

7

GENDER



K-W-L ABOUT

I Know	I want to Know	I Learned

Fill the I know and I want to know columns by yourself or with the help of the facilitator before starting this unit.

1. UNDERSTANDING THE WORLD AROUND US

Objectives

At the end of this lesson, you shall be able to:

- Understand the environment around us
- Cultivate the habit of thinking from others point of view

INTRODUCTION

People make meaning of the world they live-in, by studying human behavior and our interactions with regard to other

fellow human beings. Understanding of fellow human beings is considered as the understanding of gender which is continually evolving.

ACTIVITY 1

Predicting Feelings

Imagine yourself in this situation: You are invited by your class teacher to the school auditorium to watch a movie. You see that all the students in the class were invited — except for Kumar. How do you think Kumar will feel if he finds out?



- | | |
|-------------|----------------|
| A. angry | E. confused |
| B. sad | F. nervous |
| C. hurt | G. embarrassed |
| D. excluded | H. Indifferent |

You probably came up with your answer by putting yourself in Kumar's shoes and imagining how you'd feel. This feeling is known as empathy.

When we can understand how other people are likely to think and feel, it can guide our interactions with them



ACTIVITY 2

Making Sense of Reactions

Near your house at 8 a.m., your friend is smiling, friendly, and full of energy. Later that afternoon, he looks upset, almost like he might cry. Which explanation is your best guess for what might have happened between these two times?

- A. He had a fight with his friend or his brother.
- B. He failed a class test.
- C. He got lots of homework.
- D. Probably he just had a bad day.

QUESTIONS TO THE STUDENTS

1. Practice an activity similar to this with the help of a trainer giving what activity to concentrate on. Let the trainer provide a situation to a group of students and give 15 mins time to prepare.
2. Then let each of the students come out with their way of thinking and the trainer records it.
3. At the end of the session students will understand how different each individual thinks and acts.

2. UNDERSTANDING BIAS AND DISCRIMINATION

Objectives

At the end of this lesson, you shall be able to:

- Understand the bias and how to face it
- Understand the Discrimination and its consequences

INTRODUCTION

A bias is a type of opinion against a person, event, situation, or group. In simple terms, it's when a person or group of people is treated unfairly. Sometimes bias occurs intentionally, but often, people form biased opinions and attitudes without being aware of doing so, which is called an unconscious bias.

Bias is usually created without us knowing it. The environments we live in, the people we surround ourselves with, our families, our friends, our workplace, our religion, and our social groups are all factors that can influence our opinions and biases. We may get ideas about people and things



from these groups of peoples and these environments without realizing it.

Types of Education Bias

- Gender bias
- Economical bias
- Cultural bias
- Ethnicity bias



Discrimination

Discrimination is the unfair or favorable treatment of people and groups based on characteristics such as race, gender, age or sexual orientation. Discrimination is when a person is treated disavowable or when a person's dignity is violated. Discrimination can be direct or indirect. The concept of discrimination can, in a broad sense, include events or chains of events that a person has experienced as for instance insulting, unfair, racist, unjust, unequal and so on. The disavowable treatment or the violation of a person's dignity must also be related to one of the seven grounds of discrimination.

- sex
- transgender identity or expression
- ethnicity
- religion or other belief
- disability
- sexual orientation

- age.

Six forms of discrimination



There are different forms of discrimination in the law. They are

- **Direct discrimination**

Direct discrimination is when a person is disadvantaged by being treated less favorably than another person in a comparable situation.

- **Indirect discrimination**

Indirect discrimination is when there is a rule or a procedure that appears to be neutral but in fact that rule is disadvantages to certain group of people.

- **Inadequate accessibility**

Inadequate accessibility is when a person with a disability is disadvantaged through a failure to take reasonable accessibility measures that would put that person in a comparable situation with others without the disability.

- **Harassment**

Harassment is conduct that violates a person's dignity. Harassment is the expression of treatment or degrading others that have a connection to the grounds of discrimination.



