

C.2 Getting started

The activities in this section are divided into four groups:

- **Introductions**
- **Expectations**
- **Sharing work experience**
- **Consensus on development**

We have given a number of activities for each group so that you can choose those most appropriate to your needs and the needs of the group and the objectives of the workshop. However, as we have stressed in **Section B Training guidelines**, it is very important to use the activities in a certain order. Introductions, Expectations and Ground Rules should all be at the beginning of the workshop.

Introductions

This set of activities is most important for helping participants to get to know each other, build up trust, and set up a safe and positive environment for the duration of the workshop. They are intended for use at the very beginning. How many of these you choose to do depends on a number of factors, such as:

- how well the participants know each other, and in what context (work or personal lives);
- how long or short the workshop will be (even a very short training should not leave these out altogether);
- what the main purpose of the workshop is, and the extent to which you think tackling gender issues is going to challenge the participants and arouse strong feelings.

Expectations

This set of activities are designed to give participants a space to talk in the group about their hopes and fears for the workshop, to suggest adaptations and to agree collectively on ground rules for the course of the workshop. This is the point at which you, the facilitators, need to be clear about which expectations can or cannot be met, and how much flexibility you can have in the programme. This will depend on the kind of group, the objectives of the workshop, and the time you have available.

Sharing work experience

This activity starts off the discussion about gender in relation to the concrete work experiences of the participants. This will help you to discover participants' different perceptions of what gender means and how they approach it in their work. It is important to keep a good note of the issues that come up in discussion, as you may wish to refer back to these in the course of the training. This will help participants to keep their own experience in the forefront as they learn new tools of analysis and deepen their understanding of gender.

Consensus on development

The activities in this section begin to explore participants' ideas about development, and enable them to share and discuss them. They aim to help the group come to a common understanding of what is meant by development in the context of the workshop, and the different kinds of work the participants do. The activity on development for women, for men, and for the community lays the foundation for thinking about gender roles, and for bringing out the importance of disaggregating data and concepts such as 'the community'. It is important that these activities come in the first part of the workshop, before gender and gender roles are analysed more directly.

C.2 Activities

1 Introductions

1	Meaning of names	30 mins	51
2	Admiring the opposite sex	50 mins	53
3	Sharing our experiences of gender	1 hr	55
4	Who am I — Where do I come from?	45 mins-1 hr	57
5	Life story	1-1½ hrs	59

2 Expectations

6	Expectations, hopes and fears (<i>Handout 1 Pre-course questionnaire</i>)	1 hr	61 63
7	Ground rules	15 mins	65
8	Introduction to the workshop	20 mins	67
9	Objectives jigsaw	1 hr	69

3 Sharing work experience

10	Sharing work experience (<i>Handout 2 Pre-course questionnaire</i>)	1-2 hrs	71 73
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4 Consensus on development

11	What is development?	2 hrs	75
12	Community development	1 hr	77
13	The liberator	1 hr	79

Meaning of names

Objectives

- 1 To introduce the participants to each other;
- 2 To establish trust and respect;
- 3 To bring out people's different personal and cultural backgrounds.

Method

- 1 Use flipchart pinned up, or on the floor.
- 2 Ask each participant to write their name on the flipchart and explain the meanings and associations of their name. Include your name(s).

(20 mins)
- 3 Sum up with a short discussion about particular cultural and gender issues brought out by the origins of the names, and how people feel about their names.

(10 mins)

Materials

Flipchart, pens.

Facilitator's Notes

The name can be either the whole name or the name they wish to be known by in the workshop, depending on time. Be aware of the implications in many cultures of given names, reflecting race or caste differences.

In most cultures, female names are different from male names. Even where the name sounds the same, it usually has male and female spellings. The meaning of the name is often very important. For example, in a workshop with pastoral women in Kenya, each woman explained the meaning of her name, and why she was so named. Some names referred to what the mother was doing up until the time her child was born, some referred to women's roles or their work, or to their relationship with a male relative.

