



# SHE's GREAT!

Support Her Empowerment –  
Girls' Resilience, Enterprise,  
and Technology Initiative



# Acknowledgements

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**Note: The Gender and Community Curriculum is part of the SHE's GREAT! program. The curriculum is the intellectual property of the SHE's GREAT! Program. SHE's GREAT! is a pilot initiative funded by the U.S. Department of State's Office of Global Women's Issues and implemented by IREX.**

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# Gender and My Community

## Phase One: SHE's GREAT!

### Gender and My Community Club Summary

Welcome to the "Gender and My Community" (GMC) curriculum, the first phase of the SHE's GREAT! program. Gender identity is integral to our personal, family, and community lives and cultures. This program asks critical questions such as: What is gender? Why do we believe the things we do about gender? How do power and gender relations lead to inequality and gender-based violence (GBV)? This curriculum is to be the foundation and guiding tool of the Gender and My Community Club, which is phase one of the SHE'S GREAT! program. The goal of this program is to empower boys and girls with the skills, networks, and resources they need to thrive. Over the next eight weeks, members will go on a transformative journey where they will explore gender roles and norms in their personal and community life, learn how these norms can lead to harmful behavior and gender-based violence, identify a challenge related to GBV in their community, and create a plan to make a difference. The journey takes place through the after-school Gender and My Community Club, which provides a structure and peer support network to ensure that learning takes place safely and may continue beyond the timeline of the SHE's GREAT project.

### Audience

This curriculum guide is written for implementing partners, trained facilitators, and teachers of the Gender and My Community Curriculum. The curriculum is designed to be modified for different cultural contexts and age groups, for girls and boys ages 13 to 20. The curriculum should be delivered through in-school or out-of-school clubs with students as members. The design of the curriculum is gender inclusive, with some gender-segregated modules (girls and boys completing the curriculum in separate groups), and others where girls and boys are learning together.

### Facilitation

Gender and My Community will be led by a trained facilitator with support from a mentor. The mentor is a teacher from the school who can support the sustainability of the program within the school and community. The sessions can be led either after school or during the school day as an extracurricular activity. Each Gender and My Community Club should include one

facilitator and one teacher mentor. It is highly recommended that the club be led by a woman and a man together, if possible, to demonstrate collaborative leadership between men and women. Each school or community site will also have an administrator point of contact and a parent mentor.

In single-sex schools, such as all-girls or all-boys schools, the facilitators are encouraged to include experts and role models of different genders. The program can be done successfully in a single-sex school with the recommendation that facilitators and teacher mentors make an effort to reference and include examples and role models that challenge stereotypes and gender norms where applicable.

### **Guest Speakers**

There are two invitations for guest speakers in the curriculum. Including role models and leaders working on gender equity and gender-based violence (GBV) supports member empowerment and provides local, differentiated expertise. Facilitators will collaborate with the SHE's GREAT! staff and steering committee, as well as teachers and administrators, to identify guest speakers. A local gender-based violence expert should be invited for Module Three, and a project planning expert for Module Seven.

### **Gender and My Community Learning Objectives**

The goal of the SHE'S GREAT! curriculum is for participants to transform knowledge, attitude, and actions about gender (see Gender Continuum) roles, expectations and power dynamic. This will be accomplished through the learning objectives stated below.

1. Identify gender norms, roles, and relations.
2. Understand how gender norms, roles, and relations can lead to harmful effects and gender-based violence, and why gender equity is beneficial to boys and girls.
3. Collaborate with community networks to increase gender equity and prevent GBV.
4. Develop a plan to actively and safely reduce the harmful effects of gender norms.

### **Transformation through the Gender Continuum**

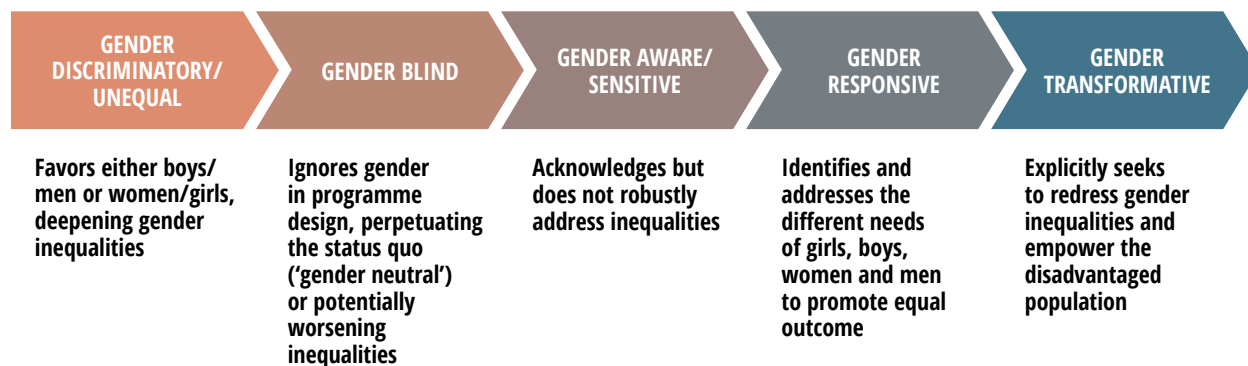
SHE's GREAT! programming utilizes the Gender Continuum, first developed by the Interagency Gender Working Group (IGWG) and adapted by UNICEF, as shown below.<sup>12</sup> All SHE's GREAT! programs strive to be gender transformative. The goal of the program is to support boys and girls, educators, youth-serving organizations, and communities in moving forward on the Gender Continuum.

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<sup>1</sup> UNICEF Gender Continuum.

[https://agora.unicef.org/pluginfile.php/332529/mod\\_scorm/content/2/scormdriver/indexAPI.html](https://agora.unicef.org/pluginfile.php/332529/mod_scorm/content/2/scormdriver/indexAPI.html)

<sup>2</sup> Gender Integration Continuum User's Guide. IGWG. 2017. <https://www.igwg.org/2017/11/updates-made-to-gender-integration-continuum-users-guide/>



Source: UNICEF Gender Programmatic Review Tool, 2018

### A Note About Do No Harm and Safe Spaces

IREX staff will work with country partners in order to follow the minimum standards for mainstreaming gender equality<sup>3</sup> across our country programs. Specifically, IREX will assist partners in reviewing and, if needed, creating or updating safeguarding policies and protocols to ensure the highest standards of care for engaging adolescents and vulnerable adults. IREX's approach to safeguarding is Do No (More) Harm, recognizing that staff, partners and participants have all been exposed to gender (and other identity-based) inequities—such as GBV and harmful stereotypes—within their families, communities and/or media ecosystem, which will affect their level of risk, psychosocial and physical health, and experience (or lack thereof) with survivor-centered care and reporting mechanisms. In addition, IREX and its partners will perform and regularly update an identity-based risk assessment to understand the potential harmful consequences of programming for diverse categories of participants, and develop mitigation plans, feedback mechanisms for communities, staff, and partners, and training on response to reports of violence. IREX will also ensure the safety of minors through appropriate recruitment and training of teacher mentors, facilitators, and parent mentors. All SHE's GREAT! programs should strive to be safe spaces for members of all genders and ages. What this means is that a club member, staff member, or category of people is confident that they will not be exposed to harassment, discrimination, physical or emotional harm. Through an integrated holistic approach encompassing inclusive curriculum design, facilitator and mentor training, and ongoing coaching, IREX will set a foundation and priority of safe spaces for all programming. All facilitators will receive instruction on Do No Harm and safe spaces throughout their training.

<sup>3</sup> Minimum Standards for Mainstreaming Gender Equality <https://genderstandards.org/>

## **Safeguarding**

The safety of youth participants is the primary priority during the SHE's GREAT! programming. All facilitators and mentors will participate in a safeguarding training to learn policies for preventing and reporting instances of bullying, violence, sexual harassment, sexual exploitation, and any other harmful behavior that occurs as a result of the SHE's GREAT! program. Under no circumstances should adult trainers or mentors be alone with a youth participant, physically engage with a participant, or put a youth participant in a compromising position.

All adults (facilitators, mentors, and volunteers) will receive a training in safeguarding protocols to ensure the safety of staff and participants. Facilitators and mentors will be expected to be familiar with the safeguarding protocols and chain of reporting incidents of harassment or misconduct.

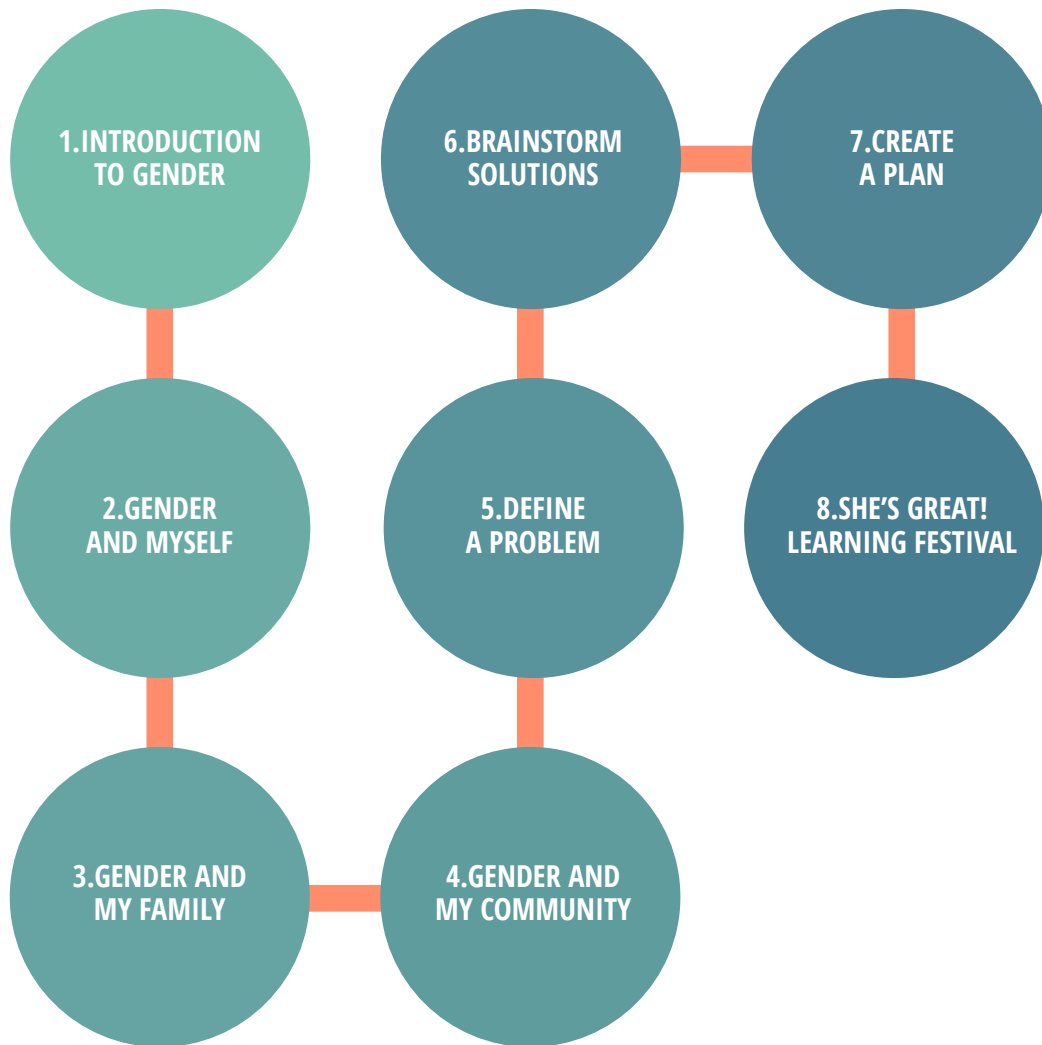
For a detailed copy of the SHE's GREAT! Safeguarding policy, please see Safeguarding Guidelines.

## **Parental Involvement**

All members require a signed permission slip from a parent or guardian to participate in the program. Parents will be invited to a parent meeting prior to the program launch in order to share program content and safeguarding policies and include parents in the program's mission of gender empowerment. Parents will have the opportunity to ask questions and express any concerns. A parent from the school will be invited to be the parent liaison, who will stay involved in the program and support parent engagement. Additionally, parents will be included as collaborators in the program through activities such as empathy interviews.

## **Module Overview**






The program consists of eight learning modules and a final Learning Festival. Each module takes approximately two hours. Please note that Module Seven will likely take 2.5 to 3 hours. Participants can complete these modules in a timeframe that works best for their school and community needs. It is recommended to implement one module per week; however, please adjust the pacing as needed. For example, you can complete two modules in one week or do one module every two weeks.



### Module Structure

Each module includes opportunities for members to collaborate, learn, and analyze diverse resources; reflect on gender; and discuss the impact gender norms and GBV have on their community. Members will engage in participatory learning methods, such as small group discussions, role plays, poetry, brainstorming, and other differentiated learning activities throughout the module.



