







# **IFM-SEI gender equality handbook**

## **Introduction – why do we need to educate on gender equality?**

### **We live in a patriarchal world**


That is, a world where men hold the power and superiority over other genders in all aspects of life from employment and decision-making, to family life and in relationships. As a result, people of other genders – women and people who don't fit into the gender binary – are systematically disadvantaged. This can be obvious or hidden, conscious and unconscious. It is so deeply entrenched in our societies that patriarchy manifests itself every single day, in every situation, across different cultures and communities and across the world. This also means within our own movements.

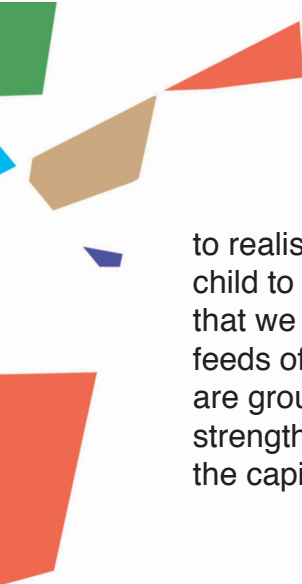
### **Women experience sexism everyday**

Girls and women are cat called in the streets. In school, both boys and girls being told they should study or work in specific fields. There is a still huge gender pay gap and women are expected to do double work in the workplace and in the home. Women around the globe are subject to female genital mutilation (FGM), forced marriages and trafficking. Gender-based violence is still a huge threat. There's an expectation that girls and women should be passive and men dominant. There is sexism in many of our IFM organisations – just look at the percentage of women involved in running groups as compared to sitting on committees.

### **Capitalism needs sexism**

Sexism is not just something that just happens on an individual level. We often hear men saying 'not all men' or 'I'm not sexist'. Men need to recognise that sexism is structural and happens on a systematic level. A lot of sexism isn't intentional on behalf of men, but men need





to realise they hold a privilege and their behaviour has been shaped since being a young child to exploit this privilege. In a rapidly developing and educated world, one would think that we would be on our way to overcoming sexism by now. However, the capitalist system feeds off patriarchal structures and gender inequality by creating divides and ensuring there are groups of people who are weaker in society. In the similar way to how the class system strengthens capitalism, there is an effort to maintain the status quo of patriarchy to maintain the capitalist system.

### **Gender education is a necessity**

We need to challenge the gender norms entrenched into people, which starts from when babies are in the womb. We need to make boys and girls and those who don't fit into either gender category to become critical of these gender norms and expectations pushed onto them. As educators, we need to educate ourselves in order to nurture reflected feminist men in our organisations and proud feminist women. It's important to get children and young people to think about gender, to be given a space to reflect on their own gender identities and allow them the space to think about how gender stereotypes can be broken down, how to challenge sexism and how to respect one another regardless of gender.


We need to empower the next generation of young people to challenge the patriarchy and to be proud to define as a feminist.

### **Challenge yourself – start educating**

Some IFM-SEI organisations do more work on gender equality more than others and even for those who have an existing programme on the topic, it's important to have it as a topic that it is ongoing. Sexism comes at us from all angles, repeatedly, so we need to do the same in response. If you've never worked on the topic before, why not use International Women's Day (8th March) or the International Day of the Girl (11th October) to introduce gender equality to your local group. Why not take the step to challenge your own structures and critically analyse women's participation at your annual congress or run a workshop at your next training event? It's never easy to critically reflect on yourselves and your own organisation but it is necessary to make steps towards creating a more equal world.

### **Use this handbook**

The activities included in this handbook provide you with some methods that have been shared from our own member organisations and IFM-SEI educational resources. We want to share the good practice that is already going on within our member organisations. We recognise it's not always necessary to reinvent the wheel. We hope this handbook will encourage you to start or build on the gender equality work within your group, district or organisation and we hope this will inspire your members to become self-reflected, critical feminists.



