

The Gender Divide

Grade: 11

Subject: Social Studies

Time: 2 Lessons; 60 Minutes Each

Critical Issues - Lesson Plan

“A Different Perspective”

<p>Unit: 1 - World Issues</p>	<p>Specific Topic: Women’s Rights; Economic Security</p>
<p>URL: http://www.chf.ca/take-action/for-educators/resources/grade-11-12/lessons/682-the-gender-divide</p>	
<p><i>Source: One hundred words for equality: A glossary of terms on equality between women and men. European Commission: Employment and Social Affairs. January 1998.</i></p>	
<p>Lesson Description: Men and women have different gender roles in society. Recognizing the gender differences in a community is an essential first step when doing international development work. What resources do women control? What resources do men control? Who has access to resources? These are all important questions. One way to find the answers to these questions – and understand a community is through the use of a community map.</p> <p>In this activity, students take part in a role playing exercise to develop a community map from their gender’s perspectives. The different roles of men and women are explored in terms of social and environmental implications.</p> <p>Gender is a culturally specific set of characteristics that identifies the social behaviour for women and men. Gender refers to social differences, as opposed to biological ones, between women and men that have been learned, are changeable over time, and vary widely both within and between cultures.</p> <p>Gender roles are due to social factors that influence or allocate activities, responsibilities, and decision making authority to groups of people. Gender roles change, often spontaneously and sometimes quickly, as the underlying social and economic conditions change. Some social factors that underlie and sometimes reinforce gender differences include religious practices, ethnic or cultural attitudes, class or caste systems, the formal legal system and institutional structures.</p> <p>Gender should be an important consideration in all international development projects. Some international development issues are more focused on women, such as maternal health. However, in most cases gender considerations are being integrated into all projects and priorities, even those without a specific gender focus, such as poverty, AIDS and health care.</p>	

Curriculum Outcomes:

Grade 11

Women`s Rights: Know that in Western, developed countries there are indications that a permanent shift is taking place in the roles and responsibilities of women and men but at the same time this shift is by no means universally accepted.

- Know that over the years, in many countries, laws have been changed which have improved the lot of women.
- Know that much remains to be done, because the range of opportunities, levels of pay, pensions, and family responsibilities still remain inequitable.
- **Sexism:** Know that sexism is the belief that an individual`s gender justifies treatment in terms of rights, social roles, and responsibilities, and economic and political participation within a society.
- Know that sexism is the belief that individuals should be assigned specific roles in society based on their gender, that men and women are not equal, that laws should treat men and women differently, and that it is natural to discriminate on the basis of sex.
- **Gender Inequality:** Know that there has been a long tradition of inequitable treatment of people based on and justified by gender.
- Know that in most countries and particularly in developing countries, women suffer greater hardship and deprivation than do men.
- **Gender Roles:** A great deal of controversy remains associated with the proper role of women and men, particularly in relation to accepting responsibility for the family.
- **Prejudice:** Know that a prejudice is an attitude or belief (often negative) toward a group or person which is thoughtlessly accepted (learned) by someone who either refuses to find out whether the attitude is justified or refuses to accept legitimate contrary evidence.
- **Power:** Know that groups whose interests are being threatened by a paradigm shift will attempt to use whatever power is at their disposal to maintain the status quo.

Assessment:

- Exit slip with reflective questions or create an assessment for one of the extension activities.

Materials:

- Chart paper
- Markers
- Student Handout (BLM 4.1) Community Mapping Scenario - Women
- Student Handout (BLM 4.2) Community Mapping Scenario - Men
- French handouts also available (BLM 4.1 F, BLM 4.2 F)

Extension:

- Have students repeat the activity in groups that are the opposite gender as the scenario that they are given.
- Draw a community map of your school neighbourhood. How does your community map differ from the 'official' map of the same neighbourhood? Describe a scenario when a community map would be a useful tool.
- Have the students do a gender analysis of their households. List all of the jobs or responsibilities that are performed in the household and as work outside of the home. Then estimate the number of hours required to do each job and list if a male or female does the job. Have the students research to determine how the division of labour in their household compares to the division of labour in developing countries.

Procedure:

1. Provide an overview of the role-playing lesson to the class. Let the class know that what they are about to do is a practice called "community mapping" that is used in international development to gather information about communities. Explain that the class will be divided into two groups - male and female. Both groups are from the village in Northern Ghana where CHF, a non-governmental organization, has come to work with the community to enable them to improve their standard of living. The first step for the development organization is to take an assessment of the community. One way to do this is with community maps. Inform the class that you, as the teacher, will be the CHF development worker assigned to the community.
2. Divide the class into two groups and provide each group with their scenario card (BLM 4.1 and BLM 4.2) - men or women scenario card). Instruct the members of each group to work together to read the scenario and complete Tasks 1 & 2 on the scenario sheets. For Task 1 the groups will have to draw a map of the community and all of the resources within it, such as houses, fields, roads, forests, etc. Students will have to use the information provided on the scenario sheet and their imaginations to create the map. Provide time for students to complete the tasks. For Task 2, students will need to develop a project plan and describe the benefits to the community.
3. Have each group present their map and development project idea to you as the development worker, and the class. Each group should try and sell their project idea as the best and state the direct and indirect benefits to all members of the community that would result from the project.
4. Debrief using the following questions:
 - How do the maps differ?
 - In your opinion, which map did you think was correct? Why?
 - Is gender an important factor to consider when implementing development projects? Why?
 - If men are primarily the community decision makers and government representatives, can women's views and concerns be adequately represented?
 - What steps can international development agencies, governments and communities take to ensure both men and women are heard?

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC's Global Citizenship Education Modules](#).