

OUT OF
SCHOOL
YOUTH

MODULE 3

GENDER

Facilitator Manual



FEDERATED STATES OF MICRONESIA

Out of school Family Life Education (FLE) resource package

Published by Family Planning Australia, 8 Holker Street, Newington NSW 2127 Australia

Website: www.fpnsw.org.au ABN: 75 000 026 335 © Family Planning Australia 2024

First published in 2024

Compiled by: Family Planning Australia

Copyright is retained by Family Planning Australia on the regional template on which this document is based. Copyright for its country-specific version of the Manual is passed to the Federated States of Micronesia.

Acknowledgements

The Facilitator Manual, which includes Facilitator Guidance and modules, was developed by Family Planning Australia based on UNESCO's (2018) International Technical Guidance on Sexuality Education.

The Department of Health and Social Affairs is grateful to the United Nations Population Fund (UNFPA) for its Transformative Agenda for Women, Adolescents and Youth in the Pacific: Towards Zero Unmet Need for Family Planning 2018 - 2022 for supporting development of the Facilitator Manual.

Special thanks to Family Planning Australia for compiling the Facilitator Manual as well as coordinating inputs from all key stakeholders.

Sincere thanks are extended to the Australian Government Department of Foreign Affairs and Trade (DFAT) funding for the Transformative Agenda for Women, Adolescents and Youth in the Pacific. The production of the Facilitator Manual has benefitted from these funds.

Version

Version 1: September 2024

Contents



Module 3 Introduction

1

1

Topic 1: Understanding gender (gender norms, gender roles and power)

3



Activity 1A: What's the difference?

5



Activity 1B: Word webs

8

Activity 1C: First impressions

13

Activity 1D: Gender: Then and now

19

Activity 1E: How do we see men and women?

23

Activity 1F: Ready for a challenge

28

2

Topic 2: Gender equality and gender-based violence (GBV)

35



Activity 2A: What's my understanding?

37



Activity 2B: Left vs. right

44

Activity 2C: Gender-based violence in the Federated States of Micronesia

48

Activity 2D: Daily schedules

53

Activity 2E: The story of Maria

56

Activity 2F: Taking action

62

Activity 2G: Our daily sexism

66

3

Topic 3: Sexual orientation, gender identity and expression (SOGIE)

71



Activity 3A: Taking another look at SOGIE, stigma and discrimination

73

Activity 3B: Genderbread person

91



Activity 3C: Gender words

96

Activity 3D: Fear of coming out

103

Activity 3E: Privileges for sale

109



Glossary

115



References

117

= CORE ACTIVITY

2E

Activity: The story of Maria^(8, 16)

Activity overview:

This activity discusses the concept of sterilisation (irairdi) which can be complex to understand. “Sterilisation” is a surgery that makes someone (male or female) unable to have babies. “Forced sterilisation” is when someone is forced or tricked into having a surgery that will prevent them from ever having children. This can happen without someone’s knowledge or without their consent. Women with disability are particularly vulnerable to forced sterilisations performed under the name of ‘medical care’ or when people consent on their behalf.

Forced sterilisation has happened in many places throughout history, and this activity reflects real life experiences of women across the world. Participants will explore how GBV can affect people and their decisions about sexual and reproductive health, including contraception. This activity helps participants understand forced sterilisation as a form of GBV.

Age: 12+

Time: 45 minutes

Learning objectives:

- Explain how gender role stereotypes can contribute to bullying, discrimination, abuse and sexual violence
- Identify ways that gender inequality and differences in power affect sexual behaviour and risk of sexual coercion, abuse and GBV
- Acknowledge ways that gender roles affect decision making about sexual behaviour, contraceptive use and life planning
- Appreciate that all people are equally valuable regardless of their gender, and that all forms of GBV are a violation of human rights
- Critically analyse personal gender bias and the gender bias in an individual’s community

Sensitive areas:

- Discrimination
- Forced sterilisation
- Sexual assault
- Suicide

Resources:

- Handout 2E
- Large pieces of paper
- Markers



Preparation: Print out copies of handout 2E so there are enough for each group

Group composition: Individual work and medium size groups of four to six people

Prior learning:

- Module 2, Activity 2C: Disability and social inclusion
- Module 2, Activity 3B: Is it abuse if...?
- Module 2, Activity 5B: True or false quiz
- Module 3, Activity 2A: What's my understanding?

