

Women's rights

1. Practical information

Theme	The evolution of women's rights over the years
Goal	Pupils realise that men and women are equal and that they should be treated that way. The pupils realise that thanks to women's rights, the world keeps changing.
Level	3 ASO/TSO
Time	± 70 minutes
Type	- Group work - Speaking

2. Preparation

Preparation time for teacher	± 5 minutes <i>To do...</i> - Collect a beamer and a computer - Cut out the situation cards
Materials	- A beamer and computer to show a short fragment - Cards with the situations

3. Objectives

VOET	Gemeenschappelijke stam: 5, 10, 11, 16, 17, 18 Context 3: 2, 3 Context 4: 4 Context 5: 3, 4, 13 Context 7: 1, 3, 4 Leren leren: 3
Formation objectives: English	<i>Language</i> - The pupils are able to use the correct past tense when talking about women's rights in the past.
Formation objectives: Human rights	<i>Personality formation</i> - The pupils become attentive to certain situations that have to change that occur in the world. This might change the way they think and react in similar cases of situations involving women's rights violations. <i>World view</i> - The pupils learn more about equality issues by having a look at situations on equal rights of men and women. - The pupils become aware of the position of the different sexes in society now and in the past. - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights and become aware of their own attitudes considering certain human rights.

Final attainment goals	<i>Listening: /</i> <i>Reading: 10, 11, 12, 13</i> <i>Speaking: 19, 20</i> <i>Writing: 30, 31, 32, 40</i>
Attitudes	<ul style="list-style-type: none"> - The pupils are willing to show interest towards women's rights. - The pupils are willing to share their opinion on a topic such as women's rights. - The pupils are willing to listen carefully to a sketch other pupils made. - The pupils are able to give their opinion on the things they saw in a fragment.
Strategies	<ul style="list-style-type: none"> - The pupils are able to use a dictionary. - The pupils are able to find the meaning of new words through the context or in a dictionary. - The pupils are able to understand what a text is about.

4. Activity and instructions

ACTIVITY	INSTRUCTIONS
Introduction	<p>STEP 1: listening Start the lesson with the fragment about women and how a woman should behave. http://www.youtube.com/watch?v=LS37SNYjg8w&feature=fvw</p> <p>STEP 2: post-listening Ask the pupils the following questions</p> <ul style="list-style-type: none"> - When do the men become serious? - What happens when the woman interferes? - Why does her husband want to leave immediately? - <i>How should women behave at the table?</i> - <i>How do men's brains take up new information (according to this film)?</i> - How do women's brains take up new information? - <i>This is a fragment of the Harry Enfield-show. What type of show do you think this is?</i> - <i>How did you feel after watching the fragment (laughing, crying, angry, ...)?</i>
Sketch	<p>STEP 1: introduction Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - <i>Do we live in a time where men and women are treated equal?</i> - <i>Can you think of examples of inequality between men and women today?</i> - <i>Is the situation the same all over the world?</i> - ... <p>Tell the pupils that in our society men and women are said to be equal, although there are a lot of clichés: the man mows the lawn, the woman does the washing up, ... The pupils are going to make sketches on situations like these ones. Hand out the cards with the situations. Make sure you mention that the situations have an open ending, so the pupils immediately know that they have to determine the content themselves. They have to team up with the pupil with the same card.</p> <p>Remark: You can select and have a look at the situations you want to have a discussion about. You can give the same situation to two groups and have a look at the difference between the sketches. You can also choose to discuss the different solutions that were found.</p> <p>STEP 2: creating The pupils discuss the way they solve the problem given in the situations and make their sketch. Walk around the class and offer help where needed. You might want to have a dictionary with you.</p> <p>STEP 3: performing Remark: To make the sketches more realistic and fun, you can always bring a wig or two (who is the man? who is the woman?). Indicate pairs to perform their sketch. Afterwards, try and elicit what the other pupils think about the situation by asking these questions.</p> <ul style="list-style-type: none"> - Could you see the gender roles clearly? Who was who? - Can you retell the situation?

	<ul style="list-style-type: none">- Are women treated equally?- What did you think of the situation? <p>Remark: You can always have a discussion that goes a bit deeper into the subject.</p> <ul style="list-style-type: none">- <i>Do situations like this still happen nowadays?</i>- What has (not) changed?- What should be different?- ...
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5. Enclosures

Situation cards

6. Sources

- BBC Worldwide: —Women: Know Your Limits! Harry Enfield - BBC comedy.II. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=LS37SNYjg8w&feature=fvw>

Situation cards

Situation 1 (2 pupils)

Frank is about to ask Nele to marry him. He prepares to pop the question at a fancy dinner at Giovanni's. But before Frank has the chance, Nele goes down on her knee and asks him. Normally the man asks the woman. How will he react?

Situation 2 (2 pupils)

Wendy had no job, but not long ago she went to a job interview for the job of her dreams. Everything was fine and she got the job. When going to the office to sign the contract she has to promise not to have children in the next 5 years. What is she going to do?

Situation 3 (2 pupils)

Isabel graduated as a firefighter. She really likes the idea of going to work and earning money. Her boyfriend Jonas, who is marrying her in September, doesn't know. Isabel rushes over to Jonas and tells him that she can finally start working as a firewoman because she graduated. Jonas thinks firefighting is a man's job. They start a discussion. What would they say?

Situation 4 (2 pupils)

A man comes home from work, his wife has made dinner as usual. From the moment the man comes in, he starts eating. Afterwards he sits in front of the television all evening. His wife has to clean the table, do the washing up, One day she is sick and tired of doing everything around the house instead of getting some help. She decides to stop doing all the work. How will the man react?

Situation 5 (2 pupils)

Nick and Stephanie have been going out for months. Nick is not a shy boy and wants to take the relationship to a new level. Stefanie is not ready for this but Nick says it's her place as a woman to please him and give him what he wants. What will happen?

Situation 6 (2 pupils)

You are an 18 year old boy and you have been dating a girl for 6 months. To celebrate this you're taking her out to a restaurant. At the end your girlfriend wants to pay. What do you do?

Situation 7 (2 pupils)

You and your wife are both working in the same company and doing the same job. Every month you get two separate letters with your earnings on them. Your wife notices that she earns 4% less than you for doing the same job.