



Gender Sensitization

Ages 13+

Total Time: 3.5 Hours

PART 1: Ice Breaker - How Different Are We?

PART 2: Gender Quiz

PART 3: Gender and Media

PART 4: Creating Gender Neutrality

PART 5: Taking a Stance on Gender

PART 6: Understanding and Challenging Gender Inequality

PART 7: Follow-up Activities

ANNEXURE 1: Difference between Sex and Gender

ANNEXURE 2: Gender Quiz

ANNEXURE 3: Gender Handouts

ANNEXURE 4: Gender Neutral Worksheets

ANNEXURE 5: Statements for Debate

ANNEXURE 6: Cards Showing Agree, Disagree, Unsure

ANNEXURE 7: Case Studies on Gender Inequality

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ANNEXURE 9: The Story of Moonbeam and Sunshine

ANNEXURE 10: Masculine and Feminine Traits





Part 1: Ice Breaker - How Different Are We?

Time:

45 Minutes

Objective:

Participants will understand the difference between sex and gender and discrimination based on the same.

Materials:

- Marker Board/Chart Paper
- Markers
- Annexure 1 on Chart Paper or laminated chart

Techniques:

- Ice Breaker
- Brainstorming
- Discussion

TRAINER INSTRUCTIONS:

1. Greet the participants and introduce the topic for the day.
2. Divide the board into 3 columns and write 'Men' on top of the first column and 'Women' on top of the third column. Leave the middle column blank.
3. Request the participants to think of with words that they associate with men and write them in the column under "Men". Explain that these may not just be 'synonyms' or

'qualities' but any words that they can associate with men. Similarly ask participants to add on to "Women" column.

Sample List:

Men		Women
Tough		Soft
Active		Beautiful
Cruel		Mother
Successful		Giving Birth
Adventurous		Charming
Steady		Feeding
Pleasure seeking		Affectionate
Flirting		Sensitive
Moustache		Breast
Determined		Understanding
Confident		Taking care of children

4. Next interchange the column heads 'men' to 'women' and 'women' to 'men'. (See sample below) Go through the list once again along with a discussion on the words listed under the column. The participants should consider if the words associated with women are applicable to men and vice versa. For example: you can ask the participants if women can be active, confident, successful, adventurous etc. and if men can be sensitive, take care of children, be affectionate, charming etc.
5. In the middle column, list the words or phrases that are particular characteristics of either men or women and are not applicable to both groups. These could be words like child-bearing, beard, menstruation, etc. At the end of the exercise add a heading to the middle column as 'Sex'.

The above sample list will like the one below:

MEN WOMEN	SEX	WOMEN MEN
Tough	Giving Birth	Soft
Cruel		Beautiful
Successful	Moustache	Mother
Adventurous		Giving Birth
Steady	Breast	Charming
Pleasure seeking		Feeding
Flirting		Affectionate
Moustache		Sensitive
Determined		Breast
Confident		Understanding
		Taking care of children

6. The facilitator should use this exercise to form a basis for discussion on the terms 'sex' and 'gender'. Explain that the biological difference between male and female (described in the middle column) is defined as 'Sex', while the other two columns are the qualities or roles expected of a man or woman by society and are defined as 'Gender'. Most of these qualities are interchangeable or apply to both sexes depending on a particular situation. However, as a result of the process of 'Gendering' we begin to identify certain qualities only with one sex.

7. Wind up the activity by presenting the Laminated chart of Annexure 1



Part 2: Gender Quiz

Time:

30 Minutes

Objective:

Participants will get further clarity on gender and sex.

Materials:

- Annexure 2: Gender Quiz

Techniques:

- Brainstorming
 - Discussion
-

TRAINER INSTRUCTIONS:

1. Distribute Annexure 2 to every participant.
2. Ask participants to read the statements given in the handout.
3. If they think that the statement in the handout is sex-related (biologically determined and cannot be changed) request them to write “S” in the corresponding right side.
4. If they think the statement is gender-related (socially constructed, it can change according to the situation, region, etc.) they should write “G” in the corresponding right side.
5. Once everyone has completed the exercise, read the first statement and enquire how many of them have written “S” and how many “G”.
6. For each statement, request one of the participants to share their reasons for identifying a statement as being sex or gender related.
7. Sum up after a discussion among the participants.



Part 3: Gender and Media

Time:

30 Minutes

Objective:

Participants will identify stereotypical images of gender in media, and describe reasons behind the portrayal of gender-based stereotypes.

