

Introduction

Gender: Issues and Perspectives is an introduction to important themes in the study of gender. Using mostly sourced texts and quotes - both Myanmar and international - it provides basic outlines and tools for understanding some of the key issues facing men and women today. Throughout the course, there is a focus on applying what students have learned to their context.

Gender: Issues and Perspectives seeks to inform students about issues and equip them with skills to understand, analyse and create change.

Course Components

The course includes:

- ▶ a **student's book** containing:
 - ten chapters of information, exercises and activities
 - an introduction to each chapter, outlining key concepts and vocabulary
 - student learning outcomes for each chapter
 - short review sections for each chapter
- ▶ a detailed **teacher's book** with:
 - instructions and answers to all exercises
 - optional extra activities
 - the student's pages interleaved with the teacher's notes for ease of use

The module is designed to be as easy to teach as possible, but in order to use it successfully you should think about a few things before you start:

Language

The course is mostly written in simplified English, at a high intermediate level. However, some of the original texts used are quite complex.

- ▶ **translate** difficult texts, ideas and exercises into students' first language. Allow students to use their **first language** for discussions, presentations and other activities.
- ▶ **check** students' understanding of complex ideas and information.
- ▶ use the **Myanmar translation** of this module instead of, or as well as, the English one. Please get in touch with us if you would like a copy of the Myanmar version.

Remember: the main aim of this module is to teach gender, not English language.

Selecting and adapting

Teach to match the needs of your class. You do not need to follow every word of the book. For example:

- ▶ If you don't have enough time to teach the whole course, leave out some sections and activities that will take a long time or won't be very useful for your students.
- ▶ If an activity won't work well in your class, change it to something that will.
- ▶ If you want to teach the subject in more depth, supplement it with other materials: books, documentaries, websites, magazines and so on.
- ▶ If the material is too difficult, teach only the most important parts, and have students work in pairs or groups so stronger students can help weaker students.

Teaching sensitive issues

Students do not necessarily have to agree with all the ideas mentioned in the texts, but they should provide a starting point for discussions. Here are some things to think about when you are teaching *Gender: Issues and Perspectives*.

Gender is a sensitive issue.

Gender affects everyone. Discussing issues related to gender can be difficult. It is important that all students feel safe to share their thoughts and feelings. Each individual should feel comfortable to speak freely in class and listen well to the ideas of other students.

Gender can be fun.

Humour can be used to help us see and understand gender differences in our lives. It can be very helpful for groups when discussing serious issues. When humour is used in a negative way it can also be hurtful. Make sure students avoid stereotypical jokes and hurtful language.

Sometimes people are more comfortable discussing things with their own gender.

If you have a mixed gender class, some activities and discussions might be easier in groups of the same gender, especially if the topics involve issues that affect students personally.

You might even want to split the class into males and females, and do separate class discussions sometimes.

Other activities might work better in mixed gender groups. That way you get more direct understanding and exchange of ideas.

Before each lesson, think about how you might manage the class for each discussion and activity.

Extra resources

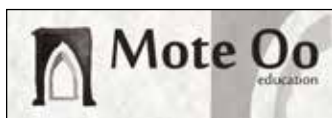
If you or your students want to explore any of these issue further, here are some suggested websites.

http://eycb.coe.int/gendermatters/pdf/GenderMatters_EN_2013.pdf Is a Council of Europe publication on gender issues aimed at young adults. It has a focus on preventing gender-based violence.

<http://www.eduinitiatives.org/courses/introduction-gender-studies> is a course designed for Myanmar activists. It gives a broad overview of gender studies then looks at women working on social change. It contains class activities and exercises.

<http://policy-practice.oxfam.org.uk/publications/the-oxfam-gender-training-manual-141359> The Oxfam Gender Training manual is a comprehensive resource which draws on the work of gender trainers all over the world. Trainee and trainer materials are available.

The International Women's Partnership for Peace and Justice produced a Gender and Diversity Training Manual aimed at Burmese social activists. Contact them at <http://womenforpeaceandjustice.org/about-iwp/contact-us/>



We hope you find this module challenging, interesting and fun. Please send us feedback so we can improve it for the next edition.

For more information about us, email info@moteoo.org, go to www.moteoo.org or find us on Facebook. We are Mote Oo Education.

Before you start Chapter 1...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

1. Introduction

1.1 Sex and gender

- A.** Divide the class into groups. If possible put men and women in each group.
- Half the groups draw a picture of a woman, half of a man. Each member of the group takes a turn at drawing.
 - Encourage groups to put as much detail as possible - shoes, facial features, hairstyles etc.
- B.** Groups join with a group who drew the opposite sex. They compare the drawings.
- Groups list the differences between their drawings.
 - Groups classify these differences into *biological* (ones they are born with) and *social* (ones you learn / are taught).
 - The biological differences are called *sex characteristics*.
 - The social differences are called *gender characteristics*, i.e. if a woman wears trousers and has short hair, she is still a woman.
 - The following texts highlight this difference.
 - In students' pictures there are likely to be many more gender differences (social and cultural characteristics) than sex differences.
- C.** Groups read the two explanations of *sex* and *gender* and discuss them.

Possible answers:

Many languages do not have different words for sex and gender. Students discuss how they would describe these biological and social differences between men and women in their own language.

- D.** Groups put their drawings of men and women on the wall. Students look at the other groups' pictures.
- Make a class list of sex and gender differences (as in **B**) on the board or on a large piece of paper and put in on the wall.

Possible answers:

biological	social
- the man has a beard/moustache	- the man has short hair
- the woman has breasts	- the woman is wearing a skirt

- E.** As a class, create a definition of gender.
- Write this on a large piece of paper and put it on the wall.
 - Refer back to this definition as you work through the book. Change it or add to it as necessary. Sex and gender are not easy ideas to understand, and they are closely related.

- F.** Students read the text and answer the questions.

Possible answers:

1. From society and the way we interact with people.
2. There is more freedom and more choice. There are more possibilities for different jobs for both men and women.

- G.** In groups, students discuss what they were told and taught as children about the roles of boys and girls, men and women.

- H.** Groups discuss how they think gender roles might be in the future, Write groups' ideas on the board.
- Students' answers will vary but may include, for example, men taking care of children more, more women politicians etc

1.2 Sex and gender characteristics

A. Students read the examples of *sex* and *gender* characteristics.
Students read the sentences and decide whether they are characteristics of *sex* or *gender* or both.

B. In groups, students discuss whether the sentences are characteristics of *sex* or *gender* or both.

Possible answers:

1. Gender
2. Sex
3. Sex
4. Gender
5. Both. Some women might sometimes be more emotional than men because of hormone changes [sex] but also it might be more socially acceptable for women to cry so they do it more often [gender].
6. Both. Many men are stronger than women because men biologically have the ability to develop bigger muscles [sex]. However this is a gender stereotype, as there are also some women who are stronger than some men. Also, what is strength? Running fast or running over a long distance?
7. Both. Testosterone can lead men or boys to behave aggressively [sex], but society generally finds it more acceptable for men to show aggression than for women [gender].
8. Men are better at sports than women – maybe a sex characteristic, like sentence 3, but also most societies encourage boys to play sports more than girls, so they get better at it [gender].

C. In groups, students discuss and list some gender characteristics of men and women in their communities or countries.

D. Students complete the sentences with sex or gender examples from their own communities.

- In groups, compare their sentences.
- If you like, students put them on the wall.

