

GLU 3.3 Food and gender: the links

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| AUTHOR | Kopin |
| COUNTRY | Malta |
| AGE GROUP | 13 - 15 years |
| SUBJECTS | social studies social sciences |
| DURATION | 2 lessons (60 minutes each) + project work (flexible time frame) |
| TOPICS | <ul style="list-style-type: none"> ▪ Access to food ▪ Food production and consumption ▪ Equity |
| SDGs | SDG 2: Zero hunger SDG 5: Gender equality |

Competences required

- Communication skills
- Social and civic skills
- Cultural awareness and expression

Learning objectives

- To promote awareness and combat gender stereotypes in relation to food production and consumption.
- To enhance the understanding of how gender roles are socially constructed.
- To raise awareness about perceptions of gender in relation to food production around the world.
- To become more aware and critical of gender inequalities in accessing food resources, and challenge assumptions or preconceived views.

Materials and equipment

- Laptop or PC
- Interactive whiteboard or projector with speakers

Teaching tools

- Video clips: *Always #LikeAGirl* | *#HatchKids Discuss Male Gender Stereotypes* | *A day in the life of a smallholder woman farmer*
- Slideshows: “Gender Roles and Food” | “Women Farmers Around the World”
- Class activity template: discussion about gender roles and food



- Students' questionnaire

Questions to discuss

- What are gender roles?
- How would you define your own gender?
- What factors influence your own definition of a person's gender?
- How is gender related to food preparation and consumption?
- How is gender related to food production?
- How do gender roles affect the possibilities concerning access food and resources?
- What is the role of women farmers in the world's food production?
- Do gender stereotypes differ from one culture to another?

Suggested evaluation tools

- Homework
- Project work
- Students' questionnaire

Additional resources

- Two articles:
 - Article about the 'female face of farming', available at: <http://bit.ly/1Taxt8r>
 - "The Sexism of Food and our Kitchens: Foodie Underground", available at: <http://bit.ly/1VSBITQ>

GLU 3.3 Lesson plans

GLU 3.3 Lesson Plan 1 (60 minutes)

Learning objectives

- To promote awareness and combat gender stereotypes in relation to food production and consumption.
- To enhance the understanding of how gender roles are socially constructed.

Materials and equipment

- Laptop or PC
- Interactive whiteboard or projector with speakers
- Printed class-activity template

Teaching tools

- Video clips: *Always #LikeAGirl* | *#HatchKids Discuss Male Gender Stereotypes*
- Slideshow: "Gender Roles and Food"
- Class activity template: discussion about gender roles and food



Questions to discuss

- What are gender roles?
- How would you define your own gender?
- What factors influence your own definition of a person's gender?
- How is gender related to food preparation and consumption?

Suggested evaluation tools

- **Homework:** Students are asked to interview a number of relatives and/or friends – both male and female, possibly from different age groups – regarding their usual role in relation to food at home (e.g. Who does the shopping? Who cooks?). Interviews should be recorded or jotted down for later qualitative/quantitative data analysis – data collected could be used to create and present visual representations in class.

Activities

| Time | Activity description | Additional tips |
|------------|--|-----------------|
| 5 minutes | Brainstorming session and class discussion – to be based on the following questions: <ul style="list-style-type: none"> ▪ What are gender roles? ▪ What distinguishes men from women? ▪ How do their roles in a traditional society differ? ▪ Why do you think traditional societal systems created these stereotypes? ▪ Do you think that any of these stereotypes are unfair? ▪ Do you think these stereotypes are still valid nowadays? ▪ Could it be that some stereotypical mannerisms in males and females depend on physical / personality characteristics that cannot be avoided? | |
| 15 minutes | Screening of the two video clips – <i>Always #LikeAGirl</i> and <i>#HatchKids Discuss Male Gender Stereotypes</i> – followed by a discussion. The students will be asked to reflect about the stereotypes mentioned in the videos (and others that might arise in the discussion) and on whether they consider certain stereotypes to be true or false. They will also be asked to consider whether such stereotypical roles are mainly biologically or socially determined, in order to help them realise whether they themselves might be projecting these stereotypes through their behaviour and actions. | |
| 15 | The teacher delivers the “Gender Roles and Food” | |



