

Lesson Plan

Teacher: Brent Stewart

Date Lesson Taught: Thursday, Dec. 5, 2019

Lesson Title: Gender stereotypes

Grade Level/Class and Course: 605, Health

Time Segment of Lesson: 40 minutes

Objective(s) of the Lesson: Students will be able to...

1. Demonstrate an understanding of the differences between the sexes and the ability to compare and contrast them verbally.
2. Demonstrate proper use of sex- and gender-related vocabulary: *stereotype, gender, assume/assumption, generalize, equality*

Student Diversity & Differentiation of Instruction

All students are L2 English learners, ranging from beginner to lower-intermediate levels.

Student Diversity	Differentiation of Instruction
	Opening activity—careers and gender: images will include English and Chinese descriptions. Students will use language of choice to describe, express opinions, discuss
	New vocab, including example sentences, will include Chinese translations.
	Venn diagram activity: keywords provided, translated into Chinese for intermediate and beginner learners, respectively.
	Oral sharing: students encouraged to use English but can use Chinese if needed.

Formative and Summative Assessments

Formative Assessment	Summative Assessment
Sharing (orally) following Activity I & Venn diagram activity	End-of-unit project & presentation in January
Thumbs up/down for new vocab, final review	
Take-home worksheet	

- If there is no summative assessment in this lesson, what/when will the summative assessment be/take place?

End of unit—early January

Big Ideas to Be Addressed in the Lesson:

1. How we view the differences between the sexes, including career preferences, ability, etc.

Discussion Questions

Write out questions that you would like students to discuss in class, before class or after class because they are interesting, support higher order thinking, and make for a lively and engaging discussion. If discussions must happen outside class, what tool will you use to facilitate the discussion (e.g., Twitter)?

1. What jobs do you tend to think of as being primarily male- and female-preferred occupations? Why do you/others think of them this way? How accurate are these assumptions?
2. What are the real differences between boys and girls, men and women?
3. How do gender stereotypes affect us?

21st-Century Knowledge and Skills

21 st -Century Knowledge and Skills	Teaching Strategies
Key Subjects—English & Health Literacies	Via the course content and class activities
Learning & Innovation Skills: <i>Think Creatively</i> —Use a wide range of idea creation techniques (e.g., brainstorming, paired/small-group discussion); <i>Work Creatively with Others</i>	Brainstorm and discuss with peers
Critical Thinking & Problem-Solving: <i>Reason Effectively, Use Systems Thinking, Make Judgments & Decisions</i>	Thinking about and discussing the root of gender stereotypes, their content, and the consequences such ideas may produce; how to reduce/eliminate such thinking
Communication & Collaboration Skills: <i>Communicating Clearly, Collaborating with Others</i>	Oral communication—brainstorming, discussion—with teacher and peers; written communication—worksheet
Initiative & Self-Direction: <i>Managing Goals & Time, Working Independently</i>	Managing time on tasks in class, submitting homework on time

Teaching Strategies and Related Student Activities (Include Web 2.0 activities as appropriate):

Teaching Strategies and Activities: What are the teaching strategies and activities that you plan to use to help students meet the lesson’s objectives? What are the steps that you will take to deliver this lesson (e.g., introduce the author, read the poem, ask students to...)?

1. Table groups: match images with their assumed sex 5 min.
2. Share/recap 2 min.
3. Watch video 2 min.
4. Introduce vocab: *stereotype, generalize, assumption, equality* 5 min.
5. Pair work: Venn diagram worksheet, boy–girl differences 10 min.

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| 6. Share | 3 min. |
| 7. Role-play activity | 5 min. |
| 8. Worksheet/HW | 5 min. |
| 9. Recap, review & preview | 2 min. |

Teacher/Student Input: Write a note on what you expect the teacher and students to do as a part of this activity. Include a note on whether this is an “I do it”, “We do it” or “You do it” type of activity.

I do it

- Introduce, explain and exemplify new vocab
- Control time
- Provide instructions for activities
- Provide feedback, ideas throughout lesson’s activities

You do it

- Match images and text with assumed sex, and discuss with peers
- Make Venn diagram
- Do gender-swapping role-play
- Begin worksheet and complete as homework before the deadline

We do it

- Watch video
- Share/recap following activities and discussions

Materials & Resources for Lesson

Materials, Technology, and Websites	Required Preparation
Image cards for opening activity, worksheet	Printed, laminated, printed; distributed to baskets
Video	Downloaded, uploaded to PC, readied
Projector for video, PPT	Turned on before class
PPT	Saved to PC and readied before class

Use this space to write notes on how you might change this lesson when you teach it again:

References

Save your links to ideas and resources for the lesson here.