



Widening Participation

Gender-ing English language classes across the globe: Practical lessons for teachers

Edited by Vander Viana and Aisling O'Boyle



This is a
TeachingEnglish
resource

An outcome of



Gender-ing ELT
International perspectives, practices, policies

In collaboration with



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Contents

List of abbreviations	vi
Foreword Jane Spiro	vii
Introduction	ix
Welcoming gender topics to English language teaching practice Vander Viana and Aisling O’Boyle	
'Gender-ing ELT' research team	xiv
Section A: Gender and the workplace	1
Working towards gender equality: Voices from the field (Morocco) Fatima Outaleb	
Lesson 1: Dads also do these jobs! Nga Hoang Thi	2
Lesson 2: Gender equality across the professions Camila de Menezes Barbosa	4
Lesson 3: Work-related gender stereotypes Cheng Chen	7
Lesson 4: Challenging job-related gender stereotypes Abdelhadi Elkinany	8
Lesson 5: Equal rights: Women and men at work Rania Boustar	12
Lesson 6: Gender prejudice in the workplace Érica Rebouças	15
Lesson 7: Is the gender pay gap a reality? Valeria Casanova	17
Section B: Gender and education	20
Working towards gender equality: Voices from the field (Ukraine) Erika Kvapilova	
Lesson 8: Family life: Who gets to go to school? Aisling O’Boyle	21
Lesson 9: Education as an enabler in girls’ and women’s lives Vander Viana	28
Lesson 10: Gender stereotypes and children’s education: Discussing girls’ rights to education Júlia Polck	32
Lesson 11: Acknowledging Boko Haram’s gender discrimination on girls’ education Vanessa Moreno Mota	37

Lesson 12: Gender equality and the education of girls Chunyan Liu	40
Lesson 13: Students as gender analysts: Investigating textbook images Vander Viana	42
Section C: Gender, language and arts	49
Working towards gender equality: Voices from the field (India) Monika Oledzka-Nielsen	
Lesson 14: Gender awareness and names in English Linh Ngoc Truong Pham	50
Lesson 15: Gender and naming Florence Nwaefuna	56
Lesson 16: A ‘beautiful woman’ but a ‘great man’: Exploring the description of different genders in news stories Vander Viana	60
Lesson 17: Teaching grammar with a gender-focused text Vander Viana	65
Lesson 18: Bechdel Test: Exploring women’s representation in films Luciano Franco	70
Lesson 19: Gender representation in newspaper front pages Vander Viana	75
Lesson 20: Representation of female superheroes in comics Luciano Franco	78
Lesson 21: Academic argumentation on transgender women’s rights in sports Kristina Isabelle Dichoso-Valerio	83
Section D: Women and girls	91
Working towards gender equality: Voices from the field (China) Jun Li	
Lesson 22: Period talk Bhavna Gupta	92
Lesson 23: ‘I’m a feminist thanks to you’: Women who inspire us Marina Meira de Oliveira	98
Lesson 24: Stand up for females: Towards equal opportunities Yuanyuan Li	104
Lesson 25: Sexual harassment of women on public transport: How can it be stopped? Vander Viana	108
Lesson 26: Societal contribution by women in science Nita Fadilah	111
Lesson 27: Analysing female roles in <i>The Lost Daughter</i> Daniella Ferreira dos Santos	115

Lesson 28: Celebrating women's empowerment in songs Vander Viana	118
Section E: Gender stereotypes	126
Working towards gender equality: Voices from the field (Bangladesh) Nasrin Begum	
Lesson 29: Have you ever had any of these experiences in your life? Yelyzaveta Kichihina	127
Lesson 30: Debunking gender stereotypes Alona Panibog	129
Lesson 31: Breaking gender stereotypes Luiza Barroso	131
Lesson 32: A critical appraisal of gender stereotypes Joanna Angélica da Motta	135
Lesson 33: Unbiased descriptions? Unearthing gender stereotypes in everyday contexts Vander Viana	138
Section F: Gender (in)equality	144
Working towards gender equality: Voices from the field (Philippines) Mary John Mananzan	
Lesson 34: Gender (in)equality: Critical thinking and reflections for teenagers Kathlen Sousa	145
Lesson 35: Act it out: Women's rights Gökçe Gök	147
Lesson 36: Going out with friends isn't allowed Valentina Mojica	150
Lesson 37: Teaching words related to gender equality Elmakki Amiri	153
Lesson 38: Advances and challenges in gender equality in Bangladesh Karimul Mulk Rafi	157
Lesson 39: Gender inequality in the modern world Katerina Sulyma	159
Lesson 40: Gender inequality in sport Duong Thuy Le	161
Lesson taxonomy	165

List of abbreviations

ADJ	Adjective
APA	American Psychological Association
BBC	British Broadcasting Corporation
CEFR	Common European Framework of Reference for Languages
ELT	English language teaching
FINA	<i>Fédération Internationale de Natation</i> (International Swimming Federation)
IOC	International Olympic Committee
LGBT	Lesbian, gay, bisexual and transgender
LGBTQ	Lesbian, gay, bisexual, transgender and queer
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex and asexual
NGO	Non-governmental organisation
NOW	News on the Web Corpus
PSC	Philippine Sports Commission
UK	United Kingdom
UN	United Nations
US	United States
WHO	World Health Organisation

Foreword

Jane Spiro – she/her

(Oxford, England)

When I first entered the English language teaching (ELT) profession in the 1980s, the coursebooks bristled with stereotypical characters and bland settings. Girls spent their days booking hotel rooms and shopping while boys went cycling with bottles of lemonade in their baskets. Women were at home answering the phone while men were hotel managers, travellers and adventurers. Language teaching presented characters who sailed through life, confirming stereotypes of the family, their roles and relationships, and the slots they filled in the working world. These were scenes of uncritical compliance, without mishap or challenge. One publisher changed my copy where I created a storyline of a girl who dreamt of being a doctor and saving lives. The edited text changed her to a nurse.

In the 21st century, global publishers are mindful of fairly representing men and women in all their capacities and roles; they publish in a culture of ‘woke’ writing and cancel culture, so they are at risk if they do not pay attention. Yet the debates and issues that underlie these changes are rarely built into content. The activities and dialogues in global coursebooks have not changed as much as we would like to think. How much is learnt if coursebooks concede that women are presidents and engineers, footballers and astronauts but if the implications are not explicitly talked about? As images in passing, there can be only limited learning; and little chance for the frisson of shock, surprise or recognition to be transformative.

There are, of course, many reasons why English language teachers and coursebooks might be risk-averse in their approach to gender issues: gender-related subjects may be taboo, even offensive, for some learners, potentially putting them and the teacher at risk. At best, attitudes may be subtly expanded through use of language or character, rather than directly confronted; and perhaps these attitudes are anyway too emotional and visceral for the lesson and may detract from the business of learning language itself. Whilst all these positions reflect real-world concerns, being confined by them means that the teacher who wishes to deal with gender is isolated and alone, building resources unilaterally from the ground upwards. This book gives teachers the chance to feel part of a worldwide community of others who care about these important questions and dare confront them in class.

It does this by offering lesson plans developed by professionals from several corners of the planet, including Bangladesh, Brazil, China, India, Morocco, Philippines and Ukraine. The local and contextual information in the lessons makes them urgent and refreshing, springing from present needs in real classrooms; for girls/women and boys/men to know about Boko Haram, be inspired by activists such as Malala, be aware of pay inequalities, appreciate naming systems, recognise the way adjectives subtly reflect attitudes to women and men. The lessons are a testimony to the worldwide richness of the profession and the collective power when teachers are permitted to show, not only the practice that unites us, but also the distinctive contexts which make each classroom unique. Global publishers cannot go down this route; but projects of this kind can and do. The materials brought into the classroom through this book include stories, photos, video clips, journal articles, concordancers, talks and user-friendly cartoons that are nevertheless unequivocal and fact-based in their message. Whether or not the lesson plans are an exact fit for the reader, the book collates a rich toolkit of resources that can be plumbed, recycled and adapted for many audiences and purposes. It is also a source of hidden knowledge, evidencing the values that invisibly control opportunities for women, their safety, and their capacity to fulfil themselves freely and fairly.

This book is the best friend of a teacher who wishes to confront fundamental gender questions in a safe and managed way and within the frame of a language lesson. We have always known that language is more than itself; it is a window into cultures, attitudes, thinking and feeling; and it is the task of the teacher to manage all these possibilities while still meeting learner and institutional expectations. The lesson plans in this book give us hope that there is no question too difficult to ask in the classroom, and no information that should be withheld if it might make a difference.

Jane Spiro is Professor of Education and TESOL at Oxford Brookes University (England). She has run teacher development programmes worldwide, including Hungary, India, Japan and Mexico. She has published resources for the creative teaching of language (e.g. *Storybuilding and Creative poetry writing* – both published by Oxford University Press), studies of innovative language practice (e.g. *Linguistic and cultural innovation in schools: The languages challenge* published by Palgrave Macmillan) and, most recently, *narratives of hidden study cultures in Crossing borders in university learning and teaching: Navigating hidden cultures* (published by Routledge).

Introduction

Welcoming gender topics to English language teaching

Vander Viana – he/him

(Edinburgh, Scotland)

Aisling O’Boyle – she/her

(Belfast, Northern Ireland)

(1) ‘... they [there] are not many of those [i.e. teaching materials which include topics on gender equality] unless we get into we maybe we search in the Internet for such topics but most of the materials we use here they don’t have a lot of information that covers the gender issues [...] eh so for us to cover them we it’s us it will be solely on the teacher to look for such information ...’

(2) ‘A common challenge [to the inclusion of gender equality topics in my English language classes] is the availability of material. Sometimes we have a textbook that already has a relevant discussion and well-designed activities on the topic, which makes planning easier. When this is not the case, it is necessary to spend more time to elaborate material from ‘scratch’ that dialogues with the classes.’

(3) ‘... for the teaching materials that we use currently there is neither embodiment of this aspect [i.e. gender] nor inclusion of such [gender-related] topic ...’

(4) ‘Finding materials that are crafted specifically to address the said topic and integrating these topics in the content prescribed by the curriculum [are the main challenges to the inclusion of gender equality topics in my English language classes].’

These are the voices of four English language teachers – both female (1, 2, and 4) and male practitioners (3) – collected through interviews (1 and 3) and questionnaires (2 and 4). They seem to form a close-knit group of practitioners, and we might think that they are working at the same school, in the same neighbourhood or even in the same city. The reality, however, is that these English language teachers are separated by thousands of kilometers. These four teachers are in countries as diverse and distant as Botswana (1), Brazil (2), China (3) and the Philippines (4). They come from three different continents – Africa, Asia and South America; they are based in countries where English has different statuses – either an official or an additional language; they work in countries which have different socio-economic profiles.

The voices of these four teachers are far from being ‘exceptional’ or ‘one-off’ occurrences. The points that they make have been repeated several times by the numerous teachers who kindly decided to invest their time and contribute to the research project ‘Gender-ing ELT: International perspectives, practices, policies’ (see <https://www.uea.ac.uk/groups-and-centres/gender-ing-elt>). These teacher participants have identified the lack of pedagogical materials as one of the main barriers preventing them from bringing gender-related topics to their classes and from engaging more fully in socially relevant English language teaching practices. The teacher participants have noted that, if they want to welcome gender matters into their classes, they have to do all the work, as is clear in excerpts (1) and (2) above.

The ‘Gender-ing ELT’ research project was conducted in ten countries around the world – Bangladesh, Botswana, Brazil, China, Colombia, Indonesia, Morocco, Philippines, Ukraine and Vietnam. While the empirical data for the project were collected in these ten countries, we believe that the challenge raised by the teacher participants have the potential to resonate with English language practitioners worldwide. It is likely that you also face the same difficulty when you try to integrate gender topics in your English language classes.

Gender-ing English language classes across the globe: Practical lessons for teachers is aimed at addressing the existing dearth of gender-focused materials for English language teaching (ELT). It contains several suggestions which show how you – either a future or a current teacher – can include a range of gender topics in your pedagogical practice. Such inclusion might entail a direct or an indirect focus on gender. The former refers to those lessons which entail an explicit discussion of gender topics in class; and the latter to those lessons where gender matters are the background to, for instance, language analysis.

The present book is an outcome of the ‘Gender-ing ELT’ project and stands as evidence of how research and pedagogical practice can be successfully integrated. Conducted during the COVID-19 pandemic, the research project had to overcome the restrictions at the time, which did not allow people to move freely internationally, nationally and sometimes even locally. In order to research teachers’ practice, the project team decided to collect and study gender-focused lessons. In addition to using these lessons for research purposes, we have used them for the present book with participants’ due consent. We also invited teachers from other countries to have their materials considered for potential inclusion in this book. For this reason, the range of authors featured in the present publication is even more diverse in geographical terms than the original research project.

All the materials submitted to the ‘Gender-ing ELT’ project were carefully read, and some of them were selected for inclusion in the present book. The selection criteria prioritised materials which have a clear focus on gender-related topics, which are innovative and creative, which are pedagogically sound for the target learners, which contribute to the stated teaching/learning aims and which evidence the writers’ knowledge of materials design.

Context sensitivity additionally played a key role in the selection of materials. Our aim was to feature lessons that have been designed by teachers in response to a specific need, in relation to a given situation and/or for a unique group of students. You will therefore find in this book pedagogical suggestions which bring to the fore cultural knowledge (e.g. the relationship between gender and naming practices in Botswana), focus on people who have made a difference within a specific country (e.g. Zhang Guimei’s contribution to girls’ education in China) and draw on resources in languages other than English (e.g., a video in Indonesian). These are just some of the examples of the context-specific ELT materials included in the book. Rather than having authors delete all traces of localisation, we asked authors to indicate how their context-sensitive proposals can be customised. Rather than omitting materials that are linked to a specific culture, we wanted to celebrate the cultural diversity of ELT.

All selected submissions indicate how teachers have conceptualised the inclusion of gender topics in ELT. Collectively, they showcase how teachers working in different environments have taken the time to embed a social agenda in their pedagogical practice. It must be made clear that the project team members did not provide participants with any training or input on gender matters as this would remove the naturalistic aspect of the data collected for research purposes. This way, their lessons are a product of their hard work and stand as examples of what has been done autonomously by teachers worldwide.

The submissions were edited prior to publication. However, this was primarily aimed at ensuring that they followed the same style sheet and were clear to a wide international readership. The authors were asked to review the changes and were given a chance to make further modifications if they so wished. The authors were also asked to confirm that their submissions meet academic integrity requirements and that the work they submitted is entirely theirs.

The lessons included in the present book all follow the same structural pattern as detailed in Table I.1. This pattern draws on previous successful publications aimed at English language teachers (e.g. Copland, Garton & Davis, 2012; Viana, 2022).

Table I.1: Structural pattern

Part	Brief description
Title	Each submission opens with a short title which indicates the focus of the proposed lesson.
Authorship	The contributor's name, their preferred pronouns as well as the city and country where they are based are included in each lesson.
Learners' age	The authors have been asked to indicate the specific age (e.g. 15), the minimum age (e.g. 15+) or the age range (e.g. 15–19) of the target learners.
Learners' proficiency	The target learners' (minimum) language proficiency level is clearly identified by means of the internationally used labels of 'elementary', 'intermediate', 'upper intermediate' or 'advanced'. ¹
Preparation time	This provides an indication of how much time is needed to spare before class starts to prepare all necessary materials.
Class time	Here the authors specify how much time is required for the implementation of their pedagogical suggestions.
Aim(s)	This section indicates, in bullet-point format, how the proposed lessons will benefit students' learning.
Skill(s)	The authors specify which of the four skill(s) – reading, writing, listening and/or speaking – are targeted in their pedagogical proposals.
System(s)	In this part, the focal system(s) is(are) clearly indicated (e.g. grammar, discourse, pronunciation, vocabulary).
Material(s)	The materials needed for the implementation of the proposed lessons are listed here.
Introduction	The authors provide a short presentation of their lesson by, for example, explaining its pedagogical/social relevance and/or briefly describing the activities.
Preparation	This section details the work that needs to be undertaken prior to the class (if applicable).
Procedure	In a numbered list, the authors indicate the steps to be followed in the successful implementation of their suggestions.
Other considerations and options	In this section, the authors reflect on their pedagogical proposals. They write about, for example, what follow-up tasks may be proposed, how issues/challenges may be overcome, and/or how the suggestions may be adapted to teaching and learning contexts different from their own.
References	In case any publications are cited in the lesson, the corresponding full references are provided in this section.
Worksheet	Relevant copyright-free worksheets have been appended to lessons where relevant.

The lessons that follow this introduction all deal with gender topics. The directions provided indicated that the focus of the 'Gender-ing ELT' research project was on United Nations' Sustainable Development Goal 5 on gender equality and the empowerment of women and girls. However, participants were reassured that lessons on all genders and on any gender-related topic were welcomed. These points were also communicated to all 'Gender-ing ELT' research team members, who led the data collection in each of the project countries. The goal was to provide participants with freedom to design the pedagogical materials that they wanted and to allow them to be as creative as possible.

1. In the Common European Framework of Reference for Languages (CEFR – Council of Europe, 2020), six levels are used to classify language proficiency: A1, A2, B1, B2, C1 and C2. These correspond to beginner, elementary, intermediate, upper intermediate, advanced and proficiency, respectively.

The present book is organised thematically in six sections, which are briefly described below. These sections have emerged from the materials selected for the inclusion in the book.

- a. Gender and the workplace: This section speaks to traditional English language textbooks, which generally include a unit on occupations and/or the job market. While the topic will be familiar to English language teachers, the lessons included here scrutinise the workplace through gender lenses.
- b. Gender and education: The lessons in this section examine the importance of raising students' awareness of the inclusion and the representation of different genders in education (e.g. how girls and women are deprived of education in certain contexts and whether/how textbooks visually represent the different genders).
- c. Gender, language and arts: This section is dedicated to an exploration of gender-related matters in language use and in artistic manifestations. Some of the lessons scrutinise whether/how the different genders are described in newspapers, movies and comic books.
- d. Women and girls: The materials in the present section attempt to change the narrow focus through which women and girls have been historically presented in ELT materials. This is done, for instance, by raising students' awareness of matters that are specific to women and girls or by promoting the achievements of influential women.
- e. Gender stereotypes: This section exposes one of the biggest gender issues that we still face in contemporary society. The materials included here do not shy away from bringing these stereotypes to the fore and addressing them in the English language class.
- f. Gender (in)equality: Here, the lessons are aimed at teaching students about gender equality and/or inequality. The lessons differ in their foci, including, for example, the teaching of relevant vocabulary and the interpretation of socially pertinent texts.

Each section opens with a short quote written by a colleague who has promoted gender equality in their contexts. These colleagues reflect on their professional practice, indicate the extent to which gender equality has been promoted in their countries and/or explain why it is important for teachers' pedagogy to contribute to gender equality. Collectively, the quotes evidence that extensive work has been conducted worldwide and that more work needs to be done by all of us.

To facilitate your use of this book and to help you find teaching suggestions that suit your needs, we have included a lesson taxonomy at the end of the book. The taxonomy lists lessons in relation to several key considerations – namely, learners' age, learners' proficiency, preparation time, class time, skill and system. This way, if you are looking for a lesson designed for intermediate students, one that requires no preparation time or one that is dedicated to reading, you will easily be able to locate what your options are.

Gender-ing English language classes across the globe: Practical lessons for teachers is one of the outcomes of a large international research project, and thanks are due to all colleagues who supported directly or indirectly the project.

- Numerous English language teachers around the world have generously agreed to share their lessons with the 'Gender-ing ELT' research project and to allow us to use their lessons for both research and publication purposes.
- The lesson authors have worked hard in ensuring the clarity of their context-based teaching suggestions, and they have also carefully considered how their suggestions may be adapted to other contexts.
- The committed 'Gender-ing ELT' research team (see page xiv) invested considerable time and effort in publicising the research project and in sensitising English language teachers to participate in it.
- The 'Gender-ing ELT' project supporters have been of extreme importance in all project countries. We were fortunate enough to have a long list of colleagues who have been open to the project idea since its inception and who have helped us with the data collection in their respective local contexts.

- Six colleagues who have been working towards gender equality have accepted our invitation to share their experiences in this book, and it is great to learn more about gender equality from them.
- Professor Jane Spiro has kindly agreed to spare some time to write the foreword, highlighting how this book is much needed in today's world.
- The following organisations and individuals have made their resources available and/or have allowed the authors to include these resources in the present book: Chronicle Books; Human Rights Watch; English Corpora and Mark Davies; Ten Chocolate Sundaes and Daniel Mariani; The Guardian; The Pudding; and United Nations.
- The British Council's funding has made it possible for the 'Gender-ing ELT' research project to take place.

ELT – and language teaching in general – is a social enterprise by nature. It is impossible to dissociate language from culture, and there is no way we can teach or learn a language in a social vacuum. The ultimate goal of *Gender-ing English language classes across the globe: Practical lessons for teachers* is to provide teachers like you with ideas on how you may teach English with a focus on gender. We hope that this publication will help you include gender topics in your classes and that you will help share this idea in your local context. We also hope that the book will – in due course – inspire you to think of, design and implement new gender-related lessons that support your teaching and your students' learning of English. We believe that this is a most important step in fulfilling our roles as educators and our contribution to a fairer international social community.

Dr Vander Viana is Senior Lecturer in Language Education at Moray House School of Education and Sport, University of Edinburgh. He has extensive expertise in language education, having taught English language, educated future language teachers and supervised researchers in the field. Dr Viana has published widely on his areas of research expertise, which include English language (teacher) education, corpus linguistics, and academic/pedagogic discourse analysis. He has a track record of externally funded research projects aimed at social sustainability and is experienced in leading large international research teams.

Dr Aisling O'Boyle is Senior Lecturer and Director of the Centre for Language Education Research at Queen's University Belfast. Her research focuses on relationships between dialogue and education, with methodological interests in corpus linguistics and discourse analysis. Her applied research in English language education engages with the socially embedded nature of language teaching; including gender equality matters and community language education programmes for adults, young people, and children from refugee and asylum-seeking backgrounds.

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Section A

Gender and the workplace

Working towards gender equality: Voices from the field (Morocco)

'Working on gender is not a choice I woke up one day to take but rather a matter of survival. Being a child, a young girl, a woman, a wife, a mother, an activist and a teacher is terribly frustrating in a society that treats girls and women unfairly, restricts their space and shapes their role to be the subordinate.

I believe that the challenges are big in our countries and that the misinterpretation of religious, cultural and social norms are deeply rooted. But I also strongly believe that there are opportunities to shake taboos and change patriarchal perceptions of gender and masculinities.

I have always thought that it is important to work with communities on gender in order to redress socially constructed roles, perceptions and stereotypes and to change them. Our role as activists is to influence policies to be more gender responsive and inclusive of all diversities in society.'

Mrs. Fatima Outaleb

Mrs. Fatima Outaleb is a Moroccan human rights and women's rights defender with over 30 years of professional experience in the field of international human rights and humanitarian law. She has been the Director and a member of Union de l'Action Féministe, a Moroccan feminist human rights organisation that works to protect and promote feminist human rights.

Lesson 1 Dads also do these jobs!

Nga Hoang Thi – she/her
(Hải Dương, Vietnam)

Learners' age:	7–15
Learners' proficiency:	Elementary
Preparation time:	5 minutes
Class time:	30 minutes
Aim(s):	Develop students' vocabulary related to jobs Introduce students to the gender-related differences in the nouns used for certain occupations Raise students' awareness of gender equality in one's choice of occupation
Skill(s):	Reading and speaking
System(s):	Discourse and vocabulary
Material(s):	Board, markers and worksheet

Introduction

This lesson is aimed at helping students understand what gender equality means in relation to jobs. Students will realise that being a homemaker and a nurse are not restricted to girls and women, but they can also be chosen as occupations by boys and men.

Preparation

Enough copies of Worksheet 1 should be printed before class.

Procedure

1. Warm up the class and raise students' interest in the topic of the lesson by playing the 'Unscramble the given word' game with students.
2. Write the following scrambled words on the board and ask students to guess the words.
 - a. omm (answer: 'mom')
 - b. dda (answer: 'dad')
 - c. obj (answer: 'job')
3. Prepare students for the text that they will read by having them answer the following questions.
 - a. What does your mom do?
 - b. What does your dad do?
4. Ask students to read the texts where two friends talk about their dads' jobs and decide if the statements in Exercise 1 are true or false (see Worksheet 1).
5. Check students' answers as a class.
 - a. True

- b. False (It is Julie's dad who cooks all meals for the family.)
 - c. False (Julie's dad does the laundry every day.)
 - d. True
 - e. False (His dad loves his job, and Pete is proud of him.)
6. Pair students and ask them to answer the questions in Exercise 2 (see Worksheet 1) based on reading the two texts and their existing knowledge.
 7. Check students' answers as a class.
 - a. Julie's dad is a house husband or a homemaker.
 - b. A housewife is a woman who looks after the house (e.g. cooks meals, does the laundry, cleans the house, looks after kids) as her main job.
 - c. A house husband is a man who does the same as a housewife.
 - d. A homemaker is a gender-neutral way to refer to someone who looks after the house as their main occupation.
 - e. Students may say that Pete's dad is a doctor or nurse, for example, since he looks after sick people.
 - f. Students' personal answers.
 8. Reorganise the class by placing students in small groups.
 9. Have the groups discuss the questions in Exercise 3 (see Worksheet 1).
 10. Based on the discussion, raise students' awareness of gender equality in jobs. Clarify that being a homemaker, a nurse or any other job is an option for both girls/women and boys/men.

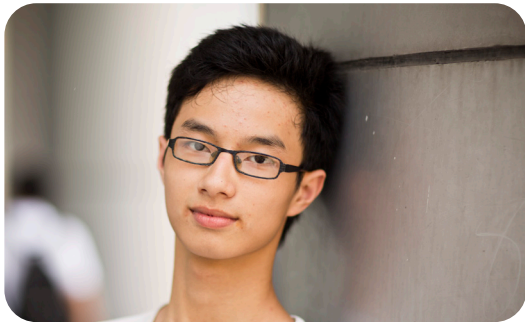
Other considerations and options

- Students can be encouraged to observe their own living contexts (e.g. their moms' and dads' sharing housework) to find out more about gender (in)equality.
- As part of the lesson, you can encourage all students to help with the housework.
- Students can be encouraged to find out more about (in)equality in jobs by asking their parents and other people they know the following questions either in English or in their first language.
 - What do you do?
 - Do you think the number of female colleagues is equal to that of male colleagues at your workplace? Why (not)?
 - Do you think that there's gender equality at your workplace? Why (not)?

Worksheet 1 Dads also do these jobs!

Two friends, Julie and Pete, are talking about their dads' jobs.

'Hi! I'm Pete. I love my dad and know a lot about his job. He works at a hospital. He takes care of sick people there. Every morning, he goes and asks them how they are. He gives them medicine and tells them what they can do or can't do. He works very hard, and everyone says thanks to him. He loves his job so much, and I'm proud of him. Can you guess what he does?'



'Hi! My name's Julie. I love cooking and my dad is teaching me to cook. My dad is very good at cooking. He cooks breakfast, lunch and dinner for us. He also keeps our home clean and tidy. He does the laundry every day and takes care of us. Can you guess my dad's job?'

1 Read the texts above. Write true (T) or false (F).

- Julie's dad is teaching her to cook.
- Julie's mom cooks all the meals for the family.
- Julie's dad doesn't do the laundry every day.
- Pete's dad cares for sick people at the hospital.
- Pete loves his dad's job.

2 Work in pairs to answer the questions below.

- What does Julie's dad do?
- Do you know what a housewife is?
- Do you know what a house husband is?
- Do you know what a homemaker is?
- What do you think Pete's dad's occupation is? Why?
- Do you know any man who is a nurse?

3 Discuss the following questions in groups.

Apart from nurses and homemakers, do you know any jobs that are considered to be for men or women only? Why?

Lesson 2 Gender equality across the professions

Camila de Menezes Barbosa – she/her
(Rio de Janeiro, Brazil)

Learners' age:	10–15
Learners' proficiency:	Elementary
Preparation time:	5 minutes
Class time:	35 minutes
Aim(s):	Raise students' awareness of gender equality issues in one's choice of occupation Review students' knowledge of occupations
Skill(s):	Speaking
System(s):	Discourse and vocabulary
Material(s):	Device with Internet access and data projector

Introduction

The lesson draws on a two-minute video to introduce students to the topic of gender-related matters in one's choice of occupation. After watching the video, students are asked to engage in a class discussion to raise their critical awareness of gender inequalities in the workplace.

Preparation

Before the class, check that the computer, the Internet and the data projector in the room are working.

Procedure

1. Ask the class if they know what gender equality is, sparking their curiosity about the topic.
2. Tell students that, while they watch the video, they should consider which of the three occupations featured in it appeals the most to them.
3. Play the two-minute video available at <https://www.youtube.com/watch?v=G3Aweo-74kY> to students.
4. Ask students which occupations were featured in the video. Students should be able to identify the occupations in English (i.e. firefighter, pilot, surgeon) even if they do not understand all the words in the video.
5. Ask students if they liked the video and what caught their attention the most.
6. Invite students to share their personal responses to the question in Step 2 and to explain why they would want to have their selected occupations.
7. Ask students what link they see between the video and gender equality. You should be a facilitator, getting them to think critically and debate among themselves about gender equality.
8. Reiterate what gender equality is, using examples from the video and from students' daily lives. (For example, you can explain that gender equality means that women and men have the same rights and duties without suffering any kind of discrimination because of their gender. In the video, we saw that most kids assumed that firefighters, pilots and surgeons are occupations performed by men. However, there are no professions which are only for women or only for men. Everyone has the right to pursue the career they want.)

9. Have the students sit in a circle.
10. Hold a class discussion, using the questions below.
 - a. What do you understand by gender equality now?
 - b. In your opinion, why is gender equality important?
 - c. Do you think it's right to split occupations by gender? Why (not)?
11. Encourage all students to share their views with the class on gender equality, especially in the professional arena.
12. Make sure to address any gender stereotypes raised by the students on the spot but tactfully.

Other considerations and options

- Elementary students might not be able to engage in all the proposed discussions in English (e.g. they might not know the term 'gender equality'), so you might wish to consider holding Steps 7–8 and 10–11 in their first language if needed.
- This lesson can be implemented in on-site teaching as originally planned, but it can be equally conducted in online classes. In the latter case, it might be best to split students into different breakout rooms to discuss the questions in Step 10 and to bring the whole class together in Step 11 to exchange information.
- As a homework task, you can request that students write down in their notebooks everything they learned in class. This way, it will be possible to collect students' notebooks every week or month to monitor their learning.

Lesson 3 Work-related gender stereotypes

Cheng Chen – she/her
(Shenzhen, China)

Learners' age:	12+
Learners' proficiency:	Intermediate
Preparation time:	10 minutes
Class time:	25 minutes
Aim(s):	Engage students in reflecting on gender stereotypes Raise students' awareness of gender equality Develop students' speaking skills
Skill(s):	Speaking
System(s):	Discourse
Material(s):	Pictures, computer or a similar device, data projector

Introduction

Relying on communicative tasks, this lesson aims to raise students' awareness of work-related gender stereotypes and to emphasise that anyone can have any occupation that they wish. At the end of the lesson, students are encouraged to personalise what they have learned by talking about their ideal profession, a task which may strengthen their understanding of gender equality.

Preparation

It is suggested that pictures of people performing a range of professions (e.g. primary-school teachers, fire fighters, police officers, nurses and astronauts) should be selected before class. It is important that these pictures do not reveal each person's gender.

Procedure

1. Show students several pictures of people in a range of occupations without disclosing their genders.
2. Invite students to guess these people's genders (e.g. Are they men? Are they women?).
3. As a class, have students discuss why they think a certain profession is male-dominated or female-dominated.
4. Address any gender stereotypes raised by students and explain to them that both men and women can choose the careers that they want freely.
5. Split the class into small groups.
6. Have students discuss with their group members the profession that they want to pursue in the future and their reasons for doing so.
7. Hold a class discussion and ask for volunteers to share with the class what has been discussed amongst group members.

Other considerations and options

- After Step 7, students can be asked to read the following news item (<http://global.chinadaily.com.cn/a/202110/18/WS616d16e3a310cdd39bc6fa22.html>) to understand more about the gender gap.
- As a homework task, you can ask students to search for a person who they admire and who works in the profession that they want to pursue. In the following class, students can be asked to share with the class the outcome of their search.

Lesson 4 Challenging job-related gender stereotypes

Abdelhadi Elkinany – he/him
(Fez, Morocco)

Learners' age:	14+
Learners' proficiency:	Intermediate
Preparation time:	5 minutes
Class time:	45 minutes
Aim(s):	Raise students' awareness of gender equality in the job market Develop students' critical understanding of gender-related stereotypes Develop students' speaking skills
Skill(s):	Reading and speaking
System(s):	Discourse
Material(s):	Board, markers, device with Internet access, data projector, pictures, reading texts (see Worksheet 4.A) and cards (see Worksheet 4.B)

Introduction

This lesson raises students' awareness of equality between men and women with a focus on the job market. The activities are aimed at encouraging students to challenge gender-related stereotypes that there are occupations which can be held by men only and by women only. Students' understanding that all genders can do the same jobs is developed throughout the lesson.

Preparation

Before class, you should look for the two pictures to be used in Step 5 and print the reading texts (see Worksheet 4.A) and the cards (see Worksheet 4.B).

Procedure

1. Draw students' attention to the title of the lesson and elicit their understanding of its focus.
2. Ask students what occupation they want to have in the future.
3. Write students' answers on the board.
4. Ask the class whether there are jobs that are only for men and others that are exclusive to women.
5. Show students two pictures – a female taxi driver and a male nursery worker – and ask them to describe these pictures. The focus here should be on a gender-related discussion.
6. Tell students that they are going to read two short texts that are related to the pictures.
7. Have students guess what the texts are about.
8. Write students' names and their respective guesses on the board.
9. Distribute the reading texts (see Worksheet 4.A).
10. Ask students to read the texts and check whether their guesses were correct.
11. Pair students up.
12. Have students – in pairs – answer the questions below.

- a. Did Fatima Alami like her job as a babysitter? Why (not)?
 - b. How do people generally react to Fatima's new job?
 - c. Do you think that children like Hakim?
 - d. Why did Hakim decide to be a preschool teacher?
13. Check students' answers as a class. Some suggestions are provided below.
- a. No, she worked as a babysitter for many years, but she felt bored and decided to change jobs.
 - b. People are generally surprised to see Fatima, a woman, driving a taxi, and they think it is a hard task for her.
 - c. Given that he has become the most famous preschool teacher in his neighbourhood, children probably like Hakim.
 - d. He was fascinated by the educational games that kids would tell him about when he was working at his father's grocery store.
14. Ask students whether they know people who have jobs that are stereotypically thought to be performed by a different gender. For example, students may comment on a female pilot, a female Prime Minister, a male flight attendant or a male nurse.
15. Draw students' attention to the fact that gender is not a requirement to be able to do any jobs. Instead, have students think about the qualifications that are required for specific jobs. Some examples are provided below.
- a. Taxi driver: have a driving license, be able to follow directions, be courteous
 - b. Nursery worker: have excellent communication skills, get along well with children, have some pedagogic knowledge
 - c. Cashier: be patient, have some knowledge of math, have good communication skills
16. Distribute the cards containing descriptions of some people (see Worksheet 4.B).
17. Ask students to work in pairs and to suggest an appropriate job for each person described in the cards based on their qualifications.
18. Invite students to report their suggestions to the class, making sure that they justify their suggestions. Some suggested answers are provided below.
- a. Anna: tourist guide based on her knowledge of languages and her interest in travelling
 - b. Jeff: hairdresser based on his qualification and experience
 - c. Lina: chef based on her cooking interest
 - d. Eddy: photographer based on his interest in photography
 - e. Nadia: referee based on her qualification and experience

Other considerations and options

- A possible in-class follow-up activity is to ask students to think about a job they want to do in the future, to justify their answers and to consider what qualifications they will need.
- For homework, you could ask students to identify a person who does a specific job in which they are interested and write a short paragraph describing them. In the following class, you can have each student read the description and invite the other students to try and guess who is being described.

Worksheet 4.A Reading texts

Fatima Alami was a babysitter for many years until she felt bored and decided to change jobs. Fatima is an active woman who likes to go around places. She tries to get to know every corner of the city – first by bike; and then, after getting a driving license, by car.

Once she started driving, she considered working as a taxi driver. It wasn't easy in the beginning, but she managed to find a job as a taxi driver. 'People are surprised to see a woman driving a taxi. They think it is hard for me to drive around the city every day,' says Fatima. But soon she became the most popular taxi driver in the city, and people appreciate her driving skills.

Fatima now earns enough to pay the mortgage on her flat and support her family. She is also happy that she does the job she likes.

Hakim Ennadi is a Moroccan young man, who is fluent in French and English. He left university without getting a degree and went to help his father in his grocery shop. He said that his father could not afford his university expenses because he has two other siblings.

'Sometimes kids come to the grocery and talk about the educational games they play. I feel that is an amazing experience,' says Hakim. For this reason, he started studying to be a preschool instructor while working at his father's grocery shop. In the end, he gave up his work at the grocery shop and decided to look for a job in a kindergarten. He realised that is what he wants to do for a living. 'Most parents don't accept men teaching their young kids. They believe that men aren't good for the job,' he says. But Hakim has become the most famous preschool teacher in his neighbourhood.

Worksheet 4.B Cards

Name:	Anna
Age:	21
Knowledge and qualifications:	Speaks Arabic and French
Experience:	Cashier in a supermarket
Interests:	Travelling, doing art crafts and painting

Name:	Jeff
Age:	25
Knowledge and qualifications:	Hairdressing certificate
Experience:	Hairdresser
Interests:	Swimming and reading comics

Name:	Lina
Age:	40
Knowledge and qualifications:	Speaks English, driving license
Experience:	Primary school teacher
Interests:	Cooking and travelling

Name:	Eddy
Age:	31
Knowledge and qualifications:	Web site designer
Experience:	Web site manager for a supermarket
Interests:	Video games, photography

Name:	Nadia
Age:	35
Knowledge and qualifications:	Coaching degree
Experience:	Gym coach
Interests:	Sports, language and art

Lesson 5 Equal rights: Women and men at work

Rania Boustar – she/her
(Nadour, Morocco)

Learners' age:	15+
Learners' proficiency:	Upper intermediate
Preparation time:	None
Class time:	60 minutes
Aim(s):	Raise students' awareness of the importance of gender equality in our society Enhance students' vocabulary knowledge of gender-related words/expressions Develop students' speaking skills
Skill(s):	Speaking
System(s):	Vocabulary and discourse
Material(s):	Pictures, device with Internet access, data projector, whiteboard, markers and worksheet

Introduction

The lesson integrates a focus on language (i.e. the teaching of vocabulary items/expressions) with a focus on social justice (i.e. raising students' awareness of gender equality). To this end, the proposed activities encourage students to think about the impact of one's gender on work-related matters.

Procedure

1. Ask students to make a list of the reasons why women should work and have a career like men.
2. Show students a set of pictures related to the topic of the lesson (e.g. women doing the household chores vs. men working at the office) and ask them to describe each picture.
3. As a class, have students guess the topic of the lesson – gender (in)equality.
4. Write a list of vocabulary items/expressions in the target language on the whiteboard – 'equal rights', 'feminism', 'financial independence' and 'freedom.'
5. Have students in groups match the vocabulary items/expressions and their respective definitions in Exercise 1 (see Worksheet 5).
6. Split the class into small groups.
7. Invite each group to check the other group's answers.
 1. Equal rights: c
 2. Feminism: d
 3. Financial independence: a
 4. Freedom: b
8. Clarify students' doubts regarding the meaning or the pronunciation of the new vocabulary items/expressions.
9. Have students repeat the new words/expressions individually and chorally.
10. In the same small groups (see Step 6), have students discuss the questions in Exercise 2 (see Worksheet 5).