- **Sexual harassment**

Harassment may also be of a sexual nature. Besides comments and words, this could involve unwanted touching or probing someone by looking, commenting or insulting.

- **Instructions to discriminate**

An instruction to discriminate is when one person or group gives an order or instructs others who are in some way dependent, such as an employee, to discriminate against another person.

ACTIVITY 1: BIAS

If a teacher has a bias towards a group of students, then he can take two different approaches. If he is biased towards that group, he might give recognition and praise only to those groups because he feels that they can be better students for some reason. Conversely, if they're biased against the group, they might ill treat or punish that group unwantedly.

ACTIVITY 2: HARASSMENT

During this activity, you need to provide some favorable treatment to a particular group of students. Instruct students with high marks to sit in the front and all others to stand outside the class. Inform the students that this is the new school policy framed and aim to see their students reaction.

QUESTIONS TO THE STUDENTS

1. Ask students how does it feel to be treated in this way? Was this fair

treatment? Students are praised and seated. Ask every student to write a one page writing which highlights the discrimination and ask students what they think they are going to learn about. (From activity 2)

2. Ask students have they ever experienced such kind of activity in their school life so far and tell them to prepare a one page report.(From activity 1)

3. UNDERSTANDING THE DIFFERENCE BETWEEN SEX AND GENDER

Objectives

At the end of this lesson, you shall be able to:

- Understand the term Sex and Gender
- Imbibe the difference between Sex and Gender

INTRODUCTION

Mostly people tend to use the terms “sex” and “gender” interchangeably, but it is wrong or incorrect. Sex and gender are different, and it is crucial to understand why.

“Sex” refers to the physical differences between people who are male, female, or intersex. A person typically has their sex assigned at birth based on physiological characteristics

“Gender”, on the other hand, involves how a person identifies. These are defined as the socially constructed roles, behaviors, and attributes that a society considers appropriate for men and women.



Difference between Sex and Gender:

Sex => Biological => Given by Birth => Therefore => Cannot be changed => eg. Only women can give birth

Gender => Cultural => Learned through Socialization => Therefore => Can be changed => eg. Women and men can work as teachers, doctors

SEX	GENDER
SEX refers to the biological and physiological differences between men and women	GENDER refers to the social and cultural differences between men and women
Sex has two main categories: Male and Female	Gender has two main categories: Masculine and Feminine
Sex remains the same regardless of time and culture	Gender roles, expectations may differ across time and culture
Sex is created by the reproduction needs, that is biological features	Gender distinctions are created by social norms

QUESTIONS TO THE STUDENTS

1. Discuss how sex and gender discrimination affect the working environment. Can the changes be induced positively or negatively?

4. STEREOTYPES AND GENDER BASED STEREOTYPES

Objectives

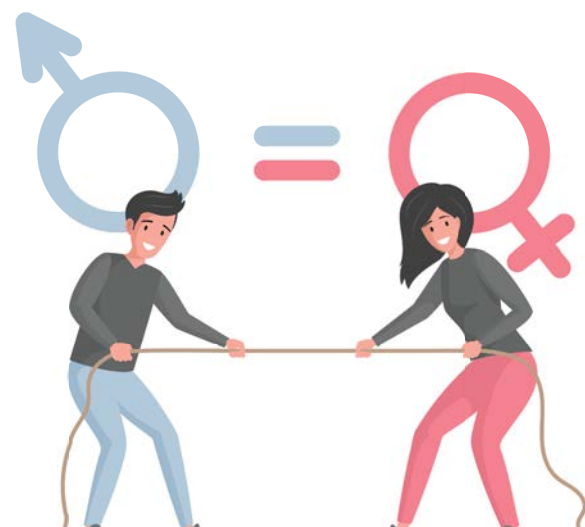
At the end of this lesson, you shall be able to:

- Understand the term Stereotypes
- Understand the gender based stereotypes

INTRODUCTION

Stereotypes are characteristics imposed upon groups of people because of their race, nationality, and sexual orientation. These characteristics tend to be oversimplifications of the groups involved and, even if they look “positive,” stereotypes are harmful.

