She's a policeman?

Important – please read

This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the accompanying PowerPoint has been designed to support the lesson activities.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Gender in job names and perceptions

Aims

- To raise awareness of learners' own perceptions of gender roles in jobs and encourage an inclusive attitude
- To review and learn vocabulary for different jobs
- To notice gender in job names
- To consider why non-gendered language for jobs is important
- To reinforce the use of the present simple for describing jobs
- To appreciate how a range of jobs can be important, interesting or exciting
- To promote group work and collaboration skills

Age group and level

Primary (8–12 years)
CEFR level A2 and above

Time

90 minutes approximately or two shorter lessons

Materials

The teacher will need:

- the accompanying PowerPoint
- the accompanying jobs cards document OR the links to a shared document to be used in stages 4 and 5
- the link to any online tool to be used in stage 6 (optional).

The learners will need a pen or pencil, colours and paper or a notebook.

Introduction

This lesson plan is based on an activity from the British Council publication *Integrating global issues in the creative English language classroom*, which provides innovative ideas for teaching while raising awareness of the United Nations Sustainable Development Goals.

In this lesson, which supports Goal 5: Gender equality, learners brainstorm jobs, then draw three people doing different jobs. Afterwards they are guided to notice the gender of the people they have drawn and think about why they might have drawn them like that. Then they sort job names in English according to whether they are gendered or not and consider why it's good to use non-gendered terms. Finally, they think about which jobs are important, exciting or interesting and why, and make a display.

Checklist for online teaching

Make sure you are familiar with the online platform you are using

- Have you tested your microphone and camera in the platform to make sure they work with it? A headset with a mic is usually better than a device's in-built speakers and mic.

- Do the learners need a URL or code to join the class? Do they all have this?

- Do you know how to share what is on your computer screen so that the learners can see it?

- Do you know how to mute the learners' microphones if you need to?

- Do you know how to use the 'breakout rooms' if the platform has this facility? Is this enabled?

- Does the platform have a 'raise hand' button that the learners can use to indicate they want to speak? You can also use this function to get them to indicate if they can hear you or see what you're showing on the screen, or to hold a quick vote!

- Do you know what the platform looks like from a learner's perspective? It may look different or have slightly different functions compared to the teacher's view. If you use screenshots to explain to learners where to click on something, make sure they're taken from a learner's perspective.

- Do you know how to troubleshoot some of the technical issues that you or your learners might experience with the platform? Does it make a difference if they are accessing the platform from a mobile device or a certain browser?

- Do you know if your learners' parents or another adult will be available during lessons to help them resolve technical issues?

- Have you considered safeguarding and child protection issues? For example, you may wish to insist that learners do not record the lessons.

- Most online platforms have support videos or tutorials available online. Have you looked at these?

General tips

- Make sure you have explained to your learners (and ideally a parent or another adult if they can be around during lessons) about how to use the basic functions of the platform, how to troubleshoot issues and how to check their settings. This could be done in an initial lesson where you practise using the different buttons and teach them the things to try if there are technical or connection issues. This is also a good opportunity to teach them the language connected with the platform, such as 'mute', 'breakout room', 'refresh', etc., which they will need each lesson in order to follow your instructions.

- Make sure you have explained to your learners the rules and the behaviour you expect during lessons, such as patience, respect for each other, writing only relevant things in the chat, etc.

- Always check your microphone and camera before each lesson and check with each learner at the start that you can hear and see each other, and that they can see what you share on the screen.

- Make sure all the learners know they must arrive on time and what they must bring, such as their notebook and pencil case. Many online learning platforms have a virtual waiting room. It's a good idea to tell your learners to join the class at least five minutes before it begins to avoid disruption.

Procedure

Before the lesson	• Before you start the lesson: – Test your microphone and camera to make sure they work. – Make sure that you have the accompanying PowerPoint open and shared.
At the start of the lesson *slide 1*	• Welcome the learners as they arrive: – Check that you can all hear and see each other. – Check that they can see the first slide. – If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you. • Tips: – Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. – Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and

	explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.
1. Introducing the topic (5 minutes) *slide 2*	• Ask the learners what they want to be when they grow up and why. Do they know anyone who does that job, for example a family member, or is there anyone famous with that job?
2. Generating vocabulary (10 minutes) *slide 2*	• Now ask learners to say what other jobs they know and brainstorm as many as possible. Accept all contributions at this stage, even if they are expressed in gendered language.
3. Awareness-raising and discussion (15–20 minutes) *slides 3–6*	• Tell learners that they are now going to draw three people doing different jobs. Ask them to draw: – a person who catches criminals – a person who fixes cars – a person who helps look after you when you're sick, for example in hospital, but who isn't a doctor. • Alternatively, show a picture of something that person needs for their job (e.g. handcuffs, some tools or a thermometer) and ask them to draw a person who uses this object in their job. Set a time limit for each drawing. • When the learners are ready, ask them to show their pictures, job by job, to the camera. Allow the learners a little time to look at each other's pictures, then show the jobs photos on slides 4–6. Ask them if there are any big differences and elicit if their pictures show people of a different gender. • If there are lots of learners with pictures showing the more traditional gender for that job, talk about why they drew their pictures like that. Is there someone in their family with this job? Have they seen women/men on TV doing this job? Can everyone do this job? • Explain to the learners that the United Nations, an international organisation that works to bring peace and help solve world problems like gender equality and climate change, has 17 special goals which all the UN countries agreed to in 2015. The goals are designed to help solve these world problems for everyone, everywhere, by 2030, and Goal 5 is *Gender equality*. One part of this goal is to make sure that everybody has equal opportunities regardless of their gender.
4. Focus on gendered language	• Ask the learners to look again at their first drawing. What's the best name for this job, policeman/policewoman or police officer? [police officer] Why? [It's for

(10–15 minutes)
 	
slide 7
 	
screensharing
	everybody.] Why is it good to have names for jobs that are for everybody? Elicit or explain that it helps everybody believe they can do this job if they want.
	