11. Walk around the classroom and monitor students' progress.
12. Invite students to share their knowledge of 'equal rights', 'feminism', 'financial independence' and 'freedom.'
13. Ask students to decide whether they agree or disagree with the statements in Exercise 3 (see Worksheet 5), making sure that they justify their answers.
14. Provide feedback to specific groups – primarily on content-related matters – if/as needed.
15. Introduce students to the focal statement in Exercise 4 (see Worksheet 5): 'Construction, automotive repair and playing football are some of the jobs that are meant to be done just by men.'
16. Divide the class into two groups.
17. Explain to students that one group will support the statement while the other will be against it.
18. Give students some time to prepare for the debate with their group members.
19. Invite students from one group to start the debate and ensure that the groups take turns in the debate.
20. Moderate the debate, making sure that both groups have the same amount of time to present their cases.
21. Encourage all group members to participate in the debate.
22. End the debate by thanking the students for their participation and by making it clear that the statement is a gender stereotype that must be challenged.

Other considerations and options

- You can and should adapt the statements in Exercises 3 and 4 (see Worksheet 5) to the specificities of your local context.
- The successful implementation of this lesson requires an atmosphere of tolerance among students of all genders. This will develop their sensitivity to important gender issues and will avoid any clashes among students.

Worksheet 5 For students

1 Match each word/expression with its corresponding definition.

- | | |
|---------------------------|---|
| 1. Equal rights | a. The state of being able to gain enough money for yourself and by yourself without depending on someone. |
| 2. Feminism | b. The power or right to act, speak, or think as one wants. |
| 3. Financial independence | c. When all people have the same privileges and are treated in the same way by the law. |
| 4. Freedom | d. It is about all genders having equal rights and opportunities and respecting diverse women's experiences, identities, knowledge and strengths, and striving to empower all women to realise their full rights. |

2 Discuss the following questions with your classmates.

- Are equal rights about having the same opportunities and privileges for men and women? Why (not)?
- What do you know about feminism?
- Why is it important to be financially independent?
- What does freedom mean to you?

3 Do you agree or disagree with the following statements? Why?

a. Men feel undervalued and lack self-confidence when their wives have better incomes.

b. Women should have their own career to display their dominance over men.

c. Society benefits more when only men – not women – have jobs.

d. Lots of working women are successful in balancing their jobs as professionals and housewives.

4 Work in two groups: one is for and the other is against the statement below. Support your ideas with examples.

Construction, automotive repair and playing football are some of the jobs that are meant to be done just by men.

Lesson 6 Gender prejudice in the workplace

Érica Rebouças – she/her
(Rio de Janeiro, Brazil)

Learners' age:	15+
Learners' proficiency:	Upper intermediate and above
Preparation time:	120 minutes (to watch the movie before class)
Class time:	180 minutes (two hours to watch the movie in class and one hour to discuss it)
Aim(s):	Raise students' awareness of gender prejudice at work Develop students' speaking skills Develop students' problem-solving skills
Skill(s):	Listening and speaking
System(s):	Discourse
Material(s):	Device with Internet access, data projector, license to play the movie <i>Gunjan Saxena: The Kargil Girl</i>

Introduction

This lesson plan draws on the movie *Gunjan Saxena: The Kargil Girl* to discuss the topic of gender prejudice in the workplace. Students are encouraged to reflect on the professions in which there is gender prejudice, question the reason for this prejudice in the 21st century and discuss possible solutions to prevent this from happening.

Preparation

It is recommended to watch the movie ahead of the lesson, noting down the excerpts in which gender prejudice is shown.

Procedure

1. Divide the class into small groups of students.
2. Ask the groups to discuss the following questions.
 - a. Does a woman have to choose between having a profession and being a wife? Why (not)?
 - b. Can a woman choose any profession she wants in this country? Why (not)?
3. Invite students to share their discussion with the entire class.
4. Ask students if they know any real stories about women who were barred from working in a specific profession just because they were women.
5. Tell students the name of the movie *Gunjan Saxena: The Kargil Girl* and ask them if they have already heard about this movie.
6. Briefly explain to students that the movie is based on the life of Gunjan Saxena, an Indian Air Force female pilot who served in the war.
7. Watch the movie *Gunjan Saxena: The Kargil Girl* with the students in class to ensure they have access to it.

8. Have students discuss the comprehension questions below in the same small groups as Step 1.
 - a. How do you think Gunjan felt in an environment where she was the only woman?
 - b. What could the men have done to be receptive, respectful and non-judgmental towards Gunjan?
 - c. Why did everyone applaud Gunjan in a certain scene in the movie?
 - d. Can it be said that the men in the movie are no longer sexist? Why (not)?
9. Check students' answers as a class.
 - a. She felt alone and afraid.
 - b. They could have treated her with respect and not considered her inferior. They could also have helped her learn the profession.
 - c. She was applauded for having saved some fighters in the war.
 - d. It can be said that the men are no longer sexist because, at the end of the movie, her co-workers acknowledged that Gunjan was essential to the mission and that she was indeed a great pilot. They recognised that they were wrong, and they changed their attitude in relation to her, so it was the first step for them to stop being sexist.
10. Widen the gender-based discussion of the movie and discuss the following questions with the class.
 - a. Do you know professions other than pilots in which women suffer gender prejudice? Which one(s)? (Some of the professions might be mentioned are engineers and soccer players, which are still dominated by men, especially in countries like Brazil.)
 - b. In which ways can prejudice against women be expressed in the workplace? (Some of the prejudice experienced by women in the workplace concerns, for example, being paid a salary which is lower than the one paid to men, the difficulty in being promoted, and being considered authoritarian, which would be a positive quality for men but is seen as a flaw in women.)
11. Ask students in pairs or trios to write down possible ways to combat gender prejudice in the workplace.

Other considerations and options

- In case it is not possible to show the entire movie to students, the lesson can be implemented by playing just the excerpts in which gender prejudice is shown (see Preparation).
- The lesson plan can be adapted for other movies that also present the same theme of gender prejudice in the workplace (e.g. *Hidden Figures*).
- If students have difficulty understanding the movie, English subtitles can be displayed to aid students' understanding.

Lesson 7 Is the gender pay gap a reality?

Valeria Casanova – she/her
(Cali, Colombia)

Learners' age:	16+
Learners' proficiency:	Advanced
Preparation time:	5 minutes
Class time:	150 minutes
Aim(s):	Raise students' awareness of the gender pay gap Develop students' context-sensitive understandings of the gender pay around the world and across professions Develop students' understanding of the different causes of the gender pay gap Support students' vocabulary learning Foster collaborative learning amongst students
Skill(s):	Listening, speaking and reading
System(s):	Discourse and vocabulary
Material(s):	Board, chalk or markers, Worksheet 7, devices with Internet access, flipchart paper, coloured pencils, data projector

Introduction

The gender pay gap is a real-life issue worldwide, and this lesson is aimed at developing students' understanding and sensitivity to this issue. The lesson is centered around three stations, allowing students to work collaboratively and learn from one another.

Preparation

Before the lesson, Worksheet 7 should be printed out, and the classroom should be organised in such a way that students can work in stations.

Procedure

1. Introduce the topic by asking students whether the gender pay gap is a reality.
2. Elicit answers from students, asking them to justify their answers.
3. Create a graphic organiser on the board to record everyone's ideas.
4. Divide the class into groups of four students.
5. Assign roles to students in each of the groups.
 - a. Group leader: This person will make sure that everyone participates and asks questions.
 - b. Focus keeper: This person will keep the team focused and on track.
 - c. Reporter: This person will write down important information from the task.
 - d. Time tracker: This person will keep track of the time and pay close attention to the discussion.
6. Tell students that their groups will take turns working on different stations. Below you will find a description of the three stations for your information.

Station 1: Students will watch a video to understand better what the gender pay gap means.

Station 2: Students will create a mind map to consolidate their learning of new words/expressions.

Station 3: Students must have completed Stations 1 and 2 before they work on this final station. It consists of a mini-research task where students will investigate and give possible solutions to the gender pay gap around the world.

7. Invite students to start working on their first station.
8. Let students know when their time is about to finish so that they can wrap up their work. The time students spend on each station is up to you, but the recommendation is 20 minutes per station.
9. Have students move to the next station.
10. Repeat Steps 8–9.
11. After students have finished all the three stations, ask them to present their work to the class.
12. Provide students with feedback and encourage students to do so as well.

Other considerations and options

- You can change the number of students depending on your class size. For example, the roles of focus keeper and time tracker may be combined into one for smaller groups. Should you wish to have a larger group, you can add more reporters and/or focus keepers.
- Students can extend their learning at home by reading or watching the following sources.
 - <https://www.businessinsider.com/countries-with-the-gender-pay-gap-2018-8>
 - <https://www.youtube.com/watch?v=hP8dLUxBfsU>

Worksheet 7 Stations

Station 1

Welcome to the first station!

Please remember that you are a team. Remind the entire group of your assigned roles and constantly support one another.

Materials: Devices with Internet access, flipchart paper and markers

Instructions: In this first station, we are going to explore what gender pay gap means.

1. Watch the following video: <https://www.youtube.com/watch?v=qWeX3RsMSIM&t=74s>.
2. Write down any facts that you learned while watching the video.
3. What do you think about the video?

Station 2

Welcome to the second station!

Don't forget that it is important to work as a team. Keep supporting one another as you complete the activities in this station.

Materials: Flipchart paper, markers and coloured pencils

Instructions: In the second station, we are going to explore vocabulary. Together, you are going to create a mind map for the words/expressions listed below. Please remember that you can draw, write key words or provide a definition if it is easier for you.

Words/Expressions

'Maternity leave', 'emulate role models', 'pursue a career', 'bear children', 'part time', 'caregiving', 'breadwinner' and two additional words that you have learned in today's lesson.

Station 3

Welcome to the third and final station!

You are working as a team, and you should continue to support one another.

Materials: Device with Internet access

Instructions: In the third station, you are going to create a short presentation on one of the suggestions given below.

1. Choose a country and explain how it is trying to diminish the gender pay gap. Do you think that this solution could be adopted around the world?
2. Choose a country and find out what the gender pay gap is for a specific profession (for example, doctors, lawyers, teachers). Did any of your findings surprise you? How do you think the gender pay gap for this profession could be reduced?

Section B

Gender and education

Working towards gender equality: Voices from the field (Ukraine)

'Every one of us remembers the 'best teacher' of his or her life. These are people who water our talents, self-confidence, dreams, and plant values that influence our actions, and contribute to a better, more human, and prosperous 'me'. Gender equality has proven to be the value that enables people, men, women, boys and girls alike to exercise and develop their personal abilities and talents. Gender equality fuels freedom and respect for others, irrespective of their gender and other characteristics.

Teaching by example is the best way to promote gender equality. Removing gender stereotypes from textbooks, creating equal conditions and opportunities for boys and girls in every educational activity, and creating spaces for open and respectful discussion about their respective concerns, and dreams... These are only some general rules that help teachers to promote inclusiveness and a more gender-equal world. I believe teachers who do so will be remembered in many minds with love and respect.'

Mrs. Erika Kvapilova

Mrs. Erika Kvapilova is the United Nations (UN) Representative in Ukraine. She has more than 30 years of experience working as a social scientist and as UN staff on issues related to gender equality and human rights.

Lesson 8 Family life: Who gets to go to school?

Aisling O'Boyle – she/her
(Belfast, Northern Ireland)

Learners' age:	15+
Learners' proficiency:	Intermediate and above
Preparation time:	5 minutes
Class time:	60 minutes
Aim(s):	Practise students' listening skills Develop and extend students' vocabulary related to describing people, places and chores Raise students' awareness of gender bias in family contexts
Skill(s):	Listening
System(s):	Vocabulary and discourse
Material(s):	Picture handouts (see Worksheets 8.A and 8.B), board, chalk or markers, sentence handout (see Worksheet 8.D)

Introduction

Short stories offer a wealth of opportunities for language learning. They can be used to develop reading skills and vocabulary; they are wonderfully authentic examples of grammar in use; and they can be read aloud at story time for listening practice. Stories provide students with opportunities to discuss characters and with materials to perform role-plays. Even the simplest stories of everyday life can interest and motivate students. Stories can also help to bring real-life meaning to difficult or problematic concepts, whatever the age or proficiency level of the student. This lesson aims to practise receptive skills, develop vocabulary, and raise students' awareness of the complex challenges women and girls can face in family contexts.

The text used in this lesson brings to life an example of a young girl who, above all, wanted to go to school. Despite having the support of her parents to go to school, family circumstances and her father's choices meant that she had to leave school while her brother continued his education. The activities focus on developing students' listening skills and vocabulary knowledge, but students' engagement with this text also affords them an opportunity to experience a narrative of one girl's life with respect to education and family. This text can be used to support the development of empathy – i.e. students are invited to think about some reasons why, in some contexts, boys go to school and girls do not; to put themselves in the place of the girl and her brother; and to share and respond to others' emotions.

Preparation

You should prepare enough copies of the picture handouts (see Worksheets 8.A and 8.B) as well as one copy of the sentence handout (see Worksheet 8.D).

Procedure

1. Put students into groups of three or four students.
2. As a pre-listening activity, give each group one of the picture handouts (see Worksheets 8.A and 8.B). If you have a small class, you may want to use only one of the picture handouts. For a larger class, you may want to distribute the two different picture handouts so that students see some different pictures in the plenary activity (see Steps 5 and 6).

3. Ask students to talk to each other about what the pictures show (e.g. 'This is a mountain,' 'I see a boat,' 'It is a town,' 'There are cars'). This task can be completed in the students' first language and/or in English.
4. Bring the groups together.
5. Ask each group to hold up their picture handout.
6. Elicit the key vocabulary in the photos from each group and write it in English on the board (e.g. 'city', 'countryside', 'farm', 'flat' or 'apartment', 'house', 'mountain', 'road', 'sea', 'street', 'town', 'village').
7. Ask students which photo looks most like where they live.
8. Encourage students to practise 'I live' + 'in a city/town/village/flat/house/apartment' + 'in the countryside/on a mountain/beside the sea/on a farm.'
9. Ask students who lives in their home and elicit vocabulary for family members (e.g. 'mother', 'father', 'sister', 'brother', 'aunt', 'uncle', 'cousin', 'grandmother', 'grandfather').
10. If possible, encourage students to extend Step 8, to practise 'I live' + 'in a city/town/village/flat/house/apartment' + 'in the countryside/on a mountain/beside the sea/on a farm' + 'with my mother/father/sister/brother/grandmother/grandfather.'
11. Tell students that you are going to read them a story about a family, but first you are going to tell them some background information about the family.
12. Read aloud *only the first paragraph* of the text on Worksheet 8.C at normal speed to the students.
13. Place the eight sentences on Worksheet 8.D around the classroom.
14. Put students into pairs.
15. Explain to the class that:
 - a. one student in the group will be the runner, and the other will be the writer.
 - b. the runners need to go to each of the eight sentences, read them and return to tell the writers in the group. They can visit the sentences as many times as they like in the time you have given for the activity.
 - c. the writers have to write down what they hear.
16. Observe and circulate the classroom during the activity, answering any questions that students might have.
17. When all students have completed the activity, bring them into one whole group and ask them the following questions. Suggested answers are provided within parentheses.
 - a. Who are the characters in the story? (Twins – Maggie (a girl) and Patrick (a boy), their three younger sisters, their mother and father and the children's aunts – Rosie and Sally.)
 - b. Where do they live? (They live in a small mountain village, in a little house.)
 - c. What do they do? (The father is a farmer; Patrick helps his father with the animals; Maggie helps her mother to clean the house, take care of her sisters and sometimes helps her father with the farm chores; and the mother cleans the house and looks after their three sisters.)
18. Write students' answers on the board to share the correct answers with the whole group.
19. Clarify any misunderstandings.
20. Point to where you have written 'Maggie' and 'Patrick'.
21. Ask students to imagine some more details about these characters. You can help them by asking some of the questions below. There are no right answers to these questions. The purpose of these questions is to help prepare the students for the story.
 - a. How old do you think Maggie and Patrick are?
 - b. What country do you think they live in?
 - c. What time do you think Maggie and Patrick go to school?

22. Tell students that you are going to read the rest of the story and their task is to listen and enjoy the story.
23. Read the entire story from the beginning (see Worksheet 8.C) at a normal speed, taking time to breathe and use intonation.
24. Ask students if they want to hear the story again.
25. Repeat the story if requested.
26. Place students in new groups of three or four and ask them to discuss the following questions. This can be done in English and/or the students' L1.
 - a. Why do you think Patrick did not like school? (Some possible answers include the teacher shouted, the teacher got angry, Patrick made mistakes, he preferred to work on the farm, and he wasn't good at schoolwork.)
 - b. Why do you think that Maggie got up early? (Students might provide the following reasons: to finish all her chores before going to school, to make sure she got to school on time and to make sure there was no reason for her not to go to school.)
 - c. Why was Maggie upset? (Because she had to leave school.)
 - d. What phrases tell you that Maggie was upset? (Towards the end of the story, it is pointed out that Maggie 'could feel the tears building in her eyes, and the heat rising in her cheeks'.)
 - e. How do you think Patrick felt? (Students might remark that Patrick felt angry, sad, embarrassed, annoyed.)
27. Ask each group to feedback on one of the five questions above. If you have more than five groups, you could bring the groups together and elicit feedback from the whole class on the five questions.
28. Ask students to think about why the father thought it was okay for Maggie not to go to school. (Students might comment that her education wasn't as important as Patrick's, Patrick needed more experience/help with schoolwork, Maggie was already smart enough, and Maggie didn't need to go to school for her future life as a mother/wife.)
29. Write students' responses on the board.
30. In groups, invite students to tell each other whether and why they agree or disagree with these reasons.
31. In groups, ask students to come up with a title for the story.

Other considerations and options

- This lesson can be adapted to focus on reading skills. Instead of reading the text aloud (see Step 23), give students a copy of the text to read.
- For a follow-up activity, vocabulary extension work can be carried out on 'chores' inside and outside of the home (e.g. baking bread, brushing the floor, cleaning, collecting water, cooking, feeding animals, harvesting crops, herding animals, looking after children, looking after the animals, painting, picking fruit, putting clothes away, washing clothes, watering crops, watering plants).
- Other extension activities include:
 - writing a dialogue between Maggie and her mother (or Maggie and Patrick after their father left the kitchen), and if students are willing, performing the dialogue as a role-play;
 - drawing a picture of what students imagine the aunts' house to look like and writing a short description;
 - writing a letter home from Maggie to Patrick.

Worksheet 8.A Pictures



Worksheet 8.B Pictures



Worksheet 8.C Story

Maggie and Patrick were twins. They were born in a small mountain village. Their father was a farmer. Their mother, who was ten years younger than her husband, came from a neighbouring village. The family lived in a little house and, by the time Maggie was five years old, she had three younger sisters, too. Patrick helped his father to look after the animals. Maggie helped their mother to clean the house and take care of her sisters. Maggie was strong, and her father sometimes asked her to help with the farm chores, too.

Maggie wanted to go to school, and her mother and father agreed that it was a good idea. Maggie's mother had never been to school. Every day, Maggie got up earlier than everyone else and did all the chores she could. She didn't want there to be any reason why she couldn't go to school. When she came home from school, she showed her father what she had done, and he was pleased. Patrick wasn't very keen on going to school. The teacher shouted at him and got very angry when he made mistakes. Their father was never pleased with Patrick's work.

One day, when the children came home from school, their mother told them some bad news. Their aunt Sally was very ill, and their father had gone to see her. Aunt Sally lived on a small farm on the other side of the mountain with her sister, Aunt Rosie. The children did not see their aunts very often. They were not married, and they had no children. When their father returned home, he called Maggie and Patrick to sit down at the kitchen table. He explained how ill their aunt Sally was. She couldn't move very well, and it would take a long time for her to get better. Aunt Rosie would not be able to look after the farm and take care of Aunt Sally at the same time. She would need help.

Patrick stood up from the table and said he would go to help his aunts. The children's parents looked at each other in silence. Maggie held her breath. As Patrick listed all the jobs he could do, Maggie knew he would not be going.

'Maggie,' said their father 'you have to go.'

'But I can do it! I can work on the farm while Aunt Rosie takes care of Aunt Sally!' shouted Patrick.

Their mother placed her hand on Patrick's arm and told him to sit down.

'Enough!' shouted their father. 'You cannot! You are the only boy in this family, and you still cannot move the animals fast enough! And you are still not good at your sums! It doesn't matter if Maggie misses school. She can go look after Aunt Sally until she gets better.'

Unlike Patrick, Maggie knew when to stop arguing with her father. It had been decided, and nothing was going to change that. She could feel the tears building in her eyes, and the heat rising in her cheeks. She dared not look at her father. She tried to silence all the questions in her head because she already knew all the answers. By the time she raised her head to look at her father, he was standing at the kitchen door. She could see that his large hands, usually steady and firm, were trembling as they moved to cover his face. Maggie knew that truly was the end of school for her, and she would be travelling to their aunts' house in the morning.

Worksheet 8.D Sentences

The following sentences are to be cut out and placed around the classroom.

Maggie and Patrick were twins.

They were born in a small mountain village.

Their father was a farmer.

Their mother, who was ten years younger than her husband, came from a neighbouring village.

The family lived in a little house and, by the time Maggie was five years old, she had three younger sisters, too.

Patrick helped his father to look after the animals.

Maggie helped their mother to clean the house and take care of her sisters.

Maggie was strong, and her father sometimes asked her to help with the farm chores, too.

Lesson 9 Education as an enabler in girls' and women's lives

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	13+
Learners' proficiency:	Upper intermediate and above
Preparation time:	5 minutes
Class time:	75 minutes
Aim(s):	Raise students' awareness of the challenges faced by girls and women in accessing education Raise students' awareness of the role of education in advancing girls'/women's life opportunities Develop students' understanding of specific challenges faced by women in Arab countries Encourage students to consider the impact of education in the lives of women
Skill(s):	Listening and speaking
System(s):	Discourse and vocabulary
Material(s):	Worksheet, computer or similar device with Internet access, data projector

Introduction

Girls' and women's education is an important way of changing their lives and contributing to their empowerment. This lesson draws on a TED Talk video that provides a few examples of how education has positively changed women's lives in Arab countries. Students are asked to explore these stories and to consider how different factors such as religious fundamentalism and ultra-conservative societies may negatively impact girls' and women's education. Students are also asked to find out how education has changed the lives of their female family members or neighbours.

Preparation

You should print one copy of Worksheet 9 for each student in your class, and you should check that you can access and play the selected TED Talk video (see Step 10) in your classroom.

Procedure

1. As a class, invite students to reflect on the role of education in one's life. Students might comment on the fact that education allows one to use language(s) to interact with others, helps one to acquire professional skills, develops one's criticality, allows one to be a fully-fledged citizen, among other possibilities.
2. Ask the class to consider whether everyone has the same educational opportunities and encourage the class to identify who generally does not have access to education. Students might refer to poor people, girls/women, people of colour, etc.
3. Tell students that they are going to watch a short TED Talk video in which Laura Boushnak, a photographer, talks about her work.
4. Distribute Worksheet 9 to students.

5. Ask students to work in pairs and review their vocabulary knowledge by completing Exercise 1 on the worksheet. In this exercise, they should complete the questions with a word that expresses the meaning specified within parentheses. All the words in the box will be used in the video (see Step 10).
6. Walk around the classroom and check students' answers.
 - a. 'the inability to read or write': illiteracy
 - b. 'a form of a religion that favors a strictly literal interpretation of sacred writings': fundamentalism
 - c. 'extremely averse to change or innovation, especially in politics, religion or customs': ultra-conservative
 - d. 'obstacles; hurdles': barriers
 - e. 'the practice of vigorous campaigning to support social change': activism
7. Tell students that the title of the TED Talk that they are going to watch is *For these women, reading is a daring act*.
8. Have students guess what they think the video is going to be about.
9. Ask students to try and find out the focus of Laura Boushnak's work as they watch the video.
10. Play the TED Talk video, which is available at https://www.ted.com/talks/laura_boushnak_for_these_women_reading_is_a_daring_act.
11. Check that students have understood the gist of the video by asking them to answer the question posed in Step 9. Students should be able to report that Laura Boushnak documents the role played by education in the lives of women in Arab countries.
12. Explain Exercise 2 to the students: they should complete the table with specific information about the people mentioned in the video.
13. Play the video again and have students complete the table in Exercise 2. If needed, you might want to stop at 2:35, 3:06 and 3:58 so that students can write down their answers.
14. Have students work in pairs again and compare their answers.
15. As a class, check students' answers. Some suggested answers are provided below.
 - a. Umm El-Saad (Egypt)
 - What? 'She was attending a nine-month literacy programme run by a local NGO [non-governmental organisation] in the Cairo suburbs.'
 - Why? 'She was longing to gain control over her simple daily routines, small details that we take for granted, from counting money at the market to helping her kids in homework.'
 - b. Asma (Tunisia)
 - What? She was studying bioengineering.
 - Why? She has 'always dreamt of discovering new bacteria.'
 - c. Fayza (Yemen)
 - What? She was studying business.
 - Why? She wanted 'to find a job, rent a place to live in, and bring her kids back with her.'
16. Divide the class into small groups.
17. Have the groups discuss the questions that they completed in Exercise 1.
18. Monitor the discussion and support students as/if needed. Students' answers will vary depending on their specific contexts and their world knowledge. Some suggested answers are provided below.
 - a. Illiterate girls and women find it difficult or impossible to engage in everyday tasks such as getting the bus, counting money, reading signs and following instructions.
 - b. Religious fundamentalism may restrict girls' and women's access to education and/or it may control what they are taught in schools, for example.
 - c. Ultra-conservative societies might oppose girls/women being taught about sex, gender and

sexuality (e.g. the existence of contraceptive methods, the freedom to express one's gender, and the naturalness of same-sex relationships).

- d. Girls and women might be out of school because their families prioritise the education of boys and men, because they get pregnant, because they lack a female role model in their families, and so on.
 - e. One could, for instance, support non-governmental organisations whose mission is to facilitate girls' and women's access to education, help to educate girls and women in one's neighbourhood, and encourage girls and women in one's family to pursue education.
19. Draw students' attention to the final quote in the video as reproduced in Exercise 3 on the worksheet.
 20. As a class, have students discuss how they believe the quote can be related to the education of girls and women. Students might comment on the fact that girls and women must pursue their education and that they must not be limited by social stereotypes of any kind. This means not only attending school/university but also being free to decide what to study.
 21. For homework, ask students to interview a woman in their family or neighbourhood in order to find out how education has changed her life and have them prepare a short presentation (i.e. a maximum of two minutes) on this story for the following class.

Other considerations and options

- Depending on your students' knowledge, you might want to change the words in Exercise 1 so that students review words that you deem to be more relevant for their understanding of the TED Talk video.
- The transcript of the video can be accessed by clicking on 'Read transcript' below the video or by going to the following address: https://www.ted.com/talks/laura_boushnak_for_these_women_reading_is_a_daring_act/transcript.
- If students find it difficult to follow the video, you can turn on the subtitles. However, this might end up changing the listening focus of the present lesson. This specific TED Talk has subtitles in 44 different languages, so you could also potentially resort to students' first language if needed.
- More information about Laura Boushnak's work can be found on her website (<https://www.lauraboushnakofficial.com>). In addition to a sample of her photographs, the website contains information about the project 'I read I write,' which is mentioned in the TED Talk video.

Worksheet 9 For students

1 Complete each of the questions below by choosing a word from the box that corresponds to the explanation provided in italics within parentheses.

activism barriers fundamentalism illiteracy ultra-conservative

- How does _____ (*the inability to read or write*) prevent girls and women from participating in society?
- How does religious _____ (*a form of a religion that favors a strictly literal interpretation of sacred writings*) hinder girls' and women's education?
- What impact can _____ (*extremely averse to change or innovation, especially in politics, religion or customs*) societies have on the education of girls and women?
- What are some of the _____ (*obstacles; hurdles*) to education that girls and women face in your country?
- How could you engage in gender _____ (*the practice of vigorous campaigning to support social change*) and support girls'/women's education?

2 In this TED Talk video, Laura Boushnak talks about three different women with whom she has interacted. Complete the table below by indicating what these women were studying at the time and why they were doing so.

Order	Name	Country	What was she studying?	Why was she studying it?
a.	Umm El-Saad	Egypt		
b.	Asma	Tunisia		
c.	Fayza	Yemen		

3 As a class, discuss how you can relate Yasmine's words, which were quoted at the end of the video, to the education of girls and women.

'Question your convictions. Be who you to want to be, not who they want you to be. Don't accept their enslavement, for your mother birthed you free.'

Lesson 10 Gender stereotypes and children's education: Discussing girls' rights to education

Júlia Polck – she/her
(Rio de Janeiro, Brazil)

Learners' age:	16+
Learners' proficiency:	Upper intermediate
Preparation time:	10 minutes
Class time:	150 minutes
Aim(s):	Raise students' awareness of gender stereotypes Raise students' awareness of gender inequality in education Introduce students to personalities and organisations that advocate for children's education, especially girls' education Familiarise students with genres such as short bios and interviews Develop students' speaking skills
Skill(s):	Listening and speaking
System(s):	Discourse
Material(s):	Worksheet, devices with Internet access, loudspeakers

Introduction

When looking at the number of children that are out of school worldwide, it is clear that, historically, more girls than boys have been deprived of basic education. This lesson aims to raise students' awareness concerning gender stereotypes and their impact on girls' education. The lesson is centered around an interview with Malala Yousafzai, and it contains several activities to foster students' critical engagement with this major social challenge of our time.

Preparation

You should print a copy of the worksheet for each student in your class. You should also make sure that you can access the online interview with Malala Yousafzai (see Step 3 in Procedure) and that you can play it in the classroom. It is additionally recommended that students' desks should be organised in a 'U' shape to help them engage in the discussions.

Procedure

1. Contextualisation
 - a. Ask students if they know what a mind map is and explain what it is if they do not know.
 - b. Split students into groups.
 - c. Ask students to create a mind map with the words that come to their mind when they think about the word 'gender.'
 - d. After students have completed the activity, invite them to share their mind maps with the class.
 - e. Encourage students to reflect on their work. Some suggested prompt questions are provided below.
 - Why did you choose these words?

- What influences our opinions about gender? Why do you think so?
 - Do you believe that there are activities for girls and others that are for boys? Why (not)?
- f. Distribute Worksheet 10.A to students.
 - g. Have students work with the same groups (see Step 1b) and discuss the questions in Exercise 1 on the worksheet.
 - h. Invite students to share what they have discussed with the rest of the class. Worksheet 10.B contains a suggested answer key.
 - i. Ask students to work in the same groups and complete Exercise 2 on the worksheet
 - j. Check students' answers as a class discussion (see Worksheet 10.B for suggested answers).
2. Before listening
 - a. Give students a few minutes to read Malala's short biography in Exercise 3.
 - b. Have students answer the comprehension questions – one by one – orally (see Worksheet 10.B for possible answers).
 - c. For Exercise 4, have students read the text and questions.
 - d. Hold a class discussion and encourage students to answer the questions orally as well (see Worksheet 10.B for examples of answers that might be given by students).
 3. Listening
 - a. Ask students to read the questions in Exercise 5 on the worksheet.
 - b. Play an excerpt of the interview (14:00 – 19:00), which is available at <https://www.cbc.ca/player/play/2411238634>.
 - c. If needed, play the excerpt again so that students can answer all the questions.
 - d. Correct Exercise 5 as a class (see Worksheet 10.B for the suggested answer key).
 - e. Draw students' attention to the question in Exercise 6 on the worksheet.
 - f. Play another excerpt of the interview (23:00 – 24:20).
 - g. Have students answer the question orally (see Worksheet 10.B for a possible answer).
 4. After listening
 - a. In groups, ask students to discuss the questions in Exercise 7 on the worksheet.
 - b. Invite students to share what was discussed by their groups with the rest of the class.
 - c. Encourage students to work individually and do some research on a personality or an organisation that advocates for girls' rights, as suggested in Exercise 8 on the worksheet.

Other considerations and options

- It is immensely important for you to pay attention to potential issues that might arise in your specific class given its topic. It is recommended that you consider these issues ahead of the class and that you think of ways to address them.
- To avoid students' Islamophobic reactions, you should make students aware that the Taliban do not represent Islamism as a whole.
- This lesson can be adapted to different teaching contexts. For example, if your students do not have access to individual devices with Internet access, you can project the pages from your computer or prepare handouts with the reading texts.

Worksheet 10 For students

CONTEXTUALISATION

1 Look at the pictures and discuss the following questions.

- How can we relate the pictures to the idea of 'gender stereotypes'?
- Give some examples of gender stereotypes.
- How do the pictures challenge the idea of gender stereotypes?
- What are the possible implications of gender stereotypes?



2 Access this site (<https://inschool.adra.org/issues/girls-education>) to learn about an organisation that aims to promote greater inclusion of children inside schools and discuss the questions that follow.

- Why do you think the campaign chose to focus on girls' education?
- How many girls are not attending school according to the website?
- What are the reasons given to explain why some girls end up out of school? Explain them.
- According to the website, what would happen if girls graduated from secondary schools?

REFLECT

What do you think should be done to solve such an issue?

Are you familiar with any personalities that fight for causes like these?

If so, which one(s)?

BEFORE LISTENING

3 Go to https://en.wikipedia.org/wiki/Malala_Yousafzai, read the introduction to Malala Yousafzai's Wikipedia entry and discuss the questions that follow.

- What is Malala Yousafzai known for?
- How does her life relate to what was discussed previously?
- Why do you think she had to use a pseudonym?
- What moment of her life made her internationally famous?
- Why can she be considered a special person?

4 Read the following interview title and the synopsis and discuss the questions below.

I am Malala: A conversation with Malala Yousafzai

9 years ago | Radio | 45:33

On the anniversary of the attack that nearly took her life, Pakistani schoolgirl Malala Yousafzai speaks with Anna Maria Tremonti about why the Taliban are so frightened of educated women.

Source: <https://www.cbc.ca/player/play/2411238634>

- a. What is the purpose of this interview?
- b. Why was the interview held on that specific date?
- c. What do you think they talk about in the interview?

LISTENING

5 Now, listen to an excerpt of the interview (14:00–19:00), which is available at <https://www.cbc.ca/player/play/2411238634>, and answer the following questions.

- a. According to Malala, how did life change in her hometown after the Taliban?
- b. What does Malala imply concerning the relation of the Taliban with religion?
- c. How did the Taliban influence women's lives according to Malala?
- d. What happened in January 2009? What was Malala's reaction to it?
- e. How does Malala feel concerning the restrictions directed to women?

6 Now, listen to another excerpt of the same interview (23:00 – 24:20). Why does Malala think people won't educate women?

AFTER LISTENING

7 Read one of Malala's famous quotes below and discuss the questions that follow.

'One child, one teacher, one book, one pen can change the world!'

Source: <https://youtu.be/3rNhZu3ttIU>

- a. What did she mean with this quote? Do you agree with her? Why(not)?
- b. How can you relate it to the interview to which you listened?
- c. How does Malala's work benefit society?

HANDS ON

8 Now, it is your turn to make a difference! Conduct some research on a person or an organisation that advocates for girls' rights and make a presentation next class. Make sure you include the following information in your presentation.

- a. Where is this person/organisation from?
- b. What is such advocacy dedicated to?
- c. How relevant is this person/organisation to society?
- d. How did you find out about them?

Worksheet 10.B Answer key

CONTEXTUALISATION

- 1
 - a. The pictures show that society creates stereotypes concerning what boys/men and girls/women are supposed to do.
 - b. Students might comment on the following stereotypes: girls cannot play soccer, boys cannot dance ballet, girls should wear pink, boys should wear blue, etc.
 - c. The pictures show a male dressmaker and a female industrial mechanic. Stereotypically, the association between gender and occupation is the opposite.
 - d. Gender stereotypes end up limiting what boys and girls can or can't do, and that may be quite frustrating for them. For example, not letting girls do certain sports or boys a certain type of dance can make them feel depressed and frustrated.
- 2
 - a. The campaign focuses on girls because they are '1.5 times more likely than boys to be excluded from primary school.'
 - b. There are 131 million girls out of school.
 - c. The website refers to early marriage and pregnancy, remoteness, poverty and girls' menstrual cycle as barriers for them to attend school.
 - d. There would be 49% fewer child deaths, 64% fewer early marriages, 59% fewer young pregnancies, and they would earn up to 45% more than a woman with no education.

BEFORE LISTENING

- 3
 - a. Malala Yousafzai is known for her advocacy for the education of women and for winning a Nobel Prize.
 - b. She stands for causes related to giving equal access for education for girls and boys.
 - c. She used it to protect herself and not to get caught by the Taliban, who were against the cause for which she was standing up.
 - d. It was when a member of the Taliban shot her in an attempt to silence her as she used to have a blog about what was happening in Pakistan.
 - e. Personal answers based on what students have read about Malala.

- 4
 - a. The interview aims to make a conversation with Malala.
 - b. Because it marks the anniversary of the attack that Malala suffered.
 - c. Students' individual answers.

LISTENING

- 5
 - a. The Taliban forced people to live by their own rules, including forbidding girls from going to school.
 - b. They misuse Islam to benefit themselves, making people live by their rules only.
 - c. Women lost their freedom: they could only walk around in the company of a man and should be restricted to the domestic environment.
 - d. In 2009, girls were banned from going to school, and Malala stood up for her and other girls' rights.
 - e. She felt frustrated and angry, saying that men should not tell women what they can or can't do.
6. She believes that they are afraid of the power of women's knowledge.

AFTER LISTENING

7.
 - a. Malala was talking about how education can work to benefit society. Students are supposed to share their own opinions concerning her quote.
 - b. Malala's quote can be related to the interview in that, when people have access to education, they can understand the importance of fighting for their rights. This is exactly what Malala did to denounce what was being done by the Taliban in her hometown.
 - c. Her work contributes to society by promoting more access to education for those who are deprived of it. This leads to a reduction in gender inequality since girls are able to attend school. In the future, greater access to education also leads to other positive outcomes such as more job opportunities.

HANDS ON

8. Personal answers based on what the students have researched.

Lesson 11 Acknowledging Boko Haram's gender discrimination on girls' education

Vanessa Moreno Mota – she/her
(Rio de Janeiro, Brazil)

Learners' age:	14+
Learners' proficiency:	Upper intermediate
Preparation time:	None
Class time:	100 minutes
Aim(s):	Raise students' awareness of the influence of Boko Haram in girls' education, especially in Nigeria Enhance students' critical thinking about gender discrimination in education Enhance students' knowledge of online and offline activism Develop students' poster design skills
Skill(s):	Reading, speaking and writing
System(s):	Discourse and vocabulary
Material(s):	Device with Internet access, data projector, whiteboard, markers, sheets of A0 paper, coloured pencils, erasers, and crayons.

Introduction

This lesson aims to develop students' critical thinking on the topic of gender inequality. To this end, the lesson centers on Aisha's story, a Nigerian girl who survived Boko Haram's attack. Students are asked to critically engage with texts and images, to consider how they can contribute to the creation of a better world and to create their own protest signs on gender inequality.