E. Students look at the characteristics and decide whether they are *masculine* or *feminine* (or both).

- In groups, they discuss why they think this.

1.3 Culture

A. In groups, students discuss the questions and write down some answers.

Write students' ideas on the board.

B. Students read the text. Add any new ideas they have to the list on the board.

Possible answers:

1. Culture is the way we understand and react to society around us, including history, language, relationships etc.
2. Culture and gender are related because culture is the source of how we think about men and women. For example, we might expect men to go out and drink alcohol and women to stay at home and look after children because this is what has happened historically, what we read about in books, what our parents did etc.

C. Divide the class into two groups. Draw two sections on the board..

- Give each group a pen or piece of chalk.
- Group 1 thinks of nouns, verbs and adjectives connected to being a woman. Group 2 thinks of nouns, verbs and adjectives connected to being a man.
- One student from each group runs up to the board and writes one word. The student runs the pen back to the group and another student runs to the board and writes another word.
- Continue until all students have written one or more words. (Don't repeat words).

D. Students read the words on the board. Discuss the questions as a class.

E. Students read the text.

- They discuss the questions in groups, then as a class.

Possible answers:

1. **Positive:** Children learn from a young age what is expected from them by society, making it easier to live without conflict, confusion or psychological damage.
Negative: Children who do not want to behave according to the stereotype can be unhappy and are often mistreated by other members of society, e.g. a woman who is good at science and wants to be an engineer may not become one, making her unhappy and wasting her skills, or a little boy who likes wearing dresses might get mistreated at school.

Neither: Maybe it doesn't matter if males and females tend to behave differently, and behaviour is partly determined by biology anyway. The important thing is that people who do not conform to the stereotypes are not mistreated.

Extra Idea

For homework, students look at some advertisements, magazines and a TV program. They focus on how man and women are shown in the movies - what do the men and women look like? What are they wearing? How do they relate to each other?

Discuss this in groups, and then with the class.

1.4 Gender equality and women's rights

A. Discuss the term *international bill of rights for women*. What does it mean?

Answers:

Many countries have a bill of rights - a list of rights citizens have.

An international bills of right for women is a list of rights women should have in all countries.

B. Students read the texts and answer the questions.

Possible answers:

1. Violence against women not being punished, women not being allowed to do certain jobs, abortion being illegal, few female leaders, etc.
2. Answers might include stricter punishment of violence against women, making it illegal to not employ women in types of jobs, access to safe abortion and birth control, encouraging more female leaders, etc.

C. Students complete the sentences.

Get a few students to read their sentences to the class.

- If you like, students put their sentences on the wall. They walk around the class reading other students' sentences.

1.5 Feminism and masculism

A. As a class or in groups, students discuss the questions.

Write their ideas on the board.

B. Students read the text. They check their answers to 1 and 2 against the information in the text.

Possible answers:

1. Feminism is a movement and ideology. Feminism believes in equal rights and equal opportunities for women.
2. Critics of feminism accuse feminists of wanting females to have more power than men, or say that feminism is anti-men. Most feminists disagree - they say they don't want female superiority - they want equality. People who like traditional gender roles criticise feminism - some of these are women and some are men. They think society is better if men and women have different roles, rights and responsibilities.

C. As a class, discuss masculism. Students may not have heard this term before. Get them to think about feminism, and how a masculist movement might compare.

D. Students read the text and answer the questions.

Possible answers:

1. Masculism is fighting for men's rights. Men's rights are not opposed to women's rights. Both feminism and masculism agree that having strict gender roles is bad for men and women, e.g. men are unfairly regarded as violent and are not encouraged to be caring and gentle. Women are unfairly regarded as weak and incapable, and are not encouraged to be strong leaders.

E. In pairs or groups, students decide how feminists and masculists might see these issues.

Groups explain their ideas to the class.

If you like, have them write up their ideas on large pieces of paper, and put them around the room.

Possible answers:

1. Feminists want to stop gender-based violence, which mostly involves women being the victims of violence. Masculists also want to stop gender based-violence, but they feel men are unfairly accused of it - not all men are violent. Also they want people to know that males can be victims of gender-based violence too.
2. Feminists want equality in employment. They want women to have the same opportunities as men in terms of salary, promotions, recruitment. Some feminists want workplaces to be more child-friendly, so women can balance work and childcare more easily. Masculists want men's rights in the workplace - they want better work conditions for fathers, and easier entry for men into female-dominated jobs.
3. Both masculists and feminists dislike the negative affects of gender role stereotyping. Feminists dislike women being stereotyped as passive, weak and incapable. Masculists dislike men being stereotyped as violent, aggressive and uncaring.

4. Feminists want women to be able to have control over their own bodies. They want women to be able to have the number of children they want, or no children if they prefer. They want better access to birth control and maternal health services. Masculists want men to have more control over the numbers of children they have too, and more custody rights for fathers.

Review

- a. Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b. Students define the concepts in their own words, without looking at the glossary or texts.
- c. Students write short paragraphs answering the questions and addressing the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 2...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

2. Community and Family

2.1 Men and women's roles in the community

A. Students look at the two cartoons. Discuss how they represent the role of men and women in the house/family.

Possible answers:

When we call a woman a housewife, we usually mean a woman who stays at home to do housework - work for the house and her family. A housewife 'serves' the house, has low status. Home owner is a person who owns a house/houses and gets profit from it. There is no work involved in this definition and the status of a home owner is high.

A housewife is always a woman. A home owner can be a man or a woman. This cartoon shows him as a man. Maybe this means that most people will assume that a home owner is a man.

Housewife is a gendered term. Home owner could be a man or woman.

B. Students compare the situation in the cartoon to what people in their families or communities think about gender roles. Discuss briefly.

C. Students discuss in small groups then report to class.

- If time allows, have a debate. If students fall into two or three different points of view e.g.
 - » 'women and men should have equal roles in the family, equally doing housework and taking care of children',
 - » 'men should work outside the house, their responsibility is to provide a living for the family, women should do all the work in the house',
 - » 'if both the man and the woman work outside the house and make money, they should do housework equally as well, but if the woman is not making money, she should do all the housework'.
- Put them into teams according to their views. Students take a few minutes to prepare their arguments in groups and then debate with the other group(s).

D. Students draw pictures of men and women as they see them as part of the family/household.

E. Put the pictures around the classroom.

- Students go around and look at all the pictures. As a class, discuss the examples of gender roles represented in the pictures.

F. Students read the text and answer the questions

Possible answers:

1. When men care for children, this gives an example to other men in the community. The more men give support to the women in their families, the more the rest of the community will see this as OK for men to do housework and take care of children. This will slowly change attitudes to gender roles in society/community/families.

2.2 Household decision-making

- A.** In pairs or groups, students answer the question,
They read the text, and check their answer.

Answer:

Africa

- Discuss the question as a class.

Possible answers:

Answers might include: car, cow, furniture, computer, etc.

- B.** Students brainstorm a list of all kinds of household decisions made by families in their communities.
- Get students to consider decisions about the following topics: employment, purchases, health, childcare and education, etc. Put a list of decisions on board.

- C.** Students work in small groups to mark all the decisions in the list with 'e' for decisions made together by men and women, 'm' for decisions made by men, and 'w' for decisions made by women.

