



# Gender Perspectives: Using this Module

This module is designed for Post-10 learners and adults, with intermediate level English.

Although this module is in English, you should decide on what language you and your students will use in the classroom. If possible, use the students' first language to explain concepts and meaning, and encourage them to discuss these in their own language.

There are a lot of activities in this book. If you don't have much time, or if you think some activities and sections are not appropriate for your class do not teach them.

Some activities might work better if you organise your class into groups of the same gender (women and men in different groups), and some might work best in mixed-gender groups.

During these discussions, students will not always agree with what other students say. Women and men may disagree on a lot of things, just as women will disagree with other women, and men will disagree with other men. It is very important to encourage students to listen to each other carefully, and respect everyone's right to have their own opinion. Remind students that men cannot speak for women, and women cannot speak for men. Also, one woman cannot speak for all women, and one man cannot speak for all men.

Make sure that students understand what stereotypes are and discourage them from stereotyping groups of people. There will be exercises dealing with stereotypes early in the module.

## ***Making Gender Perspectives***

This module has taken nearly five years to create. Since Curriculum Project (CP) started, schools and adult education classes have requested resources on gender issues. In 2003, a British woman teaching with the Burma Women's Union's Internship Programme offered to draft one, and spent two months meeting with women's organisations, Post-10 schools, youth groups and NGOs to find out what people thought a gender module should focus on. She then wrote the first draft. Since then, various teachers have used the draft in their classes and made comments. Finally, in 2008, CP staff had the time to do the editing required to get it to this stage.

We realise it is not perfect, and many of you will have useful feedback on how we can improve it. Please let us know what you think, by contacting us at the address below.

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# 1. Introduction

## *Why are we talking about gender?*

Make sure the students understand the key words before you start teaching.

Before reading the text, ask students what they think they will learn from this module. Write their ideas on the board.

Read the text, and clarify anything students don't understand.

## ***Stereotypes***

Ask students if they understand the meaning of 'stereotype'. Elicit a translation or definition - in their own words, rather than repeating the information in the key words box. Here is a dictionary definition:

*A generalisation, usually exaggerated or oversimplified and often offensive, that is used to describe a group.*

If students have difficulty identifying stereotypes, write these examples on the board:

*Chinese people are hardworking.*

*The Chinese students in my class are hardworking.*

*Some Chinese people are hardworking.*

Ask students if these statements are stereotypes or not.

The first one is a stereotype. It generalises about Chinese people - makes a statement about all Chinese people, that is not true for all of them. The second statement is not a stereotype, as it is about a specific group of people, who the speaker knows are hardworking. The third statement is not a stereotype either, as it is not referring to all people from that group (Chinese people).

### **group work**

In small groups, students decide whether the statements are stereotypes or not.

**Answers:**

**1.** *stereotype*

**2.** *stereotype*

**3.** *stereotype*

**4.** *not a stereotype*

**5.** *not a stereotype*

**6.** *stereotype*

**7.** *stereotype*

**8.** *stereotype*

**9.** *stereotype*

**10.** *not a stereotype*

## exercise

Students rewrite the stereotypical statements from page 2.

### Possible answers:

1. *Some boys are good at football.*
2. *A lot of Buddhists are gentle, peaceful people.*
3. *Many Americans have light skin, but many don't.*
6. *Many Muslims have dark skin.*
7. *I think that some English people are Christians.*
8. *I've met some untrustworthy people from Lek Tho village.*
9. *Many Westerners don't like spicy food. On the other hand, a lot of them really like it.*

## case study

This happened in 2007, to an Australian woman who was teaching in Burma.

1. Students read the first part of the story, and identify the examples of stereotyping.

### Answers:

- 'Burmese people are dirty and dishonest.'*
- 'They are not friendly, and they treat Burmese people badly.'*
- The Singaporean people who the student's sister met are stereotyping Burmese people.*
- The student and her sister are stereotyping Singaporeans.*

2. Before they read the second part of the story, students predict the teacher's answer.

## discussion

Students discuss whether they think the teacher's answer was helpful or not.

# Gender stereotypes

## class activity

Clear an area of the classroom large enough for students to move around. Mark one end of the room with a piece of paper reading '100% Agree' and the other with '0% Agree.' Mark the middle with '50% Agree'. Explain to students that you will read several statements about women and men. Students should listen carefully and then decide how much they agree with each statement. They should stand in a position that represents how much they agree. So if a student completely agrees, they should stand at the end of the room with '100%' and if they disagree entirely, at the opposite end. If a student agrees some of the time, but not all of the time, they should stand in the middle.

Read the first statement. Students stand somewhere, depending on how much they agree with the statement.

1. *Men are better political leaders than women.*
2. *Women are better parents than men.*
3. *Men should make all major decisions for the family.*
4. *Women should not be soldiers.*
5. *Men should not cry.*

After reading the statement, ask a few students why they chose to stand in that place.

**Ask specifically what characteristics a woman or man has** that make the student agree or disagree with the statement. For example, ask a student who is standing at 100% for the first statement (*Men are better political leaders than women*), "What makes a man a good political leader and why wouldn't a woman be as good?" Make two lists on the board, one for characteristics of women and the other for characteristics of men. Here is an example of what the list might look like based on the five statements given above:

women	men
weak, kind, loving, responsible with money, can breastfeed, shy, cries a lot, can have babies	strong, brave, bad with money, more intelligent than women, confident, cannot have babies

When you have two lists with several characteristics each, students return to their desks and copy the lists. Look at the lists on the board and pick one characteristic, for example, *brave*. Ask "Are all men brave?" Almost certainly, students will answer no, and they may even give examples of men who are not brave. Continue this process with each of the listed characteristics for both women and men.

## Sex and gender

Explain to students that there are **two types of differences between women and men**. Write the definitions of *sex* and *gender* on the board.

*Sex*- biological differences between women and men. It refers to whether people are born male or female.

