

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 learners would normally have in a physical class.

Topic

Gender equality and human rights

Aims

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

Age group and level

Age 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, learners 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

Before the lesson	CHECKLIST <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 lesson to check for any problems. - Do the learners need a URL to join the online classroom? Do they all have this? - Do you know how to 'mute' the learners' microphones if you need to? - Do you know how to share what is on your computer screen so that the learners 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 learners, so that they can all see it. Always check with your learners 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 learners 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 your learners 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 learners to join the class at least five 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 and two to three adjectives to describe the person and to write a brief description of what they look like (hair, eyes). You will just tell them what the person does for a job, and they must invent the rest. Give them one or two minutes to make notes for each character. <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 learners 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 learners 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 learners 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 learners to look at the task and read the sentences on the slide. Check understanding and help with any vocabulary problems. Learners 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 take either a screenshot or photo of the slide. • Display slide 3. Ask learners to also copy this. • Learners 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 feed back. If you do not have breakout rooms, ask different learners 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

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 learners to write down, and then ask them 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 learners in breakout rooms in small groups. If you don't have breakout rooms, learners do this individually, followed by a whole-class discussion. <p>NOTE: You can adapt this activity by choosing five or six rights to work with.</p> <ul style="list-style-type: none"> • After ten 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 three or four questions from the slide that they would like to discuss. • Again, put learners into breakout rooms (you can change groups so that learners 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 re-group learners to report back on what they discussed with different learners or do some whole-class feedback in the main room.
Homework	<ul style="list-style-type: none"> • Ask learners 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 in 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/

Contributed by

Original activity: Jemma Prior and Tessa Woodward

Adapted for TeachingEnglish by: Cath McLellan; Edited by Suzanne Mordue