Materials:

- Links to TV advertisements:
 - <https://www.youtube.com/watch?v=8M9npJZeN1M>
 - https://www.youtube.com/watch?v=gtiX2_b4Xq8
 - <https://www.youtube.com/watch?v=KYfyzsIWm2c>
 - <https://www.youtube.com/watch?v=IHmtPm8O1js>
 - <https://www.youtube.com/watch?v=vSi68mjG8ho>
 - <https://www.youtube.com/watch?v=fqJs5epugUw>

Techniques:

- Brainstorming
- Interactive Discussion

TRAINER INSTRUCTIONS:

1. Invite participants to take part in a gender association game as follows: The facilitator calls out the names of different products. After each product, the participants call out the first gender association they make with that product -men/ boys or female. (eg. motorbikes, razors, kitchen appliances, fairness cream, powder, suiting, engine oil, etc).

2. Initiate a quick discussion on how our brains are conditioned to make stereotypical associations between certain products and a particular gender.
3. Show the media clips and asks the participants the following questions:
 - What images of gender do the clips portray?
 - What are the work-related roles played by men and women in the videos? (Think about what is considered “productive” work and what is domestic or reproductive work).
 - How are beauty and “good looks” portrayed for men and women in these clips? What kinds of standards are set for each?
 - In what way are men and women seen as sexual objects when their bodies and their sexuality are linked to products that are bought and sold? Think of how they themselves are treated as commodities or products.
 - To what extent is ability valued? Compare this to the extent to which beauty/ appearance is valued.
 - What attitudes are promoted for men and women? What expectations are set for them?
4. The facilitator can also generate a discussion based on following guidelines:
 - Do you connect with the images on the screen? Is that how things are in real life?
 - Do you aspire to be like that? Why / why not?
 - Why do you think such images are being promoted and what are the implications of this? You could consider economic reasons for the promotion of these images or the implication for attitudes towards the self and others who do not fit the stereotypical images.
 - What does this kind of portrayal of gender do to the status of women? Consider their rights, the possibility of violence/ sexual harassment and any other points you may want to add.



Part 4: Creating Gender Neutrality

Time:

30 Minutes

Objective:

Participants will realize the importance of gender-neutral language in promoting gender sensitivity.

Materials:

- Annexure 3: Gender Handouts
- Annexure 4: Gender Neutral Worksheets
- Newspapers/magazines

Techniques:

- Brainstorming
- Discussion

TRAINER INSTRUCTIONS:

1. Give participants the Handouts (Annexure 3) and ask them to find the sentences which they find to be gender-neutral.
2. Tell the participants about the importance of using gender-neutral language in promoting gender sensitivity.
3. Share with the participants list of 'Gender Specific Words' which can be substituted with 'Gender Neutral Words'. The list goes as follows:

Gender Specific Words	Gender Neutral Words
Man/ mankind	People, human beings, humankind, men and women, Person
Man-made	Synthetic, artificial, manufactured
Manned	Staffed
Layman	Lay-person, the non-expert
Workman	Worker
Foreman	Supervisor
Policeman	Police officer
Salesman	Salesperson, sales staff, sales representative
Spokesman	Spokesperson, speaker, representative
Housewife	Homemaker

4. Encourage participants to come up with their own list as well (search for more words from newspaper/ magazines).
5. Now give participants the Worksheets (Annexure 4) and ask them to explain how the sentences are gender specific, then convert them to gender-neutral sentences.
6. Wind up the discussion by emphasizing the following points:
 - Gender sensitivity helps to generate respect for the individuals regardless of the gender to which they belong.
 - Gender equality begins with gender sensitivity which in turn begins with the use of a gender-neutral language.
 - It is important to use a gender-neutral language at all the levels.



Part 5: Taking a Stance on Gender

Time:

45 Minutes

Objective:

Participants will identify their own perception and stereotypes about gender and gender roles.

Materials:

- Annexure 5: Statement Cards (one copy for trainer)
- Annexure 6: Card Showing Agree, Disagree, Unsure

Techniques:

- Brainstorming
- Interactive Discussion

TRAINER INSTRUCTIONS:

1. Designate three areas of the room to be called “AGREE”, “DISAGREE” and “UNSURE” (Annexure 6).
2. Explain to the participants that you are going to read a statement (Annexure 5). As you read each statement, ask them to think very carefully about how they feel about each statement and then move to a section of the room depending on whether they agree, disagree, or are unsure about that statement. Then ask them to identify what ideas led to that choice.
3. Let everyone know also that she/he can change a stand on any particular issue at any time. They of course need to explain to the group why they did so. Share with the participants that
 - Everyone has to listen to other people’s viewpoint before debating it.

