

# TRIPLE JEOPARDY: Protecting At-Risk Refugee Survivors of Sexual and Gender-Based Violence

## SEX AND GENDER

### 1. AIM

This module aims to clarify differences between the terms “sex” and “gender.” It also provides information on how gender roles, expectations and identities impact access to social and economic opportunities and resources.

### 2. USE

This module may be used as part of a half-, one- or two-day training (see *Model Agendas*).

TIME	METHODOLOGY	MATERIALS
1 hour, 30 minutes	PowerPoint Brainstorming Discussion Group work	Flip chart Markers Sex and Gender PowerPoint Projector and Speakers Sex and Gender Handout

### 3. GENERAL BACKGROUND

Helpful **definitions** for this and other modules include:

- **Sex:** Biological characteristics that distinguish people as male, female or intersex.
- **Female:** A person who biologically produces egg cells and has two X chromosomes.
- **Male:** A person who biologically produces sperm and has X and Y chromosomes.
- **Woman:** A person who identifies as female, whether or not born with female biological characteristics (see Transgender).
- **Man:** A person who identifies as male, whether or not born with male biological characteristics (see Transgender).
- **Intersex:** Intersex people are born with physical, hormonal or genetic features that are not fully female or male or are a combination. Many forms of intersex exist.
- **Gender:** A person’s internal perception and experience of maleness or femaleness, and the social construction that allocates certain behaviors into male and female roles. These roles vary across history, societies, cultures and classes.
- **Gender Identity:** Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modifications of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerism.
- **Gender Expression:** The way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.
- **Gender Role:** How a person expresses himself or herself in terms of traits commonly associated with masculinity and femininity. Gender role is largely a social construct, since every society has different ideas about what sort of dress or behavior is “appropriate” for males or females.

- **Gender Reassignment:** The process through which people redefine the gender in which they live in order to better express their gender identity. It is often referred to as a process that may involve medical assistance including hormone therapies and surgical procedures that transgender people undergo to align their body with their gender.
- **Transgender:** An umbrella term for people whose gender identity and/or expression differs from the sex assigned at birth. A transgender woman is someone born male who identifies as a woman. A transgender man is someone born female who identifies as a man. Transgender people may also identify as one gender (i.e., as male or female, rather than as “trans”) and reject the term “transgender” altogether.
- **Yogyakarta Principles:** A set of principles applying international law to issues related to gender and sexual orientation as established by a gathering of international experts and activists at a conference held in the city of Yogyakarta, Indonesia in 2006.

