

Taking Liberties

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons and the student worksheets have been made available as a PDF, to be used in place of the worksheet students would normally have in a physical class.

Topic

Gender equality and human rights

Learning outcomes

- Reflect on gender stereotypes
- Read about human rights
- Practice speaking in a discussion about human rights
- Review vocabulary related to rights and freedoms
- Practice giving opinions

Age group and level

Aged 13-17 and Adults at CEFR level B1

Time

65 minutes

Materials

Presentation

Introduction

This lesson plan is adapted from the British Council publication Integrating Global Issues in the Creative English Language Classroom, which offers classroom activities that focus on the United Nations 17 Sustainable Development Goals (SDGs). This lesson plan focuses on Goal 5: Achieving gender equality and empowering all women and girls, and is based on an activity from chapter 6 of the publication. In it, students will reflect on gender stereotypes, discuss human rights, review vocabulary related to rights and look at a timeline of women's rights in the UK. They will also develop their speaking skills in a discussion activity and have the option to research their own timeline for another country.

Procedure

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| Before the lesson | <p>CHECKLIST</p> <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using:. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the less to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to ‘mute’ the students’ microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption. |
| 1. Lead in (10 minutes) | <ul style="list-style-type: none"> • Before opening the class presentation, tell learners that they are going to do a creative activity in which they will invent four characters. You want them to invent and write down a name, two to three adjectives to describe the person and to write a brief description of what they look like (hair, eyes) You will just |

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| | <p>tell them what the person does for a job, and they must invent the rest. Give them 1-2 minutes to make notes for each character.</p> <ol style="list-style-type: none"> 1. Fighter pilot 2. Primary school teacher 3. Nurse 4. Scientist <ul style="list-style-type: none"> • Nominate a few different students to briefly describe their characters. • Ask learners which characters they made male, and which female by typing M or F in the chat. Why did they make those choices? • Explain that this activity is taken from an experiment done with primary school students for a project called 'Redraw the Balance'. You can show this at the end of class if students are interested. • In the experiment, primary students drew people doing jobs like firefighter, surgeon and fighter pilot almost exclusively as men. Gender stereotypes are defined between five and seven years of age. Ask if your students showed similar bias. Explain that in this lesson they will think about gender equality. |
| 2. Discussion (15 minutes) | <ul style="list-style-type: none"> • Show slide 2 of the class presentation. • Tell students to look at the task and read the sentences on the slide Check understanding and help with any vocabulary problems. Students work individually to choose the three that are the most important for them and think of reasons why. • Explain to learners they will be sharing their ideas in breakout rooms. They should either take a screenshot or photo of the slide. • Display slide 3. Ask learners to also copy this. • Students work in small groups in breakout rooms. Ask them to compare which rights they feel are most important -encourage them to discuss why. Then ask them to discuss the two questions on slide 3. Monitor the rooms • Bring learners back to the main room to feedback. If you do not have breakout rooms, ask different students to compare what they chose and do this and the discussion as an open class activity. |
| 3. Vocabulary (10 minutes) | <ul style="list-style-type: none"> • Show slide 4. Ask learners to match the vocabulary and definitions. • Answers: A3, B4, C1, D6, E2, F5 |

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| 4. Timeline (15 mins) | <ul style="list-style-type: none"> • Show slide 5. Explain that the table shows different women's rights that have been gained in the UK between 1867 and 2015 • Ask learners to make a copy of the slide (a screenshot or photo) • Dictate the following dates for the students to write down, and then ask students to match each right to the date that it was obtained in the UK. <u>DATES</u>: 1867, 1870, 1880, 1926, 1928, 1948, 1975, 1982, 1997, 2013, 2015 • Put them in breakout rooms in small groups. If you don't have breakout rooms, students do this individually, followed by a whole class discussion. <p>NOTE: You can adapt this activity by choosing 5-6 rights to work with.</p> <ul style="list-style-type: none"> • After 10 minutes, bring the groups back to the main room, and get some feedback then show slide 6. How does this timeline compare with women's rights in their own country? |
| 5. Discussion (10-15 mins) OPTIONAL | <ul style="list-style-type: none"> • Show slide 7 of the class presentation. • Again, you might want to select the questions that are most appropriate for your learners, or ask them to choose 3-4 questions from the slide that they would like to discuss. • Again, put students into breakout rooms (you can change groups so that students are working with different people). Ask them to discuss the questions and encourage them to give reasons for their answers. Monitor the discussions in the breakout rooms and make a note of any errors or good language to focus on at the end of the discussion. You can either regroup students to report back on what they discussed with different students or do some whole class feedback in the main room. |
| Homework | <ul style="list-style-type: none"> • Ask students to research a similar timeline of women's rights (or other human rights) for their own country or a country they know well. They could report back the following class, make an online poster, or make a talking head video* detailing the most important rights gained. • Talking head app: https://www.veed.io/tools/text-to-speech-avatar/talking-head-video • Poster app: https://www.canva.com/create/posters/ |

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