- One person speaks at a time.
 - Do not allow any derogatory personal comments.
 - Everyone has a right to express his or her opinion, and no one will put down another for having a different opinion.
 - It is fine to disagree with a person but not to judge or put others down.
4. Ask the group to discuss and come up with their debating points.
 5. Make sure to mention that participants have the right to pass if they would rather not take a stand on a particular value.
 6. After the debate conclude with a discussion.



Part 6: Understanding and Challenging Gender Inequality

Time:

45 Minutes

Objective:

Participants will understand various forms of gender inequality and discrimination and develop skills to challenge them.

Materials:

- Annexure 7: Case Studies
- Chart Paper
- Markers
- Annexure 8: Evaluation

Techniques:

- Case Studies
- Interactive Discussion

TRAINER INSTRUCTIONS:

1. Divide the participants into four groups of 5-6 members.
2. Assign a case study (Annexure 7) to each group.
3. Give each group ten minutes to read the case study and discuss it.
4. Encourage everyone to participate in the discussion within the group.

5. Ask each group to make the presentation and share the views of the group on the case study assigned to them based on the questions for discussion.
6. Once the presentation of a group is done, all the other participants can ask questions, make observations or put forward their own viewpoint on any issue raised by the case studies.
7. Wind up the discussion by making your own observations, acknowledging everybody's contribution and summing up the following points:
 - Inequality happens when similarly situated individuals are treated differently from others. Those facing discrimination are not treated in an equal manner and are denied certain rights. These rights could include the right to express one self, right to live with dignity, right to education, work, mobility, health, to be free from violence etc.
 - Despite discrimination and the violation of rights, people do find ways of negotiating and expressing themselves
 - The case studies being discussed are about individual experiences but they represent the nature of discrimination faced by entire groups.
 - For example, the first case study highlights that when only girls are expected to perform household duties it amounts to discrimination against them. This unfair burden of household responsibilities is an important reason for substantial proportion of girls in India to drop out of school. The case study also indicates that decision making is often monopolised by the father, or eldest male in the family. This is because of the patriarchal family structure, that is, the eldest male is considered family head and has a lot of power compared to other family members. In fact, decision-making within families should be carried out in a democratic way. Everybody's opinions and needs would be considered then, and better decisions would get taken.
 - The second case study highlights that often girls'/women's mobility is restricted. As a result, girls and women suffer several negative consequences. In this case study, Rehana experienced daily tension and fear because of conditions her parents set, due their own fears. The restrictions placed on girls' and women's mobility are related to gender and sexuality. There are fears related to vulnerability – that the girl/ woman may be sexually harassed/ violated. There may also be other fears -- that the girl/ woman may establish an independent identity and take her own decisions. She may take decisions regarding her own friends, relationships and marriage, as well as regarding further studies, work and careers. In conservative Indian society, girls and women are seen to represent the honour of the family, and they face restrictions and

discrimination owing to this reason. Even at an everyday level, a girl is restricted and her mobility has limitations. Only for work and till a particular time, she can stay outside home.

- The third case study highlights that just like boys, girls also need good nutrition to grow healthy and strong. Neglecting girls' nutrition will prevent them from realizing their potential. Although substantial proportions of young people in India suffer from anaemia, a larger proportion of girls are anaemic.
 - The fourth case study highlights that despite being illegal, asking and giving dowry is rampant in our society. Many women face violence in their marital homes due to dowry. One of the reasons for son preference and sex selective abortion is that parents do not want the burden of dowry. Furthermore, the question of inheritance is linked to dowry. Dowry tends to be viewed as a 'substitute' for inheritance. It is often understood that if a girl has been given dowry, she need not be given her share of inheritance. This is a highly dangerous logic that operates at many levels and apart from being unjust, it perpetuates discrimination against girls and women. However, it is noteworthy that women have equal inheritance rights as men and the law upholds this equality.
8. Distribute Annexure 8 and ask the group to complete the evaluation. Gather the feedback and include it in your trainer's report.