SECTION	DESCRIPTION
<b>Warm Up</b> 	A short activity that engages members and prepares them for learning that day. It may be an energizer, creative activity, or inspiring quote. These activities can be used at any time during the curriculum for group bonding and raising the energy level of participants.
<b>Learn</b> 	Members engage with an article, reading, video, talk, or discussion to learn and critically discuss new information.
<b>Do</b> 	During this time, members participate in an activity to deepen understanding or apply what they have learned. At times, the Do activity is completed outside of the meeting.
<b>Reflect</b> 	Members reflect on the meaning and application of the day's meeting. Members can make connections and raise questions to explore further.
<b>Next Steps</b> 	Overview of what to expect in the next meeting and any activity that should be completed before the next meeting.
<b>Materials Needed</b>	
<p><b>Journal:</b> Each member will have a journal that will be used throughout the program for written prompts and reflection on program activities.</p> <p><b>Country Resource Kit</b> is a collection of gender and GBV focused articles, media, advertisements, artwork, and resources that is differentiated for each country</p> <p><b>Keyword Signs:</b> Small signs with keywords and definitions of terminology for the program.</p> <p><b>Poster paper</b></p> <p><b>Handouts:</b> Some modules require specific handouts.</p> <p><b>Markers</b></p> <p><b>Pens/Pencils</b></p> <p><b>Post-its</b></p> <p><b>Tape</b></p>	

**Please note: Modules Six and Seven feature different structures due to Action Planning and the Learning Festival. Modules Five and Seven will run for 2.5 hours, so please plan accordingly.**

## Pre- and Post-Assessment

Assessing member growth is an essential component of the SHE's GREAT! program. Prior to the first module of Gender and My Community, members will complete a pre-survey. Upon completion of the Learning Festival, they will complete a post-survey. The survey will measure members' progress towards learning objectives as well as their movement along the gender continuum.

## Quick Wins

In addition to the measurement and evaluation surveys, facilitators and mentors are encouraged to observe "quick wins." Quick wins are informational observations that indicate progress members are making on their journey to a gender transformative mindset. Facilitators will submit bi-weekly observation reports tracking quick wins and student concerns. Remember that these shifts happen slowly and gradually. A few quick wins to look out for are:

1. Members talking about topics of gender outside of the club.
2. Boys and girls working together collaboratively.
3. Girls taking leadership opportunities (such as more hand raising, speaking in class).
4. Boys willing to encourage girls' leadership.
5. Boys and girls identifying and noticing gender norms in other classes.
6. Boys' and girls' openness to new gender roles such as boys expressing "feminine" emotions, such as fear or sadness, and girls pursuing traditionally masculine leadership roles.
7. Boys and girls standing up to and reducing bullying that may be associated with gender.

## Wall Gallery

Throughout the curriculum, you will notice places where assignments are to be displayed on a wall gallery. A best practice of student participatory learning is displaying student work in a beautiful way throughout their learning space. If the club is not held in a room with space for display, members can have a virtual display or focus-sharing activity within the specific club model. The facilitator and mentor are encouraged to make the wall gallery an inviting and inspirational space.

## Journal

Each student will have a journal distributed to them during their first session. The journal includes inspirational readings and space for reflection. Each journal is organized by the eight modules and Learning Festival.



# Module One: Team Building and Introduction to Gender

**Time: Approximately 2 hours**

## Objectives

- Get to know members of the GMC Club.
- Understand what a safe space, brave space, and group norms are.
- Define key gender concepts.
- Explore Sustainable Development Goal 5 and connect it to global issues.

## Materials

- Screen to show video
- Poster paper
- Journal
- Key concepts signs

## 1. Warm Up (15 minutes)

*Purpose: To break the ice and help members get to know each other.*

**Icebreaker:** Have members stand in a circle and introduce themselves, including their name and their favorite food!

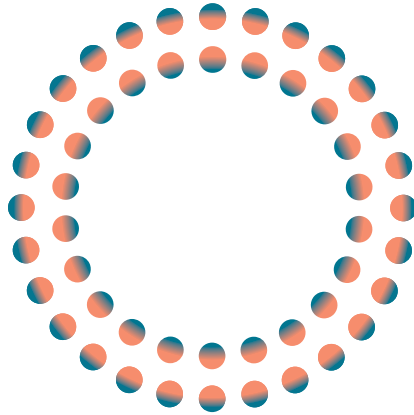
**Concentric Circles:** Ask members to stand in two circles, one on the outside and one on the inside. The facilitator will read out the questions below. After each question, members will share answers with each other. Then the facilitator will instruct the inside circle to move one space to the left. The new pairs will then discuss the next question.

### Questions:

1. What is your favorite subject at school?

2. What is your favorite song or musician?
3. Why did you join SHE'S GREAT! ?
4. Do you have any siblings?
5. What's your favorite TV show or movie?
6. What do you want to do when you grow up?

*Members  
will form two  
circles facing  
each other.*



## 2. Learn (30 minutes)

### **Introduction to Gender and My Community Club and Creating a Safe and Brave Space**

Welcome members to the club and introduce the SHE'S GREAT Program! Explain that they are part of a global network of youth members who are learning how they can make a difference in their lives and their communities by identifying and strengthening healthy relationships, encouraging the gender norms and roles that support gender equality, and addressing those that can have harmful effects. The goal of the club is for all members to be empowered with knowledge, skills, and networks to help them and their families succeed. During their participation in the club, members will learn from diverse resources such as community experts, articles, their families, their peers, and even themselves! Then they will be coming together to choose a gender equity challenge in their community to solve and make a plan to solve it.

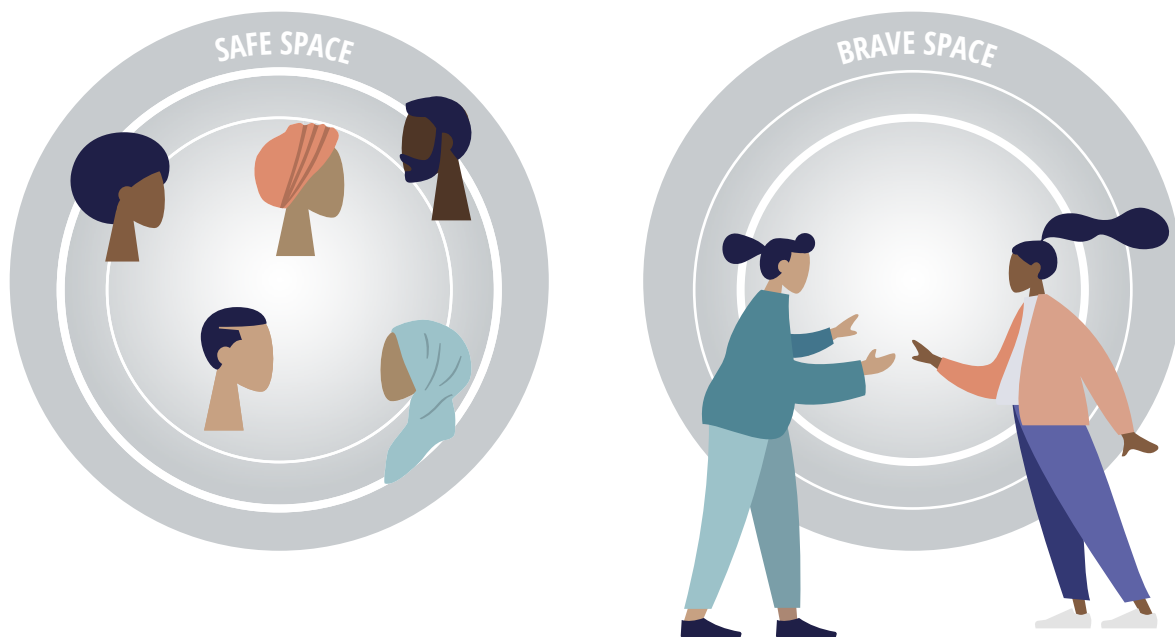
Explain that the club will be fun and collaborative as well as a safe space where the group will discuss serious topics such as stereotypes they may hold, harmful cultural practices, and gender-based violence (GBV). We want to remind members that a safe space is where peers respect and support one another as they share stories, opinions, and feelings through poetry,

writing, and discussion. It is important that everyone in the group respects each other in order for us to have a safe and brave space.

***Ask the members to discuss in small groups:***

- How do we create a safe space?
- What qualities does a brave space have?

Take a few responses on the board or write them down.



A **safe space** is a space where there is no judgement, and no one is judged. A **brave space** is a space where you are willing to try something new and learn in order to grow.

Explain to members that a safe space is where people of all genders and backgrounds feel welcomed, valued, and physically and emotionally safe from pejorative comments or “jokes,” demeaning generalizations, offensive gestures and images, and unwanted touching. A brave space is where people are willing to go outside their comfort zone to discuss the underlying causes of sensitive issues in order to grow and learn by seeing something from a new perspective. Because we will be discussing gender identity and prevention of gender-based violence in our community, sensitive topics may come up, so it is especially important that we are all respectful of our group.

## Creating Norms and Signing

Explain that the club will you will create “norms,” or an agreement contract for the GMC, as a group. Rules are formal expectations of what we are supposed to do, while norms are informal expectations of what we are supposed to do; both have consequences when they are broken. For example, a school rule may be that class begins at 8:30 AM and everyone must be on time, however if school regularly starts at 8:45 AM and few people are on time then the norm is to start school at 8:45AM and that its okay to be late.

Explain to members that we will be making a norms contract for our group and everyone will sign it.

**Ask members: What should be included in our norms document?**

*Suggestions: Respect each other, Be creative, Contribute, Listen, Offer ideas, Don't interrupt*

**Make a poster of the norms agreed upon and ask everyone to sign the norms. It is recommended to keep this document somewhere that the group can see it at all times.**

 **3. Do (40 minutes)**

## Human Quiz Game

Ask members to stand in a circle, and have the facilitator stand in the middle. In this game, the facilitator will make a number of statements. Members will step forward in the circle if the statement is true for them; if it is not true, they will stand still.

For example: If all teachers are men/women.

1. I help with cleaning and cooking at home.
2. I think boys and girls are equally smart.
3. Most of my teachers have been women.
4. It is good for girls to study science and math.
5. I would like to stay at school for year 10 and 11.
6. It's good for boys to learn how to dance and paint.
7. I am planning to go to vocational school (professional lyceum, college or university).
8. It's important for me to help my family and community.
9. I feel safe walking through my city/village.
10. Girls and boys can be friends with each other.

(Statements can be customized for specific regions.)

Throughout the game, ask members to notice who is stepping forward and who is standing still during which prompts. Explain that in communities and societies, men and women and boys and girls often have different gender roles and norms. Sometimes these roles and norms are good, and sometimes they can be harmful.

For gender-segregated schools, ask members to critically think about stereotypes and norms that affect boys and girls. For example, girls may have stereotypes that boys are better at science and math or should not help with cleaning. You can ask questions such as: Why do you think this is?

Ask the members:

1. What did you notice about the game?
2. Did any groups stand forward more than others?
3. Did anything surprise you?

The purpose of the activity is to encourage critical thinking about gender norms and stereotypes, and to set the stage for the conversation about sex versus gender. Connect the conversation and activity above to the definitions below.

### **Gender 101 Video (5 minutes)**

**Ask members to watch the following video and take notes on new terms:**

<https://www.kg.undp.org/content/kyrgyzstan/en/home/projects/gender-mainstreaming-practices.html>

### **Share key concepts with members (20 minutes)**

Connect this activity to the discussion above, where members shared their experiences and opinions on gender. It is important for the group to be on the same page regarding terminology and definitions.

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<b>Sex</b>	Biological Difference Between Males and Females <i><b>Example:</b> A woman <b>can</b> become pregnant, a man <b>cannot</b>.</i>
<hr/>	
<b>Gender</b>	Social and Cultural Expectations, opportunities, and relationships that define what is to “be a man” and “be a woman”. <sup>4</sup> <i><b>Example:</b> Women <b>should</b> be the primary caretaker of children, and men <b>should</b> be the primary source of family income.</i>
<hr/>	
<b>Gender Stereotypes</b>	Assumptions about men and women and boys and girls based on their gender identity not individual traits. <i><b>Example:</b> Men are <b>strong</b> and women are <b>weak</b>. Boys cannot cry, girls cannot stand up for herself.</i>
<hr/>	
<b>Gender Norms</b>	Social and cultural normative behavior, attributes, and characteristics that are expected of men and women and boys and girls at certain points in their lives. <sup>5</sup> <i><b>Example:</b> Women <b>should</b> marry before they are 20 Men <b>should</b> marry once they have enough money saved to support a family. Women should give birth to a son. Men should be the only one to earn money.</i>

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Suggest that the group talk about some of these terms and examples.

For example, a common gender stereotype is that men are stronger than women, who are stereotyped as weak. Ask members: Do you think women are weak? What about carrying babies? Or jugs of water? Don't they need to be strong for these things? What about emotional strength? How can men and women display strength of character by helping others? Emphasize that it is important to begin to question some of these stereotypes and to ask *why* we believe them.

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<sup>4</sup> Global Guidance on School Related Gender Based Violence. UNESCO and UN Women. 2016

<sup>5</sup> Gender Equality: Glossary of Terms and Concepts. UNICEF Regional Office for South Asia. 2017. <https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>



Ask members if they can think of any other examples for the key concepts above.

Take a moment for a group discussion. Use this time to clarify members' understanding of the above concepts. The key takeaway is that "sex" is the only concept that shows very little change across time, cultures, groups, or individuals. Other ideas can change; for example, gender norms around women working outside the home.

