Chapter 4: Power and gender

Gendor 101 training materials

Jhpiego is a nonprofit global leader in the creation and delivery of transformative health care solutions that save lives.

In partnership with national governments, health experts and local communities, we build health providers' skills, and we develop systems that save lives now and guarantee healthier futures for women and their families. Our aim is revolutionizing health care for the planet's most disadvantaged people.

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Chapter 4: Power and gender

Learning objectives

By the end of this session, participants will be able to:

- Describe the different forms of power
- Describe how power imbalances limit people's ability to exercise their rights

Time needed

1 hour 7 minutes

Materials needed

- Participant Handout: Co-host Privileges
- Participant Handout: Expressions of Power
- Participant Handout: Questions for Discussion *(Only applicable to **Option 2**)*
- World cloud through Slido or Mentimeter
    - o See "Advance Preparation" below for additional notes on preparing the word cloud.

Advance preparation

1. Email a copy of the Participant Handout: Expressions of Power to all participants.

2. Refer to the Participant Handout: Expressions of Power and create a simple slide with the four expressions of power and their definition. (Do not include the examples).

3. Create a word cloud following the instructions below. *[Note: The instructions that follow describe how one would use the free version of Slido. Facilitators may also create the word cloud using Mentimeter.]*
    - o Go to Slido.com and create an account or sign in.
    - o Click "New Slido". Name your Slido event and be sure that the start/end date fall within the time/date of your live workshop *(Note: There are no consequences for having the Slido start/end a few days before/after your workshop, as long as you workshop date falls within the Slido event dates).*
        - – Consider changing the event code to something more relevant to your audience/easy to remember.
    - o Click "Schedule Slido".
    - o Under "Create your polls", select "Word Cloud." Add the following question: What is power?
    - o Click "Save."

4. Review the two options for completing "The New Planet" activity below, and determine which of the two options you will implement, based on your session objectives and the characteristics of your participants.

5. **[If you will be implementing Option 2 below]** Confirm that file transfer is enabled for your Zoom meeting. *Learn more about enabling file transfer here.*

6. Identify individuals (approximately 1/5 of your total group) who generally have strong internet access and learn new technologies quickly. Prior to the meeting, send each individual an email that reads as follows:

"I'm looking forward to seeing you soon at another Gender 101 session! In our upcoming session, we'll be completing a highly interactive activity, and I need help from a few tech-savvy participants. So this is just a quick note to let you know that I may (or may not, depending on how the activity works out!) give you a few extra responsibilities during the session. Specifically, you'll be provided with "co-host" privileges. This means you'll be able to mute people, turn off videos, and rename other participants. If you don't know how to do any of those three actions already, please check out the attached document to see how! Feel free to keep the attached document handy during the session. Don't hesitate to reach out with any questions, and I look forward to seeing you soon!"

*Attach the **Participant Handout: Co-Host Privileges** document to the email.*

> **Technology note:** It is highly recommended that facilitators recruit an additional individual to support them with the technical logistics of this session.

Steps

Introduction (1 minute)

Open the activity by explaining that when working to promote gender equality, it is important to be aware of the power we exercise as individuals, and how we can use our power to empower others in a way that encourages them to make choices for themselves. State that during this activity, participants will spend some time exploring the concept of power.

Defining power (20 minutes)

1. **Technology Action:** On Slido.com, open up your event from the Events page. Click the green "Present" button at the top right-hand corner of the screen. Once you are presenting, note that you will need to click the green "play" button ("Activate poll") from the toolbar at the bottom of the screen to show the poll and allow participants to respond.
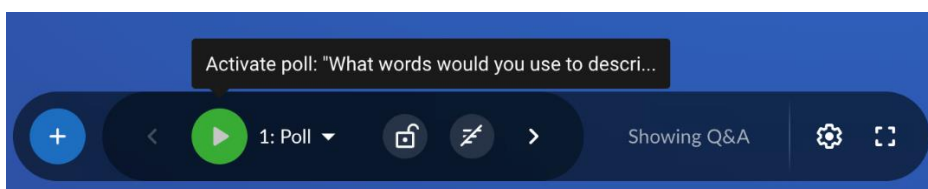
2. **Technology Action:** Share your screen showing the question, "What is power?"