Recent research has shown that the name we are given can affect our later behaviour — female students with names rated as more 'feminine' were found to behave in more stereotypically feminine ways.

Admiring the opposite sex

Objectives

- 1 To draw out stereotyping as well as positive untypical roles.
- 2 To help participants to start thinking about male/female relations, early in the training.

Method

- 1 Ask the participants to pair up (women/men).
- 2 Ask each participant to think of a person of the opposite sex whom they admire.
- 3 Ask them to share with their partners the qualities they admire in their chosen person.
- 4 Individuals then report back to the group the qualities their partner had described.
- 5 Write down the qualities on a flipchart under Male and Female headings.
(20 mins)
- 6 Go through all the qualities both for men and women. Bring out any stereotypes of women and men and discuss these with the group.
(30 mins)

Materials

Flipchart, pens

Facilitator's Notes

1 Asking participants to think of a member of the opposite sex who is distant from them may be less threatening: eg a famous woman or man.

2 In workshops in Kenya, Tanzania, and Zimbabwe this activity has been used early in the training course. It helps to break the ice and to build a non-threatening atmosphere to get the group talking about men and women and thinking about gender.

3 There are two potentially opposite outcomes of this activity. Gender stereotyping may result from it, but overlap of stereotypes in itself helps to challenge them. It is also possible that participants may describe qualities in the opposite sex precisely because they don't often find them. For example, one group of women admired gentleness in men—because it was a rare quality.

Sharing our experiences of gender

Objectives

- 1 To explore gender relations in participants' own lives and workplaces.
- 2 To give them an opportunity to talk about themselves and how they feel.

Method

- 1 Divide the group into four single-sex groups of three to six people. Ask each group to discuss these questions:
 - a. How does my gender affect my life and work?
 - b. What changes would help me make use of my full potential?

(45 mins)
- 2 Combine a group of men with a group of women to make two mixed groups. Ask the men and women to share with each other the experiences and comments from the first discussion groups.

(45 mins)

Facilitator's Notes

1 This activity is best used with people who are familiar with the concept of gender and have thought about it in relation to their lives. It would not be suitable for groups who are very new to the idea. The adaptation described below can be used in any group.

*2 **Adaptation:** If the group is small, and time permits, participants can be asked to take a few minutes to write on a piece of paper*

- a. Two things they like to do that are considered typical for their gender.*
- b. Two things they hate doing that are typical for their gender.*
- c. Two things they like doing that are considered non-traditional for their gender.*
- d. Two things they really wish they could do that are non-traditional.*

If the participants know each other a little (as in an internal workshop), they can be asked to make one of these comments an absolute lie, and the rest of the group has to guess what the lie is. This exercise takes about half-an-hour for a group of 12.

*(Adaptation from: **Two Halves make a Whole: Balancing Gender Relations in Development**), (CICC, MATCH and AQOCI, Ottawa 1991)*

Who am I: where do I come from?

Objectives

- 1 To help participants to get to know each other.
- 2 To start the process of thinking about oppression.
- 3 To make the group a safe place for people to be who they are.

Method

- 1 Give a brief input on the importance of listening for participative learning, and how to do it. Explain the objectives of the exercise, and what will happen. Explain that participants will report back on themselves, not on others.
(5 mins)
- 2 Ask the participants to find a partner that they would like to talk to but who they do not know very well. In pairs each one speaks for five minutes about who they are, in terms of the groups they belong to and where they come from — sex, race, class, religion, caste, parents, area or region of birth, and any other important factors. The other person listens attentively and does not interrupt. After five minutes they swap and the other person talks.
(10 mins)
- 3 In the large group, ask each participant to share the key facts about who they are and where they come from. Explain that in society certain groups are discriminated against and oppressed. This can make people from these groups feel inferior, insecure, or resentful. In groups who are fighting oppression, eg in development circles, there may be a tendency for people in the privileged or oppressor groups to feel guilty or ashamed. It is crucial to make clear that this training is one small step to fighting oppression, and in this all people are equally welcome and accepted for who they are. Allow time for group reaction/discussion.
(30-40 mins +)

Facilitator's Notes

1 It is important that the facilitators spend time together doing this exercise for themselves, and reflecting on how they feel about it during the preparation for the training.