#### 4. Reflect/Share

##### **Member Reflection (15 minutes)**

##### **Gender Box Activity**

**Framing: The purpose of this activity is to think critically about stereotypes and gender norms in society.**

Have two posters or drawings on the board with outlines of a male and a female. Inform members that the group is going to discuss stereotypes. Explain that the male is a typical young man who is finishing secondary school. Describe his attitude, qualities, and expectations. Now imagine that the female is his sister who is one year older. Describe her attitude, qualities, and expectations.

Assign the following words (about three or four words each) to groups of two to three members. Members will be placing the stereotypes associated with males and females on the corresponding figure. Words can be written on cards or post-its and distributed to members. Members should discuss and answer the questions:

1. What is the stereotype?
2. Why do you think this is?
3. Do you think this is true?

**Nice Leader Strong Messy Parent Babies Sensitive Money Cleaning Building**

**Sweet Bully Fighting Reading Shopping Cooking Funny Quiet Mean Smart Math**

Ask members to share what they've decided by placing the word on the board using Post-its or markers.

*Differentiation Note regarding translation: When words are gendered this will be an important piece to engage on in the discussion, i.e. – why is this word masculine vs. feminine*

After the members are done, choose a few descriptions to critically analyze with the class. For example, they may say that the young woman needs to help keep her home clean. Ask questions such as: Why is that? Is the man able to clean? Do you think this is positive?

Encourage members to remember that we are creating a safe and brave space where they are welcome to share their opinions, and where their thoughts are very valuable. Choose to discuss as a group at least one example where the assignment of a trait goes counter to local norms or stereotypes. If you cannot find one, choose an example where a non-gendered expectation was placed on either the male or female poster (for example, “quiet” or “funny”).

## Post Activity Discussion

**Framing Note:** Refer back to the list from of words from the previous exercise.

Explain that gender norms and gender stereotypes can have positive and harmful effects on people and communities. However, it is good for us to ask why these gender norms exist. What effect do they have? Possible effects include social challenges such as girls not feeling comfortable speaking up in class or pursuing a career, or boys feeling pressure to earn money and drop out of school.

### Gender and Power

**Gender norms are about relationships between people, and are therefore closely related to power. Chose a word from the list above such as “strong” or “money” that was likely associated with men as a stereotype. Connect the word to the idea that power can lead to inequality and violence.** For example, if marriage laws as well as gender norms assign so much decision-making power to a husband that he is able to essentially control his wife’s access to opportunities and resources, who has more power in the relationship?

This imbalance of power can also lead to **gender-based violence (GBV)** which can include physical, psychological, and sexual and financial abuse, and harmful cultural practices, such as bride kidnapping, polygamy, and underage marriage. GBV and harmful cultural practices exploit gender norms that dictate unequal access to power, resources, and opportunities to exercise one’s full human rights based on one’s

gender roles. **Even laws, rules, and norms designed to protect individuals can harm them by deepening discrimination and inequities.**

The goal of this program is to expand opportunities for girls and boys by identifying gender norms that support learning and respect, while addressing stigmas, stereotypes, and restrictive gender roles. The GMC will help us take action to make a difference in our personal lives and in our community to increase gender equity. We will be talking more about equality and equity in the coming weeks. Now we will dive into the next steps of making a difference in our communities.

## 5. Next Steps (15 minutes)

**Framing:** Explain to members that all over the world, communities are working to address gender inequality and to stop gender-based violence. This is a problem that we all must work on together. We are part of a national and global community that is fighting for equality so that we can all have stronger economies, better families and a safer life.

Ask members: Has anyone heard of the Sustainable Development Goals (SDGs) or Global Goals? Take a few responses before explaining the SDGs.

The Sustainable Development Goals were adopted by global leaders at the United Nations Member meeting and provide a plan for creating a peaceful and prosperous world and future. There are 17 goals. Explain that the work of the club connects to Goal 5, gender equality, which actually helps create progress toward the other 16 goals too. The SDGs reflect that inequality is like a brake on development, for people as well as entire countries.



## Sustainable Development Goal 5: Empower All Women and Girls

<https://sustainabledevelopment.un.org/sdg5>

Explain that Kyrgyzstan is part of the Global Goals. When we are working towards gender equality for ourselves and our friends and family, we are part of a global movement.

If time allows, ask members to make a poster about Global Goal 5 and gender equality. The poster should reflect what this goal means to them.

For homework, members will dive deeper into gender equality in Kyrgyzstan. Give members the opportunity to choose a resource to read or review from the **Country Resource Kit**. They should write about the following prompts in their **journal**:

My new Information	My connection to gender (norms, stereotypes, GBV)	My feelings	My questions



# Module 2: Gender and Myself

**Time: Approximately 2 hours**

## Objectives

- Share what was learned from readings.
- Understand gender norms and roles.
- Connect gender to personal identity.
- Create an “I Am From” poem.

## Materials

- Journal
- Networking Template

## 1. Warm Up (10 minutes)

*Purpose: Welcome the group and spark members' thinking about what qualities define gender for them.*

**Icebreaker:** See Icebreakers Attachment

**Activity:** In the last session, members learned about gender norms and stereotypes. We also learned how gender equality is important around the world through the Sustainable Development Goals. Explain that today, the club will be focusing on gender and our own personal identity. Each of us learns about gender from our family, community, media, and culture. During this session, we will be exploring our personal gender identities.

Show members the local portraying a boy and a girl, and ask them to respond to the reflection prompt below in writing. Members will not be sharing their writing immediately, so they should feel free to express themselves and save their responses for a later activity.



From Ministry of Education Textbook

Describe the stereotypes for our culture:

1. A good girl is \_\_\_\_\_
2. A good boy is \_\_\_\_\_
3. A successful girl is \_\_\_\_\_
4. A successful boy is \_\_\_\_\_
5. Girls should never \_\_\_\_\_
6. Boys should never \_\_\_\_\_

## 2. Learn

### Small Group Discussion on Homework Reading (20 min)

Explain that there are two parts to today's learning activities. In part one, members will discuss their reading and in part two, they will learn about themselves. Each member had a different reading for homework on gender and Kyrgyzstan.

Put members in gender-segregated groups (if possible) of three to four people for small group discussion. It is best to group members who read different articles together. Members should discuss the following questions. **One person in each group should take notes.**

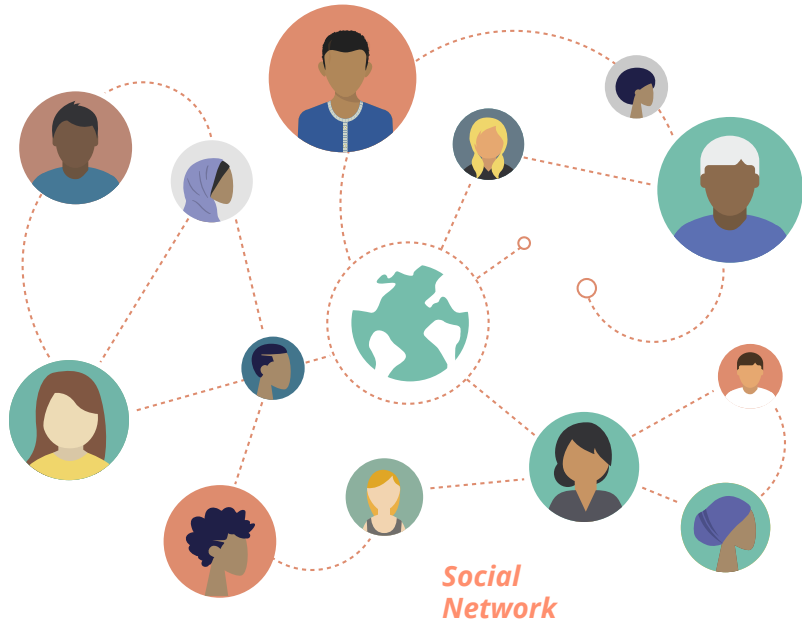
1. What did you learn from your reading about gender roles and expectations?
2. Did anything surprise you?

### 3. Do you have any questions to explore?

As the discussion is concluding, ask for one member of each small group to volunteer to share what they learned with the rest of the club.

#### **My Social Network**

Ask members what they think a social network is. Members might respond that Facebook or a neighborhood are social networks. Show members the below picture and explain that a social network refers to who you are connected to and how they influence your knowledge, attitudes, social norms, and behavior.



Today, members will be learning about themselves by creating their gender social networks. Ask members to review the writing that they did at the beginning of the meeting. Ask the group for some responses to the prompts and write them on chart paper or a blackboard. Encourage diverse members to participate so the answers are not coming only from a few members.

#### **Example of stereotypes:**

*A good girl is: kind, quiet, pretty*

*A good boy is: strong, a leader, smart*

*A successful woman is: married*

*A successful man is: hardworking to make money*

*Girls should never: be too loud, talk back to their father*

*Boys should never: be weak or cry*

Ask the members to recall what was discussed at the prior meeting about gender norms and stereotypes. Encourage discussion about the responses to the writing activity. For example:

- Do you think qualities that make a good girl or boy are different? How? How does this change over time?
- Here we say that a good girl is quiet. Does that mean that a good girl cannot be loud? Why or why not?
- What about famous female singers or politicians? Why are they allowed to “bend” the norm?
- Where do you think you learned these ideas? Why?

*Note: If the group is large, members can discuss these questions in pairs.*

Explain that knowledge, attitudes, and social norms about gender is something we learn from our social networks. This can include our family, friends, media, advertisements, teachers, and even at school. We can learn about gender through what our teachers and family directly teach us, but we also learn indirectly from their actions.



From Ministry of Education Textbook



Ask the following questions and allow time for the group to respond after each of them: For example, if your teachers tell you that all girls can go on to secondary education but only call on boys to answer questions, what are you learning? Or if an advertisement shows only women cleaning the house? Or a husband is always kind and respectful to a wife?

At the end woman says '*Cooking is our job*' which can have two meanings, whether she is talking about women in general or about the oven.

<https://www.youtube.com/watch?v=HBoevcsUADU>

Women ready in 5 minutes to meet the husband coming from work

<https://www.youtube.com/watch?v=p66V5UdasJQ>

Antiaging cream (Woman says: *Hello, I'm a fairy (magician)... everybody thinks so, but its not true, why? Because my age doesn't change, you ask what is the secret?* And then she tell about the cream) <https://www.youtube.com/watch?v=ovSo8a-rHcQ>

<http://boktudakorgonemessin.info/about>

### Social Network Maps (35 minutes)

1. Tell members that they will now create maps of their personal social networks that reflect *who* influences and teaches them gender norms and *what* knowledge, attitude, and expectations they teach about gender. Remember that influencers are not bad or good. This exercise is about understanding where our social norms come from and what we and how we learn about gender.
2. **Show the example below.** Review and talk through the example with your members. As you are reviewing, explain these influences on our member "Aigul's" life.
3. Explain that now members will be making their own social network maps. They should feel free to be creative and include drawings and colors in their network map. Their influencers can be specific people such as "Mom" or "Mr. Perez," or more general such as "parents," "teachers" or "friends."

*Note: If members may be uncomfortable doing the activity individually, they can make a network map in small groups.*



4. After members are done with their social networks, ask them to share them with a partner and explain the different components of the network. As they are sharing, the facilitator will walk around the room and listen to conversations about links between types of influencers and specific social norms about gender.
5. After they are done sharing, thank the members for a great conversation and share with the class a few ideas that you heard. For example, a member may have said that there is an expectation that girls stay home from school to help with young siblings. You may ask which members of their networks promote that expectation. Why do they think that is? This is a good opening for a conversation. Norms that are reinforced by multiple influencers within a network are usually stronger.
6. Ask members to keep their social network maps (or the facilitator or teacher mentor can collect them), because they will be using them in the next club meeting.



### 3. Reflect (45 minutes)

1. Explain that for the reflection activity, members will be doing a creative activity such as a song, drama, or poem. Ask the members if they have written a poem before and take a few responses. Share that a poem is a form of writing that allows people to express themselves and describe their world more personally. Members should write their poems in their journal.
2. Members will be creating an “I Am From” poem. This is a format of poem that people all over the world have written to share about their culture and families. A great thing about this kind of poem is that there is a template for it!
3. Members will have the opportunity to share their poem as part of the SHE’s GREAT! social media campaign.  
Share the example of an “I Am From” poem from a famous poet from the American South, George Ella Lyon.

*Note: It is best if facilitators share a personal example of the poem, which will be relatable to members and their culture. Facilitators will be writing an “I Am From” poem at the training.*

*Please note: Abridged versions of poem and template are available.*

#### **Where I’m From<sup>6</sup>**

By George Ella Lyon

I am from clothespins,  
from Clorox and carbon tetrachloride.  
I am from the dirt under the back porch.  
(Black, glistening  
it tasted like beets.)  
I am from the forsythia bush,  
the Dutch elm  
whose long gone limbs I remember  
as if they were my own.  
I’m from fudge and eyeglasses,  
from Imogene and Alafair.  
I’m from the know-it-alls and the pass-it-ons,  
from perk up and pipe down.  
I’m from He restoreth my soul with a cottonball lamb  
and ten verses I can say myself.