3. **Technology Action:** Copy the link and participation code into the chat. This is slido.com and a number code that starts with "#".

4. Invite participants to respond to the question by clicking on the link and entering the code when prompted. They can then add words to the word cloud that they would use to describe power. As time allows, invite a few participants to unmute and share more about the words they added to the word cloud. (Spend no more than 4 minutes on this step).

5. Spend another 6 to 7 minutes discussing the following questions (invite participants to unmute and answer verbally):

- What are some examples of people or groups who have power? How do you know they are powerful?

- Is power only control over others? What are other types of power?

6. State that some people define power as "the capacity to bring about change." Power takes many forms, comes from various sources, and is measured in many ways. Power can be considered "positive" or "negative" depending on one's perspective.

7. **Technology Action:** Screen share a slide deck with the four types of power and their definition.

8. Review each expression of power one by one. Refer to **Participant Handout: Expressions of Power** for examples of each type of power.

9. After you have walked participants through each expression of power, explain that power is just power; it is not necessarily good or bad, although it can be used both constructively and destructively. Remind participants that they can access information about each expression of power through the handout that was emailed to them prior to this session.

10. Next, explain to participants that they will spend some time reflecting on power imbalance. Explain that understanding power imbalance is fundamental to understanding gender inequality. (Spend no more than 10 minutes on steps 5–10).

The New Planet (45 minutes)

Note that there are two options for facilitating this activity. While both achieve similar goals, the two activities involve slightly different considerations, and facilitators should determine which option will work most effectively for their participants.

Facilitators should consider **Option A** if:

- They are hoping to provide participants with opportunities to get to know many of the other group members.

- Their participants generally have a strong internet connection.

Facilitators should consider **Option B** if:

- They want to provide participants with opportunities to further reflect on gender norms, power, and privilege.

- Their participants generally have a weak internet connection.

Option A:

1. Technology Action: As participants arrive, begin to create breakout rooms. You should have enough breakout rooms to allow for groups of 3, or up to 4, in each breakout room. You may assign participants to a random room. TO ENSURE ROOMS ARE CORRECTLY SET-UP, CLICK OPTIONS AND SELECT "Allow participants to choose room." This will allow participants to move between breakout rooms.

- Groups of 3 (randomly distributed participants)

- Uncheck "Breakout rooms automatically close after"

- Countdown after closing breakout room: 15 seconds

- Check "Allow participants to choose room"

2. Explain to participants that in this part of the activity they will all become citizens of a new planet. Explain that on this planet there are special laws and that the inhabitants of the new planet always respect the laws. State that you will read the first law.

Law number one

Welcome to all noble citizens of our new planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you have a right to four things:

- You have a right to physical safety, which protects you from being physically hurt.

- You have a right to respect from others, which protects you from people treating you unkindly or discriminating against you.

- You have a right to the opportunity to make your own decisions, which protects you from people who prevent you from having money or property or access to information.

- You have a right to control over your sexuality, which protects you from people forcing you into marriage, sex, commercial sex work, or any type of unwanted sexual activity.

3. **Technology Action:** To support visual learners, paste the following list of rights in the chat:

   Rights: Physical safety; Respect from others; Opportunity to make your own decisions; Control over your sexuality

4. Explain that, in addition to respecting the laws, the inhabitants of this new planet do one thing all the time: they greet each other.

5. Tell participants that they will use self-selected Zoom breakout rooms in order to greet as many people as possible. Self-selected breakout rooms allow participants to move between breakout rooms.

6. Explain that, in just a minute, you will open the breakout rooms. Everyone will be automatically placed in a room. Once in a room, participants can move between rooms by doing the following:

   o Find the "Breakout Room" button on the bottom of their Zoom screen. It will likely be near or next to "Reactions". They may have to click "More" in order to find it.

   o Click the blue "Join" button to the far right of the room name.

   o Note that they will be able to see who else is in a Zoom room by reviewing the list of names under the Room name/number.