<b>Name</b>	<b>Age range</b>	<b>Time</b>
<b>Pronoun Round</b>	<b>6+</b>	<b>15'</b>
<b>Piece of Cake</b>	<b>6+</b>	<b>45'</b>
<b>Gender swapping</b>	<b>6 - 9</b>	<b>25'</b>
<b>Boys Do Not Cry!</b>	<b>6 - 9</b>	<b>30'</b>
<b>A Genderless Story</b>	<b>6 - 9</b>	<b>30'</b>
<b>Shoe Game</b>	<b>6 - 12</b>	<b>20'</b>
<b>Dressing Up Is Cool!</b>	<b>6 - 12</b>	<b>45'</b>
<b>Girls, Boys and Gender Equality</b>	<b>6 - 12</b>	<b>60'</b>
<b>Guess the Job</b>	<b>6 - 15</b>	<b>90'</b>
<b>Time Capsule</b>	<b>10+</b>	<b>60'</b>
<b>The Concept of Gender</b>	<b>10 - 15</b>	<b>45'</b>
<b>Expectations of Boys and Girls</b>	<b>10 - 15</b>	<b>120'</b>
<b>Gender, Me and Us</b>	<b>10 - 15</b>	<b>70'</b>
<b>Gender Quiz: what does the world look like?</b>	<b>13+</b>	<b>30'</b>
<b>'I am the dominant sex'</b>	<b>15+</b>	<b>60'</b>



## Pronoun Round

**Source/contributor:** Framfylkingen Norway and Unga Örnar Sweden

**Age range:** 6+

**Number of participants:** any

**Time:** 15 minutes


**Overview:** this activity introduces the concept of non-binary genders and non-binary pronouns. It shows the importance of self-identification of gender and gets the participants to think about the consequences of mis-gendering others.

**Materials:** none

### Instructions:

1. Ask all of the participants to stand or sit in a circle
2. Explain that a pronoun is something we use in language instead of someone's name and that there are many different pronouns, e.g. more common ones like she/her and he/him but others such as they (singular), hen or ze/zir for people who don't feel like they fit into the categories of man or woman
3. Ask all of the group members to introduce themselves using their name and the pronouns they like others to use. You can also make name badges with pronouns on as well as names.

### Debrief:

- Can you always tell which pronoun someone likes you to use by looking at them? Why/why not?
  - Why is it important to know which pronouns people like to use? Why is it important to use them?
  - How might it make someone feel if you use the wrong pronoun for them?
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## Piece of Cake

**Source/contributor:** Rainbow Resources

**Age range:** 6+

**Number of participants:** 10-25

**Time:** 45 minutes

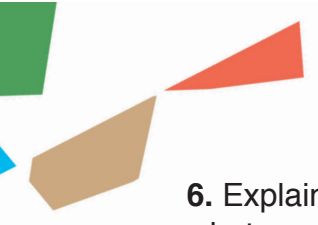
**Overview:** The group has to decide how to divide up a cake in an equal way, by deciding who 'deserves' to get the cake.

### Materials:

- Two small round cakes for cutting (no single cake should be enough for everyone to have a good-sized piece). If possible, choose fancy cakes, so they are special to the participants.
- A blunt knife
- Flipchart paper and marker

### Instructions:

1. Write the different equality definitions (below) on a piece of flipchart paper
2. Get out a cake during a moment in an activity and say that people can help themselves. This is best achieved when not all people are present, for example during a break when some people are out of the seminar room. Make sure that the cake is too small for everyone to have a piece. Let people have as much as they want without regulation. The effect is also much stronger if people are a bit hungry and have not just eaten.
3. Bring the whole group together and explain that some people have had cake and others have not, but that everyone had the opportunity to have as much cake as they wanted. Ask the following questions:
  - Did everyone know about the cake?
  - Did everyone get what they wanted?
  - Was just letting you take as much as you could the fairest way to distribute the cake?
4. Explain that this cake was divided by the 'equality of opportunity'. No one was prevented from taking cake; everyone had the opportunity to help themselves.
5. Present another cake and say that you are going to divide the cake up equally for everyone in the room. Just before you start cutting the cake, ask:
  - Is it fair that those who have already had cake have another slice?
  - What is a fair way to divide the cake when some people have already had something?



6. Explain that if you give everyone an equal slice of the second cake, not thinking about what people have had before, then this is 'equality of process' that gives everyone an equal amount of cake but doesn't think about where people started.