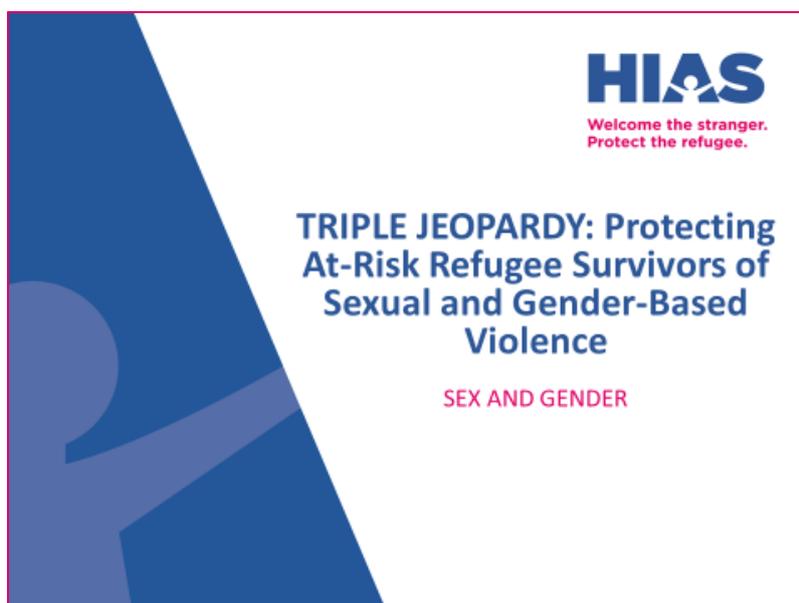
## Resources

American Psychological Association (2011) [Definitions of Terms: Sex, Gender, Gender Identity, Sexual Orientation](#). Human Rights Council (2011) [Human Rights, Sexual Orientation and Gender Identity](#). Inter-Agency Standing Committee (2006) [Women, Girls, Boys and Men: Different Needs – Equal Opportunities](#). International Commission of Jurists (2007) [Yogyakarta Principles - Principles on the Application of International Human Rights Law in Relation to Sexual Orientation and Gender Identity](#). International Commission of Jurists (2009) [Sexual Orientation, Gender Identity and International Human Rights Law: Practitioners Guide No. 4](#). UN Committee on the Elimination of Discrimination Against Women (2011) [Convention on the Elimination of All Forms of Discrimination Against Women](#). UN Women (2016) [UN Women Annual Report](#). ILGA- Europe (2014) [Glossary](#).

## 4. SLIDES

This section provides you background and resources for each PowerPoint slide in the module. It also gives you instructions to facilitate group discussions and exercises.

### SLIDE 1: COVER



## SLIDE 2: OBJECTIVES

# Objectives



By the end of the session, participants will understand

1. The difference between “sex” and “gender”
2. The foundations and impact of “gender roles”
3. How gender can determine our opportunities, privileges and power

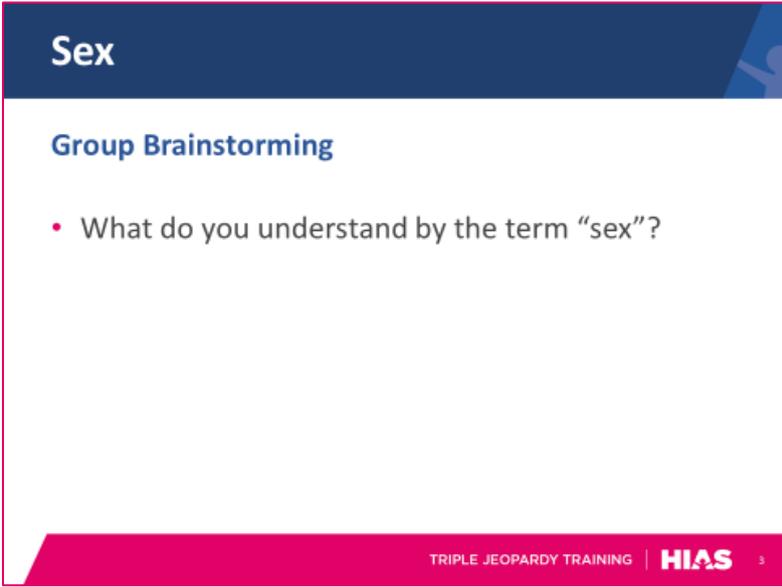
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### Background

Use the following to bring context to the three objectives in the slide:

- Understanding the difference between “sex” and “gender” provides critical context for building awareness about sexual and gender-based violence.
- The degree to which people conform to gender expectations affects their ability to access social and economic opportunities.
- People who do not fully conform to gender roles often face more challenges accessing these opportunities.

### SLIDE 3: SEX



The slide features a dark blue header with the word "Sex" in white. Below the header, the text "Group Brainstorming" is displayed in a blue font. A single bullet point asks, "What do you understand by the term 'sex'?". At the bottom of the slide, there is a red footer containing the text "TRIPLE JEOPARDY TRAINING | HIAS" and a small number "3".

#### Materials

Flip chart and markers

#### Background

- Sex refers to the **biological characteristics** that distinguish people as male, female or intersex.

#### Group Activity (5 minutes)

- Ask participants what they understand by the term "sex." Encourage diverse participants to respond.
- Record answers on the flip chart.
- Sum up by developing a short definition of "sex" drawn from the answers provided.
- Write the definition on the flip chart.

#### Resources

American Psychological Association (2011) [Definitions of Terms: Sex, Gender, Gender Identity, Sexual Orientation](#).

