

READING LESSON PLAN

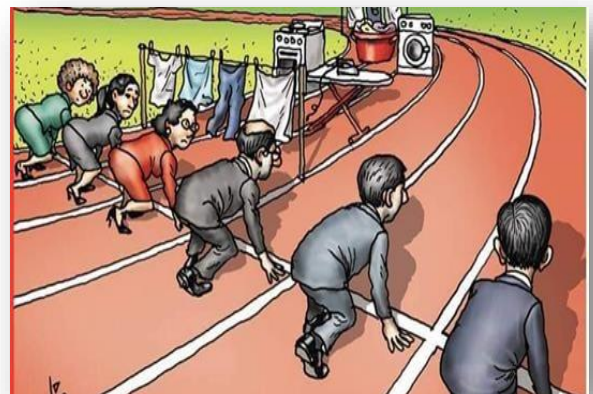
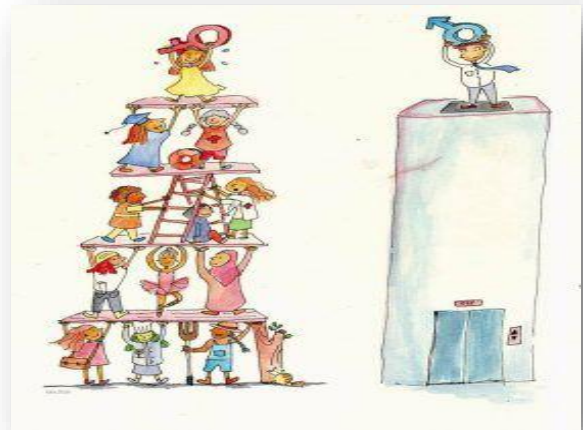
ALPCAN ÖZİŞİKÇİLAR

2016218096 3-C

DATE	28.04.2020
GRADE	11th
UNIT	SOCIETY
TIME	40min.
AIMS	<ul style="list-style-type: none">- To develop students' confidence, fluency, and interest in reading in English.- Expand lexical knowledge.- To make students better reader- To activate and reinforce other language skills(speaking, writing,...)
OBJECTIVES	<ul style="list-style-type: none">- Students will be informed about gender equality.- Students will be able to talk about society and gender.- Students will learn new lexical items.
MATERIALS	<ul style="list-style-type: none">- A PAPER INFORMATION BEHIND IT- A BELL JAR- COLORFUL ENVELOPES- WORKSHEETS

Activity 1

- Teacher asks the students to make small groups (4sts max.) and give each group a copy of the pictures.
- The learners should work together to connect the pictures, try to guess the message of pictures and what the reading will be about.
- Each group takes it in turns presenting their ideas.



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Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, **old-fashioned** ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.

Gender **stereotypes** are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A “feminine” girls should be insecure, accommodating and a little illogical in her thinking. A “masculine” boy should be strong, unemotional, aggressive, and competitive.

How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments, when girls speech, teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets.

There's nothing wrong with that. The problem arises when certain activities **are deemed** appropriate for one sex but not the other.

According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from **acquiring** important **skills** for their future lives.

“The fact is,” says Nicholson, “that society functions as a kind of **sorting** machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work”

If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.

Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society's fixed ideas about differences of sex are.

WHILE READING ACTIVITIES

Activity 1

- MATCH THE WORDS ON THE LEFT WITH THE DEFINITIONS ON THE RIGHT ACCORDING TO THE PASSAGE.

1. old-fashioned	() abilities
2. gender	() to obtain; to gain
3. stereotype	() to be considered
4. to acquire	() to arrange according to kind, rank, etc.
5. skills	() image, idea, character, etc., that has become fix in a conventional form without considering individuality
6. to sort	() the division of male or female; sex
7. to be deemed	() old or no longer in use

Activity 2

- Teacher divides students into four groups. In bell glass, there are questions about the passage. Each group has one leader, one writer, and one speaker they choose, and leaders pick a question by coming to the board.
- After all groups have their own question, students think about the question with their group mates according to passage and find a title for passage.
- Finally, they decide their answers and speaker of the group reads their answers loud.
- Students can talk independently and share their idea if they want.



What do parents want for their children?

2. How are children exposed to gender stereotypes?

What's the role of society in the differentiation of sexes?









What are the consequences of exposing boys and girls to gender stereotypes?

How should a "feminine" girl be?

POST- READING ACTIVITY

Activity 1

- Teacher gives students a paper which has an information picture behind it.
- Then teacher asks students to create a dystopia in which there is no gender roles and explain their country/world with two or three paragraphs.

Gender is...	Gender is not..
	
a spectrum	just male or female
	
a range of expression	defined by body parts
	
how you relate to yourself	sexual orientation
	
<i>Me!</i>	determined by chromosome
a personal identity	