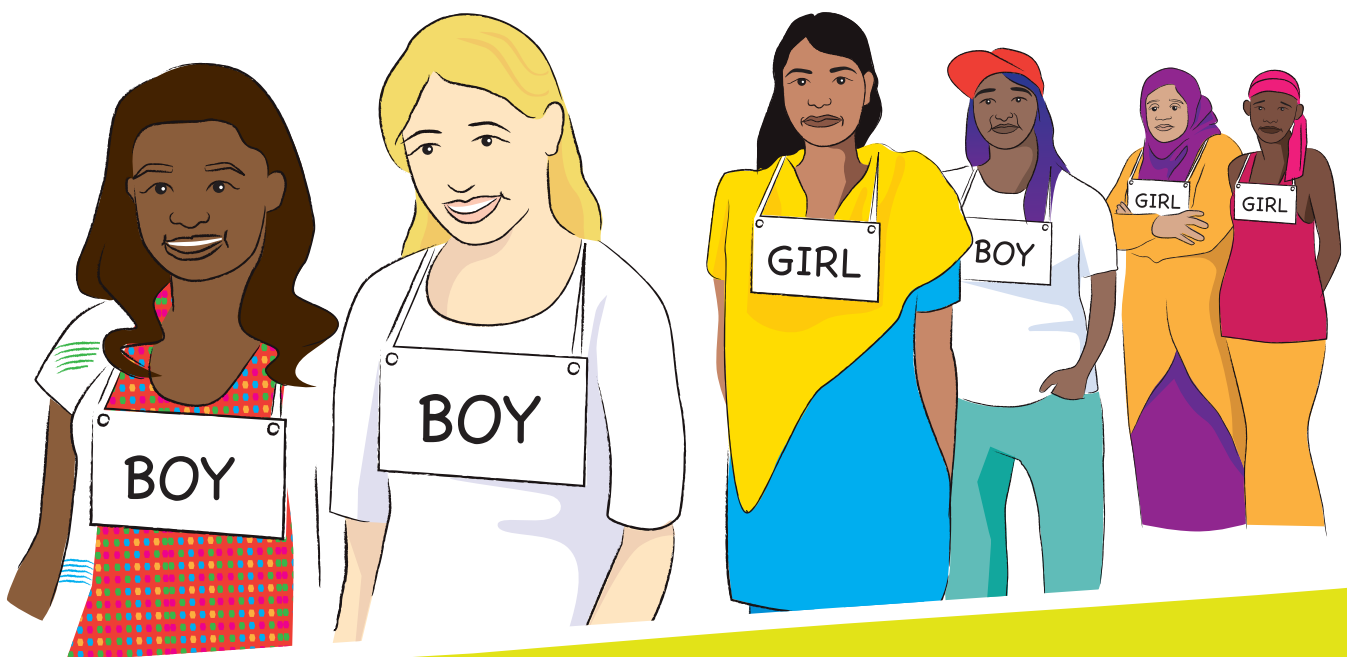
STEPS TO FOLLOW:

In Plenary: Homework review (10 minutes)

1. Welcome girls back to the *Being Gender Aware* module and lead a conversation about their take-home assignment using the following questions:
 - Was it easy or hard to find examples of gender stereotypes?
 - Was it easy or hard to find examples of gender equitable behaviours? Can you share some examples from your worksheet?

In Plenary: The Power Walkabout⁵ (20 minutes)

2. Tell the girls that we will continue by playing a game. Ask for six volunteers to come up to the front of the room, assign one of the signs you prepared ahead of time to each girl, and ask them to put them around their necks. Have them note whether they are playing a boy or a girl.
3. Ask the girls to stand in a row, shoulder to shoulder. Explain that you will read out a few statements. If they think that, being a girl or a boy, they can do what is described in the statement, they may take one step ahead. If they think they cannot do that, take one step back. If they are not sure, stay where they are.



5. This section of the activity was adapted from: Plan International (2013) Planting Equality: Getting it Right for Girls and Boys – Plan's Gender Equality and Child Rights Training Manual

STEPS TO FOLLOW:

4. Ask them to remember that they are representatives for girls and boys. So when they think about the statement, they should think about what boys and girls generally do, and act accordingly. They shouldn't respond from their own perspective alone.
5. Once you are sure that the girls understood the instructions, start the game by reading out the following statements:
 - ✓ I can stay out even after 7 o'clock in evening
 - ✓ I do not have to cook food
 - ✓ I will not be expected to support my family when I grow up
 - ✓ I can wake up late on holidays
 - ✓ I can stay over at a friends house
 - ✓ I can express my thoughts freely
 - ✓ I do not have to take care of my little sisters or brothers
 - ✓ I can go to school even if my family has little money
 - ✓ I can laugh loudly
 - ✓ I can talk loudly at home
 - ✓ I can play outdoor games
6. Use a flipchart to make a graphic representation of where each 'girl' and each 'boy' is at the end of the 'Power Walk' and take it back to the room to discuss where everyone ended up.

In Plenary: Gender Privilege and Power (30 minutes)

7. Lead a brief conversation about privilege using these questions:
 - **Who was ahead and who stayed behind in the game?**
 - **Why do boys get more privileges?**
 - **Why do girls have more restrictions?**
 - **What restrictions do boys have that we did not see in the game?**
 - **What other restrictions do girls have, beside the ones we saw in the game?**
 - **Are these restrictions right or fair?**

Make sure the following **Key Message** come out in the discussion. You can also read them at the end using the flipcharts you prepared ahead of time:

 - Girls and boys may be different but this should not lead to inequality. Being born as a boy or a girl should not make a difference to the way in which you are treated. But in reality, girls and boys have different access to privileges and have different degrees of restrictions. These restrictions are a violation of their rights and hurt their development and growth.
8. Lead a second conversation about power using these questions:
 - **Did the boys in this game have more power than the girls? Which issues did the boys have less power over?**
 - **What are girls able to make decisions about? What about boys?**
9. Guide the girls to the second Key Message using the flipchart you prepared ahead of time:
 - **Gender privileges lead to differences in power.** Having more social restrictions goes hand in hand with having less power to make decisions or to act.
10. Ask: **Do girls have the right to be powerful? Why or why not?**
11. Finally, ask all the girls to read the final **Key Message** out loud:
 - Girls have the right to be powerful! Girls have the right to make the decisions that affect their lives.

ACTIVITY GEN5: BEING A GIRL

Girls begin by brainstorming examples of things that happen in their families and communities that show that they are valued less than boys. Then, they work in small groups to discuss these differences. Finally, the girls review an infographic that illustrates different building blocks of gender inequality, and relate them to the differences in value they identified in their own lives.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipchart
- Loose flipchart paper
- Thick markers – at least 20
- Large cards
- Masking tape
- **Handout GEN-D: How much are we valued?** (10 copies)



LINKS TO KAPS



- Recognises that gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys.
- Regards gender inequality as unjust.
- Regards herself as valuable and equal to boys and men.



KEY MESSAGE

- **Gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys.** We need to recognise our own value and challenge what others do to devalue us.



TIPS FOR FACILITATORS

- This activity introduces the girls to a fundamental building block of gender inequality: differences in how boys and girls, and how women and men, are valued. Whenever possible, support the girls in understanding that an individual's access to rights is shaped by how much they are valued, their social position and their power relative to others in society.