## SLIDE 4: DEFINITION OF SEX

### Definition of Sex

- Sex refers to **biological characteristics** that distinguish people as:
  - Male
  - Female
  - Intersex
- Sex characteristics include genes, hormonal profiles and external and internal sex organs

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### Materials

Flip chart and markers

### Group Activity (15 Minutes)

- Show participants the definition of sex and compare it to the definition you developed together.
- Ask participants to provide examples of sex characteristics that distinguish males from females.
- Draw a line down the page of the flip chart writing “male” atop one side, “female” atop the other.
- Possible answers:

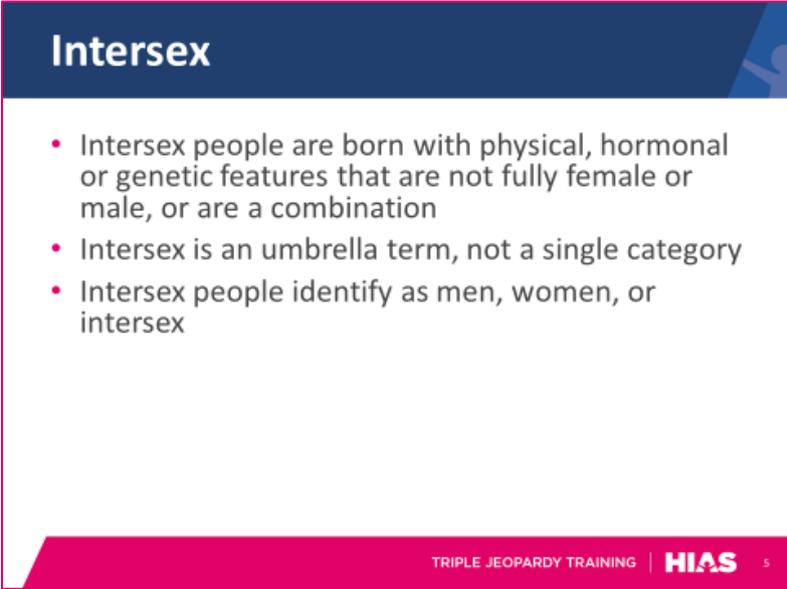
MALE	FEMALE
Have X and Y chromosomes	Have X chromosomes
Produces sperm	Produces egg cells
Grow beards	Have breasts
Develop deeper voices	Generally, have higher voices than men
Impregnate	Get pregnant and give birth
Have a penis	Have a vagina
Have testicles	Have ovaries
Can't breastfeed	Breastfeed
Can't menstruate	Menstruate

- Ask if anyone can define “intersex.” Turn to the next slide for a definition.

### Resources

Stanford University, Gendered Innovations (2016) [Sex](#).

## SLIDE 5: INTERSEX



### Intersex

- Intersex people are born with physical, hormonal or genetic features that are not fully female or male, or are a combination
- Intersex is an umbrella term, not a single category
- Intersex people identify as men, women, or intersex

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### Background

Use the following to help explain “intersex” to the participants:

- Some babies are born with both female and male sex characteristics.
- While some sex characteristics are visible, others are internal.
- Some people only discover during adolescence that they are intersex.
- Intersex people have the right to determine their own sexual and gender identity.
- Surgical intervention is only recommended after puberty when sexual characteristics and feelings of gender identity are developed.
- Intersex people may not require or desire “corrective” surgery.
- Most intersex people identify with one gender.

### Resources

ILGA (2016) [Intersex](#). Intersex Society of North America (2016) [What is Intersex?](#)

## What is Gender?

**Group Activity**

- **Group 1: “Who is a Man?”**
  - What characteristics do men have in your society?
  - What roles are assigned to men in your society?
- **Group 2: “Who is a Woman?”**
  - What characteristics do women have in your society?
  - What roles are assigned to women in your society?

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**Materials**

Flip chart and marker. Paper and pens for participants.

**Group Activity (20 minutes)**

- Divide the participants into two groups.
- Ask group 1 to list answers to the slide questions for “who is a man?”
- Ask group 2 to list answers to the slide questions for “who is a woman?”
- Give each group 5 minutes to answer the questions.
- Invite each group to present their answers.
- Possible answers:

TRADITIONAL MEN’S ROLES	TRADITIONAL WOMEN’S ROLES
Head of household	Cook and care for children, elders
Breadwinner	Work inside the home
Have power, leaders	Submissive, weak
Aggressive, dominant	Conciliatory
Don’t cry	Cry

- Sum up by asking participants to come up with a definition of “gender.”
- Write the definition on the flip chart.