Procedure

1. Greet students.
2. Show the title of today's lesson to students: *Acknowledging Boko Haram's gender discrimination on girls' education*.
3. Ask students what their first impressions of the lesson are. Students might ask what Boko Haram is or they might share what they already know about it. Students might also decide to comment on their knowledge of gender discrimination if they feel comfortable to do so. Also, if they are not familiar with the Boko Haram issue, you may need to answer some questions and provide some basic information.
4. Open the following two websites on the computer.
 - a. <https://radionigeria.gov.ng/2022/05/24/boko-haram-kills-600-teachers-razes-512-schools-in-12-years/>
 - b. https://www.voanews.com/a/africa_boko-haram-claims-responsibility-kidnapping-nigerian-schoolboys/6199617.html
5. Draw students' attention to the headlines of each news story.
 - a. 'Boko Haram kills 600 teachers, razes 512 schools in 12 years'
 - b. 'Boko Haram claims responsibility for kidnapping Nigerian schoolboys'

6. Ask students to discuss the headlines in pairs, identifying what they have in common. Students might comment on the fact that both headlines refer to violence against young children, and they might point out some of the danger when attending schools in countries such as Nigeria.
7. Help students with any vocabulary queries that they might have.
8. Ask students whether they know what Boko Haram is. If not, tell them that Boko Haram is a terrorist movement based in Nigeria. It was founded by Mohammed Yusuf in 2002 and, since then, it has killed thousands of people.
9. Show students the picture available at <https://img.huffingtonpost.com/asset/58d946f22c00002000ff0a97.jpeg> and ask them to discuss the questions below with a classmate of theirs.
 - a. What is this woman holding?
 - b. What kind of message do you think she wants to convey?
10. Encourage students to share their answers and write their contributions on the whiteboard. Students' answers will vary, but some suggested answers are provided below.
 - a. She is holding a protest sign (i.e. 'No to terrorism. Yes to Islam.').
 - b. She is trying to dissociate terrorism from Islam. Her sign makes it clear that she is against terrorism and in favor of Islam.
11. Reorganise the class, splitting the students into small groups.
12. Ask the groups to discuss ways of protesting and using their voice to fight for a better world.
13. Hold a class discussion and write students' suggestions on the whiteboard. Some possible answers are street protests; social media posts; petitions; cultural activities such as singing, dancing, acting; etc.
14. Ask the class whether they know any activist who has been using social media to fight against gender inequality.
15. Write students' answers on the whiteboard. Some of the answers might refer to international activists like Malala Yousafzai and Emma Watson as well as activists from the students' own countries.
16. Project a picture of Malala Yousafzai to the class.
17. Ask students if they know her and what she is famous for. Some students are likely to be able to recognise Malala Yousafzai, an internationally well-known gender activist.
18. Establish the link between Malala and Aisha, a Nigerian teenager who survived Boko Haram's attack. Malala Fund published a book in which Aisha's story is featured – *Dare to learn: The power of an educated girl*.
19. Ask students to read Aisha's story at <https://assembly.malala.org/stories/aisha-graphic-novel>.
20. Have students in pairs discuss the questions below.
 - a. What is Aisha's occupation?
 - b. What caused Aisha not to attend school?
 - c. Is her life story similar to that of the girls who live in your neighbourhood?
21. Invite students to share their answers with the class.
 - a. She is a student and she sews caps.
 - b. She had to escape from Boko Haram, her family didn't have the money to pay for her school fees, and she suffered gender discrimination in that her brother's education was prioritised.
 - c. Students' answers will vary depending on their personal circumstances and knowledge.
22. Explain to students the meaning of 'stand for' and 'strike for'. 'Stand for' means that you support a situation/an idea, and 'strike for' means that you and your coworkers stop working in order to demand something.

23. In pairs, have students decide:
 - a. whether it is more important to stand for or to strike for gender equality in today's world; and
 - b. how they would do so.
24. Ask students to create a gender equality protest sign. Remind them that they should consider (i) what message they want to convey, (ii) how they are going to express it in a concise way, and (iii) which symbol/image/etc. they will use to illustrate their message.
25. Have students show and explain their protest sign to the entire class.
26. Organise an exhibition of protest signs at your workplace.

Other considerations and options

- Depending on your students' prior knowledge, it might be advisable to revise words and expressions used to express opinions (e.g. 'in my opinion' and 'as far as I'm concerned') in the previous lesson.
- If technology is available, students may use computers and other devices to design their protest signs in Step 24.

Lesson 12 Gender equality and the education of girls

Chunyan Liu – she/her
(Harbin, China)

Learners' age:	15+
Learners' proficiency:	Upper intermediate and above
Preparation time:	5 minutes
Class time:	40 minutes
Aim(s):	Develop students' vocabulary Develop students' critical thinking Raise students' awareness of gender equality Raise students' awareness of the significance of girls' education
Skill(s):	Reading and speaking
System(s):	Discourse and vocabulary
Material(s):	Devices with Internet access (e.g. laptops or smartphones), and data projector or interactive board

Introduction

Faced with the poverty in some areas and the existing bias against women, some people have already taken action to change this sad reality. One example is the work conducted by the Chinese woman educator Zhang Guimei. This lesson provides students with a better understanding of Zhang Guimei's work on the education of girls, raises students' awareness of gender equality and sensitises students to the importance of supporting girls' education.

Preparation

A picture of Zhang Guimei should be found before the class starts. It is also advisable to check the availability of technological resources in the classroom.

Procedure

1. Display a picture of Zhang Guimei, a Chinese educator who is well-known for her contribution to girls' education in impoverished mountainous areas.
2. Ask students what they know about Zhang Guimei.
3. Have students access the reading text at <http://en.people.cn/n3/2021/0701/c90000-9867168-3.html>.
4. Ask students to read the first page of the text and answer the questions below.
 - a. Why did Zhang Guimei build a free all-girls' high school? What was her motivation?
 - b. What kind of person do you think Zhang Guimei is? Try to find the supporting evidence from the text.
5. Check students' answers as a class.
 - a. She was upset by the fact that many girls would drop out of school, and she realised that educated girls could change the future of three generations.
 - b. Students' answers will vary. They might point out that Zhang Guimei is a committed educator since she has dedicated 40 years of her life to contributing to education in China. They might comment

on the fact that she is not a materialistic person as '[s]he has donated all her cash awards, donations from others, and most of her salaries, which added up to more than a million yuan, to the children in mountainous areas and other people in need.'

6. Split the class into groups of four or five students.
7. Ask the groups to identify one rapporteur.
8. Have the groups discuss the following questions.
 - a. What do you think of girls' education? Why?
 - b. What are the problems women face in society?
 - c. What should we do to help solve the problems?
9. Invite the rapporteurs to summarise the ideas discussed by their group members to the class.
10. Ask students to summarise their understanding of today's lesson in a single sentence.
11. Call for volunteers to write their one-sentence summaries on the interactive board.
12. Summarise the lesson and encourage students to act. For example, you could say, 'As a teacher, I'm quite relieved to find that you're aware of the gender inequality that still exists in our seemingly modern and advanced society and that you're aware of the negative consequences caused by gender inequality. At the same time, I'm very happy to know all of us and many others all over the world are taking action to make a difference. Above all, women and girls, who are the victims of social bias, should not only fight for their own rights and opportunities, but also treat other women and girls kindly and support each other. This cause is not restricted to women and girls, but it must also be fought for by men and boys. Only in this way can we look towards having a more harmonious and balanced world. Let's progress together! Thank you, my dear boys and girls!'

Other considerations and options

- The text in Step 3 contains three pages. If time allows, students may be asked to read the entire text, and new comprehension questions may be added to Step 4.
- As homework, students could be asked to write an action plan to promote gender equality at their school.

Lesson 13 Students as gender analysts: Investigating textbook images

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	15+
Learners' proficiency:	Upper intermediate and above
Preparation time:	15 minutes
Class time:	90 minutes
Aim(s):	Develop students' multimodal analytical skills Develop students' critical evaluation of gender representation in English language textbooks Develop students' problem-solving skills
Skill(s):	Reading
System(s):	Discourse
Material(s):	Textbook, board, chalk or markers, Worksheets 13.A–13.E

Introduction

Textbooks are pervasive in English language education: they are used as a pedagogical resource in numerous classrooms around the world. Despite their widespread use, the content of textbooks is not always scrutinised, problematised and/or challenged by students. This lesson is aimed at empowering students to engage critically with the images in their textbooks. To this end, a series of stations are proposed so that students can conduct their own analyses of gender representation in the textbooks that they use. The lesson helps to reconfigure the English language classroom from a site where students view the textbooks as resources that must be followed into a place where students spot any potential issues in how their textbooks represent the different genders and propose solutions to these issues.

Preparation

Before class, you should skim through the textbook you use in class and identify which pages/unit you are going to ask students to look at for the proposed gender analysis. English language textbooks generally have units on education, families, famous people and occupations. These units are likely to have images portraying human beings, which could be analysed by your students. You should also print Worksheets 13.A–13.E since students will need these instructions during your class. When you arrive in the classroom, set up the stations ahead of the start of the lesson to save class time.

Procedure

1. Welcome students to today's lesson.
2. Ask students which resource they use the most in class. Students are likely to identify the adopted textbook.
3. Have students think about what they use the textbook for. Students may say that they use the textbook to study English, to practise their language skills, to solve their language doubts, to study for exams, to learn about other cultures/practices, and so on.
4. Tell students that, in today's class, they will use their book in a completely different way. Rather than using it as a potential source of knowledge, they will investigate, reflect on and, if needed, problematise the images in the textbook.

5. Explain to students that the focus of all analyses will rely on the human beings featured in the images and, more specifically, on the different genders portrayed in the textbook.
6. Illustrate to students what you mean by human beings and genders by showing them some textbook pictures and asking them to describe what they see.
7. Tell students which part of the textbook they are going to analyse. You will already have made this decision before the lesson (see Preparation).
8. Write the pages or unit to be analysed on the board to avoid any misunderstandings.
9. Inform students that they will be working in stations.
10. Divide the class into five groups, that is, the same number of stations.
11. Assign each group to one of the stations.
12. Ask the groups to go to their respective stations and start working on the tasks.
13. Monitor students' work and support them if/as needed.
14. Once the groups have finished the analyses in their stations, repeat Steps 11–13.
15. Hold a class discussion on what students have learned about the gender representation in the images included in their textbooks.

Other considerations and options

- In Step 6, you may use the same pages/unit that you are going to ask students to analyse if you feel that they could do with some support. Alternatively, for a more challenging task, you may decide to use different pages, units or textbooks.
- If you have a small group of students, you can reduce the number of stations.
- There is no order of stations, so the groups can move freely from their initially assigned station to any of the other stations.
- If you need to shorten this lesson, students can work on a single station (i.e. omit Step 14).
- If you have more class time, you can ask students to complete all five stations. This allows students to help each other in the final class discussion (see Step 15). For example, if students make a mistake, their peers can correct them.

Worksheet 13.A Station: Presence vs. absence

Welcome to this station!

Here, you should quantify the pictures in your textbook. Are you ready to count?

- How many images are there?
- How many images portray human beings?
- How many human beings are there?
- How many of these human beings ...
 - ... are girls or women?
 - ... are boys or men?
 - ... are of other genders?
 - ... cannot have their gender identified?



Now reflect on the above numbers.

- How much space does your textbook give to the different genders?
- Is there a gender that is more frequently found in images than the others?
- Why do you think this is the case?

Worksheet 13.B Station: Foreground vs. background

Hello, there! It's great to have you working on this station.

You are going to analyse the pictures, paying attention to the elements in each image. You should differentiate between:

1. what is foregrounded, that is, nearest to you as the viewer; and
2. what is backgrounded, that is, furthest from you as the viewer.

For example, if you were analysing this picture, you would say that the two female students are foregrounded (i.e. they are closest to you; they are more visually salient in the image) while the male students are backgrounded (i.e. they are furthest from you; you can't see them as well as the two female students).



Together with your peers, consider how many people are foregrounded and backgrounded in the images included in your textbook and indicate the totals in the table below.

Gender	Foregrounded (i.e. closest to you as the viewer)	Backgrounded (i.e. furthest from you as the viewer)
Girls/Women		
Boys/Men		
Other(s)		
Unidentifiable		



Do you see any repeated pattern in which gender is foregrounded and which gender is backgrounded? What does it reveal? If applicable, what suggestion would you give the publisher to address this gender imbalance?

Worksheet 13.C Station: Professions

Thank you for joining this station!

You are going to analyse the images in your textbook in order to identify any professions. In other words, are the human beings featured in the images performing any occupation?



Use the table below to make notes about the occupations shown in your textbook images.

Gender				
	Girls/Women	Boys/Men	Others(s)	Unidentifiable
Occupations				



Take a moment to consider the big picture in relation to the analysis that you have just completed.

- Do all genders perform the same occupations? If so, what occupations are these?
- Do you notice any link between one gender and a specific occupation? For example, is there a gender that is repeatedly shown to be performing a certain occupation?
- What impact would it have if the list of occupations performed by girls/women was swapped with that performed by boys/men?

Worksheet 13.D Station: Activities

A warm welcome to you all!

In this station, you'll take a close look at what representatives of each gender are doing in the images in your textbook. For instance, if the picture below had appeared in your textbook, you'd write 'cooking' under the column dedicated to 'boys/men.'



Working with your classmates, use the table below to list all the activities performed by human beings in your textbook.

	Gender			
	Girls/Women	Boys/Men	Others(s)	Unidentifiable
Activities				



Now, take a moment to discuss your findings with your peers.

- How do the images reinforce gender stereotypes? For example, are women portrayed as the ones who do the housework and men as the ones who fix things around the house?
- How do the images help to break away from gender stereotypes? For example, are women shown as leading a task and/or are men shown as helping someone to complete a task?
- What suggestions would you give the illustrator of your textbook to promote a gender equal representation in the images you analysed?

Worksheet 13.E Station: Interactions

Hi! Are you ready to get started in this station?

The focus of your analysis in this station lies on interaction. You should analyse the images in your textbook to identify which gender is interacting with which gender. As far as possible, you should also try to identify any power relations among the people in each of the images. For example, does one person seem to be in a superior position (e.g. a boss, a teacher, a doctor) over the other person (e.g. an employee, a student, a patient)?

If the picture below had appeared in your textbook, you would note that the person who is standing is interacting with several other people who are seated. The person who is standing is a woman, and she seems to be in a position of leadership. That is, she seems to have more power than the other people who are seated.



Use the table below to record your findings.

	Instances
Girls/women seem to be in a more powerful position than boys/men.	
Girls/women and boys/men seem to be interacting on equal terms .	
Girls/women seem to be in a less powerful position than boys/men.	
Other power relations – please specify.	



Discuss with your peers what you have found.

- Is there a gender that is repeatedly shown in a more powerful position? Which one?
- How well do the images in this book convey the message that all genders can be in powerful positions?
- If there is an imbalanced power representation, what needs to be changed in the images?

Section C

Gender, language and arts

Working towards gender equality: Voices from the field (India)

'Shifting the value of girls remains a challenge across many contexts. This requires mobilisation of many sectors in society, and the inclusion of men, women and boys. Only when society's perception changes will the rights of all the girls and all the boys in India be fulfilled.

Empowering girls requires focused investment and attention across all sectors. Providing girls with the services, safety, education and skills they need in daily life can reduce the risks they face and enable them to fully develop and contribute to India's growth. Girls have an especially difficult time accessing life-saving resources, necessary information and social networks. All girls, especially adolescent girls, need platforms to voice the challenges they face in everyday life and explore the pathways that work for them so they can build better futures for themselves and their communities.'

Dr Monika Oledzka-Nielsen

Since 2014, Dr Monika Oledzka-Nielsen has been working with UNICEF. Between 2014–2019, she managed the education programme in Indonesia, Papua. Since 2019, she has been leading the team in Odisha, India. The portfolio includes the equity agenda and issues related to child protection, child marriage, girls' and women's nutrition, access to quality health, water and sanitation, and education.

Lesson 14 Gender awareness and names in English

Linh Ngoc Truong Pham – he/him
(Ho Chi Minh City, Vietnam)

Learners' age:	13+
Learners' proficiency:	Elementary
Preparation time:	10 minutes
Class time:	75 minutes
Aim(s):	Familiarise students with first names in English Practise the use of singular third-person pronouns (e.g. 'he', 'she', 'him', 'his' and 'her') Raise students' awareness of the arbitrary association between first names and gender Practise the pronunciation of first names in English
Skill(s):	Speaking
System(s):	Vocabulary, discourse and pronunciation
Material(s):	Board, chalk or markers, worksheet, pictures of man and woman, conversation cards

Introduction

Students of English as an additional language may not be familiar with first names that are frequently used in authentic materials, which may cause them some difficulties when referring to these people. This awareness-raising lesson aims to enhance students' knowledge of some common first names in English.

Preparation

It is advisable to check that you know how to pronounce all the names on Worksheet 14.A so that you are prepared to answer students' questions and/or correct their pronunciation in class. You should also print enough copies of Worksheet 14.A and the conversation cards (see Worksheet 14.C).

Procedure

1. As a warm-up activity, ask students to write down some common first names for boys/men and girls/women in languages other than English.
2. Have students share their answers with the class (e.g. in Vietnamese, 'Tuan' and 'Hung' are often used for boys/men while 'Lan' and 'Hoa' are often used for girls/women).
3. Write students' answers on the board.
4. If needed, correct students' pronunciation and/or any name-gender association.
5. Distribute Worksheet 14.A to students.
6. Say the names in Exercise 1 and ask students to repeat these names after you – individually and/or in chorus.
7. Ask students to decide individually whether each name in Exercise 1 is often used for boys/men or girls/women.

8. Walk around the classroom and monitor students' progress.
9. Offer help and advice to students if/as needed. The answer key for Exercise 1 can be found on Worksheet 14.B.
10. Ask students to compare their answers in pairs.
11. Ask for some student volunteers to share their answers with the class.
12. Encourage the other students to give feedback on their peers' answers.
13. If students fail to correct any answers, intervene and support the class.
14. Show a picture of a man to the class.
15. Tell students that they are going to play a game.
16. Explain the rules of the game. Each student has to say a different name for the man shown in the picture. Students who cannot think of a proper name for the man in five seconds are out of the game. The last student to say a different name is the winner.
17. Repeat Steps 14–16 but show a woman this time.
18. Ask students to complete Exercise 2 on Worksheet 14.A. They need to change the sentences from direct speech to indirect speech, making sure to use appropriate third-person pronouns to refer to the speakers. Do an example with the class on the board, first.
19. Check students' answers as a class (see Worksheet 14.B).
20. Pair students.
21. Distribute the conversation cards (see Worksheet 14.C), making sure that students in each pair have different cards.
22. Ask students to listen to their peers and to respond to their prompts accordingly.
23. Provide the class with an example.
 Student: Betty has bought you a present.
 Teacher: I can't believe it! She didn't need to do that. What did she buy?
 Student: I'm not sure I can tell you. She wants it to be a surprise.
 Teacher: Oh, I hope it's a pleasant surprise she has for me.
 Student: Well, you will need to wait and find that out for yourself.
24. Once students have finished the activity in pairs, ask for some volunteers to act out their dialogues for the class.
25. Round up the class by making students' aware that there is nothing inherently masculine or feminine in any name. After all, names are socially constructed within cultures. This means that name-gender association is as arbitrary as calling the piece of furniture where you eat a 'table'.

Other considerations and options

- Step 1 is aimed at activating students' prior knowledge, thus allowing them to draw on languages other than English (e.g. their mother tongue).
- Exercise 1 can be more challenging by adding names in other languages.
 - Boys'/Men's names: Akio, Arjun, Ebrima, Efrain, Faustus, Kai, Mikel, Osten, Sláine and Ulrik.
 - Girls'/Women's names: Amahle, Anuli, Emina, Lowri, Lule, Lulu, Minea, Naja, Orla and Riya.
- The sentences in Exercise 2 have been designed in such a way that students only need to change personal pronouns. This is because elementary students are unlikely to have been taught how reported speech

works (e.g. the back shifting of verbs). More complex sentences may be used with students at higher proficiency levels of English.

- Depending on your students' knowledge of English, you might want to conduct Step 25 in their mother tongue so that they can fully understand the point.
- For homework, students can be asked to find some special cases in which the same name can be used for men and for women (e.g. Alex, Chris, Ashley, Sam, Taylor). They can then report their findings in the following class.
- This class is aimed at elementary students, and it is a way to have them practise the use of singular third-person pronouns in English. However, you might want to make your students aware that they do not need to decide on a person's gender to talk about them. It is acceptable in English to use plural third-person pronouns (e.g. 'they') to refer to someone whose gender is unknown and/or to non-binary people.

Worksheet 14.A For students

1 What names are often used for boys/men? What names are often used for girls/women? Tick the boxes accordingly.

Name	Boys/Men	Girls/Women	Name	Boys/Men	Girls/Women
1. Amanda	<input type="checkbox"/>	<input type="checkbox"/>	21. Margaret	<input type="checkbox"/>	<input type="checkbox"/>
2. Anthony	<input type="checkbox"/>	<input type="checkbox"/>	22. Megan	<input type="checkbox"/>	<input type="checkbox"/>
3. Barbara	<input type="checkbox"/>	<input type="checkbox"/>	23. Melissa	<input type="checkbox"/>	<input type="checkbox"/>
4. Betty	<input type="checkbox"/>	<input type="checkbox"/>	24. Michelle	<input type="checkbox"/>	<input type="checkbox"/>
5. Brandon	<input type="checkbox"/>	<input type="checkbox"/>	25. Nicole	<input type="checkbox"/>	<input type="checkbox"/>
6. Brenda	<input type="checkbox"/>	<input type="checkbox"/>	26. Patricia	<input type="checkbox"/>	<input type="checkbox"/>
7. Carolyn	<input type="checkbox"/>	<input type="checkbox"/>	27. Rachel	<input type="checkbox"/>	<input type="checkbox"/>
8. Christopher	<input type="checkbox"/>	<input type="checkbox"/>	28. Raymond	<input type="checkbox"/>	<input type="checkbox"/>
9. Cynthia	<input type="checkbox"/>	<input type="checkbox"/>	29. Richard	<input type="checkbox"/>	<input type="checkbox"/>
10. Daniel	<input type="checkbox"/>	<input type="checkbox"/>	30. Robert	<input type="checkbox"/>	<input type="checkbox"/>
11. Deborah	<input type="checkbox"/>	<input type="checkbox"/>	31. Ronald	<input type="checkbox"/>	<input type="checkbox"/>
12. Debra	<input type="checkbox"/>	<input type="checkbox"/>	32. Ruth	<input type="checkbox"/>	<input type="checkbox"/>
13. Diana	<input type="checkbox"/>	<input type="checkbox"/>	33. Samantha	<input type="checkbox"/>	<input type="checkbox"/>
14. Gary	<input type="checkbox"/>	<input type="checkbox"/>	34. Samuel	<input type="checkbox"/>	<input type="checkbox"/>
15. Jeremy	<input type="checkbox"/>	<input type="checkbox"/>	35. Sandra	<input type="checkbox"/>	<input type="checkbox"/>
16. Joan	<input type="checkbox"/>	<input type="checkbox"/>	36. Sharon	<input type="checkbox"/>	<input type="checkbox"/>
17. Jose	<input type="checkbox"/>	<input type="checkbox"/>	37. Stephanie	<input type="checkbox"/>	<input type="checkbox"/>
18. Joseph	<input type="checkbox"/>	<input type="checkbox"/>	38. Tyler	<input type="checkbox"/>	<input type="checkbox"/>
19. Judith	<input type="checkbox"/>	<input type="checkbox"/>	39. Walter	<input type="checkbox"/>	<input type="checkbox"/>
20. Karen	<input type="checkbox"/>	<input type="checkbox"/>	40. William	<input type="checkbox"/>	<input type="checkbox"/>

2 Report what has been said in each case to your family.

a. Nicole always tells Jeremy, 'You are my best friend.'

b. 'Lend me your pen,' Walter asked Judith.

c. Karen has promised Joseph, 'I will come and visit you as soon as I can.'

d. 'I'm sorry I can't help you,' Samuel tells Ruth.

e. 'I will support whatever decision you take,' Jose keeps repeating to Joan.

Worksheet 14.B Answer key

1

Name	Boys/Men	Girls/Women	Name	Boys/Men	Girls/Women
1. Amanda		✓	21. Margaret		✓
2. Anthony	✓		22. Megan		✓
3. Barbara		✓	23. Melissa		✓
4. Betty		✓	24. Michelle		✓
5. Brandon	✓		25. Nicole		✓
6. Brenda		✓	26. Patricia		✓
7. Carolyn		✓	27. Rachel		✓
8. Christopher	✓		28. Raymond	✓	
9. Cynthia		✓	29. Richard	✓	
10. Daniel	✓		30. Robert	✓	
11. Deborah		✓	31. Ronald	✓	
12. Debra		✓	32. Ruth		✓
13. Diana		✓	33. Samantha		✓
14. Gary	✓		34. Samuel	✓	
15. Jeremy	✓		35. Sandra		✓
16. Joan		✓	36. Sharon		✓
17. Jose	✓		37. Stephanie		✓
18. Joseph	✓		38. Tyler	✓	
19. Judith		✓	39. Walter	✓	
20. Karen		✓	40. William	✓	

2

- Nicole always tells Jeremy that he is her best friend.
- Walter asked Judith to lend him her pen.
- Karen has promised Joseph that she will come and visit him as soon as she can.
- Samuel tells Ruth that he is sorry he can't help her.
- Jose keeps repeating to Joan that he will support whatever decision she takes.

Worksheet 14.C Conversation cards

Student A

You and your peer will chat about several topics. You two should be ready either to start the conversation or to respond to your peers' remark.

You are the first one to start the conversation.

- Say 'Have I ever told you about Debra?'
- Wait for your peer's answer.
- Continue with the conversation until it comes to an end.

Now, it is your peer's turn to start the conversation.

- Listen carefully to what you will be told.
- Respond appropriately.
- Continue with the conversation until it comes to an end.

Here are other suggestions for you to use when it's your turn to start the conversation again.

- 'What should I buy for Tyler? Can you give me some advice?'
 - 'To tell the truth, I'm in love with Raymond!'
 - Your own suggestion: _____
-

Student B

You and your peer will chat about several topics. You two should be ready either to start the conversation or to respond to your peers' remark.

Your peer is the first one to start the conversation.

- Listen carefully to what you will be told.
- Respond appropriately.
- Continue with the conversation until it comes to an end.

Now, it is your turn to start the conversation.

- Say 'Ashley keeps encouraging me to play sports.'
- Wait for your peer's reply.
- Continue with the conversation until it comes to an end.

Here are other suggestions for you to use when it's your turn to start the conversation again.

- 'Ruth asked me to go out tonight.'
- 'Joan is thinking of quitting school.'
- Your own suggestion: _____

Lesson 15 Gender and naming

Florence Nwaefuna – she/her
(Gaborone, Botswana)

Learners' age:	13+
Learners' proficiency:	Intermediate
Preparation time:	5 minutes
Class time:	50 minutes
Aim(s):	Introduce students to the concepts of gender and sex Raise students' awareness of names that have sexist undertones Develop students' understanding of the role of culture in naming practices
Skill(s):	Reading
System(s):	Discourse and vocabulary
Material(s):	Reading text (see Worksheet 15), whiteboard and markers

Introduction

This lesson focuses on how language is used to construct and describe different genders. Men and women are named differently in some languages, which places men in a position of superiority over women. The lesson therefore aims to make students aware of these linguistic and cultural differences.

Preparation

You should print a copy of the reading text (see Worksheet 15) for each student in your class.

Procedure

1. Greet students.
2. Introduce the topic of today's lesson: the meanings of names used for men and women in different cultures.
3. Ask students to read the text on Worksheet 15 silently and to underline words which are difficult for them to pronounce and/or which are unknown to them.
4. Help students by pronouncing the words which they identified as difficult and have them repeat these words.
5. Explain the meaning of the words which students identified as unknown to them and create a vocabulary log on the whiteboard.
6. Explain the concept of gender, that is, the ways in which human beings are socially constructed or treated (e.g. men and women). It is not determined biologically.
7. Discuss how men and women are named/addressed in languages other than English that are spoken by the students. For example, in Setswana and Ibusa Igbo cultures, the names of men place them in a position of superiority while the names assigned to the women put them in a position of subordination. This can be seen in 'Kgosi' (chief, king) and 'Mogomotsi' (a comforter), two male names in Setswana. The names 'Segametsi' (to fetch water) and 'Seipei' (to cook or a cooker), used for females in Setswana, link women to domestic roles that are of lesser importance. The latter two names are not assigned to men even though they cook and fetch water when they work as chefs in hotels. In Ibusa Igbo, women are named after mundane things. Some examples are 'Nwaomu' (child of palm frond) and

'Nwaukpounzu' (heap of white chalk, or the traditional bed or chair made with a heap of soil). The suffixes 'omu' in 'Nwaomu' and 'ukpo' and 'nzu' in 'Nwaukpounzu' represent women as inferior because the objects are inanimate. Men, on the other hand, are associated with objects of social significance, which shows their superiority over women. Some examples of such names are 'Igwe' (king), 'Nnabuiife' (father is supreme) and 'Ezeudo' (king of peace).

8. Invite students to answer the questions below individually based on their understanding of the text.
 - a. What is the difference between sex and gender?
 - b. Give two examples of biological differences between boys and girls.
 - c. List three roles that make boys and girls different from one another.
 - d. What are Setswana and Igbo?
9. Check students' answers as a class.
 - a. Gender is the way boys/men and girls/women are socially constructed while sex refers to the biological distinction between males and females in connection with their reproductive system.
 - b. Boys and girls differ in voice and anatomy.
 - c. Students' answers will vary. Some roles that may be mentioned are (i) boys rear and milk cows while girls stay home and babysit, (ii) boys go to the bush to hunt for animals while girls clean and cook, (iii) boys climb trees while girls gather firewood.
 - d. Setswana is a language spoken in Botswana (Southern Africa), and Igbo is an ethnic group in Nigeria (West Africa).
10. Divide the class into four groups and name them Groups A, B, C and D, respectively.
11. Assign a specific task to each group as indicated below.
 - a. Group A: search for the meaning of 'patriarchy' and 'anatomy' in the dictionary.
 - b. Group B: provide the meaning of 'feminist' and 'gender biased'.
 - c. Group C: list proper names that indicate inequality between men and women in your culture.
 - d. Group D: give two examples of masculine gender and feminine gender in English language.
12. Invite the groups to present their answers to the class.
13. Provide feedback on each group's responses and advance the discussion with the class.
 - a. Group A: 'Patriarchy' is a system of society or government where men hold the power and women are excluded from it. In some African countries such as Nigeria, men are regarded as the head of the family and women as subordinate. That is why the birth of a male child is welcomed with joy in countries that practise patriarchy because the child would continue the family lineage. 'Anatomy' is the study of various human organs such as the brain, liver, kidney, female and male genital organs, bones, muscles, etc.
 - b. Group B: A 'feminist' is someone who fights for the rights of women in society such as women having equal opportunities to men in terms of employment, positions of leadership, acquisition of property, etc. 'Gender biased' means the preference for one gender over the others or having interest in a particular gender.
 - c. Group C: In the Ibusa Igbo culture of Nigeria, the proper nouns which indicate inequality between men and women are 'lloechinne' (my lineage or space should not be phased out). It is a name given to a male child which shows his preference because, by his birth, he would continue the family lineage. Another example is 'Nwanyibunwa,' meaning a female is also a child. The name expresses the view that the birth of a male child would have been preferred.
 - d. Group D: Students' answers will vary, and they might include 'hero' vs. 'heroine', 'king' vs. 'queen', 'landlord' vs. 'landlady', 'poet' vs. 'poetess' and 'uncle' vs. 'aunt'.
14. Have students join the discussion by inviting questions from them.
15. Conclude the lesson by asking the students to consider why it is important to treat boys/men and girls/women equally in the society as their take-home assignment.

Other considerations and options

- The interaction pattern suggested for Step 8 may be changed depending on your specific context. Should your students need help in answering the questions, they may be asked to work in pairs or in small groups.
- Should you feel the questions in Step 8 are too difficult for your students, you can change them into multiple-choice questions.
- In the following class, you should check students' answers to their take-home assignment. Their reasons for why boys/men and girls/women should be treated equally are likely to vary, but some suggested answers are provided below.
 - It can lead to peaceful co-existence among boys/men and girls/women in society.
 - It reinforces the idea that no gender is superior or inferior.
 - It helps girls/women to explore their potential in leadership.
 - It helps the country's socio-economic and political development because no significant development can be made without the contribution of girls/women.
 - It will help both boys/men and girls/women change their attitudes or behaviors, which are embedded in their cultural norms that men are better than women in the society.

Worksheet 15 Reading text

Gender and naming practices in English and African languages¹

Gender is the way males and females are socially constructed while sex refers to the biological differences between males and females (Coates, 2013). This means that males and females are different in many ways. They differ in their voice, anatomy, the roles they play in the society, the names they bear, the clothes they wear, and so on. In a patriarchal society, men are viewed as the head of the family while women are seen as helpers. Men go out to earn money for the family while women are involved in domestic chores such as cooking, cleaning, taking care of children and serving their husbands and in-laws. Nwaefuna (2008, p. 24) points out that in a patriarchal society, women are constructed as 'weak, feminine, home oriented, passive and so on while men are labelled as energetic, strong, powerful, courageous, confident and decision makers.' These features of males' positive values show their dominance in the language the society uses to construct them.

Feminists have argued that the English language and other African languages such as Setswana and Igbu Igbo are gender-biased because they have more positive words for men than women. For instance, in English, women are addressed with three titles such as 'Miss', 'Mrs.' and 'Ms.' to show their marital position and sex, whereas men are just associated with only one title 'Mr.' that signifies their sex (Van Han, 2014, p. 97). In the English language, we have words that refer to the male sex. These are called masculine gender. Some examples are 'father', 'landlord', 'headmaster' and so on. There are also words that refer to female, and they are called feminine gender. Examples are 'woman', 'girl', 'daughter' and so on. There are other words which are categorised as the neuter gender. Some examples are 'hut', 'university', 'hospital', 'stone', 'bush' and so on.

In Setswana, language of the people of Botswana, Rapoo (2002, p. 42) claims that some Tswana naming patterns 'depict gendered attitudes and sexist undertones' because, in Setswana culture, nouns are classified according to prefixes and boys' names carry the prefix 'Mo' which indicates human while girls' names have the prefix 'Se' which indicates inanimate objects. For instance, names such as 'Mogami' (the one who milks cows and goats) and 'Mogomotsi' (the one who brings me comfort) are assigned to males whereas female are giving names such as 'Segametsi' (the vessel or calabash for carrying water), 'Seapei' (the object which cooks/a cooker) and 'Segomotso' (that with which I am being comforted). Rapoo (2002) claims that it is structurally possible for females to bear the names 'Mogametsi' (the one who fetches water) instead of 'Segametsi' (the vessel or calabash for carrying water), and 'Moapei' (the one who cooks) instead of 'Seapei' (the object which cooks/a cooker).

In the Igbo culture of the people of Nigeria, males are associated with significant social matters – e.g. 'Ala' (earth deity) – and religious objects – e.g. 'Ofo' (symbol of innocence); and females are associated with virtuous qualities such as 'Nma' (goodness/moral acceptability) and 'Uru' (usefulness). The implication of such naming practices in English and other African countries is that women are placed in a position of subordination which makes them inferior to men. In other words, language contributes to the inequality that exists between men and women.

References

- Coates, J. (2013). *Women, men and language: A sociolinguistic account of gender differences in language* (3rd ed.). Routledge.
- Nwaefuna, F. A (2008). *A study of Igbu names: Gender, meaning and attitude* [Unpublished Master's dissertation]. University of Botswana.
- Rapoo, C. K. (2002). Naming practices and gender bias in the Setswana language. *Women and Language*, XXV(1), 41–43.
- Van Han, N. (2014). The relationship between language and gender: A case study in Vietnamese. *Global Journal of Interdisciplinary Social Sciences*, 3(3), 96–99.

1. This reading text has been developed from Nwaefuna (2008).

Lesson 16 A ‘beautiful woman’ but a ‘great man’: Exploring the description of different genders in news stories

Vander Viana – he/him
(Edinburgh, Scotland)

Learners’ age:	13+
Learners’ proficiency:	Intermediate and above
Preparation time:	5 minutes
Class time:	60 minutes
Aim(s):	Introduce students to the analysis of large textual datasets Familiarise students with news discourse Raise students’ awareness of gendered descriptions in news stories Develop students’ criticality
Skill(s):	Reading and speaking
System(s):	Discourse and vocabulary
Material(s):	Board, chalk or markers, computer or similar device with Internet access, data projector

Introduction

While most of us and most of our students have read news stories, we are unlikely to have noticed repeated language patterns in these stories. This is understandable: we generally engage with the news to understand what is being reported and to keep us informed of what is going on in the world. This lesson explores news stories available on the web from a different angle: it encourages students to examine the language used to describe different genders. To this end, students are asked to consider critically which adjectives are most frequently used with ‘woman’ and with ‘man’ in an electronic textual collection totaling more than 15 billion words.

Preparation

The electronic collection of texts used in the present lesson can be accessed for free (see <https://www.english-corpora.org/now>). However, user registration is required before any searches may be conducted. Registration is simple and straightforward (see <https://www.english-corpora.org/register.asp>), but you should do so before the class to avoid any access issues.

Procedure

1. Ask students whether they have seen/read the news recently.
2. Have students share with the class one recent news story that they remember.
3. As students report on different news stories, write the people involved in the story on the board.
4. Split your notes on the board into two (unlabeled) columns: one for women and the other for men.
5. Once students have finished sharing their stories, draw their attention to the list on the board and label the columns.
6. Tell students that, in today’s lesson, they will explore how women and men are described in news stories.

- Introduce students to the News on the Web Corpus (NOW, Davies, 2016–), an electronic collection of newspaper and magazine texts available on the web. This collection has more than 15 billion words, covering 20 different countries (i.e. Australia, Bangladesh, Canada, Ghana, Great Britain, Hong Kong, India, Ireland, Jamaica, Kenya, Malaysia, New Zealand, Nigeria, Pakistan, Philippines, Singapore, South Africa, Sri Lanka, Tanzania and United States) and several time periods (i.e. from 2010 to the present day).
- Go to <https://www.english-corpora.org/now/>.
- Show students how to search for the two-word sequence consisting of an adjective and the word 'woman': the sequence 'ADJ woman' should be typed in the search box (see Figure 16.1).
- Inform students that you will search the two-word sequence only in the news stories from Great Britain. To do so, you should click on 'Sections' (A) and choose 'Great Britain' (B) in the new box numbered '1' (see Figure 16.1).
- Click on 'Find matching strings' (see Figure 16.1) to find out the results.



Figure 16.1: Search interface in NOW

- Show students the results (see Figure 16.2) and have them copy the first 20 sequences.

The screenshot shows the search results for the sequence 'adjective + woman' in the Great Britain section of the NOW Corpus. The results are displayed in a table with columns for rank, frequency, and unique counts. The table is sorted by frequency in descending order.

