

Rainy Day ELT

<u>Lesson No.</u>	004
<u>Name:</u>	Men and Women
<u>Skills:</u>	Speaking, listening and reading
<u>Level:</u>	Advanced
<u>Timing:</u>	2 hours

Teacher's Notes

<u>Materials</u>	Song: Lily Allen "Hard out Here" Video: Outnumbered, season 4, episode 2 Pictures and miniatures Extracts 1-4 Texts 1-4 Worksheet 1 Sticky tape or blue-tack
<u>Preparation</u>	Cut out the pictures and miniatures (each pair/group will have a different picture) Cut out the extracts and stick them around the wall Photocopy the texts (each pair/group will have a different text, so you need to make copies of each text according to whether your class will be working in pairs or small groups). Photocopy Worksheet 1 (one per student).

STEP BY STEP

- Warmer: Play the Lily Allen song, "Hard out Here". WARNING: This song contains a lot of swear words, so make sure you play the clean or radio edit version. Rather than using a traditional cloze activity, don't give the students the lyrics. Instead, play the song once and ask them to write down key words. Then, students compare their notes in pairs or small groups and discuss the theme/message of the song. Next, write this lyric on the board:

**"_____ promises that it's here to _____, always _____
the _____ because it's not _____".**

[Correct answer: inequality promises that it's here to stay, always trust the injustice because it's not going away].

Play the song again and ask students to listen carefully and try to complete the lyric. Discuss the answer as a group, encouraging students to react and give their opinion.

- Put students into pairs or groups of three, depending on your class size. Give each pair/group a full-size picture, a miniature and a piece of tape/blue-tack. Ask them to talk briefly about their first impressions of the picture (for approx. 2 minutes).
- Draw students' attention to the extracts on the wall. Ask them to walk around the classroom, reading the extracts. Each group must decide which extract is related to their text and stick the miniature on it to show they have made their choice. Set a time limit (this will vary depending on number and ability of your students). Once the time is up, ask everyone to sit down. Ask the student sat nearest the extract to read it aloud and say which pictures are stuck to it. Tell students the correct answers (which text is related to which picture).

[Correct answers: picture 1 – extract 2, picture 2- extract 1, picture 3 – extract 4, picture 4- extract 3].

- Distribute the full-length texts to the correct groups and ask them to read them silently.
- Ask students to discuss the text together. Encourage them to help each other with any unknown vocabulary. Monitor to help explain any vocabulary as necessary. Students then discuss their text and come up with a short summary that they will present to the class.
- Each group then presents a summary of their text. Encourage a brief class discussion after each presentation.
- Write the following questions on the board. Tell students that they will discuss them, but first you are going to look at/revise language for giving opinion. Elicit expressions for giving opinion and write them on the board, then hand out Worksheet 1 and tell students to put the expressions in the correct circle.

1) What is empowerment of women? Can you give any examples?

2) Does anyone have the right to talk “on behalf of women”?

3) Should gender equality be tackled in school? How could this be done?

4) How far have gender equalities been addressed in (a) the workplace (b) Government (c) the media?

5) What are your thoughts on gender equality in your country – is it at the forefront or lagging behind? What improvement measures would you suggest?

- Give feedback and correct answers, asking students to give example sentences as necessary.
- Tell students that they will now discuss the questions (above) in pairs. First, name students “A’ and “B”. Ask all the “A” students to stand up. When they have all stood up, ask them to go and sit somewhere different (changing places with another “A” student). This way, they will interact with someone different from the previous activity.
- Set a time limit for students to discuss the statements, using the opinion expressions on Worksheet 1. Don’t forget to monitor and make notes of language/pronunciation errors to give students feedback on after the activity or at the end of the class.
- As a final activity, students will watch an episode of *Outnumbered*, a British TV series. Show the image of the family and ask students what *outnumbered* means. Tell them that while they are watching the episode they should make a note of anything the characters do or say that conform or rebel against gender stereotypes.
- Play the video. At the end, ask students to discuss their notes with their partners and then discuss as a class. Encourage students to give similar examples from their own personal experiences.
- As a cooler, write the following questions on the board or e-board:

What’s your favourite rom-com film?