## SLIDE 7: DEFINITION OF GENDER

### Definition of Gender

Gender refers to a person's:

- Internal perception and experience of maleness or femaleness and the social construction that allocates certain behaviors into male and female roles

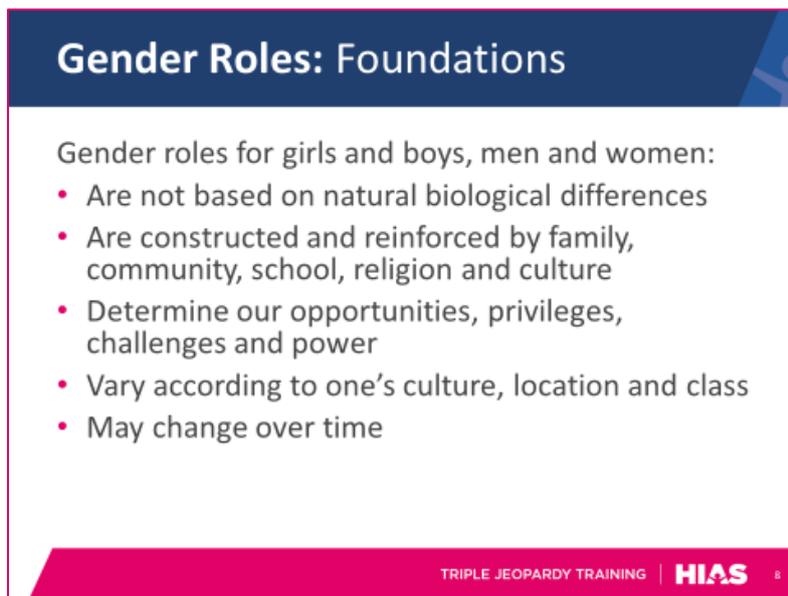
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### Background

- Read the definition of gender on the slide and compare it to the one developed by participants.
- Explain that gender is a socially constructed system that assigns distinct roles and responsibilities to women and men.
- Our families and communities teach notions of femininity and masculinity to us as children.
- As adults, we take on these socially constructed roles.
- Explain that these are referred to as “gender roles.”
- If someone asks about “gender identity,” please refer to the definition in the Sex and Gender Glossary, Handout.

### Resources

Interactions for Gender Justice (2016) [Sexuality and Social Justice: A Toolkit - Glossary](#). International Commission of Jurists (2007) [Yogyakarta Principles - Principles on the Application of International Human Rights Law in Relation to Sexual Orientation and Gender Identity](#).



## Gender Roles: Foundations

Gender roles for girls and boys, men and women:

- Are not based on natural biological differences
- Are constructed and reinforced by family, community, school, religion and culture
- Determine our opportunities, privileges, challenges and power
- Vary according to one's culture, location and class
- May change over time

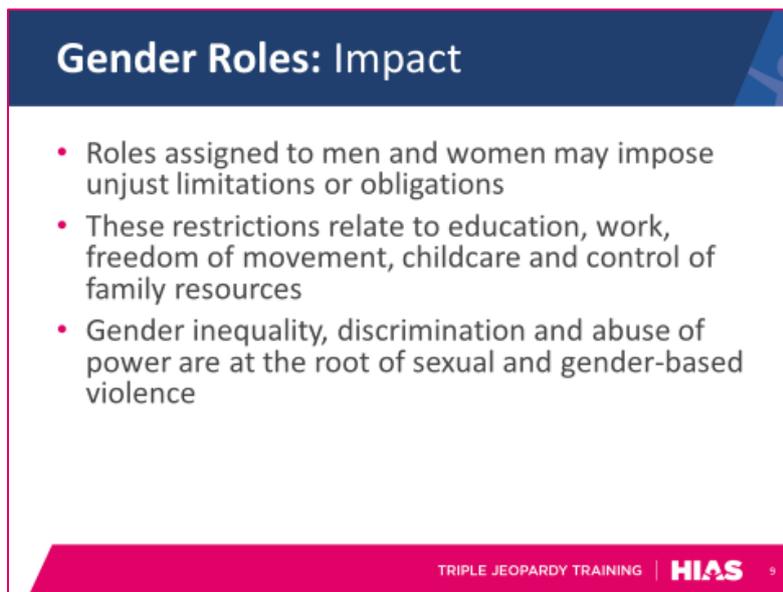
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### Background

- Remind participants of the lists they brainstormed of roles assigned to men and women.
- Clarify that we are born female, male, or intersex but society teaches us to behave like men and women, ascribing gender roles, responsibilities and behavioral expectations.
- Boys are socialized to conform to a different set of behaviors, attitudes and roles than girls.
- These roles determine the different opportunities, privileges, challenges and the power relations between men and women.
- Stress that these gender roles are different in each society.
- Gender roles may change over time.
- Global efforts to achieve gender equality can create opportunities for and limit harm to women and gender nonconforming people (e.g., the prohibition of child marriage and forced genital mutilation, or laws that allow same-sex marriage).