BEFORE YOU BEGIN

- Prepare for this activity by filling in **Handout GEN-D** with examples from your own life. Be prepared to share these examples during the activity.
- Copy the activity's **Key Message** onto a flipchart so that you can use it **Step #11**. Keep the sheet covered until you are ready to use it.



STEPS TO FOLLOW:

In Plenary: How do we know who is valued? (10 minutes)

1. Introduce the activity by explaining that you will be discussing how girls are valued in their families and their communities in comparison with their male peers.
2. Start by leading a brief discussion around the question:
 - **Are girls and boys valued equally in your families and communities?**
3. Take notes on a flipchart of examples that are brought by girls to answer this question. **Note that this is meant as a quick brainstorm, as the girls will continue this discussion in the small group work that follows.**

TIP! You may need to give some examples in order to get the conversation started! Make sure you explain why the example you give implies a difference in how girls and boys are valued (and not only a difference in how they are treated). For example, when boys are given more or better food than girls, this is often a sign that their health or their contribution to the family is **valued** more than that of girls.



In Groups: Being a Girl (25 minutes)

4. Explain that in order to continue this discussion, it's important to look at specific examples of things that happen in a community or family that show us how females are valued differently than males. Read some examples from your experience from the handout you prepared ahead of time.
5. Explain that you will now work in groups to look for some examples from their own lives. Use a fun way to divide the girls into four groups. Assign one of the following topics to each group:
 - Differences in our families
 - Differences in our schools
 - Differences in our community
 - Differences in the media
6. Distribute **Handout GEN-D**, and ask for a volunteer to read the instructions. Answer any question the girls may have, and explain that they will have 15 minutes to complete the exercise.

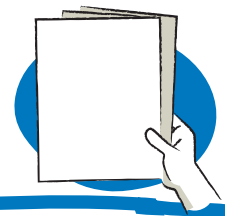
In Plenary: The building blocks of gender inequality (25 minutes)

7. After all groups have posted their flipcharts around the room, invite the girls to do a gallery walk of each other's work. Ask them to comment on what are some of the things they have in common, and which things stand out.
8. Ask: **Do you think these differences in value are just or fair?**
9. Lead a conversation using these questions:
 - **What will you do from now on to make sure you value yourselves and each other?**
 - **Can you think of actions you can take as a club to promote being valued in your community?**
10. Take some time to read the activity's **Key Message**, and make sure to explain it so the girls understand clearly:
 - **Gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys.** We need to recognise our own value and challenge what others do to devalue us.
11. Wrap up the activity by assigning the take-away assignment:



Spread the word! Ask the girls to speak to a girl who is not in the club or to a trusted female family member about what they learned in this activity. Have the girls give their own examples of not feeling valued with this person, and then to ask them to share examples from their life. Finally, encourage them to discuss what they can do to support each other in feeling valued and in claiming value and respect from others in their families and communities.

HANDOUT GEN-D: HOW MUCH ARE WE VALUED?

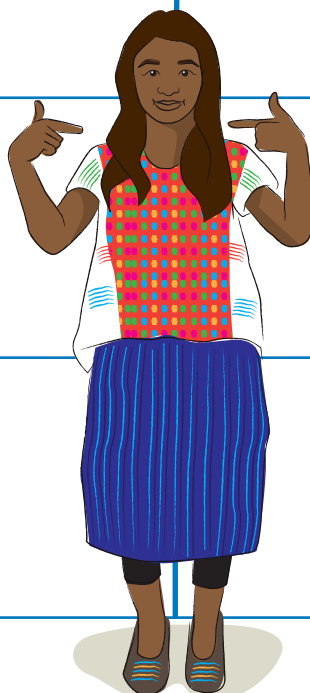


1. Fill in the topic that your group was assigned.
2. Identify any examples of things that happen, or things that are said that show how females are valued differently than males in your assigned location. Describe each example in the first column.
3. Next, for each example, determine how often this happens—rarely, sometimes, or always—and record this the second column.
4. Make a copy of your table on a flipchart paper, and post it in the front of the room.

GROUP TOPIC:

WHAT HAPPENS?

HOW OFTEN DOES IT HAPPEN?



ACTIVITY GEN6: MY FAMILY, MY COMMUNITY

Girls begin by discussing the family support or resistance they have faced to participating in the club. This leads to a conversation about what families, communities and schools do to encourage or to challenge gender inequality. Then, girls work individually to begin writing a letter to a family or community member about what they have been learning in the club. A take-away activity is assigned that asks girls to interview an adult woman about their experience and views on gender relations.



ALL AGES



1 HOUR

WHAT YOU NEED

- 6 Flipcharts
- Thick markers
- Sheets of letter sized or A4 sized paper
- Soft music and a music player
- One large envelope
- **Facilitation Sheet GEN6-A: Sample Answers for the Group Work**
- **Facilitation Sheet GEN6-B: Katie's Letter**



LINKS TO KAPS

- Understands the family and community role in gender socialisation and in tackling gender inequality.
- Identifies gender discrimination in her family, community and school environment.
- Sparks inter-generational dialogue and effective communication channels at the family level.



KEY MESSAGE

- **Families and communities can be part of the problem—or part of the solution!** Girls' empowerment requires families and communities to value girls and believe in their potential, and for institutions to have laws and policies that promote gender equality.



TIPS!

TIPS FOR FACILITATORS

- In this activity, girls are asked to begin writing a story to a family member about gender inequality in their family. They will not be asked to share these letters, as they have not yet worked on risk assessment and other skills they need in order to avoid backlash.
- Some girls may identify painful events that may require follow up support from you. **Make sure** you are aware of the emotional, health and legal support services in your area that you may need to refer girls to.
- Review **Activity BAS8: Analysing Our Context and Supporting Each Other**, and be prepared to remind the girls of the sources of support they identified in that activity.



BEFORE YOU BEGIN

- Prepare 6 flipcharts – each one with one of the following questions at the top:
 - **How do families encourage gender inequality?**
 - **How do communities encourage gender inequality?**
 - **How do schools encourage gender inequality?**
 - **How do families challenge gender inequality?**
 - **How do communities challenge gender inequality?**
 - **How do schools challenge gender inequality?**

- Review the letter included in **Facilitation Sheet GEN6-B**. Decide whether you want to use this letter, or if you prefer to write a letter from your own experience. This may be the best option, as it would allow the girls to strengthen their relationship with you as their facilitator.
- Prepare a large envelope to hold the letter of any girl who does not want to bring her letter home with her. You will need to keep this letter safe for her to come back to in later activities.
- Copy the activity's **Key Message** on a flipchart so that you can use it **Step #7**. Keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

In Plenary and Small Groups: Exploring our families (30 minutes)

1. Introduce the activity by explaining that you will be taking a close look at the role of families and communities in gender relations.
2. Begin by asking: **Does everyone in your family support you in being in this club?**
Ask a few girls to answer, and have them share examples of what their families do to show their support or their disagreement with the group's work.
3. Explain that we need to take a close look at what is happening around us that is either encouraging or challenging gender inequality, and that a good place to start is by looking at our families, our communities and our schools.
4. Use a fun way to break the girls into six groups. Assign one of the flipcharts you prepared ahead of time to each group, and ask the girls to take 5 minutes to brainstorm answers to the question they were assigned.
5. When time is up, ask each group to briefly present their work. After each group, ask if others have something to add, and make sure to point out any item on the list that does not fit with the question they were assigned. Add your own comments based on the answer sheet included in **Facilitation Sheet GEN6-A**.
6. Ask if anyone has any questions about the role of families and communities in gender socialisation, or on what they can also do to promote gender equality. Take the time needed to explain or to discuss any questions the girls may have.
7. Next, ask for a volunteer to read the **Key Message** of the activity:
 - Families and communities can be part of the problem or part of the solution! Girls' empowerment requires families and communities to value girls and believe in their potential, and for institutions have laws and policies that promote gender equality.