Literacy support: Required - the case study can be read by participants, or the facilitator can read it to them if the group is lower literacy

Technology: None

Activity 2E: The Story of Maria

Instructions

1. Introduce the activity by **saying something like:** *In this activity, we will look at a case study about a woman who had 'forced sterilisation'. Does anyone know what "forced sterilisation" means?*
2. Wait for participant responses, and then explain the correct answer.
"Forced sterilisation": When someone is forced or tricked into having a surgery that will prevent them from ever having children (irairidi). This can happen without someone's knowledge or without their consent. Women with disability are particularly vulnerable to forced sterilisations performed under the name of medical care or the consent of others in their name.
3. Start with a simple activity 'Up and down'. Tell participants that you will read out a series of different statements. If they agree with them, they should stand up, and if they do not agree, they should sit down. They can stand up and raise their arms above their heads if they strongly agree, or even lie down if they really strongly disagree!
4. Read out the following statements, one by one, allowing people to adopt a position after each statement. This part of the activity should be done in silence.

Statements:

Women should have the right to decide if they want to have babies or not.

Husbands and partners should be allowed to control a woman's access to contraception.

Women should be allowed to choose when they have a baby and how many they have.

Forcing women to have babies should be illegal.

Forcing women not to have babies should be illegal.

We should be allowed to perform forced sterilisation on women with disability without their informed consent.

5. Run a short debriefing after this part of the activity. You could ask the following questions.

Discussion questions:

How did you feel during the activity?

Was it difficult to choose a position?

How difficult/easy was it to answer the questions?

Which ones were the most difficult and why?

Did you have any doubts when answering the questions? What were they?

6. Now ask participants to make groups of four to six people. Give each group a copy of handout 2E and ask participants to read it. If the group is lower literacy, you can read it to them instead.
7. After they have read it, write these two questions on the butchers paper.

Questions:

How do you think that forced sterilisation affected the rest of Maria's life?

How does forced sterilisation affect Maria's human rights?

8. Allow about 15 minutes for participants to come up with their answers in their group.
9. Once the groups are ready, ask them to present their answers. Tell participants that the case is similar to the stories of many women across the world, including in the Pacific.

How do you think that forced sterilisation affected the rest of Maria's life?

Example answers:

- Serious emotional and psychological consequences (depression, anxiety, stress, isolation, helpless)
- Maria would not ever have been able to have children
- She may have experienced relationship issues
- May have been experienced stigma, discrimination or been excluded from the community

How does forced sterilisation affect Maria's human rights?

Example answers:

- The right to health
- The right to information
- The right to liberty and security of the person
- The right to be free from torture and cruel, inhuman and degrading treatment
- The right to be free from discrimination and equality
- The right to bodily autonomy (making decisions about your own body)

10. Finish the activity with a debriefing and evaluation, focusing on the types and extent of gender-based violence and discrimination experienced by people with disability today. Discuss how it affects them and how it relates to gender inequality.

Debrief questions:

How did you feel during the exercise?

Is this a form of GBV? Why/why not?

Example answer: The forced sterilisation of women is an example of GBV and a serious human rights violation. It violates rights such as the right to life, the prohibition of inhuman and degrading treatment, the right to safety, the right to privacy, and freedom from discrimination.

It also violates the right to freely choose the number, spacing and timing of children and the information and means to do so, the right to access contraception and the necessary information on reproductive health issues.

What can young people do to prevent or fight against gender-based discrimination, especially against people with disability?

Example answers:

- Speak to their school or community group about gender-based discrimination
- Encourage more equitable role-sharing at home
- Challenge gender stereotypes when they hear them
- Get involved in local advocacy groups that include people with disability

What are some other examples of gender-based discrimination against people with disability?

Example answers:

- Not providing suitable access to health clinics or health information for people with disability (such as ramps for people in wheelchairs, or captions on videos to assist people with hearing issues)
- Treating people with disability as asexual (meaning 'non-sexual')
- Not allowing people with disability to access contraception of their choice (also called reproductive coercion)
- Forcing people with disability to continue with pregnancies against their will (also called reproductive coercion)
- Not allowing people with disability to have pregnancies or children if they want to (also called reproductive coercion)
- Negative attitudes about parenting abilities of people with disability

11. To close the activity, **ask the participants:** *What are the main things you learned from the activity?*

12. Conclude the activity by reading out any key messages they did not mention:

- Forced sterilisation and reproductive coercion are examples of gender-based violence
- Forced sterilisation and reproductive coercion are against human rights
- All women should have the choice whether or not to have children and when, including women with disability
- Everyone in the community can be an advocate for people with disability to have their rights fulfilled

13. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.