HELP	ALL FORMS (SAMPLE): 100 200 500 WORDS	FREQ	TOTAL 84,766 UNIQUE 4,239 +
1	★ YOUNG WOMAN	13225	
2	★ BLACK WOMAN	2583	
3	★ PREGNANT WOMAN	1929	
4	★ ELDERLY WOMAN	1927	
5	★ BRITISH WOMAN	1786	
6	★ OLD WOMAN	1524	
7	★ ONLY WOMAN	1242	
8	★ OTHER WOMAN	1102	
9	★ WHITE WOMAN	1031	
10	★ AMERICAN WOMAN	1015	
11	★ BEAUTIFUL WOMAN	993	
12	★ OLDER WOMAN	876	
13	★ MUSLIM WOMAN	827	
14	★ SINGLE WOMAN	630	
15	★ MARRIED WOMAN	595	
16	★ STRONG WOMAN	583	
17	★ LOCAL WOMAN	576	
18	★ PRETTY WOMAN	521	
19	★ MIDDLE-AGED WOMAN	496	
20	★ WONDER WOMAN	485	

Figure 16.2: Results for the sequence 'adjective + woman' in the Great Britain section of NOW

13. Repeat Steps 9-12 but using 'man' instead of 'woman'. Figure 16.3 shows the results of such search

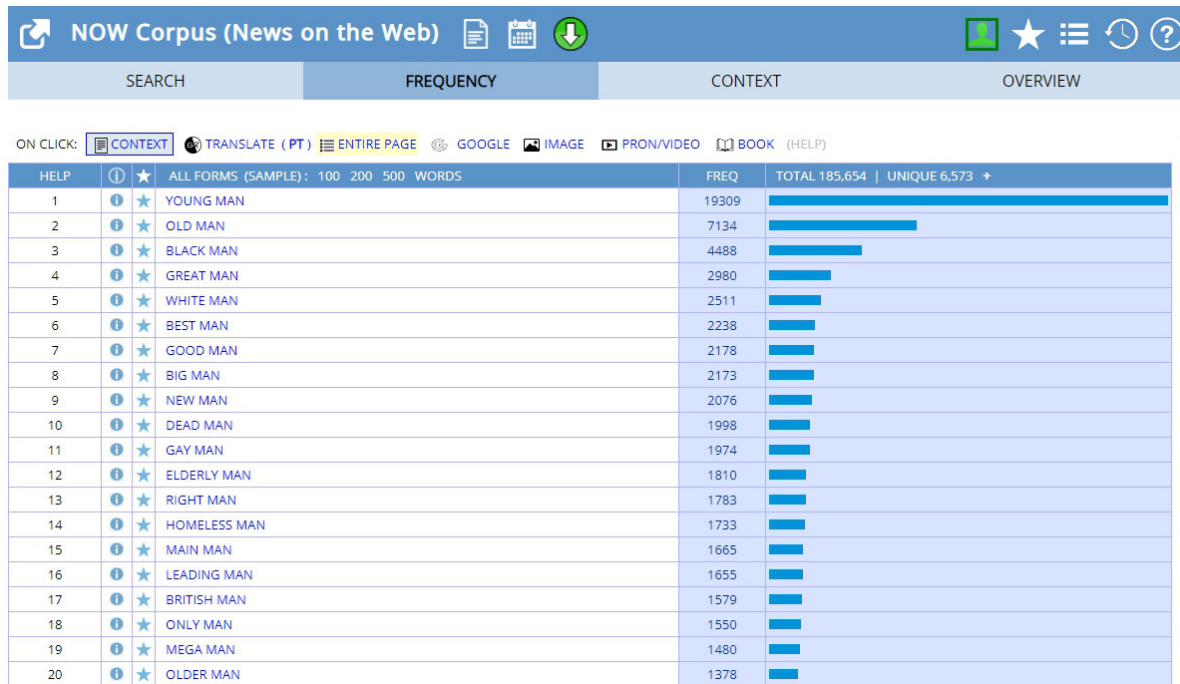


Figure 16.3: Results for the sequence 'adjective + man' in the Great Britain section of NOW

14. Ask students to work individually and note any similarities and differences between the two lists.
15. Have students compare their notes in trios, agreeing on the similarities and differences that they will report to the class.
16. Hold a class discussion, drawing students' attention to the ways in which 'woman' and 'man' are described in web-based news stories in Great Britain. Some possible answers are provided below.
- There are a few adjectives with age references in both lists: 'young woman/man', 'elderly woman/man', 'old woman/man' and 'older woman/man'. In the case of 'woman', the adjective 'middle-aged' appears. With regard to 'man', we note the use of 'new' and 'dead.' These last two do not refer to age, but they establish time references.
 - Both lists also highlight the ethnicity of both genders: 'black women/man' and 'white women/men'.
 - There are adjectives used to indicate one's nationality: 'British woman/man' and 'American woman'. These results are understandable since the search was conducted in the Great Britain component of NOW.
 - Words specifying the person being referred to also appear in the lists: 'only' and 'other'.
 - Adjectives which seem to describe women and men in a positive way appear in both lists, but the type of adjectives that have been employed are different. Women are singled out for their physical appearance ('beautiful' and 'pretty') while men are praised for their character ('great', 'best', 'good' and 'right').
 - Certain features only appear in relation to women such as those indicating their civil status ('single' and 'married'), their motherhood ('pregnant') and their religion ('Muslim').
 - The most frequent adjectives which are used with 'man' point out to leadership ('main' and 'leading'), possessions ('homelessness') and sexual preferences ('gay').
17. Have students reflect on how fair it is to have such gendered descriptions appearing in news stories. Some thought-provoking questions are provided below.
- How relevant is it whether a woman is 'beautiful' or 'pretty'? Why would it need to be included in a news story? Why isn't the same aesthetic evaluation conducted in relation to men?
 - Why does it matter to know a woman's civil status (i.e. 'single' or 'married') and a man's sexual preferences (i.e. 'gay')?

- c. Why aren't the same leadership adjectives used to refer to both men and women? (Note that 'main woman' appears in the 894th place and 'leading woman' in the 302nd place.)
18. Make it clear to students that they have just scraped the surface of these differences by examining the two-word sequences. For a thorough analysis, they would need to consider other frequent two-word sequences, to search for adjectives in other positions (e.g. 'beautiful and talented woman' and 'woman so beautiful') and to examine the use of these word combinations. The latter can be done by clicking on any of the hyperlinked sequences in Figures 16.2 and 16.3. Figure 16.4, for example, illustrates how 'mega man' is used and indicates that it refers to the name of a video game in most of the cases.

SECTION: Great Britain (1,480)
 FIND SAMPLE: 100 200 500 1000
 PAGE: << 1 / 15 >>

CLICK FOR MORE CONTEXT	HELP	SAVE	TRANSLATE	ANALYZE
1	16-11-17 GB	South Wales Evening Post	Legend of Zelda # Zelda II: The Adventure of Link # Mario Bros # Mega Man 2 # Metroid # Ninja Gaiden # Pac-Man # Punch-Out!! Featuring Mr.	
2	16-11-20 GB	Express.co.uk	# Sun, July 10, 2016 Super Mario Bros, Final Fantasy, Mega Man 2 and more will be available with the Nintendo Classic Mini NES reboot.	
3	16-11-21 GB	Mirror.co.uk	# Ice Climber # Kid Icarus # Kirby's Adventure # Mario Bros. # Mega Man 2 # Metroid # Ninja Gaiden # Pac-Man # Punch-Out! Featuring Mr. Dream	
4	16-12-03 GB	TrustedReviews	the beloved crossover fighter is back with Infinite. Featuring the likes of Ryu, Mega Man , Miss Marvel and more, there is plenty of beautiful fanservice a	
5	16-01-01 GB	Metro	A collaboration between Microsoft, the makers of Metroid Prime, and the creator of Mega Man sounds intriguing but we're suspicious about how little v	
6	15-08-05 GB	Den Of Geek	Entertainment - Red Ash will still happen. # That game, a revival of Mega Man Legends' 3D action platforming, is scheduled for July 2017.	
7	15-08-05 GB	Den Of Geek	You are here: Keiji Inafune's Mighty No. 9 delayed until 2016 Mega Man creator Keiji Inafune's Mighty No. 9 has suffered a delay, and wo	
8	15-08-05 GB	Den Of Geek	campaign for Mighty No. 9, the platformer billed as his spiritual successor to the Mega Man series he created at Capcom. Backed to the tune of \$3.8m,	
9	15-08-05 GB	Den Of Geek	to the tune of \$3.8m, it surfed a wave of enthusiasm, both from Mega Man fans and those who just love 2D platform games from Japan. # Unfortunate	
10	15-08-31 GB	The Guardian	3554444 Why Mega Man Legacy Collection is a rare example of nostalgia done right Like Shovel Knight	
11	15-08-31 GB	TechRadar	was Ghosts and Goblins mixed with Battletoads. # Yet still, when Capcom promoted Mega Man 9 as a revival of the NES games, it took pains to talk	
12	15-08-31 GB	TechRadar	if you didn't know the pause cheat) they weren't that tricky. Mega Man 9 meanwhile had an annoying tendency to fall back on those false memories,	
13	15-08-31 GB	TechRadar	quickly made to feel ridiculous. # As simple as the sprites in something like Mega Man are, there's a charm to their simplicity, and still surprising power	
14	15-01-13 GB	GQ.com	Ewoks. # Mighty No.9 # True old-school gaming fans will remember the original side-scrolling Mega Man adventures with fondness. Mighty No. 9, a Kick	
15	15-01-13 GB	GQ.com	backed indie title produced by Keiji Inafune - the man responsible for the creation of Mega Man back in 1987 - will please said fanboys no end, with clas	
16	15-05-05 GB	Den Of Geek	Dangerous or Keiji Inafune's Mighty No. 9 - his spiritual successor to the classic Mega Man . # Koji Igarashi, the creator behind Konami's Castlevania seri	
17	15-05-05 GB	Den Of Geek	putting the finishing touches to Mighty No. 9, the spiritual successor to his long-running Mega Man series. Sent to those who supported Mighty No. 9 or	
18	15-05-08 GB	Den Of Geek	One of the PS1's rarest games out on the PlayStation Store Rare Mega Man game The Misadventures Of Tron Bonne has appeared on the PlayStation S	
19	15-05-08 GB	Den Of Geek	Bonne has appeared on the PlayStation Store in America... # Released in 2000, Mega Man Legends spin-off The Misadventures Of Tron Bonne has beco	
20	15-05-08 GB	Den Of Geek	with some great cut-scenes and character designs, Tron Bonne came at a time when Mega Man was still one of the most treasured franchises in Capco	
21	15-05-08 GB	Den Of Geek	hero's been somewhat neglected since. # Thankfully, there's good news for Mega Man fans who can't afford the hundreds of dollars Tron Bonne often	
22	15-05-13 GB	Den Of Geek	couple of years have seen all kinds of familiar names appear on the site - Mega Man creator Keiji Inafune and Castlevania's Koji Igarashi are but two rec	
23	14-10-03 GB	The Independent	shell out of Nintendo characters such as Yoshi, Link, Fox, Mario, Mega Man , Pac-Man, Pikachu, Fox, Peach and Donkey Kong. Release date	
24	14-10-11 GB	The Guardian	series is celebrated. The variety in the 49 playable characters is superb, from Mega Man and Wii Fit Trainer to your own fully customisable Mii Fighter. N	
25	14-10-17 GB	The Independent	shell out of Nintendo characters such as Yoshi, Link, Fox, Mario, Mega Man , Pac-Man, Pikachu, Fox, Peach and Donkey Kong. Release date	
26	14-02-22 GB	The Guardian (2)	. In 2009, Keiji Inafune, the producer behind such mammoth games as Mega Man , Onimusha and Resident Evil 4, famously stated that the Japanese dev	

Figure 16.4: Examples of 'mega man' in the Great Britain section of NOW

19. As a homework task, ask students to identify one news story in their local newspaper which focuses on either a woman or a man and analyse which adjectives are used to describe this person. It is fine if the local news is in a language other than English. The point of the homework is for students to notice how a woman/man is described in the local news and to consider how it compares to the discussion that they have had in class.

Other considerations and options

- NOW is constantly updated: its size is increased by approximately 200 million words every month. This means that the results reported above may change over time.
- The lesson can be conducted with students at low proficiency levels since most of the words used are unlikely to cause any difficulty to them. However, students might struggle to express themselves in English. In this case, you can allow students to translanguage as needed and/or you may decide to hold the discussion in students' first language.

- The proposed activities can be adapted to suit different contexts.
 - If you have a computer lab with Internet access at your disposal and/or students have their own individual devices with Internet access, you can ask them to engage in the exploration of NOW by themselves.
 - If you do not have Internet access in the classroom, you can record a short video demonstrating the use of the NOW Corpus or you can include screenshots in a PowerPoint presentation.
 - If you do not have any technological resources at your workplace, you can prepare a handout with the search results or you can write the results on the board. The main part of the lesson is students' critical analysis of the results, and this can still be done in your class.
- Other pairs of sequences that could be contrasted in follow-up lessons include 'ADJ girl' vs. 'ADJ boy', 'female NOUN' vs. 'male NOUN' and 'ADJ gay NOUN' vs. 'ADJ lesbian NOUN'.

Reference

Davies, M. (2016 –) Corpus of News on the Web (NOW). <https://www.english-corpora.org/now/>

Lesson 17 Teaching grammar with a gender-focused text

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	15+
Learners' proficiency:	Upper intermediate and above
Preparation time:	5 minutes
Class time:	80 minutes
Aim(s):	Develop students' knowledge and understanding of verb tenses and aspects Enhance students' analytical skills
Skill(s):	Reading
System(s):	Grammar
Material(s):	Board, chalk or markers, handout

Introduction

Some of the teacher participants in the 'Gender-ing ELT' research project (see <https://www.uea.ac.uk/groups-and-centres/gender-ing-elt>) have reported on the challenges that they face in order to bring gender discussions into their classrooms. One of these challenges is a prescribed curriculum that restricts what they can do in class, especially in light of limited contact time. Another challenge relates to relevant educational stakeholders like parents who might be unhappy to see their children's teacher using class time to teach about gender instead of English. This lesson contains a suggestion on how teachers working in such environments can start to overcome these challenges. It focuses on a review of verb tenses and aspects, a topic that is generally dealt with in English language classes. However, this review draws on a text that discusses a relevant gender matter: Vietnam's recognition that same-sex attraction and being transgender are not mental health conditions. While gender matters are not the explicit focus of the lesson, it introduces students to the topic and it makes them read a text that indicates a milestone for the Vietnamese community of lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) people.

Preparation

Enough copies of the reading text (see Worksheet 17) should be printed before class.

Procedure

1. Have students review the verb tenses and aspects that they have learned to date. Students' answers are likely to include the simple present, present continuous, present perfect, simple past, past continuous and past perfect.
2. Write students' answers on the board.
3. Ask students to briefly explain when to use the tenses and aspects that they mentioned in Step 1. Some suggested (non-exhaustive) answers are provided below.
 - a. Simple present – e.g. a timeless general statement or an action that happens regularly
 - b. Present continuous – e.g. an action that is in progress at the time of speaking/writing
 - c. Present perfect – e.g. an action that happened at some unknown/unspecified time in the past or an action that started at a time in the past and is still ongoing
 - d. Simple past – e.g. an action that was completed at a specific time in the past

- e. Past continuous – e.g. an action that was in progress at a specific time in the past
 - f. Past perfect – e.g. an action that had been completed before another action in the past took place
4. Tell students that they are going to revise their existing knowledge of verb tenses and aspects in today's lesson.
 5. Explain to them that the revision will be based on a text. They should read the text and identify instances of the verbs and tenses listed on the board (see Step 2).
 6. Distribute the reading text (see Worksheet 17) to students.
 7. Allow students to read the text and to identify instances of relevant verb tenses and aspects. The list below contains some suggested answers (up to the sixth paragraph) with an indication of the line number where the example can be found in the text.
 - a. Simple present: 'adopts' (L01), 'upholds' (L02), 'are' (L04), 'brings' (L05), 'states' (L06), 'is' (L07, 13, 26, 28), 'need[s]' (L8), 'are' (L9), 'deserve' (L12), 'lay' (L22), 'help' (L25).
 - b. Present perfect: 'have confirmed' (L07), 'has made' (L14).
 - c. Simple past: 'confirmed' (L03), 'said' (L04, L10, L14), 'removed' (L15), 'did not allow' (L15-16), 'updated' (L16), 'did not create' (L18), 'voted' (L19), 'made' (L21), 'documented' (L24).
 8. Write the following questions on the board.
 - a. Why is the present used in 'are' (L04) if the reporting verbs 'confirmed' (L03) and 'said' (L05) are in the past?
 - b. Why do you think 'have confirmed' (L07) was employed rather than 'confirmed'?
 - c. How can you explain the shift from the use of present perfect in 'has made' (L14) to the use of the simple past in the remainder of the fourth paragraph?
 - d. Considering the verbs in the simple past in L14–L18, what repeated pattern can you identify?
 - e. Why is the simple past 'made' employed in L21 if the sentence does not specify when the statement was made?
 - f. What does the use of the simple present in L26 indicate about the belief about same-sex attraction?
 - g. Why is the present perfect used in Natalie Newton's quotation in L39–L41?
 - h. What verb tense/aspect can be noticed in 'supported' (L47)?
 - i. What does the use of the simple past in 'garnered' (L60) indicate?
 9. Ask students to work in pairs and to answer the grammar questions on the board.
 10. Check students' answers as a class. An answer key is provided below.
 - a. The use of the simple present helps to indicate a general truth and leaves little room for disagreement.
 - b. There is no indication of when exactly the World Health Organisation issued the confirmation.
 - c. The first sentence refers to changes that have happened over the years whereas the other sentences refer to punctual actions that took place in 2013 and 2015.
 - d. The two sentences in L14–L18 start with a time reference (i.e. a prepositional phrase functioning as an adverbial), the first verb phrase appears in the affirmative form, the coordinated clauses are linked by 'but', and the second verb phrase is in the negative form.
 - e. It can be inferred that the statement was made in 2016 when Vietnam was a member of the United Nations Human Rights Council. This information had been presented in the previous sentence.
 - f. It indicates that, at the time of writing, there is still a prevalent misbelief about same-sex attraction in Vietnam despite the recent changes mentioned in the text.
 - g. There is no time specification for the two actions reported in the quotation (i.e. it is unknown when the opinions were featured and when it was written about homosexuality as a disease).

- h. The verb 'supported' seems to be in the simple past, but it has been conjugated in the present perfect. The verb is part of a longer coordinated sequence – 'have affirmed [...] and supported', so the verb 'have' does not need to be repeated.
 - i. The use of the simple past (as opposed to the present perfect) suggests that the petition is now closed and that no one can sign it any longer.
11. Invite students to summarise in one sentence the change that has been implemented in Vietnam.

Other considerations and options

- Additional grammatical points could be explored in the text such as the use of the active and passive voices (e.g. 'is rooted' in L27) and the use of modal verbs (e.g. 'can and should be changed and fixed' in L37–L38 and 'must be' in L55).
- To save class time, you could include the grammar questions (see Step 8) in the handout or in a slide.
- As explained in the introduction, the grammar focus of this lesson was deliberate: the aim is to show that gender-focused texts can be brought to the classroom even if there are contextual constraints where you work. Should you find yourself in more flexible teaching and learning contexts, the reading text can and should have its content explored so that students' understanding of and sensitivity to LGBTQIA+ matters are developed.
- It is recommended that you have the contact details of any local organisations that provide support to LGBTQIA+ people in case students approach you for help.
- If you find yourself in contexts where same-sex relations are considered a crime, you should carefully consider whether you can work with the suggested reading text in your class. It goes without saying that you must not do anything that will risk your or your students' lives.

Worksheet 17 Reading text

1 Vietnam Adopts Global LGBT Health Standard

New Health Ministry Order Upholds Dignity, Nondiscrimination

(Bangkok) – [Vietnam's](#) Health Ministry officially confirmed on August 3, 2022, that same-sex attraction and being transgender are not mental health conditions, Human Rights Watch said today. The decision

5 brings Vietnam's health policy in line with global health and human rights standards.

Vietnam's [new directive states](#) that 'the American Psychiatric Association and the World Health Organisation (WHO) have confirmed that homosexuality is entirely not an illness, therefore homosexuality cannot be 'cured' nor need[s] to be 'cured' and cannot be converted in any way.'

'The Vietnamese Health Ministry's recognition that sexual orientation and gender identity are not
10 illnesses will bring relief to LGBT people and their families across Vietnam,' said [Kyle Knight](#), senior health and lesbian, gay, bisexual, and transgender (LGBT) rights researcher at Human Rights Watch. 'LGBT people in Vietnam deserve access to health information and services without discrimination, and the Health Ministry's new directive is a major step in the right direction.'

Vietnam has made some progress on LGBT rights in recent years, Human Rights Watch said. In 2013,
15 the government removed same-sex unions from the list of forbidden relationships, but the update did not allow for legal recognition of same-sex relationships. In 2015, the National Assembly updated the civil code to make it no longer illegal for transgender people to change their first name and legal gender, but the revisions did not create a legal gender recognition procedure.

In 2016, Vietnam, while a member of the United Nations Human Rights Council, [voted in favor](#) of a
20 resolution on the need for protection against violence and discrimination on the basis of sexual orientation and gender identity. The delegation made a statement of their support before the vote, saying 'the reason for Vietnam's yes vote lay in changes both in domestic as well as international policy with respect to LGBT rights.'

However, as Human Rights Watch documented in a [2020 report](#), factual misunderstandings and
25 negative stereotypes help fuel human rights abuses against LGBT people in Vietnam. The belief that same-sex attraction is a diagnosable, mental health condition is pervasive in Vietnam. This false belief is rooted in the failure of the government and medical professional associations to effectively communicate that same-sex attraction is a natural variation of human experience.

Researchers [have written](#) that Vietnam never officially adopted the initial position of the WHO, which
30 introduced a diagnosis for homosexuality in 1969. Since the homosexuality diagnosis appears to have never officially been on the books in Vietnam, therefore the government never officially removed the diagnosis, as [many countries around the world](#) did when the WHO declassified it in 1990. The government's treatment of homosexuality as deviant behavior, combined with prominent medical figures promoting this view, fueled the widespread belief that same-sex attraction was pathological.

35 Pervasive myths about homosexuality have an impact on children and youth. 'There's a lot of pressure on kids to be straight,' a school counselor in Hanoi told Human Rights Watch. 'It's constantly referenced that being attracted to someone of the same sex is something that can and should be changed and fixed.'

The anthropologist Natalie Newton wrote in a 2015 article that, 'Vietnamese newspaper advice
40 columns have also featured the opinions of medical doctors and psychologists who have written about homosexuality as a disease of the body, a genetic disorder, hormonal imbalance, or mental illness.'

International health bodies and a growing number of national health authorities and health professional associations around the world have issued policies to affirm that sexual orientation and gender identity are not illnesses, as well as LGBT nondiscrimination policies. These include Thailand's Public Health Ministry, which stated in 2002 that 'persons loving the same sex are not considered mentally abnormal or in any way ill.' National health professional associations in [Hong Kong](#), [the Philippines](#), and India have affirmed that position and supported nondiscriminatory health rights for LGBT people.

The Health Ministry issued the following instructions for all medical centers across Vietnam:

1. Enhance information propagation and dissemination so that the medical doctors, staff, and patients at medical examination and treatment centers have a correct understanding about homosexuality, bisexuality, and transgender people.
2. While administering medical examination or treatment for LGBT patients, health workers need to ensure gender equality and respect to avoid discrimination and prejudices against these groups.
3. Don't consider homosexuality, bisexuality, and being transgender an illness.
4. Don't interfere nor force treatment upon these groups of patients, if any, it must be in the form of psychological assistance and performed only by those who understand sexual identity.
5. Enhance internal review and inspection efforts for medical examination and treatment centers and practitioners to ensure compliance with the professional codes in medical services according to the law.

The directive follows a civil society-run petition that garnered more than 76,000 signatures and a [letter](#) from the WHO's Vietnam office confirming that the 'WHO firmly holds the view that any effort to convert the sexual orientation of a non-heterosexual person lacks medical justification and is morally unacceptable.'

'Vietnam now joins the growing number of governments around the world affirming that same-sex attraction and gender identity are both natural variations of human experience,' Knight said. 'Vietnam's Health Ministry has boosted fundamental rights with this directive, and LGBT people now have increasingly firm grounding for expressing themselves without fear of negative reactions.'

Source: <https://www.hrw.org/news/2022/08/18/vietnam-adopts-global-lgbt-health-standard>

Lesson 18 Bechdel Test: Exploring women's representation in films

Luciano Franco – he/him
(Fernandópolis, Brazil)

Learners' age:	15+
Learners' proficiency:	Intermediate
Preparation time:	None
Class time:	50 minutes
Aim(s):	Raise students' awareness of gender representation in movies Develop students' critical reading skills
Skill(s):	Reading and speaking
System(s):	Discourse and vocabulary
Material(s):	Student's worksheet, computer lab or individual devices, and Internet access

Introduction

Named after the American cartoonist Alison Bechdel, the Bechdel Test is a popular test used to measure the presence of female characters in movies. Surprisingly enough, many movies fail to pass this straightforward test (i.e. inclusion of at least two women who appear for more than one minute and talk about something other than men). The present lesson aims to raise students' awareness of this topic by having students apply this test to movies they have watched and explore graphics regarding how the movie industry is (un)intentionally biased against females and does not promote gender equality.

Procedure

1. Have students read the text on Worksheet 18 and find out about the three rules in the Bechdel Test, which measures the representation of women in fiction.
2. Ensure that students understand the meaning of the three rules detailed in the text by requesting volunteers to explain these rules to the class.
3. Point out that gender representation is a topic of utmost concern and that mass media such as comics, movies and series play an important role in reducing the gender gap in our contemporary society.
4. Introduce the infographic in Exercise 2 (see Worksheet 18) to students. It summarises gender equality in different movie genres.
5. Ask students to work in small groups and discuss the questions below.
 - Do the findings surprise you? Which one(s)? Why (not)? (Students' answers will be personal. They may, for instance, comment on the fact that most of the 500+ adventure and action movies analysed have failed the test.)
 - Why do you think many movies from some genres pass the Bechdel Test and others do not? (Students' answers will vary, but they may comment that some movie genres such as war and westerns have been historically targeted at a male audience and that women tend to be portrayed in such movies in secondary/stereotyped roles such as mothers, wives or lovers.)
 - How are women (usually) portrayed in musical, horror, and western movies? (The following sentences provide an illustration of some of the answers that may be given by students, but there are numerous other appropriate answers. With regard to the musical genre, students might comment that women usually have leading roles and that they perform young, goal-oriented and independent characters (e.g. Mia Dolan in *La La Land* and Sophie Sheridan in *Mamma Mia!*). Some

horror films initially portray women as vulnerable, naïve and likely victims; however, as the plot moves forward, they become more powerful and independent (e.g. Sidney Prescott in the *Scream* franchise and Dani Ardor in *Midsommar*). Classic western movies usually portray women stereotypically as human beings who need to be protected and/or who are associated with peace and forgiveness (e.g. Rose Gordon in *The Power of the Dog* and Debbie Howard in *Hell or High Water*).

6. Walk around the classroom and provide feedback to individual groups as/if needed.
7. Ask students to go to <https://pudding.cool/2017/03/film-dialogue/>, a website which offers interactive visual data regarding dialogues from more than 2,000 films.
 - a. The main visual element on this page contains data from (i) Disney films only, (ii) 2,000 screenplays, and (iii) high-grossing films only. Figure 18.1 shows the percentage of words uttered by males and females in 2,000 screenplays.
 - b. It is possible to (i) see the results by movie genre, (ii) search for a specific movie, and (iii) skim through the list.

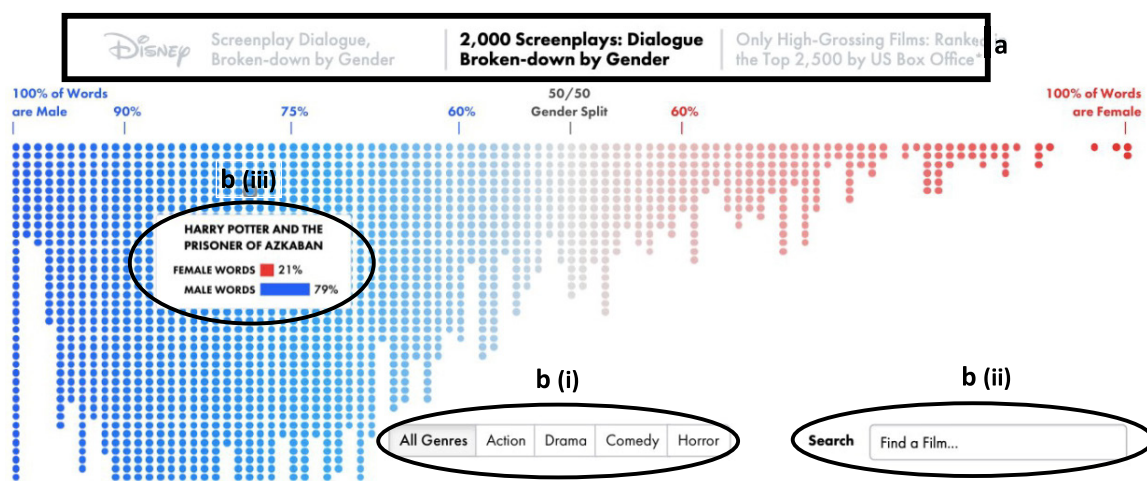


Figure 18.1: Dialogue data by gender
(see <https://pudding.cool/2017/03/film-dialogue/>; reprinted with permission)

- c. It is also possible to see the data according to (i) the percentage of males/females in movies and (ii) the number of words each character speaks during the film (see Figure 18.2).

All Films' Dialogue, by Cast Member and Gender

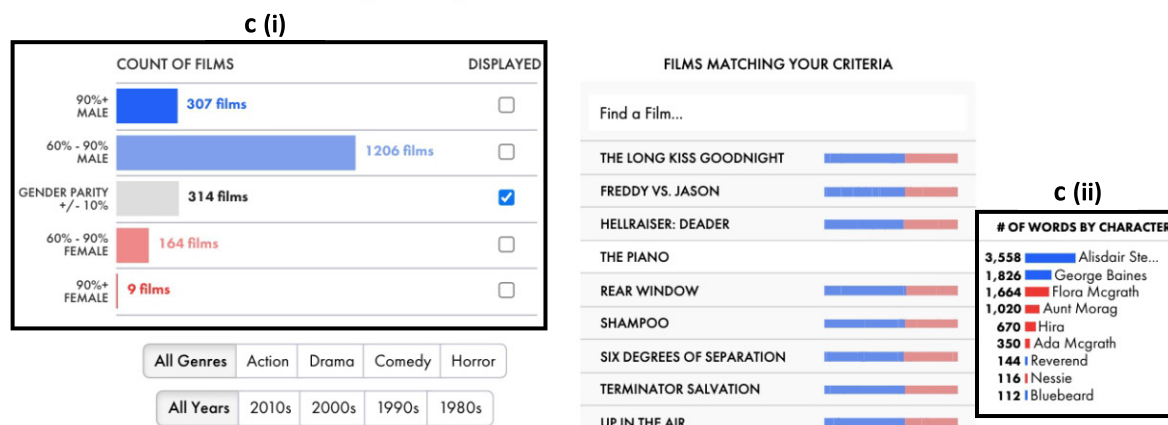


Figure 18.2: Dialogue data by male/female cast members and characters
(see <https://pudding.cool/2017/03/film-dialogue/>; reprinted with permission)

8. Ask students to look up a movie they have watched and analyse the gender balance in it.
9. Invite students to explain to the class why the particular movie that they have chosen has/has not passed the Bechdel Test.
10. As a homework task, ask students to complete Exercise 4 on Worksheet 18. They should consider whether their favourite movie would pass the Bechdel Test.

Other considerations and options

- It is important to explain that the Bechdel Test does not evaluate the quality of the movie. Many Oscar-nominated films have failed the test (e.g. *Casablanca*, *Ford vs. Ferrari*, *Gravity*, *Joker* and *Star Wars*).
- There are other tests derived from the Bechdel Test such as the Vito Russo Test (representation of lesbians, gays, bisexuals, transgenders and queers – LGBTQ – in movies – see <https://www.glaad.org/sri/2018/vitorusso> and the DuVernay Test (representation of people of colour in movies – see <https://www.masterclass.com/articles/duvernay-test>). Information about these tests (and many others) is available online and can be used to approach many socially relevant topics in class.

Worksheet 18 For students

- 1 Read the text about the Bechdel Test, which measures the representation of women in fiction. Explain its three rules to the class.

What is the Bechdel test?

By Daniel Mariani (data journalist)

[Bechdel test](#) was enunciated by Alison Bechdel in the comic *Dykes to Watch Out For* in 1985. For a movie to pass the test, it must meet the following prerequisites:

1. It has to have at least two women in it,
2. who talk to each other [for more than one minute],
3. about something besides a man.

[The most widely used form of the test today](#) added the necessity of the two female characters to have names. The test has the characteristic of being simple, so easy to apply, and not requiring much for a movie to succeed. However, one of its limitations is that the application of the test on a single movie is debatable, since there can be many artistic choices that end up making the movie not pass the test [...]. Thus, its application is more interesting when applied to a set of films, since it may reveal patterns of how women are represented consistently in this particular set.

Source: <http://tenchocolatesundaes.blogspot.com/2013/06/visualizing-bechdel-test.html>

- 2 Analyse the infographic in Figure 18.3, which summarises gender equality in different movie genres.

- Do the findings surprise you? Which one(s)? Why (not)?
- Why do you think many movies from some genres pass the Bechdel Test and others do not?
- How are women (usually) portrayed in musical, horror and western movies?

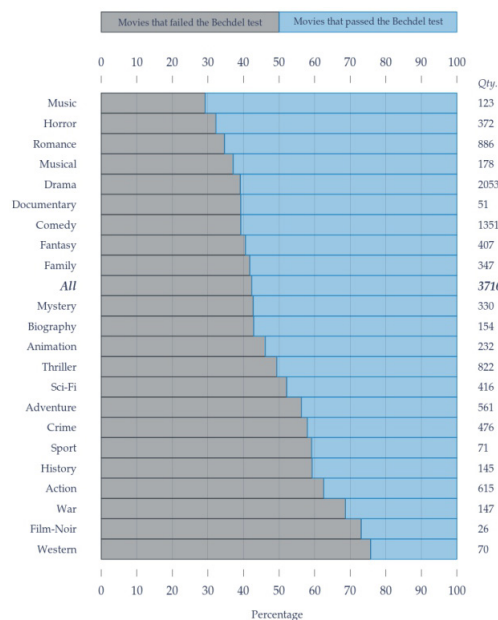


Figure 18.3: Percentage of movie genres that fail/pass the Bechdel Test (see <http://tenchocolatesundaes.blogspot.com/>; reprinted with permission)

- 3 Go to the website <https://pudding.cool/2017/03/film-dialogue/>, look up a movie that you have watched and analyse the gender balance in this movie. Be ready to explain to the class why this particular movie has/has not passed the Bechdel Test.
- 4 At home, think of your favourite movie and fill out Figure 18.4 to see if it would pass the Bechdel Test.

Rule #1
Two (named) female characters

Rule #2
Topic (other than men) that they talk about

Rule #3
Scene(s) in which two female characters appear together for more than one minute

Name:

Name:

Explain the topic(s):

Description

Figure 18.4: Homework activity

Lesson 19 Gender representation in newspaper front pages

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	15+
Learners' proficiency:	Upper intermediate and above
Preparation time:	5 minutes
Class time:	75 minutes
Aim(s):	Develop students' critical reading skills Raise students' awareness of gender representation in newspaper front pages Enhance students' text analytical skills
Skill(s):	Reading
System(s):	Discourse
Material(s):	Board, chalk or markers, computers or similar devices with Internet access, worksheet

Introduction

News stories are pervasive in our lives – we see them on television, we read them in newspapers and magazines, we receive them via social media platforms. However, how likely are we to stop and consider what or who are featured (or not) in news stories? This lesson is aimed at raising students' awareness of who is featured on newspaper front pages with specific attention drawn to the (im)balanced representation of different genders.

Preparation

You should have one print copy of Worksheet 19 for each student in your class.

Procedure

1. Hold a thought shower on the most important international news today.
2. Write students' answers on the board.
3. Explain to students that they will access an online collection of newspaper front pages from around the world.
4. Invite students to visit <https://www.freedomforum.org/todaysfrontpages>.
5. As a class, ask students to choose one newspaper in English to analyse.
6. Ask students to skim briefly the first page of their chosen newspaper to check whether their guesses in Step 1 were correct.
7. Have students briefly report to the class whether they were able to find a story on the news that they had reported at the beginning of the lesson (see Step 1).
8. Distribute Worksheet 19 to students.
9. Ask students to read the first page of their chosen newspaper in a more detailed way now, completing the worksheet.
10. Give them some time to complete the activity individually.

11. Walk around the classroom and support students who seem to be having difficulty in completing the worksheet.
12. Ask students to compare their analyses in trios.
13. Hold a class discussion on the representation of gender in this specific front page.
14. Invite students to consider what could be done to address any imbalanced representation of genders.

Other considerations and options

- Should students have their own individual devices (e.g. a smartphone) with Internet access, you might want to ask them to download the Today's Front Pages app, which is available for both iOS and Android (<https://www.freedomforum.org/todaysfrontpages/app-for-phone-or-tablet/>). This way, the class does not need to be held in a computer lab.
- Students do not have to choose the same newspaper in Step 5. This was done to facilitate classroom management, especially if you are working with a large group of students. An alternative is to allow students to choose the front page that they wish. In this case, when they work in trios in Step 12, they should be asked about the differences among the newspapers that they have analysed.
- Worksheet 19 may be further developed by asking students to undertake a visual analysis of the front page. For example, students can be asked to identify who is portrayed in the images, who is left out of the images (e.g. a person who is mentioned in the story but does not appear visually on the first pages), what the balance is of the different genders and how people of different genders are shown.
- For homework, you can ask students to redo the analysis with a different newspaper in a different language – either from *Today's Front Pages* or from their own context (e.g. a local publication). This way, they will be able to compare the choices made by two different news outlets.

Worksheet 19 For students

- 1 Go to <https://www.freedomforum.org/todaysfrontpages>.
- 2 Follow your teacher's guidance on the choice of front page.
- 3 Read the front page carefully and complete the table below.
 - a. Number the different stories featured on the first page.
 - b. Provide a summary of the story.
 - c. Note all people who are mentioned in the stories even if they are unnamed (e.g. they are just referred to by their occupation).
 - d. Try and identify the gender of each person that is featured in the news stories.
 - e. Note down how each featured person is described in the text. You might want to pay attention to:
 - i) the use of titles (e.g. 'Mrs.' 'Dr.' and 'Rev.');
 - ii) naming decisions (e.g. use of first name, full name or last name); and
 - iii) adjectives (e.g. 'efficient', 'heroic' and 'honest').

(a)	(b)	(c)	(d)	(e)
News story #	Summary	Featured people	Gender	Personal description

- 4 Tally the numbers in your analysis.
 - a. How many different stories are featured on the first page?
 - b. How many different people were mentioned in the stories?
 - i) How many girls/women?
 - ii) How many boys/men?
 - iii) How many people of other genders?
- 5 Consider how the following people were overall described?
 - a. Girls/women
 - b. Boys/men
 - c. Other genders

Lesson 20 Representation of female superheroes in comics

Luciano Franco – he/him
(Fernandópolis, Brazil)

Learners' age:	15+
Learners' proficiency:	Advanced
Preparation time:	5 minutes
Class time:	60 minutes
Aim(s):	Engage students in the discussion of gender representation in comics Increase students' awareness of gender bias in verbs used with 'hero' and 'heroine'
Skill(s):	Reading and speaking
System(s):	Vocabulary and discourse
Material(s):	Board, chalk or markers, worksheet

Introduction

Comic books are extremely valuable resources for developing learners' reading skills. However, despite the growth in conversations and criticisms surrounding the state of women in comics, the English-language comic-book market continues to be male-dominated (Scott, 2013). The present lesson aims to raise students' awareness of this major topic by having students explore visual graphics and analyse language patterns.

Preparation

You should print one copy of the worksheet per student before class.

Procedure

1. Start the class by drawing a two-column table on the board with the following headings: 'Male superheroes' and 'Female superheroes.'
2. Invite students to complete the table on the board with as many examples as possible from comic books. Students are likely to name more male than female superheroes. Some suggested answers are provided in Table 20.1.

Male superheroes		Female superheroes	
Aquaman	Hulk	Batwoman	Rogue
Batman	Iron Man	Black Widow	Scarlet Witch
Black Panther	Green Lantern	Captain Marvel	She-Hulk
Captain America	Spider-Man	Catwoman	Starfire
Daredevil	Thor	Harley Quinn	Storm
Dr. Strange	Vision	Jessica Jones	Supergirl
Flash	Wolverine	Raven	Wonder Woman

Table 20.1: Examples of male and female superheroes from comic books

3. Explain to students that comic book superheroes have historically been male-dominated, and, unfortunately, this continues to be true nowadays.