- Students discuss the questions in small groups, then report to the class.

- D.** Students think about their current or potential families and answer the questions in small groups.

- Make notes on the board. Do the students have similar views on these issues? If not, discuss the differences with the class.

E. In groups, students draw an outline of a child (on a large piece of paper if possible). They should not draw anything inside or outside the outline. Inside the child, groups write characteristics of a healthy, happy child.

- Groups make brief presentations showing and explaining their drawings to the class.

F. Around the outside of the child, groups write the resources needed to make the child happy and healthy.

- Students put their drawings up around the room and look at the other groups' ones.
- Discuss if there are any significant differences between the groups' drawings.
- Pay attention to any differences for girls and boys. If there are any, ask the students the reasons for these differences.

2.3 Participation

A. In groups, students discuss who can create change for women.

Write students' ideas on the board.

B. Students read the texts and answer the questions.

Possible answers:

1. Women
2. Because women are best at knowing their needs.
3. Community-based women's social groups
4. Change that promotes rights for women and girls
5. Groups where women encourage each other to participate in community decision making and fight against discrimination are very important, because they promote women's rights and help women to access resources.

C. Compare your list from A, and the answer given in **B 1**. Do students think women are the best at creating change? Do men also have a role? What about teachers, governments etc? Do they also have a role in this?

D. Discuss the question as a class.

Answer:

'head of household' is a person who provides the income for the family and is responsible for everything outside of family and house. In some countries an official head of household is needed for tax or survey purposes.

A 'female-headed household' is a house where the head is a women.

E. Students read the texts and answer the questions.

Discuss the answers as a class.

Possible answers:

1. Many reasons. Some women choose to head their household. In some families, there are no adult males, or the males are not capable of heading the household.
2. That depends. In some cultures the oldest male in a family is automatically considered to be the head of household. In other cultures it depends on other factors (e.g. the person who works outside the home, or the household chooses who is the head).
3. To make someone stronger and more confident, especially in controlling their life and claiming their rights.
4. Women who are empowered are more likely to believe that education will help their daughters become empowered.

2.4 Marriage

A. Write headings on the board:

What women should do and What women shouldn't do.

- Brainstorm ideas for both headings according to views in their communities.
- B.** Students read the text and discuss the questions. Do the students agree or disagree with the ideas in the texts?
Discuss the questions as a class.
- C.** Discuss the questions as a class. If most students are single, discuss what qualities they would like in a partner, and whether they would like it if their families or communities chose a partner for them. If people are married, discuss what they like about their partner, and whether their families or communities helped choose them.

D. Students read the text and discuss the questions.

Possible answers:

1. She thinks young people sometimes marry when they don't want to, and that women often get chosen as wives because they can do housework. She thinks people should marry for love.
2. **advantages:** sometimes other people are skilled at deciding what couples are suitable together. Decisions can be made calmly and without emotion.
disadvantages: people might not like each other, people might be annoyed about not being allowed to choose their own partner.

Discuss the questions as a class.

2.5 Change

- A.** Students interview an older person from their community about how gender expectations have changed (or not).
- B.** Discuss people's findings in groups or as a class.
If possible, have students write their findings on large pieces of paper and put them up around the class.

Review

- a.** Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b.** Students define the concepts in their own words, without looking at the glossary or texts.
- c.** Students write short paragraphs answering the questions and addressing the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 3...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

3. Work

3.1 Whose work?

A. Students look at the cartoon. Discuss the question.

Possible answer:

The men in the cartoon are saying that women are not physically strong enough for better paid jobs, but we see a woman carrying two children, lots of heavy groceries, and pushing another child. So clearly she can't be that weak. So maybe the idea that women are not physically strong enough for some jobs is not true.

B. Students discuss the questions in pairs or groups.
Groups report their answers to the class.

3.2 Defining work

A. Develop a definition of *work* as a class.

- Brainstorm students' definitions and write them on the board.

B. Students read the text.

- Check that their definitions include paid and unpaid work. They may need to change their definition.

Discuss whether they would include community work, e.g. volunteering to teach or attending community meetings.

C. Discuss the questions as a class or in groups.

D. Students look at the pictures and decide whether the work is likely to be paid or unpaid.

Possible answers:

Most work done for the family is unpaid. The childcare person, farmer and the water carrier are probably not paid if they are working for their family. If they are working as babysitters or labourers for other people they might be paid. The scientist is probably paid, but she might be a student.

Discuss whether these jobs should be paid or unpaid.

3.3 Workloads

A. Discuss the question.

Make sure students know that you are asking what type of work (e.g. physical labour, high level management) not a list of jobs (as already done in 3.1)

- Students read the text and check their answers from A.

Possible answers:

Jobs with status, power and authority, physical labour occupations, in government, senior management, trade workers and machine workers.

B. Discuss possible reasons for the gender gap in salary.

Possible answers:

Traditionally, in a lot of cultures around the world, women have been kept from high status and leadership positions. Some people think that women are weaker so are not capable of doing physical labour jobs as well as men. Many societies believe that a woman's priority should be family, so she can't do important jobs outside the house. Sometimes women get less money for the same work because the employer might think men are better than women.

C. Discuss these situations - are they the same, or different in students' communities?

D. Students re-read the text in A and look at the cartoon.

Individually or in pairs or groups, decide what the message of each is.

Possible answers:

Text - Although some men like to play with their children, most of the hard work is done by women.

Cartoon - If you don't want to do housework, be a man.

E. Discuss the questions.

F. In pairs, students discuss the chart and decide what information it gives.

Answers:

The chart shows how many hours per day men and women from 13 Asian countries spend on different domestic tasks.

G. Individually, students estimate who does which work in their families or households. They make it into a chart similar to **F**. In groups, students show each other and discuss their findings.

H. Students write their answers, then discuss them in groups.

Have a few students explain their answers to the class.

I. Students look at the pictures, and decide whether they match their ideas about women's and men's work.

Discuss as a class.

3.4 The gender gap

- A.** Divide class into three groups , and give each group a text or graph.
In large classes, divide class into six or more groups,
Groups read their text or graph, and decide how to explain it to the class.
Groups explain their text or chart to the class. In large classes they explain it to groups who read the other texts.
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- B.** Students discuss the questions in pairs or groups.
- C.** Students decide what information the graph provides.

Answers:

The graph shows the percentage of Japanese men and women of different ages participated in the labour force in 1990, and 2008.

- D.** Discuss with the class how to make a graph with similar data for their communities. Some ideas:

- » make the age groups bigger (19 and under, 20-29, 30-39 etc)
- » only ask them about now, not 1990.

- As homework, students interview as many people as they can. They record their age, gender, and work status. Each student should record an equal number of men and women.
- In small groups, students combine their information and make a graph.
 - i.** Copy the horizontal and vertical lines with percentages and age groups.
 - ii.** Calculate how many men and women in each age group are employed. Calculate what percentage that makes up from each age groups (separately for men and women).
 - iii.** Put the dots/circles for men/women on the chart according to the percentages in each age group.
 - iv.** Connect the dots and connect the circles to make lines.

- E.** Groups put their charts on the wall, and look at other groups' charts.
- Discuss the charts. Are your communities' results similar to Japan? For what reasons are they similar and different?