7. As they're moving between rooms, participants should keep the following in mind:

   o There should never be more than 3 people in any breakout room.

   o Participants may join a room that already has 3 people; however, one person will need to move to a new breakout room when that happens.

   o Participants should not join rooms that already have 4 people in them.

8. Explain that you will share these rules in the Zoom chat so everyone remembers.

9. **Technology Action:** Copy and paste the following into the Zoom chat:

   o *There should never be more than 3 people in any breakout room.*

   o *Participants may join a room that already has 3 people; however, one person will need to move to a new breakout room when that happens.*

- *Participants should not join rooms that already have 4 people in them.*

10. Explain that, as participants move between rooms, they should introduce themselves in each room. Each time participants introduce themselves, they should share something new about themselves. Participants should stay in a breakout room until at least one other person has introduced themselves; then, they may move to a new breakout room. (Spend no more than 7 minutes on steps 1 to 10).

11. **Technology Action:** Open the breakout rooms.

12. **Technology Action:** After approximately 4-5 minutes, close the breakout rooms and bring everyone back to the main room. Do not change or adjust any settings on the Zoom breakout rooms.

13. Explain that you will now read the second law of the new planet.

Law number two

To all noble citizens of our new planet, the whole of our population will now be divided into two parts. Many of your will now become "Squares", while the rest of you will become "Circles". Circles will be indicated by the designation of "co-host". We will now give co-host privileges to all Circles.

14. Technology Action: After you have read the second law, assign as co-hosts up to 1/5 of your participant group. *(These people should be identified and emailed ahead of time; see the "Advance Preparation" section).*

15. Explain that participants will now continue greeting each other. (Spend no more than 3 minutes on steps 13 to 15).

16. **Technology Action:** Re-open breakout rooms.

17. **Technology Action:** After approximately 4-5 minutes, close the breakout rooms and bring everyone back to the main room. Do not change or adjust any settings on the Zoom breakout rooms.

18. Explain that you will read the third and final law.

Law number three

To all noble citizens of our new planet, times have changed. We now officially declare that Circles have more power than Squares. The third law stipulates that, whenever a Circle enters a breakout room, the Square who is speaking at the time may have a right taken away from them. The rights to be taken away are as follows (and in this order):

- Respect from others: You will lose your name, and be re-named to just your initials

- Physical safety: If your video is on, it will be turned off

- Opportunity to make your own decisions: You will be stuck in a breakout room and not allowed to move to a new breakout room

- Control over your sexuality: Your microphone will be muted and you will not be able to communicate with others in the group

Even though Squares know of this risk, they must continue moving between breakout rooms and greeting the other citizens of the planet. With their co-host privileges, Circles may rename the other participants, turn their video off, and finally mute them when required to do so. However, Circles may only move to a new breakout room once everyone in their breakout room, or up to 3 people, have introduced themselves. Circles should also continue introducing themselves.

19. **Technology Action:** Copy and paste the following into the Zoom Chat:

Whenever a Circle enters a room while a Square is talking, one of the following rights will be taken away from the Square that is talking (in this order):

- *Respect from others: You will lose your name, and be re-named to just your initials*

- *Physical safety: If your video is on, it will be turned off*

- *Opportunity to make your own decisions: You will be stuck in a breakout room and not allowed to move to a new breakout room*

- *Control over your sexuality: Your microphone will be muted and you will not be able to communicate with others in the group*

Circles may only move to a new breakout room once everyone in their breakout room, or up to 3 people, have introduced themselves.

20. Explain that participants will now go back to greeting each other. (Spend no more than 3 minutes on steps 18 to 20).

21. **Technology Action:** Re-open breakout rooms.

22. **Technology Action:** After approximately 7-8 minutes, close the breakout rooms.

23. Facilitate a 15-minute group discussion using the following questions:

- How did you feel when you learned you would have four rights?

- How did you feel when you were divided into Circles and Squares?

- Squares, how did you feel when the Circles were given more power? How did you feel being at risk of having your rights taken away at any time? How did it affect your behavior?

- What happens when society gives one group more power than another?

- Is it fair or just for society to give some people more power?