*Gender*- refers to how we think people should act based on their biological sex.

## brainstorm

Brainstorm some examples of sex and gender. Use some of the characteristics from the previous activity, and encourage students to think of other examples.

*Examples of sex: men can impregnate, women can bear children, women can breastfeed, women produce ova, men produce sperm, women have vaginas, men have penises, boys voices change when they go through puberty, etc.*

*Examples of gender: women should take care of the children, men should be brave, women are shy, women wear dresses and men wear trousers, etc.*

## class activity

See next page for instructions.

Write these statements on pieces of paper. Give each piece of paper to a student.

1. Women can breast feed babies; men must use a bottle to feed a baby.
2. Women are not allowed to do dangerous jobs like underground mining, men are.
3. 2/3 of all people in the world who cannot read are women.
4. Boys are often better at sports than girls.
5. Most men have more facial hair than women.
6. Most women have long hair, but most men have short hair.
7. All women combined are paid only 10% of the world's income, even though they do 67% of the world's work.
8. Most airplane pilots are men.

After one statement is read, give students enough time to think about the statement and stand or not according to what they think. Ask individual students why they decided to stand or not, and encourage students to change their position if they change their minds. DO NOT say what is right or wrong...just try to get the students to talk about each statement with each other, see if they agree on an answer.

*Some statements are more obvious than others. For example, most students will know that women's ability to breastfeed is an attribute of sex, not gender. However, there might be different opinions about statements like "Boys are often better at sports than girls." This specific statement is a great way to demonstrate the effects of gendered work and a gendered upbringing of children. For example, ask the men how often they play sports and what time of day they generally play. Typical responses are that men play sports a lot, maybe every day after their lessons are finished. Then ask women the same questions. Women typically respond that they play sports very rarely, or never. Ask students if they think this might be one reason why boys are sometimes better at sports than girls.*

## Physical differences

### group work

Divide students into two, four or six groups. Half the groups should draw a picture of a woman, while the other groups should draw a picture of a man. Only one person from each group can draw at a time, and each student is to draw only one body part (or clothing item). Encourage the students to make the picture as detailed as possible. This should be done in silence. When both groups have finished their drawings, groups join a group that has drawn the opposite sex. Groups list the differences between the two drawings. Write the students' answers on the board.

Ask students how many of the differences are biological differences (sex). There will probably be very few. Encourage a discussion about why women and men dress differently, wear their hair differently and about whatever other differences the drawings pointed out.

### exercises

Students think about and write short answer to the questions. There are no exact right and wrong answers.

#### Possible answers:

1. Most people think she is still female, unless she has a sex change operation.
2. Many people prefer to be seen as a different gender to their biological sex, and will spend a lot of effort and money to persuade people they are the opposite gender.
3. There are operations to do this - more common is to change from male to female.
4. Usually society decides. Some think it is the right of the individual to choose their gender.

### group work

Discuss the cartoon. The point is that women are seen as not being as strong as men and therefore can't get higher paid jobs. However, looking after children requires a lot of physical strength. Discuss whether this situation is also the case in the students' communities.

## Gender injustice

### discussion

Read the text, and encourage students to think of what gender injustice might mean.

Encourage an open discussion about gender injustice in the students' communities.

## CHAPTER REVIEW

Answer these questions:

1. Ask some students to read their definitions and ask the class if they agree.
2. Ask students to read some of their examples and ask the class if they heard the same.
3. Ask some students to read their definitions and ask the class if they agree.

# 2. Work and Gender

## *Women's and men's work*

### brainstorm

Working alone, students list types of work that are usually done by women in their community, and work that is usually done by men. Encourage students to include work that is not paid for, like parenting and household duties. After five to ten minutes, make a class list on the board by asking for student's ideas. Leave the lists on the board during the next exercise.

### group work

Students describe their mother's typical day (from the time she wakes up until the time she goes to sleep), by drawing a clock and filling it in with their activities of each hour. It is very important to encourage students to list every household task they complete, paid and unpaid work, leisure activities should also be included.

They then do the same for their father's day.

Each student should be given the opportunity to present his/her clock to the class. If the class is large, students can share their work in smaller groups. When finished sharing, ask the class what conclusions can be drawn from the answers that they shared.

One possible conclusion could be that they have responsibilities which include household chores, taking care of children and husbands, and their own jobs. This may contrast with the men who are occupied only with their work outside the home and with leisure activities. This will not always be true however, so the teacher must be open to the students' perceptions of their parents' activities.

*An alternative to this activity is for students to do it about themselves, instead of their parents. This will work better if the class contains some students who have their own children. If you are teaching this with younger students, it is easier to use their parents as examples.*

### class activity

Elicit definitions of the word 'work', and examples of work. Write these on the board. Discuss until the class agrees on a common definition.

### exercise

Students use the definition of work from the previous activity. Individually, students look at their clocks, and decide if each activity is work or not. Next to each activity, ask students to:

- Put a plus sign (+) if it fits the group's definition of work.
- Put a minus sign (-) if it is not work.
- Put a question mark for those activities that they are unsure about.
- Circle any activities for which they receive money.

Using this information, students figure out the answers to the next 3 questions.

For example:

1. If there are 12 activities and 6 of them are work, then  $6/12 \times 100 = 50\%$ .
2. If there are 6 work activities and 4 of them are paid work then  $4/6 \times 100 = 67\%$ .
3. For this question students estimate the cost of paying someone to do each unpaid activity (e.g. paying someone to clean the house) and then calculating the total cost.

### group work

Students share their answers to the previous questions in small, mixed-sex groups if possible, or with the whole class.

Next, ask students to think about the second set of questions in their workbooks and discuss each question in groups.

### case study

### discussion

Students read the case study. Discuss the questions as a class.

## *Looking at women's work*

### discussion

Discuss the question about work as a class

**group work**

In groups, students discuss the questions. After they have their answers and examples ready, get each group (or some groups) to present their answers to the class.