Stereotype is a fixed or over generalized belief about a particular group or class of people. By this definition, we infer that if a person in a group has a whole range of characteristics and abilities that implies that all members of that group have. (Eg. By seeing one African who is more than six feet, we presume and say that all the Africans are more than six feet)





Gender Stereotypes

Gender stereotyping is defined as an overgeneralization of characteristics, differences and attributes of a certain group based on their gender. Gender stereotypes can create wide biases about certain characteristics or traits about a gender and their behavior.

There are four basic kinds of gender stereotypes:

- **Personality traits**

For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive

- **Domestic behaviors**

For example, some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs

- **Occupations**

For example, some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men

- **Physical appearance**

For example, women are expected to be thin and graceful, while men are expected to be tall and muscular.

ACTIVITY 1

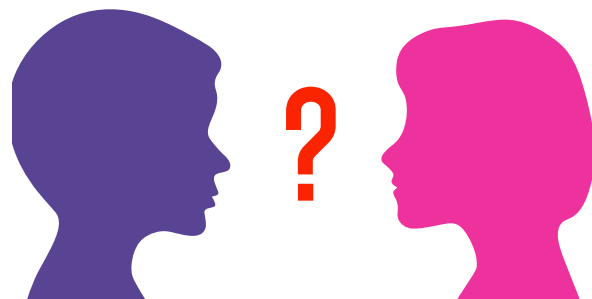
- Ask students to define the word stereotype by writing in a paper
- Allow them to share a few examples of stereotypes they know.
- Ask each student present themselves for the better understanding of the concepts

ACTIVITY 2

- Divide students into two groups and explain to them that they will be talking about gender stereotypes— (Generally accepted ideas about how boys and girls should act or be)

ACTIVITY 3

- Is it a girl thing or a boy thing?



Activity Instructions: Read out the following list and ask the students to raise their hands if they think it's a girl thing and no hand up if they think it's a boy thing.

- | | |
|--------------|-----------------------|
| ● Burping | ● Energy drinks |
| ● Rescuing | ● Scientist |
| ● Dancing | ● Blue |
| ● Teacher | ● Cleaning |
| ● Cooking | ● Lawyer |
| ● Pink | ● Engineer |
| ● Doctor | ● Computer programmer |
| ● Nurse | ● Mathematician |
| ● Cars | |
| ● A six pack | |





QUESTIONS TO THE STUDENTS

Once you have read through the whole list ask the following questions:

- Why do you think there was so much agreement?
- Where do these ideas come from?
- Is it true that these are just girls or boys things?
- Where are these answers coming from?

5. MEDIA AND GENDER

Objectives

At the end of this lesson, you shall be able to:

- Understand the media and gender relationship
- Understand the gender equality and role of media

INTRODUCTION

The term media, which is the plural of medium, refers to the communication channels through which we disseminate news, music, movies, education, promotional messages and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the Internet, fax and billboards. It describes the various ways through which we communicate in society.

Types of Media

Traditional Media		Traditional Media	
Broadcast	Print		
Television	Newspaper	Web Sites	Blogs
Radio	Magazines	Apps	Wikis
Music	Books	Email	Ebooks
Movies	Signs	Podcasts	Social Networks
	Billboards	Smart Phones	Streaming Music
		Streaming Video	





Media and Gender

Media and gender refers to the relationship between mass media and gender, and how gender is represented within media platforms. These platforms include but are not limited to film, radio, television, advertisement, social media, and video games.

Gender Equality

Gender equality means that women and men enjoy the same levels of respect and status in society. It also means people of all genders have the same entitlements to human rights, access to opportunities and abilities to make choices about their lives.

Ultimately, promoting gender equality means transforming the power relations between women and men in order to create a more just society for all.

ACTIVITY 1

- Divide the class into groups.
- Using magazines and newspapers that we have, ask students to find the advertisement findings on gender basis

QUESTIONS TO THE STUDENTS

Discuss how the effect of violent gender advertisements affect society and mindset of people.