Part 7: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- Markers
- Marker Board
- Paper

Option Two:

- Markers
- Marker Board
- Chart Paper
- Annexure 9: The Story of Moonbeam and Sunshine
- Annexure 10: Masculine and Feminine Traits

Option Three:

- Marker Board
- Markers
- Chart paper

Option Four:

- Paper
- Marker Board
- Markers
- Chart paper
- Magazines/ newspapers

Techniques:

- Applying learning to daily life
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TRAINER INSTRUCTIONS:

Option One: Gender and Identity –

1. Write the following questions on the marker board:
 - When was the first time when you began thinking about your gender identity?
 - What was your age?
 - What messages did you gather?
 - Where and how did you get these messages?
 - How did these messages make you feel?
 - Do those messages mean the same today?
2. Distribute a sheet of paper to each participant and give them 10 minutes to answer the questions on the marker board) Once they have written the answers, ask them to share with the rest of the group. After the group sharing, conduct a discussion based on the following questions.
 - Who gives us the messages around gender?
 - At what age do we begin relating to gender as an identity?
 - Is there a difference in the messaging given to boys and girls? If yes, what is the difference?

- What kind of impact do these messages have on them?
 - Is there an impact on how boys/men and girls/women relate to each other because of these messages? If yes, how?
 - How does it feel to go back and think about these messages? How did you feel while sharing?
 - After this analysis, would you do anything differently from the messages that you had received earlier.
3. During this session the facilitator also needs to focus the discussion around the socialization process which strongly talks and stresses on the gender role and identities.
 4. Summarize the main points and end the activity.

Option Two: Gender and Perceptions –

1. Divide the participants into five groups.
2. Distribute a copy of Annexure 8 (Story of Moonbeam and Sunshine) to each group.
3. Ask each group to go through the story and work on the discussion points mentioned in the story.
4. After the groups have had their discussions, distribute chart papers and markers to each group.
5. Have each group list the masculine and feminine features of moonbeam and sunshine.
6. Once they have made their charts, have them present it to the larger group.
7. After the presentations are done, facilitate a large group discussion based on the following questions:
 - Was it easy to categorize moonbeam and sunshine? Why or why not?
 - What affected the impressions about moonbeam and sunshine while reading the story?
 - How did we define what are masculine and feminine roles (Annexure 9)?
 - Do we often judge people based on what we see? Does this affect our interactions with them?
8. After the discussion with the larger group, summarize by explaining the difference between gender identities, roles, and how social conditioning and reinforcements shapes men and the roles/ characteristics assigned to them.

Option Three: Gender Roles and Stereotypes –

1. Write the word “Type of Work” and “Who does this work at Home” on the board so that all participants can see it.
2. One by one write down each chore listed and ask the participants who usually does this at home – male, female or both.
3. Based on the consensus of the group mark ‘male’, ‘female’ or ‘both’ in front of each of the type of work listed.

Type of Work at home	Who does this work		
	Men	Women	Both
Cooking			
Washing Clothes			
Washing Dishes			
Shopping for vegetables			
Filling Water			
Earning Money			
Caring for the sick at home			
Dropping children to School			
Fix marriage of children			
Sweeping and Cleaning			
Drinking Alcohol			
Watching TV			
Taking Children out of School <ul style="list-style-type: none"> ✓ Who takes the Decision ✓ Who goes to School to take the children out 			
School Admission of Children			

4. Engage the participants in a discussion about the gender division of work, using the discussion questions.
 - Are there certain types of work which are more commonly done by men? Are there certain types of work which are more commonly done by women? What are the reasons for these differences?
 - At home what decisions are made by women and what decisions are made by men?
 - Who usually decides which type of work should be done by whom within the home and outside the home?
 - Are these divisions in roles okay? If yes, why? If no, why not?
 - Do you think it is possible to change these gender differences in work and decision making? How?
5. Now go back to the list that was created with the types of work done by men and those done by women.
6. Go through each item and ask participants whether this type of work can be done outside as a source of income as well – such as cooking can be done outside the home to earn an income by being employed as a cook or a chef, etc.
7. Once you have identified the chores that can be also undertaken as an occupation, mark them using a highlighter or write them on chart paper. Paste this chart paper on the wall with the list of work written on one side. Mark two more columns: 'who does this work at home' and 'who does this work outside as an occupation'.