**discussion**

Discuss these questions as a class.

## discussion

Have a class discussion about women's rights in the students' community. How does it compare to the situations described in the last paragraph?

If you like, look at both the official rules or laws, and social custom. For example it may not be illegal for women to borrow money from a bank, but many bank managers would want to talk to her husband or father first. It is not illegal for women to travel, but if a woman wants to go out to meet her friends at night, many parents or husbands would not allow this.

**group work**

1. Students look at the list of jobs and think about the jobs that men and boys and women and girls do in their community. Ask students write to **M** next to each job that mostly males do, and **F** next to jobs that mostly females do. Some jobs might have an **M** and **F** beside them.
2. Students read the list of facts in their workbooks.
3. As a class, discuss why they think that women are assigned to certain jobs that men do in other communities. Ask why men are assigned to certain jobs that women do in other communities.

## class activity

Working individually, students write lists in their workbooks for each of these categories.

**Note: There are separate lists for women and men:**

### WOMEN SHOULD WRITE RESPONSES FOR THESE CATEGORIES ONLY:

Things that I do and like that are considered “women’s work”

Things that I do but don’t like that are considered “women’s work”

Things that I do that are considered “men’s work”

Things that I don’t do, but would like to do that are considered “men’s work”

### MEN SHOULD WRITE RESPONSES FOR THESE CATEGORIES ONLY:

Things that I do and like that are considered “men’s work”

Things that I do but don’t like that are considered “men’s work”

Things that I do that are considered “women’s work”

Things that I don’t do, but would like to do that are considered “women’s work”

When students have finished, divide the board into two halves by drawing a line down the middle. On one half, women will write their responses, and on the other half, men will write theirs. List their responses under the four headings. Ask each student to write one of his/her answers from each category on the board, without repeating other classmates’ answers.

When students have written their responses for each heading, read over the lists together.

Discuss the questions:

- What generalisations about the roles of women and men can you make from these lists?
- Is most of men’s work paid work? Is women’s?
- Who benefits from the work of women and who benefits from the work of men?

*Families can benefit directly from the work done by women...i.e. cooking, washing, and caring for children. Men’s work can benefit the family indirectly by providing income, but most often, “men’s work” does not directly contribute to the well-being of the family.*

Look back at the second and last categories in each list. Point out if there is work that women do not like to do that is “women’s work” while at the same time being work men would like to do, and vice versa. If this occurs (for example, cooking - many men enjoy cooking, whilst a lot of women don’t like it) ask the group if women and men should challenge gendered work roles in order that everyone might be able to do work that they like to do (and share the work that nobody likes to do).

## discussion

Discuss the questions as a class.

## case study

### exercise

#### Answers:

1. *Nyein Chan started working in the factory because most men were away and there were not enough workers in the factories.*
2. *No, Nyein Chan was a good worker and she was rewarded for it.*
3. *When the men returned, Nyein Chan was told she should give up her job because it was a man's job.*
4. *No, Nyein Chan didn't quit right away. She didn't want to quit so she protested, but eventually she did quit.*
5. *Nyein Chan's new job was in the informal sector, selling snacks in the market. She was probably unhappy that she only earned less than one quarter of what she earned at the steel factory and the work was not as challenging.*

### group work

Divide the students into small groups. Each group takes a different role: Nyein Chan's husband, her female co-workers, male co-workers, the community and Nyein Chan's boss. Tell each group to list arguments that people used to convince Nyein Chan to give up her job, according to which role they are playing.

Here are some possible comments for each role:

**Her husband:** "I'm embarrassed to have a wife who works, especially one who earns more than I do. Also, the children need you at home."

**Her female co-workers:** "We were just filling in while the men were away. Men need these jobs for their self-respect. It's not right for a woman to keep a man out of a job. They have families to support."

**Her male co-workers:** "Normally, a male doesn't want to take orders from a woman. Factory work requires teamwork and women just don't belong."

**The community:** "Well, things changed a lot when men were away. Heavy factory work is men's work and these guys need jobs. We need to support our men."

**Her boss at the steel factory:** "Driving heavy machines is difficult and dangerous work—it's not woman's work. Your children have a right to a mother. And women distract men in the workplace."

### group work

One person in each group plays Nyein Chan and other people from each group will give their arguments why she should give up her job. The person playing Nyein Chan should try to defend her right to work in the steel factory.

### discussion

Discuss the questions as a class.

# CEDAW

## discussion

Pre-teach bill of rights (*a formal list of rights considered essential to a country or group of people*) and reproductive rights (*having or not having children*).

Students read the information about CEDAW. Discuss the Burmese government's response to the point about women and work. Try to elicit the government's assumptions about women:

*Domestic and family work is only women's responsibility, not men's.*

## CHAPTER REVIEW

### Answers:

**1.** *No, women do not earn less because they work less. Some reasons that women earn less are:*

*– Jobs that women are trained to do well (cooking, sewing, cleaning, etc.) often pay less than jobs men are trained to do (building, mining, working with heavy machines, etc.).*

*– Women often get less education than men, so they are frequently not offered the highly skilled and well-paid jobs.*

*– Even when they have the same qualifications as men, women are often still paid less because men are seen to be the breadwinners who need to earn more to support the family.*

*– Fewer women belong to trade unions or other associations that help workers get better wages.*

*– Men often get promoted to high positions ahead of women, even when women are good at the job.*

*– Some women don't have a lot of confidence; although they could do a job, they might not apply for it because they don't think they are good enough or they know that the company favours men. Why do you think some women don't have a lot of confidence?*

**2.** *Positions that receive a regular salary and are recognised as legitimate by the community, business owner or government. Some examples are teacher, hospital worker, secretary in a company, soldier etc.*

**3.** *Jobs where wages are flexible and work is unregulated. Some examples are selling snacks at the market, domestic worker, sex worker, washing clothes, etc.*

**4.** *Reasons might include: Men are often seen as more flexible than women because women are given the responsibility of taking care of their families; It is considered inappropriate for women to travel long distances as required by some jobs; Women's place is in the home; It is men's responsibility to financially support the family so men need the jobs more; Women in the workplace distract male workers; etc.*

**5.** *Ask students to share their answers with the class.*

# 3. Gender, Family and Community

## brainstorm

Write two headings on the board: *good man* and *good woman*. Brainstorm lists of characteristics that the students' community prefers in men and women.