Review

- a.** Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b.** Students define the concepts in their own words, without looking at the glossary or texts.
- c.** Students write short paragraphs answering the questions and addressing the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 4...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

4. Education

4.1 Inequality

A. Students read the quote. In groups, they discuss the questions.

Possible answer:

1. A boy will use his education for himself.
A girl will use her education to educate other people - her children, her family, her community.
- The proverb comes from a different culture somewhere in Africa. Is it relevant to Myanmar?
Students decide whether they agree or disagree with this idea.
Groups explain their ideas to the class.
- B.** Students answer the questions. Take a class vote for each question, and write the results on the board.
- C.** Students read the text and answer the questions.

C. Students read the text and answer the questions.

Possible answers (1-3):

1. Women
 2. Young people. This means that literacy is increasing over time, and in the future there will be fewer illiterate people.
 3. A lot of students leave school after primary level to work or help in the family. There are fewer secondary schools, and students in rural areas may not be able to travel to secondary school easily.
- **For question 4:** In groups, students suggest reasons why boys, girls and both boys and girls might stop going to school. They write their ideas in the tables.
Make a class list of these reasons on the board or a piece of paper.
Get them to give examples of the sort of work girls and boys do if they leave school.

D. Students look at the table and decide what information it has.

Answer:

The percentage of men and women who can't read in some Asian countries.

E. Students answer the questions

Possible answers:

1. Some Asian countries have higher literacy rates than others. Some countries have large gender gaps in literacy. More men than women in these countries are literate.
2. The information might not be 100% reliable because in some countries (such as Myanmar) it is hard to collect literacy statistics throughout the whole country.
3. Some cultures place a higher value on literacy, some cultures value men's and women's education differently, some countries have more resources to spend on education.

F. Students read the quote and discuss the questions.

G. In groups, students of reasons why boys, girls and both boys and girls might stop going to school. They write their ideas in the tables.

Make a class list of these reasons on the board or a piece of paper.

- Get them to give examples of the sort of work girls and boys do if they leave school.

Possible answers:

Boys - to work in teashops or construction, to be a soldier

Girls and boys - to beg, to collect rubbish, to work in shops

Girls - to work in factories, to marry, sex work, help with housework/childcare

H. Students look at the table and discuss the questions in groups..

Possible answers:

2. Some Asian countries have higher high school enrolment rates than others. Some countries have large gender gaps in enrolment. More boys than girls in these countries attend high school.

3. Some cultures place a higher value on education, some cultures value boys' and girls' education differently, some countries have more resources to spend on education.

4.2 Girl-friendly schools, boy-friendly schools

A. In pairs or groups, students discuss difficulties boys and girls have in schools - primary and secondary.

B. Students read the texts (on pages 27 and 28) and add information from them to their tables.

Make class lists of advantages and disadvantages on the board.

Possible answers:

Advantages for girls

- teachers are more often women, so favour girls
- get higher grades in industrialised world

Disadvantages for girls

- some teachers believe girls are less intelligent
- have to do cleaning duties while boys play
- encouraged to obey and serve the boys
- get less attention from teachers
- harassment

Advantages for boys

- can be given more time to learn and play
- forgiven more easily if they are naughty
- have more fun and learn more practical skills
- get higher grades in developing world

Disadvantages for boys

- bullied by teachers

C. In groups, students discuss their lists of advantages and disadvantages. Remind students that these texts come from different cultures around the world. Which issues are the same in Myanmar/in student's communities?

D. In groups, students discuss the questions.

Possible answers:

- 3.** Cultural differences in gender relations, gender stereotypes and the value of schooling for girls and boys.
- 4.** If girls are treated as less intelligent than boys they will lose confidence, and pass this attitude on to their own children. Boys will believe that they are more intelligent and be more confident. Over time this attitude gets passed to future generations. If teachers prefer girls and assume the boys are naturally naughty, boys might behave badly and make problems in the class.

E. Students read the text and discuss the questions.

F. As a class, discuss some possible ways to help these situations.

Possible answers:

Adult education programmes, night schools and other education services where people can get an education more relevant to their needs as adults. If the only opportunities available are designed for children, many adults and young adults will miss out on a chance to get an education.

4.3 Higher education

- A.** In pairs or groups, students discuss the questions.
Discuss the questions as a class. Write students' ideas on the board.
- B.** Students read the text. Discuss the student's answers from **A**.
Students compare the situation in the text to the situation in their community.
- C.** Students answer the questions.
Discuss the answers as a class.
- D.** Look at the cartoon. Students identify the main message in it.
If necessary explain that *to suck at* something is slang. It means to be incapable, to be bad at something.

Possible answers:

When a boy is bad at maths, people assume it's him as an individual who is bad at maths. When a girl is bad at maths, people assume all girls are bad at maths - it is her gender at fault, not her as a student.

Review

- a.** Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b.** Students define the concepts in their own words, without looking at the glossary or texts.
- c.** Students write short paragraphs on the topics, and address the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 5...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

5. Religion

5.1 Gender roles

- A.** In groups, discuss the cartoon.
Groups answer the question.

Possible answers:

The woman on the left is a Christian (Roman Catholic) nun. Nuns from some Catholic religious orders wear the habit and veil to show that they are 'married to Christ'. Also some believe these women should cover their hair and body to prevent men from seeing them.

The woman on the right is a Muslim. Some Muslims believe that women should cover their bodies and hair, to prevent men from seeing these.

There are different interpretations of Islam and Catholicism. Some require women to cover themselves completely, some require covered hair, and some have no dress requirements.

All religions have conservative and less conservative sects. The conservative sects often have more strict dress requirements.

- B.** *This exercise will work best if groups have people from different religions.*
In groups, students complete the table.
Remind them to beware of saying all people from a religious group think the same - use words like *some* to avoid stereotyping, e.g. *Some Christian nuns cover their hair.*
Write the table on the board.
Write groups' answers in the table.
- C.** *This exercise will work best if groups have people from the same religion.*
Groups discuss the questions.
As a class, discuss the answers.

D. Students read the quotes, and identify the religion each comes from.

Answers:

Buddhist - a, f, j

Christian - b, e

Muslim - c, i

Hindu - d, h

Sikh - g

E. In groups, students write notes under the headings.

Possible answers:

Society

a. previous generation thinks she was born a women because of sins in previous life

a. previous generation preferred sons

a. today women don't feel inferior

b. religion says women and men equal, but society discriminates

c. community is trying to give true picture of women in religion, and discussing issues

d. foreign invasion caused religious conservatism and rigid ideas on gender

Leadership

e. leaders are mostly men

e. male leaders might not understand needs and opinion of women

f. there is discrimination, but the founder did not teach it

g. women are allowed to participate in religious leadership roles, but do not. Therefore people think it is dominated by men

Teachings

h. unless men and women are equal, things will not go well

i. men and women are equal but have different responsibilities

i. women can be independent, and men have to look after them

j. religion should change to adapt to new situations

F. For each heading, students discuss whether these ideas apply to their religion(s). They look for beliefs about the gender that are similar in many religions. Discuss as a class.

G. Students add other ideas about religions and gender to the tables.

- If you like, make a class table on a large piece of paper and put it on the wall.

5.2 Non-religion and gender

A. Students discuss atheists (people who believe there is no god) and agnostics (people who are not sure if there is a god/religion).

Students identify the percentage of Muslims, Christians, Buddhists and non-religious people in the world.