7. The group should now think of an alternative way of distributing the cake. If the amount of cake varies depending on what people have had before, explain that this is the 'equality of outcome', which makes sure everyone receives the same depending on the needs and starting point of everyone. Distribute the second cake.

8. Sit the group in a circle. Explain again the different kinds of equality (write the different concepts on a flipchart):

### **Debriefing**

- What kind of equality is fairer?
- Where do you see the different forms of equality in real life?
- Can you think of another system that would be fairer?
- Do you know examples of distribution of resources from school or the wider world that you think are unfair or fair?

### **Definitions**

Equality of opportunity: this gives everyone the same opportunity but doesn't look at where people started, where people end up or the process (cake left in the room, people took what they wanted).

Equality of process: this gives everyone the same, without consideration of where people started. This means the outcome might not be equal distribution (dividing the second cake equally, even though some have already had cake).

Equality of outcome and need: this makes sure that everyone has the same outcome depending on the need and starting point of everyone (deciding how much cake each person gets based on what they had before).







## Gender Swapping

Source/contributor: Woodcraft Folk UK

**Age range:** 6-9

**Number of participants:** any

**Time:** 25 minutes

**Overview:** this activity encourages groups to think about the stereotypes they have and how these equate to reality. The participants are encouraged to reflect on their behaviour and come up with ways to change their own behaviour for the better.

**Materials:** none

### Instructions:

1. Divide the group into boys and girls and instruct them they have 5 minutes to prepare a small play to act out how they perceive the other group
2. Get each group to do their performance one at a time to the rest of the group

### Debrief:

- Is this an accurate reflection of how the other groups do or act?
- Can the other groups do the activities that the other group acted out? (For example, play football.)
- Why/how do these stereotypes exist?
- In what way do they feel they continue or encourage these stereotypes themselves? Is there anything they can do to change their own behaviour?

A colorful banner with a geometric pattern of triangles in shades of blue, green, yellow, orange, and purple. The text "Boys Do Not Cry!" is written in white, bold, sans-serif font across the center.

## Boys Do Not Cry!

**Source/contributor:** unknown

**Age range:** 6-9

**Number of participants:** 8-20

**Time:** 30 minutes

**Overview:** this activity gets the participants to think about activities and mannerisms that are associated with girls and boys, to think about whether they hold gendered stereotypes and get them to think about where stereotypes come from.

**Materials:**

- Paper
- Pens/printed statement

**Instructions:**

1. Set up a room with a sign in each corner: I agree / I do not know / I'm still thinking / I'm against it.
2. Read out the following statements and instruct the group to go to the corner that they share the answer with (you may add your own statements) and ask for feedback after each statement:
  - Dolls are only for girls
  - Boys do not cry
  - Boys wear skirts
  - A girl cannot be in charge
  - Only boys play football
  - Girls are weak and boys are strong
  - Girls wear blue clothes
  - Only girls are good singers

**Debrief:**

- What did you think of the questions?
- What were you thinking about when answering the questions?
- Do you think that there are some things that boys can do that girls can't, and vice versa? Why/ why not?
- Why do some people think only boys can play football and only girls can play with dolls?



## A Genderless Story

**Source/contributor:** Rainbow Resources

**Age range:** 6-9

**Number of participants:** 5-10

**Time:** 30 minutes

**Overview:** In this activity participants will be made aware of their own stereotypes about male and female characteristics through listening to a story and drawing pictures.

### Materials:

- One piece of paper per child
- Coloured pens or crayons

### Instructions:

1. Give each participant a sheet of paper and something to draw with.
2. Explain they will hear a story about a child.
3. After listening to the story ask everyone to choose a part of the story and draw it.
4. Give everyone the opportunity to present their drawings.

### Debrief:

- Was this story different from other stories you have heard? Why?
- How are the pictures that participants have drawn different from each other?
- Was it said in the story that the child is a boy or a girl?
- Why did they assume the child was a boy/girl?
- Can boys and girls do the same things? Why?



## A Genderless Story


There was once an adventurous and clever child, never afraid of challenges or difficulties. No matter how impossible the situation or how difficult the riddle they always managed to overcome it. It seemed that trouble and adventure followed them everywhere; there was always a problem to be solved!