When was the last time you cried?

Can you tell me how to change a car tyre?

Can you explain the “off-side rule” in football?

How many pink objects do you own?

If you could be any Disney princess, which one would you be?

How often do you work out? What’s the heaviest weight you can lift?

Ask students to separate them into “boy questions” and “girl questions”. Put students into mixed-sex pairs (one male and one female), as far as possible. Tell them that the female students must ask the male students the so-called “girl questions” and the male students must ask the female students the so-called “boy questions”. This activity usually generates a lot of laughs to end the class on a high note!

PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



EXTRACT 1

"When a little boy asserts himself, he's called a 'leader'. Yet when a little girl does the same, she risks being branded 'bossy'."

EXTRACT 2

"The sets play up to almost every female stereotype, with lots of pink, handbags aplenty and oodles of lipstick for its figures."

EXTRACT 3

"You don't have to feel unfeminine ... There are some wonderful ones which you can do and perform to a very high level and I think those participating look absolutely radiant and very feminine."

EXTRACT 4

"When I get orders I will go and fight. I want to prove myself, to show that I'm doing something for my country."

TEXT 1

Can banning one school-yard word really change the world? Sheryl Sandberg says yes.

Sandberg -- the chief operating officer of Facebook" -- is spearheading the launch of a campaign today to ban the word "bossy," arguing the negative put-down stops girls from pursuing leadership roles.

"We know that by middle school, more boys than girls want to lead," Sandberg said, "and if you ask girls why they don't want to lead, whether it's the school project all the way on to running for office, they don't want to be called bossy, and they don't want to be disliked."

Sandberg said these attitudes begin early and continue into adulthood.

"We call girls bossy on the playground," Sandberg said. "We call them too aggressive or other B-words in the workplace. They're bossy as little girls, and then they're aggressive, political, too ambitious as women."

The goal of the "Ban Bossy" campaign is to help girls and women feel more confident and comfortable as leaders..

"Leadership is not bullying and leadership is not aggression," Sandberg said. "Leadership is the expectation that you can use your voice for good. That you can make the world a better place."

Sandberg said she hopes the campaign will open a dialogue with parents and teachers, to eliminate the use of the word "bossy," though she concedes this is not really as simple as banning one word.

. We are not just talking about getting rid of a word, even though we want to get rid of a word," she said. "We're talking about getting rid of the negative messages that hold our daughters back."

Adapted from : <http://abcnews.go.com/US/sheryl-sandberg-launches-ban-bossy-campaign-empower-girls/story?id=22819181>
[accessed 30/09/2014]

TEXT 2

Lego still builds gender stereotypes

Lego epitomises freedom and creativity. With a big enough collection, you can make anything in the world, and there's a decent chance that you'll be the first person ever to have put together those obliging little plastic bricks quite like that.

When I was a kid, Lego had nothing to do with gender and everyone played with the same bricks. Times have changed. In 2012, the manufacturer came up with what it called "Lego friends", aimed specifically at girls. The sets play up to almost every female stereotype, with lots of pink, handbags aplenty and oodles of lipstick for its figures. What made it even more depressing was that the company claimed it was the result of extensive research into what would tempt young girls to play with Lego. Their answer was fundamentally defeatist, because it was "turn Lego into something else".

But all hope was not lost. This week, Lego announced the latest winner of its "Lego ideas" competition: a set of female scientists. The idea was dreamed up by Dr Ellen Kooijman and the new line will go into production this summer. There's a palaeontologist, an astronomer and a chemist, with a very cool dinosaur skeleton and other props. That's progress, surely? Even if, in 2014, we should be miles beyond that sort of progress.

Apart from our scientists, there is a "Lady Robot" (who exists mainly to party), a "Pretzel Girl", a "Diner Waitress" (who will boss you about if you don't agree with her recommendation of which burger is best for you), and "Grandma". I am not making those up. Read them again. I cannot tell you how much I wish I was making them up.