Answer: according to the CIA Factbook:

Christian 33.4%
Muslim 22.7%
Buddhist 6.8%,
no religion 11.7%

B. Individually or in pairs or groups, students read the text and answer the questions.

Possible answer:

1. Countries with higher levels of belief have less gender equality, countries with lower levels of belief have higher gender equality.

5.3 Religion and equality

- A.** Students read the quotes.
In groups, they discuss them, and decide whether they agree or disagree with them.
- B.** *This exercise will work best if groups have people from the same religion.*
In groups, students answer the questions.
- C.** *This exercise will work best if groups have people from the same religion.*
In groups, students write a statement that expresses their religion's views of gender and gender equality.
- D.** If possible, students interview a religious leader and find out his or her views on gender and gender equality.
They compare to their own opinion from C and present to class.
and/or
Students look through texts from their religion, and find examples of texts that advocate inequality and texts that advocate equality.
They present these to the class.

Review

- a.** Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b.** Students define the concepts in their own words, without looking at the glossary or texts.
- c.** Students write a short essay on the topic. If you think it is appropriate, put the essay up on the wall for all students to read.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 6...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

6. Leadership

6.1 Gender and government

A. Students guess the percentage of MPs who are men. Put their guesses on the board. The answer is in the text in **D**.

B. In groups, students decide on the message of the cartoon.

Answer:

Food represents participation in government. Beti (women) can't have any participation because her brothers (men) already have it all.

C. In groups, students draw this cartoon in a world where males and females have equal participation in government.

Answer:

The cartoon would show Beti sitting down to eat together with her brothers (and sisters) and get an equal share. This represents power in government being shared between men and women.

D. Students read the text and check their guesses from **A**. (83%, in 2010)
Students find out the percentage of female MPs in Myanmar. Is this lower or higher than the world average?

6.2 Women in government

A. Students read the text. Individually or in pairs or groups, they answer the questions.

Possible answers:

1. Because government is more representative if there are women and men, and also issues important to women are likely to be discussed.
2. People from different religions and ethnic groups.

- B.** In groups, students brainstorm a list of female prime ministers or presidents in South and Southeast Asia from the last 100 years. Which group can think of the most?

Answers

Bangladesh: Khaleda Zia, Prime Minister 1991-1996, 2001-2006; Sheikh Hasina Wajed, Prime Minister 2009-

China: Soong Ching-ling, Honorary President 1981

India: Indira Gandhi, Prime Minister 1966-1977, 1980-1984; Pratibha Patil, President 2007-2012

Indonesia: Megawati Sukarnoputri, President 2001-2004

Mongolia: Sükhbaataryn Yanjmaa, Chairperson 1953-1954; Nyam-Osoryn Tuyaa, Prime Minister 1999

Pakistan Benazir Bhutto, Prime Minister 1988-1990, 1993-1996

The Philippines: Corazon Aquino, President 1986-1992; Gloria Macapagal-Arroyo, President 2001-2010

South Korea: Park Geun-hye, President, 2013-

Sri Lanka: Sirimavo Bandaranaike, Prime Minister 1960-65, 1970-77, 1994-2000; Chandrika Kumaratunga, President 1994-2005

Thailand Yingluck Shinawatra, Prime Minister 2011-

- C.** Students list countries in Southeast Asia and South Asia that have not had a female president or prime minister.

Answers:

Singapore, Malaysia, Cambodia, Laos, Myanmar, Bhutan, Japan, North Korea, Nepal, Bhutan, Afghanistan

- D.** Discuss the chart. Elicit or explain that *Nordic* countries are Norway, Sweden, Denmark, Iceland, Finland, *Sub-Saharan Africa* is Africa south of the Sahara desert. *Arab* countries include North Africa. *The Americas* are all of South and Central America, the USA and Canada. Elicit the main point of the chart.

Answers

The chart looks at what percentage of MPs are women in each region of the world in 1997 and 2006.

- E.** In pairs or groups, discuss the questions.

Possible answers

1. It has grown slightly around the world.
2. People are becoming more aware of gender issues, women are becoming more empowered.
3. Richer regions have more female participation, poorer regions have less.
4. Decisions might take more of women's interests into account.

- F.** In small groups, students read Text A and answer the questions.

Possible answers:

1. Women represent at least 50% percent of the population so they should have equal decision making power.
2. They might focus on policies that benefit families and communities.

- G.** In small groups, students read Text A and list possible reasons and improvements.

Possible answers:

1. Women often come to politics through community activism and might make community-friendly initiatives.
2. Women take more responsibility for families, so they might have different views on policies affecting health and the environment, such as better maternity benefits, safer environmental policies, more support for informal economy, better childcare and healthcare, more focus on education.
3. Women politicians often see themselves as speaking on behalf of women - even if they are rich, they might make policies to benefit poor women and families.

- H.** In groups, students think of four decisions that has affected their community. They might be government decisions, organisational decisions, village or township decisions.
- They complete the chart for each of these decisions.
 - The last question *How might the decision have been different?* requires students to imagine the decision was made by a different group (all men, all women, or mixed). They think of whether the decision would be the same with different gender groups making it. Each group presents an example to the class.
- I.** In groups. discuss how female leaders might think differently from male leaders about these issues.
Discuss this as a class.

6.3 Community leadership

- A.** Students read the case studies and identify the changes each group wants to achieve.

Answers

1. A law to reduce inequality, protect children's rights and men's dignity.
2. A ban on child marriage. They want to raise the legal age of marriage.
3. Better women's and children's health programmes, nursery schools and better income generation opportunities.
4. Greater women's participation in government, and awareness of women's rights.
5. An end to discrimination and rape, and more awareness of these issues.

- B.** Students identify what is different about Case Study 5.

Answers

It is organised by men. Most groups working on gender and discrimination issues are organised by women.

- C.** Divide the class into five (or ten) groups, and give each group a case study. Groups discuss what would happen if they tried to do something similar in their communities. Groups present their ideas to the class.
- D.** Brainstorm Wangari Maathai. Do students know anything about her? Write down their ideas on the board.
- E.** Students read the text and answer the questions.

Possible answers:

1. Her husband left her because she was an activist and a leader. This caused problems for him as a politician.
 2. She said that 'women who are strong leaders have a difficulty in a society that has been ruled by men for many years.'
 3. Unite people all over Kenya to protect their environment.
 4. She started with something small - planted a tree - and achieved a national movement as a result of her activist work. Also she did that in a country where it is not easy for women to take public positions.
- F.** Students choose a famous inspiring local person from their area/community. This doesn't need to be someone who is famous around the world. They research this person and create a profile including biographical information, a description of their activities and an explanation of why they admire this person's actions.
- They present this to the class, or make a poster and put it on the wall.

Review

- a.** Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b.** Students define the concepts in their own words, without looking at the glossary or texts.
- c.** Students write an essay on the topic addressing the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 7...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

7. Sexuality

7.1 Sexual orientation

A. Ask students: What is sexual orientation?

What is gender identity?

- Write their ideas on the board.
Students discuss whether they are an important part of gender studies.

B. Students write lists of attractive qualities in a partner - either from the past, present or imagining an ideal partner in the future.
In pairs, students discuss their lists. Do they have a similar list of characteristics?
Discuss this as a class. What characteristics are common?

C. Students read the text.

They identify the main ideas.

Possible answers - Text 1

Some people are attracted to the same gender, the opposite gender or both. Different cultures view sexual orientation differently.