Individually: Writing letters (10 minutes)

8. Explain to the girls that as they begin to change the way they see their family and their community, their relationships will also begin to change. It will not always be easy to explain what they are learning to others who are not in the club. They may be reminded of experiences in their own lives that they now understand differently, because of their participation in the club.
9. Invite the girls to think about things they may want to say to a family member, or to someone in their school or in their community about what they have learned about gender inequality, and about what they wish could change in their family or in their school or community.

Tell them they will have some time now to write a letter to this person. Explain that they will not deliver this letter, it is just for practice, so they can be as open and frank as they want. Also explain that you will come back to this letter in other modules, so it is important for them to keep it safe.

TIP! If there are illiterate girls in the group, adapt the instructions to ask the girls to make a drawing that represents their message to the person instead of writing them a letter.



STEPS TO FOLLOW:

10. Put on some calm soothing music, distribute paper, and tell the girls they can take 10 minutes to write their letter.

TIP! If the girls have their journals with them, encourage them to write the letter there.



In Plenary: Sharing our Letters (20 minutes)

11. Tell the girls that you would like to share a letter from one of the Champions of Change characters. Read Katie's letter, or the one you prepared ahead of time from your own experience.
12. Explain that if any of them want to share their letter with the group, they are welcome to do so. Take the time to listen to all the girls that want to share.

TIP! Make sure not to pressure anyone to share. It is absolutely OK if no one wants to share. If anyone does share, be aware that girls may bring up painful situations that may require emotional support. If this happens, highlight how brave she has been to share this story with her peers. Explain that you will speak to her separately to discuss the support she can have in her healing process. Encourage the other girls to support her as well.



13. Tell the girls that you are happy to keep their letters for then if any of them does not feel safe keeping the letter in their journal or at their house because someone may read it. Tell them that they can give you the letter now or after the session. Explain that you will not read the letter, unless they ask you to.

If anyone hands you their letter for safekeeping, put it straight into the envelope you prepared ahead of time, and ensure them that you will not read it unless they want you to.

14. Explain that change in relationships is a slow and difficult process, and that writing these letters may help them to recognize and understand the things they want to change, which is an important first step. Encourage them to continue to write letters in their journals, reminding them that they don't need to ever actually deliver these letters, but that just by writing them they may begin to see things more clearly.
15. Next, explain the **take-away assignment** to the girls. Then go around the room, asking some of the girls if they already know whom they may want to talk to. Make sure to wish them luck in their interviews!



Spread the word! Interview an adult woman in your life: it can be your mother, grandmother, aunt, teacher, or anyone else you trust and feel comfortable speaking with. Ask her about her experience as a girl. Ask her about her hopes and dreams, and about her view on gender relations. Ask her what changes she would like to see in her family and in her community. Write notes on your conversation and be prepared to share some of them in the next session.



This activity's take-away assignment marks the beginning of a transition from understanding the roots of gender equality and the different ways girls experience gender inequality in their every day lives – to a vision moving forward for change and equality. Make sure you spend enough time discussing the take-away assignment and encouraging girls to learn about the experience of adult women in their families, as well as for their hopes for change.

FACILITATION SHEET GEN6-A: SAMPLE ANSWERS TO THE GROUP WORK



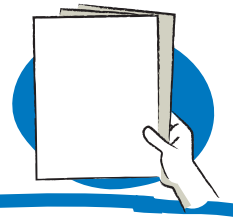
This is not a complete list: it only includes some examples. Feel free to add other examples that are relevant to the girls you are working with, and to expand upon the examples to girls come up with!

FAMILY	
WAYS IT CAN ENCOURAGE GENDER INEQUALITY	WAYS IT CAN CHALLENGE GENDER INEQUALITY
<ul style="list-style-type: none"> • Expect women and girls to do all the care work. • Adult males make all the decisions. • Boys are encouraged to have multiple sexual partners as a sign of masculinity. • Boys are not allowed to express emotions or vulnerability. • Girls are not allowed to go out as much as their brothers. • Women and girls face domestic abuse by family members. • Girls are forced into marriage or into servitude. 	<ul style="list-style-type: none"> • Values boys and girls equally. • Requires girls and boys to share housework and care work equally. • Does not accept any form of violence. • Encourages girls to learn to make decisions about their lives and respects the decisions they make. • Supports girls to go to school and to complete their schoolwork.

COMMUNITY	
WAYS IT CAN ENCOURAGE GENDER INEQUALITY	WAYS IT CAN CHALLENGE GENDER INEQUALITY
<ul style="list-style-type: none"> • Prevent women from participating in decision-making roles. • Health services treat women and girls disrespectfully. • Women and girls do not feel safe going out at night, or walking past places where men get together in their free time. • Prevents women from working in certain jobs. 	<ul style="list-style-type: none"> • Makes sure there are as many women as men among community leaders and representatives. • Does not look the other way if there is violence in a household. • There are safe spaces for girls and women to enjoy free time. • Women are valued equally to men in their jobs. • Girls and women feel safe in police stations, health centers, public transit, and other institutions, and trust that these institutions respect their rights.

SCHOOL ENVIRONMENT	
WAYS IT CAN ENCOURAGE GENDER INEQUALITY	WAYS IT CAN CHALLENGE GENDER INEQUALITY
<ul style="list-style-type: none"> • Teachers ask boys to speak in class more than girls. • Boys who harass girls are not reprimanded. • Teachers don't value girls' education and ability. • There are no clear policies to prevent and punish gender-based violence in and around schools. • Girls are expected to do cleaning tasks at school more than boys. • Girls don't see women teachers and administrators at their school. 	<ul style="list-style-type: none"> • Encourages girls to participate in class as much as boys. • Women and girls are portrayed in positions of power in textbooks. • Does not separate girls from boys in educational or leisure activities • Does not accept any form of violence or harassment. • Has clear policies to ensure girls and female staff feel safe in and around the school.

FACILITATION SHEET GEN6-B: KATIE'S LETTER



Dear Sylvie,

I have wanted to talk to you about a very difficult topic for some time now. It is hard for me to think about these things, but I know that it would be worse not to say anything.

I have noticed that lately you look very sad and that you don't want to play with your friends or go out to parties. I see how you are when you sit in the living room with your boyfriend, and I worry that you never look happy. Sylvie, is he treating you with respect? Has he been aggressive with you? Does he tell you not to go out with your girlfriends?

I ask you these questions because I once had a boyfriend who did all these things and it took me a very long time to understand that it was not right, and that I needed to move on. I didn't feel that I could talk to anyone about it because everyone in our family liked him so much. I want you to know that you can always talk to me, and that you never have to worry that I will stop loving you. If you need help, or just someone to talk to, please reach out! If I am not the right person, please find another friend you can talk to.