- Who is usually given more power in society?

- How do imbalances of power between women and men affect women's lives?

Option B:

1. **Technology Action:** As participants arrive, create breakout rooms. You should have at least one person in each room whom you will give co-host privileges to. *(These people should be identified and emailed ahead of time; see the "Advance Preparation" section).*

- Groups of 4-5 participants

- Uncheck "Breakout rooms automatically close after"

- Countdown after closing breakout room: 15 seconds

2. Explain to participants that, during this session's activity, they will reflect further in small groups about some of the concepts and topics that they have either already talked about, or will be talking about in future sessions. They will also have an opportunity to learn more about a few of the other participants in this workshop.

3. Explain that each group will be given a list of questions. Each group member will respond to each question; the group should not move onto a new question before each person has responded. That said, participants are not required to provide an extensive answer or explanation if they do not feel sufficiently comfortable. But participants are encouraged to take time to reflect on and respond to

each question. The first person to respond to each question should first read the question out loud. The group should rotate who reads the question out loud and answers first.

4. Explain that participants **are not expected to answer all the questions.** Rather, they'll answer as many as they get to, but the goal is to have engaging conversations with their colleagues and learn more about one another's perspectives/experiences, not to answer every single question.

5. **Technology Action:** In the chat, upload and send the Participant Handout: Questions for Discussion.

6. Explain that these conversations will not be taking place on "Earth." Instead, they will take place on a new planet. All participants are now citizens of this new planet. Explain that on this planet there are special laws and that the inhabitants of the new planet always respect the laws. State that you will read the first law.

Law number one

Welcome to all noble citizens of our new planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you have a right to four things:

- You have a right to **physical safety**, which protects you from being physically hurt.
- You have a right to **respect from others**, which protects you from people treating you unkindly or discriminating against you.
- You have a right to the **opportunity to make your own decisions**, which protects you from people who prevent you from having money or property or access to information.
- You have a right to **control over your sexuality**, which protects you from people forcing you into marriage, sex, commercial sex work, or any type of unwanted sexual activity

7. Technology Action: To support visual learners, paste the following list of rights in the chat:

    Rights: Physical safety; Respect from others; Opportunity to make your own decisions; Control over your sexuality

8. Ask if anyone has any questions before you open the breakout rooms. Remind participants that they should use the "Ask for Help" button when in their breakout room if they have any questions for the facilitator. (Spend no more than 5 minutes on steps 1 to 7).

9. **Technology Action:** Open breakout rooms.

10. **Technology Action:** After approximately 4 to 5 minutes, close the breakout rooms and bring everyone back to the main room. Do not change or adjust any settings on the Zoom breakout rooms.

11. Explain that you will now read the second law of the new planet.

Law number two

To all noble citizens of our new planet, the whole of our population will now be divided into two parts. Many of your will now become "Squares", while the rest of you will become "Circles". Circles will be indicated by the designation of "co-host". We will now give co-host privileges to all Circles.

12. **Technology Action:** After you have read the second law, assign one member from each group to be a co-host. *(These people should be identified and emailed ahead of time; see the "Advance Preparation" section).*

13. Explain that participants will now return to their rooms in order to continue answering questions. (Spend no more than 3 minutes on steps 10 to 12).

14. **Technology Action:** Open breakout rooms.

15. **Technology Action:** After approximately 4 to 5 minutes, close the breakout rooms and bring everyone back to the main room. Do not change or adjust any settings on the Zoom breakout rooms.

16. Explain that you will read the third and final law.

Law number three

To all noble citizens of our new planet, times have changed. We now officially declare that Circles have more power than Squares. The third law stipulates that, whenever a broadcast message is sent, if a Square is speaking, then a Circle may take one of their rights away. The rights to be taken away are as follows (and in this order):

- Respect from others: You will lose your name, and be re-named to just your initials

- Physical safety: If your video is on, it will be turned off

- Opportunity to make your own decisions: You will not be allowed to send messages over the chat

- Control over your sexuality: Your microphone will be muted and you will not be able to communicate with others in the group

Even though Squares know of this risk, they must continue answering each of the questions when it is their turn and must not rush through their answers. With their co-host privileges, Circles may rename the other participants, turn their video off, and finally mute them when required to do so.