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| minutes | slideshow, followed by a class discussion. | |
| 20 minutes | <p>Class activity using the Class Activity Template provided. Each student is asked to write down their answers on the following on a piece of paper:</p> <ul style="list-style-type: none"> How they are personally involved in the cultivation, production, processing, presentation and consumption of food? What is their favourite food/drink, and why? What they dislike eating/drinking the most and why? <p>Students are then asked to place their pieces of paper in a container. Each student will be asked to pick one of these papers at random and to take it in turns to read the note to the whole class. On the basis of the information read, the student is then asked to state whether, in their opinion, the writer of the note is male or female and to justify the rationale for their decision.</p> <p>Upon completion of this exercise, students are then asked to explain whether their role was cited correctly or not.</p> | For same-sex classes, the teacher will assign roles dividing the class into two, without revealing who are the 'girls' and the 'boys' – this could be done by making students pick a piece of paper with the role written on it from a jar. |
| 5 minutes | <p>Concluding remarks by teacher and class discussion based on the following question:</p> <ul style="list-style-type: none"> How could one combat gender stereotypes and rigid social roles in relation to food production, processing, presentation and consumption? | |

GLU 3.3 Lesson Plan 2 (60 minutes)

Learning objectives

- To raise awareness about perceptions of gender in relation to food production around the world.
- To become more aware and critical of gender inequalities in accessing food resources and challenge assumptions or preconceived views.

Materials and equipment

- Laptop or PC
- Interactive whiteboard or projector with speakers

Teaching tools

- Video clip: *A day in the life of a smallholder woman farmer*



- Slideshow: “Women Farmers Around the World”

Questions to discuss

- How is gender related to food production?
- How do gender roles affect the possibilities to access food and resources?
- What is the role of women farmers in the world’s food production?
- Do gender stereotypes differ from one culture to another?

Suggested evaluation tools

- **Project work (in groups):** Research regarding the current situation regarding the farmers in Malta and Gozo, and the extent of the presence of women in this sector.
- Students’ questionnaire

Activities

| Time | Activity description | Additional tips |
|------------|--|-----------------|
| 10 minutes | <p><u>Introductory activity:</u></p> <p>Students are given 2 minutes to draw a farmer on a piece of paper – adding as many details as they like. Once the 2 minutes are up, the students are asked to show the drawings, and to discuss these with reference to aspects such as:</p> <ul style="list-style-type: none"> ▪ Are the drawings depicting male or female farmers? At which ratio? ▪ Are the farmers depicted from different ethnical backgrounds? <p>The teacher then explains that the aim of the exercise was to address stereotypes with regard to the category of farmers, who are the actors responsible for the production of the majority of food resources in the world. Small-scale family farms are responsible for the production of 80% of food around the world¹. On average, women constitute 43% of the agricultural labour force in developing countries².</p> <p>Before passing on to the next activity, the teacher asks whether students think that men and women have the same opportunities in accessing food resources in Malta and in other countries.</p> | |
| 15 | The teacher delivers the “Female farmers around the | |

¹ Food and Agriculture Organisation (FAO), 2014

² Source: <http://www.fao.org/gender/infographic/en/>



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| minutes | world” slideshow, to address the following topics: women’s role in farming and food production around the world, and the gender gap in accessing food resources. | |
| 20 minutes | <p><u>Group discussion:</u> Students are divided into groups and asked to discuss the following questions:</p> <ul style="list-style-type: none"> ▪ In your opinion, why is it that women experience more difficulties in accessing resources related to food production in some parts of the world? Is this the case in Malta? ▪ In view of the previous presentation, how has your perception of gender stereotypes and food production changed, if at all? What other aspects have emerged, in your opinion? <p>Each group will then present their conclusions to the class.</p> | |
| 10 minutes | <p>Screening of the video entitled, <i>A day in the life of a smallholder woman farmer</i>. Students are then asked to list all the issues and difficulties they believe are being faced by farmers around the world, and then add specific issues smallholder <i>women</i> farmers are more likely to face than men (e.g. depending on the culture and values, women might be expected to take care of the house besides carrying out the work in the fields, etc.)</p> | |
| 5 minutes | Wrap up the discussion on the themes addressed in GLU 3.3 and the different aspects analysed in the 2 lesson plans. | |
| Project work | <p>As an idea for a project work, students could be divided into different groups and asked to get in touch with assigned farmers’ cooperatives in Malta, to understand the extent of women’s presence in the agricultural sector in Malta and Gozo, as well as their roles within the cooperatives.</p> <p>The project work could be carried out focusing in particular on women’s presence and role in local food enterprises and all types of food-processing entities.</p> | This project could be carried out over a longer time frame, and could be used as a form of assessment. |