If only Lego had left out pretzel and diner girls, and added a female mountain climber and a female constable. Positive female stereotypes are necessary, but let's also work on getting rid of some of the negative ones.

Adapted from : <http://www.theguardian.com/science/2014/jun/06/lego-gender-stereotypes-scientists-female-minifigures> [accessed 30/09/2014]

TEXT 3

Women should try cheerleading and ballet, says sports minister

Women who feel "unfeminine" when playing sport could take up other activities like "ballet, gymnastics, cheerleading and even roller-skating", the minister of sports, equalities and tourism Helen Grant has suggested. She said that the key to increasing female participation in sport was to give women "what they want".

Grant said there was a lot of work to be done before the public placed female sports stars on an equal level with their male counterparts.

"It's having a good choice. For example some girls may well not like doing very traditional hockey, tennis or athletics, others might, so for those who don't want to, how about considering maybe gym, ballet, cheerleading? It's not just schools, it's clubs, it's being innovative. Actually looking at our women and our girls and asking, what do they want?" she said.

She added: "You don't have to feel unfeminine ... There are some wonderful sports which you can do and perform to a very high level and I think those participating look absolutely radiant and very feminine such as ballet, gymnastics, cheerleading and even roller-skating."

But she faced criticism from gender equality campaigners, who said she should not suggest that the "only way for women to get involved in sports is to be girly and feminine".

The athlete Jessica Ennis-Hill, who won gold at the London 2012 Olympics, has previously spoken about having to forget about looking feminine in her teens.

She told the Telegraph: "When you get to 13 or 14 sport is not the thing girls want to do, there are other things happening. Girls in my year didn't want to get hot and sweaty. It didn't appeal to them. It is still the case now but it is changing more and more."

Adapted from : <http://www.theguardian.com/lifeandstyle/2014/feb/21/women-cheerleading-ballet-sports-helen-grant> [accessed 30/09/2014]

TEXT 4

She has already made history by becoming the first woman assigned to one of Pakistan's front line squadrons. Now at the age of 26 Flight Lieutenant Farooq says she is ready for the ultimate test.

"If war breaks out, I will be flying on my senior's wing as his wingman, well, wingwoman," she said in an interview with The Daily Telegraph at the headquarters of the Pakistan Air Force in Islamabad.

"When I get orders I will go and fight. I want to prove myself, to show that I'm doing something for my country." Not only does that bring the responsibility of helping guard the border with India, she has also become a role model for millions of girls who dream of following in her footsteps in a country where many are denied an education and forced to stay at home.

Pakistan remains a patriarchal society. In swathes of the north-west, women are seen rarely unless it is beneath the billowing folds of a burka.

It has not been easy. At every test of strength and endurance she has had to match the men – and sometimes do it without lavatories. When she was posted to 20 Air Superiority Squadron, at Rafiqi base in Punjab, about 100 miles from the Indian border, there were scant facilities for female officers.

"They had to build them for me," she said with a smile.

Three weeks ago she was married to her cousin, in a match arranged for her by the two families.

"We played together when we were children so I think he always knew I would not be a traditional woman," she said.

"It's not a job that people here associate with ladies so as well as doing a job for my country I'm changing the thoughts of people," she said. "It's a big responsibility but one I enjoy."

Her fellow pilots treat her as an equal, she said, often forgetting who they are flying alongside.

"Sometimes they are asked, what is it like to fly with a lady," said FI Lt Farooq. "They say: what lady?"

Adapted from : <http://www.telegraph.co.uk/news/worldnews/asia/pakistan/10279119/Pakistans-only-female-fighter-pilot-becomes-role-model-for-millions-of-girls.html> [accessed 30/09/2014]

Men and Women : Worksheet 1

Put the expressions in the correct circle.

What do you say...
How do you feel about it...
To tell you the truth...

If you ask me...
Wouldn't you say...
The way I see it...

As far as I'm concerned...
If you want my honest opinion...
What do you reckon...

Giving opinions

Asking for opinions