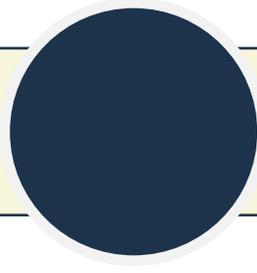
Type of Occupation	Who does this at home (man or woman)	Who does this as an occupation outside the home (man or woman)
Stitching (tailoring)		
Cooking		
Sweeping		
Serving food in hotel/restaurant		
Washing (laundry)		
Teaching children (tutor)		

8. Go through the list and ask the participants to list out who usually do these chores/ activities at home – man or woman. Write the group consensus against the activity/work in column two.
9. Then ask the participants who usually does this same work/activity outside the home as an occupation/ source of income – man or woman. Once again, in column three write in the response that has the group consensus.
10. Engage the participants in a discussion using the following discussion guidelines:
 - Are there certain types of work that are done by women at home and by men outside the home as an occupation? What do you think are the reasons for these differences?
 - Are there some tasks that are not considered work – such as when women take care of children at home and their household? Why or why not?
 - Do you believe that there are certain types of work that women are not able do? Why? What are these types of work?
 - Do you believe that there are certain types of work that men are not able do? Why? What are these types of work?
 - What is the role of family in shaping norms of what is work for men and what is work for women?
 - Nowadays, more and more women are working outside the home and earning an income. So, is it okay for the man to work at home and share the responsibility of household chores? Do you think this happens? Why or why not?
11. End the activity by summarizing the key messages.

Option Four: Breaking Gender Barriers –

1. Divide the participants into four groups. Give them following assignment (two group should be asked to do assignment 1 separately and the other two groups should be asked to do assignment 2 separately).
 - **Assignment 1** – Create an advertisement out of old magazines with pictures for any such product that has broken the general tradition/ trend of using gender discriminatory language/ visuals.
 - **Assignment 2** – Take a cutting of matrimonial advertisements for seeking a bride. List the gender stereotypes and biases as reflected in these advertisements. Prepare a matrimonial advertisement for a bride which does not have the gender stereotypes.

2. Give them 20 minutes to complete the task. Tell the group to use life skills like creative thinking to come out with innovative ideas.
3. Ask the groups to present their work in front of the large gathering. Once the presentations are made, the facilitator can also seek suggestions from the rest of the groups to make the presentations more effective.
4. Conclude the activity by thanking participants for their initiative and efforts.



Annexures

Gender Sensitivity

Ages 13+

ANNEXURE 1: Difference between Sex and Gender

ANNEXURE 2: Gender Quiz

ANNEXURE 3: Gender Handouts

ANNEXURE 4: Gender Neutral Worksheets

ANNEXURE 5: Statements for Debate

ANNEXURE 6: Cards Showing Agree, Disagree, Unsure

ANNEXURE 7: Case Studies for Gender Inequality

ANNEXURE 8: Evaluation

ANNEXURE 9: The Story of Moonbeam and Sunshine

ANNEXURE 10: Masculine and Feminine Traits





Annexure 1: Difference Between Sex and Gender

Sex	Gender
Biological difference between men and women	Is socially constructed
You are born with it	It is learned
Cannot be changed (without surgical intervention)	It can be changed
Is constant	Gender roles vary in different societies, countries, cultures, and historical periods



Annexure 2: Gender Quiz

Gender Quiz		
S. No.	Statements	Mark S (Sex) or G (Gender)
1.	Women give birth to babies; men do not.	
2.	Girls are gentle, boys are tough.	
3.	Among Indian agricultural workers, women are paid 40–60 percent of the men’s wage for the same work output.	
4.	Men are sexually more aggressive than women.	
5.	Women are better at caring for children than men.	
6.	Men need more help in post disaster because they are main bread winners.	
7.	At Construction sites, construction materials are carried by women.	
8.	Women can breast-feed babies, men can bottle-feed babies. (mixture of sex and gender statement)	
9.	Even when a woman is working, she must take care of the house.	
10.	Most business people in India are men.	
11.	Men’s voices break at puberty; women’s do not.	



Annexure 3: Gender Handouts

Given below are four pairs of sentences. In which sentence – sentence 'a' or sentence 'b' do you find gender-neutral language is used:

1a. The chairman of the company had a miraculous escape last night.

1b. The Chairperson of the company had a miraculous escape last night.

2a. Salesmen have a tough job at hand.

2b. Salespeople have a tough job at hand.

3a. A nurse is trained to understand her patients' emotions.

3b. A nurse is trained to understand the patients' emotions.