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<sup>6</sup> Where I’m From by George Ella Lyon. Scholastic. <http://teacher.scholastic.com/writeit/PDF/lyon.pdf>

I'm from Artemus and Billie's Branch,  
fried corn and strong coffee.  
From the finger my grandfather lost to the auger  
the eye my father shut to keep his sight.  
Under my bed was a dress box  
spilling old pictures,  
a sift of lost faces  
to drift beneath my dreams.  
I am from those moments-  
snapped before I budded-  
leaf-fall from the family tree

4. After you share your poem, explain that now members will be making their own poem using the template.

Note: The template can be written on the board or a poster if there are not enough handouts for everyone.

### I am from...

Adapted by Levi Romero

Inspired by "Where I'm From" by George Ella Lyon

I am from \_\_\_\_\_ (an everyday item in your home)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (a family tradition and family trait)

from \_\_\_\_\_ and \_\_\_\_\_ (family members)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (family habits)

and from \_\_\_\_\_. (gender norm)

I'm from \_\_\_\_\_ and \_\_\_\_\_ (things you were told as a child about being a boy/girl)

and \_\_\_\_\_ (gender stereotype)

I'm from \_\_\_\_\_ (a family tradition related to marriage)

I'm from \_\_\_\_\_ (place of birth) and \_\_\_\_\_ (family ancestry, nationality or place)

\_\_\_\_\_ and \_\_\_\_\_ (family foods)

From \_\_\_\_\_ (something your family member always says)

\_\_\_\_\_ (description of family mementos, pictures or treasures.)

\_\_\_\_\_ (location of mementos - under my bed, on the wall, in my heart)

and dreams of \_\_\_\_\_ (a dream you have for your future)

By (member name) \_\_\_\_\_ Date \_\_\_\_\_

5. Share out: Ask members if anyone would like to share their poem with the larger group.

Remind members to be encouraging and respectful!

#### ➔ 4. Next Steps (5 minutes)

Thank all the members for participating so meaningfully in the meeting. Share with members that in the next meeting, the group will be talking about more sensitive topics, learning from a gender specialist, and meeting in gender-segregated groups. They should think about any questions they have.

#### Gender Journal Homework

1. Instruct members to choose a new article from the Kyrgyzstan Resource Kit to review.
2. Members should watch a Public Service Announcement (PSA) about gender **with** a teacher, parent or grandparent. Members should then ask the adult how the topics in the PSA (bride kidnapping, harassment, and women in the workplace) were addressed when they were young.

PSA: <https://www.rferl.org/a/kyrgyzstans-me-too-moment/29753018.html>

3. Reflection questions:
  - a. What is my perspective on gender?
  - b. Where did I learn it from?
  - c. Did anything surprise me? What questions do I have?

# Module 3: Gender and My Relationships

**Time: Approximately 2 hours**

## Objectives

- Members will understand gender equity and barriers.
- Members will identify gender-based violence (GBV) in the context of relationships.

**Special Note for Module 3:** Module 3 should invite facilitation from local gender specialists/ GBV prevention to discuss and must be done in gender segregated groups so students can have a safe space. Implementing organizations and IREX will provide support in inviting and hosting a guest facilitator.

## 1. Warm Up (10 minutes)

*Purpose: For members to think critically about gender and gender-based violence.*

**Icebreaker:** See Icebreakers Attachment

**Activity:** Share a video or artwork for members to respond to.

**Prompt:** Explain that we are going to view the PSA video that they watched with a teacher or parent. Take some time to talk about the video and what members learned from teachers or parents about their experiences.

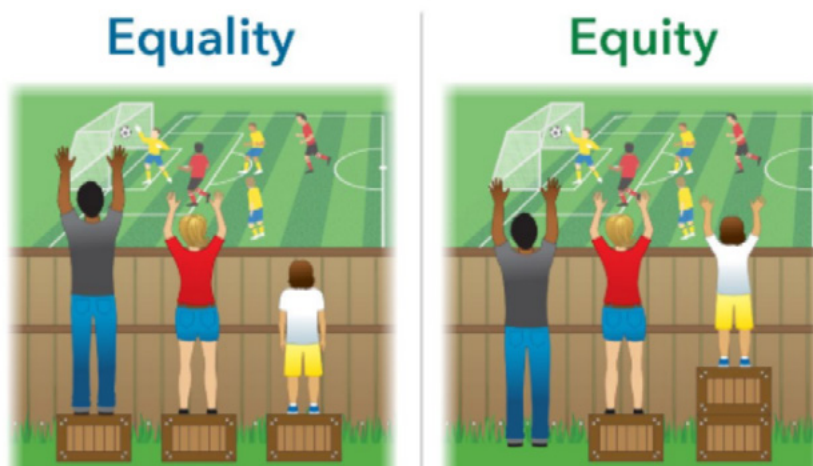
- What problem is this video showcasing? What do you think the solution is?
- Do you think harassment of women on the street is a crime? Why or why not?  
What about at work?
- What did your teachers, parents, or grandparents share about their experience?  
How have gender norms changed?

Video: <https://www.rferl.org/a/kyrgyzstans-me-too-moment/29753018.html>

**Framing:** If participants share observations that blame the object of gender-based violence (usually, a woman or girl) for breaking a rule or norm (e.g. walking alone at night, not performing household tasks as expected), remind them that gender norms are informal social rules that can be harmful. If a norm allows one person to violate the dignity, bodily integrity, and rights of another, it is harmful – even if it is a common or accepted opinion or behavior.

## 2. Learn (20 minutes)

1. Explain that, during this meeting, members will split into two groups by gender so that we can speak freely in a safe space about issues of gender equality and gender-based violence, also known as GBV.
2. Ask members to look at the picture of equality versus equity below. Members should then discuss what they notice about the different photos with a person seated next to them.



7

1. Engage in a discussion with the members about the pictures. Demonstrate how the people in the first picture are given identical or equal assistance to see over the fence, which is not what is needed for the diverse individuals to each overcome this obstacle. Equity is represented by the customized boxes (or the absence of a box), which meet each person's specific needs to overcome the obstacle. Close the discussion by explaining that today the club will be exploring barriers to gender equality and gender equity in our community and country.

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<sup>7</sup> <https://www.luxa.us/blog/equity-vs.-equality-equality-is-not-enough>

2. **Explain the terms equality, equity, and empowerment.**

**Gender equality** means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community, and their society.

**Gender equity** is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and current social and economic disadvantages that prevent women and men from operating on a level playing field. **Gender equality is the goal, and gender equity is the path to achieve it.**<sup>8</sup>

**Gender empowerment** is the process by which women and men gain power and control over their own lives and acquire the ability to make strategic choices.<sup>9</sup>



3. Ask members to record in their journals examples of gender inequity or inequality from television, advertisements, stories, or other sources they can think of. Remind them that one of the ways that inequality and inequity manifests is in violence and

<sup>8</sup> Gender Equality Strategy. UNDP Kyrgyzstan. 2018. <https://www.undp.org/content/dam/kyrgyzstan/Publications/gender/UNDP%20in%20Kyrgyzstan%20Gender%20Equality%20Strategy%202018.pdf>

<sup>9</sup> Empowerment of Women. European Institute for Gender Equality. <https://eige.europa.eu/thesaurus/terms/1102>



who is susceptible to violence. Members should write independently, discuss in small groups, and then share out. If all-boy groups struggle to think of examples (inequities are often invisible to those who do not experience them), suggest they imagine that they had been born a girl, and then provide examples.



From Ministry of Education Textbook

Advertisement of Mr. Proper washing liquid. Father and son try to clean the house as their mother will come back in 1 hour, so they call Mr. Proper to help. Their mother comes, they congratulate her with her birthday and the mother says You are my magicians/wizards!

<https://www.youtube.com/watch?v=R5krC7w2mms&t=66s> (0:34-1:04)

**Option: Share a locally relevant case study, fable, or television clip that prompts discussion. Members can use the three categories below to frame discussion and reflection in their gender journal.**

Personal Lives:

Family:

School:

4. Gender journal: Why do you think we have gender inequality? How does it affect girls and boys similarly? Differently?



### **3. Do: Healthy Relationships (40 minutes)**

1. Explain that gender inequality can lead to unhealthy relationships and gender-based violence because it represents unequal power dynamics, which can lead to psychological, physical, sexual and financial abuse.<sup>10</sup> Connect members' discussion

<sup>10</sup> Global Guidance - School Related Gender Based Violence. UNESCO and UN WOMEN. 2016

to gender-based violence. Explain that no-one has to share personal experiences of GBV, and it is normal and okay for members to feel nervous or uncomfortable in these conversations. Remind members of the policy of safe spaces and brave spaces, and that we want to be kind and respectful of one another and of ourselves!

2. Ask members to respond to the following prompt in writing:

Many of us know people who are in a healthy or unhealthy relationship. Think of an example of each and describe them below.<sup>11</sup>

Healthy Relationship	Unhealthy Relationship

3. Ask for a few volunteers to share their examples. Try to explore *why* members have defined a relationship as healthy or unhealthy.
4. Explain that when a relationship becomes very unhealthy, it is often due to inequality and abuse of power, which can lead to gender-based violence.
5. Ask members why they think relationships become unhealthy or violent. Why would a husband hit his wife for not cleaning the house? Explain the connection to toxic masculinity, which is limiting for both men and women.

**Gender-based violence:** Violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, against someone based on gender discrimination, gender role expectations and/or gender stereotypes, or based on the differential power status linked to gender. GBV looks different at different stages of life.<sup>12</sup>

**Toxic masculinity:** Toxic masculinity is a narrow and repressive description of manhood, designating manhood as defined by violence, sex, status and aggression. It is the cultural ideal of manliness, where strength is everything while emotions are a weakness; where sex and brutality are yardsticks by which men are measured, while supposedly “feminine” traits—which can range from emotional vulnerability to simply not being hypersexual—are the means by which your status as “man” can be taken away.<sup>13</sup>

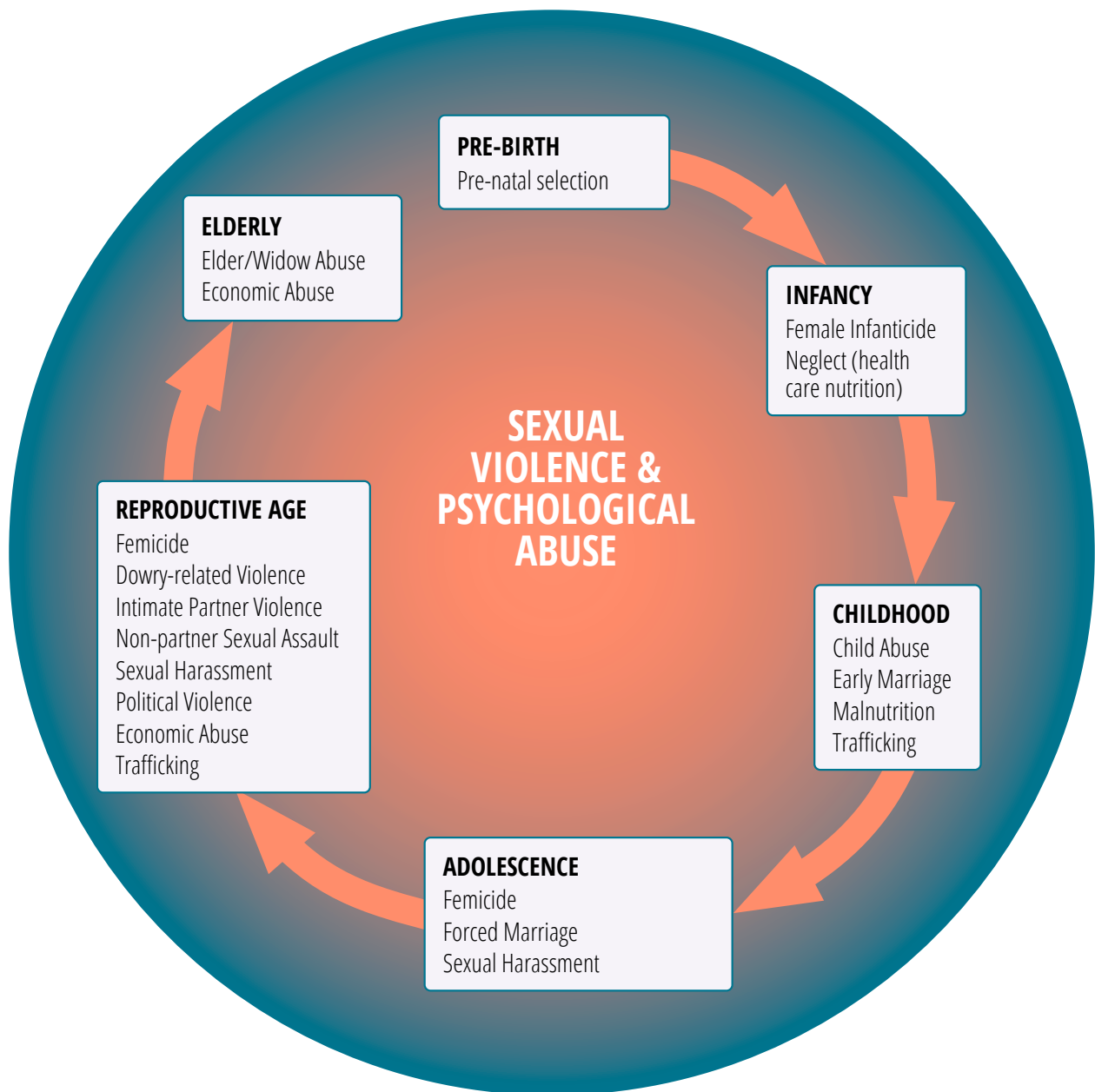
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<sup>11</sup> file:///C:/Users/sbever/Downloads/8-3\_Healthy-Or-Unhealthy-Relationships\_AMAZE.pdf

<sup>12</sup> The Life Cycle and Violence. UN Women. 2010. <https://www.endvawnow.org/en/articles/298-the-life-cycle-and-violence.html>

<sup>13</sup> What We Mean When We Say, “Toxic Masculinity.” Teaching Tolerance. 2017. <https://www.tolerance.org/magazine/what-we-mean-when-we-say-toxic-masculinity>

# Life Cycle of Violence Against Women and Girls



Differentiation Note: The graphic above will be differentiated for each country and age group.