17. Technology Action: Copy and paste the following into the Zoom Chat:

   Whenever a broadcast message is sent, if a Square is talking, then a Circle will be table to take away one of the following rights from the Square that is talking (in this order):

   o Respect from others: You will lose your name, and be re-named to just your initials

   o Physical safety: If your video is on, it will be turned off

   o Opportunity to make your own decisions: You will not be allowed to send messages over the chat

   o Control over your sexuality: Your microphone will be muted and you will not be able to communicate with others in the group

18. **Technology Action:** Re-open breakout rooms.

19. **Technology Action:** At irregular intervals, send broadcast messages. (Aim to send at least 7-10 messages).

   o While there is no requirement for what facilitators should send over these broadcast messages, we recommend something simple and repetitive such as "This is an announcement" or "If a Square is speaking, a Circle should now take one of their rights away".

20. **Technology Action:** Close the breakout rooms after 7-8 minutes.

21. Facilitate a 15-minute group discussion using the following questions:

   o How did you feel when you learned you would have four rights?

   o How did you feel when you were divided into Circles and Squares?

- Squares, how did you feel when the Circles were given more power? How did you feel being at risk of having your rights taken away at any time? How did it affect your behavior?

- What happens when society gives one group more power than another?

- Is it fair or just for society to give some people more power?

- Who is usually given more power in society?

- How do imbalances of power between women and men affect women's lives?

Closing (1 minute)

Close the session by reminding participants that how power is used determines whether it is good or bad, constructive or destructive. As we saw in the second part of the activity, power imbalances can restrict individuals' ability to exercise their rights. Power imbalances sustain gender inequality. In many societies around the world, men are more valued than women and, as such, are granted more power than women. Power imbalances between women and men can lead to violence against women, as men attempt to maintain their position of power through the use of force. Power imbalances in relationships also increase women's risk for HIV and other sexually transmitted infections. To achieve gender equality, there must be a balance of power, and this is only possible with commitment, support, and action from both women and men.

Sources

- Burden A, Fordham W, Hwang T, Pinto M, Welsh P. 2013. *Gender Equity and Diversity Module Five: Engaging Men and Boys for Gender Equality*. Activity 18. Atlanta, GA: Cooperative for Assistance and Relief Everywhere (CARE).

- Michau L. 2008. The *SASA! Activist Kit for Preventing Violence against Women and HIV. Session 2.1*. Kampala, Uganda: Raising Voices. http://raisingvoices.org/sasa/download-sasa/.

- Michau L. 2008. *The SASA! Activist Kit for Preventing Violence against Women and HIV*. Training:

- Influencing attitudes module. Section 2.1:B. Kampala, Uganda: Raising Voices, 7–11. http://raisingvoices.

  org/wp-content/uploads/2013/03/downloads/Sasa/SASA_Activist_Kit/AWARENESS/Training/ Awareness.Training.InfAttitudesModule.pdf.

## Participant Handout: Co-Host Privileges

Individuals who are made co-hosts on a Zoom meeting have access to a number of additional controls. These controls include:

- Renaming participants
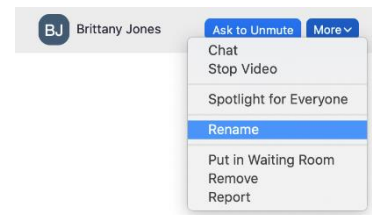- Muting participants
- Turning off a participant's video

Review the following notes to learn more about how to access the co-host controls.

Renaming a Participant

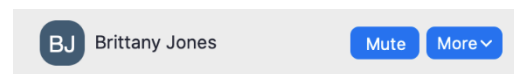At the bottom of your Zoom screen, click "Participants".
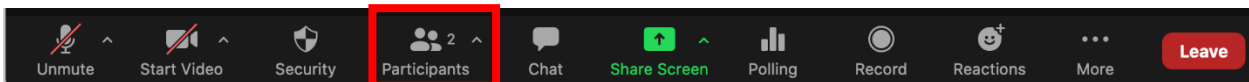
The list of participants will open on the right side of your Zoom screen. Hover over an individual's name and select "More". Then, select "Rename."