One day the child was walking in the park and heard a quiet and sad cry from behind the bushes. Pushing aside the bushes they saw that a small dog had fallen down a disused well and couldn't get out again. It was crying for help and trying desperately to escape its damp prison. The child could see that the dog was scared so they wanted to help but they first needed to find a way to reach the dog.

Luckily there was no longer any water in the well, but it was deep and the sides were too slippery to climb. The child sat down to think about the problem. How could the dog be reached and rescued safely?

After a few minutes they had the answer but needed to find some tools for the rescue. Determined to help the poor dog, the child ran off to search for what was needed. The first stop was the park's boating lake; here the child was able to find a length of old rope abandoned in one of the boat sheds – perfect for the job! Next they took out a pocket knife and carefully chose a number of long bendy branches from a nearby tree. Twisting the flexible branches into shape and tying them together, the child was able to form a kind of bucket big enough for the dog to sit in.

The child was sure that if the dog would get into the bucket, it could be hauled to safety – but how could they explain to the dog to get in? Again they sat down to think and took a bite from a jam sandwich – of course! Tempt the dog with food! The child placed the remainder of the sandwich in the bucket and carefully lowered it on the rope to the bottom of the well. At first the dog was afraid and backed away from the bucket but with some encouragement from the child at the top of the well, the dog eventually understood what to do. Once the dog was in the bucket, the child started to pull but the dog was too heavy to lift – another problem to solve! After a few moments thought, the child was able to use knowledge of pulley systems learned in science class to help the dog. Wrapping the rope around a nearby tree would reduce the strength needed to pull the bucket up. With the makeshift pulley in place, the child was able to haul the dog to safety! The child and the dog became best friends; they were rarely apart following that day and solved many mysteries together!





## Shoe Game

**Source/contributor:** All Together handbook

**Age range:** 6-12

**Number of participants:** 6+

Time: 20 minutes


**Overview:** An introductory activity to make the participants empathise with those who are excluded, to self-reflect on their own behaviours and think of counter-measures to challenge exclusion.

**Materials:** none

### Instructions:

1. Ask the participants to stand in a circle and arrange themselves in groups depending on their type of shoe (e.g. trainers, sandals). Observe the group as they do this, noticing how they do it. You may hear comments such as 'no, no, yours aren't the same... you go over there.'
2. Debrief this as a mirror for what happens in society, particularly with children, as people who are alike group together by colour, race, creed, ability, disability. Normally there will be one group bigger than the others; identify this as the 'normal' category. Sometimes people are left on their own.
3. Ask the group again to divide themselves, this time depending on the colour of their shoes. You should observe the same sort of thing happen.
4. Tell those in the smaller groups that they can't be involved in the session any longer. Then ask them how that feels. Ask the 'normal' (big) group if they would be prepared to incorporate them and what ideas they have to make the colour of their shoes fit in. They might say things like 'paint their shoes black' (if black is the norm). Let this continue for a while.
5. Ask them then if what they are doing is 'inclusive'. They may come up with it themselves, offering suggestions to include them whatever their colour, without making any changes.

### Debrief:

- How did it feel to be in the big group?
  - How did it feel to be in the small group?
  - What suggestions did you come up with to include the smaller group?
  - What is the difference between 'integration' and 'inclusion'?
  - Can you think of examples in real life when people have been excluded and why?
  - How can you try to include people that have been excluded?
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# Dressing Up Is Cool

**Source/contributor:** Rainbow Resources

**Age range:** 6-12

**Number of participants:** 4+

**Time:** 45 minutes

**Overview:** the group experiments with different clothing and puts on a fashion show to discover how clothing can help create a person's identity.


**Materials:**

- Assortment of clothes
- Music and music player
- Make-up (optional)
- Masking tape (optional, to mark out a catwalk in advance)

**Instructions:**

1. Put all the clothes in a pile in the middle of the floor and ask the children to choose a selection of clothing that they would not usually wear. Tell the group to dress in these clothes (over the top of the clothes they are wearing, they do not have to undress). Make it clear that if they do not feel comfortable wearing any of the clothes then they should not wear them. You can also provide make-up if you wish.
2. When all children are dressed in different clothes, explain to the group that they will now perform a fashion show. Tell the group that each of them can model their outfit once to show what they are wearing. No one has to participate if they do not want to. Instruct the rest of the group to cheer for the other models when they walk down the catwalk to the music.