## Power Wheel<sup>14</sup>

6. Introduce the Power Wheel to Members:
  - a. Ask members to read the different sections of the Power Wheel. Have members watch the video below: <https://www.youtube.com/watch?v=SNr7QXW2dJQ>. The topic of focus is bridenapping.
    - i. Prompt a discussion with the following questions: Using concepts from the Power Wheel, what type of violence did Kyial experience? How do harmful cultural practices change families? What alternative did Kyial's mother and aunt have? How did Kyial get help?

<sup>14</sup> Power and Control Wheel. National Domestic Violence Hotline. <https://www.thehotline.org/is-this-abuse/abuse-defined/power-and-control-wheel/>

- ii. Discuss solutions: Watch the video below to see an example of an action raising awareness against bridenapping.
7. Distribute relationship cards to members for the case study activity (see below). Members should identify if the relationship card is an example of:
- a. A healthy relationship
  - b. An unhealthy relationship
  - c. Gender-based violence: Members should refer to the diagrams of the Life Cycle of Violence Against Women and Girls and Power Wheel to identify instances of GBV.

### Relationship Cards

*In pairs, members will read their case study and decide which term they think is appropriate to label the relationship. If it is an example of gender-based violence, the pair should use the Power Wheel to identify the type of violence. They should then say why they have chosen that term and what their suggestions would be to improve the relationship or situation.*

*After members have time to read and identify their relationship, they should share out with the group.*


### Back of Each Card:


Identification:


Why did you choose this term?


**Safeguarding and Do No Harm**


Activities may bring up sharing about physical or sexual abuse or harassment experienced or witnessed by students. Safety and care for GMC members and community youth is of utmost priority for SHE'S GREAT! Follow safeguarding protocols for reporting instances of sexual harassment, violence, abuse, and other potentially harmful behavior.

  
**PREVENT IT**

  
**SEE IT**

  
**STOP IT**

  
**PROTECT FROM IT**

  
**REPORT IT**

(For Unhealthy relationships and GBV: What would you do if someone you knew was experiencing this? How could they confide in you? Where could you get resources to help them be safe and healthy?)

## Scenarios for cards:

A boy is interested in a girl at school, he talks to her during break at school to get to know her. Later he asks if it is okay for them to walk home from school together. The girl says that she would enjoy that but can her sister come along? The boy says yes that would be very nice.

- **Healthy relationship**

A boy is at home and he overhears his mother, father, and uncle talking about an arranged marriage for his sister. His sister is 15 years old which is under the legal age to be married, and he learned at school that early marriage has health consequences for adolescent girls too. He doesn't know the man they are talking about but thinks he may be a friend of his fathers from work and in his 50s. and has kids.

- **Gender-based violence (Harmful cultural practice)**

A group of girls is playing on the football field at school during physical education. One of the girls starts taunting the other girl because her figure is changing faster than the rest of the group. As they are running all the girls start teasing her and make a game of who can touch her body. Eventually the group of boys hears and joins the game as well. The girl is humiliated does not want to come to school.

- **Gender-based violence (Physical violence)**

A girl and a boy have been dating for five months. They've said "I love you" to each other, but when they're around with other friends at school, boy pretends they're not a couple. He says it's because he hasn't yet told his friends and family.

- **Unhealthy relationship**

A girl does not do well on her exam, she is very distraught and is crying in the corner at school. She is worried that her father will make her quit school and she will have to get married. He says that is what a woman is supposed to do, especially one who is not smart like her.

- **Gender-based violence**

A group of boys are walking home from school. One boy begins teasing the smallest boy, pushing him, calling him names, calling him weak, and then dares him to steal something from the village shop. The other boys join in and taunt him to prove his manliness through stealing.

- **Unhealthy relationship (Bullying)**

A boy and girl are spending time together studying math, they both begin to flirt with one another and are joking back and forth. They enjoy spending time together and keep scheduling time to study together. Eventually the boy tells her that he likes how smart she is and she is also very pretty. When he tries to reach over to hold the girls' hand she backs away and says she is not ready. He says, that is okay, he understands and they keep studying and joking.

- **Healthy relationship**

A girl's father comes home from the big city where he works for weeks at a time. Late at night she overhears him yelling abusive terms at her mother, accusing her of speaking inappropriately with other men at the market where she sells vegetables from their home garden. In the morning at breakfast, her mother is very calm and sad as if something serious happened last evening and her paternal grandmother is scolding her for shaming the family.

- **Gender-based violence (Domestic violence)**

#### 4. Reflect (10+ minutes)

Give members the opportunity to reflect on the activity and dive deeper by holding a question and answer session or living library interview with the local GBV expert about resources available.\* Members can submit questions on cards anonymously.\*

Sample questions for expert: What would you do if someone came to you with this problem? What advice would you give? What resources are available to help them be safe and healthy?

#### 5. Next Steps (15 minutes)

*Theme: We can make a difference!*

Explain to members that GBV can seem like an overwhelming problem, but the good news is that people all over the world are working together to find community solutions that boost gender equity and reduce GBV (refer to Sustainable Development Goal 5). Our club will also be focusing on building gender equity in our personal lives, schools, and communities. That means that members will need to decide on a gender-related problem that the club cares deeply about, and design actionable steps to solve it. In order to do so, we will be using a process called Human-Centered Design.

Ensure that members understand this key message: **Safety always comes first and only a GBV survivor can decide what help and services she or he needs. Never force a GBV survivor to report GBV without their consent unless their life is in immediate danger. If the survivor agrees to seek help, tell a trusted adult, preferably someone with experience providing safe and confidential GBV services, like a women's shelter. If the survivor uses a website or app to obtain more information, they should be mindful of who else has access to their search history and device(s).**



**EMPATHIZE**



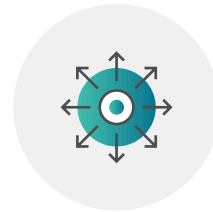
**DEFINE THE PROBLEM**



**IDEATE**



**PROTOTYPE**



**TEST**

**Human-Centered Design, also known as Design Thinking,** is when you create a solution to a problem, or a product to meet a need, with specific stakeholders or users in mind. If you design your solution with only one type of user in mind (for example, people like yourself!), it is not likely to succeed. In order to create a solution to a gender-related problem in your school or



community, we will first need to empathize with our family, friends, and teachers to understand their ideas on gender and their definition of the problem.

Watch this video explanation of Human-Centered Design with members:  
[https://www.youtube.com/watch?v=\\_r0VX-aU\\_T8](https://www.youtube.com/watch?v=_r0VX-aU_T8). It can be translated.

Explain to members that, to begin, they will be doing an empathy interview with a family member about their ideas on gender roles and gender equity. This information will be used to develop our problem statement in the next session. Members should interview at least one person who will have a different perspective than their own before the next meeting.

*A one-pager with a description of the program will be provided for adults who are participating in the interview process. Members can use this one-pager to describe the program and ensure adults' participation.*

### **Interview Policies:**

1. Only interview a family member or close family friend you feel comfortable with and trust.
2. Do not interview someone you don't know.
3. Explain to your interviewee that the interview will be used for a club activity, but they can stay anonymous if they like.
4. Write down their answers and bring them to our next meeting.

### **Empathy Interview Questions**

1. Do you think men and women in our country are equal? Why or why not?
2. Do you think success means different things for men and women? How?
3. How have men and women's roles in society changed over time? What about in your own family?
4. Do you think these changes are good or bad?
5. On a scale of 1-5, with one being low and five being high, rate each of these issues in our community:
  - Domestic violence (physical and psychological abuse of one family member by another)
  - Women and girls getting preferential treatment in school or at home over men and boys
  - Bride kidnapping (ala kachuu)

- Discrimination against women in the workplace
- Discrimination against men in the workplace
- Unequal pay of men and women with same qualifications at a similar job
- When unemployment is high men are favored for jobs over women
- Positive representations of women as leaders in the media
- Positive representations of men as leaders in the media

7. What do you think are the biggest challenges (men/women) face?

8. Anything else you would like to share about gender roles?

# Module Four: Gender and My Community

**Time: Approximately 2 hours**

## Objectives

- Members will describe gender norms and roles in their communities.
- Members will create maps identifying gender safe, neutral, and unsafe spaces in their school.

## Materials

- Agree and Disagree signs
- Paper
- Pens
- Colored markers or pens
- Journal

## **Framing (5 minutes)**

Welcome members to the club and explain that today we will be further exploring how gender affects us and our community, first through an interactive warm-up and then by creating a gender map of our school grounds. At the end of class, we will use information from our empathy interviews and gender map and interview to identify problems.

## 1. Warm Up (25 minutes)

### **1. Agree or Disagree Activity**

Place a sign or poster that says Agree on one side of the room and a sign that says Disagree on the other. Remind members that over the past few weeks, we have been learning about gender roles, gender norms, and gender equity, and discussing these concepts among ourselves and with family members. Explain that the group will be doing a critical thinking and opinion activity

where the facilitator will read a statement and members will move to one side of the room or another to indicate if they agree or disagree.

Note: A member will likely ask if they can go in the middle if they have mixed feelings about a prompt.<sup>15</sup> Members may stand in the middle if they wish.

After all members have moved to one of the signs after each of the questions, ask them to discuss their response in pairs or small groups. For the more dynamic discussions, ask members to also share with the larger group after discussing.

**Purpose:** Some of the statements below are general in order to invite discussion. For example, both boys and girls may do chores, but girls typically do more domestic chores, while boys may do chores like disposing of trash or hauling materials.

Choose five to eight prompts from the list below:

- Girls should do more of the chores at home.
- Teachers call on boys for answers more than girls.
- If there is high unemployment, a man should have preference for a job.
- Sometimes women provoke domestic violence.
- Women and men should receive equal pay for similar jobs.
- If chores are not completed and dinner is not ready, a man has the right to beat his wife.
- If a family only has money for one member to study at university, it should be the boy.
- A man has the right to keep money from his wife and children.
- Girls and boys are equally smart.
- When women gain more rights, they are taking rights away from men.
- A husband and wife can share power over decision making and spending household resources.
- It is important for a man to show his wife/partner who is the boss.
- If a family is not wealthy, food should be given first to men and boys.

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<sup>15</sup> For additional prompts: <https://www.povertyactionlab.org/sites/default/files/resources/practical-guide-to-measuring-women-and-girls-empowerment-appendix1.pdf>

## 2. Debrief

After the activity, ask members:

1. How did you feel during this activity?
2. Was there anything that surprised you?
3. How did your interviews affect your answers? What gender norms have changed over the years, according to your interviewee?

### Wall Gallery Statement

Ask members how their interviews went. Explain that the interviews will help them develop a good action project for their community, because they are learning about the people who live there. Have students write a reflection about their interviews on a Post-It or piece of paper.

Reflection prompt:

The person I interviewed is\_\_\_\_\_. What is important to them is\_\_\_\_\_. During my interview, I was surprised that\_\_\_\_\_ and I learned that \_\_\_\_\_.

Members will post their responses on the wall gallery. Read out a few responses for the group.

## 2. Learn (45 minutes)

### School Community Gender Maps<sup>16</sup>

School community gender maps are maps of the school that highlight areas of gender equity and identify areas of inequity and violence. Single-sex groups (girls and boys separately) will draw a map of the school according to the following guidelines.

Note: Activity can be adapted for a neighborhood or community center, if needed.




**Step One:** Using paper, markers, and pens, draw a map of the school. Label all of the different areas, including classrooms, offices, bathrooms, doors, and so on.

**Step Two:** Using the key below, label each area with a tally mark or X of the appropriate color. Remind members of the meaning of equity (where people are treated fairly) and inequity

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<sup>16</sup> Adapted from Participatory mapping activity: Global Guidance on Addressing School Gender Based Violence.

(unfair or unequal access or treatment), and what unsafe areas are (a place of actual or threatened violence, harassment or intimidation).

Areas of Gender Equity	Example: A classroom where boys and girls are encouraged to learn.	
Area of Gender Inequity	Example: A field where only the boys play football.	
Unsafe Areas	Example: Bathrooms that do not have locks or are poorly lit.	

**Step Three:** Share out with the group. Each group will elect a representative to share their map with the larger group.

### 3. Reflect (15 minutes)

After the members share their maps, the facilitator should ask a few prompting questions to the group to encourage critical thinking. Members will respond in writing in their journals.

Members should choose *two* areas of the map to reflect on.

Questions:

- Why is that area equitable, inequitable, or unsafe?
- How could that area become safer? Or more equitable? (An example of safety is adding locks on the bathroom doors. An example of equity is having girls and boys take turns on the football field.)