Handout 2E: The story of Maria

Maria loved living in her country but for many years, Maria's country started performing 'forced sterilisation' (an operation which means you can't have babies) on people with intellectual disabilities. Later, this practice was extended to other groups of people who were considered 'unfit' for society.

When Maria was 17, she was identified as having intellectual disabilities. The doctor said that because of this fact, Maria would be unable to raise children. The doctor asked her to sign some papers that she couldn't understand. Later, it turned out that she was agreeing to have this operation. This surgery would prevent her from ever having children.

In 1943, the doctors performed an operation which made her unable to have babies. The truth was, she did not have an intellectual disability. Maria needed glasses and couldn't read the teacher's board.

In 1997, in a newspaper interview, Maria (who was by then 72) said: "I'll never forget when I was called into the headmistress office.... I hid in the basement bathroom, crying all by myself. I thought of killing myself, and I have been thinking of it ever since. But I never wanted to give them [the government] the satisfaction of getting rid of me. I tried to let my hatred go, to melt it away. But it isn't possible for me".

3A

Activity: Taking another look at SOGIE, stigma and discrimination



Activity overview:

This activity reviews terminology related to sexual orientation, gender identity, and expression. It connects personal experiences of feeling isolated and rejected with stigma, making it more relatable. The activity also examines how people who are stigmatised are treated and highlights the problems with stigma and discrimination. By building empathy, especially for LGBTI+ young people, it encourages participants to think about what actions they can personally take to prevent or fight stigma and discrimination.

Age: 10+

Time: 70 minutes

Learning objectives:

- Recall definitions of gender and biological sex and describe how they are different
- Define gender identity and explain how this may not match someone's biological sex
- Define key terminology related to SOGIE
- Explain how it feels to be stigmatized and build empathy towards people who are being stigmatized or discriminated against, including those with diverse SOGIE
- Describe why discrimination against those perceived to be 'different' is a violation of human rights and wrong
- Discuss at least two things they can do about stigma

Sensitive areas:

- Sexual orientation and gender identity
- Discrimination
- Violence

Resources:

- Handout 3A
- Board or large pieces of paper
- Markers or chalk

Preparation: Photocopy the 3A handout "Words and Definitions" (single-sided) and cut out each word and definition. Separate the 12 words (in capital letters) from their definitions. Shuffle the words and their definitions separately, then divide the definitions into four sets of three. Choose where to lay out the words based on the space available: on tables, on the floor, or on a wall. Make sure there is enough space next to each word for participants to tape up the matching definition.

Group composition: Four groups



Prior learning: Module 3, Activity 1A: What's the difference?

Literacy support: Required for reading

Technology: None

Activity 3A: Taking another look at SOGIE, stigma and discrimination

Instructions:

1. Introduce the activity by saying something like: In this activity, we are going to talk and learn more about sex, gender and sexual orientation. Learning about all aspects of gender and sexual orientation is important for our relationships and our health. Learning how to be more accepting and inclusive is important for the health of our communities and society. Every society has people with diverse sexual orientations, gender identities and expressions. This is also called SOGIE.
2. Tell participants that they are now going to review some of the words related to sex and gender that they learned in the activity 1A "What's the difference?" and also some words related to sexual orientation, which they may already know. Tell them, "Let's see how much you know!"
3. Explain the activity as follows:
 - I have 12 words which I am going to spread out on the table(s) (or floor or put on the wall)
 - You are going to work in four groups. Each group will get three definitions
 - You will discuss your definitions and decide which word they go with
 - Once you have decided, place the definition next to the word it goes with
 - When all groups have placed their definitions, we will discuss and review them

Ask them if they have any questions about what to do

4. Divide the participants into four groups and give each group one set of three definitions. Then tell them to start.
5. When all the groups have finished placing their definitions next to the words they go with, ask them to review it as a whole group and see if they think all the definitions are matched with the correct words. Tell them to make any changes they think are needed. Allow them to discuss and make their changes.
6. Once they are finished (or after a few minutes if their discussion becomes unproductive for any reason), tell the participants that you will put a check mark on all the ones that are correct.

