

## Calendar of Events

### **April 22<sup>nd</sup> Chapter 39 have to, don't have to, must, mustn't**

After studying the grammar in Unit 39, the students will do an individual activity where the students must complete sentences such as *Women must not....*, *Men must not....*, *Boys don't have to....*, and *Girls don't have to*. (Appendix 1)

After the activity, collect and copy their papers. Save the copies and make notes on the originals about needed grammatical corrections.

The following day, return the worksheets and share a few popular or thought-provoking phrases, for example, "Women must not speak loudly," or "Boys don't have to be good at sports." Ask the students to think if they personally agree. Ask them if they think those phrases are true. Will people like a woman who speaks loudly? How about a man? Will it affect her school grades? How about her job? Will a boy be teased if he can't play sports? Can he make friends easily? This discussion will be based on the students' personal responses, so feel free to make it as long or as short or as personal or general as you and the students feel comfortable with.

Students will share their thoughts on a blackboard thread. They will be asked to write 5 journal entries on this topic throughout the semester, and asked to read and comment on 10 of their classmates' entries. This journal entry will ask them to answer the following questions:

- 1- What does the word *stereotype* mean?
- 2- Did you write any sentences with stereotypes in this activity?
- 3- Do you think stereotypes are good or bad?

### **APRIL 29<sup>th</sup> Unit 23 There is There are**

Toy activity

Have students make groups of three. Give students printouts of toy catalogues. (Appendix 2) They must look at the images and describe the toys using phrases like,

“There are many (type of toy) for girls/boys.” “There aren’t any (color) cars.”

Students must write at least 9 sentences. After that, discuss how toys from a young age can influence young kids into their life choices. Ask students to help you make a list on the board of common jobs that are mostly men or mostly women.

Look at the toy selection for the girls and boy again. Do the toys influence what job the children might choose? Ask students for some examples that might prove that theory, as well as some examples that might disprove it.

Students write a journal topic answering the questions:

- 1- What toys were your favorites when you were a child?
- 2- Were there any toys you didn’t play with because they were “boys” toys or “girls” toys?
- 3- Do you think children’s toys can influence the child’s future career?

## **MAY 14th Unit 27 Non-Action Verbs**

Students will do a lesson comparing two photos of women and think about how gender stereotypes affect how we think about women. Students will use sentences such as, *She looks like.....*, or *She seems to....* in order to practice non-action verbs.

Complete lesson plan in Appendix 3.

Journal entry for today:

In your life (at school, at home, at work), do you see examples of stereotypes of women and girls? For example, do most people think that elementary teachers should be women or that soccer is for boys? Can you think of how stereotypes have changed? For example, in the

1920s, it was unusual to go to a woman doctor. Now so many doctors are women that many people no longer assume that doctors are men.

## **MAY 17<sup>th</sup> Unit 28**

### **Unit 28 Careers – Reading and discussing graphs and charts**

#### Appendix 4

Students will break into three groups. Each group will study and think about a specific chart. They may want to use their dictionaries, ask each other questions, or work together to understand the chart. The teacher can help them. They must answer the questions about their chart. After they do that, they will break up and make groups of three students with one person with each chart in the group. They must explain their findings to their classmates.

Write a journal entry answering: Did anything surprise you about the graphs? Do you see examples of inequality around you? How will the things you learned today affect your future?

## **MAY 23<sup>rd</sup> Unit 29**

### **Simple Past**

Students will do an imagining activity where they must rethink their life as the opposite gender. Activity description Appendix 5.

Journal Entry: Do you think you would be happier if you were the opposite gender? Why? How do you think your life would be different if you were the opposite gender?"

## **JUNE 20<sup>th</sup> Unit 35 Possessives**

The students must match cars/houses/pets/toys/jobs to either a man, a woman, a group of young girls or a group of young boys in order to practice possessive adjectives.

The students will write sentences like, "I think the toy train is hers because she \_\_\_\_\_." or "I think the dogs are theirs because they \_\_\_\_\_." Stress the correct sentence structure so that practice the grammar points. The final category is "jobs" so ask students to use the future tense for the children, "I think they will be \_\_\_\_\_ because they \_\_\_\_\_."

Worksheet Appendix 6 Collect the papers, copy and record the answers.

The next day, return the papers and have students write a journal entry about their thoughts on studying gender equality this term.

- 1- What does gender equality mean?
- 2- Do you think it's important?
- 3- Have you learned anything new from these activities?
- 4- Did you change your minds about any stereotypes?