**Debrief:**

- How did it feel to be a model?
  - What is different about what you are wearing now to what you usually wear?
  - How do you feel in your clothes? Do you feel different when you are wearing different clothes?
  - Do you act differently when you are wearing different clothes?
  - Why don't you usually wear these types of clothes?
  - Did anyone dress up as the opposite gender? If so, how did you do that?
  - What did you like/ dislike about dressing up as the opposite gender?
  - Is this really how girls/ boys dress? Why do they dress differently?
  - Should boys/ girls dress differently?
  - What does clothing say about people? Should it say something?
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# Girls, Boys and Gender Equality

**Source/contributor:** Peers Without Frontiers

**Age range:** 6-12

**Number of participants:** 10-20

**Time:** 60 minutes

**Overview:** In this activity, the participants will reflect on their own and others' stereotypes of boys and girls and how they are different in reality. The activity also introduces the concept of non-binary gender and will get the participants to think about how girls and non-binary gendered people are put at a disadvantage in society due to prejudice and discrimination, regardless of ability.


## Materials:

- Pens
- Paper
- Rubbish bags
- String

## Instructions:

1. Give each participant a set of coloured cards and a pen. Ask them to write words or short phrases on the cards that come to mind when you say the word 'sexism'.
2. Ask the girls to draw pictures of typical boy and the boys to draw pictures of typical girl.
3. Then ask the girls to draw pictures of a girl and the boys to draw pictures of a boy. Collect all pictures in the middle of the room.
4. Discuss:
  - What do the pictures of girls and boys have in common?
  - Compare the pictures.
  - Do they agree with how the other gender sees them?
5. Form groups of three or four people and explain they are going to have races (in each race, three groups will compete against each other). One group is called 'girls' (but is a mixed group), one group is called 'boys' (also a mixed group) and one group is called 'neither-nors' (explain that there are some people who don't fit in these categories because they for example were born with male and female genitals or don't feel they fit into male or female "boxes"). The "neither-nors" have their legs tied to each other. The "girls" have to put their legs together and jump in the race. The "boys" don't get any obstacles.

## Debrief:

- Who won? Who lost?
  - How did you feel in your role?
  - Do these roles have anything to do with reality?
  - What could we do to make it more equal?
  - Is equality better than this? Why?
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# Guess the Job

**Source/contributor:** Rainbow Resources

**Age range:** 6-15

**Number of participants:** up to 20

**Time:** 90 minutes

**Overview:** The group plays a game of “taboo” to explore gender stereotypes and economic discrimination in the workplace.

## Materials

- Copied and cut out role cards (appendix ). (If you translate this game, write both the male and the female versions of the profession onto each card.)
- A score board (blackboard, whiteboard or flipchart to record the team scores)

## Instructions:

1. Divide the children into two groups. Make sure that there is a good mixture of girls and boys in each team.
2. Explain to the group that they will play an adapted version of ‘taboo’: give one person in the first team one of the prepared role cards (see appendix ). Ask them to explain to their group the person on the card with out using the name of the profession. This team has to guess the job. They have one chance to guess. If they guess incorrectly, the other team has a chance to guess. If they guess correctly they get another card. The team that guesses correctly gets one point.
3. After each round, the facilitator should place the card in the ‘women’ or ‘men’ pile depending on which gender the team assumed the person to be by using ‘he’ or ‘she’ (without making it obvious to the group).
4. Discuss with the group:
  - Which jobs were assumed to be done by men and which by women? (Reveal to the group for which jobs they used ‘he’ and ‘she’.)
  - Why is there a difference between ‘male’ and ‘female’ jobs?
  - Do you know people who have a job that is usually seen as ‘for the other gender’? Are they good at their job?
  - Are there jobs that only men can do or only women can do?
5. Explain that one end of the room represents ‘well paid’ and the other ‘low paid’. Ask them to put all the cards from the game on the floor according to how much they estimate people get paid in these jobs.