	• This next activity works best in breakout rooms, but it can also be done as a whole-class activity. Tell the learners you are going to give their group some job names, and they need to find all the job names that they think are for everybody and leave out the ones they think are only for one gender.
	
	• You could:
	
	  – send the jobs cards document to one learner in each breakout room and ask them to open it and share their screen. Then all the learners in the room use the annotate function to circle and cross out the job names as appropriate. If your platform doesn't have an annotate function, the learner who opened the document can use the highlighting tool to highlight the job names that they think are for everybody, with the other learners directing them.
	
	  – create a shared document, for example a Google Jamboard, and place the job names as movable sticky notes or text boxes. Make copies for each breakout room and share the link of one copy with everyone in each room. Everyone in each room can then open that link and work together to move the sticky notes or text boxes into two groups as appropriate.
	
	• As you monitor, make a note if there are any job names which are not gendered but learners have left out, e.g. kindergarten teacher or mechanic, and ask them why. If they left them out because they felt they were jobs suitable only for one gender, you might like to discuss this as a class at the end of the activity, e.g. you could do an image search to find pictures of both women and men doing the job.

5. Project –
preparation
(10–15 minutes)
 	
slide 8
 	
screensharing
	• Show the adjectives on slide 8: *important*, *exciting*, *interesting*. What jobs do learners think are important etc.? Ask them for a few ideas and ask them why for each one. For example, *Rubbish collectors have an important job because they help keep our houses and streets clean.*
	
	• Again, the next activity works best in breakout rooms, but it can also be done as a whole-class activity. Ask the learners to work in their groups and decide which adjective they think each job is.
	
	  – If using the jobs cards document, share in the same way as the previous activity, but this time the learners can annotate/write IM for important, EX for exciting and IN for interesting next to the job names, focusing on the non-gendered names only. If they think a job is two of them, for example interesting and important, tell them to write both IM and IN.
	
	  – If using the shared document created in the previous activity, learners can delete the gendered job names, then re-sort the remaining sticky notes or text boxes into three columns, one for each adjective. If they think a job is two of them, for example interesting and important, tell them to put it in the middle.

	• As you monitor, ask the learners to explain some of their choices.

6. Project – make a display (20–30 minutes)
 	
slide 9
	• Now tell the learners that they are going to work together to make an online class display about different types of jobs, i.e. about important jobs, exciting jobs and interesting jobs.
	
	• Assign (or let them choose) an adjective to each group. If you have more than three groups, assign the adjectives twice or as needed. Then each learner in the group needs to choose a different job from the ones they put under that adjective.
	
	• Once each learner has chosen a job, you could:
	
	  – use an online tool, such as Padlet. Learners write a post about their chosen job and why they think it's important/exciting/interesting, then add a picture. If the tool you use allows it, group all the posts about each adjective together.
	
	  – ask the learners to write about their chosen job on paper and draw a picture. After the lesson, the learners send you a scan or photo of their work (asking an adult for help if necessary) and you add them to an online space (which could be as simple as a Google Doc) that you share with the class or show in the next lesson.
	
	• Depending on your learners, you might like to provide a model or frame for the writing on the screen, or ask learners to share their screen/show their paper to the camera periodically for you to check.
	
	• Fast finishers can take another job to write about or make extra illustrations for the display, e.g. by finding/drawing pictures of the jobs for their adjective that they didn't use.
	
	• If the display is finished during the lesson, allow learners time to look at the other posts and say what job from each adjective they would most like to do.

7. Setting homework (5 minutes)	• Ask learners to imagine they can do any job. Remind them that everyone can do any job. What would they like to do and why? Ask them to write about it and draw a picture.
At the end of the lesson *slide 10*	• Praise the learners for their participation and work and tell them you're looking forward to seeing them again in the next lesson. • Make sure they know how to exit the platform, and wait until they all leave before leaving yourself.
Further ideas and resources	• The publication *Integrating global issues in the creative English language classroom* has additional ideas for creative activities to support the gender equality goal as well as all the other United Nations Sustainable Development Goals:

https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom

- The 'World's Largest Lesson' promotes the use of the Sustainable Development Goals in learning:
https://worldslargestlesson.globalgoals.org/

- The UNESCO website has resources for educators for the early childhood, primary and secondary age groups, listed under each goal:
https://en.unesco.org/themes/education/sdgs/material

- The United Nations website has further resources for learning about the goals:
https://www.un.org/sustainabledevelopment/student-resources/

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