4. Ask students as a class to analyse Figure 20.1 on Worksheet 20, which summarises the profile of DC Comics® readers in 2011 (Leong, 2013, pp. 73–74), and to answer the following questions.
 - a. Does the profile of DC Comics® readers point to any kind of gender gap? (Students may comment on readers' gender difference: 93 per cent of DC Comics® readers are men.)
 - b. Is there any other information in Figure 20.1 that surprises you? (Students' answers will be personal. They may, for instance, comment on the fact that print readers are more resistant to digital comics although the other way around does not seem to be the case.)
5. Have students individually read the sentences in Exercise 2 on the worksheet, which have been taken from the English Web Corpus (Jakubíček, 2013), and match the verbs in bold to their respective meanings.
6. Ensure that students understand the meaning of each verb by inviting volunteers to read the sentences aloud and their chosen definition. An answer key is provided below.
 - a. 'swoon': [old-fashioned] to faint; lose consciousness (ii)
 - b. 'slay': to kill someone in a violent way (v)
 - c. 'disguise': to change your appearance so that people cannot recognise you (iv)
 - d. 'overcome': to succeed in dealing with or controlling a problem (i)
 - e. 'seduce': to persuade somebody to do something that they would not usually agree to do by enticing them into sex (iii)
 - f. 'triumph': to be successful (x)
 - g. 'sacrifice': to give up something that is important or valuable to you in order to get or do something that seems more important for yourself or for another person: (ix)
 - h. 'emerge': to appear or to become visible (vi)
 - i. 'confront': to deal with a problem or difficult situation (viii)
 - j. 'inspire': to give somebody the desire, confidence or enthusiasm to do something well (vii)
7. Draw students' attention to Exercise 3, which contains a list of the most typical verbs used with the nouns 'hero' and 'heroine' in the English Web Corpus (Jakubíček, 2013). The most recent version of this corpus, which dates to 2020, contains 36 billion words of texts from the Internet. The corpus is designed to include texts from different genres (e.g. blogs, news), topics (e.g. arts, games) and web domains (e.g. .com, .org). Sketch Engine (Kilgarriff et al., 2014) currently provides access to the English Web Corpus and further information about it can be found at <https://www.sketchengine.eu/ententen-english-corpus/>.
8. Have students individually analyse the 'hero'/'heroine' + noun combinations.
9. As a class, ask students to answer the questions in Exercise 3 on the worksheet.
 - How do the ideas expressed by the verbs mainly used with 'hero' differ from those used with 'heroine'? (Based on the list, students may comment that the verbs with 'hero' express ideas that men are violent but also victorious and inspiring; the verbs with 'heroine', on the other hand, portray them as romantic, deceiving, or annoying.)
 - How do you think these combinations express bias against female superheroes? (Students may comment on how the verbs from the list express sexist stereotypes and clichés – e.g. the association of female superheroes with morally ambiguous actions such as deception. This is not seen in relation to male superheroes, whose bravery seems to be exalted.)
10. Ask students to read the article 'What students are saying about: Female superheroes, being left out and their dream homes' and the comments that follow it. The article and the comments are available at <https://www.nytimes.com/2019/03/14/learning/what-students-are-saying-about-female-superheroes-being-left-out-and-their-dream-homes.html>.
11. Encourage students to decide whether they agree or disagree with the comments as they read them.

12. While students are silently reading the text, walk around the classroom and answer any questions that may arise.
13. After students finish reading the text, divide the class into small groups.
14. Have students in each group explain to their peers which of the comments they mostly agree (or disagree) with. (Students' answers will be personal. They may note the use of comics to promote political debates and social issues or they may consider what major companies such as Marvel® and DC® should be doing to reduce/prevent gender bias in the comic book industry.)
15. Walk around the classroom and provide feedback to individual groups as/if needed.
16. Hold a class discussion on the topic, inviting the groups to share the idea that they discussed.
17. Point out that gender representation is a topic of utmost concern and that mass media such as comics, movies and series play an important role in reducing the gender gap in our contemporary society.

Other considerations and options

- Step 2 could be adapted to include (super)heroes from other genres such as fantasy novels (e.g. *Harry Potter*, *The Lord of the Rings*) and manga (e.g. *Dragon Ball*, *My Hero Academia*).
- In a context where students cannot or do not have access to the Internet, you can reconsider Step 10. Instead of asking the students to access the website, you can prepare a handout with the text so that students can read it on paper.
- For the following class, students may be asked to bring their favourite comic books and tell their peers if they are able to notice any gender bias in the plot and/or characters.
- It might be worth mentioning that many websites are licensed to offer digital editions of comic books. For instance, public domain comic books can be read at the website Comic Book+ (<https://comicbookplus.com/>), and the website Dark Horse (<https://digital.darkhorse.com/>) allows registered users to access a few comic books for free.

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Worksheet 20 For students

1 Analyse Figure 20.1, which summarises the profile of DC Comics® readers in 2011, and answer the following questions.

- Does the profile of DC Comics® readers point to any kind of gender gap in its public?
- Is there any other information in Figure 20.1 that surprises you?

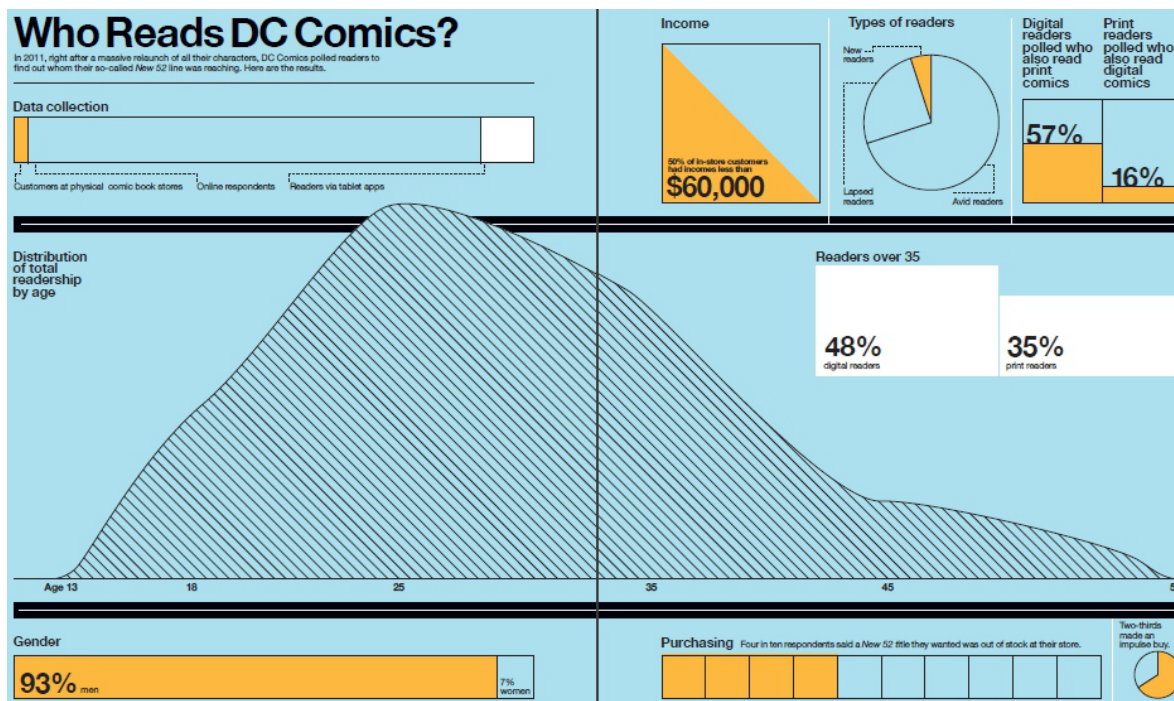


Figure 20.1: Profile of DC Comics® readers (Leong, 2013, pp. 73–74; reprinted with permission)

2 Match the verbs in bold below with their respective meanings.

Set 1

a. 'I wonder because in all the romantic novels I have lately read, the heroine swoons away in the hero's arms.'	i. To succeed in dealing with or controlling a problem.
b. 'He is a mighty hero who slays dragons, rescues maidens, and defeats giants.'	ii. [old-fashioned] To faint; lose consciousness.
c. 'Filmmaker Niki Caro directs the new Mulan, which sees the titular heroine disguise herself as a man so her elderly father doesn't have to join the Chinese military.'	iii. To persuade somebody to do something that they would not usually agree to do by making it seem very attractive.
d. 'And of course, you have your team of heroes who overcome their personal issues and mutual dislikes and come together and save the day.'	iv. To change your appearance so that people cannot recognise you.
e. 'Speaking for myself, I'm not very keen on scenes of the heroine seducing the villain as a strategy for gaining information, or as a way of stalling for time, or anything of the sort.'	v. To kill someone in a violent way.

1. Leong, T. (2013). *Super graphic: A visual guide to the comic book universe*. Chronicle Books.

Set 2

f. 'The heroes always triumph over great odds, and the stories always have a happy ending.'	vi. To appear or to become visible
g. 'The Fantastic Four and many Marvel heroes sacrificed themselves to defeat Onslaught.'	vii. To give somebody the desire, confidence or enthusiasm to do something well.
h. 'In those dark times, heroes emerged and defeated the rulers of the kingdom.'	viii. To deal with a problem or difficult situation.
i. 'The hero then confronts the main antagonist of the story and returns home.'	ix. To give up something that is important or valuable to you in order to get or do something that seems more important for yourself or for another person.
j. 'They get inspired by heroes such as batman or spiderman.'	x. To be successful.

3 Answer the questions below based on the information provided in Figure 20.2.

- How do the ideas expressed by the verbs mainly used with 'hero' differ from those used with 'heroine'?
- How do you think these combinations express bias against female superheroes?

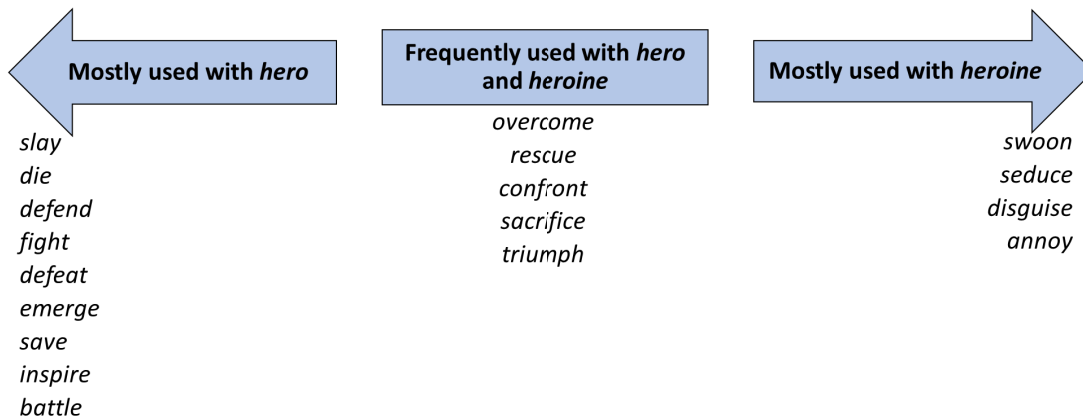


Figure 20.2: Verbs frequently used with hero and heroine as subjects in the English Web Corpus (Jakubiček, 2013²)

4 Read the article 'What students are saying about: Female superheroes, being left out and their dream homes' and the comments that follow it at <https://www.nytimes.com/2019/03/14/learning/what-students-are-saying-about-female-superheroes-being-left-out-and-their-dream-homes.html>. Then, in small groups, explain to your peer(s) which of the comments you mostly agree (or disagree) with.

2. Jakubiček, M., Kilgarriff, A., Kovář, V., Rychlý, P., & Suchomel, V. (2013). The TenTen corpus family. In A. Hardie & R. Love (Eds), *Corpus Linguistics 2013: Abstract book* (pp. 125–127). UCREL. <https://ucrel.lancs.ac.uk/cl2013/doc/CL2013-ABSTRACT-BOOK.pdf>

Lesson 21 Academic argumentation on transgender women's rights in sports

Kristina Isabelle Dichoso-Valerio – she/her
(Manila, Philippines)

Learners' age:	18+
Learners' proficiency:	Upper intermediate and above
Preparation time:	20 minutes
Class time:	300 minutes
Aim(s):	Develop students' argumentative skills Develop students' research skills Develop students' writing skills related to position papers Raise students' awareness of gender equality in the context of transgender women's participation in sports
Skill(s):	Writing and reading
System(s):	Discourse
Material(s):	Worksheets 21.A, 21.C and 21.D

Introduction

This lesson focuses on gender equality in sports. More specifically, it deals with transgender women's rights to participate in competitions like weightlifting, swimming and volleyball. Although some sports organisations have been drawing on scientific studies to support their decisions, there is still limited understanding of the biological changes that transgender women should undergo before they are considered of equal physical stature with cisgender women competitors. Therefore, this lesson engages students in this topic and invites them to reach a resolution through the art of academic argumentation.

Preparation

You should conduct research on transgender women's rights in sports in your country (see Step 2), and you might want to study this topic in other countries as well. You should also print Worksheets 21.A, 21.C and 21.D – one copy per student – before class.

Procedure

1. Begin the lesson by contextualising the debates on transgender women's participation in sports. You can explain to students that, in the United States (US), this debate began on 17 March 2022 when Lia Thomas, a transgender women, won the US National Collegiate Athletics Association Women's Swimming Division 1 Championship. The debate suggests that the sports industry is divided on the meaning of fairness and inclusion, both of which are pillars of sports competitions.
2. Proceed by giving students more information on the participation of transgender women in local/national sports competitions in your context. For example, in the Philippines, Tisha Abundo, the former official of the Philippine Sports Commission (PSC), explained that, although allowing transgender women athletes to participate in competitive sports would widen opportunities for inclusivity, the fear of reducing fairness and equality in the women's division is stronger.
3. Tell students that, when international or national policies are being discussed, professional organisations and institutions may reflect their support or rejection of these policies in writing through their position papers.

4. Explain to students the nature of the position paper as an academic argument. This genre begins with the writer's clear position statement. This position can be of a single person, group, institution or organisation. After the position statement, supporting details and evidence should be presented to establish the validity of this position. The evidence provided may include laws, court rulings and other similar legal data. Some writers also include findings from academic studies. The position paper ends with a conclusion suggesting how the proposed position addresses the issue.
5. Have students conduct an online search on the topic of transgender women in sports to prepare them to write a position paper.
6. Ask students to complete individually Worksheet 21.A: 'Critical review of a position paper'.
7. Check students' answers in class (see Worksheet 21.B for suggested answers). This can be used as an opportunity for further discussion on the nature of the position paper as an academic argument.
8. Divide the class into groups of five students.
9. Ask students to do Worksheet 21.C: 'Annotated bibliography of a source'.
10. Allow students to search for their source texts.
11. Invite students to complete their annotated bibliographies individually.
12. Once all students have completed their individual annotated bibliographies, have them submit a group portfolio comprising a set of annotated bibliographies (e.g. five annotated bibliographies for a group with five members).
13. Encourage students to read the annotated bibliographies prepared by their group members. This task can be used as an opportunity to ask the students to compare the annotated bibliographies each group member has prepared.
14. Invite students to complete Worksheet 21.D: 'Writing the position paper'.
15. Have students select one:
 - a. facilitator, who will assist each member in effectively performing their roles, remind group members of tasks, facilitate group meetings in class or online and be responsible for submitting the group's final draft to the teacher.
 - b. secretary, who will prepare all the documents that need to be submitted, serve as the record keeper by preparing the Google Docs and Google Drive folder for the group and send the access link to the shared folder to all group members to make sure everyone can contribute to the task.
 - c. editor, who will review the first draft of the position paper against the description included in the instructional worksheet and be responsible for checking if the draft is updated and revised according to the prescribed format, instructions and rubric.
 - d. copy editor, who will check that due credit has been given to the sources consulted to produce the position paper and ensure that the American Psychological Association (APA) citation format is correctly used throughout the manuscript.
 - e. researcher, who will assist the group in navigating the university's library resources, help members check the relevance of the texts they select for the position paper to be written and ensure that all sources are reliable and relevant to the group's position paper.
16. During the writing process, have the groups review the annotated bibliographies they had submitted. They should collectively decide which of these annotated bibliographies are the strongest ones to be integrated into the position paper.
17. Once the first draft is ready, hold a 20-minute group consultation and give feedback on the draft. The feedback should cover aspects such as content, composition skills in writing a position paper, and correct citation of sources. The rationale is to support students in their revision process.
18. Ask each group to submit a digital portfolio that includes the final draft of their position paper, each group member's completed worksheet on the annotation of a source, a copy of the first draft with the peer editor's comments and a copy of the first draft with your feedback. All of these should be considered when grading the performance of each group.

Other considerations and options

- It is suggested that class time should be distributed as follows:
 - the first hour is dedicated to the initial introduction and discussion (i.e. up to Step 5);
 - the second hour should be set aside for students to work on the first worksheet and for their answers to be checked (i.e. Steps 6 and 7);
 - the third hour is allocated to the worksheet 'Annotated bibliography of a source' (i.e. Steps 8–13);
 - the fourth hour is spent on the writing of the first draft of the position paper in class (i.e. Steps 14–16).
 - the fifth hour should be used for individual group consultation and for the final guidance on submission (i.e. Steps 17 and 18).
- Steps 1–3 are aimed at establishing the relevance of the lesson focus.
- To learn more about the US case described in Step 1, you could consult one (or more) of the following sources.
 - <https://www.theguardian.com/sport/2022/mar/21/lia-thomas-victory-at-ncaa-swimming-finals-sparks-fierce-debate-over-trans-athletes>
 - <https://www.newyorker.com/sports/sporting-scene/how-one-swimmer-became-the-focus-of-a-debate-about-trans-athletes>
 - <https://edition.cnn.com/2022/03/17/sport/lia-thomas-ncaa-swimming/index.html>
- If you want to read more about the Philippine case briefly presented in Step 2, this online source might be helpful: <https://journalnews.com.ph/abundo-no-to-transgender-athletes/>.
- Group size (Step 8) is directly related to the number of annotated bibliographies to be submitted by students (Step 12). The larger the group membership, the larger the collection of annotated bibliographies.
- Two examples of position papers are provided below in case you would like to familiarise yourself with this genre.
 - <https://www.lspil.net/post/2020/02/25/lsp-house-bill-no-6125>
 - <https://polisci.upd.edu.ph/position-paper-on-the-anti-terror-bill/>
- Once the graded position papers have been returned to the students, publish the best papers in a school circular or an academic magazine.
- If needed, the lesson can be complemented by an explanation or a review on reading stages (i.e. pre-reading, actual reading and post-reading) and critical reading strategies (e.g. outlining, summarising, direct quoting and paraphrasing). The same is true in relation to the writing process (i.e. pre-writing, actual writing, and post-writing) and composition strategies (e.g. coherence, cohesion, mechanics).

Worksheet 21.A Critical review of a position paper

Read the United Nations' position paper on transgender (<https://www.unfe.org/wp-content/uploads/2017/05/UNFE-Transgender.pdf>) and evaluate its content in terms of its audience, authority, purpose, accuracy, truthfulness, and objectivity. Be guided by the questions in the checklist below. For each question, write your answers in at least three to five complete sentences.

CRITERIA	GUIDANCE QUESTIONS	YOUR RESPONSE
<p>Audience Readers' demographic profile and disposition</p>	<p>Demographic analysis Is the readership homogeneous or heterogeneous? If homogeneous, how are the readers alike? If heterogeneous, how are the readers different from one another? Consider age, socio-economic status, occupations, political and religious affiliations, ethnic, racial and cultural grouping.</p> <p>Disposition analysis What might the readership expect from this document? Consider readers' attitudes towards the writer and the topic, their concerns or problems, their interests and goals, their motivations, their needs and their biases or preconceived ideas.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Authority The credibility or expertise of the author</p>	<ol style="list-style-type: none"> 1. What evidence suggests the author's expertise on the subject matter? 2. Does the author appear credible in their position? 	<hr/> <hr/> <hr/>
<p>Accuracy The reliability, truthfulness, and correctness of the content</p>	<ol style="list-style-type: none"> 1. What is the author's position on the issue? 2. What evidence and sources are used to support the points made in the text? 3. Is the language or tone unbiased and free of emotion? 	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>Purpose The reasons for which the text was written</p>	<ol style="list-style-type: none"> 1. Are the intentions or purpose of the author clear and established? 2. Does the author's point of view appear objective and impartial? 	<hr/> <hr/> <hr/> <hr/>

Worksheet 21.B Suggested answer key – Critical review of a position paper

CRITERIA	GUIDANCE QUESTIONS	YOUR RESPONSE
<p>Audience Readers' demographic profile and disposition</p>	<p>Demographic analysis Is the readership homogeneous or heterogeneous? If homogeneous, how are the readers alike? If heterogeneous, how are the readers different from one another? Consider age, socio-economic status, occupations, political and religious affiliations, ethnic, racial and cultural grouping.</p> <p>Disposition analysis What might the readership expect from this document? Consider readers' attitudes towards the writer and the topic, their concerns or problems, their interests and goals, their motivations, their needs and their biases or preconceived ideas.</p>	<p><i>Demographic analysis</i> <i>The target audience of this position paper is a heterogenous group of people (e.g. different races, socioeconomic statuses, occupations, genders, political and religious affiliations, and cultural groupings). The reach of this position goes beyond any demographic classification as it aims to establish the rights of transgender people as people who must have the same rights as any other human being.</i> <i>Despite the aim to reach a general international readership, certain parameters like age and language level are expected of the reader to understand fully the position paper. For example, it is assumed that readers know English.</i></p> <p><i>Disposition analysis</i> <i>Although the position paper aims to enlighten the global community about the rights of transgender people, the issue is still debated across the world. Such a divided attitude on a very sensitive topic will influence readers' dispositions towards the position paper. For example, readers from varied political and religious affiliations will be influenced by their communities' beliefs when reading this position paper.</i></p>
<p>Authority The credibility or expertise of the author</p>	<ol style="list-style-type: none"> 1. What evidence suggests the author's expertise on the subject matter? 2. Does the author appear credible in their position? 	<p><i>The position paper is published in the United Nations (UN) Free & Equal website, which is part of the UN Human Rights Office. Given this affiliation, the writers are likely to be experts. They also appear credible in their position as they have included historical facts, statistical data and clear definitions of the rights of the transgender person.</i></p>
<p>Accuracy The reliability, truthfulness, and correctness of the content</p>	<ol style="list-style-type: none"> 1. What is the author's position on the issue? 2. What evidence and sources are used to support the points made in the text? 3. Is the language or tone unbiased and free of emotion? 	<p><i>The group's position is to establish the rights of transgender people as equal to any other human being. To support this position, they include historical and statistical facts on criminality and discrimination experienced by transgender people. Since this evidence can be fact checked through public documents and other records, the argument becomes more objective. Lastly, the language is unbiased and free of emotion. It is similar to formal academic English. There is no name calling nor other logical fallacies identifiable in the argument.</i></p>
<p>Purpose The reasons for which the text was written</p>	<ol style="list-style-type: none"> 1. Are the intentions or purpose of the author clear and established? 2. Does the author's point of view appear objective and impartial? 	<p><i>The organisation's intention to convince readers of the dignity deserved by transgender people is clearly established in the argument. To achieve this purpose, the text begins with a definition of gender identity, and it is followed by the human rights violations experienced by transgender people. At the end, the text provides concrete action points on how to be respectful towards transgender people.</i></p>

Worksheet 21.C Annotated bibliography of a source

You should prepare an annotated bibliography of a text that you have selected – provided that it is on the topic indicated below. Use the strategies of evaluating, summarising, directly quoting and paraphrasing key ideas in the source text. Place your answers in the boxes provided below. Remember that the answers and paragraphs written in this worksheet will be integrated into the first draft of your group's position paper.

Position paper topic: <i>Transgender women's rights in sports</i>	
APA citation format (to be included in the reference list of the position paper)	(Refer to: https://apastyle.apa.org/instructional-aids/reference-guide.pdf) _____ _____
Evaluation of the relevance of the source text to the topic being addressed in the position paper	(Write one paragraph with three to five sentences on the relevance of method and findings of the study to the objectives of your group's position paper.) _____ _____ _____ _____ _____
Summary (to be included in the position paper after the definition sentence)	(Write one paragraph with three to five sentences, summarising the source in your own words.) _____ _____ _____ _____ _____
Direct quotation (to be included in the position paper to support your view)	(Choose a relevant sentence from the source text that you will include in the position paper.) _____ _____ _____
Paraphrase (to be included in the position paper)	(Choose a sentence from the source text and write a paraphrase. It should manifest the 4R's in paraphrasing – Rearrange, Reword, Realise, Recheck. This paraphrase will be included in the first draft of the position paper.) _____ _____ _____

Worksheet 21.D Writing the position paper

GOAL	<p>As a group of youth delegates representing your country in the United Nations' Youth Assembly, you are expected to defend your stance on the space of transgender women in competitive sports.</p> <p>Upon successful completion of this task, you will evidence your ability to:</p> <ul style="list-style-type: none"> gather relevant information from relevant academic publication as well as other credible sources; write a convincing position paper based on properly cited factual evidence; display intellectual honesty; and express empathy over a current societal issue.
ROLE	<p>In the undertaking of this worksheet, each group member has to perform one of the following roles actively and effectively.</p> <ul style="list-style-type: none"> <i>Facilitator</i>: You will assist each member in effectively performing their roles and remind your group mates to submit the parts for which they are responsible in the final manuscript. You will also facilitate group meetings in class or online and be responsible for submitting the group's final draft to the teacher. <i>Secretary</i>: First, you will prepare all the documents that need to be submitted. Second, you will serve as the record keeper by preparing the Google Docs and Google Drive folder for the group. Third, you will send the access link to the shared folder to all group members to make sure everyone can contribute to the task. <i>Editor</i>: You will review the first draft of the position paper against the description included in this instructional worksheet (see 'Product' below). You will also be responsible for checking if the draft is updated and revised according to the prescribed format, instructions and rubric provided here. <i>Copy editor</i>: You will check that due credit has been given to the sources consulted to produce the position paper. You will make sure that the APA citation format is correctly used throughout the manuscript. <i>Researcher</i>: You will first assist the group in navigating the university's library resources. You will also help your classmates check the relevance of the texts they select for the position paper to be written. Your priority is to make sure that all sources are reliable and relevant to the topic of your group's position paper. <p><i>NOTE: Although you have chosen or have been assigned a role, you still have to help the group by performing other roles if necessary. This means that you have to demonstrate initiative during group discussions, planning meetings, writing meetings and the like.</i></p>
READERSHIP	<p>Your readers include youth delegates from other universities around the world as well as United Nations' members and representatives. They are familiar with but not fully knowledgeable in the topic on which you are writing. They are curious about your suggested course of action and will evaluate its feasibility based on the descriptions that you will include in the position paper.</p> <p>If your position paper is published in the school circular, it will be read by the school community. However, if it is published in an academic magazine, a wider readership will have access to your work.</p>
SITUATION	<p>In the United States (US), a national debate on transgender women's participation in sports began on 17 March 2022 when Lia Thomas, a transgender woman, won the US National Collegiate Athletics Association Women's Swimming Division 1 Championship. The debate suggests that the sports industry is divided on the meaning of fairness and inclusion, both of which are pillars of sports competitions.</p> <p>Although there are some gender-inclusive developments in sports policies, not all organisations agree with each other. For instance, since 2004, the International Olympic Committee (IOC) has been allowing transgender women athletes' participation in the women's division albeit with the condition that they have undergone reassignment</p>

	<p>surgery. In 2015, the IOC adopted a science-based biological marker for gender classification by specifying threshold testosterone levels and pushed aside the need for reassignment surgery. This change prompted other sports organisations like the World Triathlon to revise their gender qualification policy so that it is more closely aligned with the IOC's. These policies allowed four transgender athletes to participate in the Tokyo Summer Olympics in August 2021. However, unlike the IOC and World Triathlon policies, the <i>Fédération Internationale de Natation</i> (FINA) declared a science-based yet more rigid set of conditions on 20 June 2022. The Federation requires transgender women athletes to have received hormonal therapy from the age of 12 years old before the athletes are allowed to compete in water sports.</p> <p>Despite these developments suggesting a science-driven approach to gender inclusion in sports competitions, the parameters across sports organisations still differ. This difference allows us the opportunity to actively participate in the debate by writing an academic argument in the form of a position paper.</p> <p>In this position paper, the target 5C of the United Nations' Sustainable Development Goal – to adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels – should be recognised. With this goal in mind, as a group of youth delegates representing your country in the United Nations, you need to write a position paper on transgender women's space in competitive sports. The effective position paper may be submitted for publication in the school circular or an academic magazine.</p>										
PRODUCT	<p>In one to two pages, your group's position paper should cover at least the following points:</p> <ol style="list-style-type: none"> 1. a brief introduction with appropriately cited factual evidence on your country's current position on the issue; 2. an evidence-based description of your group's position on the topic; 3. a discussion on the negative and positive implications of the policy on allowing transgender women's participation in sports after gender reassignment surgery, after a year of hormonal therapy or after undergoing hormonal therapy from 12 years old; 4. a discussion on your group's position in line with the United Nations' Sustainable Development Goal 5 on gender equality; 5. a conclusion that restates your group's position on the issue; 6. a reference list. 										
PROCESS	<p>To accomplish the envisaged product, you should complete the following worksheets:</p> <ul style="list-style-type: none"> • Critical review of a position paper; • Annotated bibliography of a source; and • Writing the position paper. 										
STANDARDS FOR SUCCESS	<p><i>Your position paper is due on the date given by your teacher, and it will be graded according to the criteria explained below.</i></p> <table border="1" data-bbox="418 1663 1486 2152"> <thead> <tr> <th data-bbox="418 1663 683 1700">Evaluation criteria</th> <th data-bbox="683 1663 1486 1700">Descriptors</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1700 683 1796">Position paper structure (20 points)</td> <td data-bbox="683 1700 1486 1796">The basic parts of a position paper are included – i.e. title, introduction, body and conclusion. For each missing part, five points will be deducted from the final score.</td> </tr> <tr> <td data-bbox="418 1796 683 1916">Quality of argument and evidence (45 points)</td> <td data-bbox="683 1796 1486 1916">The points in the position paper are complete and clear (10 points). They are supported by enough, relevant and appropriate evidence (20 points) borrowed from credible and reliable references or sources (15 points).</td> </tr> <tr> <td data-bbox="418 1916 683 2037">Composition and organisation (25 points)</td> <td data-bbox="683 1916 1486 2037">The position paper is appropriately developed and organised (10 points). The composition of the position paper adheres to the appropriate academic language conventions (e.g. objectivity, hedging, explicitness, formality) (15 points).</td> </tr> <tr> <td data-bbox="418 2037 683 2152">Correctness in citation and stylistics (10 points)</td> <td data-bbox="683 2037 1486 2152">The position paper complies with APA referencing guidelines. The in-text citation matches with the list of references.</td> </tr> </tbody> </table>	Evaluation criteria	Descriptors	Position paper structure (20 points)	The basic parts of a position paper are included – i.e. title, introduction, body and conclusion. For each missing part, five points will be deducted from the final score.	Quality of argument and evidence (45 points)	The points in the position paper are complete and clear (10 points). They are supported by enough, relevant and appropriate evidence (20 points) borrowed from credible and reliable references or sources (15 points).	Composition and organisation (25 points)	The position paper is appropriately developed and organised (10 points). The composition of the position paper adheres to the appropriate academic language conventions (e.g. objectivity, hedging, explicitness, formality) (15 points).	Correctness in citation and stylistics (10 points)	The position paper complies with APA referencing guidelines. The in-text citation matches with the list of references.
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Section D

Women and girls

Working towards gender equality: Voices from the field (China)

'Gender equality has a worrying place among the different waves of thought active in contemporary China. Liberalists see gender equality as a product of unsuccessful communist politics, statist do not value the human rights of women and sexual minority individuals, market supremacists believe that economic efficiency is most important, and conservative and retro neo-Confucianists want women to retreat to domestic roles. This is why I believe it is so important to disseminate feminist ideas and to incorporate factual discovery and public deliberation on gender issues into public opinion. Against the backdrop of such a complex social mindset, social media feminism is a mixed blessing. I believe educators should guide young people who are passionate about feminism to understand intersectionality and turn anger over gender inequality into a portal to intervene in an irrational status quo rather than stop there.'

Dr Jun Li (also known as 李思磐 Li Sipan)

Dr Jun Li was the leader of a feminist communications non-governmental organisation (NGO) – 新媒体女性, Women Awakening Network – for 15 years. This NGO contributed to the first policy document against sexual harassment in the field of education and coordinated the communications work of the Women's Civil Society Organisation Legislative Advocacy Coalition during the legislative process of China's first anti-domestic violence law.

Lesson 22 Period talk

Bhavna Gupta – she/her
(Mumbai, India)

Learners' age:	12+
Learners' proficiency:	Upper intermediate
Preparation time:	10 minutes
Class time:	120 minutes
Aim(s):	Activate students' existing knowledge of adolescence and puberty Engage students in reflecting on the changes that take place during adolescence Develop students' ability to make inferences based on images Develop students' understanding of logical sequencing in texts Develop students' empathy for menstruation-related matters Develop students' understanding of the link between menstruation and gender equality
Skill(s):	Speaking and writing
System(s):	Discourse and vocabulary
Material(s):	Worksheet 22, device with Internet access and data projector

Introduction

The activities proposed here aim to normalise and mainstream discussions about menstruation in order to educate and sensitise learners of all genders. The activities also explore how menstruation, gender diversity, the environment and poverty are interrelated.

Preparation

You should carefully consider the questions proposed on Worksheet 22 and decide on their suitability for your specific cultural context and group of students. It is important to adapt the worksheet to your and your students' needs.

Procedure

1. Ask students to work in pairs and to discuss the questions in Part 1 on Worksheet 22. The questions help to activate students' prior knowledge and set the stage for the conversation about menstruation.
2. Monitor students' work quietly and accept all responses. Do not push students to answer any questions with which they are uncomfortable. Some suggested answers are provided below.
 - a. Students might refer to the following words/expressions: 'growing up', 'becoming an adult', 'teenage', 'changes in body', 'changes in voice', 'puberty', 'youth', 'confusion', 'rebellion', 'peer pressure', etc.
 - b. In Hindi, for example, there is the word 'किशोरावस्था' (*kishoravastha*).
 - c. Both words are related. Puberty refers to the time when a child's characteristics (e.g. physical, sexual) mature. Adolescence is the time between puberty and adulthood.

- d. Some of the answers include body changes, voice changes, the onset of periods in some genders, moodiness and sensitiveness about physical appearance.
 - e. It is likely to be both a happy and difficult time. Some communities celebrate the onset of puberty, but teenagers generally find it difficult to navigate this time of their lives. They receive mixed and confusing signals from adults who often fluctuate between treating them like children and treating them like adults. Adults are equally confused about how to deal with teenagers' challenging behaviour, which is potentially linked to identity matters.
3. Introduce the characters to students (see Part 2 on the worksheet). In the video, the girl's name is Naila.
 4. As the boy does not have a name, encourage students to choose a name for him.
 5. Before playing the video, point to the image in Part 3.
 6. Ask students in pairs to discuss the questions on the worksheet. This step helps to build context. Some students, possibly menstruators, may identify the situation.
 7. Monitor students' progress and prompt them if/as needed. Answers may vary, but some suggestions are provided below.
 - a. They are in a classroom.
 - b. Maybe the teacher has asked a question, and the girl didn't know the answer.
 - c. Maybe the teacher scolded/punished the girl, or she is being teased.
 - d. Students' personal answers.
 - e. No, because nobody likes to be scolded/punished/teased.
 - f. Students' personal answers.
 8. Explain to students that the video is in Indonesian, so they should pay attention to the visual input.
 9. Play the video (<https://www.youtube.com/watch?v=f-hdDbr4U-M>) and ask students to check their answers if possible. At this stage, some menstruators might infer the situation shown in the video. If not, you could prompt students to recall a similar situation by sharing your experiences.
 10. Make sure to encourage a healthy discussion and remember that students may be embarrassed to talk about menstruation. It is important to be sensitive and use your judgement in the discussion.
 11. Ask students to order the sentences in Part 5 individually.
 12. Draw students' attention to the fact that the first item has been completed as an example.
 13. Play the video once more for students to check their answers.
 14. As a class, check students' answers. An answer key is provided below.
 - a. First, Naila looks worried.
 - b. Next, Naila walks to the board slowly.
 - c. Then, some boys laugh at Naila.
 - d. After that, a boy supports Naila.
 - e. Finally, the boys feel ashamed.
 15. Have students read the paragraph in Part 6 individually and complete the blank spaces.
 16. Correct the answers as a class: 'Sequencing words are often used to connect sentences. They are words that signal the beginning, the middle, and the end. They help us understand the order of events in a text. They can also help us to understand the steps in a process.'
 17. If needed, give more examples of sequencing words by describing a process such as making a sandwich.
 18. In small groups, ask students to write a short dialogue for the video in English, drawing students' attention to the questions in Part 7 on the worksheet. You may have to play the video a couple of times, and you may need to pause the video at times to give students some thinking time.

19. Monitor students' work and provide feedback as required.
20. Encourage students to role play the dialogue they created as it will help normalise the conversation around menstruation.
21. In groups of four to eight students, ask the class to discuss the questions in Part 9 on the worksheet.
22. Walk around the classroom, monitor the discussion and ensure students are being sensitive in their comments. Answers could vary but some suggested answers are given below.
 - a. Menstruation is considered a culturally taboo topic and is thus stigmatised, which in turn leads to teasing and discrimination. Menstruators are sometimes considered impure and prohibited from participating in cultural and religious events and may be denied entry to religious places, thus reinforcing cultural stigmas and perpetuating gender inequality.
 - b. Menstruation does not limit what people can do, but menstrual hygiene management can limit girls'/women's education and work choices. Sometimes, cultural restrictions are imposed, but these are based on customs and traditions and not on the people's actual abilities.
 - c. Family conversations about menstruation help to normalise the topic and develop non-menstruators' sensitivity.
 - d. Menstruation is not bad for the environment, but poor management of period products can have a harmful effect.
 - e. It is difficult for homeless people to manage menstruation given their socio-economic conditions. We can help by providing them with reusable pads or menstrual cups.
23. Invite students to work on any of the projects in Part 10 on the worksheet.

Other considerations and options

- The use of the video in a language other than English is an excellent way to develop students' visual literacy as they are unlikely to understand the dialogues if they do not know Indonesian. It can also be used to foster students' intercultural skills.
- To keep the entire class engaged in the role-play activity (see Step 20), you can assign different roles to students such as timekeeper, observer, rapporteur, etc. This way, they will have a specific task during their peers' role-plays.
- The rationale for group size in Step 21 is that more ideas are likely to be generated with a larger number of students in the group. However, small groups would also work.
- If time allows, you may wish to discuss the questions in Part 9 with the entire class right after Step 22.
- In Step 23, students have been allowed to choose the project on which they want to work. If this is unmanageable in your context, you could have the class vote for one project to be undertaken by all students, for example.

Worksheet 22 For students

Part 1: Warm up

Think about and discuss the questions below.

- What words/expressions come to your mind when you hear the word 'adolescence'?
- Is there a word for 'adolescence' in your home language?
- Do you think 'adolescence' is the same as 'puberty'?
- What physiological and psychological changes take place during adolescence?
- Is adolescence regarded as a happy time or a difficult time for teenagers in your country?

Part 2: Meet the characters¹

You will soon watch a video about two friends: a bright girl and a smart boy.



Halo*, I'm Naila!



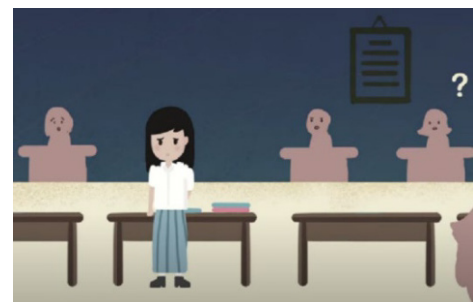
Halo*, I'm _____!

*Halo (Indonesian) = Hello (English)

Part 3: Explore the visual context

Look at this image from the video and answer the questions below.

- Where are the people?
- What do you think has happened?
- Why is the girl looking so uncomfortable?
- Have you ever been (or seen someone) in a similar situation?
- Would you enjoy being in the girl's place? Why (not)?
- Would you enjoy being in the classroom? Why (not)?