## Debriefing

- Is there a difference between ‘typical male’ and ‘typical female’ jobs? Is this fair?
  - Who is advantaged in this comparison? Why could this be?
- How would it be fairer?





## Time Capsule

**Source/contributor:** Rote Falken Austria

**Age range:** 10+

**Number of participants:** 8-30

**Time:** 60 minutes

**Overview:** in this activity the participants will collect objects for a time capsule to show people a hundred years from now how the average day of a young girl today would be like.

### Materials:

- Paper or posters
- Pens and crayons or paint and brushes
- Boxes (one per small group of four or five)

### Instructions:

1. Divide the group into smaller groups of four or five. Send the small groups into different rooms; each group gets their own instructions.
2. Tell the first group to agree on ten objects that describe what life is for girls or young women today. Tell the second group to agree on ten objects that describe what life is for children or young people today. Tell both to put these objects (in real or drawn on paper) in a box. Explain to them that this box will be sent to space or buried somewhere and opened again in hundred years from now, so that people in the future can learn about the life of today. Use girl and children for younger groups and young people and women for older ones.
3. After 20 minutes, come back together. Ask each group to share their result and why they decided on these objects.
4. If you want, you can bury the boxes together.

### Debrief:

- How was this exercise for you?
- Why did you choose those particular items?
- Do these items reflect your own interest or do you think there is a general interest in those items?
- What are the differences between the items for young people/ children in general and young women/girls?
- Do you think these differences between the lives of a girl and a boy today exist? What are they? And where do they come from?
- Do you think they will still exist in 100 years from now? Why? Why not? What would be different?



# The Concept of Gender

**Source/contributor:** IYU Palestine

**Age range:** 10-15

**Number of participants:** 6-18

**Time:** 45 minutes

**Overview:** In this activity, participants are encouraged to reflect on their own stereotypes and to use these to challenge the structural perceptions towards men and women.


## Materials:

- Blue and green cards
- Pens

## Instructions:

1. Distribute two cards to each participant; one blue and the other green. Ask each participant to write on the blue card a specific statement that they have heard being used for men which is not applicable to women, and on the green card write a statement that they have heard being used for women which is not applicable to men.
2. Collect all the cards and hand them out randomly to the participants and get them to read them out and put them in the centre of the group.
3. Participants are asked to walk around with each other in small groups and each participant chooses two cards; one of they have sympathy with and other that alarmed them. Each participant presents the reasons for sympathy or alarm towards their selected statements.

## Debrief:

- Did you notice any patterns in the cards?
  - Why did you feel sympathy towards your chosen cards? Did you choose your own?
  - What was it that surprised you and why?
  - What does this tell us about people's perceptions towards men and women? Are these perceptions accurate?
  - What could you do the more to make the world more equal after looking at these perceptions towards men and women?
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# Expectations of Boys and Girls

**Source/contributor:** Peers Without Frontiers

**Age range:** 10-15

**Number of participants:** 10-20

**Time:** 120 minutes

**Overview:** This workshop is designed to discuss gender roles in a challenging format. It features discussion of gender roles as they are and how they have changed over time, to show that they are socially constructed.

## Materials:

- Flipchart paper
- A4 paper
- Pens and pencils
- Markers
- Old and new magazine images
- Scissors
- Glue

## Instructions:

1. Split the group into groups of 5. Instruct half the groups to make mind-maps of 'what is expected of boys'; the other groups of 'what is expected of girls'. Bring them back together and get them to present their ideas to the others. The group can discuss if they agree or disagree with what has been said.
2. Introduce the term 'stereotype'. Ask what is expected of girls or boys because of stereotypes.
3. Gather some images from old and new magazines. Make large posters which have 'I agree with' and 'I disagree with' on them. Ask the participants to find images from the magazine articles or pictures they agree or disagree with in regard to how men and women are shown. Ask the participants to cut them out and stick them on the posters.

## Debriefing

- Why did you choose the images you chose?
- How have the images of women and men changed over time?
- Do you think any of the images are accurate?
- Where do these images come from?
- Is gender something that is simply 'in our genes'?
- How does society affect our gender?