Ask a few members to share out with the group. Different groups may have categorized the same areas within the school differently. In this case, it is recommended to dig deeper with members and analyze why those differences exist. There may be other factors at play, such as poverty, race, and class, as well as gender.

Explain to the group that the purpose of this activity is to discover and explore challenges that we have. The first phase of Human-Centered Design is all about finding real problems to solve together. The GMC will be taking action to help solve these problems in future modules by creating action plans. Remind members that we will circle back to consider solutions to such issues in a later module. This stage of the Human-Centered Design process involves understanding the problems from diverse points of view.

Hang students' maps on the **wall gallery** to display what they have learned.

## 4. Next Steps (10 min)

### **Community Interview**

Tell members that next they will interview a teacher or student outside of the GMC Club about their ideas on gender roles and gender equity, and gather information for defining our problem statements. Members should make sure to interview at least one person who will have a different perspective than their own before the next meeting.

A one-pager with a description of the program will be provided for adults who are participating in the interview process. Members can use this one-pager to describe the program and ensure adults' participation.

Teachers and administrators who are invited to participate will be notified by the facilitator or mentor prior to the interview.

Interview Policies:

- Teacher or administrator interviews should be done by pairs of members.
- Only interview a teacher or close family friend you feel comfortable with and trust, and whom the facilitator or your parent has approved in advance.
- Do not interview someone you don't know.
- Explain that the interview will be used for a club activity, but they can stay anonymous if they like.
- Write down their answers.

### **Empathy Interview Questions**

1. Do you think men and women in our country are equal? Why or why not?
2. Do you think success means different things for men and women? How?
3. How have men and women's roles in society changed over time?  
What about in your own family?

4. Do you think these changes are good or bad?
5. On a scale of 1-5, with one being low and five being high, rate each of these issues in our community:
  - Domestic violence (physical and psychological abuse of one family member by another)
  - Women and girls getting preferential treatment in school or at home over men and boys
  - Bride kidnapping (ala kachuu)
  - Discrimination against women in the workplace
  - Discrimination against men in the workplace
  - Unequal pay of men and women with same qualifications at a similar job
  - When unemployment is high men are favored for jobs over women
  - Positive representations of women as leaders in the media
  - Positive representations of men as leaders in the media
7. What do you think are the biggest challenges (men/women) face?
8. Anything else you would like to share about gender roles?



# Module Five: Defining A Problem

**Time: Approximately 2.5 hours**

## Objectives

- Members explore community problems related to gender inequality and gender-based violence.
- Members understand the connection between gender inequality and gender-based violence.
- Members will identify a school or community problem related to gender inequality or gender-based violence that they want to solve.

## Materials

- Journal
- Interviews

## 1. Warm Up (5 minutes)

*Purpose: Inspire creative thinking about problems and solutions.*

**Icebreaker:** See Icebreakers Attachment

### **Video**

Remind members that, as they have seen in previous modules, people all over the world are working to end violence against women as part of Sustainable Development Goal 5.

Show members the following video:

<https://www.youtube.com/watch?v=aAm00hgGwPg&feature=youtu.be>

Ask the following discussion questions: What problem is being solved here? How is art used to raise awareness of the problem? What do you notice about the harmful cultural practices being called out?

## 2. Learn (15 minutes)

### Wall Gallery Statement

Ask members how their interviews went. Explain that the interviews will help them to develop a good project for their community, because they are learning about community members. Have students write a reflection from their interviews on a Post-it or piece of paper.

Reflection prompt:

The person I interviewed is \_\_\_\_\_. What is important to them is \_\_\_\_\_. During my interview, I was surprised that \_\_\_\_\_ and I learned that \_\_\_\_\_.

Members will post their responses on the wall. Read a few out for the group.

### Top Three List

1. Ask members to respond to the following prompt: **In small groups, make a list of the people you interviewed over the past two weeks and which problems each person identified related to gender inequality and gender-based violence.**

Show the example below.



Person	Problems
Teacher	<ul style="list-style-type: none"> <li>• Women make less money than men.</li> <li>• Men are allowed to beat women, and many women are scared and don't know the law.</li> <li>• Men collect the paychecks of everyone in the household who works for pay, including from their wives.</li> <li>• More and more, I see that girls feel unsafe coming to school due to bridenapping.</li> <li>• Boys are more likely to drop out of school to go to work.</li> <li>• I'm concerned about girls not going on to secondary school because they are marrying.</li> <li>• Early marriage and unsafe pregnancy.</li> </ul>
Older Brother	<ul style="list-style-type: none"> <li>• Many mothers should have more respect at home. Sometimes I am troubled by this.</li> <li>• Boys must be the strongest in school and at home. We can never be tired.</li> <li>• Boys get in trouble more.</li> <li>• In some classes, girls don't want to raise their hands or participate, particularly in science classes.</li> <li>• I wouldn't want my sister to interact with some boys because of how they treat other girls with force and disrespect.</li> <li>• I have heard of some men with more than one wife.</li> </ul>
Myself!	<ul style="list-style-type: none"> <li>• Early marriage for girls.</li> <li>• Boys forcing themselves on girls. I think they feel like they need to be strong.</li> <li>• Girls participating in school.</li> <li>• Boys dropping out of school.</li> <li>• Domestic abuse and women not knowing what they can do.</li> </ul>

2. Have members underline their top three problems related to gender equity and gender-based violence and write them down. For example:
- a. Men feeling that they have the right to hit women, particularly husbands hitting wives.
  - b. Girls being forced to marry at an early age.
  - c. Girls not participating in school.

3. Ask a few members to share out. Be sure to ask **critical thinking questions** such as:  
Why do you think that that is a problem? What do you think causes this problem?  
Where do you think that men/women learned that type of behavior?

### 3. Do: Human-Centered Design (HCD) Problem Definition (40 minutes)

1. Introduce the next phase of Human-Centered Design (HCD), which is to identify the problem that the SHE's GREAT! Club wants to solve. Remind members that HCD is all about designing a solution for a real person. Ask members to form groups of three or four to develop a profile for a person they want to help. The profile should include the person's gender, what they do, a gender-based problem they have, and what their needs are. It should be about five to seven sentences long.

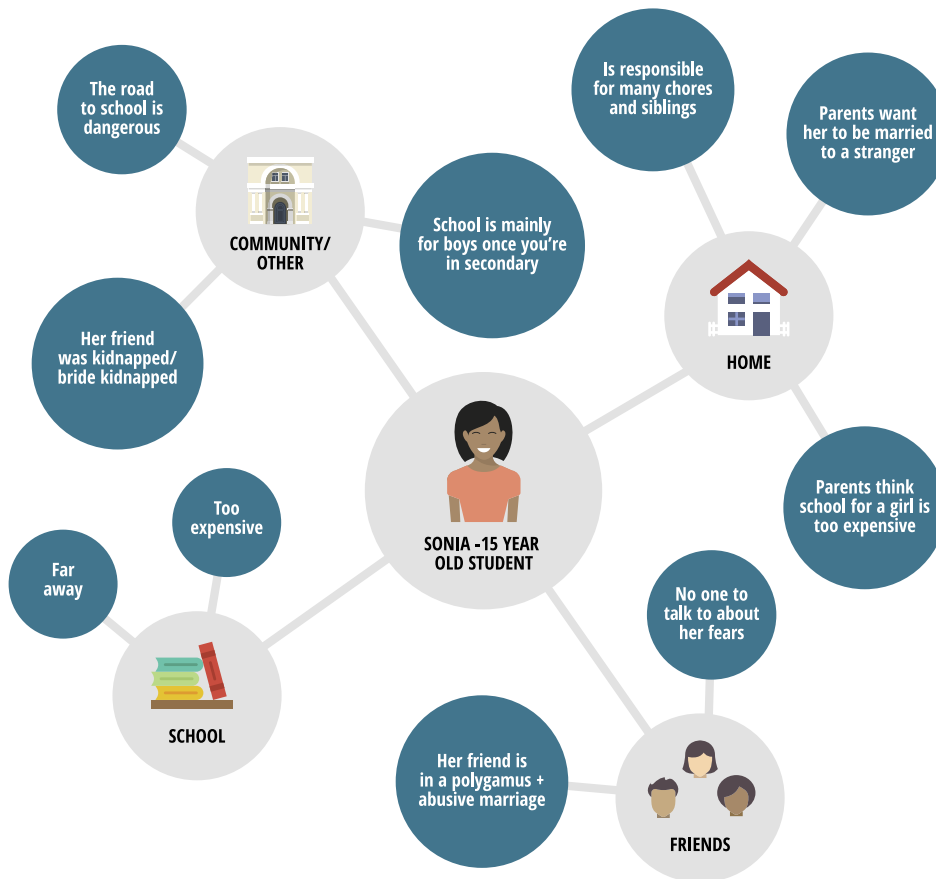
**Example:** Our subject is a 15-year old girl who travels a very long distance to school. She often is late to school and has to miss school because of her chores and taking care of her siblings. She overhears her mother talking about the girl getting married, but she doesn't even know the man her mother is talking about, and he lives very far away! She hears her father talking about how expensive it is to take care of her and that they should only send their son to school. She is feeling scared because her friend went away to get married, and she heard that her friend's husband is very old and even has another wife. She heard he uses bad language toward her friend and beats her when he doesn't like her cooking. She is so worried. She knows she wants to stay in school, but it seems impossible.

**Example:** Mr. X has recently begun teaching at Public School 27. He is a science teacher and loves exploring new ideas with his students. He notices that some of the well-liked boys have started bullying a boy in their class. This boy is sensitive and prefers to read and paint rather than play football. He talks to the students about it, but they laugh it off. When he talks to the administrator, he says that the boy needs to learn to act like a real man. He begins to notice more bullying at school and doesn't know how to help.

2. Each group should share their profile with the group. After everyone has shared their profile, have members vote on which profile the club will use for their HCD process.
3. Next, members need to identify a problem that the person in their profile has related to gender equality or gender-based violence. The facilitator will draw a mind map on the board or with poster paper by collecting ideas from members:
  - a. Identify the person.
  - b. Identify the categories of people and places in that person's life.
  - c. Brainstorm the problems related to each person or place.

- d. Review the mind map with members.
- e. Review “Good Problem Statement Traits” with members.<sup>17</sup>  
A good problem statement is:
  - i. Human centered, meaning that the problem is about a person,
  - ii. Allows and inspires creativity,
  - iii. Is narrow enough to be manageable.
- f. Each member gets two votes. Each member should put checkmarks next to the problems they are voting to solve.

4.



Example Mind Map for Profile 1

5. Vote on a problem to solve!
6. Members should form groups around similar topics they would like to solve. If there are 20 members, there can be four groups of five.

<sup>17</sup> Stage 2 in the Design Thinking Process. Interaction Design Foundation. 2019. <https://www.interaction-design.org/literature/article/stage-2-in-the-design-thinking-process-define-the-problem-and-interpret-the-results>

7. Each group should write their problem statement and place it on the wall gallery.

Format: Person (subject description)\_\_\_\_\_ Needs ..... (action)  
\_\_\_\_\_ because\_\_\_\_\_ (a compelling insight)

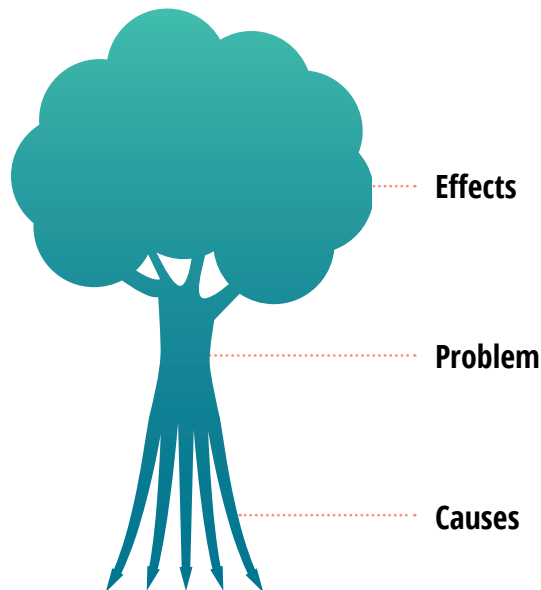
Example: Sonia, a nervous 15-year old girl needs to escape marrying the stranger her parents have chosen because she is scared of abuse and wants to stay in school.

**Problem: Child marriage, specifically parents wanting to young daughters to marry.**

**Energizer: Since the last two discussions were fairly intense, you may want to do an energizer activity to have some fun and give the members a break.**

#### **4. Reflect: Problem Tree (20 minutes)**

1. Now that the group has chosen a problem to solve, it is important that they explore the causes and effects of the problem. We will do this through a Problem Tree Analysis. Explain how like a tree, problems have roots and growth.
2. Show members the Problem Tree Analysis Template below.



3. Create a Problem Tree with the problem that the group has identified.

- Draw a large tree on a piece of paper or the blackboard so that everyone can see it.
- Write the problematic behavior in the tree trunk.
- Ask the members to share the reasons people behave in this problematic way. These reasons are the roots. Draw the “root causes” along the roots of the tree. There should be at least five.
- After brainstorming the causes, select one of the main “root causes.”
  - Ask the group why they think one of these root causes happens.
  - Record the “secondary root causes” on smaller roots of the tree.
- Next, ask the group about the effects of the problematic behavior. What effects does the behavior have?
- Write the effects in the leaves of the tree, making sure there is space between each effect.
- Now ask the members who they think benefits from the behavior. Who is harmed by this behavior?