2 This activity may feel rather risky if the group is used to pretending that there are no differences between people, or that differences do not matter. Thus, it should not be the very first activity that is done with a group. However, it is useful to have it near the beginning so that safety and real sharing can be established.

*3 See **Section 9 Activity 75** and **Handout 90** for guidelines on good listening. The important thing here is that the listener is totally accepting of whatever the talker says, does not interrupt, and only if the talker dries up, can prompt on the key questions.*

4 This activity also gives additional information to the facilitators about the composition of the group, and what some of the dynamics might be. Be particularly aware of people in a minority and what support they might need to feel safe in the group — ask them privately, outside the session.

5 Feelings will come up in this activity! Be prepared for them, and encourage the participants to be prepared for them. You may need to allow extra time for this activity, depending on what comes up.

Life story

Objectives

- 1 For participants to get to know each other in a deeper way.
- 2 To start to think about gender issues.
- 3 To create mutual understanding.

Method

- 1 Ask participants to form groups of three or four with others that they don't know well.
(5 mins)
- 2 Join a small group yourself — if there is more than one facilitator, they should join different groups.
- 3 Ask the people in each group to share the story of their lives, particularly focusing on when they first became aware of gender issues.
(60 mins)
- 4 In the large group, ask each person to say one point that they found important
(25 mins)

Materials

Flipchart and pens (if doing adaptation).

Facilitator's Notes

1 Adaptation: People can represent their life story graphically using coloured pens and flipchart. Allow about 15 minutes for each drawing, before sharing in small groups. The life story can be represented as a river, going back to the source (early years with the families), and going through the different times in their life, representing calm and troubled waters, and major influences (tributaries).

2 This can be a very deep sharing exercise or a more superficial one. It can increase self-awareness, and build up trust. It can provide the opportunity for people to have some hurts in their lives respectfully listened to. Listening to others' stories can make us more aware and sensitive to their needs and hurts. In this way we can build up trust, understanding and respect in the group. However, because in sharing personal stories people make themselves vulnerable, it may be wise not to use this exercise where there are deep tensions or extreme lack of trust in the group. Especially in a gender training, the facilitators should also be ready for the possibility of a female participant disclosing sexual or physical attacks by men.

3. When Oxfam used this activity with development staff in East Africa, some common points to emerge were:

- the important role women have had in all our lives, for example, our mothers;*
- changes in development thinking over the years; only recently has gender become an issue;*
- women working in a men's world—building up strength and solidarity*
- disruptive effect of field work on family life.*

Expectations, hopes and fears

Objectives

- 1 To allow participants to express any feelings which could prevent them from participating fully.
- 2 To enable the facilitators to adapt the programme if necessary.
- 3 To enable participants to be clear about the programme so that they do not have unrealistic expectations.
- 4 To encourage a feeling of participation and solidarity and reduce potential hostility or fear.
- 5 To arrange reporting of the training.

Method

- 1 **Preparation:** send out pre-course questionnaires (**Handout 1**) which should be returned at least two weeks before the workshop starts.
- 2 Before the session starts prepare flipchart, listing responses to 'what are the main issues concerning gender as they relate to your work', (see pre-course questionnaire) and 'What do you hope to get out of the training'.
- 3 Put up the flipchart, explaining that you have tried to design the training around these issues. (5 mins)
- 4 Ask participants to form groups of three or four and discuss their expectations of the workshop, listing them on paper. *Explain that participants do not have to agree.* Expectations should be listed under the following headings:
 - a. Hopes: what they hope to get out of the workshop. The groups can amend or add to hopes expressed in the pre-course questionnaires.
 - b. Fears: what they hope will not happen, or they fear may happen. Encourage participants to share their fears openly.
 - c. Contributions: Each person brings some special experience (e.g. of being discriminated against because of gender, or race), certain skills (e.g. listening skills), and aptitudes (e.g. a willingness to learn and change). Give these

examples to the group and encourage everyone to identify their own contribution to the process of learning.