## exercise

Students look at the list of words, and decide whether they are usually used to describe men, women or both.

## group work

If possible, students should do this in groups of the same gender. Groups discuss what toys they played with, and what games they played, as children. Tell students to think of when they were 2, 5, 8, 11 and 14 years old and list the main play activities they did.

Groups present their ideas to the class. You might want to write lists on the board.

Discuss at what age girls and boys start doing different activities.

## group work

Look at the pictures on page 16. In groups, students decide what the pictures are saying about black and white people, and men and women. Encourage them to focus on the relationships between the people in the pictures, their position (who is above, who is below), the physical appearance of the people, and how they are behaving in the pictures.

Have a discussion on how these pictures might relate to socialisation and internalisation.

*Try to make or elicit the point that if people see mostly these type of images, this is how they will see their world. 'Black people dress like savages, and are servants to white people' or 'Good women turn their head away when a man tries to kiss her' will affect the way people from different racial groups see each other, and how women and men carry out romantic relationships.*

## discussion

This advertisement for health products is very popular in Burma. It features white-skinned, happy, blonde haired children performing well at sports (the boy) and academically (the girl). It associates success and health with being white.

Discuss the questions as a class. For question 3, make a class list of the effects this advertisement could have on Burmese children. Some ideas:

*They may grow up thinking white people are more intelligent, stronger and healthier than dark skinned people. Some children might think that if they take Appeton products their skins will become whiter and therefore they will succeed at sports and school. It also has the more implicit message that white people are more attractive than Burmese children, as Appeton chose white children to appear on the billboards even though the ads are for Burma.*

## Gender through generations

### group work

**Pre-teach** *typical, expectation.*

1. If possible, students work in groups with people of the same gender. Students describe one of their grandmothers (for women) or one of their grandfathers (for men). Students discuss the questions. These questions focus on what was expected of women and men at that time, and what happened to people who did not behave according to these expectations.
2. Students do the same for their mothers (women) and fathers (men), looking at their own parents, and the expectations of their parents' generation.
3. Students discuss the influence that their grandparents and parents had on them, and the gender role expectations of their own generation.

4. Students discuss gender roles of the future. Women imagine and describe a woman of the next generation, and men imagine and describe a man of the next generation, perhaps their own children.

When this is finished, have a class discussion on future men and women. Write the women's ideas of future women and the men's ideas of future men on the board. Do you think these future men and women are likely to get on with each other, or are there going to be problems?

What can be done now to help future men and women?

## ***Gender and family***

### **brainstorm**

Discuss the definition of family, and try to agree on a class definition. Make a class list of all the people who might be in a family. Don't spend a lot of time listing terms for every relative, rather think of other people as well - friends, people who you share your house with and pets.

Ask the students if they think these can be part of a 'family' too.

### **exercise**

Individually or in pairs, students look at the pictures and descriptions and decide which of these are a family.

There are no exact answers to this. Most dictionaries have many definitions of the word 'family': *A group of people living under the same roof or a group of people who share a common ancestor* are the most common.

Discuss people's opinions about these groups.

- Ehuang's family is called an *extended family* (many relatives living together)
- David is a *single father* or *solo father*.
- Dong-sun, Chan-sook and their children are a *blended family* (a family that includes step-children from the mother, father or both).
- Joyce, Thabo and their family are a *nuclear family* (mother, father and children).
- Tom's situation is a type of blended family.
- Aye Aye Win, Elizabeth and Saw Gyi are not usually considered a family, they are *flatmates* or *housemates*.



## group work

In groups, students answer the questions, by thinking of examples of female-headed households and households without women, and the problems these households face. Are they the same sorts of problems?

Then groups try to think of some ways society and communities could help these families.

### **Examples:**

- *Free or cheap baby-sitting services or nursery schools, so parents have somewhere they can leave their young children while they work.*
- *Some countries have social welfare systems that give cheaper or free services, or money to households with only one parent.*

## exercise

There is no reliable information on numbers of female-headed households available since 1990.

### Possible answers:

1. *Western Europe and North America had the highest percentage of female headed households. Reasons for this could include that divorce is more culturally acceptable in these countries, and there are more social services available to parents who are raising children alone.*
2. *Possible reasons for this increase could be a higher divorce rate, urbanisation (men might move to cities to find work, whilst women stay in their home villages), ongoing casualties from wars and civil strife in Cambodia, China, Indonesia, East Timor, Bangladesh, Sri Lanka, Burma, the Philippines, India and much of Central Asia.*

## Gender and decision making

### brainstorm

Brainstorm a class list of decisions that are made within families. As this list is unlimited, you may need to stop after 5 minutes.

### Examples:

*- whom to live with and where, - whether, when and whom to marry, - whether and when to have children, and how many children to have, - whether and when to divorce, and on what conditions, - whether to own and control family property alone, or with other family members, and under what conditions, - whether to borrow money or open a business, - whether to apply for paid employment and what type of employment to enter, - how to spend money*

### exercise

Students copy the list, and mark each decision, based on their own family or a typical family in her/his community.

When they have finished, return to the list on the board, and mark the list according to students' ideas. If there is disagreement, encourage students to talk about it. Acknowledge that there are always exceptions, but point out that we are trying to find out what is considered 'normal'.

Next, ask the group to comment on any differences in the decisions that men and women make.

- Do men make more decisions about money?
- Do women make more decisions about the children or the home?
- Do men and women have equal rights in the family?
- Do men make decisions about when to have children and how many children to have?