I know that we both grew up seeing how our dad always told mom what to do. Our brothers have never lifted a finger, and it is always up to us to help mom with the cleaning and the cooking. But, Sylvie, it doesn't have to be this way. We can choose to build relationships that are based on trust and equality: We deserve no less!

I love you, little sister, never forget that.

Katie



ACTIVITY GEN7: A WORLD OF GENDER EQUALITY

Girls begin by discussing the interviews they did with adult women in their lives, paying special attention to their dreams for equality and their hopes for change. Next, they make links between these dreams and their rights. Groups make collages to represent what they understand by 'I have rights'; they discuss who are the duty bearers and why they sometimes don't do their job. Finally, they discuss possible activities directed at duty bearers in their communities, as well as potential risks in advocating for change.



ALL AGES



1 HOUR
& 45 MINUTES

WHAT YOU NEED

- Flipchart
- Thick markers – at least 20
- Large cards cut into shapes – squares, circles, clouds, hearts, etc.
- Masking tape
- Magazines – at least 20 of different kinds
- Glue
- Scissors
- Poster boards or loose flipchart paper
- A large cloth or canvas (at least 4 X 6 meters)
- Paints and brushes
- **Handout GEN-E: Girls' Rights are Human Rights**



LINKS TO KAPS

- Believes that change is possible and desirable.
- Understands the role of institutions (school, government, media, religious institutions, etc.) in gender socialisation and transformation.
- Recognises herself as a rights holder with the right to demand that duty bearers be accountable for her right to non-discrimination.
- Identifies opportunities for outreach activities on gender equality.
- Recognises the risks of challenging gender norms.



KEY MESSAGES

- **Change is possible!** Gender equality is an attainable goal that all people can help to achieve. Girls have the power to make changes individually and collectively at all levels of their lives: with peers and family, their community, and even to influence institutions.
- **Girls' rights are human rights!** Girls are born with the same inalienable rights of all human beings. They are also born with the unique rights of children and of women.
- **A world of gender equality is a world where all girls enjoy their rights.** The state and its institutions have the duty to make sure that girls' rights are protected, respected and fulfilled. At the same time, girls have the right to hold duty bearers to their promise.
- **We must be aware of potential risks, and support each other in getting the help we need.** Challenging gender inequality may be met with resistance and could place girls at risk of bullying by her peers, or of other forms of violence by family members. It's important to remain vigilant of any risk and seek help whenever we need it.



TIPS FOR FACILITATORS

- Although this activity does not directly encourage girls to begin advocating for gender equality in their families and communities, it is likely that some may feel ready to do so. This is why the activity ends with a conversation about the risks of challenging gender inequality. Make sure to spend enough time in this conversation, and to ensure the girls that you will continue to discuss this topic and to direct them to places where they may get help if they ever need it. Review the Setting the Stage section for some lessons learned on risks and mitigation strategies, and make sure to think of other examples that you have observed.

- To prepare for this conversation, and if you have not done so already, make sure to discuss potential child protection mechanisms with the Child Protection focal point in your office.
- Note that this activity is longer than most. It may be helpful to plan for a short break after completing **Step #15**.



BEFORE YOU BEGIN

- Make a sign that reads 'Our Dreams' and post it on a wall in the room. Girls will post their cards under this sign in **Step #4**.
- Copy the definition of 'human rights', and 'duty bearers' from the module's glossary onto a flipchart so that you can use them throughout the activity. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Messages** onto separate flipchart sheet so that you can use them throughout the activity. Keep the sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Homework review and introduction (30 minutes)

1. Welcome girls to the activity and tell them that we will begin by discussing their take home assignment.
2. Ask them: **What did you learn from interviewing a woman in your life about gender?**
Take a few comments from the girls, and ask follow up questions as needed to get more details.
3. Ask the girls to think about the dreams the women they interviewed had about gender equality, and about their own dreams. Distribute the shaped cards and ask them write a few key words or draw a picture in each card to represent one of these dreams.
4. Ask the girls to bring their cards up to the front and to tape them onto a wall under the sign you prepared ahead of time.
5. Note that the cards call attention to many hopes for change. Ask: **Would you agree that there are things in our society that need to change for girls to have a better present and future?**
Ask girls for a few examples. Make sure they touch on many of the issues that were discussed and brought up in this module.
6. After a few girls have commented on their hopes for change, ask for a volunteer to read the activity's first **Key Message**:
 - **Change is possible!** Gender equality is an attainable goal that all people can help to achieve. Girls have the power to make changes individually and collectively at all levels of their lives: with peers and family, their community, and even to influence institutions.
7. Go back to the "Wall of Dreams" to do a quick summary of the cards and ask:
Are any of these wishes more than just 'dreams'? Are they actually 'rights'?
8. If necessary, review the definition of **'human rights'** that you prepared on a flipchart ahead of time.
Human Rights: are basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language or other status.
9. Go through the cards again, and pull out the ones that clearly refer to a right, such as: living free from violence, accessing quality education, feeling safe at home and in my community, not being discriminated for being a girl, enjoying healthy sexual relationships, etc.

STEPS TO FOLLOW:

10. Before moving on, share the activity's second **Key Message** with the girls. Go through it carefully, and answer any question girls may have about this statement:
 - **Girls' rights are human rights!** Girls are born with the same inalienable rights of all human beings. They are also born with the unique rights of children and of women.
11. Next, ask the girls: **Who is responsible for making sure you enjoy all your rights?**
12. Take a few comments, and end this section of the activity by presenting and explaining who are the 'duty bearers':

Duty Bearers: States and their institutions, from schools and clinics to the local governments, are responsible for respecting, protecting and guaranteeing human rights. We call them 'duty bearers' because they have the DUTY to guarantee that we all enjoy all our rights. Other institutions and people with duties related to rights are known as 'secondary duty bearers', and include caregivers, families, communities, and civil society organisations.

In Small Groups: I have rights (20 minutes)

13. Ask girls to form groups of four to five and distribute poster boards, magazines, scissors, markers and glue.
14. Ask them to take 15 minutes to create a collage to represent what the following phrase means to them: **"I have RIGHTS!"** Encourage them to think about their rights and about the role of the duty bearers.
15. When time is up, ask the girls to post their collage on a wall for the rest of the group to see.



STEPS TO FOLLOW:

In Plenary: Gallery walk and discussion (30 minutes)

16. Invite the groups to take 5 – 7 minutes to do a gallery walk of all the collages, and to pay special attention to who the duty bearers are for the rights represented in the posters.
17. Tell the girls that you also have a picture to share with them. Distribute **Handout GEN-E: Girls' Rights are Human Rights**, and ask them to take a couple of minutes to look through it.
18. Moderate a conversation about the collages using the following questions:
 - **What are some of the rights that you saw in the collages?**
 - **Who were the duty bearers for these rights?**
 - **Do duty bearers always do their job? Why or why not?**
19. Ask for a volunteer to read the activity's third **Key Message**, which you copied on a flipchart ahead of time:

A world of gender equality is a world where all girls enjoy their rights. The state and its institutions have the duty to make sure that girls' rights are protected, respected and fulfilled. At the same time, girls have the right to hold duty bearers to their promise.
20. Explain to the girls that as right holders, they have the right to demand that their rights are respected. Ask: **What are some things we could do in our communities to hold duty bearers accountable?**
21. Make a list of the activities proposed by the girls. Explain that these are all good ideas that will require some more planning and thinking before reaching out to duty bearers. Encourage them to keep these activities in mind, as they will continue to discuss them and what other actions they can take in future modules of the programme.