(30 mins)

5 Put the lists up on the wall and ask them to report back — first each group's hopes, then each group's fears, then their contributions.

6 Go through these expectations and explain any which may not be met, and why, in each case.

(30 mins)

7 Go through the programme if this has not been done. Explain how much flexibility there can and cannot be in timing of sessions and meals and breaks.

(10 mins)

8 Arrange reporting and monitoring groups for the end of the day.

(15 mins)

Monitoring groups should be small and remain the same throughout. Explain that the groups will discuss and report back to you on:

- a. Is it appropriate, relevant, comprehensive, pace too fast or too slow?
- b. Process: how are the group dynamics, is everyone getting a chance to contribute?
- c. Practical details: such as food and accommodation.

Alternatively, if the group is large, you may ask the participants to choose a monitoring team and a practical administration team who will channel information to you.

9 It is very useful to have a report of the workshop or course. Discuss with the group if and why a report should be produced, who it is for, and who will prepare it. (See **Section B: Facilitator's Guidelines**)

Materials

Flipchart and pens

Facilitator's Notes

1 It is important not to give out the programme before you do this activity, or people's expectations may be influenced by what is on the programme.

2 This session is followed by one on ground rules.

3 Adaptation: if there is very limited time, such as half a day, and the group is committed to gender training, it is possible to have a shorter round of 'What I expect from today'. Invite people to mention hopes, fears and contributions. Explain which expectations will and will not be met, and why.

Pre-course questionnaire

1. Name:

2. Address & Tel. No.

3. Job

4. Have you attended any other Gender Training courses? YES/NO
(Please give brief details)

5. Have you attended any training courses of any kind?

6. What do you hope to get out of the training?

7. What are the main gender issues related to your work? (Briefly, please!)
8. Do you have any requirements to enable you to participate fully in the training?
- a. Special diet (vegan, vegetarian)
 - b. Facilities (wheelchair access, provision of signers)
 - c. Help with childcare
 - d Other — please give details
9. Have you any materials (slides, photos, videos, case studies) you would like to bring? Describe briefly.
10. Please add any other information or comments you feel are relevant.

Ground rules

Objectives

- 1 To arrive at common norms of behaviour during the course of the workshop.

Method

- 1 Explain to the participants the need for having a set of rules for behaviour.
(5 mins)
- 2 Ask the group for suggestions for rules the group should adhere to, and make it clear that the rules should be agreed upon by the group.
(10 mins)
- 3 Write the agreed ground rules on flipchart.

Materials

Flipchart, pens

Facilitator's Notes

1. *A sample of some common Ground Rules:*

Everyone should keep to the timings.

No smoking in the workshop room.

Do not interrupt while others are speaking.

Everyone should try to listen as well as speak.

Maintain confidentiality of what is shared — no gossiping.

Show respect to others, and others' experiences.

Do not make personal attacks.

- 2 *The facilitator, as a member of the group, can also suggest ground rules if others do not come up with them. You should also include rules that are rules of the centre or venue.*

Introduction to the workshop

Objectives

- 1 To welcome everybody.
- 2 To introduce the workshop programme, discuss timing of meals and breaks and check that practical details such as accommodation and participants' special needs are attended to.
- 3 To prepare participants by giving a summary of the purpose of the workshop or course.