### discussion

It is likely that students will argue that certain decisions should be limited to men and others limited to women. Encourage students to consider the benefits of cooperative decision-making.

## CHAPTER REVIEW

### Possible answers:

1. *A role-model is someone who provides an example of how you should behave.*
2. *'Socialisation' is the way people learn how to behave in a society. 'Internalisation' is when people start thinking this way of behaviour is normal and natural.*
3. *Many toys encourage certain types of behaviour - dolls can teach children to look after children, toy guns can teach children to be aggressive.*
5. *An extended family.*
6. *See page 19 for a list of reasons.*
7. *Because if there is a male present in the house many government and NGO agencies consider him to be the head of household.*

# 4. Gender-based Violence

## brainstorm

Brainstorm students' ideas of what *gender-based violence* is. Write students' ideas on the board. Read the definition of gender-based violence and clarify anything students don't understand.

Explain that although men can be victims of gender-based violence, this is not common. Gender-based violence is violence that happens because of your gender, e.g. violence because you are a woman, or violence because you are a man.

*Removal of liberty* means to stop a person from moving around freely, e.g. locking someone in their home, or threatening to beat them if they leave the house.

## exercise

Students read the five situations, and decide whether they are examples of gender-based violence or not, and why.

**Answers:**

*These are all examples of gender-based violence.*

## ***Domestic violence***

### **discussion**

Students read the information, and discuss whether domestic violence is a problem in their community or not.

This discussion will depend on what people think is ‘a problem’. One viewpoint is that if there is any domestic violence, this is a problem for the community. Others might think that if domestic violence is quiet, and does not disturb others outside the household, then this is not a problem. Listen to everyone’s ideas on this, rather than providing the answers yourself.

## ***Rape and sexual assault***

### **exercise**

Students decide whether the statements are true or false.

After they have decided, they read the text, and check whether they were correct or not.

**Answers:**

1. *false* 2. *false* 3. *true* 4. *true*

An important point to make here is about *informed consent*. If someone is not fully conscious, or does not really understand what sex is, they cannot give informed consent. For example, if a person persuades a child, or a person with a severe mental disability to have sex, that person does not really know and understand what they are agreeing to do. Therefore, this is rape.

## group work

Students read the story, and work in groups to answer the questions.

### Possible answers:

- 1. He saw his father beating his mother a lot, so he learned that men can control women by force. His father told him that boys don't cry, so he learned that boys should be tough and strong, and perhaps associated this with being violent. He was angry with his mother for allowing his uncle to treat him badly, so he did not respect her, and perhaps did not respect women generally.*
- 2. They were probably ashamed, and thought that other people might say it was their fault. Perhaps their communities might force them to get married, or perhaps they were afraid that nobody would ever want to marry them if they knew they had been raped.*
- 3. If he could get counselling, he might realise that rape is wrong. Perhaps if he learns about the effects of rape on his victims, he might feel sorry and change his behaviour. Some people think that he should be locked away, so he does not get an opportunity to rape women, or he should live somewhere where there are no women.*

## Human trafficking

### discussion

Tell students to read the text and then start a discussion by asking students what they know about human trafficking in Burma. Use the following questions to help the discussion:

- Who is trafficked from Burma?
- Where are they trafficked to?
- How are they trafficked?
- What jobs do they end up doing?

Here are some facts:

- Both children and women are trafficked from Burma. They usually end up doing domestic work, sex work, factory work or begging.
- Different ethnic groups are victims of human trafficking. The Shan are a high risk group.
- The main destination countries are: Bangladesh, India, China, Korea, Thailand, Macau and Malaysia.
- Some women are sold as brides to China as there are many more men in China than women.
- People often pay to be trafficked as they are promised good jobs when they arrive. These promises are mostly lies.
- People are also trafficked within Burma for forced labour.
- The SPDC is involved in trafficking in different ways and as such, Burma has one of the worst rankings in the world for trafficking.

## CHAPTER REVIEW

Students define the terms individually and then compare their definitions with a partner. Collect some definitions and write them on the board. Try to agree as a class to the best definition of each term. Encourage them to do this in their own language, if possible.

# 5. Gender and Religion

## exercise

Students read the quotes from religious texts and match them with the religions.

### Answers:

1. E. Christianity. *This comes from the Bible (1 Timothy 2:9-15).*
2. B. Hinduism. *(Laws of Manu, V, 147-8)*
3. A. Islam. *This comes from the holiest book in Islam, the Koran (The Women, 4.34).*
4. D. Judaism. *To this day, some orthodox Jewish men say this prayer every morning.*
5. E. Christianity again. *This is in the Catholic bible (Ecclesiastes 25:19,24).*
6. C. Buddhism. *In the husband's vow, there is no mention of helping with household duties or being kind to the friends and family of his wife (Sigalovada Sutta).*

## discussion

Students discuss the questions.

### Answers:

1. *All of them. All of the major religions ban women from doing certain things and having high positions in their religion. For example, Roman Catholic Christian women cannot become priests, Buddhist women cannot enter certain parts of the temple or become ordained as monks, Muslim women must pray in separate rooms from the men, Orthodox Jewish women cannot become Rabbis or read from the Torah (a sacred text) during prayer services.*  
*All these religions have more liberal branches which allow women more freedom, as well as more conservative branches which place greater restrictions on women's (and men's) behaviour.*
2. *Most of the main texts in the world's major religions were written by men:*
  - *According to Islam, Muhammad received the Qur'an (Koran) as a series of revelations from God. The Qur'an did not exist in book form at the time of Muhammad's death in 632. The scribe Zayd ibn Thabit is believed to have written the first version.*
  - *Judaism states that Moses was the author of the Torah, receiving it from God.*
  - *The Christian Bible is a combination of texts from Judaism (the Old Testament) and the New Testament, which was written by various men involved in the early Christian movement.*
  - *There are many important Hindu texts, which developed orally long before anyone wrote them down. The philosopher Adi Shankara was one man who developed a lot of the written versions of the Vedas, in the 8th century.*
  - *Buddhism also has a strong oral tradition. Theravada Buddhism believes the early sutras were revealed to Gautama Buddha, and written down by his followers.*

## ***Religion in Burma: Buddhism***

If your students are Buddhist or know a lot about Buddhism, they may have opinions, interpretations and beliefs that are different from the women quoted. Encourage discussion on these issues.

