

IN HONOR OF WOMEN

A 4 WEEK
FOCUS ON
EMPOWERMENT
WITH EPL

LEARN, REFLECT, SHARE, AND GROW

MAY

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How This Will Work

Learn: Over 4 weeks we will engage with empowering resources as we work to better care for ourselves and others who identify as girls and women.

Reflect: After engaging with each week's resources, journal about anything that resonated with you or challenged you.

Share: Find another participant to partner with and share ideas- ideally, a woman and one or two girls should work together. You can also form a small group to talk over the information and process with. (Participants will be invited to a larger guided chat led by two EPL children's staff who previously led Girls Be Heard workshops at the end of week 2 and week 4).

Grow: Be open to the experience, to one another, and to growing your ability to nurture and support yourself.

Week 1: Understanding Gender and Gender Expectations

"Gender refers to the socially constructed characteristics of women and men-- such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed."

-- The World Health Organization

"Gender is between your ears, not between your legs." (Sex,rather than gender, refers to biology.)
--Chaz Bono, actor

"The problem with gender is that it prescribes how we should be rather than recognizing how we are. Now imagine how much happier we would be, how much freer to be our true individual selves if we didn't have the weight of gender expectations."

--Chimamanda Ngozi Adichie, Author

Spend time reflecting on these quotes. Jot down your thoughts. Then try to come up with 15-20 stereotypes placed on girls/women. Do you follow many of these gender expectations? Are there certain gender expectations that you don't indentify with or choose to follow? How does it make you feel to be expected to appear or behave in certain ways because of your gender?

Read pages 10-22, and 28-31 of Understanding Gender by Juno Dawson available on Hoopla!

Click here to find the title