Method

- 1 Ask everyone to introduce themselves to the group, stating who they are, where they come from, and the kind of work they do. Include yourself in this.
(10 mins)
- 2 Give the proposed timing of sessions, meals and breaks and make sure that this is acceptable to participants.
(5 mins)
- 3 Go through the objectives of the workshop, which you have previously written up on a flipchart.
(5 mins)

Materials

Flipchart, pens.

Facilitator's Notes

1 If the participants are not used to speaking in a large group, you can adapt this activity. If one or more of the previous introductory activities have been used, omit step 1 of the method.

*2 **Adaptation:** Suggest participants pair up with people they don't know. Ask each pair to spend five minutes talking about who they are, where they come from and the work they do. Ask each person to introduce their partner to the group.*

4 This activity can be used if time is short, but should not be done before the Expectations, Hopes and Fears Activity 6. You could expand step 2 of the method to include one or more elements of the introductory activities in this section.

Objectives jigsaw

Objectives

- 1 To show the objectives of the workshop and the importance of co-operation to achieve those objectives.

Method

- 1 **Preparation:** Before the workshop, design a black and white picture representing the group or the subject of the workshop. Overwrite the picture with sentences describing the objectives of the workshop. Then divide the picture into three sections, all meeting at one point, and colour each section a different colour.

Cut out ten pieces, three of one colour only, and one which has all three colours on it. Put the pieces into envelopes according to colour (e.g. a red envelope, blue, yellow — with the pieces of that colour in it) and add the multi-coloured piece to one of the envelopes.

- 2 Divide the participants into three groups.
- 3 Give each group one envelope of pieces and explain that the point of the game is for each group to finish their puzzle — do not explain that the three puzzles are interlinked.
(15 mins)
- 4 If, after 15 minutes, the groups have not realised the three puzzles make a whole puzzle, interrupt the groups and ask the groups to come together to make the whole Jigsaw
(15 mins)
- 5 Ask the group to discuss the following questions:
 - a. What did you feel when you were working in your group?
 - b. How did you help your group to accomplish the task?
 - c. How did you hinder your group in accomplishing the task?
 - d. What did you learn from this activity about co-operation?(30 mins)

Facilitator's Notes

1 The basis of this game is that people have to come together to finish the puzzle. They may not finish the puzzle in the time available — which happened when this activity was done in a Kenya workshop. The reaction of some participants was that the activity had not 'worked' because the puzzle was not finished.

2 There can be negative reactions to this game because participants are not given all the information — they can feel tricked. However, it raised important points:

- that everyone should be involved in planning, and know what goals and objectives are being set;*
- that sometimes a group does what an outsider wants them to do, rather than what they want to do;*
- a group can be led into actions without knowing why.*

Sharing work experience

Objectives

- 1 To enable participants to work together and consider gender issues in their work.
- 2 To enable participants to understand gender issues in other people's work.
- 3 To find out what kinds of groups and activities people work with.

Method

- 1 Two months before the training, write to all the participants and ask them to prepare a short presentation of 10-15 minutes on gender in their work. This should be based on a pre-course questionnaire (**Handout 2**). If participants come in groups from country offices, or agencies, there should be one presentation per group.
- 2 The evening before the session, ask participants to write very brief answers on flipchart to the questions on the questionnaire.
- 3 At the session, ask participants to present their report for 10-15 minutes. If the group includes people who work together in teams, the teams may present a joint report through one of the members.
- 4 Sum up, asking participants to note any common issues in the presentations.

Materials

Handout 2

Flipchart, pens

Facilitator's Notes

1 The questionnaire included is an example of one which has been used for a training of international NGOs, and would not be suitable for other groups. The questionnaire must be relevant to the participant group, and to the purpose of the training. It is a good idea to test out a sample questionnaire before you use it in training to check that the questions are readily understood, and provide the information you require; and then revise it where necessary. For example, if your questions ask about 'gender strategy' do all the participants have the same understanding of that term? How do you make it clear that gender issues affect all projects, not just women-only ones? If you ask about women only, will you risk alienating some people? Be aware of people's sensitivities. The aim is not to make people feel defensive about their work, but to encourage honest reflection and sharing.