### **exercise**

Students read the women's statements, and answer the comprehension questions.

#### **Answers:**

- 1.** *Monks*
- 2.** *Thida believes they are not what Buddha taught.*
- 3., 4., 5.** *Elicit ideas and opinions from the students.*
- 6.** *Probably because the people they ask don't know the reasons why the rules were made.*
- 7.** *Because they prefer to accept donations from the husband, who they see as the head of the house.*
- 8.** *The people don't think about these superstitions, or question whether they are useful or not, they just obey them.*
- 9.** *No, she says the Buddha never taught discrimination.*

## *Religion and Social Rules*

### **group work**

Students read through the questions by themselves, and think of their own ideas.

If possible, work in groups of the same gender. Men and women answer their questions, and discuss this in groups.

If you like, get groups to summarise their discussions to the class - they don't have to mention names. They can say things like 'Most of us would pick up our sister's longyi if it fell in the mud, although we might feel a little uncomfortable'.

## ***Other religions in Burma***

### **discussion**

Discuss these questions as a class.

### **CHAPTER REVIEW**

- 1. Give students time to write the religions they know and then make a class list on the board.*
- 2. Give some time to write examples and then have a discussion about the different types of inequality.*
- 3. Give some time to write examples and then have a discussion about the different social rules for men within religions.*
- 4. Give some time to write examples and then have a discussion about the different social rules for women within religions.*

# 6. Gender and Politics

## class activity

Before the class, you need to get a little red and blue paper or cloth (you can colour white paper with marker pens) and tape.

Divide the class into 'red' and 'blue' people by taping a small red or blue sign on their foreheads. Make sure that men and women are equally (or nearly) present in both groups. From this point on, people with red tape will be called "red people" and people with blue tape will be "blue people."

Do the following activities:

- a. Make groups of four people with both red and blue people in each group. Ask each group to brainstorm the qualities of a good leader. Ask a blue person in each group to take notes. After five minutes, invite the red people from each group to come to the front of the room and report the results of their brainstorming session. After each person speaks, applaud and praise him/her by saying things like, "You speak so well and clear like a good leader," and "You are so brave to stand in front of the whole group", "Your presentation is wonderful, and I am sure you will make a great leader in the future" and "Your report is so good...you deserve to go to college and get a good education!"
- b. Ask for help from some red people in the room to move a big table from the back of the room to the front (or to move anything else that is a little bit heavy). While they are doing that, praise them by saying "Oh thank you so much...you are so strong and really generous...the table is so heavy but you are so strong." Ask everyone to give applause to the red people who did the job and add, "I know I can depend on red people any time for heavy and hard work!"
- c. Ask for three blue people to volunteer. When they come to you, praise them by saying, "Oh you are so nice, kind and gentle. Your hair looks so beautiful. I love your long silky hair. I am sure you will make a lovely bride." Then ask the blue volunteers to make coffee for the group (they can pretend to do this).
- d. Take half the students' bags, and put them at the front of the room. Blue and red people find a partner of the opposite colour. Red people come up to the front of the room and choose a bag – the one they like best - on behalf of both partners. They take it back to their partner, and explain to the class why they chose this bag for both of them.
- e. Invite everyone to sit in two rows, having red people sit in the front and blue people in the back. Invite each red person, one at a time, to come to the front to receive an award (a piece of paper /certificate) for being a successful person during the whole exercise, and especially for being good representatives of their blue partners.

When the exercise is over, ask everyone how they feel. Some of the blue people might feel quite angry, so let them speak first. Ask them why they feel the way they do. Then ask the red people's feelings and ask them why they feel that way. Discuss these questions as a class:

- Did the exercise relate to life? How?
- What situations and issues in society are similar to this?

Next, ask the blue people and the red people to discuss the questions in their groups (see 3. in the student's book). Let the blue people share their answers and then the red people.

Finally, as a class, discuss what kinds of oppression the students saw in the activity and brainstorm ways these oppressions can be resisted.

## What Is Politics?

### brainstorm

For 3-5 minutes, students think of as many words as they can related to politics. Write them on the board.

### class activity

Instructions are on the next page.

## class activity

(from page 29)

Before class, prepare some cards or pieces of paper with these words and phrases on them:

- a paddyfield
- a monkey
- a rock concert
- a hydroelectric dam
- a school geography textbook
- a new house
- a packet of biscuits
- a meeting of ASEAN leaders
- a bicycle
- an English examination
- a bridge
- a hat

In small classes each student gets a card. In larger classes, get students to work in pairs or threes. Give out cards so that each student, or pair of students, has a card.

On the board, draw a line to make two columns: “related to politics” and “not related to politics.” Students take turns to stick their cards on the board in one of the columns, and explain why they choose to put their cards in that column.

After this is finished, discuss the choices. Do students agree?

*Actually all of these things can be related to politics in some way. A rock concert could be directly political if the band sings about political topics, or perhaps the organisers have to get a permit before the concert can take place. A packet of biscuits can be political if the factory that makes it has to raise the price due to increased costs.*

## exercise

Students read the case study, and answer the questions.

### Answers:

- 1.** *The work of WDN is political, as it is trying to change the health system, education opportunities and poverty issues amongst rural women.*
- 2.** *The authorities who run education, health and economic systems in these rural areas are not doing enough to reduce poverty or provide access to health and education. The WDN is providing these things, so rural women are less dependent on these authorities. Therefore the authorities have less power over these rural women.*

## ***Thinking locally***

### **group work**

In groups of four or five, students brainstorm a list of organisations in their community, and decide which of these are political.

