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| **Teacher:**Jaqueline Graciano | | **Date:** March 23th |
| **Topic:**  Gender divisions in labor | **Grade: 9,** 13-14 years old.  Bilingual school: B2 | |
| **Content Objectives:**   * Students will **recall** memories about their own experiences in daily lives * Students are going to **express** their opinions about gender and jobs. * Students are going to **develop** an understanding about the gender division in labor by playing the key concept game * Students are going to **give** opinions about men jobs and women jobs. * **Recognized the** consequences of the gender division in labor. * Students are going to **reflect** about labor division. * Students are going to **support**  and **prove** what they understood throughout the class by writing a paper about what they understood in the class and reflecting on that | **Language objectives:**  Students will be able to:   * **Recognize** the new vocabulary used throughout the activities. * **Use** effectively the grammar for giving opinions such as   “As far as I’m concerned…”  “I’m absolutely convinced…”  “Speaking for myself…”  “In my opinion…”  “Personally, I think…”  “I would say that…”  “I would suggest that…”  “I would like to point out that…”  “I believe that…”  “What I mean is…” | |
| **Key Vocabulary:**   * Secretary * Construction worker * Mechanical engineer * stereotype * División * Segregation * stereotype, * occupational * segregation * caregiving * hierarchical positions | **Materials**:  <https://www.youtube.com/watch?v=KLtG1jCYtX0>  Papers with the concepts and definitions  Papers with the language for giving opinions | |

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| **Time**  8  min  8  min | **Activities**  **Warm up:**  The teacher will give the students a sheet of paper with vocabulary for them to use when giving opinions throughout all the class.   * For the first warm up activity, the students are going to pretend they are the opposite gender. Boys are going to be in one side of the classroom, and girls are going to be in the other side. * The teacher is going to mention some jobs and the students should walk to the front of the class if they as women and men think they can do those jobs. * Depending of their choices the teacher will ask them why they chose that specific * The last question of this activity is why do you think you have those ideas about gender and jobs?   After this the students are going to watch a video <https://www.youtube.com/watch?v=KLtG1jCYtX0> (the video will played until the minute 1:56)  which is about how the media shows different jobs for certain gender.   * After watching the video the students are going to discuss in pairs what other kinds of examples about jobs and genders do they see in social media, in daily life and even in their school. * Then they are going to share what they discussed with their partners using always the vocabulary for giving opinions. | **Interaction**  teacher -students  Student-Student |

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| 15  minutes | **Input:** [**https://www.youtube.com/watch?v=KLtG1jCYtX0**](https://www.youtube.com/watch?v=KLtG1jCYtX0)(from minute 2 to minute 3)  The teacher will continue with the same video. In with this video the students are going to see what is the gendered division of labor and kind of where it comes from.  The video will have subtitles in order to be understood better.   * In the video the girls talk about men as the dominators of some sector of work, and women as the denominator of other sectors. * There will images pasted in the classroom walls, the images are about women doing certain things and men doing other things. * There will be two categories services manufacturing, car industry, and electronics and garment industry. * The students will be in groups of three and they are going to walk around the classroom discussing:  1. About what is the sector women dominate? 2. What is the sector men dominate? 3. What does the jobs of men imply? 4. What does the women jobs imply?   After this, they are going to share what they saw within their groups to the whole class.  Then, the whole class is going to discuss one final questions.  Base on the video, and in what you saw in the images   * Why do you think there is a separation of gender in labor? | St - St  St - St |
| 20  min | **Key concepts game:**  The students are going to work on some concepts that will help them understand why there is a division of labor**.**  [**https://www.youtube.com/watch?v=KLtG1jCYtX0**](https://www.youtube.com/watch?v=KLtG1jCYtX0)(this time the video will go from minute 2 again to minute 5:17)   * The class will be divided into 4 groups, the teacher will give them one concept with the definition. * The concepts are: **stereotype, occupational segregation, caregiving, and hierarchical positions** * The students are going to read the definition of the concept they have and come up with a clear example of that definition in order to explain it to the whole class. All of the groups are going to do it, so that all the students can understand all the concepts   The second part of the activity is that the students in the same groups are going to discuss what are some consequences of the stereotypes about jobs, hierarchical positions and the other concepts.   * Students will share what are the consequences they think there are. * Then they are going to watch the last part of the video that is about the salary gap between genders, which is a consequence of gender labor division. | students-to students |
| 9  min | **Review and Assessment**  After this the teacher is going to do a reflection with the whole class by asking some questions for the students to answer. *(this as a closer for the activity and as the beginning of the assessment)*   * Write a paper with three paragraphs in which you show what you understood in the class and one last paragraph ass a reflection of that. Then the teacher will collect them and see what the students adertood in the class   The paper will be:   1. Write a paragraph about what you understood in the class 2. Write a paragraph about what you thought and think now about labor division 3. Finally, write a paragraph as a reflection answering the following questions.  * **Questions:**   -Do you think we should continue with this kind of stereotypes?  -Do you think women should work as mechanical engineer?  -Do you think men should work as secretary?  -If you are a woman and you really want to study to be construction worker would you do it?  - Do you think women should have the same salary as men?  *It will take 9 minutes to reflect in the class and give instructions to the students for them to write the paper at home.* |  |

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| The lesson plan included clear objectives and goals that highlight the purpose of the lesson and are maintained by the content of the lesson. |  |
| The activities were clearly outlined, including the necessary materials and information to fully develop the ideas. |  |
| There is a clear structure to the lesson plan that allows for easy transitions between each activity. |  |
| The lesson allows for an evaluation or assessment to assure that students comprehend the topic. | The assessment could be improved. How will the paper  be structured? How will it be evaluated in order to show  students’ understanding? |
| There is a clear warm-up activity that engages the students from the beginning and opens their ideas and discussions about the specific topic. | The warm-up activity was interesting and very detailed in  the lesson plan. However, it may take longer than planned as  there are two parts to it. |
| The warm-up activity was clearly presented and engaging to the students, with room for questions and further exploration | The activity was interesting, but a bit confusing for us to  understand the instructions and the main objective of the  activity as a whole until the end |
| **GRADE** | 4.6 |