A new window will open up. In that window, edit the individual's display name and click "Ok".

Muting a Participant

As above, click "Participants" at the bottom of your Zoom screen.

Hover over a participant's name. Click "Mute".

Turning off a Participant's Video

As above, click "Participants" at the bottom of your Zoom screen.

Hover over a person's name. Click "Stop Video".

Participant handout: Questions for Discussion

Activity Reminders

Each group member should respond to each question; the group should not move onto a new question before each person has responded. That said, participants are not required to provide an extensive answer or explanation if they do not feel sufficiently comfortable. But participants are encouraged to take time to reflect on and respond to each question. The group is not expected to respond to every question.

The first person to respond to each question should first read the question out loud. The group should rotate who first responds to a question.

Questions

1. Introduce yourself, including your name, location, what you do for work.

2. Share one thing that brings you joy.

3. What is one thing you've learned so far in the Gender 101 training?

4. What is one aspect of your work that consistently excites you?

5. What is one gender norm that you wish was different?

6. Re-imagine the gender norm you just shared. What do you *wish* the norm was?

7. What is something or someone that has recently inspired you?

8. When were you first aware that gender mattered?

9. When you were in school, what is one way that you noticed teachers treating boys and girls differently?

10. Think back on the shows you watched and/or books you read as a child. Were boys or girls most often the main character?

11. If you could pick up a new skill in an instant, what would it be?

12. Of all the communities you've been a part of (work, school, religious institution, etc.), which one do you think has made the greatest impact on your life?

13. What is one way your life may be different if you were born of the opposite sex?

14. Think back on your childhood. How were you expected to behave because of your gender?

15. Describe one time when someone you knew did not confirm to gender norms. Without naming names, what did that individual do?

16. Think back on television shows or advertisements that you've watched recently. Share one example in which gender norms were reinforced through a show, movie, or advertisement.

17. What is one way in which you have benefited from adhering to gender expectations/roles?

18. If you could know the absolute and total truth to any question, what question would you ask?

19. What is one thing you're really looking forward to?

20. Do you think the movies targeted for today's children are more or less gender stereotypic than the movies you watched as a child? Why or why not?

21. What is one way that you have contributed to gender stereotypes?

22. Share one time you did not behave according to gender expectations. What were the consequences?

23. What's one thing that you do or have done that would surprise most people?

24. What is one way the world may be different is men and women were treated equally?

25. Think back on television shows or advertisements that you've watched recently. Share one example in which gender norms were challenged through a show, movie, or advertisement.

26. If you could change one thing about the world, what would you change?

27. What is one thing that you would like to be remembered for?

Participant handout: Expressions of power

Power OVER

The power to dominate others. Power is seen as an external control over something or someone. The source of this power is **authority**. *Examples: parents' authority over children, supervisors' authority over supervisees.*

Power WITH

The power of mutual support, solidarity, and collaboration. This power comes when groups work together toward a common goal. The source of this power is **other human beings**. *Examples: people who support and assist a leader, groups who use collective action to achieve a goal, a person's sense of identity or belonging.*

Power TO

The power that comes from the capacity to accomplish something. The source of this power is one's **knowledge, education, skills, or talent**. *Examples: education, talent, knowledge of a certain thing or of how to do a certain thing.*

Power WITHIN

The power of internal beliefs, attitudes, and habits. This has to do with a person's sense of self-worth and self-knowledge. The source of this power may be **self-confidence, faith, ideology, or a sense of mission**. *Example: a person's ability to stand up for what they believe.*

Source

Burden A, Fordham W, Hwang T, Pinto M, Welsh P. 2013. *Gender Equity and Diversity Module Five: Engaging Men and Boys for Gender Equality*. Cooperative for Assistance and Relief Everywhere (CARE); 72, Figure 1. Reused under Creative Commons license at https://creativecommons.org/licenses/by-ncsa/3.0/legalcode with some formatting changes.