Students look at the list of political organisations, and see which ones involve women, or have women in leadership roles, and the reasons they have or don't have women in these roles.

They then discuss women's organisations, and whether a man could be a good leader of a women's organisation.

Next they look at organisations that don't involve women. They discuss whether it would be better for these organisations to involve women.

Ask each group to present their ideas to the class.

## ***Making decisions without women***

### **class activity**

As a class, make a list of four or five important decisions affecting the whole population that were made in the students' community or region in the past few years.

Divide students into small groups and assign each small group one decision to analyze.

- Does this decision have equal impact on women and men?
- Who made this decision? What percentage of this group is made up of women? (estimate)
- How might the decision have been affected if 50% of those who made it were women?

Groups share their results with the class.

### **brainstorm**

Brainstorm a list of countries that have had women leaders (presidents or prime ministers), and countries that have never had women leaders.

**Countries that have elected a woman leader are:** Britain, India, Israel, Ireland, Nicaragua, Canada, Chile, Switzerland, France, Iceland, Bermuda, Dominica, Jamaica, Guyana, Netherlands Antilles, Mozambique, Liberia, Panama, Peru, Lithuania, Latvia, Norway, Poland, Germany, Turkey, Pakistan, Bangladesh, Sri Lanka, Indonesia, New Zealand, Argentina and the Philippines.

**Countries that have never elected a woman leader are:** everywhere else, including the United States, Japan, Thailand, Russia, Italy, Spain, Brazil, Mexico and Australia.

### **discussion**

Read the quote from Aung San Suu Kyi and discuss the questions as a class. There are no right or wrong answers, just see what the students think.

## *National liberation struggles*

### discussion

Discuss as a class the question about Women in politics.

### brainstorm

Ask students to work in small groups to think of all the barriers Women face to get involved in politics. They should think of both external (stereotypes, lack of education, other work commitments) and internal (lack of self-confidence) barriers.

Students look at the table and answer the questions. You could get students to locate these places on a map, but if you don't have time or maps available:

**Answers:**

1. The answer is almost all of them!
2. **China and Norway (1% less), Russia (3% less).** Stress to the students that these decreases are small and may not be related to gender.
3. Students should look at the 5 Southeast Asian countries and compare their numbers of women in parliament. Encourage them to use comparative language, for example:
  - *There are more women in parliament in Singapore and Vietnam than in the other Southeast Asian countries.*
  - *Thailand and Malaysia have lowest numbers of women in parliament.*
  - *Malaysia has shown the lowest increase in numbers.*
  - *The numbers in all countries increased between 1995 and 2007.*
  - *Only Singapore showed an increase in numbers between 2004 and 2007.*
4. Rwanda. Give students some time to think of some reasons for this large increase before moving onto the next section.

Follow up on this by asking the class to identify the overall trend.

- *The overall trend is towards increased participation of women in parliament.*

# Gender and Government in Rwanda

## exercise

Make sure the students understand the word parliament and pre-teach the meaning of quota:  
- *A part or share of a fixed total amount or quantity*

After reading the text you can tell the students that the other 14 countries of the world which use quotas for electing women to National parliament are:  
Afghanistan, Argentina, Bangladesh, Burundi, France, Guyana, Iraq, Kenya, Nepal, Serbia, Somalia, Taiwan, Tanzania and Uganda.

### Possible Answers:

- 1. The change of women's roles in society and the quota system are the two reasons given.*
- 2. Elicit some ideas from the students and discuss. Possible answers include: Women's groups were formed and campaigned for greater equality, women became more confident as they learnt new skills.*
- 3. Elicit some ideas from the students and discuss. Possible answers include: Men were more open to change following the genocide, men's views on women changed as they took on new roles and responsibilities*
- 4. Remind students of the quote from Aung San Suu Kyi on page 31. Tell them to compare the quote with those given in this section and think about the two differences.*
- 5. Give them time to make some suggestions and discuss as a class. Possible answers include: More freedom is needed, men will have to change their views on women and their position in society, women will have to become more confident.*

## CHAPTER REVIEW

### Possible answers:

- 1. Put up posters advertising a public meeting, raise funds for a free clinic, vote for a member of parliament.*
- 2. and 3. Elicit some answers from students and discuss as a class.*
- 4. As women are usually more involved with looking after young children, they might be more interested in social services that relate to that, such as providing nursery schools and children's clinics. They might be interested in having laws that make domestic violence illegal, or protection for victims of rape.*

# 7. Gender and Education

## ***Socialising children***

Elicit a definition of *legend*:

*A traditional story passed down from generation to generation.*

Students read the Padaung Legend.

### **Extra ideas:**

- Get groups of students to act out scenes from the story. This will demonstrate how the only female in the story is never given a voice.
- Students illustrate the story in small groups. Each group can illustrate one paragraph of the story and then share their drawings with the whole class.

### exercise

Students answer the questions individually or in pairs, then discuss the questions as a class.

### group work

Students work in small groups, and choose a story they were told as children. Groups identify the main characters in the story, and describe their characteristics and activities in the story.

Groups discuss the messages that young boys and girls take from the story about the roles of men and women.

Each group presents their story and gender analysis to the class.

### discussion

Discuss the role that these stories have in educating children, and how they relate to socialisation and internalisation. Try to elicit these points:

- *they provide fictional role models of appropriate behaviour.*
- *the stories help to socialise children through these role models. Children learn that certain behaviour and characteristics lead to success, and others lead to failure.*
- *Children internalise these ideas, through repeated hearings of these and similar stories. They slowly come to believe, for example, that girls are more successful if they are sweet and pretty, and that boys need to look after girls, as girls are weaker and need protecting.*

**exercise**

Pre teach: *enrol - to register one's name on a list or record.*

Before answering the questions study the table with the students and make sure they understand ratio. 'Ratio of girls to boys' means the number of girls divided by the number of boys. If the ratio is 1, then the number of boys and girls is the same and there is no gender inequality in primary school enrollment. If the ratio is less than 1 then there are more boys than girls enrolled. If the ratio is greater than 1 then there are more girls than boys enrolled.