# Gender, Me and Us

**Source/contributor:** IFM-SEI Presidium

**Age range:** 13+

**Number of participants:** 6+

**Time:** 70 minutes

**Overview:** In this activity the participants will analyse what sexism means to them, to reflect on sexism within their own organisations and to share experiences. The activity will also get participants to think about solutions and possible reactions to challenging sexism in their organisations.


**Materials:**

- Coloured cards or post-its
- Pens
- Tape or blu-tack
- Flipchart paper
- Coloured pens

**Instructions:**

1. Give each participant a set of coloured cards and a pen. Ask them to write words or short phrases on the cards that come to mind when you say the word 'sexism'.
2. Ask participants to stick their cards on a wall when they've finished writing and get them to try to make a definition from all of the words and phrases as a group. Write the definition on flipchart for rest of the session.
3. Split into groups of three and get them to share an experience where they've observed, heard about or experienced sexism in their youth organisation content. Each participant should share their stories by either writing or drawing on a flipchart shared by each group. Get the smaller groups to find similarities and differences between each of the three stories.
4. Get each group to shortly feed back on the similarities and differences to the whole group.
5. Use one interesting or tough example and split the participants into the same smaller groups to think about solutions of how to counter a situation such as that happening again or how to tackle it if it does happen. Encourage the group to use a visual or creative tool to present their ideas, e.g. a protest poster or short play.

**Debrief:**

- What solutions did you come up with?
  - What solutions do you think are most realistic in the context of your youth organisation?
  - What support or reactions do you think you would get from your solutions?
  - What can you put into action following this activity?
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# Gender Quiz: what does the world look like?

**Source/contributor:** IFM-SEI Presidium

**Age range:** 15+

**Number of participants:** 5+

**Time:** 30 minutes

**Overview:** An activity to get participants to think about the realities of the world in which we live to highlight structural gender inequality.

## Materials:

- Two A4 signs: 0% and 100%
- Tape or blu-tack

## Instructions:

1. Stick up the two signs on opposing walls before you start the activity.
2. Explain to the group that you will read out a number of questions and for each statement the answer will be a percentage. Tell the participants that one wall represents 0% and the other 100%, corresponding with the signs, and that they must position themselves across the room depending on what they think the answer is.
3. Read out the questions below and choose 2 or 3 people to explain the reasons they are standing where they are for each question, before announcing the answer.

## Debrief:

- How easy or difficult did you find the activity?
- Which answers were particularly surprising?
- What can we learn from this activity?

## Quiz questions

What percentage of women will be raped in the lifetime? (20%)

What percentage of the world's refugees are women and children? (80%)

What percentage members of parliament are women worldwide? (16%)

What percentage of speaking characters in the top grossing films of 2012 were women? (29%)

Women produce what percentage of the food on our planet? (80%)

What percentage of the people who can't read or write are women? (70%)

What percentage of the world's poorest people are women? (60%)

What percentage of countries in the world do women make the same amount of money as men? (0%)

What percentage of women in the top 2000 companies worldwide are CEOs? (1.5%)

What percentage of the world's wealth do women own? (1%)



## 'I am the dominant sex'

**Source/contributor:** Action Enfance Senegal

**Age range:** 15+

**Number of participants:** 10-16

**Time:** 60 minutes

**Overview:** In this activity, the participants critically reflect on the notion of the dominant sex, are given the space to explore the differentiation between sex and gender and highlight the invalidity of the argument that one sex could be superior. The participants are encouraged to look critically at the societal construct of the dominant sex and how to challenge it.

### **Materials:**

- Markers
- Flipchart paper

### **Instructions:**

1. Split the group in half with boys in one group and girls in another group.
2. Give each group a piece of flipchart paper with the statement on it: 'I am the powerful sex'. Give each group 10 minutes to discuss the statement and write notes on their flipchart paper. Tell the group they are going to have a debate on the statement in front of them and that they must defend their statement. Give them another 10 minutes to prepare.
3. Bring the groups back together and moderate a debate between both sides.

### **Debrief:**

- How did the debate go?
  - Was it easy to come up with your arguments? Did you feel like you meant what you were saying?
  - At which points were you discussing sex and at which points were you discussing constructed gender roles?
  - Do you think there such thing as a 'dominant sex'? Where has this notion come from?
  - How can we challenge this idea of a 'dominant sex' in society?
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