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| **Instructors:** Andres Felipe Montes and Maria Alejandra Bacca | | | **Date:** |
| **Students: 11th grade in a Bilingual School** | | | |
| **Topic:**  Gender Roles: Femininity and Masculinity. | **Class:**  Gender and Sexuality in Modern Days Society | | |
| **Content Objectives:**   * Students will **identify** the dynamics of gender roles in different social scenarios. * Students will **develop** an awareness to recognize gender issues in the media through its representation in music, images, writings, and videos. | **Language objectives:**   * Use speech and communication skills to discuss topics and issues that concern to the topic. * Students should use good connections and build bridges in their ideas for discussions. * Students will **construct** their own arguments of the theme **using** connectors such as:   based on, taking into account, keeping in mind, although / though /even though, even if, despite / in spite of, for example / for instance. | | |
| **Key Vocabulary:**   1. Gender Roles 2. Masculinity 3. Femininity 4. Queer 5. Sexism 6. Social Construction 7. Discrimination 8. Binary | **Materials (Including supplementary and adapted)**   * **Videos:**   [**https://www.youtube.com/watch?v=FZwO0YN98DY&t=2s**](https://www.youtube.com/watch?v=FZwO0YN98DY&t=2s)  <https://www.youtube.com/watch?v=g_hhw_k-y9o>  <https://www.youtube.com/watch?v=ShlW5plD_40> (0:37 / 3:20)  <https://www.youtube.com/watch?v=yyDUC1LUXSU>  <https://www.youtube.com/watch?v=Pgmx7z49OEk>     * **Materials**   + **Cards of words**   + **Images: magazines, news paper**   + **Paper**   + **Markers (different colors)** | | |
| **Higher-Order Questions**:   * In what ways can mass media provide a representation of gender roles? * Can everyone’s personalities and attitudes fit within socially constructed gender roles? | | | |

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| **In-class** | **Time** | **Activities**  **Building Background:**  Students will watch a video, then they will discuss with their partner the questions belong (work in pairs). Then, students are going to shere with the whole class what they discuss. The teacher is going to guide the conversation in order to not lose the purpose or the intention of the lesson.  <https://www.youtube.com/watch?v=FZwO0YN98DY&t=2s>   * Have you ever seen a man who behave feminine or a women who behave masculine? Who and how he or she behaves? * Do you consider that your behaviors are more feminine or masculine? * Have you thought bad about someone just because his or her behaviors did not follow social norms? * Did you consider that a boy should behave as a boy and a girl such as a girl? * Do you have a friend or family member who behave ‘different’ in terms of gender roles? | **Interaction**  St -St |
|  | **Student Activities**   * **Key vocabulary:**   **1.**  The teacher will paste the definitions of the key vocabulary (just the definitions) around the classroom. Then, the teacher will divide the class in 8 groups and give to each one a word form the key vocabulary. Students will stand up and walk around looking for the correct definition to the word they have. Next, the teacher will get every group to read the definition for their corresponding word to the whole class (The teacher will clarify and explain any definition if it is necessary).  **2.** The whole class will be divided in 4 groups by the teacher, in each group, there is going to be a student sitting down with her/his back looking to the board. The groups will describe a keyword that condoctor will write down on board. The student who turns his back on the board is the one who guesses the word at the moment any group has the answer they have to tell the teacher. As they guess the word, students will rotate in each group so that everyone has the chance to guess one word of the key vocabulary. (this activity will be timing, in case the class do not guess a word, the teacher will explain it to them). | Sts - Sts  St - St |
|  | * **Music Video Discussion:**   **3.** The teacher will get students to think about the ways in which they understand femininity and masculinity. The teacher will ask them what they think is each category.  As a whole group  <https://www.youtube.com/watch?v=ShlW5plD_40> (0:37 / 3:20)  <https://www.youtube.com/watch?v=yyDUC1LUXSU>  <https://www.youtube.com/watch?v=Pgmx7z49OEk>   * What personality traits can you assign to the males in these music videos? * What personality traits can you assign to the females in these music videos? * Do you think these music videos provide an accurate representation of each gender? Why or why not? * What is femininity according to this music video? * What is masculinity according to this music video? * How man and woman are represent in music and media in general? | Sts - Sts |
|  | **Review and Assessment**  <https://www.youtube.com/watch?v=g_hhw_k-y9o>  After watching the video, the teacher will make students make an exaggerated performance.  First, the teacher will make groups of two people (composed by a boy and a girl) they just have 2 minutes to interchange accessories and some clothes. They are going to wear the things of the other until the final of the class.  Finally, the students will stay like that, and with the teacher will discuss how they feel wearing ‘female’ or ‘male’ clothes, if they will use a cloth of the ‘opposite sex’, why and why not? so on. | Sts - Sts  Sts - Thr |

**Give this box to your students, this will be useful in discussion time.**

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| for example / for instance Instead  taking into account keeping in mind although / though /even though despite / in spite of Based on even if |

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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. | Very clear objectives from the beginning. The lesson clearly supports these goals and each activity reinforces the main topic. |
| The activities were clearly outlined, including the necessary materials and information to fully develop the ideas. | Good use of material. Some of the questions may need further elaboration, especially in relation to the definitions of certain words |
| There is a clear structure to the lesson plan that allows for easy transitions between each activity. | Good flow of different topics within the lesson plan |
| The lesson allows for an evaluation or assessment to assure that students comprehend the topic. | Good ending, but there should be a bit more engagement in room for critical reflection at the end. |
| 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 a little too general and may not directly engage the students. |
| The warm-up activity was clearly presented and engaging to the students, with room for questions and further exploration | The activity in class was a bit out of context. Additionally, the structure of the activity was confusing and not clearly organized. |
| **GRADE** | 4.5 |