6. GENDER ROLES IN FAMILY AND SOCIETY

Objectives

At the end of this lesson, you shall be able to:

- Understand Family and Society

- Understand the roles in family and society



Gender Roles in Family

Traditional family system had enough time dedicated for the kids as the mother was responsible for the entire process of childcare and development, when the father had to bring in the essential food supplies. But modern lifestyle makes both the parents busy working for the family and earning the amount to meet the demands of life.

Challenge our assumptions based on the healthy conversation amongst family members and write a report. The report must be discussed in the classroom the following day.

- What beliefs or values are important to our family about how children should act, regardless of their gender?
- What assumptions do I have about what girls and boys like to do, wear, or talk about? Where do those assumptions come from?
- What gender roles am I modeling for my children?
- What kinds of messages are my children getting from TV, their friends, and our community?



Gender Roles in Society



Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender.

Gender roles are cultural and personal. They determine how males and females should think, speak, dress, and interact within the context of society.

Learning plays a role in this process of shaping gender roles. Gender roles adopted during childhood normally continue into adulthood. At home, people have certain presumptions about decision making, child rearing practices, financial responsibilities, and so forth. At work, people also have presumptions about power, the division of labor, and organizational structures.

Challenge our assumptions based on the healthy conversation amongst student groups and ask the student to write a report of the answers. Each report must be discussed in the classroom to know that not all rights around the society are as equitable for women as for men.

- Ask students to name some of their human rights and write them on the board
 - right to education,
 - access to health care,

- right to privacy,
- right to choose any religion they want,
- rights to be free from slavery and torture,
- right to live in freedom and safety,
- right to decide when and whether to study anything,
- right to have control over your own body etc.

With answers for the above questions, the trainer will be able to outline that not all rights around the world are as equitable for women as for men.

ACTIVITY 1

Recommend students to write their feelings and opinions about the “opposite” gender.

QUESTIONS TO THE STUDENTS

- In what ways are you are different from other students in your class?

- How are you the same as other students in your class?

- Is friendship with the other gender different from same gender friendship? How and why?

- Do you change your actions and activities when you're in the presence of the other gender? How and why?

7. UNDERSTANDING VIOLENCE AND INDIAN LAWS THAT PROTECT AGAINST VIOLENCE

Objectives

At the end of this lesson, you shall be able to:

- Understand the Violence
- Understand the Indian Laws that protect against violence

INTRODUCTION

Violence, an act of physical force that causes or is intended to cause harm. The damage inflicted by violence may be physical, psychological, or both. Violence is a relatively common type of human behavior that occurs throughout the world. People of any age may be violent, although older adolescents and young adults are most likely to engage in violent behavior.

Types of Violence

Physical Violence Physical violence occurs when someone uses a part of their body or an object to control a person's actions.	Sexual Violence Sexual violence occurs when a person is forced to unwillingly take part in sexual activity.	Emotional Violence Emotional violence occurs when someone says or does something to make a person feel stupid or worthless.
Psychological Violence Psychological violence occurs when someone uses threats and causes fear in an individual to gain control.	Spiritual Violence Spiritual (or religious) violence occurs when someone uses an individual's spiritual beliefs to manipulate, dominate or control that person.	Cultural Violence Cultural violence occurs when an individual is harmed as a result of practices that are part of her or his culture, religion or tradition.
Verbal Abuse Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to an individual.	Financial Abuse Financial abuse occurs when someone controls an individual's financial resources without the person's consent or misuses those resources.	Neglect Neglect occurs when someone has the responsibility to provide care or assistance for an individual but does not.

Indian Laws that protect against Domestic Violence

Domestic Violence, which is also known as Intimate Partner Violence, Domestic Abuse, Dating Violence and Intimate Partner Abuse, is a type of violence committed by someone in the victim's domestic circle. This incorporates

partners & ex-partners, family members, close relatives and family friends.

What Constitutes Domestic Violence?