### 5. Next Steps (10 minutes)

Explain to members that in the next meeting, we will be brainstorming solutions. For homework, members should review the gender inspiration reading and write about two possible solutions in their journals. This is a good opportunity to be creative!

Homework: Gender Inspiration Reading

Dariya’s Story: Kyrgyzstan

<https://www.globalfundforwomen.org/dariyas-story/>

# Module Six:

## Theme: Brainstorming Solutions

### Objectives

- Members will brainstorm creative solutions.
- Members will imagine a new future without gender-based violence or harmful stereotypes.

### Materials

- Journal

*Note to facilitator: Theater can bring up emotions and can be difficult for some members. Remember that maintaining safe spaces is a priority. If members are not comfortable acting out a root problem during the transformation statue activity, they may observe instead of participating. However, remind them that we are in a brave space and everyone is encouraged to take a risk and step outside of their comfort zone.*

### 1. Warm Up – Turn Up the Volume Emotion Circle (5 minutes)

*Purpose: To get members thinking creatively and using their imaginations.*

1. Create an open space in your meeting room where members are free to move around. If possible, have music playing in the background. Explain to members that we are going to be using our imaginations to think of solutions to our problems. Today will be fun and creativity is encouraged!
2. Ask all of the members to stand in a circle facing each other.
3. Explain that the purpose of this activity is to show emotions on our face and with our body. The facilitator will say an emotion prompt and a level. Just as you can turn up the volume on the TV or radio, we're going to turn up the volume on our emotions. We will simply be counting to ten, and as we count, our "volume" will go up.
4. Example: Ask for a volunteer. Give the emotion prompt, "Sad, level two."
  - a. Demonstrate the emotion by making a slightly sad face.
  - b. Now, say, "Sad, level ten."



- c. Demonstrate and make a very dramatic sad face and body posture.
5. Do the activity as a group with everyone counting to ten and intensifying their emotions using the following prompts:
  - a. Happy
  - b. Excited
  - c. Nervous
  - d. Bored
  - e. Tired
  - f. Mad
  - g. Confident
6. At the end, congratulate the members. Everyone should give a round of applause!

## 2. Imagine: Transformation Tableaux (25 minutes)

*Purpose: Adapted from a "Theater of the Oppressed" exercise from Boal, this activity gives members the opportunity to experience the physical transformation of moving from a problem to a solution.*

1. Invite members to stand in a circle and explain that they will be making transformation tableaux from our root problem tree. Choose one of the root problems and ask members to internalize it and create it with their body and facial expressions, as though they are a living statue.
  - a. Note: Do not choose a problem of direct physical or sexual violence to act out, as this could be potentially harmful for members.
  - b. Statue One Example: A woman is in an abusive home and no one believes her.
2. Then, ask the group to imagine that the problem is solved. What happens to their body and their facial expressions? Ask members to transform in slow motion into a new pose as you slowly count to 10.
  - a. Statue Two Example: A woman is in an abusive home and has the financial, emotional, and relational support she needs. Her community and family believe her and want to help her.
3. Debrief and ask the group:
  - a. How did the first statue make you feel?
  - b. How did the second statue make you feel?

4. Explain that the tableaux exercise is all about imagining what is possible. Next, they will be making a statue scene.
5. Members should form into groups of three or four people.
6. Ask the groups to create a frozen statue scene of one of the root problems, problem behaviors, or effects. Each person should have a role.
7. The group will make two statues. The first represents the problem, and the second imagines a world where the problem is solved.
  - a. Groups should write a two to three sentence description of each scenario. The first description should tell the story of the original situation/challenge. The second should be a description of the new scenario imagining that the problem is gone.
8. Give the groups time to practice their tableaux.
9. Groups should share out their scene, first giving a scene introduction. The facilitator will count to 10 in slow motion during the transformations.



### **3. Reflect: Brainstorm Solutions (10 minutes)**

#### **1. Ask members to reflect in their gender journal:**

- a. How was putting together the tableaux?
- b. What did you like? What were the challenges?
- c. What did the first pose feel like?
- d. How was the second?

#### **2. Invite a few members to share out.**

**3. Brainstorm (20 minutes):** Reflect with members that this activity makes us consider what is possible and frees us to imagine. Sometimes, when something has always been a certain way—such as a society turning away from an abused woman, or men feeling all the financial burden, or a girl not speaking out in class—it's tempting to think that change is impossible. The purpose of this activity is to think about what is possible and brainstorm solutions to get there.

Remind members of their problem statement and the target audience. Then ask them to brainstorm solutions, as many as they can! All ideas are welcome. No idea is too crazy! First, members should write down their ideas independently. Then they can share out ideas for solutions and write them on the board or a piece of chart paper.

Exercising one's imagination and thinking freely are crucial parts of the HCD process. Members can use sticky notes to brainstorm their solutions, if they are available.

➔ **4. Next Steps: Choose one! (10 minutes)**

**In groups of four to five, members should complete the steps below.**

1. Ask members to rank and then vote for their top three solutions.
2. Criteria should include feasibility (what is possible) and innovation (creativity).
3. Calculate the votes.
4. At the end of the session, the group will be able to craft their solution statement.

Our team will create a \_\_\_\_\_ in order to solve \_\_\_\_\_  
for \_\_\_\_\_ .

**Example:** Our club will create an Equal Education for Girls social media campaign to raise awareness of girls being left out of secondary education in order to get married, or due to a preference for boys' education.

For homework, members should read and reflect on an article about a gender project.

<https://eca.unwomen.org/en/news/stories/2019/12/generationequality-gets-people-running-against-violence-in-kyrgyzstan>

# Module Seven: Action Planning

**Time: Approximately 2.5 hours**

## **Objectives**

- Members will be able to identify partners for their action planning.
- Members will be able to learn best practices from a community expert.
- Members will be able to create an outline for an action plan.

## **Materials**

- Journal

### **1. Community Speaker (Timing TBD depending on the speaker)**

Invite a speaker from the community who works in gender-based violence prevention and/or gender equity. They should speak about the goal of their organization and a project they have done. The speaker can talk about planning and goal setting as well as interesting stories from their projects.

The speaker could give a presentation to members, or could be interviewed by the facilitator and teacher mentor. During the session, members should take notes on how to plan a project.

### **2. Warm Up: Mirroring Activity (15 minutes)**

The purpose of the warm-up is to encourage members to think about leadership and teamwork, and to have fun!

1. Members should work in pairs and face their partner.
2. Ask each pair to decide who is blue and who is green.
3. The blue member will be the leader first.
4. Explain that partners will be mirroring each other. The rules are that partners must maintain eye contact, move in slow motion, and not try to trick each other. The goal is to stay synched as a pair.
5. After a few minutes, say “Freeze! Switch leaders!” The green members will now lead.

6. At the end of the activity, ask the group members to stand in a circle.
7. Ask those who preferred leading to raise their hand, and then those who preferred following.
8. Debrief the activity:
  - a. What did you need to do to be a good leader?
  - b. What did you need to be a good follower?



### **3. Framing Transition (5 minutes)**

Explain that today we will be planning our action projects and we will need to work together as a team. In the previous activity, we've learned that sometimes we need to lead and sometimes we need to follow and listen. But what is important is that we pay attention to each other and stay together.



### **4. Action Project Concept and Learning Festival (20 minutes)**

1. Review the flow of SHE's GREAT!
  - a. Community Based Program: Gender and My Community: This is the program they are currently in! Members identify and explore gender norms, gender equity, and how inequity leads to GBV in their schools and communities. Members create action plans to make a difference in their school or community.
  - b. STEAM (Science, Technology, Engineering, Art, and Math) Innovation Camp: Members come to the capital city to hear from professionals in STEAM who break gender norms, as well as gender specialists. They will also learn a practical STEAM skill from experts.
  - c. Action Project Implementation: Members adjust their action project plans and implement their plan in their school or community. GMC clubs will meet on a bi-weekly basis with facilitators and mentors to set goals and track progress on action projects.
2. Introduce the Learning Festival
  - a. The Learning Festival is a presentation of learning from the Gender and My Community curriculum for the school community. Members will create a presentation about the Gender and My Community Curriculum. The presentation will likely be held at the school, but also could be in a community location.

See Sample Agenda Page 72.

This festival will include:

- i. Explaining Global Goal 5 for Gender Equity and how the school will be a part of this global solution. Introducing terms such as gender, sex, gender norms, stereotypes, etc.

- ii. Sharing “I Am From” Poems and Transformation Tableaux.
  - iii. Highlights of articles, research, art, and stories about gender in the community.
  - iv. Sharing action plan concepts.
  - v. Sharing strategies for discussing gender norms and breaking down gender stereotypes and presenting resources.
3. Explain to members that their goal is to create a concept of their solution to share at the Learning Festival. They will then refine their plan at the STEAM camp and implement it next semester.

### 5. Review and Complete the Action Planning Tool (30-40 minutes)

The facilitator should lead the discussion while members collaborate on their action planning tool. Before you begin, have members sign up for the roles that are listed on the action planning tool. Feel free to allow members to double up and switch roles as necessary. It is recommended to split up the action planning tool so that all members are working simultaneously.

Beyond the planning tool, members should also create a drawing or example of their solution to give a “taste” of the project.

**For example**, a proposed solution might be a Public Service Announcement campaign to raise awareness about psychological abuse and promote respect and healthy relationships between men and women. As part of the campaign, members will create a skit performance that identifies types of psychological abuse and presents resources that people can go to for help in the community and online. They will create a social medial campaign using the hashtag #yestorespect.

Phase One: Summary and Goals

Phase Two: Leader Brainstorms

Phase Three: Further Research

Phase: Drawing or Example of Solution

## SHE's GREAT! Action Planning Tool

Name \_\_\_\_\_

School \_\_\_\_\_

<p>Action Project Title:</p> <p>Action Project Summary:</p>											
<p>Who will our project target? (i.e. Students, Parents, Boys, Girls)</p>		<p>Project Goal:</p>									
<p>Short Term Goals:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Goal</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>		Goal	Date			<p>Short Term Goals:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Goal</th> <th style="width: 30%;">Date</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>		Goal	Date		
Goal	Date										
Goal	Date										
<p><b>Leaders in My School and Community:</b></p> <p>Formal (i.e. principals, department leaders)</p> <p>Informal (influential teachers, students, parents)</p>											

<p>Challenges:</p>	<p>Additional Research/Resources Needed:</p>								
<p>Questions to answer:</p>	<p>Supporting documents and background knowledge for our action project: What inspired you? What did you learn during the program or outside of the program?</p>								
<p>Evaluation: How will we know our project is successful? How will we measure if we meet our goal?  Examples: Number of participants, Survey, Followers on Instagram, etc.</p>									
<p>Member Roles:</p> <table data-bbox="207 1381 1094 1654"> <tr> <td>Project Manager:</td> <td>Artist (2):</td> </tr> <tr> <td>Assistant Manager:</td> <td>Technology Specialist:</td> </tr> <tr> <td>Secretary/ Recorder:</td> <td></td> </tr> <tr> <td>Researcher (2):</td> <td>Communications:</td> </tr> </table>		Project Manager:	Artist (2):	Assistant Manager:	Technology Specialist:	Secretary/ Recorder:		Researcher (2):	Communications:
Project Manager:	Artist (2):								
Assistant Manager:	Technology Specialist:								
Secretary/ Recorder:									
Researcher (2):	Communications:								



## 6. Reflect

Explain that at the next meeting, we will continue to work on the action plan concept and plan the Learning Festival. To be prepared, members should brainstorm in their journal a list of things they want to share at their Learning Festival and what they need to do for their next meeting.

1. What do we want to share at our Learning Festival?
2. What do we need to work on in between our meetings?
3. Make a “to do” list and assign roles to each person for the next meeting.

### **Example:**

- Confirm Festival date with principal
- Make flyer designs
- Research GBV problem/solutions
- Brainstorm questions for the audience to discuss
- Write a Transformation Scene
- Invite Community Expert to speak at Learning Festival

The homework for the next meeting is to complete your assignment from your team’s “to do” list.



# Module Eight: Reflection & Festival Preparation

**Time: Approximately 2.5 hours**

## Objectives

- Members can reflect on their understanding of gender norms, stereotypes, and GBV.
- Members can review resources for their community.
- Members can plan the Learning Festival.

## Materials

- Journal
- Lightbulb Handout

Facilitator Note: The Gender Lightbulb Moments and Case Studies will be collected at the end of the session and assessed as artifacts to measure student understanding and growth by the SHE's GREAT! team.

## 1. Warm Up (10 minutes)

Gender Lightbulb Moment<sup>18</sup>

**Framing:** Explain that over the past eight weeks, our club has learned about gender norms, stereotypes, and GBV. We have identified how gender impacts us in our personal lives, families, and in the community and begun to think about ways that we could transform gender stereotypes and raise awareness about gender-based violence prevention. It is possible that

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<sup>18</sup> Adapted from Gender Lightbulb Exercise. Open, Learn, Create. [https://www.open.edu/openlearncreate/pluginfile.php/272873/mod\\_resource/content/1/Classroom%20Activities%20on%20gender%20stereotypes%20and%20equality.pdf](https://www.open.edu/openlearncreate/pluginfile.php/272873/mod_resource/content/1/Classroom%20Activities%20on%20gender%20stereotypes%20and%20equality.pdf)

many of us did not know about gender stereotypes or gender-based violence or how it affects our community.

