

Lesson Plan: Gender and WASH



45 minutes total

Lesson Description



This lesson focuses on the differences between sex and gender. Participants will explore how gender is directly related to WASH. Participants will also discuss how gender affects their work as Community WASH Promoters.

Learning Outcomes



At the end of this lesson, participants will be able to:

1. Define the difference between sex and gender
2. Discuss the relationship between WASH and gender
3. Discuss the importance for CWPs to address gender in WASH practices.

Materials



- Markers
- Flip chart paper
- WASH Roles Activity (regional)
- 3 sheets of paper with the following words written on them: “Man”, “Woman”, and “Both”.

Preparation



- Optional: Write the session learning outcomes on flip chart paper
- Draw two signs: one that says ‘Sex’ and another that says ‘Gender’. Tape them to 2 different walls opposing one another.

Introduction

15 minutes



1. Explain to participants that the words gender and sex are often mistaken for one another, and we will be defining them through an activity.
2. Explain to participants that you will be reading out statements. When they hear the statement, they must stand under either ‘Sex’ or ‘Gender’. They will need to decide whether the statement is gender-based, or sex-based. Briefly discuss their choice by asking 1 or 2 participants to explain why they chose their side.



- Trainer Note:** If participants are unable to get the correct answer after a few attempts, give them the definition of gender and sex, and then return to finish the activity.
3. Say the following statements out loud:
 - a. Women can become pregnant
 - b. Women wear dresses
 - c. Men can grow beards

- d. Men do not cry as much as women
 - e. Women are good cooks
 - f. Women have long hair
 - g. Men go to work to provide for their families
 - h. Women take care of the household
4. Explain to participants: “What is the difference between sex and gender?”
 5. Provide the following definitions and highlight any information missed in the definitions created by the groups:



Sex: *Biological differences between men and women. They are generally permanent and universal (UNDP, 2007). For example, women can give birth to babies and produce milk, men cannot.*

Gender: *Socially constructed roles and responsibilities of women and men that can be changed. Gender roles are constructed by culture, politics, environment, economic, social and religious factors as well as custom, law, ethnicity and individual and institutional bias. For example, women should be homemakers and men should be wage earners. (UNDP, 2007) This includes stereotypes of men and women in the culture.*

6. Ask participants to discuss why the distinction between sex and gender is important. Share some of the answers in the full group. *Place emphasis on the fact that gender can be changed whereas our sex cannot be changed easily without a physical operation.*
7. Explain to participants that in this lesson, they will discuss how gender is related to WASH and how Community WASH Promoters need to think of gender when working with community members.
8. Present the lesson description or learning outcomes.

WASH Roles & Gender

25 minutes



1. Stick the 3 posters up on the wall: 1 man, 1 both, and 1 woman.
2. Give each person 1 of the activity cards from the WASH Roles Activity.
3. Ask participants to think of the activity on their card and decide whether it is mostly done by the man, the woman, or both in the household. Ask them to quietly come to the wall and stick them under their respective titles.
4. When they have finished placing the cards under the signs, have them stand in full view of all the cards laid down.
5. Ask participants to share their overall observations about the way the different activities have been classified. Generally, most of the cards will be under the category of women.
6. Ask the participants to discuss the implication of this division of labour in the home and in the community. Pose questions to further the participants' analysis:

- What happens if the woman gets sick? Will the family just drink untreated water?
 - What if men are not there? Does this mean that there will be no toilets or rubbish pits?
 - What happens if the man is not home when you visit a household to discuss how to address WASH issues?
 - How does this affect your work as a Community WASH Promoter? What will you do differently?
7. Explain the importance of ensuring that everyone in the family and community is informed regarding WASH and that everyone plays a role in WASH in some aspect. It is everyone's responsibility to have proper WASH.



Trainer note: Be sure to mention that these are often difficult issues to discuss at home and should be approached in a delicate way to ensure that respect is given to everyone.

Review

5 minutes



1. Ask the participants to think silently and reflect on the following questions as you read them one by one:
- As a Community WASH Promoter, are you talking to the right person?
 - Should you be talking to different people about different subjects? If so, which ones?
 - How does this lesson help you in your role as a Community WASH Promoter?

Reflections on Lesson