Section- 3 of the Domestic Violence Act, 2005 says that what comprises Domestic Violence as indicated by which Domestic Violence will include: -



- (a) Threats in Life, Health & Safety etc., whether Physical or Mental, incorporating Sexual Abuse, Physical Abuse, Verbal and Emotional Abuse and Economic Abuse, or
- (b) Harassment through any forms such as injuries, harms to the aggrieved person by coercing her or any other person related to any unlawful demand for dowry or other property or valuable security; or.
- (c) Otherwise injuring or causing harm, through Mental or Physical means to the Aggrieved Person.

TYPES OF DOMESTIC ABUSES

● Physical Abuse

It includes any sort of violent conduct inflicted on the victim (Slapping, biting, beating, hitting, kicking, etc.) It also includes forcing someone to use Alcohol/ Drug and denying someone's medical treatment.

● Sexual Abuse

It happens when the abuser forcefully try to make physical contact with victim without his/her consent. This mostly takes the form of Marital Rape, Physical Violence followed by sex, attacks on the sexual parts of the body.

● Emotional Abuse

It implies discrediting or emptying the victim's sense of Self-Esteem. Emotional abuse also includes constant humiliation, insults, threats of harm, belittling, threats to take away children.

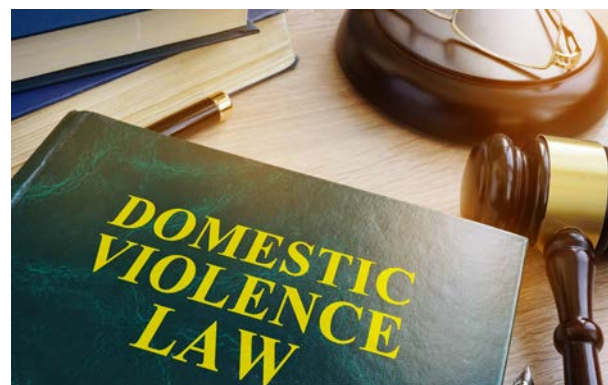
● Economic Abuse

It happens when the abuser makes or attempts to make the victim financially reliant.

● Technological Abuse

It incorporates the utilization of technology to hold and control a partner.

Laws on Domestic Violence



- Protection of Women against Domestic Violence Act, 2005
- Section 498A of the IPC (Indian Penal Code)
- Dowry Prohibition Act, 1961
- Domestic Violence under the statute such as Section 304B of Indian Penal Code
- Under Section 313-316 of Indian Penal Code female infanticide has been made punishable which implies forcefully ending the pregnancy of a women
- Other Sections of Indian Penal Code dealing with these matters are Section 305-306 related to Abetment of Suicide and 340, 349 of Indian Penal Code respectively wrongful confinement and wrongful restraint.

ACTIVITY 1

- Recommend ways in which you can prevent violence in schools among your friends during lunch or interval time.



QUESTIONS TO THE STUDENTS

Discuss and submit a report on the violent behavior that you have witnessed in your surroundings

8. ROLE MODEL OF DIFFERENT GENDERS

Objectives

At the end of this lesson, you shall be able to:

- Understand the term roles models
- Choose roles models

INTRODUCTION

A role model is a person whose behavior, example, or success is or can be emulated by others, especially by younger people. The definition of a role model is someone who others look up to, or someone who has attributes and traits that make him a good person to try to be like.

Seven Qualities of a Role Model

- Demonstrate confidence and leadership
 - A good role model is someone who is always positive, calm, and confident in themselves and also continues to strive for bigger and better objectives
- Don't be afraid to be unique
 - Confidence is a role model quality of belief that pushes a simple "yes" to the tasks at hand.

- Communicate and interact with everyone
 - Good communication means listening as well as talking. Great role models know they have to have a consistent message, and repeat it over and over again until everyone understands.
- Show respect and concern for others
 - Another of the important role model characteristics is respect. An ideal role model respects themselves and all others.
- Be knowledgeable and well rounded
 - Great role models are constant learners, challenge themselves to get out of their comfort zones, and surround themselves with smarter people.
- Have humility and willingness to admit mistakes
 - Nobody is perfect. Great role models when making a bad decision, apologize, accept and take accountability, and take corrective action.
- Do good things outside the job
 - People who do their work and also find time for good causes outside of work, such as raising money for charity, saving lives are some of the examples for a great role model.