1. Introduce the “Lightbulb Moment” activity. Ask members to think about a time when they thought about gender in a different way, recognized a stereotype, or became aware of GBV issues over the past semester.

Examples:

I noticed that a teacher is treating me differently due to my gender.

I learned that violence against women includes harassment and I can stand up for myself.

I used to think that husbands could beat their wives if they deserved it. Now I know that is wrong.

2. Have members write down their moment and why it is their lightbulb moment on a lightbulb handout. Remind them to use key terms such as stereotype, norm, equity, equality, and GBV.

## 2. Learn (20 minutes)

Action Discussion Groups: Open a discussion with members about what they’ve learned overall related to gender norms, gender stereotypes, gender equity, and GBV. Split members into groups of two to three. Each group will read a case study. In the case study, they should identify:

1. What gender-related challenges is this person facing?
2. What advice would you give them?
3. How can they improve their situation?
4. Describe resources that would be helpful to them.

Afterwards, have the group share out their case study and responses.

- Ученица 8 класса всегда прилежно училась в школе и была лучшей ученицей. Во время контрольных работ все пытались списать у нее. В какой-то момент ей надоело делиться своими знаниями просто так, в итоге она перестала давать тетрадки даже друзьям и тут же стала врагом. Ее начали называть «умной душой», одноклассники то устраивали бойкот, то становились невероятными милашками в надежде всё-таки списать, но после неудачной попытки «помириться» становились ещё злее. Она была старостой в классе, но это тоже не помогало, ее считали стукачом, ее избегали, игнорировали или грубо подкалывали, никто не хотел сидеть за одной партой. Из-за этого она плакала каждый день и умоляла маму перевести в другую школу, но ответ был что сложившаяся ситуация

– ерунда, в которой виновата она сама. И вообще, главное – учёба, а не отношения с другими детьми, поэтому терпи.

**Translation:** A girl student of grade 8 has always studied good at school and was the best student in the class. During tests, everyone tried to copy from her. At some point, she was tired of sharing her knowledge and stopped giving her notes to copy even to her friends and immediately became an enemy of the class. Her classmates began to call her a “smart fool”, her classmates either boycotted or became incredible cuties in the hope of copying anyway, but after an unsuccessful attempt to be friends with her they became even angrier. She was a class monitor, but that didn’t help either, she was considered a rat and a snitch, she was avoided, ignored or rudely teased, no one wanted to sit next to her.

Because of this, she cried every day and begged her mother to transfer to another school, but the answer was that the situation was nonsense, and she is the only one to blame. And in general, the main thing is study, and not relationships with other children, so be patient.

- Ученица 7 класса, 13-летняя девочка помогает маме работать на одном из крупных базаров Бишкека. Мама девочки работает уборщицей, девочка приходит помогать после школы. Девочка говорит, что площади здания большие и работы много, ее мать не всегда успевает. Своим одноклассникам девочка не говорила о том, чем занимается после школы, помогая маме убираться и зарабатывать деньги. В один день одноклассник девочки заметил ее на базаре за уборкой мусора, на следующий день об этом знала вся школа. После этого случая с девочкой стали перестали общаться некоторые ребята называя ее грязной и вонючей.

**Translation:** A 7th grade student, a 13-year-old girl helps her mother work at one of Bishkek’s major bazaars. The girl’s mom works as a cleaner, the girl comes to help her after school. The girl says that the area of the building is large and there is a lot of work, her mother does not always have enough time to finish cleaning everything. The girl did not talk to her classmates about what she was doing after school, helping her mom and make money. One day, a girl’s classmate noticed her in the bazaar when she was collecting garbage, the next day the whole school knew about it. After this incident, some students stopped talking to the girl, calling her dirty and smelly.

Ученик 9 класса одной из столичных школ говорит, что в их школе хозяйничает банда ребят отбирая у тех кто помладше деньги, других заставляют выполнять разные указания, а кто отказывается – тех бьют. Все их боятся. Мальчик не хочет им прислуживать, и за это ему порвали куртку и разбили бровь. Ему стыдно было жаловаться родителям или

учителям, поэтому он сказал, что упал. Мама мальчика ругалась и говорила, что он постоянно попадает в какие-то истории...»

**Translation:** A student of the 9th grade studying at of the Bishkek's schools says that a gang of children is running in their school, taking money from those who are younger and forcing others to follow stupid instructions, those who refuse to follow them are being beaten. Everyone are afraid of them. The boy did not want to serve them, and for this they have tore his jacket and smashed an eyebrow. He was ashamed to complain to his parents or teachers, so he said that he had fallen. The boy's mother cursed and said that he constantly gets into some kind of stories ... "

### 3. Do (60 minutes)

During the remainder of the club meeting, members should be planning, creating, and practicing for the Learning Festival. Members should also be working on their action planning document. Remind them that they will be implementing their action plan next semester with a special budget from the SHE's GREAT! program.

\*You might split members in two separate groups working on action planning and the Learning Festival.\*

#### **Action Planning**

Continue working on the action planning document and drawing/example.

#### **Learning Festival**

Use the Learning Festival Guidelines to help you and your members.

#### **Learning Festival Guidelines**

The SHE's GREAT! Learning Festival is an opportunity for your members to share what they have learned with their school and family. This is a chance for members to be creative and to showcase their improved competency and critical thinking around gender. This guide is flexible, but should be helpful for getting started with Learning Festival planning.

#### **Goals**

- For members to showcase their learning about gender equity and GBV.
- To raise awareness about gender stereotypes, gender equity, and GBV in their community.

## Guidelines:

- The Festival should be held at a time parents are able to join.
- Don't over plan the festival. Keep it simple, highlighting members' key learning.
- Give all members the opportunity to shine. They should all be involved.
- Prepare in advance. Don't leave everything to the last minute.
- Rehearse the festival and give members feedback.
- Decorate the room with member work and gender facts.
- The festival should run one to two hours. Make sure to time it during rehearsal.
- Make it fun! It can be nice to involve parents by having them bring food and snacks.

## Example Agenda

**Wall Gallery:** Around the room, student work such as "I Am From" Poems, Tableaux Photos, Gender Maps, and Lightbulb Moments will be displayed.

**Safeguarding Note:** The facilitator should not display any work without the permission of the student or that shares private information.

1. **Member Welcome:** A member welcomes parents, and school and community members to the event. The member explains what they learned about gender norms, stereotypes, GBV, and how gender effects our culture and personal lives. The member invites the parents and community members to listen to a few poems and then to do a gallery walk through the tables to learn about the SHE's GREAT! Club.
2. **Creative Share Out: Example - "I Am From" Poems:** Select members share their "I Am From" poems.  
*Note: students could share skits, dance, a song, or poem during this portion.*
3. **Gallery Walk:** There will be several tables set up around the community room, each highlighting a component of the program with members' work. A member will explain these works:
  - a. Table One: Gender Boxes
  - b. Table Two: Background Knowledge
  - c. Table Three: Interviews with Family and the Community
  - d. Table Four: Community Mapping and Experts

- e. Table Five: Transformation Tableaux and Lightbulbs  
(include photos of the Tableaux)
- f. Table Six: Gender Quick Quiz!

4. **Action Planning Share Out:** Two members will share out their action plan and concept with the group and explain how they want to make a difference in the school and/or community to improve gender equity and raise awareness or reduce GBV.
5. **Certificate Presentation:** An IREX staff member will present certificates to all members, the teacher mentor, parent mentor and administrator.



#### 4. Reflect: Shout Outs

This is our last club meeting! Thank the members for all of their excellent work and how they celebrated brave and safe spaces. Share with them how the group has affected you and what you learned. Explain that the meeting will conclude with a shout out circle!

#### Shout Out Circle

1. Members will stand in a circle.
2. One at a time, members will give one another a shout out.
3. To indicate that they are giving a shout out, they will punch their hand in the middle of the circle.
4. The shout out should be specific! For example, members should avoid vague statements like "Thomas is great." A better formula is:
  - a. I would like to shout out Thomas because he was really open and tried to empathize with different points of view. He shared a lot too!
5. Make sure everyone gets a shout out.
6. The facilitator can close by giving a shout out to the whole group.



## → 5. Next Steps

The next steps will be the planning and presentation of the Learning Festival! Make sure members know what time the rehearsal/set up and the festival itself is taking place. IREX facilitators will distribute flyers with information about the festival.



## **Additional Resources**

### **A. Global Relevance**

#### **Toxic Masculinity**

<https://www.tolerance.org/magazine/what-we-mean-when-we-say-toxic-masculinity>

#### **Global: Sustainable Development Goals and Harmful Practices**

<https://www.unicef.org/protection/harmful-practices>

#### **SDG 5**

<https://www.un.org/sustainabledevelopment/gender-equality/>

### **B. Kyrgyzstan Specific**

#### **EU Gender Assessment Kyrgyz Republic**

<https://www.women2030.org/wp-content/uploads/2018/11/Kyrgyzstan.pdf>

#### **UN Women News**

<https://eca.unwomen.org/en/news/stories/2019/12/generationequality-gets-people-running-against-violence-in-kyrgyzstan>

#### **Gender Equality/Unpaid Labor**

<https://kloop.kg/blog/2019/02/08/u-rabotayushhih-zhenshin-v-kyrgyzstane-pochti-net-svobodnogo-vremeni-oni-tratyat-ego-na-uborku-doma/>

#### **Gender and Pressure**

<https://www.hrw.org/news/2019/05/28/kyrgyzstan-pressure-builds-protect-women-and-girls#>

#### **Feminist Art**

[http://boktudakorgonemessin.info/pochemu\\_my\\_sebya\\_obescenivaem](http://boktudakorgonemessin.info/pochemu_my_sebya_obescenivaem)

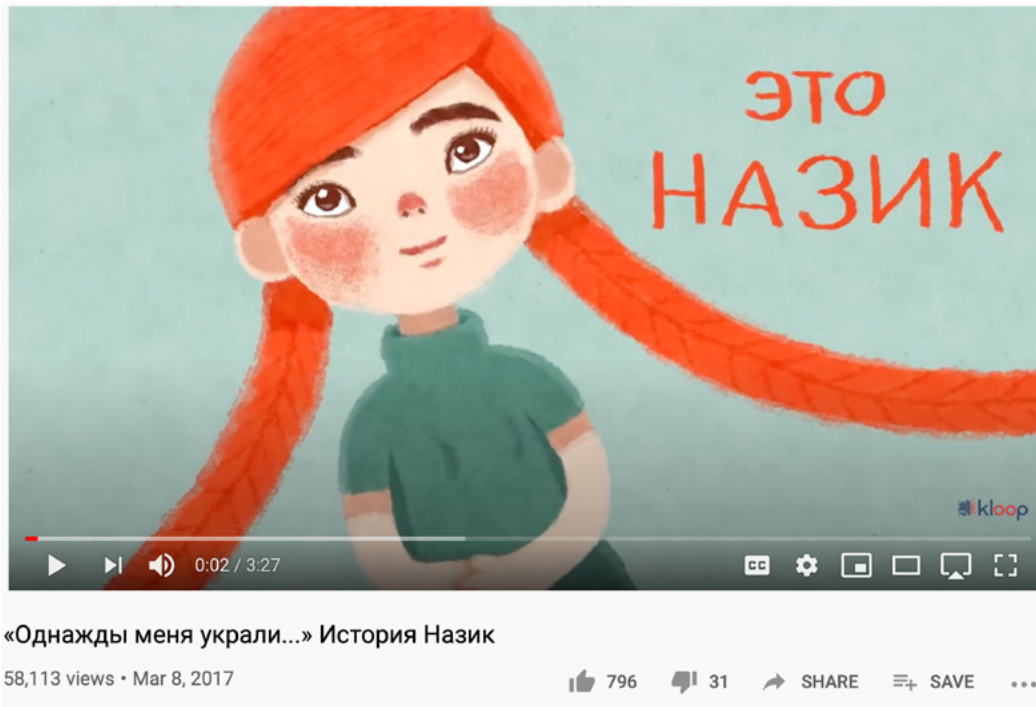
#### **Gender Equality Strategies: Kyrgyzstan**

<https://www.undp.org/content/dam/kyrgyzstan/Publications/gender/UNDP%20in%20Kyrgyzstan%20Gender%20Equality%20Strategy%202018.pdf>

#### **Short Animations on Bridenapping**

Kidnapping from Prague Civil Society CSO Storytelling Project  
(Russian with Kyrgyz voiceover, 3 minutes):

[https://www.youtube.com/watch?time\\_continue=20&v=9qWZOBsyCVo](https://www.youtube.com/watch?time_continue=20&v=9qWZOBsyCVo)



<https://apps.who.int/iris/bitstream/handle/10665/251664/WHO-RHR-16.13-eng.pdf;jsessionid=048D0DA0030D5C813CF3A11F5771EC33?sequence=1> (Slides 3-12)

**Manas**

<https://www.themoscowtimes.com/2013/12/08/unesco-recognizes-kyrgyz-epic-of-manas-a30280>