**Answers:**

1. *These are the countries which have a ratio of 1 in the 2005 column: Czech Republic, Germany, Mongolia, Nepal, Poland, Rwanda and South Korea. Point out to the students that there are also many countries which are very close to the goal.*
2. *These are the countries whose ratio is closer to 1 in 2005 than it was in 1999: Chile, Cuba, India, Iraq, Laos, Burma, Norway, United States*
3. *The table should look like this:*

Countries with more boys than girls enrolled in primary school in 2005	Countries with the same number of boys and girls enrolled in primary school in 2005	Countries with more girls than boys enrolled in primary school in 2005
Cambodia	Czech Republic	Bangladesh
Chile	Germany	Iran
Cuba	Mongolia	Maldives
Egypt	Nepal	Norway
Guyana	Poland	
India	Rwanda	
Iraq	South Korea	
Laos		
Morocco		
Myanmar		
Phillipines		
South Africa		
Sweden		
United States		
Vanuatu		

4. *Students write some sentences which interpret the information in the table. They can write in their own language. Ask some students to read some sentences when they have finished. Possible Answers:*

*'There are not many countries with more girls than boys enrolled in school'*

*'The majority of countries have more boys that girls in school'*

*'The United States has not achieved the goal of equal access for girls and boys'*

**discussion**

Discuss the questions and issues about boys' underachievement.

*- Countries where women have greater equality are more likely to have problems with boys' underachievement. This is because these countries have worked to improve conditions for girls and women, but until recently had not noticed that boys were not doing so well. Now resources are being put into improving education conditions for boys. Countries where women's rights have not been a priority are more likely to have problems such as those on the next page.*

**group work**

In groups, students discuss the reasons girls and boys should get an equal education. Encourage them to think about each of the questions:

Do they agree with all the points?

Which point do they think is the most important?

What arguments can they think of against equal education for girls?

Can they think of any other reasons for equal education for girls?

## exercise

Students read the case study and answer the questions.

### Possible answers:

**3.** *Cha Mu and Bathsheba both face the same problems other students face - worrying about grades, and whether they will pass exams, perhaps problems with a teacher or other students. Cha Mu might have problems with her parents' expectations - perhaps she feels pressure to succeed, or she might worry that they will be angry if she doesn't do as well as they want. Bathsheba's problems are that she gets no support from her family to get an education, and does not have enough time to study and do her homework. She is probably too tired at school to learn easily, as well.*

**4.** *Teachers or school officials can meet with Bathsheba's parents, and explain why it is useful for both Bathsheba and her family if she can get a good education. Community members can help Bathsheba's mother so Bathsheba has time to do homework.*

**5.** *Cha Mu probably has the same chance to succeed as most boys, depending on whether the teachers treat her the same as they do boys, and give her the same level of attention. Bathsheba, on the other hand, faces many barriers to educational success, particularly because of a lack of family support.*

## activity

If possible, students research the education system in their community. There are three options for research - students might choose one of the tasks, or do all three. They can do this individually or in pairs.

1. Students observe a class, and answer the questions.
2. Students observe a home with school age children in the evening, and answer the questions.
3. Students look at the management structure of a school, and answer the questions.

Students present their research to the class, either as a presentation, or as a poster or report.

## CHAPTER REVIEW

### Possible answers:

**1.** *The answers to this question can be found in the texts 'Education for women and girls' and 'Girls at school'. They include: Children are better fed, educated mothers can find jobs, men and women can share responsibilities if both are educated.*

**2.** *The answers to this question can be found in the text 'Girls at school'. They include: low self-confidence, teachers paying more attention to boys and factors within the home environment.*

**3.** *Give students time to write some examples and then have a discussion about the different inequalities they have faced. Encourage both girls and boys to speak.*

# 8. Conclusion

## group work

In groups, students analyse the proverb.

*This means that men lead and women follow, but that both parts are essential. This is understood to mean that traditionally the man acts as the decision-maker: he goes first and chooses the way. The hind legs are, however, the large burden bearers. They actually do the job of supporting the elephant's weight. If the hind legs were to sit down, it would not matter where the front legs wanted to go: they would not be able to go anywhere until the hind legs decided to carry them. Nevertheless, though the hind legs may carry the elephant's weight and even refuse to move, they are not in a position to lead the front legs or set the direction for the elephant.*

They then relate the proverb to 5 topics from the module. There are many possible answers.

### Possible answers:

1. *Men are the bosses/managers, women are employees.*
2. *The husband leads, the wife follows.*
3. *Men are the leaders, women follow them, and do most of the work.*
4. *Men rule, women help men to rule.*
5. *Men are headmasters, women teach under them.*

## exercise

Elicit a definition of anthropologist before starting:

*'A person who studies the science of the origin, the behavior, and the physical, social, and cultural development of humans'*

Students reword Mi Mi Khaing's paragraph, either in English or their own language, and discuss whether this view of gender relations has changed in the last 50 years.

### Possible answer:

1. *Men are more emotional and sensitive than women. It is easy to trick men. Women are more sensible and responsible. Therefore women should do any business dealings and advise their husbands at every opportunity.*

## class activity

Read the dictionary definition of equal as a class.

Then, divide the class into two teams (or four or six, if the class is large). One group agrees that men and women are equal, the other group disagrees.

Groups plan their debate - what points are they going to make? How can they counter the other teams arguments?

Encourage the group which agrees with the statement to think of ways in which men and women are *becoming* more equal, e.g. an increasing number of female politicians in many countries.

Have a debate, or debates if there are many teams.