



## BEST PRACTICE

### Lessonplan

### Extracurricular Project

Theme:	Communication
School:	
Age:	13-14
Duration:	50 minutes
Number of participants:	Suitable for the whole class
Positioning (of tables and chairs, ...):	Work stations for small groups of four or five pupils.
Material:	See handouts Whiteboard to capture responses
Relevant background information:	<a href="http://www.education-and-gender.eu">http://www.education-and-gender.eu</a>
Didactic approach:	Teacher facilitates the discussion, but does not offer reasons for answers, nor does the teacher try to help young people explain their answers in the class discussion.  Young people discuss ideas in small groups and record their answers and discussion outcomes on the handouts provided.
Role of the observer:	The lesson seeks to find out from young people themselves their methods and topics of communication. Note different ways the mixed gender group interact with one another and the way the single gender group interact with one another.  Make a note of the way the answers may be similar or different when groups are mixed/single sex. In addition are there differences in the means and topics identified when the

	groups are mixed or single gender? Compare the final outcomes and conclusions.
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**1. Prerequisites:**

None

**2. Content:**

The lesson is designed to generate discussion around notions of communication, topics discussed and preferred methods.

There will be a class discussion to identify the different means and topics of communication, used generally by people and then of those used mainly by young people, followed by small group discussion of the gender differences and similarities.

Young people sharing their findings and drawing conclusions concludes the lesson.

### 3. Educational scheme

<b>Duration</b>	<b>Goal</b>	<b>Teacher activity</b>	<b>Student activity</b>	<b>Teaching situation: Content, working forms, media</b>	<b>Learning objective(s) / Competence development</b>  <b>Assessing Learning objective(s)</b>
5 min	Raise awareness, consolidate and share methods and topics of communication.	Ask initial questions and record feedback on the board.	Participate in discussion	<p>Class Discussion: Teacher: What methods of communication do people use in day-to-day life? Record answers as a brainstorm eg telephone, email, letter etc</p> <p>What are the main topics of communication that people tend to discuss?</p> <p>Record answers as a brainstorm eg family arrangements, social events, weather etc</p>	To gain an understanding of the different methods and topics of communication in our daily lives.

10 min		Record answers	Participate in discussion	<p>As a class:</p> <p>Look at the 2 brainstorms: Which of the methods of communication are you more likely to use?</p> <p>Circle the key methods.</p> <p>Which topics of communication are you more likely to discuss? = What do people talk about mostly every day? (example: at a bakery, at home ...)</p> <p>Circle key topics Watching: three short excerpts from the advertisement: "The baker's awake."</p> <p>Are there any methods or topics missing? Add them now.</p>	<p>To identify the methods and topics of communication used and discussed particularly by young people.</p>
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15 min		Observe and facilitate discussions when necessary	Participate in discussion and record findings	<p>Ask young people to arrange themselves in groups of approx 6: in mixed class have 3 boys/3 girls per group (where possible).</p> <p>Using the key points raised through the brainstorming activity, in groups - discuss and record the similarities and differences between genders.</p> <p>Handout one: Methods of communication More specific question: Which method of communication is mainly used by girls towards parents? And towards friends? Which means of communication is mainly used by boys towards parents? And towards friends? Sheet is divided into two.</p> <p>In homogeneous groups: "How do you THINK that girls / boys communicate with parents and friends?"</p> <p>Handout two: Topics of communication More specifically: What do boys / girls especially talk about with parents? And what do boys / girls especially talk about with friends? Sheet is divided into two.</p> <p>In homogeneous groups again: "What do you THINK that girls / boys especially talk about to their parents? To their friends?"</p>	To consider gender differences
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10 min		Facilitate the comparisons with other groups.	Participate in discussion and record findings	<p>Handout three: Conclusions</p> <p>Discuss the findings together and begin to draw some conclusions.</p> <p>Compare your findings with other groups. What conclusions can be drawn from the activity?</p>	To find out what young people can tell us about how they communicate.
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#### **4. Gender specificity / gender-specific aspects / transfer to specific subjects (recommendations):**

Girls and boys need to think and talk about ways of communicating with their parents and friends. Is that for girls differently than for boys?

In homogeneous groups, they have to make assumptions about what girls / boys discuss with their parents. Are these topics different than those they discuss with their friends?

