

Does Gender Affect Chances for Success in the Work Force?

TEACHER'S GUIDE



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**A Learning and Evaluation Situation
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PREPARING

Task 1

Purpose:

- To introduce the topic of gender and different work environments, as well as develop key vocabulary.
- To discuss preconceived views of gender in society in general (not specific to the working environment yet).

● Step 1: *Introducing the language*

- ♂ Teacher introduces the topic.
- ♂ Teacher distributes the handouts for Task 1.
- ♂ Teacher introduces the short glossary of words that will be useful during the entire LES.

● Step 2: *Looking at stereotypes*

- ♀ By using pictures of media stereotypes of gender in the workplace, the teacher asks the students to think about their ideas about how the media portrays gender and the tasks attributed to either sex. Use the “What do you think?” handout on page 5 of the Student Booklet.
- ♀ The students then team up and discuss these opinions and ideas. They will also discuss if they feel these portrayals are accurate.

CARRYING OUT

Task 2

Purpose:

- To introduce both sides of gender prejudices, as well as how gender affects success in the workplace.

● Step 1: *Introducing the topic*

- ♂ Teacher explains to the students that this task is one that will introduce the concepts of gender in the workplace.
- ♂ Teacher asks students to read the instructions above the questions on page 6 of the Student Booklet: Is there a *predominant* gender?
- ♂ Teacher reviews the *key* words in the instructions if necessary.
- ♂ Teacher reminds students that they can use the glossary from the “*preparing*” phase.

● Step 2: *Reading the text*

- ♀ Students read the questions on the text that they will read.
- ♀ Teacher reminds students to read for the specific information necessary, and to get the gist of the text (scan & skim).
- ♀ Students read the text about gender, success, and the work force.
- ♀ Students answer questions in the Student Booklet on their own.

● Step 3: *Self-assessment*

- ♀ Students then will complete the “How did I do?” self-assessment that is found after the questions.
- ♀ Teacher can discuss the questions student felt were most difficult, and share strategies that can help them, and their peers succeed, or do better in a similar situation.

● Step 4: *Assessment by teacher*

- ♀ When they have finished, students will hand in both the answers and the self-assessment.
- ♀ Teacher will assess understanding of text as part of Competency 2 Reinvests Understanding of Texts.

● Step 5: *Reviewing the answers*

- ♂ Teacher asks students for their personal opinion about the text, and if they have anything else to add to what they read (personal experiences, things they've seen on TV, etc.)
- ♂ The teacher tries to get as much input as possible from the students on each question and their reactions to what they read in the text.
- ♂ Teacher asks questions that help student *exercise critical judgment*, such as:
 - What do you think about the text saying that women become more successful because they teach their employees, and men become more successful because of their power-grabbing personality?
 - Does this support your previous ideas about gender and success at work?

Answers to the questions:

1. According to the text, can women be good managers? Check one.

- yes no the answer may vary

2. What are **woman** better at in a male-dominated workplace?

Women are better at mentoring and coaching.

3. What are **men** better at in a male-dominated workplace?

Men are better at commanding and controlling.

4. In what situations do **women** make better leaders and why?

Women make better leaders in a female-dominated /oriented setting.

5. Which statement is true according to the text? Check one.

- Women are more *bossy* than men.
 Men are more likely to help their employees develop their skills.
 Women give more rewards for good performance than men do.
 Women are usually better in a “command and control” situation.

6. List 3 characteristics of **women** in charge at the work place, and list 3 characteristics of **men** in charge at the work place.

Women: likely to be role models; help employees develop their skills; motivate them to be dedicated and creative; act like a good teacher or coach; encourage creative solutions to problems.

Men: have a command and control style; more effective leaders in male dominated /oriented settings; more likely to criticize subordinates; be less hands-on.

Purpose:

- To allow students the opportunity to practice the strategy of deducing or guessing at meaning to learn and discover the key vocabulary in a text.

● Step 1: *Demonstrating Reading strategies*

- ♂ Teacher can use the OHP to show the text on page 3 of the Text Booklet.
- ♂ Rather than giving a pre-analyzed text, the students will analyze words that have been underlined and may be difficult for the majority of students (if not all students).
- ♂ The teacher and student must look at the text and uncover the various ways that they can find the meaning of unknown words.
- ♂ As students find different strategies to discover word meaning, the teacher can write them in the margin of the acetate. (The actual activity that the students will do will have the different strategies written on the side of it as well).

● Step 2: *Applying the strategies learned*

- ♀ In teams of 2 (3 maximum if the group has an uneven number of people) student will read two short texts about a successful woman and a successful man.
- ♀ The students must find the meaning of the words in a separate chart as well.
- ♀ After discovering the meaning of each word in the chart, the students must come to a consensus as to the strategy used to define the new vocabulary.

Purpose:

- To introduce both sides of gender prejudices, as well as the fact that gender does not affect success in the work place.
- *** This task is different from Task 2 in that it discusses the alternate view of gender and it's effect on success in the work force.*

Step 1: Introducing the topic

- ♂ Teacher explains to the students that this task is one that will introduce the concepts of gender in the workplace.
- ♂ Teacher asks students to read the instructions above the questions on page 12 of the Student Booklet.
- ♂ Teacher reviews the *key* words in the instructions if necessary.
- ♂ Teacher reminds students that they can use the glossary from the “*preparing*” phase.

Step 2: Reading the text

- ♀ Students read the questions on the text that they will read.
- ♀ Teacher reminds students to read for the specific information necessary, and to get the gist of the text (scan & skim).
- ♀ Students read the text based on gender, success, and the work force.
- ♀ Students answer questions in the Student Booklet on their own.

