



BEST PRACTICE

Lessonplan

Extracurricular Project

Theme:	Gender and gender stereotypes
School:	
Age:	13-14
Duration:	50 minutes
Number of participants:	Suitable for the whole class, preferable for 20
Positioning (of tables and chairs, ...):	U shape
Material:	a handout (one copy for each student), definitions, text for reading, pictures
Relevant background information:	http://www.education-and-gender.eu
Didactic approach:	Communicative Approach should be emphasized since here one of the main goals is to enable Ss to discuss their own ideas in groups. More than an authoritative figure, the teacher should act as both a guide and a resource for students. The theory of Didactic Learning methods focuses on the baseline knowledge students possess and seeks to improve upon and convey this information.
Role of the observer:	Ideally, there should be a conversation before the class between observer and teacher in which the background to the class is discussed. Then, the observer can follow if the teacher follows the lesson plan or not.

1. Prerequisites:

There are some key language terms which are aimed to be taught (gender, gender role, gender stereotypes, sex, sexism, stereotyping, to act like a man, to be ladylike, etc). Even though these terms will be presented and discussed in the course, the teacher might check for the existence of these terms before s/he starts the course.

2. Content:

see 3. Educational Scheme

3. Educational scheme

Duration	Goal	Teacher activity	Student activity	Teaching situation: Content, working forms, media	Learning objective(s) / Competence development Assessing Learning objective(s)
10 min	Concept/ Definition awareness	Teacher spreads the handouts	Ss discuss in pairs	Teacher writes the word 'gender' on the board and encourages students to come up with a definition. Ss discuss in pairs and create their own definition, then, as they present it, teacher writes their ideas on the board. (Handout: exercise 1)	Ss can understand the terms 'gender', gender stereotypes', gender role', 'sex' and sexism' and are able to give their exact definitions
10 min	Concept/ Definition awareness			Teacher presents the official definition. Ss compare it with their own definitions. (Handout: exercise 1)	Ss can understand the terms 'gender', gender stereotypes', gender role', 'sex' and sexism' and are able to give their exact definitions
10 min	Concept/ Definition awareness	Teacher presents the new concept		Teacher familiarises students with the term 'gender stereotypes' (Handout: exercise 2) possible answers: <i>be active be passive, boys never cry girls are allowed to cry, boys play with cars: girls play with dolls ...</i> Teacher may ask questions: <i>Girls, did you also play with cars when you were children? Boys, have you ever cried?...</i>	Ss can understand the differences between sex and gender

10 min	Being able to define the targeted terms.	Teacher divides students into 4 groups.	Ss discuss	Each group is given a different term and its definition. Ss discuss it and prepare a short presentation or a performance to familiarise other students with their term. They might also give a new definition in their own words.	Ss are able to give examples of usual gender stereotypes and gender roles supported by society
10 min		Teacher monitors	Ss work in pairs	Ss work in pairs and fill in their own ideas. Then they share their ideas with the class. (Handout: exercise 3)	<p>Ss are able to present their own ideas to avoid the wide-spread way of thinking encouraged by gender stereotypes</p> <p>Ss are able to discuss their own ideas in groups</p>

4. Gender specificity / gender-specific aspects / transfer to specific subjects (recommendations):

the material can also be used in EFL-/ESL-classes

5. Variations, special features:

Follow-up

1. READING

Ss fill appropriate words in the text.

2. DISCUSSION

Is gender constructed by society or is it a natural concept? Teacher can use several pictures to inspire students.

6. Results and experiences of the testphase

The test phase has shown that this best practice is more appropriate for another, higher age group. The topic can although be discussed with 12 to 14 year old pupils. However, it is necessary to adjust the vocabulary so that the children better understand the context.

During the test phase different youtube films were used to:

1. Get into the subject (gender roles of males and females)

www.youtube.com/watch?v=YIwWS2atEmc

2 To illustrate stereotypes in advertising and

www.youtube.com/watch?v=YJ5mLySbwzs

www.youtube.com/watch?v=tJht12NhPxU&list=PLBFF418FD9315F092

www.youtube.com/watch?v=DNVpaB74KXE

3 Round up the lesson (film about equality of the sexes)

www.youtube.com/watch?v=TWvJ3Dd2Y9M

The pupils received at the beginning a hand-out, in which all aspects of the lesson were integrated, and thus served as the common thread for the children.

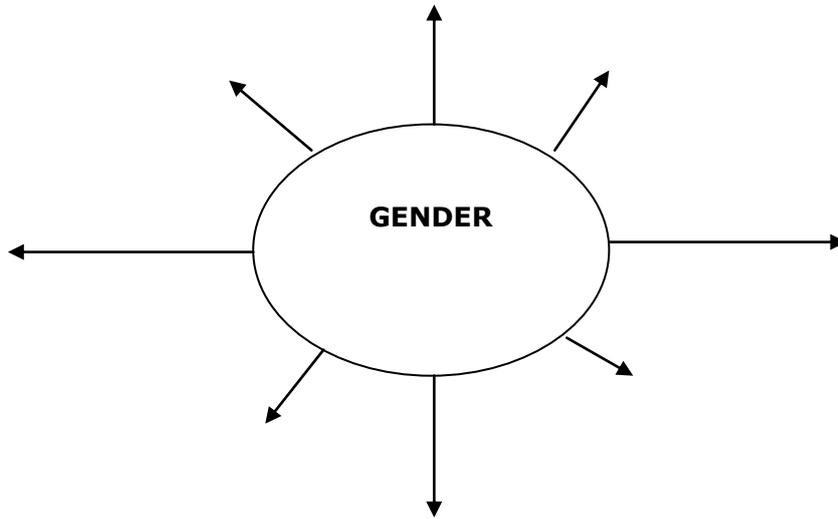
During testing it was also shown that the assignment of individual words to categories or topics (fill in the blank exercise) presented the pupils with difficulties. The mentioned form should be used exclusively for older pupils.