4a. Ask the fireman for help to rescue the kitten stuck on the top floor.

4b. Ask the fire tender for help to rescue the kitten stuck on the top floor.



Annexure 4: Gender Neutral Worksheets

Given below are sentences that use gender specific language. Explain how the sentences are gender specific and convert them to gender-neutral sentences.

1. Man should know the kindness overcomes a hard heart as rapidly as light overcomes the dark.

2. In the movie Star Trek, the mission of the Starship “Enterprise” is to boldly go where no man has gone before.

3. A nurse is in touch with the emotions of her patients.

4. It is becoming clearer day by day that animals have a range of intelligence and emotions and can feel pain, just like men.

5. As men grow older, they tend to be more understanding and tolerant.

6. The more we protect nature, the more we protect mankind.

7. Though a housewife performs a lot of household chores, she does not get paid for it.

8. These days, businessmen around the world are promoting the act of giving away their wealth for good causes such as better health or education for the benefit of mankind



Annexure 5: Statements for Debate

1. If there is a boy and girl in the family with limited resources, then money must be spent on boy's Education.
2. All household chores should be done by women and girls and all outside work should be done by men and boys.
3. If a girl gets sexually harassed, she is the one who is responsible for the act.
4. A woman needs a man to protect her.
5. Even if the woman is working, her first priority role is that of a homemaker.
6. Women can wear men's dresses; men can wear women's clothes.



*Annexure 6: Cards for Agree, Disagree,
Unsure*

AGREE

DISAGREE

UNSURE



Annexure 7: Case Studies on Gender Inequality

Case Study #1

Radha is a 14 year old girl from a small town. Her father is a salesman who often travels out for work. She has two brothers, one in class VIII, the other in class XI . Radha studies in class IX and is very good in her studies. A few days ago her mother developed high fever, cough and cold. The doctor gave some medicines and asked the mother to take rest. Radha's father asked her to miss school for some time to look after her mother and take over the household work. Exams were coming up but because Radha looked after her mother and took on the responsibility of household work, she did not get enough time to study. Radha sat for her exams. When the results came, she did not fare well.

Questions for Discussion

1. Do you think Radha's father did the right thing in telling her to look after her mother and take on the responsibility for running the house? Give reasons for your opinion.
2. Suggest any better alternatives in which the household work (including caring for the mother) could have been distributed.
3. Why do you think Radha's father was the decision-maker? Suggest any better way of taking decisions of this kind, in a family.
4. In your experience, are girls usually expected to perform more household duties in comparison to boys? Do you think this is correct? Provide reasons for your opinion.

Case Study #2

Rehana is the only girl going to the higher secondary school from her village. The school is quite far from her home. She has to wait for the public bus which takes about one hour to reach her school. Rehana is good at her studies and her teachers say she has a bright future. Her parents agreed to send her to school, but on condition that every day she should return home 'on time' (before it gets dark). They told her it is not safe for her to be out alone late in the evening. Her classes are from 10 a.m. to 4 p.m. and sometimes, if the bus does not come on time, she is late getting back home. Every day she is really tense about returning home on time. Sometimes she feels so tense she thinks she should give up her studies. Her parents are scared that it is not safe for girls to be out of home alone late in the day.

Questions for Discussion

1. Why do you think Rehana's parents are so strict that she returns home on time'? Give three or four possible reasons.
2. Who is responsible for Rehana's tension? Is it Rehana herself, or her parents, or the school system, or lack of safety on roads and buses, or any other factor?
3. If you were Rehana, would you continue going to school? Why or why not?
4. Suggest three possible ways in which Rehana's situation could be improved so that she can continue going to school without experiencing so much tension.

Case Study #3

Seema studies in class VI, in a government school. She has two older brothers whom she looks up to. The boys also get a lot of attention from the parents. The parents ensure that Seema's brothers get the largest portion of milk, cheese and eggs. They tell Seema that her brothers need to be strong as they will grow up to head their families in the future. On the other hand, the mother tells Seema that she should eat less or she will look too big for her age. One day during class, she told the teacher that she was feeling dizzy and before the teacher could do anything, she fainted. The teacher took her to a nearby health centre and later took her home. The teacher told Seema's parents that the doctor had said that it was because of anaemia that she had fainted and that it was very important to ensure that Seema got good nutrition to remain healthy.