#### **5. Variations, special features:**

##### **Follow-up**

D1. DISCUSSION

Are our gender preferences in communication a social or biological construct?

#### **6. Results and experiences during the testphase**

In total this class was given four times: once to a group of exclusively boys, once to a group of only girls and twice to a mixed gender group.

A lot of attention was given to teach the class four times in exactly the same way and with exactly the same questions, remarks and with identical enthusiasm and energy.

The differences were huge.

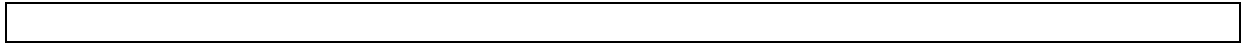
Most feedback came from the "mixed groups" and here we experienced the greatest enthusiasm. Boys played surely a greater global leadership role than the girls. The responses during the brainstorming phase in the mixed groups were most original and special. The pupils were thinking of original ways of communication that were not mentioned in the homogeneous groups. The group discussions also went the smoothest here. We noticed, however, that some girls in the small groups hardly got to participate. The reporting the results of the small groups back to the classroom was again very mixed.

The toughest group was the girls: they hardly said a word, were not enthusiastic and there was hardly any atmosphere at all. Participation was minimal, and it seemed like they were not interested. The small group discussions were difficult and quiet.

The "wildest" group was the group of exclusively boys. They were also the only group trying to challenge the teacher. Participation was there – albeit in a noisy way. Here the teacher had to intervene in the area of discipline a few times. The small group discussions were also often about something other than what they were supposed to talk about. Yet this lesson was far more pleasant to the teacher than the silent girls' group.

For both the observing teacher and the teacher teaching this class, it was a very enriching experience. We had no idea how such a lesson could take place so differently and how different the atmosphere could turn out to be.

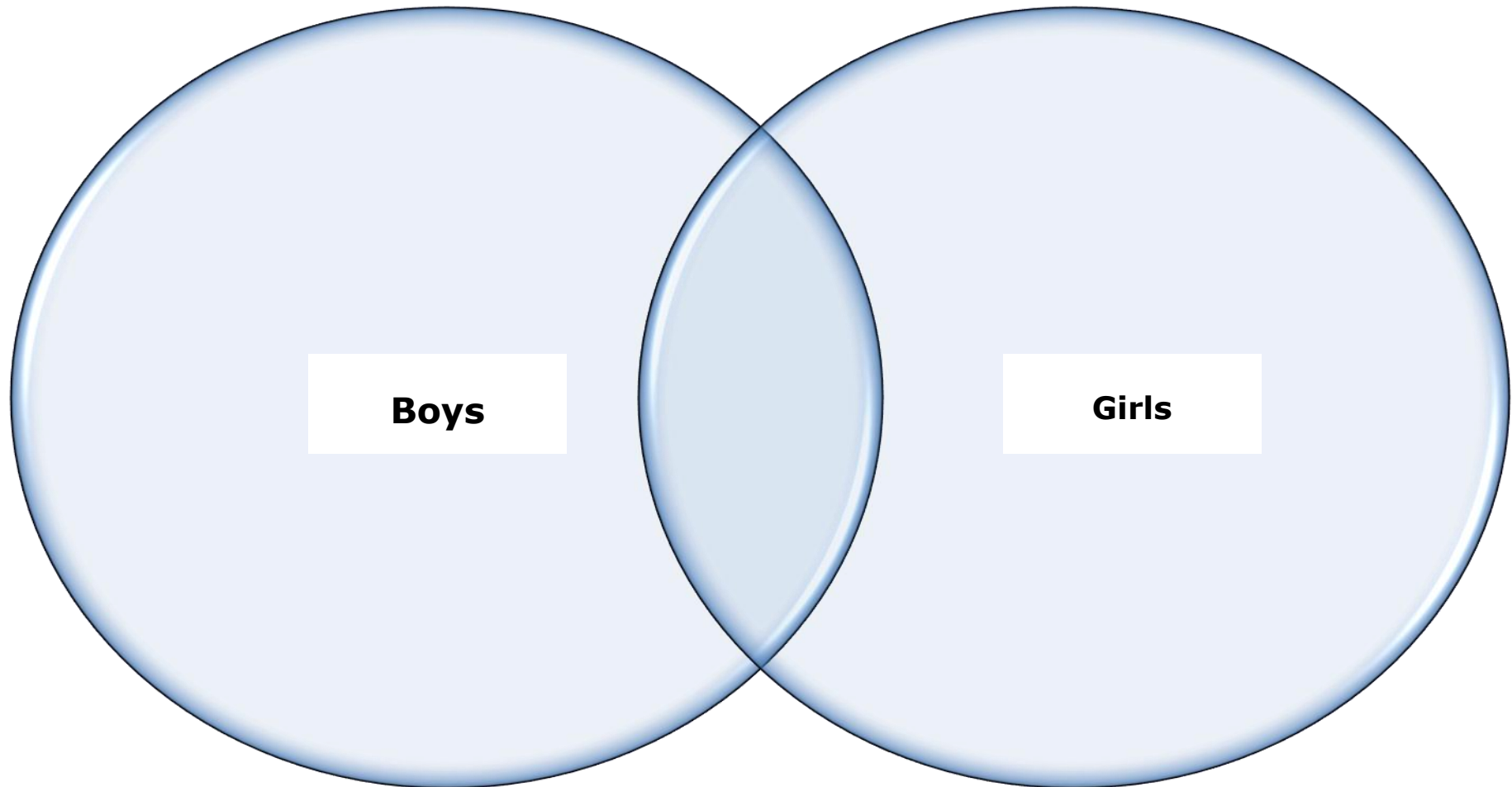
Our preference went obviously out to the "mixed groups".



