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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Gender Equality** |

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| Instructor:  **Mazlina Ghazali** | Level:  **Upper-Intermediate** | Students:  **6** | Length:  **30 Minutes** |

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| Materials:   * Pictures related to gender equality * Gender role’s questionnaire (6copies) * folded paper written yes (3pcs) and no (3pcs) & a box * Outlined ideas worksheets (6 copies) * Useful languages handout (6copies) * White boards, board markers * Revise words and phrases into gender neutral’s term worksheet (3copies) |

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| Aims:  Main Aim: To improve colloquial skills when backing up point of views by debating.  Secondary Aim: To introduce related vocabulary.  Personal Aim: I want to encourage my students to speak confidently without emphasizing on accuracy while speaking activity is being carried out. |

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| Language Skills:  Reading:- Students will read out loud the provisions of gender equality written in  the poster.  Students will read the worksheets provided.  Listening: Students will listen to other students while they are speaking.  Speaking: Students will speak while debating the issue in question and during  group discussions.  Writing: Students will write on the worksheets provided. |

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| Language Systems:  Phonology: g/s  Lexis: Gender,Equality,Provision,United Nations, Declaration of Human  Rights, The Constitution of The Republic of Korea, neutral.  Function: Review language used when expressing opinions, disagreeing,  making comments on other person's point of view, etc.  Grammar: None to discuss  Discourse: Dialogue, Monologue,  Assumptions  -Students have the ability to express their ideas in English  -Some students have experience in debates and have seen debate before  -Students need guidance to conduct debate  -Students can work in groups or individually. |

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| Anticipated Problems and Solutions:  - Students may not understand the word Provision, Constitution.   * Elicit the meaning from other students. Explain if needed.   - Students may not be able to pronounce the vocabulary correctly.   * Error correction during post activity * If students need help to pronounce some words guide them by way of mimicking   - Students may need more time to fill up the outlined worksheet   * Give another 2 minutes. * Cut post-activity discussion short and only ask 2 students to share their opinions   -Students have difficulties to use language   * Elicit useful languages before debates activity and briefly review useful languages sheets.   -If the students finish their task earlier than anticipated   * Do activity where students are required to change phrase and words into gender neutral term. |

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| References:   * Susan H. Williams, Constituting Equality: Gender Equality and Comparative Constitutional Law (2011) * http://[www.ark.ac.uk/schools](http://www.ark.ac.uk/schools) * http://www.ohchr.org * http://[www.ccourt.go.kr/home](http://www.ccourt.go.kr/home) * http://Onestopenglish.com * <http://www.google.com.my/search?q=gender> equality |

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| **Lead-In** | | | |
| Materials: **Board** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  min | Whole class | Answering teacher’s questions | Good morning everyone! Great to see alI of you today. How are you guys doing?  -------, in your house who usually prepare meals to the family?  ------, who usually repair things in your house? |

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| **Pre-Activity** | | | |
| Materials: **Board, Idioms Worksheet** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  min  1  min  1  min  2  min | Whole class  Whole class  Whole class  Individually  Whole class | Answering elicited  questions  Give feedback to the ICQ  Work on the worksheets provided  Count the scores and answering questions. | *Elicit the word, “ gender equality”*  -“What can you see in the  picture?”  - “What does this symbol  represents”    *Model “gender equality”*  - Man and woman.  *CCQ*  - “does equal means fair?”    - does gender equality means  that men should be given the  opportunity to give birth?”  T: before we move on to our activity we should briefly discuss the provision or law that governs gender equality.  Using visual aid to introduce “Article 2 of the United Nation’s Declaration of Human Rights” & “Article 11 of the Constitution of the Republic of Korea”  Simplify the meaning if necessary.  **Gender Role Questionnaire**  *Instructions*  Work individually. Please answer questions about your home. Tick at the relevant column. You have 1 minute.  (Distribute the worksheet)  “Please do not start until I tell you to  *Demonstration*  Look at #1…I send my laundry to the laundry shop so I’m going to tick at the 3rd column.  *ICQ*  -Are you working alone or in  groups?  -How much time do you  have?  -What do you have to write in  The empty box?  “Now begin”    *Monitoring*  Monitor discreetly. Answer  Students if they ask questions.    Give time warning: 20 Seconds  left.  Be flexible with time. Give 15  seconds more if they need it.  Count up the scores:  -“every tick equals 1 point  -“count up the total scores for  female and male in the house.  -“who scored more points? Male or females?  -“are there typical male and female tasks in the house?  -“does the person who scored the highest also have a full-time job?”  -“what do you think about it is it equal or fair?” |

