

LESSON PLAN

DATE: March 10, 2016

TIME: 1:20 – 2:20

CLASS: Cycle 3 Grade 5

DURATION: 60 minutes

SCHOOL: Bee Elementary

QEP Competencies

Ethics and Religious Culture:

- Competency 1: Reflects on ethical questions
- Competency 3: Engages in dialogue.

OBJECTIVES (CURRICULUM DOMAIN)

- As a class we will discuss the stereotypes that surrounds gender.
- Students will create a mind map that explores examples of these stereotypes.
- By the end of the lesson, students will have a better idea as to how they can deconstruct gender stereotypes.

GROUP SIZE & MATERIALS

Bristol board, markers, pencils, Prezi & SmartBoard.

PROFESSIONAL COMPETENCIES:

Communicate:

1. To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students.

I will connect student's experiences to the context of the lesson (As a class I will pose the question, "Have you ever been in a situation where you felt judged based on your gender?"). I will remain aware of the whole class throughout this lesson.

2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

I will pace my lesson at an appropriate pace by instructing articulately. I will make sure to go over vocabulary students may not be familiar with (for example, deconstruct).

4. To pilot teaching/ learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

I will be organized and motivate students to participate in the on going class discussion. I will employ a student- centered teaching approach and encourage students as they create

their mind map in their group.

8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.

*I will be using Prezi as a platform to display information about gender stereotypes.
I will also be using the Smartboard to further develop ideas surrounding the topic.*

TIME	LESSON
15 Min.	<p>Introduction: To begin the lesson, I will show students a drawing that my 5-year-old niece drew. I will explain that she drew this not too long ago. The illustration portrays a stick figure wearing a purple skirt and a pink t-shirt. She is smiling with blue eyes and has a blonde ponytail. When she showed me the drawing, Lily explained to me that the drawing was in fact her. I'm showing you this image to illustrate how even at a young age, girls (and also boys) will draw certain characteristics that are identified as a specific gender (ie, pink for girls, blue for boys). I will explain to the students that we will be discussing gender stereotypes.</p> <ul style="list-style-type: none">• We will begin the conversation surrounding the deconstruction of gender stereotypes by first breaking down what it means. I will first ask the class if they know what the word deconstruct is. If they do not, I will explain to them that to deconstruct is to break something apart or examine to reveal a bias or a flaw.• We will then go over the definition of gender and stereotype.• After a brief introduction of the topic, I will showcase two advertisements that were once seen on television that both deal with gender stereotypes.• I will ask students what their initial thoughts on the videos were after watching them.• We will have a brief discussion surrounding the examples of gender stereotypes.
30 Min.	<p>Development:</p> <ul style="list-style-type: none">• Once the discussion is over, I will tell the class that we will be creating a mind map in groups. I will showcase what a mind map looks like to make sure that students understand how to create one.• Students will have time to work on their mind map in their groups. I will make sure to circulate the room to make sure that students are on the right track.• I will mention that a mind map is a work in progress. It is easy to add more information as time goes on.• We will then come together as a class and discuss what we learnt.

TIME	LESSON
15 Min.	<ul style="list-style-type: none"> • I will then pose the question, “What are some of the impacts that these stereotypes have on boys and girls?” We will briefly discuss the impacts. • I will then show the class two images by the artist JeongMee Yoon. I will give them some information about the artist. This is an example of how the artist is starting a dialogue about gender stereotypes. • I will show the class one more advertisement about breaking stereotypes for girls. <p>Closure:</p> <ul style="list-style-type: none"> • As a class, we will recap on what we have learnt in ERC. Students will have the opportunity to write an exit card (hopefully if time permits, if not it can be done next class). • Students will have the option of either writing a paragraph about gender stereotypes and the impacts or a personal connection to gender stereotypes. <p>Follow up:</p> <ul style="list-style-type: none"> • Each group can present and showcase their mind map to the rest of the class. • Debate on gender. • Research on feminists that have contributed to gender roles and how women are perceived today.