SOME POPULAR INDIAN ROLE MODEL



1. Gurus / Teachers



2. Parents



3. Soldiers



4. APJ Abdul Kalam



5. Viswanathan Anand



6. MC Mary Kom



7. Sundar Pichai



8. P. V. Sindhu



9. Thilagavathi IPS



10. A R Rahman



ACTIVITY 1

List your role models and the unique quality they possess



QUESTIONS TO THE STUDENTS

Discuss with your friends about their role model and why they have chosen him/her as their role model.

KWL CHART

Complete I learned columns of KWL chart now and check with your facilitator if you have any doubts.

ASSESSMENT

I. Choose the Best Answer

1. People make meaning of the world they live-in, by studying _____

A. Engineering
B. Human Behavior
C. Science
D. None of the above



2. Understanding _____ of fellow _____ is considered as the understanding of gender which is continually evolving

A. Science
B. Nature
C. Human Beings
D. All the above

3. A _____ is a type of opinion against a person, event, situation, or group

A. Discrimination
B. Gender

C. Bias

D. None of the above

4. _____ is the unfair or favourable treatment of people and groups based on characteristics such as race, gender, age or sexual orientation

A. Discrimination
B. Favouritism
C. Bias

D. None of the above

5. _____ is the expression of treatment or degrading others that have a connection to the grounds of discrimination

A. Harassment
B. Bias
C. Discrimination
D. None of the above





6. _____ refers to the physical differences between people who are male, female, or intersex
A. Gender B. Male
C. Sex D. Female
7. _____ involves how a person identifies. These are defined as the socially constructed roles, behaviours, and attributes that a society considers appropriate for men and women
A. Male B. Gender
C. Female D. Sex
8. 8. _____ are characteristics imposed upon groups of people because of their race, nationality, and sexual orientation.
A. Harassment
B. Bias
C. Discrimination
D. Stereotypes
9. The communication channels through which we disseminate news, music, movies, education, promotional messages and other data is called _____
A. Media B. TV
C. Radio D. Internet
10. _____ are cultural and personal. They determine how males and females should think, speak, dress, and interact within the context of society
A. Human Beings
B. Gender Roles
C. Family Roles
D. All the above
11. _____ an act of physical force that causes or is intended to cause harm
A. Violence
B. Discrimination
C. Harassment
D. None of the above
12. _____ Violence occurs when someone uses threats and causes fear in an individual to gain control
A. Neglect
B. Cultural
C. Emotional
D. Psychological
13. _____ includes any sort of violent conduct inflicted on the victim
A. Physical Abuse
B. Emotional Abuse
C. Economic Abuse
D. None of the above
14. _____ violence occurs when someone says or does something to make a person feel stupid or worthless.
A. Verbal Abuse
B. Cultural
C. Emotional
D. Psychological
15. A _____ is a person whose behavior, example, or success is or can be emulated by others, especially by younger people
A. Gender
B. Role Model
C. Target
D. None of the above





II. Answer the Following

1. What do you mean by understanding the world around us?
2. How can you predict the feelings of others surrounding you?
3. Differentiate between bias and discrimination.
4. Differentiate between sex and gender.
5. Define stereotypes.
6. Define different types of media?
7. Differentiate between family and society.
8. Relate the term Violence with suitable examples.
9. List out the traits of a good role model.

III. Answer the Following

1. Write a report on your understanding of the surroundings of your school and highlight your learnings.
2. Respecting others is the key to success. Comment
3. Elaborate how a biased environment affects the growth of an individual and society.
4. Demonstrate the relevance of gender equality to create a healthy and progressive society.
5. Discuss different types of stereotypes and its relevance in real time.
6. Devise a strategy to create popularity for your school through any media of your choice.
7. What contribution as a family member do you contribute?
8. Who is your role model What made you choose your role model?