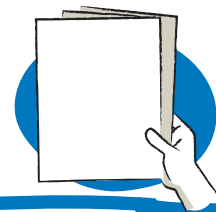
In Plenary: Supporting each other (25 minutes)

22. Introduce the final topic of the activity by asking the girls if any of them can think of any risks that they may face if and when they become Champions of Change for Girls' Rights.
23. Use a flip chart to take notes of any risk identified by the girls. Feel free to suggest some of the risks that have been observed in programmes like Champions of Change (described in the Setting the Stage section of this module).
24. **Underline that it is not safe to face any of these risks alone.** Explain some of the mitigation strategies that have been used successfully and ask the girls if these strategies may work in their setting. Ask about what they may do as a group to support each other in their Journey to Empowerment. Make sure they discuss the importance of asking for help whenever they need it, and that they identify at least one person they can go to (other than yourself).
25. Wrap this conversation up by presenting the activity's final **Key Message**. Go through it carefully, and answer any question girls may have about this statement:
 - **We must be aware of potential risks, and support each other in getting the help we need.** Challenging gender inequality may be met with resistance and could place girls at risk of bullying by her peers, or of other forms of violence by family members. It's important to remain vigilant of any risk and seek help whenever we need it.
26. To wrap up the activity, ask the girls if they would like to take on a group take-away assignment that would give them the opportunity to bring out the artist we all have inside us! If the girls agree, finish up by distributing the canvas, paints and brushes, and by discussing the assignment as described below. Make sure to discuss what place may be good and safe for the girls to come together. If necessary, support them in finding such a place.



Create together! Invite the girls to work together to create a large painting that represents their vision for a world of gender equality using some of the ideas they included in their collages. Explain that you will have a small celebration at the end of the module (after the next session), and that it would be great to unveil their painting then.

HANDOUT GEN-E: GIRLS' RIGHTS ARE HUMAN RIGHTS



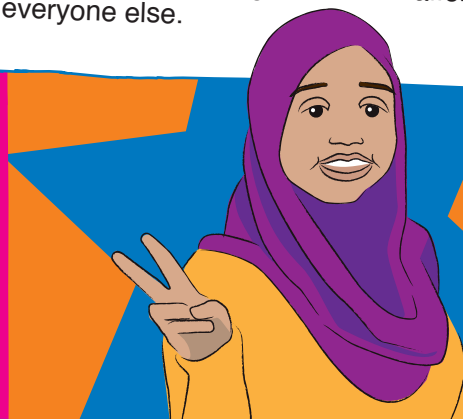
RIGHT: A right is something to which a person is entitled, legally or morally. It's different from a privilege (something that you are given) or a responsibility (something you should do). For example, education is a right. Going to school at a specialized private school is a privilege. Making sure you show up for class is a responsibility.

HUMAN RIGHTS are basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language or other status.

GIRLS' RIGHTS are not different than **human rights**, but focusing on girls' rights recognizes that girls should never be excluded from the same rights that others have. Girls' rights are all about equality and the freedom for girls to demand the same rights that are afforded to everyone else.

HUMAN RIGHTS ARE...

- **Inalienable:** you cannot lose these rights any more than you can cease to be a human being.
- **Indivisible:** no one can take away a right because it is deemed 'less important' than another right.
- **Interdependent:** together human rights form a complementary framework.
- Protected by the Universal Declaration on Human Rights and other international human rights conventions, including the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women.



DUTY BEARERS: States and their institutions are responsible for respecting, protecting and guaranteeing human rights. We call them 'duty bearers' because they have the DUTY to guarantee that we all enjoy all our rights. Other institutions and people with duties related to rights include caregivers, families, communities, and civil society organisations.

WHO ARE SOME OF THE DUTY-BEARERS RESPONSIBLE FOR GIRLS' RIGHTS, AND WHAT ARE THEIR ROLES?

Family members: To ensure that boys and girls are treated equally in terms of access to nutrition, education, care and protection.

Community members: To ensure that adolescent girls are protected against violence at school and within the community. To eliminate harmful practices that affect adolescent girls.

School system: To enforce zero tolerance for various forms of violence including GBV.

Civil society: To raise awareness concerning the situation of adolescent girls and to advocate on their behalf.

UN Agencies: To advocate for the fulfilment of the CRC and CEDAW and to support governments to create policies and programmes that will fulfil the rights of adolescent girls.

Government: To ensure that their laws are in harmony with international human rights standards, especially those dealing with gender equality and the elimination of discrimination. To ensure that girls and boys share the same opportunities to participate in decision-making at all levels.

Private sector: To provide funding to support programmes for adolescent girls in order to help break the cycle of poverty.

ACTIVITY 8: OUR GRANDMOTHERS, OUR MOTHERS, OURSELVES

Girls begin by working in groups to discuss and prepare a short play about girl and women activists that have worked for gender equality and girls' and women's rights. After they present their plays, they discuss the meaning of feminism, and how it relates to these stories. Finally, they brainstorm who could be their mentors and role models. The activity ends with a celebration of the end of the module.



ALL AGES



1 HOUR
+ ADDITIONAL
TIME FOR
CELEBRATION

WHAT YOU NEED

- Flipchart
- Thick markers
- Music and healthy snacks for the end of module celebration
- Fancy dress/props for skits
- **Handout GEN-F: Our Grandmothers, Our Mothers, Ourselves** (3 copies of each story)
- **Handout GEN-G: Key Messages on Being Gender Aware**
- **Facilitation Sheet GEN8: Myths and Truths about Feminism**



LINKS TO KAPS



- Understands the history and challenges of the struggle for equal rights for women and girls.
- Recognizes feminism as a movement committed to breaking down barriers to girls' and women's rights.
- Identifies positive role models committed to gender equality and seeks their help and advice in challenging gender norms.



KEY MESSAGE

- **Mobilising for girls' rights allows us to walk alongside generations of women and girls who have paved the way.** Learning about their stories and sources of support and inspiration is key to thinking about how we can make a difference.



TIPS FOR FACILITATORS

- You will ask the girls to think about positive role models and mentors that could support them in their work. Make sure you think about some examples you could suggest of community activists or other peers who could be mentors, and of ways in which they could support the girls.
- Make sure you have already had a conversation with your Plan office's Child Protection Focal Point about any potential child protection issue associated with reaching out to role models and mentors in the community, and that any relevant mitigation strategy is already in place. For more details on this recommendation, please discuss with the Champions of Change Programme Manager.
- Organise a small celebration for the girls to congratulate them for completing the **Being Gender Aware** module. Consider inviting potential role models or mentors from the girls' communities to introduce them to the girls. Make sure to bring music, healthy snack and any decorations. Check in with the girls about the mural they may have prepared after activity GEN7, and ask them to bring it in for the celebration.