### Resources

Blackstone, Amy (2003) [Gender Roles and Society](#). UNICEF: Eastern and Southern Africa (2016) [Gender and Child Protection](#).



## Gender Roles: Impact

- Roles assigned to men and women may impose unjust limitations or obligations
- These restrictions relate to education, work, freedom of movement, childcare and control of family resources
- Gender inequality, discrimination and abuse of power are at the root of sexual and gender-based violence

TRIPLE JEOPARDY TRAINING | HIAS 9

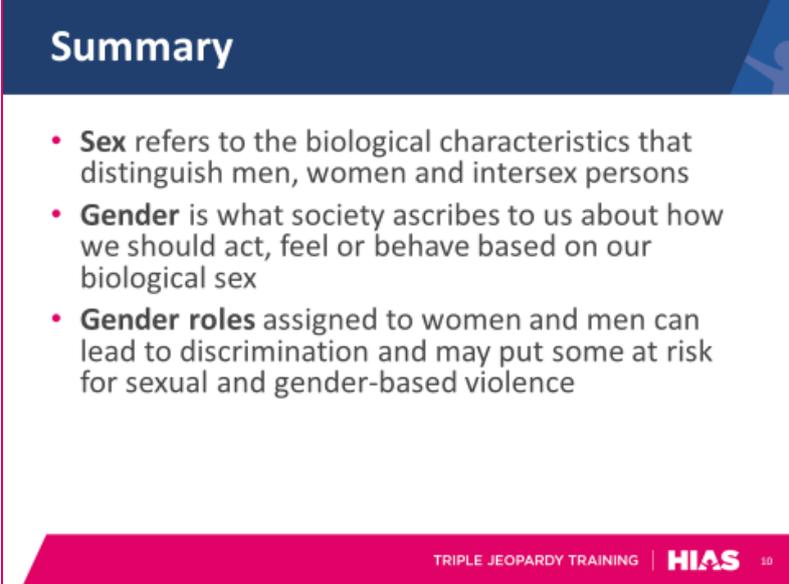
### Background

- Explain that in many traditional societies, men are expected to be breadwinners and the head of the household and women are expected to take charge of the home, care for children and feed the family.
- These gender expectations create a power dynamic between men and women in and out of the home. This power dynamic provides men with certain privileges, including the ability to access education and work, but limits women's opportunities outside the home.
- Women who wish to pursue careers and men who prefer to stay home to care for children may be frowned upon by society for not conforming to traditional gender roles.
- This dynamic means that those with less power are unable to exercise their full rights, may be more vulnerable to abuse, exploitation and violence, and less likely to secure protection.
- Explain that the next module will focus more specifically on how abuse of power leads to sexual and gender-based violence.

### Resources

United Nations Human Rights Office of the High Commissioner (2015) [Combatting Discrimination Based on Sexual Orientation and Gender Identity](#). UN Women (2015) [Ending Violence Against Women: From the Beijing Platform to the Sustainable Development Goals](#). UN Women (2015) [More Equality in Care, More Equality in Rights](#) (video).

## SLIDE 10: SUMMARY

A presentation slide with a dark blue header containing the word "Summary" in white. The main content area is white with a red border and contains three bullet points. At the bottom, there is a red footer with the text "TRIPLE JEOPARDY TRAINING | HIAS 10".

### Summary

- **Sex** refers to the biological characteristics that distinguish men, women and intersex persons
- **Gender** is what society ascribes to us about how we should act, feel or behave based on our biological sex
- **Gender roles** assigned to women and men can lead to discrimination and may put some at risk for sexual and gender-based violence

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### Background

- Present the summary points.
- Ask participants for any questions or requests for clarification.
- Distribute copies of the handout: Sex and Gender Glossary.