Possible answers - Text 2

To celebrate LGBT culture. The more people know about it, the more they will understand.
Perhaps this will lead to less discrimination.

The text mentions a TV programme. Also celebrations and festivals, magazines, education, rights and health focussed campaigns. etc

- If you like, brainstorm the LGBT community in Myanmar. Do students know of any campaigns, events, publications?
What issues does the LGBT community prioritise?

Possible answers:

discrimination, sexual health (including HIV/AIDS awareness and protection), rights (such as the right to marry), bullying and violence are some of the issues LGBT activists and groups are working on around the world.

7.2 Gender identity

- A.** Discuss the question. What words do students use to describe people with who feel they have a different gender from the one they were born with? What words do students use in their own language? In English?
- Discuss problems transgender people might have in their lives. Write their ideas on the board.
- B.** Students read the text and discuss their answers.

Answers:

In English, people say male to female transgendered people and female to male transgendered people.

Discrimination can take many forms - it might be difficult to get employment, or access to services. Some transgendered people might experience bullying and violence.

- C.** Students read the text and identify the main ideas.

Answers:

There are characteristics people consider 'masculine' and 'feminine'. These are different in different cultures.

- D.** In groups, students brainstorm lists of masculine and feminine clothes, hairstyles, movements, speech and social interactions. Make class lists on the board.

E. Students identify words used to describe male and female homosexual identity in Myanmar.

- Students read the text.

F. In pairs, students list the problems apwint, apone and tomboys face.

- Make a class list on the board.

Answers:

Violence, bullying, rape and other forms of sexual violence. Name calling.

Family disapproval and rejection.

Discrimination at work. Having to dress to fit biological gender. Not getting promotion.

Same-sex marriage has no legal status.

- Add any other issues that students think of to the list.

G. In pairs, students discuss the difference between sexual orientation and gender identity.

Answers:

Sexual orientation is about who people are attracted to, whether male, female, in-between, masculine women, feminine men and some or all of the above.

Gender identity is about how we understand our own gender. It can either fit with our biological gender (e.g. biological men who identity as male), or it can be different (e.g. biological men who identity as female, or somewhere in between).

Sexual orientation is about how we feel towards others. Gender identity is about how we feel about ourselves.

7.3 Masculinity and gender identity

- A.** Students look back at their lists from 7.2 D and think of more traditional ideas of masculine and feminine behaviour. Discuss some positive and negative results of this.

Possible answers:

Positive - Some traditionally masculine characteristics, e.g. bravery, are useful. Some traditionally feminine characteristics, e.g. kindness and caring, are also useful.

Negative - Some characteristics might not be useful, such as aggression in men, or weakness in women. Men might be discouraged from being caring and kind, or women might be discouraged from being brave and strong.

- B.** Students read the text.
In pairs, they look at their answers from A, and decide whether the text supports these ideas.
- C.** In groups, students discuss the questions. Groups report their ideas to the class.

7.4 Homophobia

- A.** Brainstorm *homophobia*. What does it mean? Why does it exist? Write students' ideas on the board.
- B.** Students read the text. In groups, students discuss the questions.

Possible answers:

1. Violence (including rape), insulting language, workplace discrimination, homosexuality being illegal, sometimes having the death penalty.
2. In some countries the death penalty is used against gay men.
3. As of May 2013, the only Myanmar law that might relate to homosexuality is Section 377 of the Indian Penal Code. 'Unnatural offenses', which is undefined (it could mean anything). It is occasionally applied to gay male sexual activity, but very rarely.

C. Students read the situations and decide which are examples of discrimination.

Answer:

All are examples of discrimination.

D. In groups, students discuss each situation, and decide:

- who is being discriminated against
- how
- a solution to help them.

Possible answers

1. If there are gay people or their friends in the staff-room, they are being discriminated against. They are made to feel uncomfortable if they find the jokes offensive.
Perhaps the boss, or the other employees, could ask them to stop.
 2. The boy is being discriminated against. He is bullied for not dressing and acting masculine enough.
Perhaps teachers or school authorities could talk to the bullies - point out that their behaviour is unacceptable. Perhaps the school can make a rule against bullying.
 3. The couple are being discriminated against. They are not allowed the same rights as a heterosexual couple.
In cases like this, people sometimes boycott the hotel (refuse to stay there and tell their friends not to stay there). They could write letters to the media.
 4. The woman is being discriminated against. People are not allowing her to be the gender she is comfortable with.
Perhaps she could explain her situation to the other women, so they understand better.
 5. The woman is being discriminated against. She is not allowed to wear clothing she is comfortable with, although her male colleagues are.
If she can get the support of her colleagues, they could help her explain to the management. If she is a valued employee, she could threaten to quit if they don't let her wear trousers.
- Each group presents a situation to the class.

E. Students read the text.

In pairs or groups, students answer the questions.

Possible answers

1. Anti-gay sermons, gay people are not allowed in the mosque, verbal abuse, physical abuse, burning down shop, hate letters, threats of rape.
 2. He is afraid that homophobia in Myanmar might be worse or the same as in the camp.
 3. Education of camp residents - there are many religious resources available explaining that being gay is not a sin,
e.g. <http://ebookbrowse.com/the-children-are-free-reexamining-the-biblical-evidence-on-same-sex-relationships-pdf-d204590060> (available in English, Myanmar and Kayin languages).
People could also organise with camp authorities and UNHCR for better protection.
- In groups, students design posters to educate people about gender identity and homophobia in their communities.

Review

- a. Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b. Students define the concepts in their own words, without looking at the glossary or texts.
- c. Students write short paragraphs on the topics, and address the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 8...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

8. Gender-based Violence

8.1 Violence against women

- A.** As a class, define gender-based violence. Negotiate a class definition, and write it on the board, or on a piece of paper on the wall.
- Leave it there throughout the section.
- B.** In groups, students discuss the cartoon and answer the questions.

Answer:

The caption says 'partner violence', so probably a husband is beating his wife. The policeman ignores it, saying it is private - a family issue, not a police issue.

- C.** In groups, students answer the questions.
- D.** Students read the text and check their answers.

Answers:

1. physical (e.g. beating), sexual (e.g. rape), verbal (e.g. threatening) and economic (e.g. not allowing a person to have money, so they can't disobey) violence.
2. Intimate partners (husbands, boyfriends)
3. TV and movies often show violence against women (so people come to think it is normal).

E. Individually or in pairs or groups, students answer the questions.

Answers:

1. Unequal power relations between men and women, and traditions that give women a lower place in family and community.
2. Social pressure - they are encouraged to feel shame about discussing it so they don't want to tell people it is happening. There are not always places women can go to get help as the police and legal systems are often weak on GBV issues. The media often gives the message that GBV is acceptable.
3. Children get upset if they see violence, and they grow up thinking violence is normal. Boys may think that it is normal to beat partners, and girls grow up thinking it is normal to be beaten. Communities see it as normal, and do not try to prevent it.

F. As a class, discuss why men might perpetrate violence against women. Write students ideas on the board. Students read the text,

G. Discuss students answers to **F.** Did they have the same ideas as Ban Ki-Moon?

Possible answer:

Young boys grow up seeing violence and sexist behaviour and associate it with masculinity.

8.2 What is gender-based violence?

A. Brainstorm a list of types of gender-based violence and words associated with gender-based violence. Write them on the board.