1. All the images on the present worksheet are screenshots from a video freely available on UNICEF Indonesia's YouTube channel (<https://www.youtube.com/watch?v=f-hdDbr4U-M>).

Part 4: Watch the video

Now watch this video, which is in Indonesian, at <https://www.youtube.com/watch?v=f-hdDbr4U-M> and check your answers to Part 3.

Part 5: Order the actions

Arrange the sentences in Column A in the order that you think they were portrayed in the video. The first one is provided as an example.

Column A	Column B
<ul style="list-style-type: none">• Naila walks to the board slowly.• The boys feel ashamed.• Naila looks worried.• A boy supports Naila.• Some boys laugh at Naila.	<ul style="list-style-type: none">a. First, Naila looks worried.b. Next, _____c. Then, _____d. After that, _____e. Finally, _____

Watch the video again to check your answers.

Part 6: Learn about sequencing words

Look at the words used at the start of each sentence in Part 5 – Column B. These are called sequencing words. Complete the description of sequencing words using the words from the box on the right.

Sequencing words are often used to sentences. They are words that signal the, the middle, and the They help us understand the of events in a text. They can also help us to understand the in a process.

beginning
order
steps
end
connect

Part 7: Use your creativity

Write a short dialogue for the video in English. Think about the following questions:

- What does the bright girl say to herself?
- What does the boy ask the girl?
- What do the boys say to each other?
- How does the clever boy comfort the bright girl?
- How does the girl react?
- What does the clever boy tell the other boys?
- How does the bright girl thank the clever boy?

Part 8: Act it out

Take turns to role play the above dialogue in groups.

Ask the other groups for feedback.

Part 9: Pause to ponder

Discuss the questions below.

- a. How is menstruation related to gender equality?
- b. Does menstruation limit what people can do?
- c. Why is it important to have family conversations about menstruation?
- d. Is menstruation bad for the environment?
- e. How do you think homeless people manage menstruation? How can you help them manage it better?

Part 10: Work on a project

Build/plan a menstruation station for your school – a place where all students can access free menstruation products – as suggested at <https://www.edutopia.org/article/how-build-menstruation-station-your-school>. You may need to think about the following points:

- a list of products that are needed;
- the number of stations needed, which depends on the size of the school;
- a location (or locations) that is accessible to all;
- ways of raising funds for the project;
- a sustainable plan to refill the products regularly;
- ways of raising the school community's awareness of the project;
- ways of involving relevant stakeholders (e.g. principals, parents) in the project.

Design a presentation for the school community to tell them about the benefits of building a menstruation station and how to build one. Check this website (<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>) to get tips on how to create an engaging presentation.

Watch this video (<https://www.youtube.com/watch?v=lc6QhZdCpLI>) and learn how to make a reusable sanitary pad at home. Then, write a short paragraph to describe in your own words the process for making a sanitary pad. Use the sequencing words that you learnt earlier to connect the sentences where needed. You could even make some sanitary pads yourself.

Lesson 23 ‘I’m a feminist thanks to you’: Women who inspire us

Marina Meira de Oliveira – she/her
(Rio de Janeiro, Brazil)

Learners’ age:	15+
Learners’ proficiency:	Intermediate
Preparation time:	5 minutes
Class time:	120 minutes
Aim(s):	Raise students’ awareness of gender equality and the concept of feminism Develop students’ vocabulary related to activism Introduce students to the use of reported speech in English
Skill(s):	Reading and writing
System(s):	Discourse, grammar and vocabulary
Material(s):	Board, chalk or markers, pictures and worksheet

Introduction

Drawing on the British actress and activist Emma Watson’s interview with the world-wide famous activist Malala Yousafzai, this lesson aims to develop students’ knowledge of feminism and its role in the fight for gender equality. It also explores the grammatical structure of reported speech.

Preparation

Prior to the lesson, search for a picture of Malala Yousafzai and of Emma Watson, printing them if necessary (see Step 4). You should also print one copy of Worksheet 23 for each student.

Procedure

1. Write ‘08 March’ on the board.
2. Ask students what celebration is held on that date, expecting them to answer that it is ‘International Women’s Day’.
3. Ask students why this day is celebrated and which discussions are generally held on this day, eliciting students’ background knowledge on the subject. Students might mention, for instance, the historical origins of the holiday, which are associated to 20th-century labour movements. They might also mention discussions such as the inequality that women face in the job market or in politics, women’s reproductive rights, domestic violence against women, and so on.
4. Show students a picture of Malala Yousafzai and a picture of Emma Watson, asking them what they know about each woman. They might refer to the shooting incident that almost killed Malala at an early age or Watson’s film role as Hermione Granger in the Harry Potter series.
5. Distribute Worksheet 23 to students.
6. Ask students to work in pairs to do Exercises 1 and 2 on the worksheet.
7. Invite volunteers to share their answers.
8. Ask the class to retrieve the online text in Exercise 3 on the worksheet.
9. Have students decide what type of text it is – i.e. an online article.

10. Encourage students to predict what the text is about based on its title ('Malala Yousafzai tells Emma Watson: I'm a feminist thanks to you'). Students' answers will vary, but they might point out how Emma Watson has inspired Malala Yousafzai to become a feminist.
11. Ask students to look at the words in Exercise 4 on the worksheet, scan the text to find them, and match them to their respective definitions.
12. Check students answers as a class.
 - a. To speak out: to talk freely and fearlessly about something in public
 - b. Tricky: uncertain, deceptive, requiring careful attention
 - c. To step forward: to offer to do something, to help with something
 - d. Factionalised: split, divided into small groups which usually present slightly different ideas from the main group
13. Have students read the text carefully and answer Exercises 5 to 7 on the worksheet.
14. Ask students to compare their answers in pairs.
15. Provide feedback on students' answers as a class. Some suggested answers are provided below.

Exercise 5: Because she thought people could misunderstand her.

Exercise 6: She realised there was nothing wrong in calling herself a 'feminist', since the word is a synonym for equality. Emma Watson's speech on the subject played a decisive role in changing her mind.

Exercise 7: Because there are several divisions in the feminist movement even though its main goal is the same.
16. Split the class into small groups.
17. Ask students to do Exercises 8 and 9 on the worksheet, inviting them to contribute to the debate on men's participation in the feminist movement.
18. Introduce students to Part II on the worksheet and explain to them that they will use the same main online text (see Exercise 3) to develop their grammatical knowledge.
19. Ask students the question in Exercise 10 – 'How did the writer of the text get such information (on what Malala and Emma Watson said to each other)?' – and check their answers on the spot – 'Through an interview in which Malala and Emma participated.'
20. Ask students to do Exercise 11 on the worksheet.
21. Check students' answers as a class, developing their knowledge of direct and indirect speech.
 - a. Direct speech: The person's own words, that is, what the person actually said.
 - b. Indirect speech: Somebody else's words reporting what another person said.
22. Ask students to do Exercise 12 individually. They have to decide if the extracts are examples of direct or indirect speech.
23. Correct Exercise 12.
 - a. Direct speech: C, E
 - b. Indirect speech: A, B, D
24. Ask students what elements helped them differentiate direct from indirect quotations (see Exercise 13 on the worksheet). Students are likely to comment on the use of quotation marks, the use of pronouns (e.g. first-person vs. third-person ones) and verb tenses (e.g. present vs. past).
25. Ask students to circle the different reporting verbs in the text (see Exercise 14 on the worksheet) – i.e. 'tell', 'say' and 'add'.
26. Encourage students to identify differences in the use of reporting verbs (e.g. 'say something' vs. 'tell somebody something').
27. Have students do Exercises 15 and 16 in the worksheet as a way of introducing them to the main differences between direct and indirect speech.

28. Check their answers to Exercise 15.
 - a. 'Your speech to world leaders made me change my mind about not describing myself as a feminist.' → Item A in Exercise 12
 - b. 'I initially thought feminism was a tricky word, but now I believe everyone should be a feminist.' → Item B in Exercise 12
29. Hold a class discussion on Exercise 16.
30. Draw students' attention to the necessary changes in pronoun reference when we change from direct speech to indirect speech. This applies for subject/object/reflexive pronouns and possessive adjectives. Considering the examples from the exercise, 'the actor's speech' becomes 'your speech' in its direct form; 'her', 'her mind' and 'herself' become 'me', 'my mind' and 'myself', respectively. Changes in verb tenses are not always mandatory, though they usually happen when the reporting verb is in the past tense. In such cases, the tense in indirect speech is normally one tense back in time from the one in direct speech ('I initially thought feminism was a tricky word but now believe everyone should be a feminist.' → 'Yousafzai said she initially thought feminism was a tricky word but now believed everyone should be a feminist.').
31. Ask students to do Exercises 17 and 18 on the worksheet as a way of checking students' understanding of the structure of indirect speech.
32. Correct students' answers. Some suggested answers are provided below, but answers may vary.

Exercise 17: 'I found your admission moving'.

Exercise 18

 - a. Malala Yousafzai told Emma Watson that she is a feminist thanks to her.
 - b. Emma Watson said that perhaps the most moving moment of that day for her was when Malala addressed the issue of feminism.
33. As a follow-up homework task, ask students to interview a woman they admire. They should prepare specific questions for her and take notes of what she says.
34. Encourage students to write a short text reporting their female interviewee's answers.

Other considerations and options

- In the next class, students may exchange their texts for peer editing. After the texts have been revised, they can be hung on the classroom's walls so that other people can be inspired by these women's stories.
- If a technology-rich environment is available, teachers may play the video of Emma Watson's interview with Malala Yousafzai (see <https://www.youtube.com/watch?v=KtjaB1SnA7Y>) and/or Emma Watson's speech at the United Nations which helped Malala Yousafzai embrace feminism (see <https://www.youtube.com/watch?v=gkjW9PZBRfk>).

Worksheet 23 For students

Part I: Reading comprehension

1. What do you understand by the word 'feminism'? Do you consider yourself a feminist?
2. Chimamanda Ngozi Adichie is a Nigerian writer whose 2014 book *We should all be feminists*¹ has become quite famous. She proposes her own definition for being a feminist, namely, a person who acknowledges current gender-related issues and who strives to address these issues. How similar/different is this definition to/from the one you thought of?

'I looked the word up in the dictionary, it said: Feminist: a person who believes in the social, political, and economic equality of the sexes. [...] My own definition of a feminist is a man or a woman who says 'yes, there's a problem with gender as it is today and we must fix it, we must do better'. All of us, women and men, must do better.'

3. Go to <https://www.theguardian.com/world/2015/nov/05/malala-yousafzai-tells-emma-watson-im-a-feminist-thanks-to-you>, look at the title of the text, and answer the questions below.
 - a. What type of text is it?
 - b. What do you think it is about?
4. Pay attention to the following words/expressions, which have been used in the text. Are you familiar with them? Match each word/expression to its definition.
 - a. To speak out To offer to do something, to help with something
 - b. Tricky To talk freely and fearlessly about something in public
 - c. To step forward Uncertain, deceptive, requiring careful attention
 - d. Factionalised Split, divided into small groups which usually present slightly different ideas from the main group
5. Why did Malala initially hesitate to use the word 'feminist' to describe herself?
 - Because she did not like how it sounds.
 - Because she thought people could misunderstand her.
 - Because she thought it was a synonym for inequality.
6. What conclusion did Malala reach in the end about the word 'feminist'? What helped her make up her mind?

.....

.....
7. Why can the word 'feminism' spark controversy?

.....

.....

1. Adichie, C. N. (2014). *We should all be feminists*. Fourth Estate.

8. Based on what you read in the text, what can you infer about Malala's and Emma Watson's opinions on men's participation in the feminist movement?

.....

.....

9. Bisi Alimi (2017),² a Nigerian gay rights activist, argues that certain labels can only be assigned to those who have lived certain experiences. This way, Bisi Alimi holds that only women can be described as feminists. Men cannot reasonably be given such a label, but they can and should support women in their cause. Would you say that everybody shares the same opinion when it comes to men's participation in the feminist movement? Where do you stand in this discussion?

'Feminism is a lived experience. Men can and should be allies to women, but we can't call ourselves feminists. [...] But to me, lived experience is important, as are the labels we give ourselves. If you have not personally been cat-called, victim-blamed, or made to feel uncomfortable at your job because of your gender identity, then you have no legitimate right to call yourself a feminist.'

Part II: Grammar exploration

10. The text in Exercise 3 presents some information on what Malala and Emma Watson said to each other. How did the writer of the text get such information?

- By doing an online search about these two people.
- Through an interview in which Malala and Emma participated.
- Through extracts from Malala's and Emma's biographies.

11. In order to refer to Malala's and Emma Watson's words in the text, the journalist uses direct speech and indirect speech. Match the concepts on the left with their respective definitions on the right.

- a. Direct speech Somebody else's words reporting what another person said.
- b. Indirect speech The person's own words, that is, what the person actually said.

12. Below you will find extracts retrieved from *The Guardian* text³ you read in #3, corresponding to Malala's or Emma's words. Read them carefully and decide if they represent direct or indirect speech, ticking (✓) the appropriate column.

	Direct speech	Indirect speech
a. 'Malala Yousafzai has told Emma Watson that the actor's speech to world leaders made her change her mind about not describing herself as a feminist.' ⁴		
b. 'Yousafzai, a Nobel peace prize winner, said she initially thought feminism was a 'tricky word' but now believed everyone should be a feminist.'		
c. She added: 'It has been a tricky word. When I heard it the first time I heard some negative responses and some positive ones.'		
d. 'Watson [...] said she found Yousafzai's admission moving.'		
e. She said: 'Perhaps the most moving moment of today for me was when Malala addressed the issue of feminism. [...]'		

2. Alimi, B. (2017, 07 January) *Men can't be feminists*. BRIGHT Magazine. <https://brightthemag.com/male-feminism-is-fakery-be-a-femally-f109ef37e9a3>

3. The Guardian. (2015, 05 November). *Malala Yousafzai tells Emma Watson: I'm a feminist thanks to you*. <https://www.theguardian.com/world/2015/nov/05/malala-yousafzai-tells-emma-watson-im-a-feminist-thanks-to-you>

4. Excerpts from <https://www.theguardian.com/world/2015/nov/05/malala-yousafzai-tells-emma-watson-im-a-feminist-thanks-to-you>. Courtesy of Guardian News & Media Ltd.

13. What elements helped you identify each type of quotation?
14. Circle the reporting verbs you can identify in the sentences above.
15. Look at the direct quotations below. To which indirect quotations above do they refer?
 - 'Your speech to world leaders made me change my mind about not describing myself as a feminist.'
 - 'I initially thought feminism was a tricky word but now believe everyone should be a feminist.'
16. What differences do you notice between the direct and indirect forms of the sentences?
17. Can you guess the direct form of the indirect quotation in Exercise 12, Item d above?
18. Now transform the following direct quotations into indirect ones.
 - a. 'I'm a feminist thanks to you.'
 -
 - b. 'Perhaps the most moving moment of today for me was when Malala addressed the issue of feminism'
 -

Part III: Homework task

19. Think about a woman you know and admire. It can be a friend of yours or a family member. Then, prepare some questions you would like to ask her.
 - a.
 - b.
 - c.
 - d.
20. Conduct a short interview with the woman you have chosen, using the questions you wrote above. Don't forget to take notes of her answers.
21. On a separate sheet of paper, write a short paragraph reporting her answers and other important things she mentioned during the interview.
22. Exchange texts with a classmate of yours and suggest any changes/improvements to his/her text.
23. Finally, if possible, hang your texts on the classroom walls so that other people can read about the woman you admire.

Lesson 24 Stand up for females: Towards equal opportunities

Yuanyuan Li – she/her
(Beijing, China)

Learners' age:	14+
Learners' proficiency:	Intermediate and above
Preparation time:	5 minutes
Class time:	50 minutes
Aim(s):	Develop students' understanding of gender inequality in education across countries Develop students' reading skills Raise students' awareness of gender equality in education for young females
Skill(s):	Reading, speaking and writing
System(s):	Discourse
Material(s):	Infographic (see Worksheet 24.A), devices with Internet access, handout (see Worksheet 24.B)

Introduction

The present lesson focuses on the topic of gender equality in education, and it introduces students to the stories of three women in different countries. Students' comparative study of a few texts provides the basis for their proposed solutions to the issue of gender inequality in education. It is hoped that the more people are aware of these issues, the more action they will take to fight gender inequality.

Preparation

A copy of the Venn diagram (see Worksheet 24.B) should be printed for all students.

Procedure

1. Show students United Nations' infographic on gender equality (see Worksheet 24.A).
2. Ask students the questions below.
 - a. What is this infographic about?
 - b. What key information can you get from it?
 - c. Have you heard about any of these issues?
3. Check students' answers as a class.
 - a. The infographic summarises several indicators regarding gender equality, one of United Nations' sustainable development goals.
 - b. It shows that (i) women are not extensively represented in politics and in management, (ii) women are victims of violence, (iii) child marriage is still very much an issue; and (iv) women spend more time than men undertaking unpaid tasks at home.
 - c. Students' personal answers.
4. Divide the class into small groups.

5. Ask the students to read about Hawa in Ethiopia (<https://www.un.org/sustainabledevelopment/blog/2015/10/sdgs-portrait-series/>), Catherine Coisasi in Tanzania (<https://60millionsdefilles.org/en/child-marriage-shatters-dreams-but-education-is-the-solution/>) and Zhang Guimei in China (<https://news.cgtn.com/news/2021-06-29/Zhang-Guimei-woman-fighting-for-girls-education-in-China-11tWJ5lCmNa/index.html>). In the first case, you need to point out where in the web page students can find that specific story.
6. Tell students that they should try and identify how similar/different the stories are.
7. Distribute the Venn diagram handout (see Worksheet 24.B).
8. Instruct students to work together with their group members to complete a Venn diagram summarising the similarities and differences amongst these three women. Amongst the similarities, students may point out that all three women fought against arranged child marriage and promoted equal education opportunities for girls. One of the differences is that Zhang Guimei set up a school to offer girls' education, Catherine and Hawa managed to attend school in their local contexts despite the challenges they faced.
9. Invite the groups to present their Venn diagrams to the class.
10. Have students reflect on the stories they have read and offer practical suggestions and solutions to improve gender equality in education across the world.

Other considerations and options

- As a follow-up activity, students can be asked to research specific topics (e.g. gender equality in primary education in a specific village) in order to develop their context-specific understanding of the focal topic of this lesson.
- Depending on students' prior knowledge of genres, they can also be asked to create specific written genres at the end of the lesson or as a homework task. For example, students can design brochures or leaflets to promote their neighbours' awareness of gender equality in education or they can write a mini student-driven proposal to the United Nations on Sustainable Development Goal 5 on gender equality.

Worksheet 24.A United Nations' infographic on gender equality



ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

WOMEN'S EQUAL PARTICIPATION
IN DECISION-MAKING IS CRUCIAL FOR
COVID-19 RESPONSE AND RECOVERY,

BUT GENDER PARITY REMAINS FAR OFF



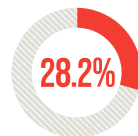
WOMEN REPRESENT



IN NATIONAL PARLIAMENTS

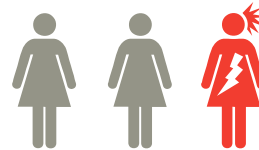


IN LOCAL GOVERNMENT



IN MANAGERIAL POSITIONS (2021)

VIOLENCE AGAINST WOMEN
PERSISTS AT UNACCEPTABLY HIGH LEVELS AND
IS INTENSIFIED BY THE PANDEMIC



1 IN 3 WOMEN (736 MILLION)

HAVE BEEN SUBJECT TO PHYSICAL AND/OR SEXUAL VIOLENCE AT
LEAST ONCE IN THEIR LIFETIME SINCE THE AGE OF 15 (2000-2018)

UPTO 10 MILLION GIRLS

**WILL BE AT RISK
OF CHILD MARRIAGE**



OVER THE NEXT DECADE
AS A RESULT OF COVID-19

IN ADDITION TO THE 100 MILLION
WHO WERE PROJECTED TO BECOME
CHILD BRIDES BEFORE THE PANDEMIC

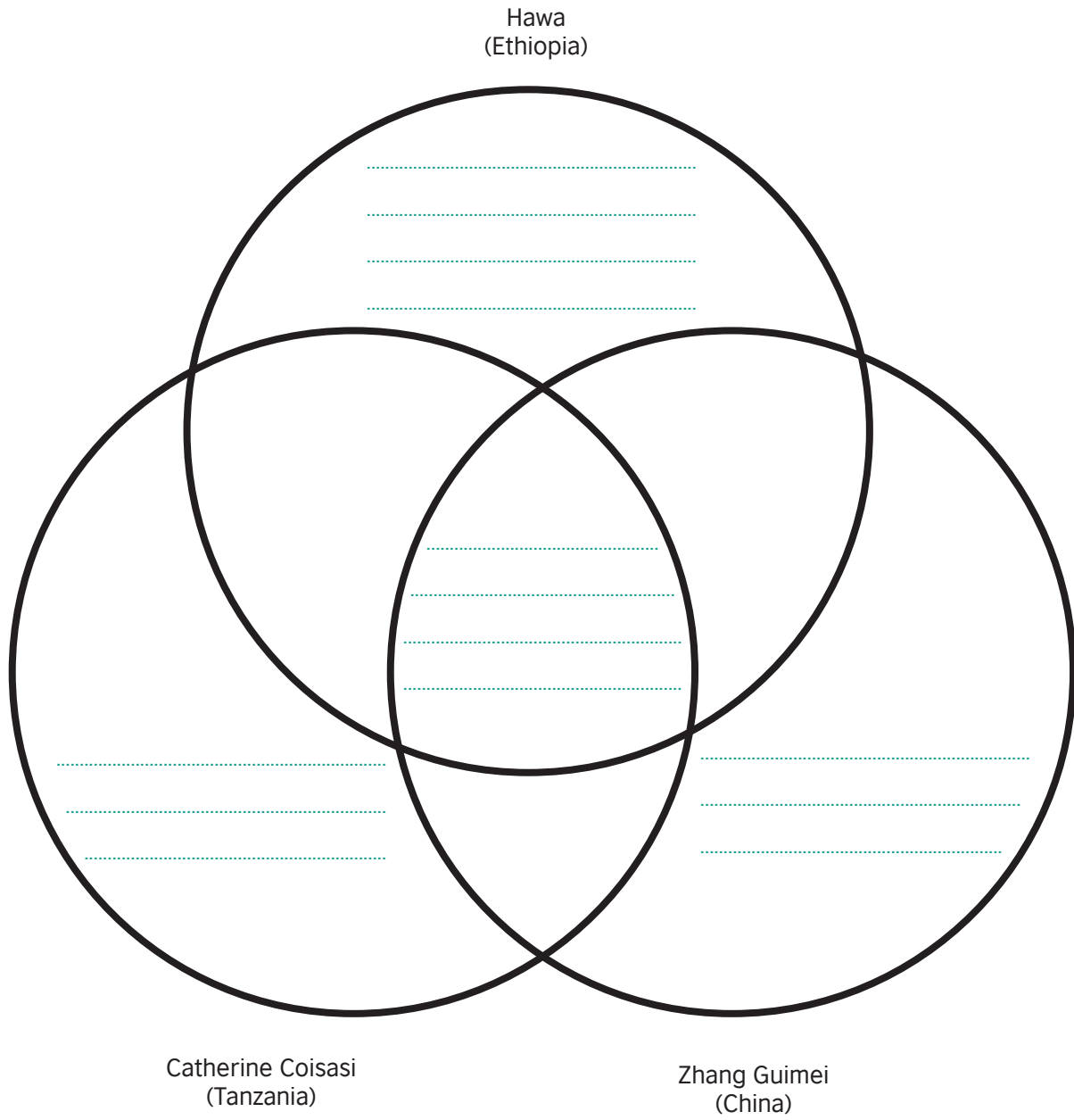


PANDEMIC IS ADDING TO THE BURDEN OF UNPAID DOMESTIC AND CARE WORK AND SQUEEZING WOMEN OUT OF THE LABOUR FORCE

WOMEN ALREADY SPEND **ABOUT 2.5 TIMES** AS MANY HOURS AS MEN
ON UNPAID DOMESTIC AND CARE WORK

Note. From 'The sustainable development goals report 2021,' by the Department of Economic and Social Affairs (<https://unstats.un.org/sdgs/report/2021/The-Sustainable-Development-Goals-Report-2021.pdf>), ©2021 United Nations. Reprinted with the permission of the United Nations.

Worksheet 24.B Venn diagram



Lesson 25 Sexual harassment of women on public transport: How can it be stopped?

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	13+
Learners' proficiency:	Upper intermediate and above
Preparation time:	None
Class time:	65 minutes
Aim(s):	Enhance students' understanding of the different forms of sexual harassment Raise students' awareness of sexual harassment of women on public transport Develop students' critical evaluation of women-only carriages Advance students' knowledge of actions against sexual harassment on public transport
Skill(s):	Listening and speaking
System(s):	Discourse
Material(s):	Board, chalk or marker, computer or similar device with Internet access and data projector

Introduction

Public transport has unfortunately been used as a site for sexual harassment, especially of women. Perpetrators – usually men – take advantage of crowded train/subway carriages to abuse women sexually (e.g. by touching them). The present lesson focuses on one short-term solution that has been adopted in some countries to stop this type of violence: the implementation of women-only carriages. The proposed pedagogical activities introduce students to different viewpoints on such carriages and encourage students to think of actions that could be implemented to stop sexual harassment on public transport in their countries.

Procedure

1. Ask students which means of public transport they have used to date. Students' answers might include airplanes, buses, cars and trains.
2. Have students reflect on how they choose the carriage in which they travel if they have travelled by train/subway or on how they would choose it if they have never travelled by these means of transport.
3. Ask students to share their answers with their class. Answers will be personal, and students might say that they travel or would travel in the carriage (i) that is closest to the station entrance, (ii) that has empty seats, (iii) that is unlikely to be crowded, (iv) where their acquaintances/friends are, (v) that is the quietest, etc.
4. Write 'women-only carriages' on the board, and tell students that this is the topic of the conversation to which they are going to listen.
5. Hold a thought shower on what students believe the conversation is going to be about.
6. Ask students to listen to the conversation and find out why trains in some countries have female-only carriages.
7. Play the recording to students, which is available at http://http-ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2010/08/100826_6min_women_for_web_au_bb.mp3.

8. As a class, check students' understanding of why some carriages have been designated as only for women. In the conversation, Alice and Rob discuss that these carriages are used as a way of preventing women from being sexually harassed.
9. Ask students to listen to the conversation again and to write down examples of sexual harassment. These examples can be either mentioned in the dialogue or can be examples that they come up with based on the definition of sexual harassment mentioned in the dialogue.
10. Play the audio recording once more.
11. Ensure that students understand the meaning of the phrase 'sexual harassment' – i.e. unwanted sexual behaviour that intimidates or humiliates another person. In the conversation, the speakers refer to a definition by the United Nations Development Fund for women: 'unwelcome or unwanted verbal, non-verbal, physical or visual conduct based on sex or of a sexual nature; the acceptance or rejection of which affects an individual's employment'.
12. Have students share with the class different examples of sexual harassment, and write their examples on the board. Some possible answers include to touch, to stare, to make sexually inviting gestures, to make a pass at someone.
13. Tell students that they are going to watch a short discussion on whether women-only carriages are a good idea.
14. Have students write down the arguments for/against women-only carriages put forward by Victoria Richards and Holly Baxter, the two invitees of this episode of BBC Newsnight, a television news programme in the United Kingdom.
15. Play the video recording (https://www.youtube.com/watch?v=28h_iz650CE) once or twice depending on students' needs.
16. In pairs, ask students to compare their notes.
17. As a class, check students' answers.
 - a. Drawing on her first-hand experience of using women-only carriages in Japan, Victoria Richards acknowledges that the carriage was safer, quieter and calmer. She believes such carriages are a short-term solution to the issue of sexual harassment that is experienced by women.
 - b. Holly Baxter believes that the creation of women-only carriages puts the onus on women to change an issue that is caused by men. She believes that men need to change their attitude towards women. She also questions how society will react to cases where women are sexually harassed in mixed carriages in the future (i.e. will women be blamed for being in such carriages instead of being in a women-only carriage?).
18. Divide the class into small groups.
19. Have the groups:
 - a. list what has been done in their country to stop sexual harassment on public transport; and
 - b. consider what else may be done to stop it.
20. Ask each of the groups to present their findings to the class.
21. Remind students of what they should do in case they witness or are victims of sexual harassment (e.g. the need to report these crimes) and of what support is available to them (e.g. nation-wide help lines and institution-based wellbeing support).

Other considerations and options

- Given the sensitive topic discussed in this lesson, you should consider the inclusion of a trigger warning in the previous class and/or before the lesson starts to prepare students for the topic. This warning should indicate that (i) the lesson will discuss the topic of sexual harassment, (ii) everyone should be respectful of the topic and of other people's experiences and (iii) the support services that are available to students in the institution or in their city/country.

- Depending on your students' vocabulary knowledge, you might find it helpful to teach or revise some words/expressions before class (e.g. 'assault', 'bother', 'burden', 'carriage', 'cast in stone', 'commuter', 'cramped', 'insulate', 'misogyny', 'overwhelmingly', 'packed', 'perpetrate', 'raise awareness', 'spot', 'state-run rail operator' and 'straw poll').
- As a follow-up activity, you can ask the class to create posters to raise awareness of other students to the issue of sexual harassment of women on public transport.
- For homework, you could ask students to look for information on the implementation of women-only carriages around the world. For example, some countries where such carriages have been implemented include Brazil, Egypt, India, Indonesia, Iran, Japan, Malaysia, Mexico, the Philippines and United Arab Emirates.
- If needed, you can access the transcript of the recording used in Steps 7 and 10 at http://downloads.bbc.co.uk/worldservice/learningenglish/6minute/100826_6min_women.pdf. It is also possible to turn on the closed captions for the video used in Step 15.

Lesson 26 Societal contribution by women in science

Nita Fadilah – she/her
(Pandeglang, Indonesia)

Learners' age:	10-15
Learners' proficiency:	Upper intermediate
Preparation time:	5 minutes
Class time:	90 minutes
Aim(s):	Introduce students to influential women in science Raise students' awareness of the contribution of women scientists to our lives Familiarise students with evidence-based character description
Skill(s):	Reading and writing
System(s):	Discourse and vocabulary
Material(s):	Devices with Internet access, worksheet, whiteboard, markers

Introduction

This lesson introduces students to three influential women scientists – Jane Goodall, Marie Curie and Rachel Carson. Students are asked to read their short biographies and to identify their character traits. In the case of Jane Goodall and Rachel Carson, students are also asked to compare these traits to learn what makes someone influential.

Preparation

Worksheet 26 should be printed before class (one copy per student).

Procedure

1. Ask students whether they know any inventors and/or scientists, encouraging them to name these inventors/scientists as well as their achievements.
2. Check whether students have heard of Marie Curie.
3. Invite students to share what they know about Marie Curie or tell them a bit about her. Marie Curie was a physicist and a chemist, and she is well-known for her research on radioactivity. She was the first woman to win the Nobel Prize and the only woman to win it in two different areas.
4. Tell students that today's lesson will focus on three influential women: Jane Goodall, Marie Curie and Rachel Carson.
5. Ask students to go to <https://kids.nationalgeographic.com/history/article/marie-curie> in order to learn (more) about Marie Curie.
6. Have students read the text individually and encourage them to find out as much as they can about Marie Curie.

- While students read, reproduce Table 26.1 on the whiteboard.

Table 26.1: Model to be reproduced on the whiteboard

Character trait	Evidence

- Explain to students what is meant by ‘character trait’ and ‘evidence’ if they do not know these words.
- Invite students to share what they learned about Marie Curie.
- Use students’ contributions to fill out the two boxes on the whiteboard. Some suggested answers are provided in Table 26.2.

Table 26.2: Marie Curie’s description

Character trait	Evidence
Determined	‘Determined to become a scientist and work on her experiments, she moved to Paris, France, to study physics at a university called the Sorbonne.’
Intelligent	‘She was the first woman to win any kind of Nobel Prize.’
Humanitarian	‘Curie soon started using her work to save lives.’
Inventive	‘In 1914, during World War I, she created mobile x-ray units that could be driven to battlefield hospitals in France.’

- Divide the class into two.
- Ask half of the class to read about Jane Goodall (https://www.ducksters.com/biography/scientists/jane_goodall.php) and the other half to read about Rachel Carson (https://www.ducksters.com/biography/scientists/rachel_carson.php).
- Ask students to work individually and to complete the ‘character traits’ and the ‘evidence’ boxes in their notebooks.
- Pair students up so that they work with a peer who has been assigned the same text as theirs.
- Have students compare their answers and update their answers.
- Reorganise the class into groups of four students. In each group, two students should have analysed the text on Jane Goodall, and the other two students should have examined the text on Rachel Carson.
- Show students Worksheet 26, drawing their attention to the Venn diagram.
- Explain to students that they should compare their notes and check which character traits are (i) specific to Jane Goodall, (ii) specific to Rachel Carson, and (iii) common to both.
- Distribute Worksheet 26 to students.
- Ask students to complete the Venn diagram.
- As a class, check students’ answer. A suggested answer key is provided below, but students’ answers are likely to vary.
 - Jane Goodall was from the United Kingdom, did not have formal education on chimpanzees when she first started her career, and studied and observed chimpanzees in Africa.

- b. Rachel Carson was from the US, had formal education on marine biology when she first started her career, was concerned about pesticides and educated people about the effects of such chemicals.
 - c. Both Jane Goodall and Rachel Carson were women, fought to protect and preserve animals' habitat, wrote books and won many awards.
22. Have students write down the information from the Venn diagram into a short paragraph.
 23. Remind students to use appropriate transition words to signal comparison and contrast (e.g. 'but', 'on the other hand' and 'as well as').
 24. Ask students to swap their texts so that they can provide some feedback on their peers' paragraph.
 25. Have students return the paragraphs to the students who wrote them.
 26. Give students some time for them to action the feedback that they have received.
 27. Invite some volunteers to read out their paragraphs to the entire class.
 28. Ask students for their feedback on the lesson. Have them show their thumbs up for 'fully understand' and thumbs down for 'confused'.

Other considerations and options

- In case some students finish any of the proposed activities faster than their peers, have them aid their peers to promote teamwork.
- A follow-up homework task is to have students research one influential figure of their choice and make a poster of this figure's character traits so that they can present to the class. In the following class, you can ask students to present their posters. You may use the opportunity to reassure students that there is no link between professions and genders, thus making them feel more confident and open to exploring different professions.

References

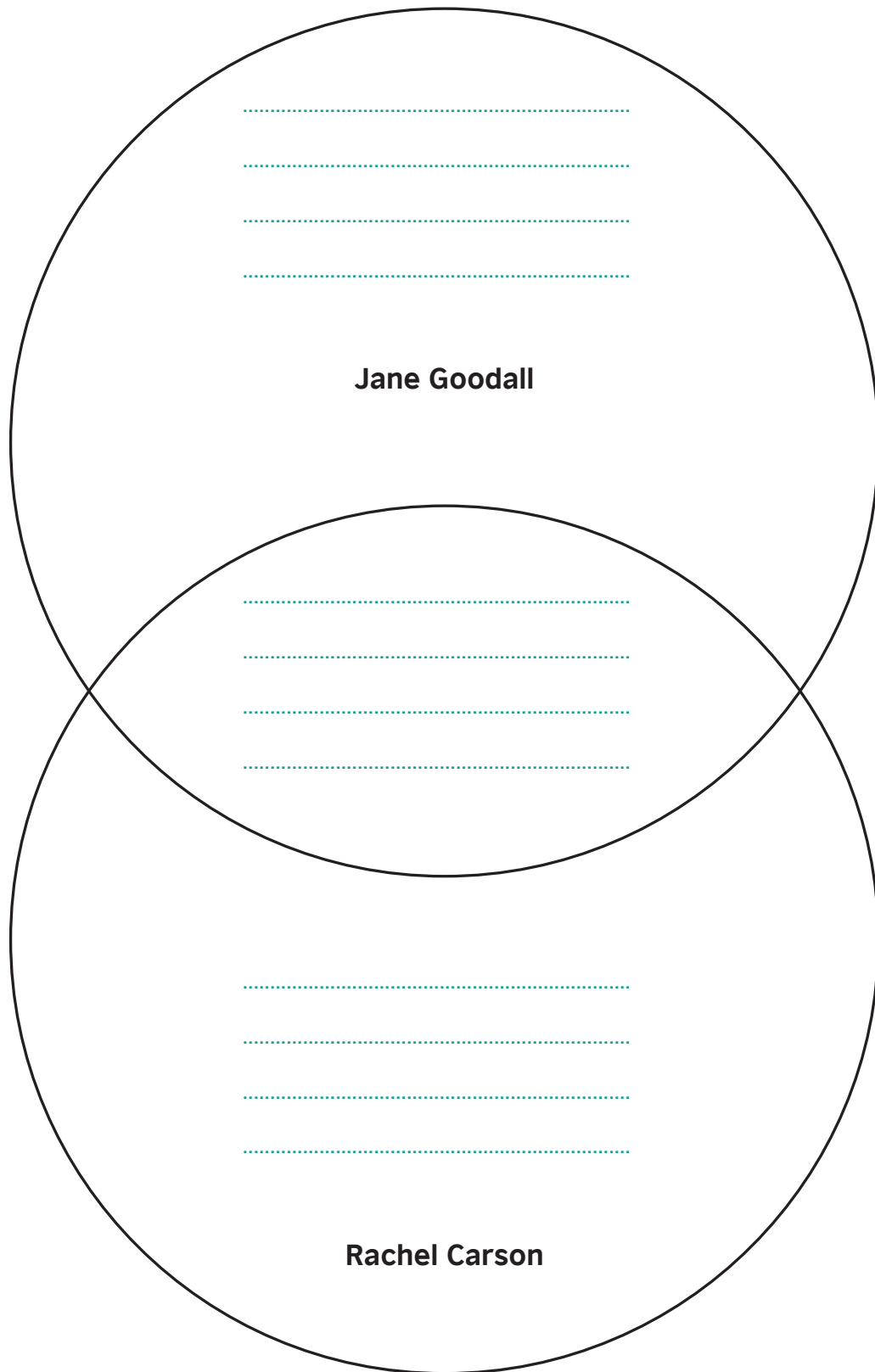
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Worksheet 26 Character comparison

Complete the diagram below.



Lesson 27 Analysing female roles in *The Lost Daughter*

Daniella Ferreira dos Santos – she/her

(Rio de Janeiro, Brazil)

Learners' age:	18+
Learners' proficiency:	Upper intermediate and above
Preparation time:	120 minutes
Class time:	180 minutes
Aim(s):	Raise students' awareness of female roles, specifically concerning motherhood matters, through the analysis of cultural products Develop students' critical thinking Enhance students' ability to interpret multimodal texts
Skill(s):	Listening and speaking
System(s):	Discourse
Material(s):	Device with Internet connection, data projector, license to play the movie <i>The Lost Daughter</i> , board and chalk or markers

Introduction

The importance of discussing and promoting gender equality in English language classes is unquestionable. This lesson is aimed at engaging students in the critical analysis of a movie as well as helping them recognise representations of social structures that oppress female bodies. More specifically, the lesson examines the patriarchal structure that imposes motherhood as something natural. By the end of the lesson, students are expected to criticise the system in which we live and promote gender equality.

Preparation

It is strongly recommended to (i) watch the movie beforehand, noting down the scenes that concern female roles and reflecting on how to discuss these scenes in class; (ii) research/read about the matters to be discussed (e.g. female roles, motherhood struggles and mothers' loneliness); and (iii) adapt the suggested questions in the present lesson to your specific group of students if/as needed.