BEFORE YOU BEGIN

- This activity relies on stories of girl and women activists from around the world. Read through the five stories provided and select the four that would be most inspiring to the girls in your club.
- Develop an additional story based on an important activist for girls' and/or women's rights in your own context. Write it out using the template in **Handout GEN-F** and make 3 copies, for use in **Step #3**.
- Develop a timeline of important events in the women's and girls' rights movement in your country and region to share with the girls.
- Please share the story and timeline that you develop with the Global Champions of Change team!
- Copy the definition of 'feminism' on a flipchart so that you can use it **Step #9**. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Message** on a flipchart so that you can use it **Step #13**. Keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

In Plenary and Small Groups: Our histories (20 minutes)

1. Introduce the activity by explaining that today you will be learning about the women and girls around the world that have been working to make sure all girls and all women can have their rights respected.
2. Use a fun way to divide girls into 5 groups.
3. Assign one story to each one of the groups, and give them 3 copies of their story to work with.
4. Ask them to take 15 minutes to read through the story, discuss it, and prepare to present it as a 5-minute skit or short play. Make sure they understand that they will be 'teaching' the rest of the group about the story they were assigned, so they should try to be as clear as possible.
5. Visit all groups to answer any question they may have about the story they were assigned and/or to help them brainstorm about how they can act it out.

In Plenary: Sharing our stories (40 minutes)

6. Ask the groups to take turns presenting their 5-minute plays. Each time, give the girls from the other groups a chance to ask questions about the story to make sure they understand what happened in each case.



STEPS TO FOLLOW:

7. If you prepared a timeline of the most important event in the history of women's and girls' rights in your country, share it with the girls after the skit on the story you prepared is presented.
8. Ask: **What do all these stories have in common?** And lead a conversation about the importance of knowing about girls and women who are working or have worked before us for our rights.
9. Ask: **Would you say these women are feminists?** And take a few answers from the girls before you present the definition of feminisms as stated in the flipchart you prepared ahead of time:

Feminism: The *belief* that girls and boys, women and men deserve social, political, and economic equality; the *understanding* that we do not yet enjoy this equality; and the *commitment* to changing this reality.⁶

10. Girls will likely have many wrong ideas about what feminism is and what feminists do. Take the time to work through any wrong ideas or myth that they bring up, and to explain that these myths have been told to ridicule or to stigmatize anyone who stands up for gender equality. Make sure you work through all the myths and truths about feminism included in **Facilitation Sheet GEN8**.

TIP! For a fun way to explain how some of these myths are wrong, see Laci Green's short video "The F-word", available here: <http://goo.gl/x90rTX> or take a look at an excerpt from a conversation between Emma Watson and Malala Yousafzai available here: <http://goo.gl/q3ntFX>



11. Explain that another thing that most stories have in common is the presence of mentors and positive role models that have inspired the girls and women activists to carry on with their cause. Ask: **Can you think of any role models or mentors who might support our club in the outreach actions we plan to do?**

TIP! Make sure to mention some possibilities if the girls can't think of anyone on their own.



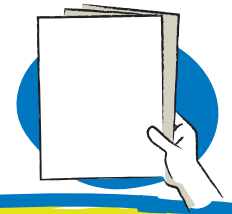
12. Lead a brief conversation on how the girls can approach potential mentors or role models, and about the types of support they can expect to receive from them. Remember to discuss the importance of staying safe and not approaching adults they don't trust by themselves.
13. Wrap up the activity by asking for a volunteer to read the activity's **Key Message**, which you copied on a flipchart ahead of time:
 - **Mobilising for girls' rights allows us to walk alongside generations of women and girls who have paved the way.** Learning about their stories and sources of support and inspiration is key to thinking about how we can make a difference.
14. Distribute **Handout GEN-G**, which presents all the **Key Messages** of the *Being Gender Aware* module. Encourage the girls to refer to it whenever they want to review what they have learned.

In Celebration – Recognising our achievements. (Additional time)

15. Invite the girls to celebrate, and make sure to **congratulate each one** of them for completing the *Being Gender Aware* module!

6. Based on the definition presented in <http://everydayfeminism.com/2014/12/feminism-is-a-verb/>

HANDOUT GEN-F: OUR GRANDMOTHERS, OUR MOTHERS, OURSELVES



GIRLS' RIGHT TO EDUCATION

Girls around the world have systematically and historically been denied the right to education, which has far-reaching effects on their potential to improve their own condition and that of their family, community, and world at large. The ideal of equal education for all has still not been reached in much of the world.

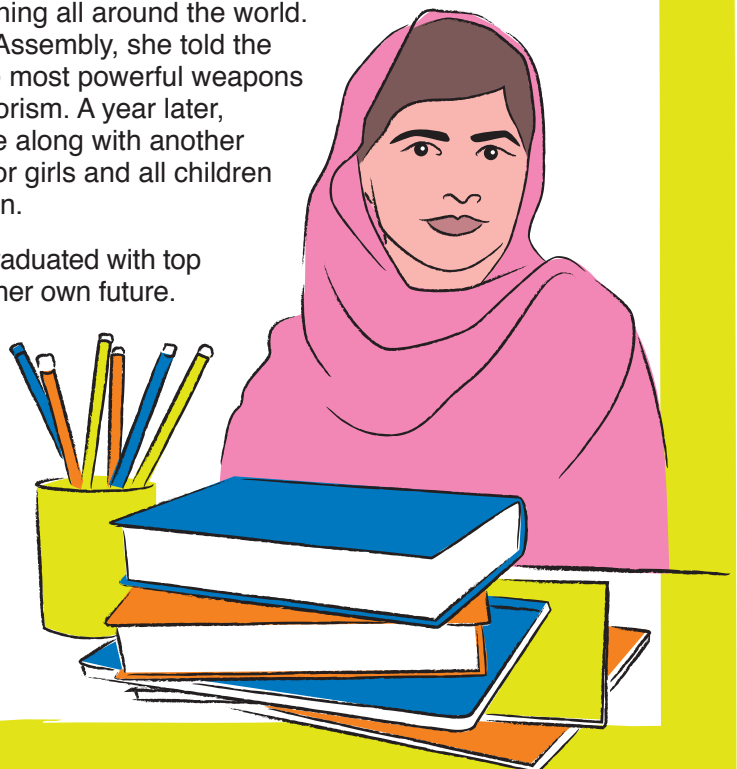
In some places, there are laws against educating girls, while in others girls are discriminated against because of sexist gender norms and limited resources. In Northern Pakistan, girls were already being educated with their brothers when the Taliban, an extremist group, arrived and began to deny women and girls their rights, including going to school and even going out in public. One young school girl, Malala Yousafzai, supported by her friends and her father, started speaking out about the Taliban by blogging and being interviewed on international news. Malala's father ran the school in town and supported his daughter and all girls in their right to education. "Why should I wait for someone else to save us?" Malala asked herself. "Why don't I raise my voice, why don't us girls speak up for our rights?"

Malala loved school and was very bright. She started blogging online about the troubles girls were facing in her region because of the Taliban, and people all over the world were reading her stories. She was getting so much attention that the Taliban felt threatened by her, even though she was a child. One day, they stopped the school bus she was riding in and shot Malala in the head, along with two of her friends. Malala was rushed to the hospital and given intensive care, and miraculously, she survived!