# APPENDIX

## Appendix 1

Women must not \_\_\_\_\_

Women should \_\_\_\_\_

Women ought to \_\_\_\_\_

Women don't have to \_\_\_\_\_

Men must not \_\_\_\_\_

Men should \_\_\_\_\_

Men ought to \_\_\_\_\_

Men don't have to \_\_\_\_\_

Boys must not \_\_\_\_\_

Boys should \_\_\_\_\_

Boys ought to \_\_\_\_\_

Boys don't have to \_\_\_\_\_

Girls must not \_\_\_\_\_

Girls should \_\_\_\_\_

Girls ought to \_\_\_\_\_

Girls don't have to \_\_\_\_\_

## Appendix 2 (Example)



**Learning Express Toys**  
May/June 2013  
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★ Toys, Games and So Much More! ★

<http://www.tolerance.org/lesson/using-photographs-teach-social-justice-exposing-gender-bias>

# Using Photographs to Teach Social Justice: Exposing Gender Bias

Activities will help students:

- analyze photographs that show gender stereotypes and those that counter them
- recognize that photographs are socially constructed representations of reality
- describe a photograph's denotative meanings (those that are literal) and connotative meanings (those that are constructed through individual and collective associations)
- identify the mood of a photograph and determine how elements of the photograph contribute to creating that mood

## Essential Questions:

- What are some stereotypes about women?
- How can photographs emphasize and/or challenge stereotypes?
- How do photographs create a mood?

## **Introduction**

Before the women's movement started in the 1970s, common stereotypes about women suggested that they were more emotional than intelligent, that they were better suited to mothering than to other types of work and that beauty was perhaps their most important virtue. Thanks to the women's movement, many of those stereotypes no longer have much weight. Increasingly, women join men in high-powered professional jobs, hold important political positions and fulfill many roles besides or in addition to motherhood.

Nonetheless, some stereotypes of women persist. Some photos express those stereotypes; others challenge them.

## **Activities**



1. Working with a partner, look at Photo A. Describe the woman in the photograph. Think about how old she looks, what she's wearing, what she's holding, what she's doing and what her expression is like. With your partner, answer these questions.

- 1.
2. Do you think the woman is a construction worker? Why or why not?
3. Does the picture show the woman's competence?
4. Does the picture show the woman's beauty?
5. What is missing from the photo?
6. What do you think of the woman in the photo? Why?

Photo A: *Toronto Minilypse/June 2007.*



2. Look at Photo B. Describe the woman in the photograph. Think about how old she looks, what she's wearing, what she's holding, what she's doing and what her expression is like. With your partner, answer these questions.

- 
- Do you think the woman is a construction worker? Why or why not?
- Does the picture show the woman's competence?
- Does the picture show the woman's beauty?
- What is missing from the photo?
- What do you think of the woman in the photo? Why?

Photo B: ©Ron Levine.

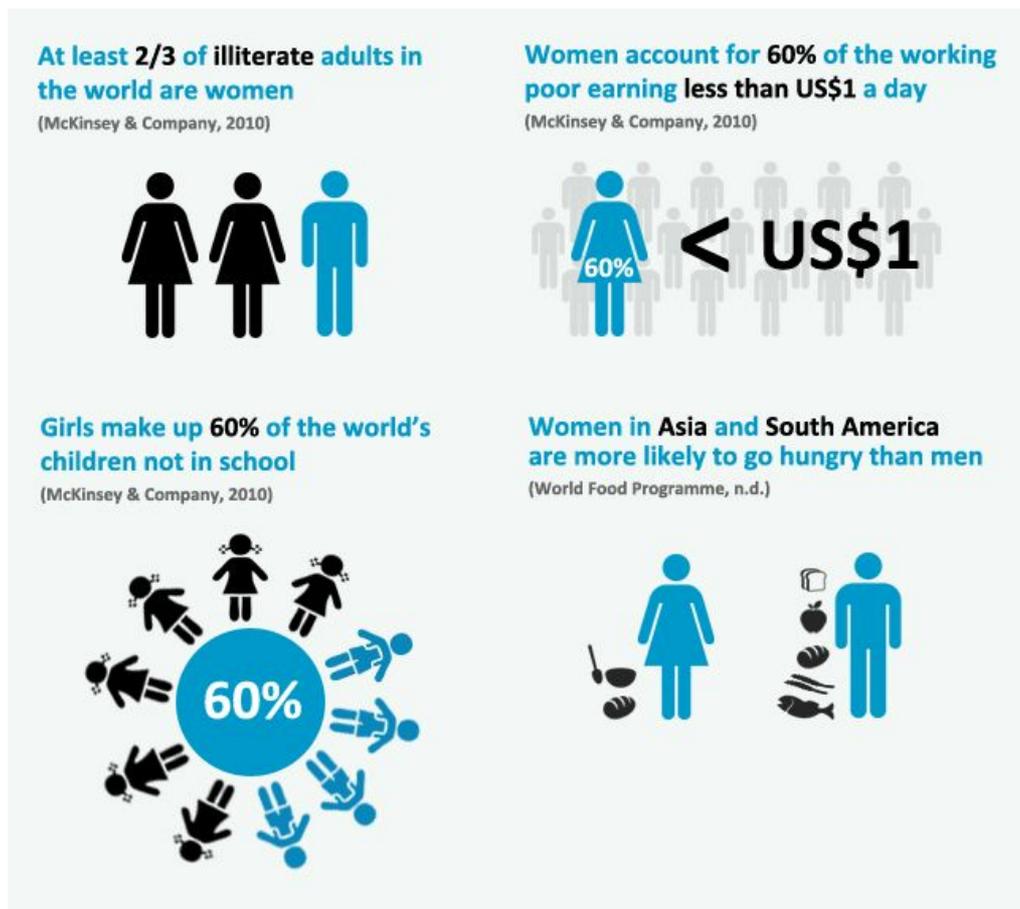
3. Now that you and your partner have studied Photo B, go back to your answers about Photo A. Discuss with your partner which photo you like better and why you prefer it.