Possible answers:

Partner violence and other domestic violence, violence against gay/lesbian people, street crime, economic violence, verbal violence, rape, war crimes, trafficking (though this can be gender-based or not).

B. Students read the case studies and answer the questions in pairs.

B. Students read the case studies and answer the questions in pairs.

Possible answers:

1. All of these are examples of gender-based violence.
2. Physical - 3, 6
Sexual - 2, 4, 5
Verbal - 2, 6
Economic - 1, 5
3. Public - 2, 4
Private - 1, 3, 5, 6

C. Discuss these examples.

Look back at the class definition of gender-based violence. Update it if necessary.

Possible answer:

Any violent action that results in, or is likely to result in physical, sexual or psychological harm, done because of a person's gender.

- This definition might be useful:

“Gender-based violence is an umbrella term for any harm that is perpetrated against a person’s will; that has a negative impact on the physical or psychological health, development, and identity of the person; and that is the result of gendered power inequities that exploit distinctions between males and females, among males, and among females. Although not exclusive to women and girls, GBV principally affects them across all cultures. Violence may be physical, sexual, psychological, economic, or sociocultural. Categories of perpetrators may include family members, community members, and those acting on behalf of or in proportion to the disregard of cultural, religious, state, or intra-state institutions.” (Source: Gender Matters http://eycb.coe.int/gendermatters/chapter_2/1.html)

8.3 Intimate partner violence

A. In groups, students discuss the questions. Discuss them as a class.

B. Students read the text and check their answers.

Answers:

1. Violence from a partner (husband, wife, girlfriend or boyfriend)
2. Because many people see it as a family issue.
3. Victims feel powerless, have no safe place to go, are financially dependent on the abuser, are afraid or isolated, feel that their children need a father, or feel it is their own fault.

C. Students read the text and discuss the question in groups.

Possible answers:

- The victim could talk to other people about the situation.
- An organisation with people who know how to help in situations like this (counsellors, human rights advocates, lawyers, medical staff)
- Awareness-raising campaigns about GBV aimed at abusers (don't abuse)
- Awareness-raising campaigns about GBV aimed at victims (where they can get support, that it is not their fault)
- Awareness-raising campaigns about GBV aimed at the public (prevent abuse in your family/ community, support victims)

C. Students look at the chart and decide what information it provides.

Answer:

The percentage of female victims of intimate partner violence from different age groups, in 7 countries from 2000-2002.

D. Individually or in pairs or groups, students answer the questions.

Possible answers:

1. Younger women
2. Partner violence might depend on the woman's social and marital status, number of children, work outside the home and confidence level, which is often related to age. Older women are likely to be more confident and have more resources.

8.4 Sexual violence

A. As a class, define sexual violence.

Possible answer:

Violence involving sexual activity, e.g. rape, sexual assault.

- Students estimate the percentage of women who experience sexual violence from an intimate partner.

B. Students read the text and check their answer.

Answer: iii (25%)

C. In groups, students put the information in a table. Encourage students to think of ideas outside those in the text.

Possible answers:

types of sexual violence

rape (strangers, friends/family or partners), rape as a weapon of war, abuse of children or disabled people, forcing people to not use contraceptives or have an abortion, forced marriage, forced trafficking for sex work

effects of sexual violence

physical and mental health problems, sexual and reproduction health problems, loss of support

preventing sexual violence

cooperation between agencies - police, medical professionals, counsellors, community based organisations and government. Publicity campaigns. More services for victims and abusers.

8.5 Solutions

A. Discuss the question, and write students' ideas on the board.

B. Students read the text.

In groups or as a class, students discuss the questions.

Possible answers

1. Because men often listen to men. If men, especially teachers, fathers and community leaders speak out against violence, other men will listen to them.

2. (some students will classify these into women's, men's or both).

- Oppose the idea that rape is the victim's fault or that rape only happens to 'bad' women or is caused by 'bad' behaviour of a woman/victim.

- Listen to the victim talk if they want to talk about their experience. Provide the support they need.

- Provide safe spaces for victims to talk about their situations and experiences. Organize shelters where women can escape abusive relationships.

- Educate abusers.

- Work on awareness campaigns on GBV issues and rights issues.

C. As a class, discuss the question.

Possible answer:

Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. (*from <http://legal-dictionary.thefreedictionary.com/>*)

It can include touching people who don't want to be touched, making sexual comments, asking people for sex, making sexual jokes in situations where people are not comfortable with that.

D. Students read the text. They identify the problem and the solutions.

Answers:

problem - sexual harassment on buses.

Especially on crowded buses, many women get touched and grabbed by men, or are stood close against women. If the bus is crowded, the women often can't do anything. Many women are too shy to shout out.

solutions - give women whistles so if a man is touching them, they blow the whistle so everyone can see what is happening.

Some bus companies have 'women only' buses in the mornings and evenings.

Some men look out for these situations, and if they see them happening will go and stand next to the women so the perpetrators go away.

E. In groups or as a class, students identify the factors that made this campaign successful.

Answers:

- Clearly identifiable problem
- Appropriate solution to the situation
- Support from a variety of people (bus drivers, bus companies, politicians, men and women who take buses.
- Enough resources (including human resources) to do the campaign

F. In groups, discuss these solutions to the problem of sexual harassment. Which solutions are effective? What are the problems with each solution? Groups present their ideas to the class.

Possible answers:

1. This might be effective, but it is very unfair on the women. This is punishing the victim, not the perpetrator.
2. This might be effective, but it would require a lot of resources - police, judges, prisons - and be very expensive.
3. This could be effective if the women have the confidence to deal with situations and have the support of the people around them. This is how the whistles on buses campaign can be effective, if it empowers women to be confident about this. If perpetrators see women are not easy victims, they are less likely to harass them.

G. In groups, students plan a campaign to stop sexual harassment.

- They first identify the form of harassment they are targeting - harassment on buses? In the workplace? In the streets? In restaurants?
- They then think of a creative way to fight this problem.
- They make a poster about this and present it to the class.

Review

- a.** Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b.** Students define the concepts in their own words, without looking at the glossary or texts.
- c.** Students write short paragraphs on the questions, and address the main points of the unit.

The point of this is to demonstrate understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

Before you start Chapter 9...

CHAPTER THEMES AND IDEAS

- Students read the introduction. Clarify anything they don't understand.
- Encourage them to ask questions.

KEY WORDS AND PHRASES

- Go through the key words and phrases. Clarify anything students don't understand.
- Ask how each word or phrase is related to the information in the introduction.
- Encourage students to make predictions about the links between the themes and ideas and the key words and phrases.

LEARNING GOALS

- Students read the knowledge and skills learning goals. Clarify anything they don't understand.
- After they finish the chapter, you might like to review these. Ask students to read over the learning goals again, and think about how well they have achieved each one.

9. Sex work

9.1 The sex industry in Southeast Asia

- A.** Get students' ideas about the sex work industry. Write them on the board.
- B.** Students read the quote. As a class, students list reasons people become sex workers. Encourage them to think of as many as they can.
- Write the reasons on the board.
- C.** Students read the text and answer the questions.

Answers:

1. Effects other industries - tourism, hotels, alcohol and cigarettes, sex workers go to cities or move overseas and send money back, job opportunities for people with no education, women are encouraged to go to big cities to earn an income and support their families, sex tourism.
2. The growth of tourism, few jobs for uneducated people and little support for poor from government.