Procedure

1. As a warm-up activity, write the title of the movie on the board – i.e. *The Lost Daughter* – and ask students what they know about it.
2. Try to elicit students' knowledge of the topics and the conflicts in the movie. Students' might comment on motherhood and female roles in the 21st century, for example.
3. Tell students that you are going to watch the movie together.
4. Ask students to pay attention to:
 - a. how female roles are represented in the movie;
 - b. how maternity is portrayed in the movie; and
 - c. what object/character mainly represents the central conflict.
5. Clarify that students can take notes in a bullet-point list if they need/prefer while watching the movie.
6. Spare a two-hour session and watch the movie with the students in the classroom, ideally without any breaks.

7. As a class, invite students to share their answers to the three questions posed in Step 4. Some suggested answers are provided below.
 - a. The movie criticises the common-sense portrayal of women as natural 'procreators', that is, they are not expected to question maternity but to be constantly happy with it.
 - b. Maternity is shown from two perspectives: (i) the common-sense one as something natural and unquestionable as well as a source of happiness; and (ii) according to the director's point of view, as something lonely, tiresome and challenging.
 - c. Leda and the lost doll represent the central conflict, namely, the loss of Leda's own self and dreams when she becomes a mother. Through hiding the doll and destroying it, Leda tries to stay in peace with herself as a woman and as a mother.
8. Provide guidance to students during the discussion, referring to some scenes and/or elements in the movie.
9. Ask students to work in pairs and answer some comprehension questions as suggested below.
 - a. Consider the way Nina's family aggressively invades Leda's privacy. How does this privacy invasion represent the patriarchal structure?
 - b. What elements in the movie show motherhood as a taboo topic in our society?
 - c. How does Leda seem to feel about having left her daughters for a while? Does it seem to be a simple or a complex issue? Why?
 - d. What does the lost doll, stolen by Leda, represent? Why?
 - e. Is Leda's anguish solved by the end of the movie? How is it shown in the plot structure?
10. Check students' answers as a class.
 - a. According to the patriarchal structure, women are not supposed to be alone, meaning that they are *inconvenienced* if alone, that is, the right place for a woman is within a family.
 - b. A good example is the conversation in which Nina asks Leda if she misses her daughters and Leda confesses that she left them for a while when they were little. Nina is surprised and asks how Leda felt back then to which she replies, 'It was wonderful.' In summary, we see that it is still a taboo for a mother to express how overwhelming motherhood is and to want to have a life beyond being a mother.
 - c. This is a complex issue. Leda seems to be still struggling with having left her daughters for a while even though we have hints that her relationship with her daughters is OK nowadays. In other words, she feels both guilty and free for having left them for some time in the past so that she could follow her academic career and live a romance.
 - d. The lost doll may represent the conflict lived by Leda for having had a troublesome period in her own motherhood (i.e. struggling to deal with her children almost by herself and deciding whether to pursue her academic career) and with her own mother whom Leda despises. It is symbolic because of the scene in which she hits one of her daughters for having destroyed the doll that was once hers.
 - e. Leda's anguish is not solved by the end of the movie. She goes to the beach after Nina stabs her abdomen – a part of the body which symbolizes the uterus – with a hatpin. We can also see that, when Leda is at the beach and calls her daughters, she is trying to be fine, but, at the same time, she is overwhelmed as she misses them. The movie ends with no conclusion for the conflict.
11. With students' help, create a bullet-point list on the board to summarise the main points discussed.
12. Invite the class to consider what issues need to be changed so as to reverse society's current patriarchal and oppressive structure. Students' answers are likely to vary, but some points they may raise are that motherhood must not be enforced by, for instance, family members, friends and society; mothers need support networks so as to have a healthy maternity and a life also as *women* (e.g. having fun, having time for themselves, being able to pursue their careers, etc. without feeling overwhelmed); women's room/space needs to be respected, that is, it cannot be invaded by others.

Other considerations and options

- If students do not know anything about the movie and/or they have never heard of it, Steps 1 and 2 can be easily adjusted to focus on what they think the movie is about. This way, they will use the title of the movie to guess its plot.
- Steps 3–6 can be adapted in case (i) there are no audio-visual facilities on site, (ii) there are issues in getting a license to play the movie on site, and/or (iii) there is not enough class time. Students can be asked to watch the movie outside the class (e.g. at home).
- If it is impossible to deliver this lesson in a single class, it may be divided into two parts: Steps 1–6 are implemented in the first class, and Steps 7–12 in the second one.
- If there are 10 students or more in class, consider selecting some students to share their answers in Step 7 (as opposed to having all students do so), thus preventing the activity from becoming tiring.
- You can use a review of *The Lost Daughter* to foster in-class discussion. For example, you could ask students to read the review published in The Guardian (<https://www.theguardian.com/film/2022/jan/05/the-lost-daughter-elena-ferrante-maggie-gyllenhaal-motherhood>) at home before the lesson starts.
- As a follow-up activity, students may prepare, individually or in pairs, their own review of the movie focusing on the topics discussed in class (e.g. motherhood struggles and gender roles).

Lesson 28 Celebrating women's empowerment in songs

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	18+
Learners' proficiency:	Upper intermediate and above
Preparation time:	10 minutes
Class time:	90 minutes
Aim(s):	Raise students' awareness of women's empowerment as a theme in famous songs Encourage students to challenge oppressive views of women Develop students' listening skills Develop students' creativity
Skill(s):	Listening, speaking and writing
System(s):	Discourse and grammar
Material(s):	Worksheets 28.A–28.D, whiteboard and marker

Introduction

Songs play an important part in our daily lives, and they can be a motivating factor for students of English. This lesson encourages students to examine more carefully four different songs which celebrate women and contribute to their empowerment. Students will be assigned to different stations, but all stations have a similar pattern which include a thought shower, listening exercises, comprehension questions based on the lyrics and the production of a creative output.

Preparation

Before teaching this lesson, you should ask students to (i) bring their headsets and their own individual devices to class (e.g. smartphones, tablets, laptops) and (ii) ensure that their devices can connect to the Internet as they will need to access some freely accessible videos on YouTube. You should also print a copy of Worksheets 28.A–28.D so that each student can work with one specific worksheet.

Procedure

1. Start the lesson by asking students how often they listen to songs and who their favourite singers are.
2. Have the class hold a thought shower on the themes that are generally featured in songs.
3. Write students' answers on the whiteboard.
4. Tell students that today they are going to explore how women are celebrated in songs performed by female singers and that they will engage in the production of a creative output (i.e. a stanza, a poster, a pamphlet or verses).
5. Divide the students into four groups.
6. Assign one station per group.
7. Monitor the work in the four stations and offer help if you notice students are not progressing as expected.

8. Once the work in all stations has come to an end, encourage students to share their creative outputs.
 - a. Station 'Be independent': stanzas
 - b. Station 'Love your image': posters
 - c. Station 'Break up with expectations': pamphlets
 - d. Station 'Challenge unequal treatment': verses
9. As homework, ask each of the groups to find one additional song that focuses on the empowerment of women. Make it clear that they cannot choose any of the songs used in the stations – namely, 'Independent Women, Pt. 1,' 'S.L.U.T.', 'Sit Still, Look Pretty' and 'Can't Hold Us Down.'

Other considerations and options

- In the following class, each group should be invited to share their chosen song and explain their rationale for selecting it.
- The minimum learners' age for this lesson has been set as 18 because of 'Can't Hold Us Down', the song used in the station entitled 'Challenge unequal treatment' (see Worksheet 28.D). There are some swear words in it, and you should consider whether the use of a song with such words is acceptable in your context. Should this not be possible, you can omit the last station and work with the other three stations.
- The lesson can be adapted for contexts where students do not have access to individual devices with Internet access. An alternative is the use of a regular classroom and a computer lab: students would only go to the computer lab when they need to listen to the song. Another possibility is to have all students work with a single song/station, which would mean that they could all listen to the song together in their classroom.
- The number of groups should be reconsidered based on how many students you have in your class. If you have 16 students, having four groups would work well as there will be only four students per group. However, if you teach larger classes, it might be best to have more groups and repeat some of the stations in order to have a manageable number of students per group.
- Step 6 may be conducted in different ways. You can either assign students randomly to each station or you can provide them with the information in Table 28.1 and ask them to choose the station that they prefer. In the latter case, you must make students aware that there is a limited number of vacancies per station so that you don't end up with a station which has most students and another one which has hardly any students.

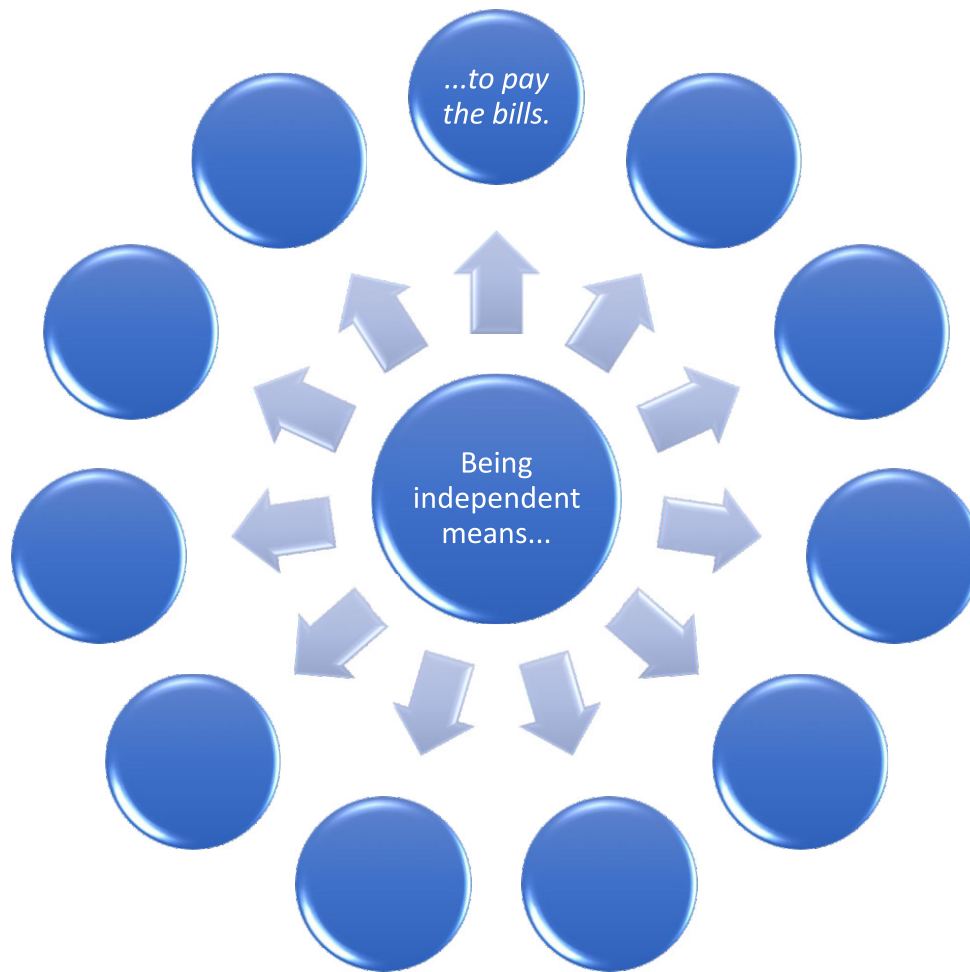
Table 28.1: Description of stations

Station	Song	Singer	Creative output
Be independent	'Independent Women, Pt. 1'	Destiny's Child	Stanza
Love your image	'S.L.U.T.'	Bea Miller	Poster
Break up with expectations	'Sit Still, Look Pretty'	Daya	Pamphlet
Challenge unequal treatment	'Can't Hold Us Down'	Christina Aguilera and Lil' Kim	Verse

- You can use the activities proposed in the stations to review some grammatical structures that students have already been taught.
 - Station 'Be independent': simple vs. continuous aspects – especially in relation to the present tense
 - Station 'Love your image': *if* clauses
 - Station 'Break up with expectations': relative pronouns – specifically *who*, *whom* and *whose*
 - Station 'Challenge unequal treatment': *if* clauses

Worksheet 28.A Station 'Be independent'

1. Complete the diagram below with as many ideas as possible. An example has been provided in *italics*.



2. Compare your answers with your peers, adding any new ideas to the diagram above.
3. Listen to Destiny's Child song 'Independent Women, Pt. 1,' which can be accessed at <https://www.youtube.com/watch?v=0IPQZni7I18>, and check whether the ideas you discussed with your peers are mentioned in the lyrics.
4. Compare your notes with your peers' notes.
5. Listen to the song once more and note down how it portrays women who are independent. For example, in one of the first verses, it is stated that independent women buy their own diamonds and rings.
6. Agree with your peers what the top three actions are that independent women should (be able to) do, making sure to justify your answers. These top three actions may come from your individual lists or from the song.

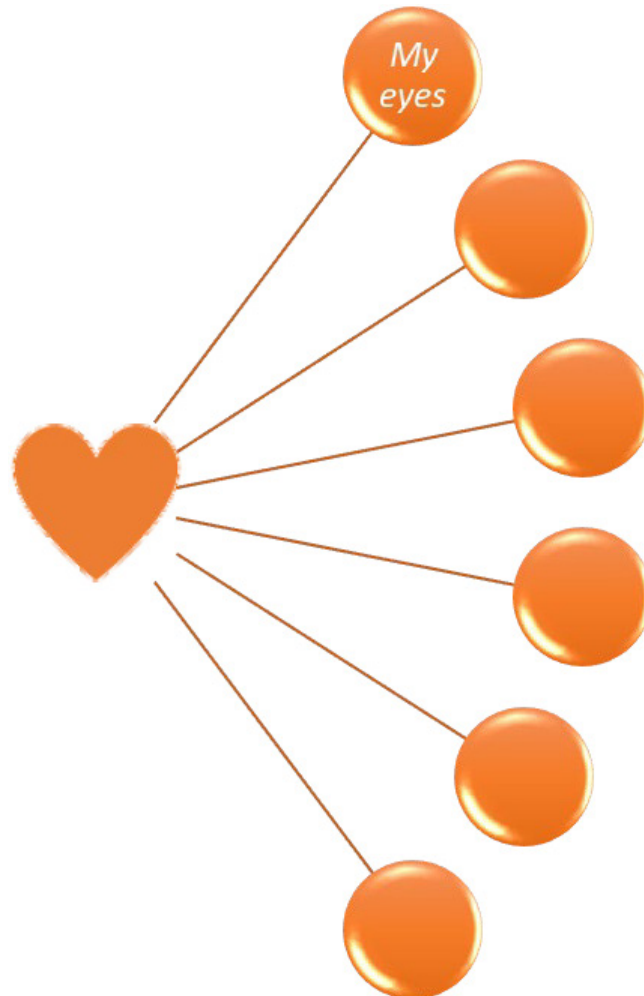
7. Creatively describe the independence of a woman who you know well, following the repeated linguistic pattern in the stanza from 'Independent Women, Pt. 1'.

Linguistic pattern	Your stanza
<i>The + noun + pronoun + present continuous (Pronoun + bought it)</i>	
<i>The + noun + pronoun + simple present (Pronoun + bought it)</i>	
<i>The + noun + pronoun + present continuous (Pronoun + bought it)</i>	
<i>Pronoun + depend(s) on + pronoun (Pronoun + depend(s) on + pronoun)</i>	

8. Share your stanza with your peers and seek their feedback in relation to language use and rhythm.
9. After class, show the stanza you have created to the woman being portrayed in it and ask her what feature of her personality is being described in it.

Worksheet 28.B Station 'Love your image'

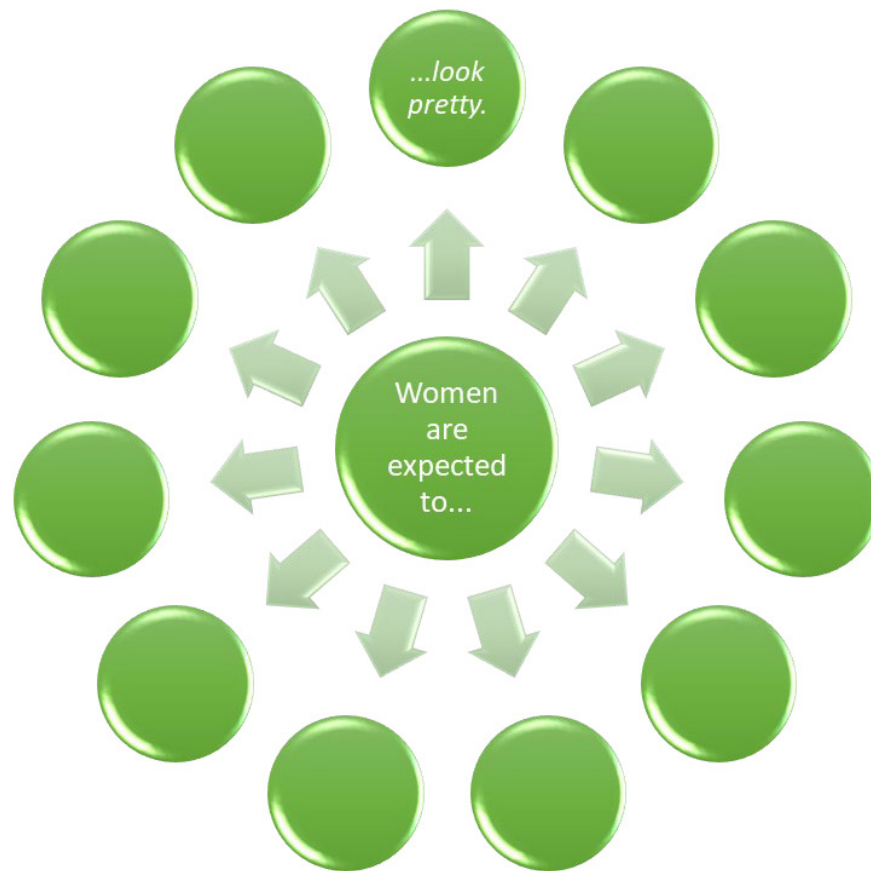
1. Complete the diagram below with the characteristics you love in yourself. An example has been provided in italics.



2. Watch this videoclip by Bea Miller (https://www.youtube.com/watch?v=uGjCUY59B_0) and note down what she is proud of.
3. As group, discuss the similarities and differences between your answers to Exercises 1 and 2.
4. The name of this song is 'S.L.U.T.' Do you know what the abbreviation stands for? If not, listen to the song again and find out a sequence of four words that start with the letters 's', 'l', 'u', and 't', respectively.
5. How does the creative use of 'S.L.U.T.' as an abbreviation bring a completely new meaning to the traditional meaning of the word 'slut'?
6. The song encourages us to love our own characteristics and holds that we do not need anyone to censor our happiness. What do you understand by this?
7. Create a poster targeted at women at your institution with the following title: 'No one should censor our happiness.' You may decide to illustrate it and/or add more text to it in order to convey messages of women empowerment.

Worksheet 28.C Station 'Break up with expectations'

1. Complete the diagram below with as many stereotypes about women as possible. An example has been provided in italics.



2. Compare your answers with your peers, adding any new ideas to the diagram above.
3. Watch Daya's performance of 'Sit Still, Look Pretty,' which can be accessed at <https://www.youtube.com/watch?v=uPHKkewD1G0>, and check whether the ideas you discussed with your peers are mentioned in the lyrics.
4. Listen to the song once more and add any new stereotypes about women that are challenged in the song. For example, the song starts with a reference that women are expected to dress up to get love.
5. Compare your answers to Exercise 4 with your peers.
6. The song refers to Snow White in one of the stanzas, indicating that she was right in having seven men doing the work for her. How does the reference to Snow White overturn the stereotypical view usually held about women?
7. With your group, can you think of references other than Snow White that could be used to support the emancipatory view of women put forward in the song?
8. The song refers to a girl who does not want to live in 'a Barbie world'. What do you think it means?
9. Work with a peer of a different gender and design a pamphlet to support women's empowerment. You should write as many positive sentences as possible, using the sentence frame specified below.

You should always be that woman	who ... whom... whose...

Worksheet 28.D Station 'Challenge unequal treatment'

- Complete the diagram below with as many stereotypes as possible about what women and men are 'allowed' or not 'allowed' to do in your context. Two examples have been provided in italics.

Women...

- *are encouraged not to splay their legs*
-
-
-
-
-
-
-
-
-

Men...

- *are encouraged not to show their emotions (e.g. cry).*
-
-
-
-
-
-
-
-
-

- Put yourself in the shoes of a different gender from yours, choose one of the sentence starters below and complete it with as many ideas as possible about what you would (not) do to contribute to women's empowerment. Two examples have been provided below in italics.

If I were a woman,

- *I would confront all attempts at silencing me.*
-
-

or

If I were a man,

- *I would not interrupt women when they are talking.*
-
-

- Compare your answers with your peers, noting any similarities/differences.
- Compile a new list of stereotypes based on your listening of 'Can't Hold Us Down', sung by Christina Aguilera and Lil' Kim. The recording can be accessed at <https://www.youtube.com/watch?v=dg8QgUIKXHW>.
- Revise the list you created in response to Exercise 4 as you watch a different recording of the same song, which is available at https://www.youtube.com/watch?v=dgl_7KASVcl. However, this time, you should turn on the closed captions in English.
- Compare your notes with your peers.

7. As a group, discuss how the song contributes to the empowerment of women.
8. Read the beginning of the sixth stanza in 'Can't Hold Us Down.' Revisit the list you created in Exercise 1 and express the differences creatively following the same pattern indicated below.

Pattern	Your verses
<i>Here's something I just can't understand</i>	
<i>If a guy (action), then he (description)</i>	
<i>If a woman does the same, then she (description)</i>	

9. Share your verses with your peers and seek their feedback in relation to language use and rhythm.

Section E

Gender stereotypes

Working towards gender equality: Voices from the field (Bangladesh)

'To some extent, gender equality has improved in various Bangladeshi sectors such as education, health, family welfare, and labour and employment. Bangladesh has a 'National Policy for the Advancement of Women,' but important achievements in women's rights (e.g. equality in land ownership, representation of women in public institutions, government commissions and justice) face the risk of being reversed – not least as a result of increasing influence of religious fundamentalist thinking. In general, occurrences of violence against women have increased and taken many new facets such as cyber violence, sexual harassment at private and public places, and public lashing of women by the local elite and clerics. In many instances, the government is taking good initiatives to protect women from increasing incidences of violence by mobilising civil society and civil rights groups; however, the government's compromising attitude towards religious forces has become less effective to curb religious-based violation of women's rights.'

Ms. Nasrin Begum

Ms. Nasrin Begum has worked as a coordinator (capacity building) in Bangladesh Nari Progati Sangha for 12 years, an activist women's organisation to create an enabling environment for awareness of gender equality in the national and international development sector.

Lesson 29 Have you ever had any of these experiences in your life?

Yelyzaveta Kichihina – she/her
(Kyiv, Ukraine)

Learners' age:	12+
Learners' proficiency:	Elementary and above
Preparation time:	5 minutes
Class time:	20 minutes
Aim(s):	Practise the use of the present perfect to talk about life experiences Develop students' communication skills Introduce students to the topic of gender stereotypes
Skill(s):	Speaking
System(s):	Grammar
Material(s):	Worksheet and pens

Introduction

The present lesson employs a simple survey to facilitate students' information exchange and use of the target grammatical structure – namely, the present perfect. Some sentences include gender stereotypes, allowing for a thoughtful gender-related discussion at the end of the class based on the survey results.

Preparation

You should print out a copy of Worksheet 29 for each student.

Procedure

1. Tell students that they are going to do a class survey using the present perfect (verb *to have* + verb in the past participle – e.g. *have been*, *has gone*, *have studied*).
2. Give each student a copy of Worksheet 29.
3. Ask students to find someone who has done the activities listed on the worksheet.
4. Explain to students that they should complete the worksheet with their classmates' names and any extra relevant information.
5. Encourage students to use the present perfect in their questions and, if appropriate, in their answers (e.g. 'Have you ever played football?' 'Yes, I've done that once several years ago.').
6. After the activity, discuss the results with the class, raising students' awareness of any gender stereotypes (e.g. only female students stay on the phone for over two hours because they are talkative).
7. Hold a class discussion on gender expectations based on the class results. For example, ask students if they were surprised by their classmates' answers.
8. Encourage students to have a positive attitude by making it clear that all genders can have done any of the actions mentioned on the worksheet.

Other considerations and options

- The sentences used on the worksheet can be changed based on the specific class and on students' needs.
- The lesson can be adapted to different grammatical topics (e.g. simple present, simple past).

Worksheet 29 For students

Find someone who...

	Name	Extra information
has been to the cinema.
has cleaned the house.
has never read a <i>Harry Potter</i> book.
has ever visited a beauty salon.
has never played football.
has met someone famous.
has ever gotten into a fight.
has been on the phone for more than two hours.

Lesson 30 Debunking gender stereotypes

Alona Panibog – she/her
(Kyiv, Ukraine)

Learners' age:	13+
Learners' proficiency:	Elementary
Preparation time:	None
Class time:	25 minutes
Aim(s):	Enhance students' awareness and critical understanding of gender stereotypes Develop students' interest in fighting against gender stereotypes
Skill(s):	Speaking
System(s):	Discourse
Material(s):	Board and chalk or markers

Introduction

Boys/Men and girls/women are different, but they must have the same rights and equal opportunities for self-realisation. Irrespective of their gender, each person must be treated with respect. For this reason, it is important that everyone engages in the fight against gender stereotypes. The present lesson helps students to identify gender stereotypes and makes them aware of the false nature of such stereotypes.

Procedure

1. Write the following sentence on the board: 'Boys are better at mathematics than girls.'
2. Ask students to raise their hands if they have heard this before.
3. Have students say other comparisons between boys/men and girls/women that they have come across in life. Students' answers will vary, but some possible answers are included below.
 - a. Boys are louder than girls.
 - b. Girls are more sociable than boys.
 - c. Girls are shyer than boys.
 - d. Men are better at sports than women.
 - e. Men can never find anything.
 - f. Men don't know how to cook.
 - g. Women are more talkative than men.
 - h. Women don't know how to drive.
4. Write students' answers on the board.
5. Split the class into groups of three or four students, making sure that there is representation from all genders in each group.
6. Write 'true' or 'false' on the board.
7. In their groups, have students discuss whether the gender stereotypes on the board are true or false.
8. Walk around the class and make sure that students understand that all sentences portray stereotypical gender views.

9. Hold a class discussion, inviting students to discuss why all the statements on the board are false.
10. Draw students' attention to the fact that gender-based generalisations must not be made.
11. Ensure students understand how negative it is to hold and/or reproduce gender stereotypes.
12. Have students consider how they could fight against gender stereotypes. For example, whenever they hear someone reproducing such stereotypes, they could explain to the person why it is wrong to do so.

Other considerations and options

- You may decide to have more or fewer students per group in Step 5 depending on your class size. It is important that you have a manageable number of groups to monitor in Step 8.
- If you have a difficult group that holds strong gender stereotypes, you might want to ask students to discuss why all the sentences in Step 3 are false. This way, you avoid the risk of students deciding that some of the gender stereotypes are true.

Lesson 31 Breaking gender stereotypes

Luiza Barroso – she/her
(Rio de Janeiro, Brazil)

Learners' age:	13+
Learners' proficiency:	Intermediate
Preparation time:	5 minutes
Class time:	60 minutes
Aim(s):	Raise students' awareness of gender stereotypes Develop students' speaking skills Develop students' ability to express their opinions in English
Skill(s):	Speaking and reading
System(s):	Discourse and vocabulary
Material(s):	Whiteboard, markers and worksheet

Introduction

This lesson involves exposing students to gender stereotypes so as to encourage them to reflect critically about these stereotypes and voice their opinions in a controlled discussion while using the target language. This will not only encourage students to use the English language but also motivate them to engage in critical thinking, especially in relation to gender equality.

Preparation

Besides preparing yourself for the gender-related discussion, you will only need to print Worksheet 31.A, taking into consideration the number of students in your class.

Procedure

1. Begin your class by asking students whether/what they know about gender stereotypes.
2. Write on the whiteboard some statements that illustrate gender stereotypes such as 'Women are bad drivers' and 'Men should not cry.'
3. Ask your students what they think about these sentences. You should mediate your students' discussion, encouraging them to speak – especially if they are hesitant in the beginning. However, you must not be the center of the discussion.
4. Develop students' critical thinking on the topic of gender stereotypes. Critical thinking is used here as a way of drawing students' attention to themes that they already know (otherwise they would not have been able to discuss them) but making them aware of how and why gender stereotypes are problematic.
5. Discuss how breaking these stereotypes can help promote gender equality. If students are/become aware of how pervasive, unfair and damaging gender stereotypes are, it will be easier for them to relate the stereotypes to gender inequality.
6. Write on the whiteboard the expressions that students use to show their opinions such as 'I think', 'I agree', and any other expressions that they might not have used in the discussion so far.

7. Read these expressions out and encourage students to do the same. Having the most accurate pronunciation is not the focus here, but it is important for students to learn how to pronounce these expressions.
8. Divide the class into small groups.
9. Hand students Worksheet 31.A so they can discuss the questions amongst themselves.
10. Monitor students' progress.
11. Help students if/as necessary but allow them to be independent. There is no need to correct every single word they say. The purpose of the worksheet – and of this lesson – is to focus on social content.
12. Ask students to share their answers and discussions with the rest of the class (see Worksheet 31.B for suggested answers). If they need to use their mother tongue sometimes, allow them to translanguage.

Other considerations and options

- If it is not possible to print one copy of the worksheet per student, you can print one copy per group. If you do not want to print the worksheet at all, it is possible for you to read it out or to project it on a screen. However, this prevents the students from having contact with the written texts on the worksheet and is likely to change the writing focus of this lesson into a listening one.
- Translanguaging in the class can be tricky if not all students and the teacher speak the same language. However, even in these cases, students should be allowed to translanguage if that helps them to follow the lesson.
- As a follow-up homework task, ask students to write down the gender-related stereotypes that they notice in their everyday life for an entire week. They then must bring their notes and comments to class. This allows students to see what they discussed in class outside of the classroom and stands as an example of engaged pedagogy.

Worksheet 31.A For students

1. **Social media is a place where people share their thoughts and feelings. Do you think this can have a negative side? How can you relate this to the discussion we had about gender inequality issues?**
2. **Listed below are some comments on social media in response to women's posts discussing sports.**

'Stick to your makeup tutorials.'

'Lads relax ... She's a girl. Her football opinion doesn't count.'

'Stick to the dishes.'

'A woman who doesn't know anything about football, now there's a shocker.'

- a. Who do you think wrote these comments?
 - b. Is there something problematic about the comments? If yes, what is it? If no, why not?
 - c. What gender stereotypes can you see in these comments? Have you ever heard some of them in real life? How did you react to them?
3. **Go to the following website (<https://www.mic.com/articles/88167/9-harmful-stereotypes-we-never-realized-our-favorite-disney-movies-taught-us>) and read the ninth stereotype in *Disney movies (Juergen, 2014)*.¹**
 - a. Based on what you read, what are the stereotypes about men that Disney movies reproduce?
 - b. Imagine that a little boy grows up watching these movies. What can be the consequences of these stereotypes in his life?
 - c. What other stereotypes reproduced by Disney can you think of?

1. Juergen, M. (2014). *9 harmful stereotypes we never realised our favorite Disney movies taught us*. MIC. <https://www.mic.com/articles/88167/9-harmful-stereotypes-we-never-realized-our-favorite-disney-movies-taught-us>

Worksheet 31.B Suggested answer key

1. Students are expected to realise that social media does not have only a good side, but it also has a problematic one. It can be a place of bullying, for instance. The Internet is a place where people feel like they can say whatever they want – such as reproducing stereotypes and maintaining gender inequality – and not suffer the consequences. You should point out to students that there are laws against bullying and prejudicial speeches online in several countries, so this sense of absolute freedom online does not fully correspond to reality.
2.
 - a. All these comments were written by (conservative and sexist) men. You should point out to your students that, while men are the perpetrators of sexism and are the ones who truly benefit from it, several women – influenced by the social reiteration of such comments – end up reproducing some of these sexist and prejudicial comments as well.
 - b. Students are expected to point out that the reproduction of gender stereotypes in the comments contribute to gender inequality.
 - c. The gender stereotypes reproduced by the comments are that women don't know about sports, women are the ones who should do domestic chores, all women enjoy makeup, and women only enjoy superficial things. You should encourage students to share their personal experiences of comments like these ones. This is a good opportunity to point out to students how we let these comments slide, not giving them much thought until we are actively discussing them as problematic. This is also an opportunity to make your students reflect on the importance of standing up for their beliefs and defending gender equality – not only in class but in other dimensions of their lives.
3.
 - a. Students are expected to point out how masculinity is associated with attractiveness, muscles and whiteness in Disney movies.
 - b. Although students' answers might be diverse, the important thing here is that they show that they understand how much what we claim to be 'natural beliefs' – such as some gender stereotypes – are socially constructed throughout our lives. The stereotypes presented in the text can lead to men becoming more aggressive and less empathetic. It is even possible to mention the difficulty that many men have to share their feelings, which can lead to mental health issues and even suicide. Men can also become obsessed with looking athletic, perceiving being fat and small as something that will never be attractive.
 - c. Students' answers will vary. Some suggested answers are that you have to be thin and white to be an attractive girl (e.g. *Cinderella*), and women need to be saved by men (e.g. *Sleeping Beauty*).

Lesson 32 A critical appraisal of gender stereotypes

Joanna Angélica da Motta – she/her
(Rio de Janeiro, Brazil)

Learners' age:	15+
Learners' proficiency:	Intermediate
Preparation time:	5 minutes
Class time:	50 minutes
Aim(s):	Engage students in reflecting on the topic of gender stereotypes in society Raise students' awareness of how gender stereotypes influence the way we perceive individuals in society Develop students' critical thinking Practise students' listening skills
Skill(s):	Listening and speaking
System(s):	Discourse and vocabulary
Material(s):	Device with Internet access, data projector and Worksheet 32

Introduction

This listening lesson helps students reflect on gender stereotypes and recognise the consequences of these crystallised ideas in individuals' behaviours.

Preparation

The preparation needed for this lesson is to have critically analysed Emma Watson's speech as well as printed Worksheet 32 for the students.

Procedure

1. Begin the class by asking students to explain what a stereotype is – i.e. an idea (usually a wrong one) that is held about someone or something.
2. Elicit examples of gender-related stereotypes from students.
3. Write students' answers on the board, separating the stereotypes by gender (e.g. women, men, agender).
4. Ask students how stereotypes can reflect the way a society views genders. Students might comment on the narrow binary division between women and men and on the perception of women and men as extreme opposites, for example.
5. Show students a picture of Emma Watson, a famous actress and activist for women's rights.
6. Ask students if they know her and, if so, what they know about her.
7. Tell the students that they are going to watch a video of a speech that Emma Watson gave at the United Nations.
8. Ask students to pay attention to the video and to try to understand the main idea of Emma Watson's speech.

9. Advise students to take notes as needed.
10. Play the video available here (<https://www.youtube.com/watch?v=gkjW9PZBRfk>) up to 4:03.
11. As a class, ask students what they understood from the speech, how they felt about it and why they think it is important to discuss gender stereotypes. Students' answers might refer to the need to discuss gender stereotypes in order to recognise that gender is socially constructed; the fact that women are perceived as the opposite of men and vice versa; and the importance of acknowledging that there are expected behaviours for women and men which are subtly promoted within/by society.
12. Emphasise that stereotypes affect genders in different ways and that they are harmful for all genders.
13. Distribute the worksheet to students and ask them to do Exercise 1.
14. Have students compare their answers in pairs. The goal is to help students to improve their understanding and reflection before having a class discussion.
15. Invite students to share their answers with the class. Students might comment that the sentences suggest that women cannot be in charge of real-life situations because they are expected to behave in a submissive and/or passive way by society. If women behave in a more dominant way, they are called 'bossy' because they cannot be dominant. On the other hand, men cannot express their feelings as society thinks it is a trait related to women and it thus makes men 'emotional' or 'weak'.
16. Ask students to do Exercise 2 individually.
17. Have students check their answers in pairs.
18. Correct it as a class. Some suggested answers are provided below.
 - a. unattractive: unpleasant to look at
isolating: something that separates somebody or something from others
aggressive: behaving in an angry and violent way towards another person
strong: powerful; having or using great force or control
 - b. The adjectives are used to describe women in a negative way. When women behave in a way that is not traditionally expected by society, she is described derogatorily. Emma Watson's speech shows us that society has a fixed way to treat different genders.
19. Ask students if stereotypes are built by society or if people are born with them.
20. Help students understand how stereotypes are socially constructed by asking students if children's toys have gender (e.g. dolls are for girls; cars are for boys) or if it is society that labels toys for boys and girls.
21. Clarify to students that stereotypes are hidden in small actions and utterances and that we should be aware of them all the time (e.g. 'you run like a girl' when said to boys).

Other considerations and options

- In Step 10, you can turn on the subtitles if needed to help your students understand the video.
- If you do not have technological devices in the classroom, it is possible to change Step 10 by playing the audio recording of Emma Watson's speech from a personal device (e.g. a smartphone).
- A follow-up activity that may be proposed is to create an online forum in which students express their own ideas concerning the lesson and its central theme.

Worksheet 32 For students

1. Read two sentences retrieved from the video. What are some of the gender-related ideas made explicit in the sentences below?

When I was 8, I was confused being called 'bossy' because I wanted to direct the plays we would put on for our parents.

When at 18, my male friends were unable to express their feelings.

2. Emma uses some adjectives to refer to how women are seen by society.

- a. Match these words on the left with their respective meanings.

unattractive (adj)	powerful; having or using great force or control
isolating (adj)	behaving in an angry and violent way towards another person
aggressive (adj)	unpleasant to look at
strong (adj)	something that separates somebody or something from others

- b. Why were the adjectives in (a) above used to describe women's behaviour? Were they used in a positive or negative way? Why?

Lesson 33 Unbiased descriptions? Unearthing gender stereotypes in everyday contexts

Vander Viana – he/him
(Edinburgh, Scotland)

Learners' age:	15+
Learners' proficiency:	Intermediate and above
Preparation time:	5 minutes
Class time:	40 minutes
Aim(s):	Raise students' awareness of how gender influences their descriptions of people's actions Raise students' awareness of gender stereotypes in everyday contexts
Skill(s):	Speaking and reading
System(s):	Discourse
Material(s):	Worksheets 33.A and 33.B

Introduction

One's perception of the world may be biased by (sometimes unconscious) gender stereotypes. When asked whether they hold any gender stereotypes, it is not uncommon that one would give the socially desirable answer and deny being influenced by such stereotypes. The present lesson aims to unearth and make it visible to students whether their descriptions of a person are biased by the person's gender. To this end, students are given the very same case featuring a character with a unisex name who is referred to as a woman in one text and as a man in the other. The lesson ends by encouraging students to think of ways to avoid being biased by gender stereotypes in their everyday lives.

Preparation

Before class, you should print out the handouts (Worksheet 33.A and/or Worksheet 33.B) and cut out the instructions to each group.

Procedure

1. Have students thought shower on how a person should behave at work. Students may say that one should be pro-active, focused, professional, punctual and productive, for example.
2. Tell students that they will read about a situation that took place at the main character's work.
3. Encourage students to consider how they would describe this character based on their actions at work. It is important that you do not disclose the character's gender to students as different groups will have different versions of the story.
4. Explain to students that they must keep the handout that they will receive to themselves, that is, they must not disclose any information to their peers.
5. Distribute the handout (see Worksheet 33.A) to students, ensuring that the same (or a similar) number of students are in Groups A, B and C.
6. Allow students to read the paragraph and to make up their minds on how to describe the character.
7. Tell students that they will shortly be placed in groups and that they can discuss the situation openly with their group members (i.e. they all have the same handout). However, they must be careful so that the other groups cannot hear their discussion.