2 If possible have a break after this exercise and encourage people to discuss and question each other about common points of interest. Alternatively, you can arrange this formally by putting people into small groups with people they don't work with.

3 The material that people bring with them can be used later in the workshop as case material for programme analysis and planning. If the information is detailed enough, it can be used to raise questions related to gender roles and needs.

4 If this activity is done after a full discussion on gender, and participants have the opportunity to make revisions in the light of what they have learned it can help to prevent a feeling that the presentations are a kind of test.

Pre-course questionnaire

1. How many projects are there in your programme?
2. What are the main sectors you work in?
3. How many are women-only? i.e. designed for and run by women.
4. How many are men-only?
5. How many are designed for men and women together?
6. How many projects have some component addressed specifically to women?
7. What sort of activities are done with women?
8. What are the objectives of work with women?
9. In the mixed projects how are the women involved? i.e. what proportion of the people who attend meetings are women, do women speak in meetings, do they hold decision-making posts, do they contribute their labour, how do they benefit?
10. Do you have any strategy or policy for working with women?
11. What achievements and constraints have you experienced in your work with women?

Consensus on Development Activity 11

Time: 2 hrs

What is development

Objectives

- 1 To reach a common understanding of what we mean by development and the way we are promoting development in our work.

Method

Part 1

- 1 **Preparation:** before the session select and pin up or spread on tables about 50 photos showing a wide range of images which could be linked to development.
- 2 Divide the group into threes. Ask each trio to select from photos: two showing what development is and two showing what development is not.
(10 mins)
- 3 Ask a spokesperson from each trio to explain to the whole group why they selected their photos.
(3 mins per trio)

Make notes on flipchart of the main points.

- 4 Draw out common themes to help the group to reach a consensus on development.
(20 mins)

Part 2

- 1 Divide the group into teams, based on country of origin, organisation or kind of work. Ask each team to discuss the following questions:
 - a. How are we working to promote development in relation to our definition?
 - b. What are the obstacles we face in promoting development?
 - c. How are we working with women?
(40 mins)
- 2 Ask a spokesperson from each team to report back to the whole group.
(10 mins per team)

Materials

Flipchart, pens, about 50 photos

Facilitator's Notes

*1 Ask if there was broad agreement between people as to what development was—were there differences according to sex, or for other reasons? (See also notes for following **Activity 12, Community Development.**)*

2 As a variation to coming up with a common statement about development, you could ask participants to agree on a symbolic representation of development, or a picture, or some other graphic way of expressing it.

*3 If you plan to do the activity on *Community Development (Activity 12)*, or you have used photographs already, you could ask the participants to draw what to them would represent development. Emphasise that it is not the drawing itself that is important, but what it expresses.*

*4 **Adaptation** This activity can also be used as a shorter, simpler **Ice-breaker**. Participants each choose a picture they find striking and discuss it in groups of four. Each group reports back to the plenary on whatever they have noticed in particular about women and men.*

Consensus on Development Activity 12

Time: 1 hr

Community development

Objectives

- 1 To create a common understanding of :
development for women
development for men
development for the community.
- 2 To explore the meaning of the word 'community'.

Method

- 1 **Preparation:** before the session spread out a number of photographs of development projects and everyday life.
- 2 Divide participants into three groups — A, B and C.
Each person in Group A is asked to choose a picture which represents community development to them.
Each person in Group B is asked to choose a picture which represents development for men to them.
Each person in Group C is asked to choose a picture which represents development for women to them.
- 3 Ask all participants to look at pictures that are spread on the table, in silence, and make a first and second choice. After ten minutes ask them to pick their pictures. If their first choice is taken, they pick up their second choice.

(10 mins)
- 4 Ask each group to discuss and write down all the aspects of development portrayed by the pictures they have picked.