Check each word and definition carefully according to the following table and put checks on those that are correct. Do not mark those that are not correct.

BIOLOGICAL SEX	Based on a person's reproductive organ, hormones like testosterone and estrogen and genes
GENDER	The characteristics of men and women that are socially constructed, including norms, behaviors and roles associated with being male or female.

GENDER IDENTITY	A person's deeply felt, internal and individual sense of their gender, which may or may not be the same as their biological sex or the sex they have been assigned.
GENDER EXPRESSION	The ways a person presents themselves through their clothing, appearance, actions, and behaviors as masculine, feminine, both or neither
TRANSGENDER	A person whose gender identity and/or expression is different from social norms based on the sex they were assigned at birth.
CISGENDER	A person's whose sex assigned at birth and gender identity are the same
SEXUAL ORIENTATION	The sex that a person is romantically and physically attracted to
HETEROSEXUAL OR STRAIGHT	A person who is romantically and sexually attracted only or primarily to people of the other gender
HOMOSEXUAL OR GAY	A person who is romantically and sexually attracted only or primarily to people of the same gender
LESBIAN	A woman who is romantically and sexually attracted only or primarily to other women
BISEXUAL	A person who is romantically and physically attracted to both men and women
ASEXUAL	A person who has little interest in sex but may still desires romantic or emotionally intimate relationships

7. If any of their matches were not correct, ask the group to discuss those again and see if they can correct them. Allow them to discuss and change the placement of the definitions. Then check them again, putting check marks on those that are correct.

If any are still not correct, tell them the correct answers and have them move the definitions accordingly.

8. Take the word and definition for "**sexual orientation**" and put it in a separate place, with space below it or next to it. Ask participants:

Who can read and explain the definition of "sexual orientation"? Help them only as needed.

Which other words are different types of sexual orientations? Put these under "sexual orientation".

i Facilitator note:

Make sure participants move "Heterosexual or straight", "Homosexual or gay", "Lesbian", "Bisexual", and "Asexual" under sexual orientation. If they do not pick up all of them, tell them how many are missing and see if they can find them on their own.

Emphasise that sexual orientation is about who a person is romantically and sexually attracted to only, it has nothing to do with being a man or a woman.

Ask them if they have any questions about sexual orientation.

9. Explain that the rest of the words are related to sex and gender. As a group, work through the following questions:

Who can explain the difference between sex and gender? Help them only as needed.

Who can explain what gender identity is? Help them only as needed.

Which of these terms are gender identities?

Example answers: Transgender and cisgender

Who can explain gender expression and give an example? Help them only as needed.

Example answers: Anything to do with appearance (clothing, accessories, hair styles, make up, etc. that are clearly “male” or “female”), walking or talking or doing other things in a way that signifies maleness or femaleness, or neither).

In Pohnpeian, ‘mwomwen ohl’ (like or similar to man/a man, masculine) or ‘mwomwen lih’ (like or similar to woman/a woman, feminine).

Who can explain the difference between “sexual orientation” and “gender identity”? Help them as needed.

Ask them if they have any questions about any these words and praise their work.

10. Introduce the next part of the activity by **saying something like:** *For the next activity, I need you to get serious for a bit. Please find a spot where you can be alone, away from others. If possible, use outdoor space. Once you are settled, I want you to spend a few minutes thinking about a time in your life when you felt isolated or rejected because others saw you as different. It could be any situation where you felt left out. Think about that experience and reflect on:*
 - *What happened*
 - *How you felt*
 - *The impact it had on you*
11. After about 4-5 minutes (make sure you give them enough time), call the participants back together. Have them arrange their chairs or sit on the floor in a close circle. Begin the discussion by asking:
 - How was the exercise?
 - What kind of feelings came up?
12. Invite participants to share their stories in the large group. Give them time and don’t rush – they do not have to share, but those who feel comfortable will share.
13. After three or four participants have shared or when no one else seems to want to share, ask participants to stand and show their support for each other in a way that is appropriate. If any participants are upset, show them empathy and comfort them appropriately.

Thank those who shared and remind them that some of us are still feeling the pain of being rejected and that we should think very carefully about how we treat each other. We always need to try to put ourselves in the shoes of the other person.
14. Then post a piece of flipchart paper and ask them to call out all the feelings and emotions that these experiences made them feel and write them down.

i Facilitator note:

It is essential to focus on and list the common feelings of being rejected and isolated.

