



Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet
August 2016

Who Does What?

Time: 1 hour, 45 minutes

Materials Needed:

- Flipchart paper – one piece for each small group
- Flipchart with title of activity and objectives listed and with instructions: red for women, blue for men, green for both
- Markers or crayons
- Masking/scotch tape
- Blue, Green, and Red markers for each small group

Introduction

Examining who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community opens an awareness of and a dialogue about the number and kinds of activities done by men and women, and the various roles and responsibilities they each have according to their sex based on a particular context and culture. When these activities are examined several may be considered “gendered”, with society determining who does what for different tasks. Rural women normally perform a wide array of daily tasks, particularly related to child care and meal preparation, that consume large portions of their day. The unequal distribution of daily activities can result in lower production, loss of income, and increased levels of poverty and malnutrition. Identifying and documenting “who does what” can be a first step in addressing disparities based on gender stereotypes and a method for conducting a preliminary gender analysis within the community.

Objectives

- ✓ To identify who in a “typical” rural household performs the daily activities in the home, on the farm, and in the community.
- ✓ To analyze the implications of unequal distribution of daily activities and ways of encouraging more balanced participation among all family members.

Steps

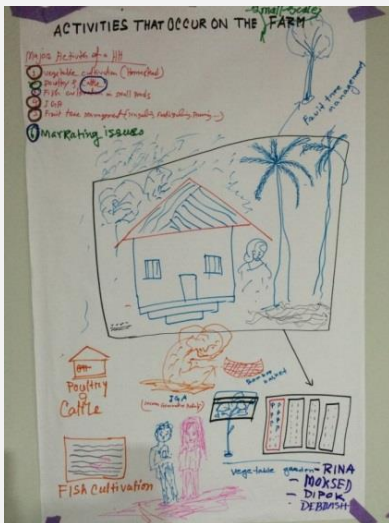
- 1) Review title of activity, objectives, and brief introduction. **(5 min)**
 - 2) Ask participants to line up by birth month. Divide participants into **three** groups by their birth month. Make adjustments as needed to have fairly equal number of participants in each group. **(10 min)**
- Group 1 – Birthdays in January, February, March, and April
 Group 2 – Birthdays in May, June, July, and August
 Group 3 – Birthdays in September, October, November, December

Assign the groups as follows:

Group 1 – Daily activities that occur in the **home**, such as doing laundry or preparing meals.

Group 2 – Daily activities that occur on the **farm**, such as weeding the garden or feeding the animals.

Group 3 – Daily activities that occur in the **community**, such as





selling vegetables at the local market or attending a wedding.

- 3) Give each group a sheet of flipchart paper and markers or crayons. Ask the groups to list and draw the daily activities that occur in the home, on the farm, or in the community. Provide a few examples.

(30 minutes)

Home

- Cleaning the house
- Feeding the family
- Preparing and cooking meals
- Gathering firewood or fuel
- Getting water
- Making repairs to the house
- Bathing children

Farm

- Planting potatoes
- Harvesting rice
- Milking cows
- Gathering eggs
- Plowing or preparing seed bed
- Feeding fish and animals

Community

- Shopping for food
- Voting during elections
- Attending religious activities
- Attending weddings and funerals
- Selling at the market



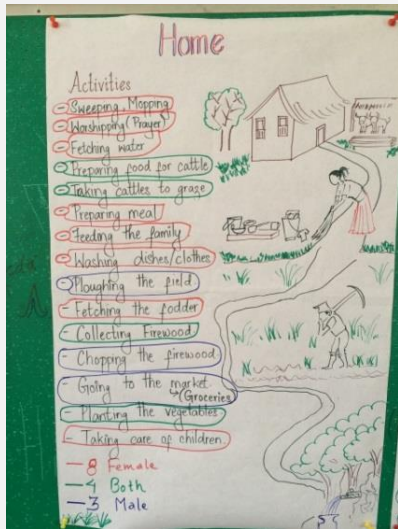
- 4) When drawings are finished, ask each group to complete the following activity. **(10 minutes)**

Circle and total the tasks usually done by a woman or girl with a **red** marker.

Circle and total the tasks usually done by a man or boy with a **blue** marker.

Circle and total the tasks done by either a woman or man with a **green** marker.

- 5) Have each group display their drawing on the floor or taped to the wall. Ask each group to give a brief presentation...5 minutes or less. Ask the other groups to add to or clarify the list of activities as needed. **(20 minutes)**
- 6) After each group has presented their list, ask the participants the following questions. **(20 minutes)**



- Who is performing the majority of the activities?
(Division of labor... equitable v. equal)
- Which activities are the most physically demanding?
(Energy expenditure)
- Which activities take up a lot of time during the day?
(Energy expenditure)
- Who decides which family members will perform each activity?
(Decision making)
- Which activities generate income for the family?
- Who decides how the income is spent?
(Decision making)

Now What?

Putting the activity into practice. Ask the participants to provide ideas and examples of how they see themselves using this activity in the field...how they would adapt and adjust the exercise depending on a specific audience. For example:

- Participants could list or draw what they do every day in the home, farm, and community.
- Participants could role play the different activities they perform throughout the day.
- Participants could share/tell stories about their “typical” day.

(10 minutes)

References:

USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES) (2015). Integrating Gender and Nutrition with Agricultural Extension Services Facilitator’s Guide. <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

USAID (2016). Tips for Conducting a Gender Analysis at the Activity or Project Level. <https://www.usaid.gov/sites/default/files/documents/1865/201saef.pdf>



Designed to be shared.

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www.ingenaes.illinois.edu/library

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