4. Now you have seen how photographs can make stereotypes stronger or weaker. Now look online. Find your own pair of photos of women, similar to this pair. Have one photo show a woman in a stereotypical fashion, while the other counters that stereotype. Display your photos side by side. Describe each photo, answer the same questions you did about the first pair of photos. .

5. Think about your life. In your school, household or community do you see examples of stereotypes of women and girls? For example, do most people think that teachers are women or that soccer is for boys? Had you thought about these assumptions as stereotypes before you did these activities? Can you think of how stereotypes have changed? For example, in the 1920s, it was unusual to go to a woman doctor. Now so many doctors are women that many people no longer assume that doctors are men.

Write a journal entry that answers these questions, think about what you have learned, and your own thoughts about gender stereotypes.

## Appendix 4



<http://www.phoenix.edu/forward/perspectives/2011/07/small-investments-in-women-can-yield-big-returns.html>

What does illiterate mean?

What does working poor mean?

Why are women more likely to go hungry than men?



[http://johnsonmatel.com/blog1/2009/03/malefemale\\_wage\\_gap.html](http://johnsonmatel.com/blog1/2009/03/malefemale_wage_gap.html)

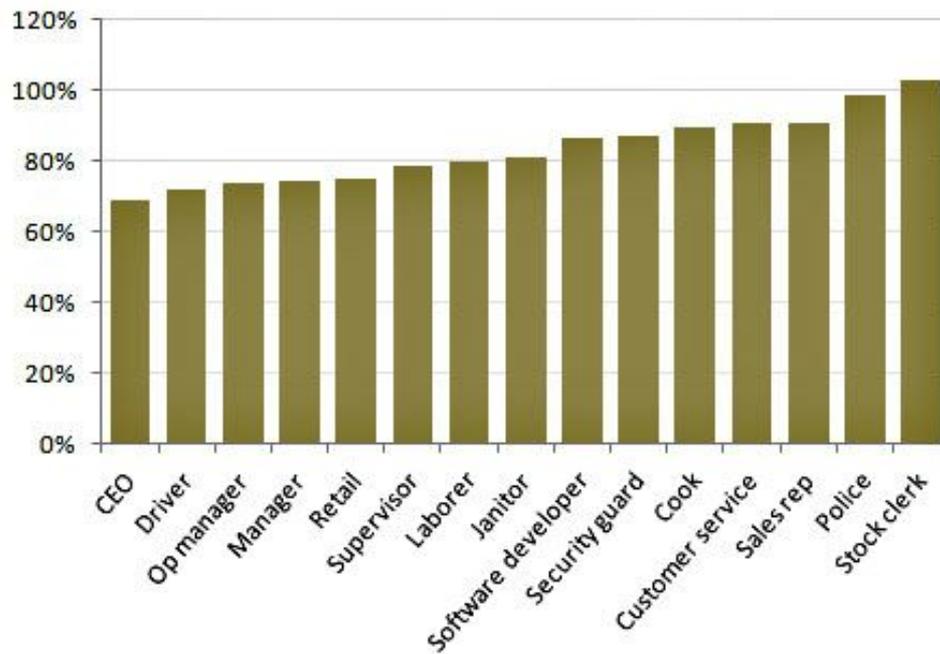
What does pay gap mean?