Step 3: Self-assessment

- ♀ Students then will complete the “How did I do?” self-assessment that is found after the questions.
- ♀ Teacher can the discuss the questions student felt were most difficult, and share strategies that can help them, and their peers succeed, or do better in a similar situation.

Step 4: Assessment by teacher

- ♀ When they have finished, students will hand in both the answers and the self-assessment.
- ♀ Teacher will assess understanding of text as part of Competency 2 Reinvests understanding of texts.

● Step 5: *Reviewing the answers*

- ♂ Teacher asks students for their personal opinion about the text, and if they have anything else to add to what they read (personal experiences, things they've seen on TV, etc.)
- ♂ The teacher tries to get as much input as possible from the students on each question and their reactions to what they read in the text.
- ♂ Teacher asks questions that help student *exercise critical judgment*, such as:
 - What do you think about the text saying that women become more successful because they teach their employees, and men become more successful because of their power-grabbing personality?
 - Does this support your previous ideas about gender and success at work?

Answers to the questions:

1. How do men generally feel about women's *triumphs*?

They are more open, but some still find it hard to celebrate a woman's triumphs because they feel it diminishes their own.

2. In what areas of work are women advancing?

Women are advancing in law, medicine, sports, business and education.

3. In what area are men and women about equal?

Men and women are equal in higher education.

4. Which statement is true according to the text?

- a. Women are a lot more successful than men.
- b. **Gender roles have changed enormously in the last 30 years.**
- c. Men work a lot harder than women do
- d. Gender equality is not a reality in education.

5. In what area are men taking on a larger role?

Men do more around the house than their father ever did.

6. In your opinion, after having read the text, have men lost their place as dominant people in the work place? Use at least 2 points from the text to defend your answer.

Answers may vary from student to student, as this is a personalized question.

7. Vocabulary: Define the word *triumph*, and write what reading strategy you used to find the answer.

Answers may vary from student to student, as this is a personalized question.

Purpose:

- To allow students to recall their ideas and the information learned in preparation for a debate.
- To allow for a debate of ideas where students can share different points of view.
- To prepare the final task by forming an opinion about gender success in the workplace.

Step 1: *Gathering the Information*

- ♂ Teacher explains the process of gathering information.
- ♂ Teacher reminds students to use all of the information gathered thus far in-class discussions and readings.
- ♂ They can refer to the previous activities that were done either on their own or with a partner and take notes on pages 14 and 15 of the Student Booklet.

Step 2: *Think of which side you choose and explore the alternatives*

- ♀ Teacher has students think about their opinion of whether or not gender affects success in the work place.
- ♀ Teacher reminds students to find all the points necessary in defending their opinion.
- ♀ The students then must think about all the alternate views and opinions (because the best offence is a good defence)
- ♀ Students will use the “4.1 A *View From Both Sides*” handout to take down as many notes about what they think their opponents will use as arguments (page 16 of the Student Booklet).

Note: These two steps are very important since students will be asked to express both points of view, for and against, during the debate.

Step 3: *Form and Defend your Opinion*

- ♂ Teacher asks students to use the “4.2 *Before and After the Debate*” handout on page 17 of the Student Booklet.
- ♂ The student fill in the first part of the handout that expresses the student’s view on the topic before the debate.
- ♂ Then, the student will participate in a 2-on-2 debate (some 3-on-3 for the stronger students, in the case of an uneven group).
- ♂ The students will defend their point and then they will switch sides and try to defend the other point of view.
- ♂ This will be challenging but students examined both sides of the topic in steps 1 and 2,

● Step 4: *Refining my opinion*

- ♀ After the debate, students will fill in the last 2 sections of the “*Before and After the Debate*” handout, Part B and Part C.
- ♀ The task is to discuss their views about if their opinion was strengthened by the debate (in the 2 part).
- ♀ The last part of this task is to discuss how/if their opinion has changed (and why).

● Step 5: *Assessment by teacher*

- ♂ During the debate, the teacher walks around with a compilation list to assess Competency 1 Interacts orally in English.

Note: Not all students can be evaluated during the debate.

INTEGRATING

Task 5

Purpose:

- To give students the opportunity to answer the essential/guiding question by writing an opinion text. (*Does Gender Affect Chances for Success in the Work Force?*)
- To allow the teacher to evaluate Competency 3 Writes and produces texts.
- To enable students to self- and peer-evaluate.

● Step 1: *The writing Process*

- ♂ Teacher tells students they must now answer the essential/guiding question *Does Gender Affect Chances for Success in the Work Force?*
- ♂ Teacher explains the writing process, step by step, using the checklist on page 21 of the Student Booklet.
- ♂ Teacher reminds students to use all of the information gathered thus far in class discussions and readings.
- ♂ They can refer to the previous activities that were done either on their own or with a partner and review all the handouts.

● Step 3: *Evaluation of Competency 3 Writes and Produces Texts*

- ♂ Teacher asks students submit both the draft and final copy of their text for evaluation using the evaluation rubric on page 22 of the Student Booklet and the Evaluation Grid on pages 7 and 8 of the Text Booklet.
- ♂ Then, teacher will form groups of 3 or 4 students. No papers are allowed in order to ensure there is genuine interaction and no reading.
- ♂ Each student, in turn, will inform the team of his or her opinion and one or two arguments that support it.
- ♂ The other students will ask questions and, in turn, express their points of view. Their challenge will to discuss as many arguments as possible in the time allotted.

● Step 4: *Other evaluation*

- ♀ The teacher walks around with a compilation sheet and evaluates Competency I Interacts orally in English. Not all students can be evaluated during this discussion.
- ♀ The students evaluate themselves and their peers using the self/peer evaluation chart on page 20 of the Student Booklet.
- ♀ If teacher uses the portfolio, the draft, final copy and self-evaluation chart can be included along with other documents chosen by the student as long as the reason for including them is given by the student.

Notes