To reflect upon the commercials (through the design of posters), a separate lesson should be provided. An alternative would be issuing an appropriate homework.

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

HANDOUT: EXERCISE 1

1. What does the word "Gender" mean?



DEFINITION: Gender is _____

HANDOUT: EXERCISE 2

2. How many examples can you find to describe these types of behaviour?

To Act Like a Man	To be Ladylike

HANDOUT: EXERCISE 3

3. Read the examples of stereotyping. Fill in your own ideas.

Example of stereotyping	Way of thinking encouraged by this stereotype	Other possible ways of thinking not shown by the stereotype
<p>1. Many advertisements show mothers serving meals to their families (but very few show fathers doing this).</p>	<p><i>These advertisements seem to suggest that mothers do all the housework and cooking, and really enjoy this.</i></p>	<p><i>Men should do more of the cooking. Some mothers hate doing housework.</i></p>
<p>2. Many newspaper photographs, films, advertisements and television programs show men engaged in physically active pastimes such as sport, rock-climbing or canoeing (but few show women doing these things).</p>		
<p>3. Many magazine photographs and advertisements show teenage girls grooming themselves such as putting on make-up, brushing their hair and generally worrying about their appearance (but few show teenage boys doing these things).</p>		
<p>4. Many television advertisements show young boys playing with action toys such as trucks and superhero figures (but girls are not shown doing this).</p>		

FOLLOW-UP

1. Fill in the gaps with one word in an appropriate form:

Gender _____ are simplistic generalizations about the gender attributes, differences, and roles of individuals and/or groups. _____ can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are perpetuating gender _____. Many people recognize the dangers of gender _____, yet continue to make these types of generalizations.

2. Fill in the gaps with words from the table below:

In addition to age, _____ is one of the universal dimensions on which status

Men, gender, roles, women, sexism, social construct, sex
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differences are based. Unlike _____, which is a biological concept, gender is a _____ specifying the socially and culturally prescribed _____ that men and women are to follow. As Alan Wolfe observed in "The Gender Question" (**The New Republic**, June 6:27-34), "of all the ways that one group has systematically mistreated another, none is more deeply rooted than the way _____ have subordinated _____. All other discriminations pale by contrast." Lerner argues that the subordination of women preceded all other subordinations and that to rid ourselves of all of those other "isms"—racism, classism, ageism, etc—it is _____ that must first be eradicated.

Source: http://www.cliffsnotes.com/study_guide/Gender-Stereotypes.topicArticleId-26957,articleId-26896.html

POSSIBLE DEFINITIONS TO BE USED BY THE TEACHER:

GENDER:

"Gender is determined socially; it is the societal meaning assigned to male and female. Each society emphasizes particular roles that each sex should play, although there is wide latitude in acceptable behaviors for each gender" (Hesse-Biber, S. and Carger, G. L., 2000, p. 91).

GENDER ROLE:

Gender roles refers to the set of social and behavioral norms that are considered to be socially appropriate for individuals of a specific sex in the context of a specific culture, which differ widely between cultures and over time. There are differences of opinion as to whether observed gender differences in behavior and personality characteristics are, at least in part, due to cultural or social factors, and therefore, the product of socialization experiences, or to what extent gender differences are due to biological and physiological differences.

GENDER STEREOTYPES:

Gender stereotyping refers to stereotyped images of males and females. Images of males and females are sometimes difficult to see as stereotypes because they are strongly connected with deep-seated beliefs about the roles of males and females in our society. Many people find it disturbing when these roles are questioned.

SEX:

either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures

SEXISM:

Sexism, a term coined in the mid-20th century, is the belief or attitude that one sex is inherently superior to, more competent than, or more valuable than the other. It can also include this type of discrimination in regards to gender. Sexism primarily involves hatred of, or prejudice towards, either sex as a whole (see misogyny and misandry), or the application of stereotypes of masculinity in relation to men, or of femininity in relation to women. It is also called male and female chauvinism.

PICTURES:



Withdrawing cash from an ATM

Man	Woman
<ol style="list-style-type: none">1 Park the car2 Go to ATM3 Insert card4 Enter PIN5 Take money6 Drive away	<ol style="list-style-type: none">1 Park the car2 Check makeup3 Turn off engine4 Check makeup5 Go to ATM6 Hunt for ATM card in the purse7 Insert card8 Hit cancel9 Hunt in purse for chit with PIN written on it10 Insert card11 Enter PIN12 Take cash13 Go to car14 Check makeup15 Start car16 Stop car17 Run back 2 ATM18 Take ATM card19 Back 2 car20 Check makeup21 Start car22 Check makeup23 Drive for a mile24 Release HAND BRAKE

Shoes

 Women		 Men
	Sport	
	School	
	Leisure	
	Party	
	Outgoing	
	Walk on the park	
	Home	