8. Organise the students into three groups – A, B and C – according to the letter on top of their handout.
9. Have the groups read the direction below the story and to discuss the case within their groups.
10. Walk around the classroom and offer any help as/if needed.
11. While Groups A and B are busy completing the task, check that Group C members understand what they will have to do during the discussion.
12. Remind all students that the identity of the character must be protected. They must not use the character's proper name, they must not disclose the character's gender, and they must not use a singular third-person pronoun either (i.e. 'she' or 'he'). They should, instead, refer to the character as a 'person' or use the pronoun 'they'.
13. Ask Group A members to describe what they think of the character, making sure that they justify their opinions.
14. Ask Group B to do the same.
15. Invite Group C to ask follow-up questions to the other two groups.
16. Have Group C summarise the main similarities/differences between Group A's and Group B's descriptions.
17. Draw students' attention to the fact that they had the very same case to analyse with only one difference: the gender of the character. Group A believes that the character is a woman while, for Group B, it is a man.
18. As a class, ask students to reflect on how fair their descriptions were.
19. Have students consider what they must do to avoid being biased by gender stereotypes in their everyday contexts.

Other considerations and options

- If there is not enough space in your classroom to ensure that students will accidentally eavesdrop on the discussion by a different group, you should consider working with more than one case. Worksheet 33.B has an additional case, focusing on a different character and depicting a different situation.
- Should you have time, you can also create your own cases to use with your groups of students. For example, you could have a same character who is identified as heterosexual for one group and as homosexual for another.

Worksheet 33.A Ali's case

GROUP A

1. Read the short paragraph below and consider how you would describe Ali.

Ali is quietly working at her desk in a shared office space. Her eyes are glued to the three computer screens around her, and she is working on something important. For an outside viewer, she does not even seem to blink! One of Ali's co-workers decides to approach her to ask whether she wants to take a break over a cup of coffee. Ali takes a deep breath, turns her head to her co-worker and declines the invitation. Later that day, Ali complains about this colleague to their line manager for interrupting her while she is working hard.

2. Working with a few classmates of yours, agree on how you will describe Ali to the class.
 3. Make sure you have a justification for your descriptions.
 4. Ali's identity is **a secret that you must keep** amongst the members of your group. Do **not** disclose it to anyone outside your group. This means that you must **not** mention Ali's name and you must **not** even refer to her as a woman (or the other groups might find out who you're talking about!). When talking about Ali, use expressions like 'the/this person' or the pronoun 'they'.
-

GROUP B

1. Read the short paragraph below and consider how you would describe Ali.

Ali is quietly working at his desk in a shared office space. His eyes are glued to the three computer screens around him, and he is working on something important. For an outside viewer, he does not even seem to blink! One of Ali's co-workers decides to approach him to ask whether he wants to take a break over a cup of coffee. Ali takes a deep breath, turns his head to his co-worker and declines the invitation. Later that day, Ali complains about this colleague to their line manager for interrupting him while he is working hard.

2. Working with a few classmates of yours, agree on how you will describe Ali to the class.
 3. Make sure you have a justification for your descriptions.
 4. Ali's identity is **a secret that you must keep** amongst the members of your group. Do **not** disclose it to anyone outside your group. This means that you must **not** mention Ali's name and you must **not** even refer to him as a man (or the other groups might find out who you're talking about!). When talking about Ali, use expressions like 'the/this person' or the pronoun 'they'.
-

GROUP C

- All students have been given a version of the paragraph below: Group A thinks Ali is a woman, and Group B thinks Ali is a man.
- Read the short paragraph below to understand the context to be discussed in class.
 Ali is quietly working at her/his desk in a shared office space. Her/His eyes are glued to the three computer screens around her/him, and she/he is working on something important. For an outside viewer, she/he does not even seem to blink! One of Ali's co-workers decides to approach her/him to ask whether she/he wants to take a break over a cup of coffee. Ali takes a deep breath, turns her/his head to her/his co-worker and declines the invitation. Later that day, Ali complains about this colleague to their line manager for interrupting her/him while she/he is working hard.
- The other groups do **not** know that there are different versions of the same text, and you must **not** disclose it to anyone outside your group.
- Both Groups A and B have been asked to keep Ali's identity to themselves. This means that they will not mention Ali's name **nor** will they identify Ali as a woman/man. When talking about Ali, they will use expressions like 'the/this person' or the pronoun 'they'. You **must** do the same.
- Each group has been asked to describe the character in their story and to justify their descriptions. You should take notes of what they say in the table below, noting down similarities and differences between the two groups.
- At the end, you will have a chance to ask questions to the members of Groups A and B. Try to get them to focus on those descriptions that are clearly different between the two groups and that you think may be due to Ali's gender.

Group A (Ali is a woman.)	Group B (Ali is a man.)	Notes for follow-up questions
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.....
.....
.....
.....

Worksheet 33.B Wynn's case

GROUP A

1. Read the short paragraph below and consider how you would describe Wynn.

Wynn is having her annual review at work. Her line manager politely tells her that she has been underperforming and provides concrete evidence for that assessment. Wynn has her head down and does not make eye contact with her line manager. Wynn is invited to reflect on what has been happening, why she has not met the targets, and what could be done to address the situation. The series of questions forces Wynn to raise her head, and it becomes clear why she had her head down. She has been silently crying and is not in a condition to say a word. Wynn uses body language to excuse herself and leaves her line manager's office.

2. Working with a few classmates of yours, agree on how you will describe Wynn to the class.
 3. Make sure you have a justification for your descriptions.
 4. Wynn's identity is **a secret that you must keep** amongst the members of your group. Do **not** disclose it to anyone outside your group. This means that you must **not** mention Wynn's name and you must **not** even refer to her as a woman (or the other groups might find out who you're talking about!). When talking about Wynn, use expressions like 'the/this person' or the pronoun 'they'.
-

GROUP B

1. Read the short paragraph below and consider how you would describe Wynn.

Wynn is having his annual review at work. His line manager politely tells him that he has been underperforming and provides concrete evidence for that assessment. Wynn has his head down and does not make eye contact with his line manager. Wynn is invited to reflect on what has been happening, why he has not met the targets, and what could be done to address the situation. The series of questions forces Wynn to raise his head, and it becomes clear why he had his head down. He has been silently crying and is not in a condition to say a word. Wynn uses body language to excuse himself and leaves his line manager's office.

2. Working with a few classmates of yours, agree on how you will describe Wynn to the class.
 3. Make sure you have a justification for your descriptions.
 4. Wynn's identity is **a secret that you must keep** amongst the members of your group. Do **not** disclose it to anyone outside your group. This means that you must **not** mention Wynn's name and you must **not** even refer to him as a man (or the other groups might find out who you're talking about!). When talking about Wynn, use expressions like 'the/this person' or the pronoun 'they'.
-

GROUP C

1. All students have been given a version of the paragraph below: Group A thinks Wynn is a woman, and Group B thinks Wynn is a man.
2. Read the short paragraph below to understand the context to be discussed in class.

Wynn is having her/his annual review at work. Her/His line manager politely tells her/him that she/he has been underperforming and provides concrete evidence for that assessment. Wynn has her/his head down and does not make eye contact with her/his line manager. Wynn is invited to reflect on what has been happening, why she/he has not met the targets, and what could be done to address to change the situation. The series of questions forces Wynn to raise her/his head, and it becomes clear why she/he had his/her head down. She/He has been silently crying and is not in a condition to say a word. Wynn uses body language to excuse herself/himself and leaves her/his line manager's office.

3. The other groups do **not** know that there are different versions of the same text, and you must not disclose it to anyone outside your group.
4. Both Groups A and B have been asked to keep Wynn's identity to themselves. This means that they will **not** mention Wynn's name **nor** will they identify Wynn as a woman/man. When talking about Wynn, they will use expressions like 'the/this person' or the pronoun 'they'. You **must** do the same.
5. Each group has been asked to describe the character in their story and to justify their descriptions. You should take notes of what they say in the table below, noting down similarities and differences between the two groups.
6. At the end, you will have a chance to ask questions to the members of Groups A and B. Try to get them to focus on those descriptions that are clearly different between the two groups and that you think may be due to Wynn's gender.

Group A (Wynn is a woman.)	Group B (Wynn is a man.)	Notes for follow-up questions
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.....
.....
.....

Section F

Gender (in)equality

Working towards gender equality: Voices from the field (Philippines)

'First of all, the struggle to promote gender equality in society is an imperative. What kind of society do we have where half of the population is oppressed or discriminated against often by the other half? By gender equality, we do not mean personal equality because there are people who are more gifted or better than others. In fact, many women are personally more gifted, more talented, more morally responsible than many men. What we mean is social equality: that women and men are given the same respect, the same privileges, the same rights by the law. Actually, personally, I am not only advocating gender equality. I am advocating empowerment of women.

Since gender consciousness or gender discrimination begins in the training and education of children – first in the home and then in school, it is important that teachers, who themselves must be gender conscious and know the dynamics of gender oppression, should endeavor to have gender-fair education in their schools. This begins with the school policies, which should be gender fair. The teacher in the classroom must see to it that their attention is given equally to both boys and girls. Leadership possibilities such as being class president should be provided equally for both girls and boys. The textbooks they use and all written documents in the school must use inclusive language. Also, in actual teaching, inclusive language must be used. Subjects in the curriculum must be gender sensitive, and actual courses on women should be given. An introductory course on gender consciousness must be an obligatory course for all students, and all disciplines should offer at least one course on women. Researches should also be gender sensitive, and the teacher should assign specifically research on women and girls. I believe that such a gender-fair education will hasten gender equality in society.'

Sr Dr Mary John Mananzan, Order of Saint Benedict

Sr Dr Mary John Mananzan is a Filipino Missionary Benedictine Sister and is among the pioneers of feminism in the Philippines. She helped found the most militant women's organisation in the Philippines – GABRIELA and was its National Chairperson for 18 years. Sr Dr Mananzan founded the Institute of Women's Studies of St. Scholastica's College and has been its Executive Director for 25 years. She helped develop an Asian Feminist Theology of Liberation.

Lesson 34 Gender (in)equality: Critical thinking and reflections for teenagers

Kathlen Sousa – she/her
(Rio de Janeiro, Brazil)

Learners' age:	13+
Learners' proficiency:	Elementary
Preparation time:	5 minutes
Class time:	75 minutes
Aim(s):	Raise students' awareness of gender-related matters (e.g. gender equality and gender stereotypes) Develop students' critical thinking Practise students' problem-solving skills Contribute to students' citizenship development by considering how they can build a better society
Skill(s):	Listening and speaking
System(s):	Discourse
Material(s):	Device with Internet access, data projector and individual devices with PowerPoint

Introduction

The present lesson consists of 14 simple steps which introduce students to and instigate their critical reflection on the topic of gender (in)equality. Students are also encouraged to propose solutions to address the existing gender inequality issues in their country.

Preparation

Before class, it is advisable to check that the computer and the data projector are working and to organise the class in a circle.

Procedure

1. Start the class by asking students what they understand about gender equality.
2. Tell students that they are going to watch a video on gender equality and ask them to consider whether/why it is an important topic as they watch the video.
3. Play the video (<https://youtu.be/-hc0kZh6CnM>) to students.
4. As a class, check students' views on whether/why gender equality is important. Students may point out that it is important because it can help to prevent violence against women, it guarantees equal rights for all people regardless of their gender, it ensures equal participation of women in all social fields, and so on.
5. Pair students up.
6. Ask students to discuss the following questions.
 - a. Is there anything in the video that you thought was interesting? What? Why (not)? (Students' answers will be personal, and they will vary.)

- b. What are some of the social challenges faced by women as compared to men? (Students may comment on, for example, the different tasks undertaken by women and men at home and the prejudice faced by women in the workplace.)
7. Monitor students' discussion.
8. Ask students individually to reflect on the roles that society expects women and men to play.
9. Play the short video *Gender roles and stereotypes*, which is available at <https://youtu.be/UIh0DnFUGsk>, and ask students to check whether their ideas are mentioned in the video.
10. In the same pairs (see Step 5), have students answer the questions below.
 - a. What can we do to change gender inequality in our community? (Students can talk about making everyone aware of their rights and ensuring diversity in hiring processes, for instance.)
 - b. Who do you consider to be an activist for gender equality? (Students' answers will vary depending on their personal experiences.)
 - c. What can women and men do to report abuse against women? (Some possible answers are to have a safe channel to report sexual harassment and racism anonymously and to ask for the help of a close friend in reporting that issue.)
11. Walk around the classroom and provide content feedback as/if needed.
12. Divide the class in groups of three or four students.
13. Ask students to create a presentation on how society can help promote gender equality in their country.
14. Invite the groups to present their slides for the class.

Other considerations and options

- This lesson can be implemented in an on-site or in an online context.
- Let students choose the software they wish to make the presentation in Step 13. This could include the use of PowerPoint, Canva and Google Documents to cite some examples.

Lesson 35 Act it out: Women's rights

Gökçe Gök – she/her
Izmir, Turkey

Learners' age:	14+
Learners' proficiency:	Intermediate and above
Preparation time:	10 minutes
Class time:	60 minutes
Aim(s):	Raise students' awareness of gender equality in household chores Develop students' problem-solving skills in relation to gender equality Review students' knowledge of language items related to household chores Develop students' speaking skills
Skill(s):	Speaking
System(s):	Discourse and pronunciation
Material(s):	Printed mini-drama cards (see Worksheet 35)

Introduction

English language students generally learn about household chores (e.g. washing the dishes, vacuuming the house, doing the laundry), and it is not uncommon for this topic to be presented in a gender-stereotypical way with girls and women being in charge of the housework. The present lesson helps students to revise their prior knowledge of household chores while also raising their awareness of gender equality. Students will be able to question and think critically about some problematic situations. It is hoped that the lesson will help to contribute to students' development into individuals who care about gender matters and, more generally, social justice.

Preparation

You should consider whether the mini-drama situations on Worksheet 35 would raise any issues in your context. You might want to seek peer feedback on the activity from fellow teachers. Because these matters are sensitive, they may lead to different and unexpected reactions from students. You should think about the potential problems and consider solutions ahead of the time. Once you have decided on the mini-drama situations, you should print the cards.

Procedure

1. Assign each student a specific number from one to four in order to group them.
2. Ask students to form four groups (all those who were assigned the number one; all those who were assigned the number two; etc.).
3. Explain to students that they will play a mini-drama activity.
4. Invite students to choose a representative for each group.
5. Show students the mini-drama cards (see Worksheet 35).
6. Tell students that the cards include mini-drama situations which are related to gender equality in the completion of household chores.
7. Ask each group representative to choose a card.

8. Invite each group to perform the mini-drama-activity.
9. After each performance, have the groups discuss the questions below and take notes of their answers.
 - a. What is the problem in this situation?
 - b. How is it related to gender equality?
 - c. How can it be solved?
10. Before moving on to the next performance, hold a class discussion in which the groups share their proposed solutions.

Other considerations and options

- The lesson can start with a review of household chores. For example, students may be asked to match pictures of household chores with their descriptions.
- As a follow-up activity or a homework task, students can be asked to rewrite the cards with which they worked so that the situation becomes gender equal.
- This lesson can be implemented in on-site contexts – as originally planned, and it can also be conducted in online classes.
- The lesson does not need to be based on the cards included on Worksheet 35.
 - Students can be involved in the creation of these cards, which can then be swapped across groups. This way, students would work with a situation that is new to them.
 - The lesson can draw on real-life situations as well. For instance, students can be asked to research gender-equality problems in household chores reported online (especially in the news), which can be used as the basis for the in-class performance.
- If the resources are available, students may be asked to create animations (e.g. using software like Powtoon) for each of the situations. Instead of acting them out in Step 8, students would watch the animations created by their peers.
- It is assumed that students already know how to word suggestions and solutions in English (e.g. the use of *should*). The lesson can therefore work as a review for this specific language-related point.
- Even though gender equality is a well-known issue internationally, the lesson may be met with some resistance in some contexts. For example, in some cultures, there are some very serious and strict beliefs that only women must be in charge of housework; in some cities, women are not allowed to go to school or university and/or they are forced to get married at a young age.

Worksheet 35 Cards

Alice is a housewife and a mother. She has two kids – Janice and Jane. In the evening, they have guests for dinner, and Alice wants help from her kids.

Alice: Girls, I see that you've finished your homework. You can come and help me, right?

Janice: Mom, I've just finished homework and I want to sleep a little. I think you can handle it.

Jane: Mom, I have plans with my friends. I can't help either. And I didn't invite my friends, so I don't have to help!

Mary is a doctor, and she has been married to Jack for ten years. They have two children named Tom and Emma.

Mary: Jack, honey! I just got a phone call. I have an important meeting tomorrow at 8 p.m. and I will arrive late. Can you cook dinner tomorrow?

Jack: Sorry, I'm watching a basketball game with my friends. I can't miss that match! If your job comes between your family and your home duties, maybe you should consider leaving your job. You are a mother: your primary duty is to look after your home!

Rose has three children: Donna, David and Amelia. Donna is eight years old. David and Amelia are older: they are seventeen and eighteen years old, respectively. It is time for Donna to go to school, and Rose will take her by car, as she always does.

Rose: Amelia and Dave, I am leaving with Donna. The dishes are yours. When I come back, I want to see them in the dishwasher and to find the table has been cleaned. I trust you!

Amelia: OK!

David: OK!

(Rose and Donna leave the house.)

David: Amelia, kitchen-related work belongs to women and girls. You will be a mother and wife one day. Learning these things should be your priority. So, I think it is better for you to clean the kitchen. I will play football with my besties.

Elisabeth has two kids – Alissa and Melissa. Their aunt and uncle will come to visit them tomorrow, they will stay for a few days.

Elisabeth: Girls, do you think that your room looks like a room? What is this mess? How can you live here? We have guests tomorrow. Please tidy up and clean your room this afternoon.

Alissa: Mom, I'm going to the cinema this afternoon with my friends. And I love my room like this! This is not a problem for me. This is my room! I can live like I want! I think that, if you want a tidy room, you can do it.

Melissa: They will not stay in my room, so why should I clean and tidy up my room? This is my place, and I can do it later. If you invite them, you should tidy the rooms yourself.

Lesson 36 Going out with friends isn't allowed

Valentina Mojica – she/her
(Cali, Colombia)

Learners' age:	15+
Learners' proficiency:	Intermediate and above
Preparation time:	5 minutes
Class time:	60 minutes
Aim(s):	Raise students' awareness of gender equality Develop students' speaking skills related to argumentation
Skill(s):	Speaking
System(s):	Discourse
Material(s):	Role-play cards (see Worksheet 36)

Introduction

The present lesson draws on a sexist situation: the father is upset because his wife went out with her friends and did not invite him. Students are asked to role play this situation and to reflect on the different appropriate solutions that can be proposed to such an issue.

Preparation

You should print and cut out the role-play cards (see Worksheet 36).

Procedure

1. Split students in groups of four.
2. Tell students that they will engage in a role-play activity within their groups.
3. Explain to the class the situation in the role-play: when the son gets home from school, he notices that the atmosphere is tense. The father is annoyed that his wife has decided to attend a dinner with her friends without him.
4. Check that students understand the role-play situation.
5. Remind students that the role-play situation focuses on gender injustices and inequalities and that these issues deserve serious consideration.
6. Distribute the role-play cards to students (see Worksheet 36).
7. Give students some time to think about their characters and to prepare for the role-play. They can write down a draft of the dialogue if that helps them.
8. Have some groups volunteer to role play the situation to the class.
9. After each role-play, have the students in the audience propose (other) appropriate solutions for the situation that they have seen.

Other considerations and options

- Role-play cards can be adjusted by changing the personality traits of each family member. This way, it is possible to have different points of view for the same situation.
- As a follow-up activity, the teacher can show videos of real sexist situations that women have to face every day in different contexts. This video watching activity should be followed by students' reflection on how negative such an issue is.
- An anticipated problem is that some students might be facing similar situations in their households. It is important to be careful but also attentive and open if a student shares some similar situations. You should advise students accordingly, and you should have the contact of a local support group to which any student can be referred, if needed.

Worksheet 36

MOTHER

You are shy, but when you feel confident, you are very funny. You do not like to argue and in order to avoid conflict, you always end up giving in.

FATHER

You have been educated in a traditional way, and you believe that this is the proper way to educate a man. You are authoritarian and do not like to be contradicted.

SON

You like to study and are sociable. You have a very good relationship with your mother: you are teaching her how to use the computer, and she is teaching you how to cook.

GRANDMOTHER

You are the father's mother, and you adore your son above all things. You have always been a mother dedicated to your family, especially your husband.

Lesson 37 Teaching words related to gender equality

Elmakki Amiri – he/him
(Azrou, Morocco)

Learners' age:	14+
Learners' proficiency:	Intermediate
Preparation time:	5 minutes
Class time:	90 minutes
Aim(s):	Introduce students to the meaning and use of gender-related words Engage students in the promotion of gender equality
Skill(s):	Speaking and writing
System(s):	Vocabulary and discourse
Material(s):	Whiteboard, markers, worksheet, sheets of A0 paper, Blu Tack

Introduction

Gender equality is a global challenge that has been the focus of attention in Morocco as well as in other countries around the globe. The present lesson seeks to teach students the meaning and use of seven gender-related words that they can use when talking about this global challenge.

Preparation

You should print a copy of Worksheet 37 for each student in your class.

Procedure

1. Greet students.
2. Write the following tongue twister on the whiteboard: 'She sells seashells by the seashore.'
3. Ask for volunteers to try and say the tongue twister. If students succeed in pronouncing it correctly, ask them to say it faster.
4. Use the tongue twister as a gentle introduction to the topic of today's lesson.
5. Ask students what they know about the person who sells seashells by the seashore. Students are likely to say that it is a girl, a woman or a female human being, for example.
6. Have students consider how they arrived at that answer. Students may comment on the fact that, while 'she' can be used for beings other than human ones, the action of selling requires a human agent. They may also comment on the fact that, in English, 'she' is usually – but not always – used to refer to a female person.
7. Write the following words on the whiteboard.
 - a. 'sex'
 - b. 'gender'
 - c. 'male'
 - d. 'female'
 - e. 'rights'

- f. 'equality'
 - g. 'promote'
8. Focusing on one word at a time, ask students to raise their hands if they know the meaning of the word.
 9. Record how many students know each word on the whiteboard.
 10. Starting with the word that is known by most students, ask students to explain the meaning of the word or, if they find it difficult, to give an example where the word is used.
 11. Repeat Step 10 for all the words on the whiteboard.
 12. Explain the meaning of any unknown words to students and/or complement their explanation. Some suggestions are provided below.
 - a. 'sex': any of the two fundamental biological groups (male or female) into which humans and most other living creatures are subdivided
 - b. 'gender': either of the two sexes (male or female) when considered socially and culturally as opposed to biologically
 - c. 'male' and 'female': the two most common categories of sex, which relate to the gender categories of men and women, respectively
 - d. 'rights': a moral or legal entitlement to do or to have something
 - e. 'equality': being equal in rights, opportunities and responsibilities
 - f. 'promote': encourage, advance, support or help
 13. Distribute Worksheet 37 to students.
 14. Ask the class to complete the blank spaces with the correct word.
 15. Draw students' attention to the fact that they may need to adapt the words accordingly (e.g. pluralise nouns or conjugate verbs).
 16. Ask students to compare their answers in pairs.
 17. Check students' answers as a class.
 - a. equality / genders
 - b. promote / rights
 - c. female / male
 - d. sex
 - e. promote / equality
 - f. Equality / genders
 - g. Gender / female / male
 - h. sexes
 - i. Promoting
 - j. rights
 18. Hold a class discussion on what gender equality means in practice, encouraging students to share as many ideas as possible. Students might define gender equality as equal rights and responsibilities, equal opportunities, equal power relations and equal pay, for example.
 19. Split the class in groups of four students.
 20. Have the groups think of ways in which they can help promote gender equality in the classroom and in their own local communities.
 21. Ask the students to summarise their suggestions in a poster.
 22. Invite the groups to present their posters to the class.
 23. Hang the posters around the school for students in other classes to learn what they can do towards gender equality.

Other considerations and options

- You should pay specific attention throughout your lesson to equal participation across the different genders. Students from one gender (e.g. girls/women or boys/men) must not dominate classroom discussions. If needed, do encourage introverted students to participate.
- All genders should be allowed to express their thoughts freely regardless of the cultural and/or political context in which you teach.
- For students at proficiency levels higher than intermediate, you may ask them to write a short text about effective ways to promote gender equality instead of preparing a poster (see Step 21).

Worksheet 37 For students

Fill in the blanks with one word from the box below.

equality

female

gender

male

promote

rights

sex

- a. Gender _____ is a term used to refer to the state where all _____ have equal responsibilities, rights and opportunities.
- b. To _____ gender equality, women, men, girls and boys should have equal _____.
- c. Moroccan schools are mixed. Both _____ and _____ pupils study together and express themselves freely.
- d. There is a small number of single-_____ schools worldwide.
- e. Avoiding stereotypes is an effective way to _____ in education.
- f. _____ in education is when students of all _____ have the same resources and opportunities.
- g. _____ differences do not affect students' creative thinking abilities. There are no differences between the critical thinking skills of _____ and _____ students.
- h. Males and females are two physically different _____.
- i. _____ gender equality brings a number of benefits to all community members.
- j. We are working towards a world in which men and women have equal _____.

Lesson 38 Advances and challenges in gender equality in Bangladesh

Karimul Mulk Rafi – he/him
(Dhaka, Bangladesh)

Learners' age:	18+
Learners' proficiency:	Upper intermediate
Preparation time:	5 minutes
Class time:	50 minutes
Aim(s):	Raise students' awareness of the progress and challenges to gender equality in Bangladesh Engage students in reflecting on what can be done to address gender inequality Develop students' reading skills
Skill(s):	Reading and speaking
System(s):	Discourse
Material(s):	Newspaper article (either online or in print)

Introduction

Promoting gender equality is important to achieve national progress. In Bangladesh, gender disparity is evident almost in every sector. This issue must be addressed, and English language teaching should contribute to the creation of a fairer society.

Preparation

It is important to check that students have electronic devices with access to the Internet so that they can read the suggested online text.

Procedure

Section A: Warmer

1. Greet students.
2. Organise students in small groups.
3. Ask the groups to discuss the questions below.
 - a. Who does your family consist of (e.g. mother, father, brother, sister)?
 - b. Who enjoys more status (honour) in your family? Boys/Men or girls/women?
 - c. Why do they have such privilege?
4. Invite students to share their group discussions with the entire class if they are comfortable to do so.
5. Tell students that everyone in the family should enjoy equal opportunities.

Section B: Silent reading

1. Ask students to read Bappy Rahman's opinion article 'Bangladesh's progress in gender equality', which is available at <https://www.daily-sun.com/post/448887/Bangladesh%E2%80%99s-Progress-in-Gender-Equality>.
2. Have students answer the following questions in pairs.
 - a. What does gender equality mean?
 - b. What has Bangladesh done to promote gender equality?
3. Elicit answers from students and provide feedback. Some suggested answers are provided below.
 - a. The concept refers to the fact that all people irrespective of their gender (e.g. men and women) should have their needs considered in the same way and that they should have the same rights, responsibilities and opportunities.
 - b. The text refers to several changes that have taken place in Bangladesh in recent years: women have been provided with more chances to work in the civil service, corporate, development and entrepreneurship sectors; the representation of women has increased in politics; women have been integrated into peace making missions; and there have been initiatives to empower women.
4. Tell students that boys and girls should enjoy equal opportunities.

Section C: Consolidation

1. Ask students to go back to their small groups (see Section A – Step 2).
2. Encourage students to identify some examples of gender discrimination in their country. (For example, students may comment on the discrimination faced by women in the private job sector and in the implementation of the law in Bangladesh.)
3. Elicit some answers from both boys and girls.
4. Provide feedback if/as needed.

Section D: Reflection

1. Reorganise the students so that they work in pairs.
2. Ask the students to discuss the questions below, allowing them the freedom to skip the first question if they wish to do so.
 - a. How do your parents treat you and a sibling of yours of a different gender?
 - b. How should boys and girls be treated?

Other considerations and options

- Some of the proposed questions are very much personal (e.g. Section A – Step 3 and Section D – Step 2), so it is important to approach the discussion with care and to allow students the freedom to skip any questions if they wish to do so.
- As it is not entirely possible to anticipate how students will react to the proposed discussion questions, it is important to be aware of the institutional and/or local support services available in case they are needed (e.g. a therapist based in the school and/or a phone number for counsellors).
- In Section C – Step 4, it is more appropriate to focus on content feedback (e.g. if students are reproducing gender stereotypes and/or reinforcing gender inequality) than on language-related feedback.

Lesson 39 Gender inequality in the modern world

Katerina Sulyma – she/her
(Kyiv, Ukraine)

Learners' age:	18+
Learners' proficiency:	Upper intermediate and above
Preparation time:	5 minutes
Class time:	90 minutes
Aim(s):	Develop students' critical understanding of gender inequality Foster collaborative learning amongst students Develop students' problem-solving skills
Skill(s):	Reading and speaking
System(s):	Discourse
Material(s):	Print copy of an online text, board, and chalk or marker

Introduction

Girls and women still face numerous issues around the globe. The present lesson draws on a short reading text available online to help students understand some of the gender inequality issues and to have them consider how these issues may be overcome.

Preparation

Before class, go to the following webpage (<https://www.borgenmagazine.com/10-examples-gender-inequality-world/>), which contains ten short paragraphs providing examples of gender inequality issues around the world. You should print the text and cut it into ten separate slips of paper – one per example.

Procedure

1. Ask students what they know about gender inequality in order to activate their schemata.
2. Divide the class into ten small groups.
3. Tell students that each group will have a small paragraph to read and explain to the class.
4. Explain to students that the other students will not have read the paragraph, so they will have to ensure the clarity of their explanation.
5. Make it clear to students that they will not be allowed to read the paragraph out to the class. Instead, they will have to explain it in their own words.
6. Hand out one slip of paper per small group.
7. Have students read the paragraph and prepare their explanation.
8. Walk around the classroom and offer support as/if needed.
9. Have students explain the paragraph they read to the class.
10. As soon as each group finishes their presentation, write the topic they discussed on the board.
 - a. Lack of mobility
 - b. Freedom of marriage
 - c. Discriminatory divorce rights

- d. Citizenship
 - e. Frontline combat
 - f. Custody rights
 - g. Violence
 - h. Professional obstacles
 - i. Restricted land ownership
 - j. Access to education
11. Have the groups choose a gender inequality issue different from the one about which they read.
 12. Ask students to work in the same small groups and to consider how the gender inequality issue they chose is manifested in their country.
 13. Invite all ten small groups to report on their discussion to the class.
 14. Encourage students to reflect on the class discussion and, in their small groups, decide which gender inequality issue they believe is most pressing in their country.
 15. Ask students to propose solutions to that specific gender inequality issue.
 16. Have the groups report back on their focal gender inequality issue and proposed solutions.

Other considerations and options

- If you believe your students might struggle to understand some of the words in the text, you can either pre-teach them or provide students with a short glossary.
- Class time can be shortened by having fewer than ten groups and/or by reducing the number of different paragraphs to be used in the lesson.
- As a homework task, you can ask students to compare how their country compares to others with regard to the gender inequality issue that they identified in Step 14.

Lesson 40 Gender inequality in sport

Duong Thuy Le – she/her
(Hanoi, Vietnam)

Learners' age:	15+
Learners' proficiency:	Advanced
Preparation time:	5 minutes
Class time:	50 minutes
Aim(s):	Raise students' awareness of gender inequality in sport Develop students' vocabulary learning skills, in relation to the use of context for the identification of the meaning of unknown words Practise students' reading skills
Skill(s):	Reading and speaking
System(s):	Vocabulary
Material(s):	Board, markers or chalk, and Worksheet 40.A

Introduction

In this lesson, students will read an article about gender inequality in sport and practise guessing the meaning of unknown words based on the context. Learners will notice the differences in the way female athletes are treated compared to male ones. They will also be introduced to campaigns that fight for gender equality in sport. Finally, students will reflect on their own experiences with this issue at school and come up with solutions to tackle it.

Preparation

You should look for a picture of the Olympic flag (see Step 1) and print a copy of Worksheet 40 for each student in class.

Procedure

- Show part of the Olympic flag on the screen and encourage students to guess what event it is.
- Ask students the following three questions.
 - When were the first modern Olympic Games held?
A. 1895 B. 1896 C. 1897 D. 1898
 - When did women first compete in the Olympic Games?
A. 1900 B. 1910 C. 1920 D. 1930
 - Which of the following sports is only open to men in the Olympic Games?
A. Cross-country skiing B. Fencing
C. Futsal D. Decathlon
- Check students' answers as a group.
 - B (1896)
 - A (1900)
 - D (Decathlon)

4. Based on the questions above, have students predict the topic of the lesson – i.e. gender inequality in sport.
5. Ask students to think of examples of gender inequality in sport. Students might comment on unequal pay, unequal media coverage and unequal attention of fans when male and female athletes are compared.
6. Tell students that they will read an article about gender inequality in sport (see Worksheet 40).
7. Ask students to read the text and check whether the example they have mentioned in Step 5 appears in the text.
8. Introduce students to Exercise 1 on Worksheet 40 where they have to match the underlined words in the text with their corresponding definitions.
9. Revise the strategies that students can employ to guess the meaning of new words based on their context.
 - Read the suggested definitions.
 - Underline the key words in the definitions.
 - Identify the word class of highlighted words (e.g. noun, verb, adjective, adverb).
 - Read the textual fragment around the highlighted words.
 - Pay close attention to the use of synonyms, antonyms, hyponyms, hypernyms as well as linking words.
10. Demonstrate the above-mentioned steps with the word 'sprint'.
 - a. Ask students where the word 'sprint' is in the reading text. (It is in Paragraph 1, Line 3.)
 - b. Have students read the text around the word 'sprint' and find out its word class. (It is a noun because it is immediately preceded by the indefinite article 'a'.)
 - c. Ask students to look at the sentence, 'This race to equality is not a sprint, it's a marathon.' (The word 'not' shows a contrast between two words 'sprint' and 'marathon'. Therefore, 'sprint' is not a long running race, and Definition 1 ('a race in which people run very fast over a short distance') should be chosen.
11. Ask students to do the same process with the word 'stride'.
12. Check whether the students have found the correct definition and ask them to explain their rationale.
13. Ask students to complete the remainder of Exercise 1.
14. Check students' answers as a class.
 - a. 'strides': 3
 - b. 'sprint': 1
 - c. 'vicious circle': 6
 - d. 'graceful': 2
 - e. 'stereotypes': 4
 - f. 'feminist': 5
15. Divide the class in groups of three or four students.
16. Have students discuss the questions in Exercise 2 (see Worksheet 40).
17. Call upon some groups to report their discussion and ask other groups to comment on the ideas that are shared by their peers.

Other considerations and options

- In Step 1, you can use coloured chalk or markers to draw part of the Olympic flag rather than showing a picture.
- If technological resources are available, you could use software like Mentimeter to create a word cloud with students' examples of gender inequality in sport (see Step 5). You could also create a step between 16 and 17 where you could create a Padlet for students to summarise their discussion in writing. Students could then use this in Step 17.

Worksheet 40 For students

Inequality in sport

Women have made great strides in sports. And when I say strides, I mean this literally. Up until 1960's Olympics, women weren't allowed to compete in running races over 200 metres in distance. Now, since 2012, they can compete in every Olympic event. However, this race to equality is not a sprint, it's a marathon, and we're still not at the finish line.

Charlotte Edwards, Katy McLean and Kate Richardson-Walsh – these are the names of the female captains who brought their English teams to victory in the highest international cups of their sports. Have you heard of them? Mostly likely not. Yet when I mention names like David Beckham, Andy Murray and Lewis Hamilton, undoubtedly you will know of these sporting legends. So why is that? Because statistically speaking, male sport gets over 90 per cent of all sporting coverage in the UK. With no exposure to women's sport comes no demand and with no demand comes no exposure – it's a vicious circle and seemed to be a never-ending nightmare for female athletes.

However, new initiatives like 'This Girl Can', 'Girls Active' and 'Girls Make Your Move' shed a light on women in sport, who in the past didn't always seem to have the brightest of futures. These campaigns encourage every woman – small, tall, strong, graceful, flexible, sporty and not sporty (yet!) – to get involved in physical exercise and by doing so break stereotypes. Norway has become somewhat of a pioneer in its efforts to demonstrate gender equality in sport. It is playing a whole new ball game with the agreement to pay male and female football players equally. It means one can be a footballer and a feminist as equal play means equal pay.

So next time someone tells you that you throw like a girl, throw it right back at them because this girl can.

Reference

Inequality in sport. (2018, February 27). LearnEnglish Teens. Retrieved June 14, 2022, from <https://learnenglishteens.britishcouncil.org/blogs/sport/inequality-sport>

1. Match the underlined words in the text with the definitions below.

- a race in which people run very fast over a short distance _____
- having a smooth and attractive shape _____
- important positive developments _____
- fixed ideas for someone or something, especially an idea that is wrong _____
- a person supporting the belief that women should have the same rights and opportunities as men _____
- a situation in which one problem causes another problem, which then makes the first problem even worse _____

2. Discuss the following questions in groups.

- Does gender inequality in sport exist at your school? Share your experiences.
- What can you do to fight gender inequality in sport at your school and in general?

Lesson taxonomy

By learners' age	Lesson
7-9 years old	1, 8
10-11 years old	1, 2, 8, 26
12-13 years old	1, 2, 3, 8, 9, 14, 15, 16, 22, 25, 26, 29, 30, 31, 34
14-15 years old	1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 40
16-17 years old	3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 29, 30, 31, 32, 33, 34, 35, 36, 37, 40
18+ years old	3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40

By learners' proficiency	Lesson
Elementary	1, 2, 14, 29, 30, 34
Intermediate	3, 4, 8, 15, 16, 18, 23, 24, 31, 32, 33, 35, 36, 37
Upper intermediate	5, 6, 9, 10, 11, 12, 13, 17, 19, 21, 22, 25, 26, 27, 28, 38, 39
Advanced	7, 20, 40

By preparation time	Lesson
None	5, 11, 18, 25, 30
5 minutes	1, 2, 4, 7, 8, 9, 12, 15, 16, 17, 19, 20, 23, 24, 26, 29, 31, 32, 33, 34, 36, 37, 38, 39, 40
10 minutes	3, 10, 14, 22, 28, 35
15-20 minutes	13, 21
120 minutes	6, 27

By class time	Lesson
20-30 minutes	1, 3, 29, 30
35-45 minutes	2, 4, 12, 33
50-60 minutes	5, 8, 15, 16, 18, 20, 24, 31, 32, 35, 36, 38, 40
65-75 minutes	9, 14, 19, 25, 34
80-90 minutes	13, 17, 26, 28, 37, 39
100-120 minutes	11, 22, 23
150 minutes	7, 10
180 minutes	6, 27
300 minutes	21

By skill	Lesson
Listening	6, 7, 8, 9, 10, 25, 27, 28, 32, 34
Reading	1, 4, 7, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 23, 24, 26, 31, 33, 38, 39, 40
Speaking	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 16, 18, 20, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40
Writing	11, 21, 22, 23, 24, 26, 28, 37

By system	Lesson
Discourse	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
Grammar	17, 23, 28, 29
Pronunciation	14, 35
Vocabulary	1, 2, 5, 7, 8, 9, 11, 12, 14, 15, 16, 18, 20, 22, 23, 26, 31, 32, 37, 40

Gender-ing English language classes across the globe: Practical lessons for teachers addresses the existing dearth of gender-focused materials for English language teaching (ELT). It contains 40 lessons which show how English language teachers have included a range of gender topics in their pedagogical practice. Examples of such topics include gender and the workplace, gender and education, gender stereotypes and gender (in)equality. Collectively, they showcase how teachers working in different environments have taken the time to embed a social agenda in their pedagogical practice.

The book is an outcome of the international 'Gender-ing ELT' research project, which was conducted in ten different countries – Bangladesh, Botswana, Brazil, China, Colombia, Indonesia, Morocco, Philippines, Ukraine and Vietnam. The book, however, is not limited to lessons from these countries; it includes contributions from practitioners based in countries beyond those directly involved in the research project. While the lessons are context sensitive (i.e. they have been designed by teachers in response to a specific need, in relation to a given situation and/or for a unique group of students), they can be easily adapted to other contexts across the globe.

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