**Annexes:** texts, materials, prints, transparencies, blackboard, etc..

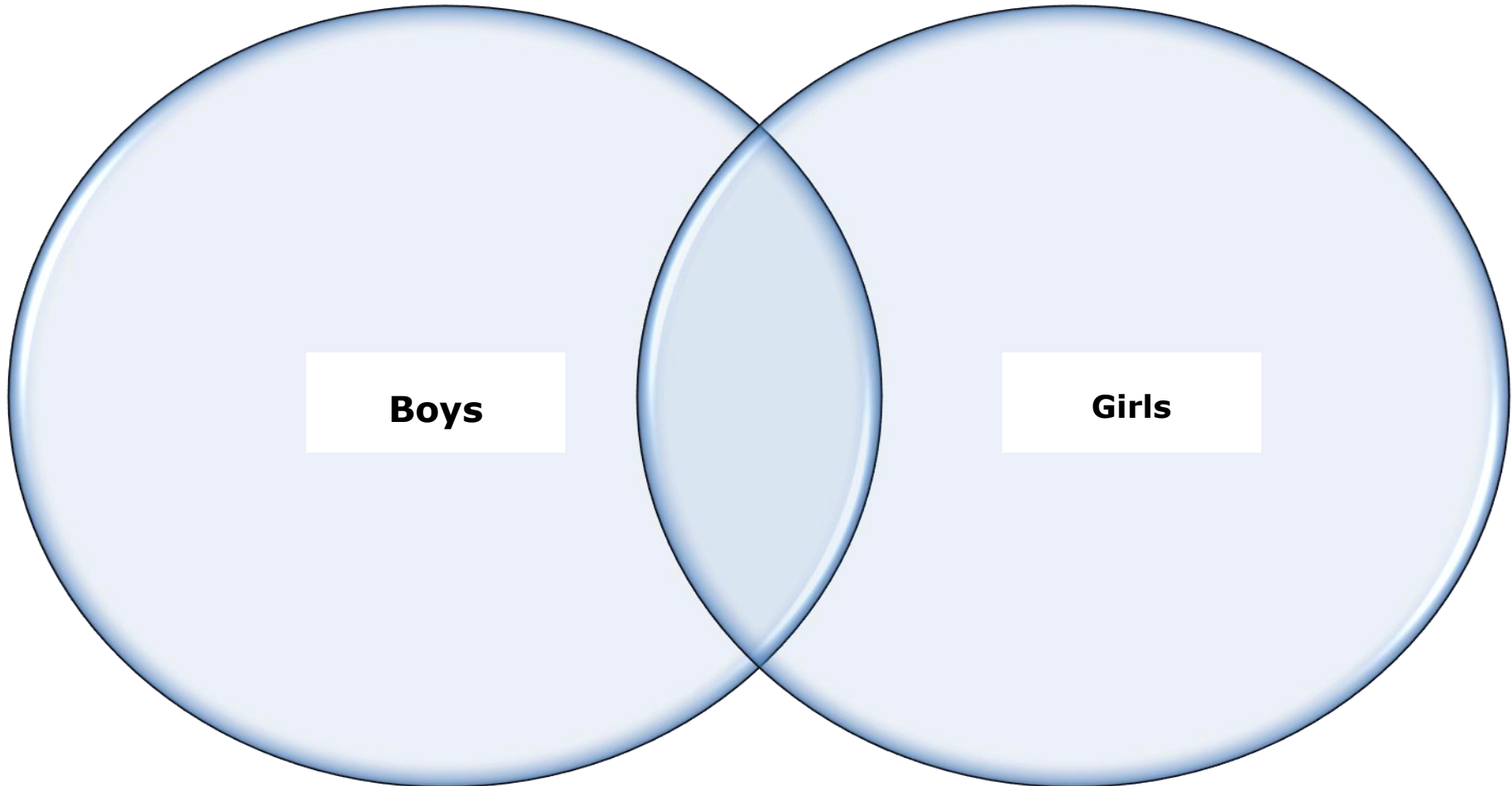


## Handout 1: Ways of communication



**Question: Do you talk different with your friends and with your family?**

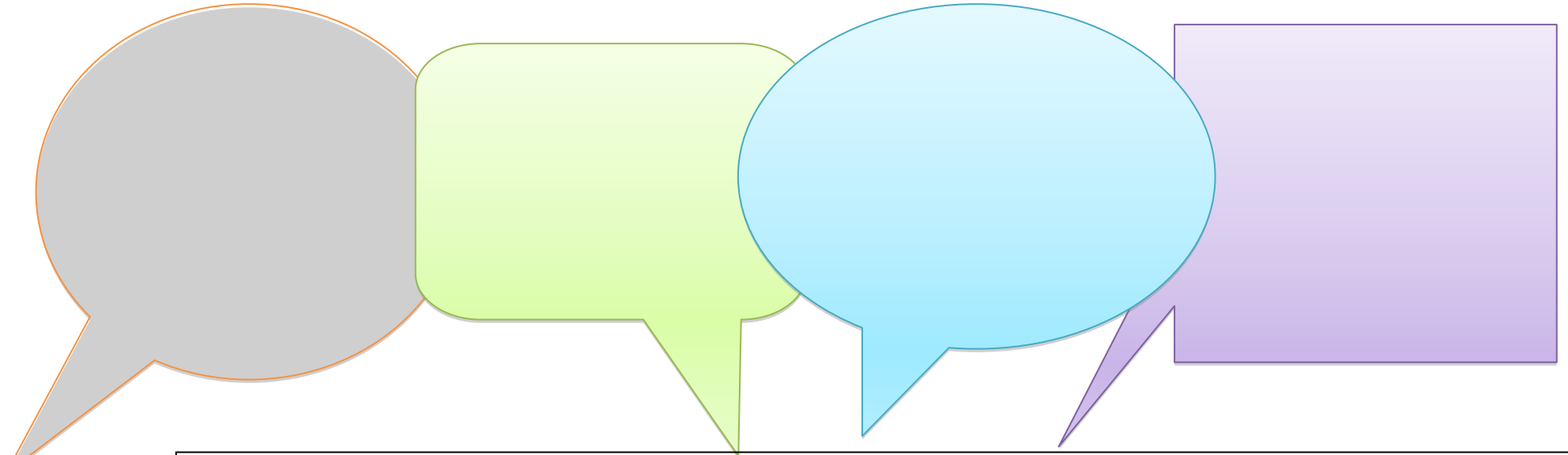
## Handout 2: Topics of communication



**Question: Do you talk about different things with friends and family?**

## Handout 3: Conclusion

In your groups discuss the findings from the activities.  
What does your discussion tell you about communication and gender?



**Compare your findings with other groups – are your findings the same or different?  
What conclusions do you draw from this activity?**