



## Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet  
August 2016

# Power Over v. Power With

**Time:** 1.5 hours

**Materials Needed:**

- Flipchart with activity title and objectives listed
- Flipchart paper – one for each small group
- Markers or crayons
- Masking/scotch tape
- Flipchart with “Power Over” and “Power With” descriptors listed in two columns



### Introduction

There are different types of power. “Power Over” has numerous negative associations for people, including force, abuse, discrimination, oppression. In many households, the person who has the resources and makes most of the decisions is the man: the man has power over the other family members who are often excluded from participating in decision-making and from access to healthy food, healthcare, land, and decisions about the children. “Power With” is power that comes from collective strength. “Power With” is based on identifying what people have in common, despite their differences and seeking ways to act together. If people give each other mutual support, solidarity, and recognition they can work together more effectively. Identifying and understanding different types of power are important if extension providers are to transform the lives of the men and women they work with; helping women and men to recognize their own abilities and power to act in collective and equitable ways.

### Objectives

- ✓ To define and illustrate two types of power.
- ✓ To examine the challenges of discussing issues of power with men and women.
- ✓ To identify ways of moving from “Power Over” to “Power With”

### Steps

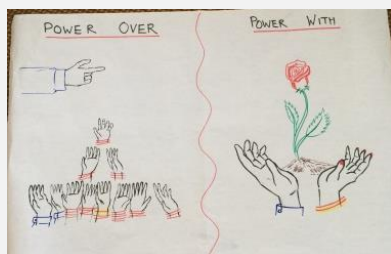
- 1) Review title of activity and objectives. Introduce the session by briefly sharing the flipchart that lists the words describing “Power Over” and “Power With.” Invite participants to add descriptors. Then ask participants: “Where did you see examples of “Power Over” and “Power With” in the role plays from the previous exercise?” (10 min)

#### Power OVER

Force  
Abuse  
Discrimination  
Domination  
Oppression  
Exclusion  
Control

#### Power WITH

Mutual support  
Solidarity  
Recognition  
Sharing  
Inclusion  
Cooperation  
Respect  
Trust  
Coordination



2) Ask participants to return to their role play groups from the activity: *Exploring Gender Stereotypes* or form new groups by lining up by the letter of their last name. Form small groups of four to five members. **(5 min)**

3) Ask small groups to draw symbols illustrating “Power Over” and “Power With” by providing the following instructions. **(30 min)**

*As extension providers, you are planning an activity for women and men farmers describing two types of power: power over and power with. Create a visual you will use to illustrate the differences between the two types of power using only symbols that represent power. For example, raised fist v. two hands shaking.*

4) Bring the small groups back together to briefly present their drawings. **(10 min)**

5) After all presentations, ask the whole group the following questions. **(15 min)**

*Which symbols best represent the two types of power for you?*

*Why is talking with men and women about issues of power challenging?*

*In what ways can you help the people/groups you work with move from “Power Over” to “Power With” within their household and community?*

## 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, such as how they would adapt and adjust the exercise depending on a specific audience. For example:

Work with local political parties, religious and community leaders, and children’s clubs to discuss issues of power in the family and community. Use facial expressions and body language to demonstrate the two types of power.

Use simpler language to describe the two types of power in the local language. **(10 min)**

## References:

Helen Keller International (2015). *Nurturing Connections. Part 2: Exercising Power; Activity 3: What is Assertiveness?* [www.fsnnetwork.org/sites/default/files/TOPS\\_Nurturing%20Connections\\_English\\_FINAL\\_P.pdf](http://www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf)

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>