(20 mins)
- 5 In the plenary share what development is for women and for men, and what community development is. Focus on development as a process of men and women improving their lives, and raise the question of the meaning of community.

(30 mins)

Materials

Flipchart, pens

Photographs portraying aspects of development work

Facilitator's Notes

1 It is better if each group does not know the task of the other groups. One way to ensure this is to give each group an envelope containing a card indicating what they are to find pictures about (one card would say 'development for women', another 'development for men', and the other 'development for the community').

2 In summing up note that we do have different images of what constitutes development for men, for women, and for the community, and ask for the possible reasons for this. It is essential to have sufficient a wide range of pictures so that there is adequate choice; you do not want people to say that they only chose those images because the ones they wanted were already taken by the other groups.

An example, at a workshop with project partners in Kenya.

Development for men: concrete projects, with practical results, technical projects, designed by outside experts, men's involvement in development as policy makers and supervisors.

Development for women: the provision of basic needs and services for the family; balance between development of structures and of people, equal control over decision making.

Development for the community: all members involved at all levels of decision making, mobilising available resources to meet their basic needs.

All groups mentioned the issue of the importance of change in attitudes, and the difficulty of doing this and of measuring it. However, the purpose of change in attitudes is to change the situation, and this can be measured.

3 This activity should focus on understanding the concept of community, and community development. It should lead to disaggregating the notion of 'community' as a unit used in development planning, and looking at all the different interests within it: women and men, young and old, able-bodied and disabled people, richer and poorer, and between people of different race, caste or ethnic groups.

Consensus on Development Activity 13

Time: 1 hr

The liberator

Objectives

- 1 To analyse the process of development and to identify its impact on women.
- 2 To find out what this process has given to women both positively and negatively.
- 3 To examine how development has continued to perpetuate the traditional role of women.

Method

- 1 Identify seven participants who are willing to act in front of the group.
- 2 One woman should be in traditional dress with one leg tied to a rock by a chain. As the acting begins this woman should be sitting down by herself, looking helpless.
- 3 The other people involved should each have one of the following items:
 - a. Identity card
 - b. Bible
 - c. A book and pen
 - d. Money
 - e. Flag
 - f. Needle and thread
- 4 Each person comes, in turn, to the woman who is sitting on the floor with her leg tied. She wakes up as each person comes close, smiles, and receives the present. She tries to look around, cut her chains, but all in vain. She drops the present and goes back to her previous position. The same procedure is followed for all the presents.

After she receives all the presents she returns to her original posture. The play

ends here. There should be music playing in the background. It goes loud as she receives each of the presents but fades as she returns to her previous position.

(30 mins)

5 After the play discuss the following questions:

- a. What did you see happening?
- b. Who did the woman in the traditional dress represent?
- c. Who did the people bringing presents represent? What did the chain represent?
- d. What similarities can we see between the play and real life?
- e. What kind of woman is produced by the situation?
- f. How do programmes we run for women change the situation of women? How do they reinforce the traditional role of women?

(30 mins)

Materials

Chain

Music

Identity card

Bible

Book

Pen

Flag

Money

Needle and thread

Facilitator's Notes

1 The items used in this activity are symbols for different kinds of interventions: political, religious, educational, nationalistic, income-generating.

2 This activity could be adapted for specific cultural or political situations by introducing other symbols and roles; in an emergency workshop, for example, food or second-hand clothes.

3 This is a good activity to get participants thinking about different kinds of intervention, and to prepare the ground for later work on women's roles and needs. This could also be used after a discussion of roles and needs (see activities in Section C4) to bring up in a light and graphic way, the ways that interventions can fail to address women's strategic gender needs.

4 This method uses a 'code' (see C1 Training techniques.)

(Source: Hope and Timmel (1984) Training for Transformation: A Handbook for Community Workers, Mambo Press, Zimbabwe.)