Even a bullet couldn't stop Malala. Soon after her recovery, she started giving speeches, meeting with world leaders, and standing up again for girls' rights. She knew that it wasn't just girls in Pakistan that were being kept out of school, but that this was happening all around the world. Speaking before the UN General Assembly, she told the world that books and pens are the most powerful weapons against illiteracy, poverty, and terrorism. A year later, Malala won the Nobel Peace Prize along with another activist for their global advocacy for girls and all children who are being denied an education.

In spite of her difficulties, Malala graduated with top scores and is continuing to define her own future.

To inspire change, she works collectively with other girl advocates who are speaking up for girls' rights in their own countries and at the most vulnerable corners of the globe. A strong and courageous role model, Malala refuses to be known only as "the girl who was shot by the Taliban." She is the girl who fights for education for all.





THE RIGHT TO LIVE FREE FROM VIOLENCE

Violence against women and girls is one of the most widespread human rights abuses in the world. Women and girls in every society face extreme and unique forms of violence, including sexual violence, due to their lower social status in relation to men. For too long, violence against women was not recognized as a serious or important issue because it often happens in the private sphere where the law traditionally doesn't reach, and because the violence that happened in the public sphere was blamed on the women victims for acting outside of their gender roles. In many places, it is so normalized that even women themselves don't see it for the abuse that it is.

Women activists across the world were the ones to bring awareness on the issue of violence against women and girls as a social problem. They fought for recognition in their own families and communities, and pushed for awareness on a global scale. Grassroots movements that began in Asia, Central America, and Africa eventually merged to become a united voice for the cause.

More and more, experiences of gender-based violence were given the international recognition they deserved. On November 25, 1960, three Dominican activists—Patria, Minerva and Maria Teresa Mirabal—were brutally murdered for leading a movement against the oppressive regime that ruled their country. News of this violence shocked not only the Dominican public but also the international community at large. Decades later, November 25 was marked by women activists as a day against violence, and was later adopted by the United Nations as the International Day for the Elimination of Violence against Women.

Now, every year between November 25th and International Human Rights Day on December 10th, governments, NGO's, student groups, and individuals participate in the 16 Days of Activism against Gender-based Violence. They raise awareness with protests, events, media campaigns, and more. The movement combines individual actions into collective power to bring awareness, recognition, and transformation to the issue of violence against women across the globe.



7. <http://www.wisegeek.org/in-which-countries-are-women-not-allowed-to-vote.htm>



THE RIGHT TO POLITICAL PARTICIPATION

Political rights have been hard won by women activists throughout history. The ideal of gender parity in political representation – where at least half of all elected and appointed officials are women – is still far from reality. As of 2015, only 22 per cent of all national parliamentarians were female and only 17 per cent of government ministers were women, with the majority overseeing social sectors, such as education and the family. However, as insufficient as these gains are, they are a far cry from the situation 100 years ago when women in almost every country did not have the right to vote.

Not until the early 1900's did many North American and European countries begin to allow women to vote in elections and participate in politics, and the fight was not easy. Women activists, called suffragists, campaigned tirelessly, produced and distributed writings, protested in the streets, and were thrown in jail and beaten for their demands.

In 1893, New Zealand became the first country to grant all women the right to vote. Many of the nations to follow, including Australia, the United States, and South Africa, only allowed certain women to vote, based on race, class, and other stipulations. For example, while white Australian women won the vote in 1902, it took 60 more years for aboriginal women (and men) to win the same right. Other countries allowed women to vote without allowing them to participate in other ways, such as running for election, until years later.

Across the world, women's voting rights continued to be denied and fought for until very recent history. In 2015, Saudi Arabia was the last country to officially allow women to vote, after years of pressure from resilient young suffragists who demanded their right to political participation. However, in practice the fight is far from over. While voting is legally allowed for women in all countries that have voting rights, other barriers such as social pressures, inaccessibility to public space, and lack of education and awareness may prevent women from exercising these rights. That's why it's important that women activists continue the fight across all of the interconnected pieces of society, from politics to education to gender roles at home.





THE RIGHTS OF WOMEN WORKERS

Worker's rights have always been an important part of women's rights! In the early 1900's, thousands of American women workers began to strike and protest against the violence they faced and demanding better pay, better working conditions and voting rights. In Russia, women began to celebrate Women Workers Day early in the twentieth century, as way of drawing attention to the specific needs of women workers in factories. Across Europe, women workers continued to protest for equal rights, for peace, and to express solidarity with activists in other countries, until 1975 when the United Nations designated March 8th as International Women's Day.

While women today make up close to half the workforce across the world, cultural norms have not caught up with this massive shift. When a woman takes a job outside the home, her responsibilities within the home remain the same, making her life more burdensome than before. Furthermore, this change has made women more independent, thereby affecting the power relations between men and women in these societies. In Juarez, Mexico, young women factory workers were murdered at alarming rates for being perceived as threatening traditional gender roles in the community.

In some places, the issues women face in the workplace have changed shape. Women are discriminated against, face sexual harassment, and are paid less than men for the same work. In other places, women workers continue to face dangerous working conditions, inhumane treatment, and unfair wages. In Bangladesh, women make up the vast majority of the garment industry. While these jobs are an opportunity for employment and independence for many women, they come at a cost. Workers face long hours, meager pay, and violence from their superiors, and the buildings in which they work are often in terrible condition. In 2013, a garment factory collapsed killing over 1,100 people, most of whom were women, causing national and international outrage.

In India, Mexico, Bangladesh, and around the world, women activists continue to take to the streets to make their voices heard and demand their rights. March 8th continues to be a day to highlight how far women have come—and how far we have to go. These protests have garnered international attention and pressured companies and governments alike to change their policies and take responsibility for improving working conditions for women.





YOUTH ACTIVISM FOR GIRLS' RIGHTS

Activism has no age limit. In fact, in today's world where technology and social media have made information more accessible, young people are at the forefront of many social movements in all corners of the globe.

In Nicaragua, sixteen-year-old Maria Fernanda Pineda Calero runs a program that helps educate other girls on their sexual, reproductive and citizenship rights. Battling cultural norms, political ideologies, and backlash at home and in school, Maria is bravely pushing back against “machismo” culture that puts men above women in Nicaraguan society. A self-described feminist in a country where women's human rights are being withdrawn and violence is rising, Maria teaches her peers about their own bodies and rights in hopes that education will inspire great change.⁸

In Zimbabwe, two courageous young women and former child brides, Loveness Mudzuru and Ruvimbo Tsopodzi led a fight for child marriage to be declared illegal and unconstitutional. After their dreams of education and careers were crushed by child marriage and children of their own, Loveness and Ruvimbo took to the courts in hopes that fewer girls would face the dangers and challenges brought on by child marriage. Their groundbreaking court case resulted in the outlawing of marriage before the age of 18, making Zimbabwe a safer place for girls and allowing them to reach their full potential.⁹

“THANKS TO FEMINISM, AND [THE] COURAGEOUS WOMEN WHO GAVE THEIR LIVES IN THE FIGHT FOR GENDER EQUALITY, TODAY I UNDERSTAND THAT AS A WOMAN I HAVE A RIGHT TO POLITICAL PARTICIPATION, TO WORK, TO STUDY, TO DECIDE ON MY BODY AND MY LIFE, TO BUILD MY IDENTITY INDEPENDENTLY AND WITHOUT IMPOSITIONS FROM ANY MAN OR FORMAL INSTITUTIONS THAT DOMINATED SOCIETY IN THE PAST—LIKE THE CHURCH—OR WHO STILL DOMINATE TODAY, LIKE THE STATE.”

