**MODULE 5: Sexuality – Let’s learn about Gender and Sex**

**Activity 5. 1: Feminine & Masculine - How Does Your Society See It?**

**Materials**: Post-It Notes, Marker Pens

**Activity**: Write down on pieces of paper/post-it notes, and paste them into 2 groups.

1. Words commonly used to describe Femininity

(E.g. Emotional, graceful, sensitive, quiet, nurturing, caring)

1. Words commonly used to describe Masculinity

(E.g. Independent, strong, aggressive, competitive, self-confident, rebellious)

**Discussion**: Can there be overlap of descriptions above? Do you think that society’s categories of masculine and feminine are unrealistic?

Explain that all men have some feminine traits, and all women have some so-called masculine traits. Cultures teach that women and men are opposite from each other. Do you think that we are more alike than different?

|  |
| --- |
| **Activity 5.2: The Sex Game**Objectives: To introduce and differentiate the term ‘gender’ and ‘sex’Discussion points by Facilitator: 1) Definition of ‘gender’ and ‘sex’ 2) Differences between ‘gender’ and ‘sex’Type of activity: QuizTime: 20 minutesMaterials required: Papers, pens and Handout 1 Method:1) Participants are divided into groups of 4 (depending on the number of participants, preferably in smaller mixed groups)2) Facilitators will ask the participants about their understanding on Gender and Sex3) Explain to the participants about the differences in a simple manner based on the handout given4) Participants are given papers and are asked to write from number 1 to 105) Facilitators read out the statements in Handout 16) Participants are asked to write ‘G’ if they think that the statement refers to a Gender and ‘S’ if they think the statement refers to Sex7) Discuss the answers with the whole group 8) Facilitators are to focus on the following ideas• Are you surprise with any of the statements given? • Gender roles defer intensely based on different culture, religion and community• Job, race and age are dominant components in gender roles9) Conclude the session with questions and feedbacks10) Emphasize the importance of knowing the objectives of the game  |

|  |  |  |
| --- | --- | --- |
|  | **Statement** | **Answer** |
|  | Woman can get pregnant; men cannot | **S** |
|  | Boys are rough; girls are gentle | **G** |
|  | Mothers breastfeed; fathers bottle feed  | **S** |
|  | In India, woman stay at home to take care of their family and man go out to work  | **G** |
|  | Some men can cook while some women can build houses  | **G** |
|  | Boys tend to get deep voice during puberty; girls do not | **S** |
|  | Girls are emotional and boys are not | **G** |
|  | Men are good at making decisions while women are not | **G** |
|  | Girls get period and boys do not | **S** |
|  | Girls are clingy and boys are independent | **G** |

Handout 1

**ACTIVITY 5.3 : GENDER LENS**

**Gender Lens – Young students critique advertisements and popular culture materials in terms of sexuality and gender content**

**Materials**: Magazines, newspapers, and any popular culture imagery. Materials geared toward youth are the most useful. Scissors, papers, glue. You may assign participants the task of collecting the material and bringing it in.

**Activity**: Have individuals or teams make collages of materials that they feel related to sexuality. In cases of absurd advertising, ask them to cut the product out of the image to create a guessing game what was this supposed to be advertising? Have them present their projects. .

**Discussion**: Encourage participants to appraise the projects from a gender perspective.

Why do advertisers, magazine publishers and others use this kind of imagery? What type of behaviour does it promote, if any? Do you think it makes people feel better or worse about themselves? Do popular songs and movies use this kind of imagery? Can you think of an example of a popular song or movie that promotes healthy behaviours? Unhealthy? Do you think you are personally affected by this type of material? Does it affect how you feel when you look in the mirror? Buy clothes?

**Activity 5.4: Equal Access for Everyone**

**Materials**: Video, Speakers

**Activity**: Let’s watch this video on gender equality in education: An Introduction to Gender Equality in Education

Can you think of the importance of gender integration? What small steps can you suggest for equal access to both boys and girls in your community?

**Discussion**: Encourage your participants to come up with practical steps that they can do in their community.

**Additional Activity**

**Case Studies**

**Case Study 5.1**

Nadia and Elena are planning to join a sewing class for this upcoming school break. Amir overheard the conversation and is interested to join the class as well. Nadia tells Amir that it will be ‘weird’ for Amir to join the class as sewing is a ‘girl’ thing. However, Amir is keen to join as he wanted to become a fashion designer someday.

**You, as Elena, how do you overcome the situation?
Do you think is appropriate for Amir to join the class? Who side are you with?**

**Case Study 5.2**

Sara, a 20-year-old girl came to you seeking counselling session for depression due to her current relationship issues. She and her partner have been having lots of arguments recently typically about Sara’s behaviour of seeing and having interest towards the opposite sex. During form 5, Sara ‘came out’ as a homosexual/lesbian to her family and friends. Sara and her partner have been together ever since. Now, with the current change of behaviour, Sara is going through, she is so confused with herself and she is unable to handle it.

**You as her counsellor lay out the problems, issues and concerns
that are found in Sara’s situation.**