- D.** Students add to their list from B.

Possible answers:

- better pay than other jobs
- need to support families
- tricked or trafficked
- because they want to
- opportunity to travel overseas

9.2 The lives of sex workers

A. Students read the text and answer the questions.

Answers:

1. She had no money and needed to support her child.
2. A pimp finds customers for sex workers and keeps a percentage of their earnings.
3. She doesn't have a pimp anymore, so she can keep all the money she makes. She used to feel bad about her job but now she doesn't because she can support her family.

B. Discuss the question as a class.

C. Students read the text. In pairs or groups, answer the question.

Possible answer:

Poorer female and male sex workers are more likely to be forced to do sex work, or do it because they have few economic choices.

They may only keep a little of the money they earn. Many would probably choose to do a different job.

Elite sex workers are likely to have better working conditions and to keep more of the money they earn. They often choose to stay in these jobs.

D. In groups, students read the case studies and discuss the questions.

Students answer the questions for each case individually.

Possible answers:

1. Case study 1 - Twet Twet was tricked into prostitution and forced to stay at the brothel.

Case study 2 - Myo Gyi wanted money to look after his aunt.

Case study 3 - Htwe Htwe wanted to make extra money.

2. Case study 1 - Twet Twet was tricked and forced - she didn't have a choice.

Case study 2 - Myo Gyi chose sex work

Case study 3 - Htwe Htwe chose sex work.

E. Discuss whether there is anything that can be done to improve the situation for these people.

Possible answer:

Myo Gyi seems fine - he is helping himself and others to improve the situation for sex workers.

Twet Twet and Htwe Htwe both suffer from community and authorities' attitudes towards sex workers. Htwe Htwe also fears violence.

Awareness raising and educational and rights programmes (especially amongst police) might help.

9.3 Dangers to sex workers

A. In groups, students discuss the questions and write their ideas in a table.

B. Students read the text, and add or change any of their answers in the table.

C. Students discuss the questions in groups, and present their ideas to the class.

Possible answers:

1. Sex workers risk violence by sex business owners and customers, increased risk of violence by criminals, and also violence by partners, family, and the community.
2. They have to work in dangerous places. Many people, including police and authorities think of them as criminals. They are not protected by police as other people are.

D. Students read the text, and add anything to their table from **A**.

Possible answers:

Risks and dangers: Sex workers often become victims of violence (by customers, by police or other authorities, by pimps or other associates). They also have a high risk of contracting HIV and STDs

Reduction: Raise awareness of human rights of sex workers in the community, and especially among police. Introduce laws protecting sex workers, improve healthcare and access to contraception. Rights education for sex workers.

E. As a class, discuss the situation in Myanmar. Is sex work legal? Is it common? Do a lot of people go to sex workers?

F. Discuss the questions as a class.

Answers:

1. Human immunodeficiency virus infection / acquired immunodeficiency syndrome (HIV/AIDS) is transmitted by having unprotected sex, sharing hyperdermic needles, transfusions of contaminated blood and from mother to child during pregnancy or breastfeeding.
2. Condoms are the most effective way to prevent HIV transmission during sex. Condoms also prevent the spread of other sexually transmitted diseases, and stop pregnancy.

G. As a class, discuss the law about carrying condoms, and its effects on sex workers and women generally.

Possible answer:

Sex workers are more at risk of pregnancy, HIV and other sexually transmitted diseases. If they do carry condoms they can be arrested. Women generally don't want to use condoms because people might think they are sex workers, which means they also are at risk of pregnancy or disease.

H. Students read the text and answer the questions.

Answers:

1. They usually show sex workers as victims - poor and hopeless. However many sex workers choose this work because the pay can be good, and use the money to improve their lives and their family's opportunities.
2. Sex work involves having sex in exchange for money. Trafficking is forcing people to work, often in sex work. It sometimes involves taking people away from their home towns and not permitting them to leave.

I. Individually or in pairs or groups, students choose a problem sex workers face, and list some ways to improve this.

- If possible, students locate an organisation that works on this issue, and finds out as much information as possible about what this organisation does.
- They could visit the organisation and interview workers there, or they could look for local or international organisations on the internet.
- Students present this information to the class.

Review

- a. Students work in pairs and discuss their opinions on the questions with their partner. Alternatively, students could work with different partners for each question.
- b. Students define the concepts in their own words, without looking at the glossary or texts.
- c. Students write short paragraphs on the questions, and address the main points of the unit.

The point of this is to demystify understanding of the concepts, not the language, so you might want to allow them to answer in their own language.

10. Conclusion

10.1 Gender in Myanmar today

- A.** In pairs or groups, students read the text and answer the questions.
- Discuss students' answers as a class.
- B.** Individually, students complete the sentences with their own ideas.
- Students put their sentences on the wall. They go around the room and read other students' sentences.

- C.** Students look at the cartoon and answer the question.

Possible answer:

Both women think the other is oppressed, and has to dress that way because men want her to. The European woman thinks the Muslim woman has to cover her body because men demand that. The Muslim woman thinks the European woman wears very few clothes because men want to see her body. Neither woman considers that the other might choose to dress like that because she wants to.

- D.** Individually or in pairs or groups, students create a cartoon about a gender-related issue in their community.
- Students put their cartoons on the wall, and explain them to the class if necessary.
 - Students go around looking at other students' cartoons.

10.2 What have you learned?

- A.** Individually, students complete the sentences.
- Students look back at their answers to these questions in 1.4.C on Page 8. They look at the differences in their answers, and think about why they might have changed.
 - In pairs, students discuss how their answers have changed (or not)
 - Get a few students to explain their changes to the class.
- B.** Divide the class into groups, and give each group a chapter of the module.
- Groups look back at the learning goals at the beginning of their chapter. Each group member takes one, two or three goals.
 - Students think about these goals, and think of examples how they achieved these goals, and/or difficulties in achieving these goals as they studied the chapter.
 - Students discuss their goals with the group.
 - Groups present the goals from their chapter to the class.

Examples from Chapter Six:

In this chapter, you will develop your awareness of gender balance and imbalance in national governments

I now know more about the reasons that some countries have more men than women in government. In Myanmar some of the reasons are...

In this chapter, you will develop your ability to outline the gender makeup of national governments around the world

I can now discuss which countries have more gender balance in government and which regions are more likely to have equal representation.

10.3 Creating change

- A.** Students choose three issues relating to gender that are interesting to them.
- In pairs, they discuss the questions - whether the issues are relevant to students communities, and whether they can create change.
 - Each student chooses one issue to focus on.
- B.** Students research their issue. Encourage them to think of as many ways as possible to get information about their issue.
- If you like, have students write the answers to the questions. Use these to guide students to more research opportunities.
- C.** Students list responses to the issue that they can do themselves.
- In groups, they discuss their responses. They decide on the three most practical actions.
- D.** Students list the problems they might encounter doing these actions, and solutions to these problems.
- E.** Students decide on one action, and write a goal statement about it.
- F.** Students do their actions. Encourage them to keep their goals realistic:
To stop all forms of Gender-based violence is not something the student can achieve as a result of one action. To raise awareness about the effects of gender-based violence is more realistic.
- G.** Students evaluate their actions - they measure the effectiveness of their action against their goal statements.
- Students write short reports about their actions, including a summary of their research and action planning (steps A-G).