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| **Main activity** | | | |
| Materials**: Useful languages hand out, outlined ideas Worksheets** | | | |
| time | Set Up | Student Activity | Teacher Talk |
| 3  Min  2  min  15  min | Whole class  Groups  Groups | Speaking through discussions and debates,  Change seats according to group  Discussing with group members and write down important points in the worksheet provided.  Debating their motions | **Debate on “Women equal at last?”**  *Instructions*  Basically, we will focus on gender equality at home, workplace and the government sector (model it while speaking). I have outlined some ideas for you to talk about in the debate. Now I will divide you into two groups and I will give you 3 minutes to discuss with your group partners and jot down the important points that you are going to use for the debate in the worksheet provided.  Arrange the group and assign their arguments.  *ICQ*  -What are you supposed to  do?  -Are you working alone?  -how much time do you  have?  -The debate will focus on  what points?  -Group A are you  affirmative or negative?  (Distribute the Worksheet and useful languages handout )  Now begin.  *Monitoring*  Monitor discreetly. Answer  Students if they ask  questions.    Give time warning: 1 minute left.  Be flexible with time. Give 1  minute more if they need it.  “Now let’s start the debate with group representing affirmative first. After both groups had present their motion we will move on to the rebuttal part and conclusion. The debate will be conducted for 15 minutes.  Remember you should not attack person.”  *ICQ*  How long do you have?  Which group starts first?  Be a judge and monitor the debate.  Give time warning: 3 minutes left.  Be flexible with time. Give 1  minute more if they need it.  Close the debate and announce the winner. |

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| **Post Activity** | | | |
| Materials: white board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2  min | Whole class | Speaking | 1. **Free Production**   *Instructions:*  We will have open discussion on how to ensure gender equality. We have 2 minutes.  *ICQ*  -what are we going to do?  -for how long?    “ Now begin”  *Monitoring*  Monitor actively and join in the discussions.  Answer students when they ask questions.   1. **Conclude Lesson**   *Error correction*  -correct students major  mispronunciation  *Give homework*  Write an essay on how gender equality can be safeguarded?  “You all did great today! Keep it up! See you guys tomorrow!” |

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| **SOS Activity** | | | |
| Materials: **Change these phrases worksheet** | | | |
| time | Set Up | Student Activity | Teacher Talk |
| 2  min | Group | Writing  Discussions  teamwork | **Change these phrases**  *Instruction*  Make two teams. Seat together with your team. I want you to change the phrases in the worksheet into gender neutral term. You have about 2 minutes to change all the phrases.  ( Distribute worksheet)  *Demonstration*  For example here no 1. Mankind, I would change it into human beings to make it sounds gender neutral.  *ICQ*  -Do we work individually or in  a group?  -what do you have to do?  -How long do you have?  “Now begin”  *Monitoring*  Monitor discreetly and give help if needed.  Give time warning: 30 seconds. Be flexible with time. Give students 15 more seconds if they need it.  “Times up”  Discuss the answer together. |



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| **Who in your home**  **usually:** | **A male** | **A female** | **Both males and females** | **Some-one Else, not belonging to the household** |
| Does the laundry |  |  |  |  |
| Makes small repairs around the house |  |  |  |  |
| Looks after sick family members |  |  |  |  |
| Shops for groceries |  |  |  |  |
| Does the household cleaning |  |  |  |  |
| Prepares the meals |  |  |  |  |
| Cleans the car |  |  |  |  |
| Does the gardening |  |  |  |  |
| Maintain the household budget |  |  |  |  |
| Help with school homework |  |  |  |  |

**GENDER ROLE QUESTIONNAIRE**

**Useful languages**

**Opinions, Preferences:**

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt,...,

**Disagreeing:**

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

**Giving Reasons and offering explanations:** To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think...., Considering..., Allowing for the fact that..., When you consider that...

**Ideas worksheet**

**Yes, Women Are Now Equal To Men.**

* Many governments have both male and female representatives.
* Many companies are now owned or managed by women.
* A lot of progress has been made since the 1960s.
* Television series now portray women as successful career makers.
* Men now share in the raising of children and household responsibilities.
* Many important laws have been passed to ensure equality in the workplace.
* In many places, a married couple can choose whether the man or the women takes leave from work to look after the newly arrived baby.
* People aren't discussing equality anymore. It has become a reality.

**Excuse Me? Women Still Have A Long Way to Go Before They Are Equal To Men.**

* Women still earn less than men in many work situations.
* Women are still portrayed in a superficial manner in many television shows.
* Look at international sporting. How many professional female leagues are as successful as their male counterparts?
* Most governments still are made up in their majority of men.
* We are having this debate because women are not equal. Otherwise, there would be no need to discuss the matter.
* Women are often not given enough responsibility based on the possibility that they might become pregnant.
* The number of sexual harassment suits have increased over the past 10 years.
* Hundreds of years of history can't have been changed in a mere 30 odd years.

**Write down your points**

At home:

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At workplace:

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Government sector:

**Change these phrases**

**Phrases and occupations** N**eutral terms**

1. Mankind Human beings

2. Chairman or chairwoman

3. policeman/policewoman

4. Mailman

5. Stewardess

6. Male nurse

7. Man-sized T-shirt

8. Housewife