**Lesson plan**

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| Lesson title: A Statement Position in favour of Gender Equality to be presented to the European Commission |
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| Lesson brief description:  The topic of Femicide is a hot one. The recent shocking Italian death of a young girl murdered by her former fiancée is urging a collective commitment and possible solutions, even in a European Framework. Students will be engaged to take action about the matter; they will be asked to analyze facts and figures about the topic and to propose a Statement Position addressed to the European Commission to decrease gender gap and femicide. |
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| Time (Lesson duration): 6 |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)  Individual- watch a Video  Group work  Individual Work -production  Roleplay |
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| Materials needed:  Computers  Smart – Board  Desks |
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| Students’ age:  18-19 years old |
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| Aims/Goals or SWBATs (Students will be able to......)   * **Reflect** about a hot topic: Women’s inequality and Femicide * **Look for** figures and facts to analyse the problem and **understand** how the EU has already dealt with the problem. * **Brainstorm** the findings and through **critical thinking design** a sensible Statement Position * **Write** down the Statement Position according to the appropriate text organization/format etc * **Present** the Statement Position to the Commission |
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| Lead-in *What’s going to happen here to introduce your students to the topic?*  Time 1 lesson (1 hour)  Warm up activity   * Hook: video (James Bond for International Women’s Day <https://www.youtube.com/watch?v=uUm7WAcEnJk> ) and class discussion; activating questions:   What is the video about? What are some facts and figures presented in the video? What are the main causes of gender inequality? What are some consequences of gender inequality? Who/what is responsible for Inequality and misogynistic actions? What can be done/ What can we do?   * Conclusion: Video Mrs Metsola President of the EU Parlament about Giulia Cecchettin <https://www.youtube.com/watch?v=SnFXKkLnjH8>   Possible DRIVING QUESTION:  What can governments and Europe do to prevent Femicide and to reduce women’s inequality? |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* Time 0  Key concepts: Gender inequality; need for action through both a new cultural attitude and a new set of laws at a European level  Pre-requisites: No need for any previous knowledge; useful, but not necessary, the struggling road to female vote (the Suffragettes) |
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| *List of activities with brief description of each one and time for each one:*  Lesson 1   * Warm-up: Video & class discussion SEE – DESCRIBE – WONDER   Lesson 2 -3   * Group work: looking for and reading reports- articles to collect facts and figures (REAL -FUN – INTERESTING). After having worked in class analysing The History of Women’s civil and social rights and the 1948 Declaration of Human Rights, students are asked to agree on a specific topic related to what they studied and then write an [Iron Chef](https://www.youtube.com/watch?v=yMm1hEFz9wQ) (e.g. stereotype of women in ads). * Group Work brainstorming & choice of relevant material to support group’s position; This activity is aimed at developing collaboration, communication and team working. Actually, they have to agree on a topic and then find out relevant ideas and points to instruct the class about it. Critical thinking is also needed to develop this activity, since students need to question themselves and pick the relevant ideas, after making some research. * Group Work: definition of the group’s member’s role in the production of the statement (MEANINGFUL – ENGAGING)   Lesson 4   * Group Work: production of the statement (REAL – ENGAGING) Finally, the production stage engages students in being careful and accurate in their use of English (structure and lexis). I believe this activity is interesting and motivating (they choose the topic they like), real and meaningful (it’s about the reality they experience), engaging (they have to create their own product) and fun (they work together in a pleasant atmosphere). It is also an inclusive activity, having weaker students helped by mates.   Lesson 5   * Group Work/Role Play/ Individuals: presentation of the Statement Position to the Commission (simulation) (FUN - MEANINGFUL)   Lesson 6   * Debriefing: Teacher & students discuss the weak and strong points of the Position Statements |
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| *What are other follow up (or homework) activities that can be included?*  The more material / documents / articles students could read about the topic and the EU, the better; that’s why they will be asked to read at home materials which could be useful in the editing of the position statement. |
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| *What methodology / activities are used for assessment?*  Formative assessment: through feedback and short reports written by the students (sort of diary where groups write what they have done during each group lesson – through RUBRIC)  Summative -Final assessment: Statement Position evaluation (wealth of information, effectiveness, accuracy, text organization) and oral exposition. Through a RUBRIC |
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| Other thoughts about this lesson plan:  The Activity may be planned together with colleagues of other subjects who could deepen the topic (or connected topics) from different perspectives: ex subject: Law – the Italian legislation about gender equality; laws to prevent femicide etc. |
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