Which country is the most unfair to women?

Which country would you want to live in?

What do you think is the pay gap in your country?

## Women's Pay as % of Men's



<http://www.motherjones.com/kevin-drum/2012/05/digging-pay-gap>

What does this graph teach us?

Which job has the highest salary?

Why do you think the police and stock clerk are the most equal jobs?

## Appendix 5

The teacher will ask the students to close their eyes and listen carefully to what the teacher says. It's important that they really try to listen and think. (Do what you can to keep them awake...) The following can be simplified or changed based on the students' needs.

The teacher reads,

*Think about yesterday. What did you eat for breakfast? What clothes did you wear? Look at your feet, what shoes were you wearing? How much time did you spend choosing your clothes? Did you comb your hair? Did you brush your teeth? What did you do during your free time? Did you go to a part-time job?*

*Now, think about your first day at APU. What did you wear? Did you talk to someone new? Did you join a club? Did you play sports? Did you talk with your roommate? Did you call your parents? Look around your room. What did your room look like?*

*Now, think about your first day at Junior High School. How did you feel? Did you like your teacher? Did you know your classmates? What did you wear? Did you like your clothes? What did your hair look like? Did you mom or dad make you breakfast? Did you like your classes? Which class were you best at? Which class did you hate?*

*Now think about your first day of school. How old were you? Did you miss your mom or dad? Did you like your teacher? Who was your best friend? Did you like your school lunch? What did you do after lunch? Did you play sports? Did you read a book? Did you talk with your friends?*

*Now, think about the day you were born. What was the date? What time was it? Think about when the doctor handed you to your parents. The doctor said, "It's a boy!" or "It's a girl!" Now wait. Think about that moment. Imagine that the doctor said the opposite thing. You're NOT a boy. Imagine you're a girl. You're NOT a girl, imagine you're a boy.*

*Now, are you still awake? Raise your hands if you're awake. Everyone open your eyes and stand up. Stretch. OK, sit down and let's continue.*

*Now think again about your first day of elementary school. Think about what is different now that you changed genders. Do you like your teacher? Who is your best friend? (Do you have the same best friend?) What do you do after lunch? Do you do the same thing?*

*Now, think again about your first day at Junior High School, remember you are the opposite gender! How do you feel? What do you wear? Do you like your clothes? What does your hair look like? Which class are you best at? Which class do you hate?*

*Now, think again about your first day at APU. What do you wear? Do you join a club? Do you play sports? Do you call your parents? Look around your room. What does your room look like?*

*Now, think about yesterday, live yesterday again, but as a boy or a girl, whichever is different. What do you eat for breakfast? What clothes do you wear? Look at your feet, what shoes are you wearing? How much time do you spend choosing your clothes? What do you do during your free time?*

*Now, open your eyes. Take ten minutes and write down the ways that your life is changed now that you are a boy or a girl. Think about when you were young AND think about yesterday.*

The teacher may want to post the following on the projector to help students stay on task.

If you are a girl—now you are a boy! If you are a boy—now you are a girl!

Think, how is your life different?

## **Elementary school**

Who is your best friend? What do you do after lunch?

## **Junior High School**

Which class are you best at? Which class do you hate?

## **First day at APU**

What do you wear? Do you join a club?

## **Yesterday**

How much time do you spend choosing your clothes? What do you do during your free time?

After students finish writing the things they think are different, have them share with a partner and think about four things (between the two of them) they want to share with the class. Then have the pairs stand up and read their comments.

Ask students to think about the responses. The teacher should point out comments that might be gender stereotypes, for example, "If I were a girl, I'd have to spend more time on my makeup." Or, "If I were a boy, I could play soccer instead of volleyball." The teacher should ask if the students think that's fair, if girls or boys should be able to do whatever they want even if it's not their gender norm. Every class may have different differences, the teacher will have to listen carefully and lead the discussion based on the unique responses.

Finally, ask the students to write a journal entry. They should copy down the differences they wrote down initially and then answer this question, "Do you think you would be happier if you were the opposite gender? Why? How do you think your future would be different if you were the opposite gender?"

Appendix 6









Doctor



Teacher



Nurse



CEO