FEMINIST AND GIRL ACTIVIST, MARIA FERNANDA PINEDA CALERO

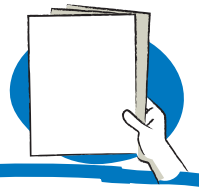
In Afghanistan, fourteen-year-old Aziza Rahimzada is taking on the government to ensure refugee children's rights are not violated. Setting up a council of children in the refugee camp where she lives, Aziza created a platform for children to talk about the issues they face and for their voices to be heard. With persistent lobbying and effort, she has been able to bring access to clean tap water, schooling for undocumented children, and much needed supplies to the children in her community, and has encouraged hundreds of other children to speak up for their rights as well.¹⁰

When children and young people take things into their own hands, they can accomplish incredible things. With passion, persistence, and the right support—including collective action with their peers—youth activists are actually the best equipped to tackle the issues they face, and to bring about real change in the world.

8. New York Times: <http://goo.gl/S4vbpT>

9. Thomson Reuters Foundation: <http://goo.gl/6Pb30o>

10. National Broadcasting Company: <http://goo.gl/9SFfr2>



GIRLS' AND WOMEN'S RIGHTS IN OUR COMMUNITY!

Facilitators: Write a story about an important activist for women and girls' rights in your own context (regionally, nationally, or even locally) using the following questions as a guide. When you're done, please share a copy with the Champion of Change team!

What is the situation that the activists wanted to change?

How did they come together to bring attention to the issue?

What challenges did they face and what opportunities helped them achieve their goals?

What were their accomplishments?

FACILITATION SHEET GEN8: MYTHS AND TRUTHS ABOUT FEMINISM¹¹



MYTH: ALL FEMINISTS ARE LESBIANS WHO HATE MEN.

TRUTH: Being feminist has nothing to do with sexual orientation or discrimination of the male gender. Feminists come together with all sorts of different backgrounds, traits, and cultures to support equality and equity in general. If there is anything feminists hate, it is INEQUALITY and SEXISM, not men.

MYTH: WOMEN AND GIRLS ARE EQUAL NOW, AND THERE IS NO NEED FOR FEMINISTS ANYMORE, OR THE CURRENT WOMEN'S AND GIRLS' RIGHTS MOVEMENTS.

TRUTH: Girls and women are still disadvantaged in many different ways in every country in the world; beginning at birth, girls' fundamental rights are denied and violated. The low value placed on girls subjects them to exclusion, exploitation and violence. Lack of access to education and health care, sexual abuse, female genital cutting, and pregnancy at a young age are just some obstacles that impede their full development and deprive millions of girls of the opportunity to play an equal role in their societies.

MYTH: FEMINISTS ONLY CARE ABOUT WOMEN AND GIRLS! WHAT ABOUT OTHER PEOPLE WHOSE RIGHTS ARE NOT FULFILLED?

TRUTH: Feminists not only believe in equality between men and women, but also in equality between every gender, class, race, and sexual orientation.

MYTH: WOMEN CAN'T BE FEMININE AND BE A FEMINIST AT THE SAME TIME.

TRUTH: Feminism is fundamentally about giving women choices, not about finding new ways to limit their self-expression. As long as women recognize that the choice to act in a traditionally feminine manner is just that - a choice - it is entirely acceptable and even quite common to act 'feminine' and still be a feminist.

MYTH: FEMINISM IS ONLY FOR WHITE WOMEN FROM WEALTHY COUNTRIES.

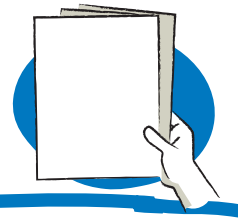
TRUTH: Feminism is historically a multicultural cause. Today's feminist activists are women and men of all walks of life—and from every country in the world—who seek to combat racism, sexism, classism, ageism, etc.

MYTH: FEMINISM IS GOOD FOR WOMEN, BUT BAD FOR MEN.

TRUTH: Feminism doesn't just liberate women; it also liberates men by breaking down the standards that society has put in place for both genders. Men are taught to be macho, emotionless leaders, and to never show weakness. These socially constructed rules limit men's freedoms as well. Feminism says that it's okay for men to show weakness, to be followers, and to express their emotions.

11. Adapted from a handout on "Myths and Truths about Feminism" available here: <https://goo.gl/lqEfa5> and Laci Green's video "The F-Word", available here: <https://goo.gl/x90rTX>

KEY MESSAGES ON BEING GENDER AWARE



Sex and gender are fundamentally different.

Sexual characteristics are biologically determined, and remain the same throughout time and across societies. Gender attributes are social, change over time and different people and cultures have different ideas and beliefs about gender roles and responsibilities.

Difference and inequality are not the same.

Girls and boys may have many differences, but there is no reason why this should affect anyone's status or rights. Gender inequality is the result of treating girls and women unjustly simply because of the sex they were born with.

We are all influenced by gender! Gender tells us what is appropriate and inappropriate for girls and for boys, for women and for men in society. Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives. Ultimately, ideas about gender lead to inequality between girls and boys and between women and men.

Girls and boys learn that society expects them to behave differently and to fulfil certain gender roles. These expectations impact their attitudes and behaviour throughout their lives and lead to unequal power relations between them.

Gender stereotypes affect girls' rights.

Gender stereotypes can lock girls and boys into behaviours that keep them from developing to their full potential.

Change begins with each one of us! We can all challenge gender stereotypes by becoming aware of how they affect us, and by rejecting them in our own behaviour.

Girls and boys may be different but this should not lead to inequality.

Being born as a boy or a girl should not make a difference to the way in which you are treated. But in reality, girls and boys have different access to privileges and have different degrees of restrictions. These restrictions are a violation of their rights and hurt their development and growth.



Gender privileges lead to differences in power. Having more social restrictions goes hand in hand with having less power to make decisions or to act.

Girls have the right to be powerful! Girls have the right to make the decisions that affect their lives.

Gender inequality is maintained by giving unequal value to the traits and qualities assigned to girls and boys. We need to recognise our own value and challenge what others do to devalue us.

Families and communities can be part of the problem—or part of the solution! Girls' empowerment requires families and communities to value girls and believe in their potential, and for institutions to have laws and policies that promote gender equality.

Change is possible! Gender equality is an attainable goal that all people can help to achieve. Girls have the power to make changes individually and collectively at all levels of their lives: with peers and family, their community, and even to influence institutions.

Girls' rights are human rights! Girls are born with the same inalienable rights of all human beings. They are also born with the unique rights of children and of women.

A world of gender equality is a world where all girls enjoy their rights. The state and its institutions have the duty to make sure that girls' rights are protected, respected and fulfilled. At the same time, girls have the right to hold duty bearers to their promise.

We must be aware of potential risks, and support each other in getting the help we need. Challenging gender inequality may be met with resistance and could place girls at risk of bullying by her peers, or of other forms of violence by family members. It's important to remain vigilant of any risk and seek help whenever we need it.

Mobilising for girls' rights allows us to walk alongside generations of women and girls who have paved the way. Learning about their stories and sources of support and inspiration is key to thinking about how we can make a difference.

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