Questions for Discussion

1. What do you think of the reasons given by Seema's parents for ensuring that their sons get good nutrition while neglecting Seema's nutrition?
2. Do you also think that boys need better nutrition than girls?
3. If you were Seema, would you say something to your parents in this regard? Why or why not?
4. Suggest three possible ways in which Seema's situation could be improved so that she remain healthy.
5. What is anaemia? What could be the implications of anaemia for Seema?
6. What food items would you recommend for Seema to improve her overall health?

Case Study #4

Rani is the youngest child in the family of five. She has two elder brothers and belong to middle class family in Gorakhpur, Uttar Pradesh. Her parents had spent seven years trying to meet fat dowry demands to get her married. Rani's parents thought that they might find a good match for her in Nikhilesh Pathak but he and his family were as greedy as the others they had interacted with so far. However, Rani has now decided to end this greed when she and her brother Deepak started recording all the meetings with Nikhilesh's family as they continued to make endless dowry demands. When Rani decided to expose the boy's family, her family initially opposed it as they feel that a girl's right place is in her husband's house only. But Rani was adamant and finally they gave in.

Questions for Discussion

1. Do you think Rani is a positive role model? Give reasons for your opinion.
2. Do you think it is wrong to take dowry? Please provide reasons for your opinions.
3. Why do you think brides' parents often give dowry in our society? Is it the right approach?
4. Is Rani's parent right in thinking that a girl's right place is in her husband's house only?
5. Do you think daughters should inherit property from their parents equally with sons?



Annexure 8: Evaluation

Unit 19 – Gender Sensitization	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1: Ice Breaker – How Different Are We?	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 2: Gender Quiz	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 3: Gender and Media	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 4: Creating Gender Neutrality	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 5: Taking a Stance on Gender	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Part 6: Understanding and Challenging Gender Inequality	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>		



Annexure 9: The Story of Moonbeam and Sunshine

Somewhere in a small town in India, there are two individuals. One was called Moonbeam and the other Sunshine. Moonbeam and Sunshine live in a small house in the small town, and most of the time life is happy. Moonbeam works as a secretary in an office, and Sunshine works as a chef in a restaurant. Sunshine often becomes jealous of Moonbeam, because Moonbeam meets lots of other people through work, and sometimes this causes an argument.

One day Moonbeam and Sunshine go out for a walk in the park. At the park Moonbeam jogs around the jogging track, and Sunshine does some yoga exercises. On the way home, Moonbeam suggests to Sunshine that they stop at the market for some shopping, and so, they head towards the market place. However, before they get to the market they come across two other individuals having a fight in the street. Moonbeam wants to stop and intervene, but Sunshine holds Moonbeam back and says “This is not our business, we must ignore it”. When they get to the market place, Sunshine wants to buy a fashion magazine, but Moonbeam says it’s a waste of money. Moonbeam wants to buy condoms, but Sunshine thinks they are not necessary. They have an argument which ends with Moonbeam buying the condom and Sunshine agreeing not to buy the magazine. It’s been a long day and so Sunshine and Moonbeam turn towards home. Suddenly, an eagle attacks them, swooping down at them, and following them, they try and ignore it. Sunshine is very angry and wants to deal with eagle there and then. However, Moonbeam feels differently, pulls Sunshine by the hand and runs home.

Moonbeam locks all the doors and windows so that the eagle cannot harm them. Sunshine makes some chai and they settle down to enjoy the rest of the evening.

Discuss in your groups:

- Make a list of the masculine and feminine traits of both Moonbeam and Sunshine
- In this story of who do you think is male and who is female? How do you know?
- What are the masculine and feminine roles of Moonbeam?
- What are the masculine and feminine roles of Sunshine?
- How do you think Moonbeam and Sunshine are related? How do you know?
- Of what other gender can Moonbeam and Sunshine be? Why do you say so?



Annexure 10: Masculine and Feminine Traits

Feminine Traits (Woman)	Masculine Traits (Man)
Emotional	Practical
Helpless	Strong
Beautiful	Strong bodies/ well-muscled body
Sacrificial	Self-Thinking/ Independent Thinking
Caring	Attacking
Subjugated	Dominating
Shy	Courage
Calm	Honest
Meek	Strong
Sensitive	Violent
Soft/ Mild	Hard Working
Cheat	Opportunist
Introvert	No sensitivity
Fear	Extrovert
Patience	Independent
Hesitation	Facing Danger
Dependent	Rough edged
Respond	Taking Decisions
Assist	