15. Tell them that they have just described what it feels like to be stigmatised. Note that all people who are stigmatised feel like this – it doesn't matter what the stigma is.

16. As a group, brainstorm the following questions:

What do you think about stigma based on how it feels?

How do people treat those that they stigmatise?

Example answers: Avoid them, shun them, reject them, call them names, send them away, isolate them and so on.

These behaviors are discrimination. What is discrimination? Use their ideas to come up with a definition similar to the following:

Discrimination is when you treat a person or a group differently because of a characteristic, trait or quality that they have. It is acting out the stigma you feel; putting your negative attitudes or thoughts into action.

17. Ask the participants:

Considering the situation of young people who are lesbian, gay and transgender in particular, why do people stigmatize and judge them?

Example answers: Out of ignorance, wrong information (like it is their choice), fear, imposing their own morals, and making assumptions about them.

What do you think about stigmatising people and discriminating against them?

Is it something that we want in our society? Probing question: Is it something you want to have happen to YOU?

Is discrimination EVER okay? Why or why not?

Which human rights does discrimination violate?

Emphasise that:

- Discrimination is unequal treatment and therefore it is a violation of our human right to equality.
- Stigma is based on negative judgments of groups of people, and it is a violation of their right to dignity.
- Violating anyone's right to equality and dignity is never okay for any reason.

Can you respect the human rights of those who are different from you (even if you don't like them for some reason)?

Probing questions: Do you want others to respect your human rights? If yes, then mustn't you do the same for them?

18. Ask the participants to brainstorm answers to the question: What can you do personally to decrease the stigma and discrimination against people who are lesbian, gay, bisexual or transgender?

19. Give positive feedback on their ideas. Note that we all need to examine and change our own attitudes and language when we talk about groups of people who are commonly discriminated against. We need to challenge others to do the same. Emphasise again that everyone has the right to dignity and respect.

20. Ask the participants:

Where can young people who are struggling with discrimination or with being gay, lesbian, bisexual or transgender get help?

Example answer: Pohnpei Public Health - Behavioral Health Program, +691-320-7580.

i Facilitator note:

Write this down if you can. If you cannot, read it out twice.

21. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*

22. Conclude the activity by reading out the any messages they did not mention:

- People with diverse sexual orientation, gender identity and expression exist across the world and in the Pacific.
- Being stigmatised for being different is very painful and harmful.
- Stigma causes people to discriminate against those with the stigmatised characteristic.
- Stigma and discrimination against anyone, including those who are gay, lesbian, bisexual or transgender, are violations of their human rights to equality and dignity and is always wrong.
- We can fight stigma by changing our attitudes, showing empathy and compassion, using respectful language, and challenging judgmental views.

23. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.

24. Finally, ask your participants how they are feeling. If they feel sad, traumatised or emotional, have them give each other hugs, or ask them to close their eyes for a few minutes and breathe deeply and slowly in and out, to relax and let go of their feelings.



Handout 3A: Words and Definitions

**BIOLOGICAL
SEX**

GENDER

**GENDER
IDENTITY**

**GENDER
EXPRESSION**

TRANS GENDER

CIS GENDER

**SEXUAL
ORIENTATION**

**HETEROSEXUAL
OR STRAIGHT**

HOMOSEXUAL OR GAY LESBIAN

BISEXUAL

ASEXUAL

Based on a person's reproductive organ, hormones like testosterone and estrogen and genes

The characteristics of men and women that are socially constructed, including norms, behaviours and roles associated with being male or female.

A person's deeply felt, internal and individual sense of their gender, which may or may not be the same as their biological sex or the sex they have been assigned.

The ways a person presents themselves through their clothing, appearance, actions, and behaviours as masculine, feminine, both or neither

A person whose gender identity and/or expression is different from social norms based on the sex they were assigned at birth.

A person's whose sex assigned at birth and gender identity are the same

The sex that a person is romantically and physically attracted to

Feeling romantically and physically attracted only or primarily to people of the other gender

Feeling romantically and physically attracted only or primarily to people of the same gender

Women who are romantically and physically attracted only or primarily to other women

**Feeling romantically and
physically attracted to both men
and women**

**Having little interest in sex but
often still desiring romantic
or emotionally intimate
relationships**