

Lesson Title: Gender difference in schooling and occupation

Level: Grade 9

Number of students: 20--30

Teaching items: 'If-sentence' Type 2 (S + past tense, S +would/could... present tense)

Student Learning Outcomes (SLOs)

The students will:

- Critically reflect on issues of gendered education and occupation in their society
- Read and understand this gender difference as a social problem
- Engage in dialogs, using 'if-sentences', and discuss how this problem could be addressed
- Practice using 'if-sentences' in their writings

Instructional materials

Newspaper article "Girls and boys in schooling and occupation"

Worksheets

Lesson Plan

Time (60 minutes)	Teaching/learning activity	Materials	Student Learning Outcomes
5 minutes	Warm-up and announcement of lesson and objectives		Familiarize students with the agenda and goal of the lesson
10 minutes	Individual and Pair work: <ul style="list-style-type: none">• Students fill in the worksheets provided with 'men', 'women' and 'occupation' based on their experience and knowledge academia• Students share with a classmate sitting next to them• Students and teacher discuss	worksheet	Students reflect on gender-occupation relationships drawing on their previous experiences

	in the class		
20 minutes	<p>Individual/group work:</p> <ul style="list-style-type: none"> • Students read a newspaper article on ‘Girls and boys in schooling and occupation’ and mark ‘True’ (T), ‘False’ (F) or Not mentioned (NM) while they read. • Students compare their answers with members in the group • Teacher visits individual groups to ensure participation and assist for the understanding of the text 	Newspaper article	Students understand the social problem of gendered education and occupation
20 minutes	<p>Individual and Pair work:</p> <ul style="list-style-type: none"> • Students examine the examples of ‘if-sentences’ in the reading text • Teacher illustrates with more examples and helps them discover the grammar rule • Students practice using ‘if-sentences’ using the table given. • Teacher asks students to report back to the class what they discussed 	Newspaper article Worksheet table	<p>Students critically engage in a dialogue regarding how the gendered schooling and occupation can be minimized/discouraged</p> <p>Students learn to use ‘if-sentences’ (and optionally vocabulary items from the text)</p>
5 minutes	<ul style="list-style-type: none"> • Assigning homework (Write a paragraph consisting of at least 5 ‘if-sentences’ based on what you discussed) • Closing 		Students reflect their learning of ‘if-sentences’ as well as explain what could be done to address the topic of the lesson

Pre-reading activities

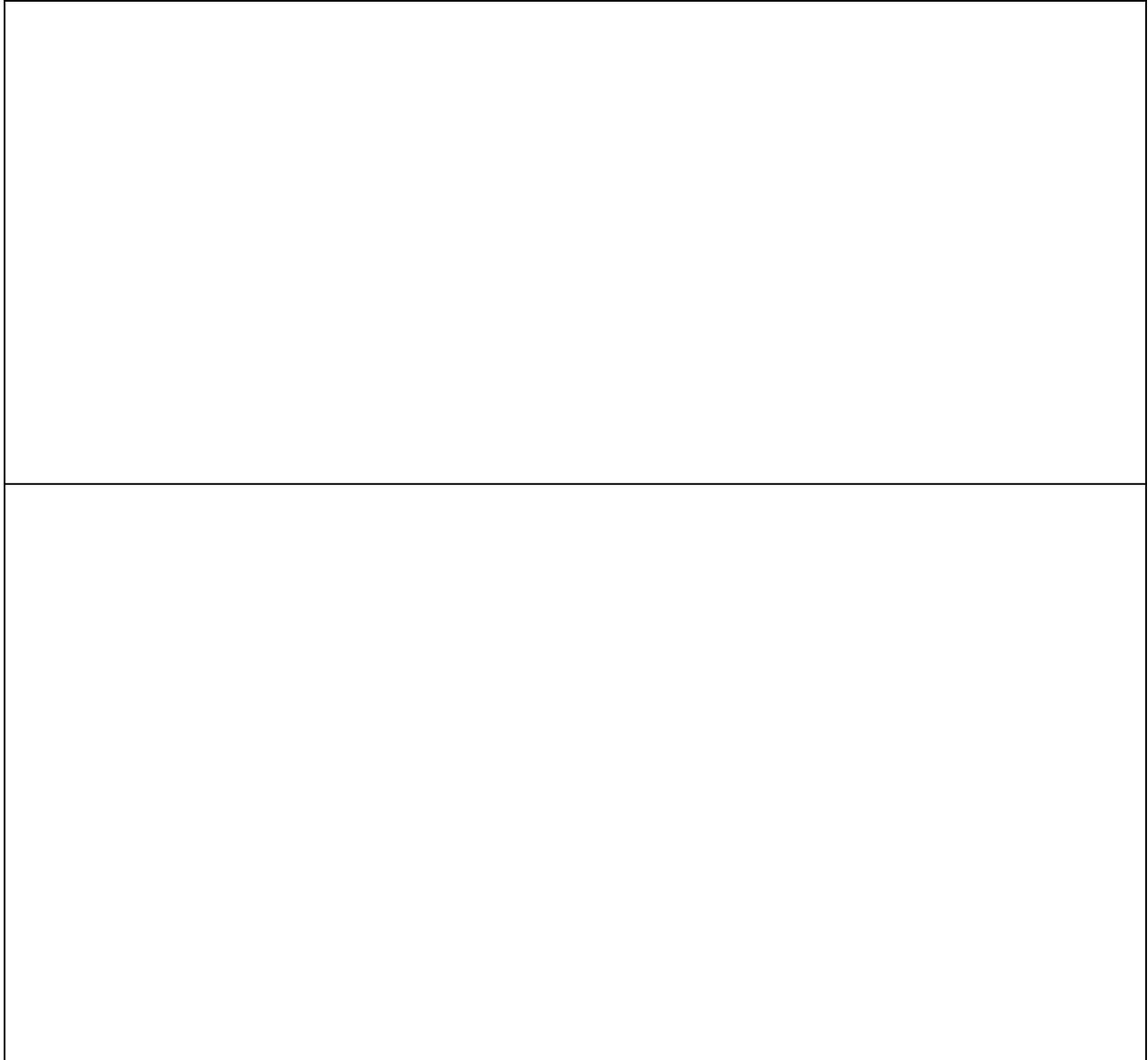
Teacher provides one of the worksheets to the students and students write down how gender difference is represented in their surroundings. The purpose of this activity is to help the

Jobs/occupation	Typically a male or female position	Men or Woman (number)
Principal		
Vice-Principal		
Department Head		
Primary level teachers		
Lower-secondary level teachers		
Secondary level teachers		
ECA (Extra-curricular activity) coordinator		
Peons		
Drivers		
Other.....		

After you complete, compare the list with your classmates. If you see a difference, discuss why there is a men/women difference in these different positions of jobs.

3. Review Present Continuous Tense

Suppose you are visiting a hospital bedroom. Draw a picture showing a doctor, a couple of nurses and a patient whose hand was burnt while the person was cooking. You can include any extra information you like. Below the picture, write down 5 sentences describing what is happening there. (Note: Though this seems to be a tense review activity, its purpose is to elicit from the students how they see the gender roles in three occupations: doctor, nurse and household work (cooking). You can see them in their use of pronouns)

A large empty rectangular box with a black border, divided into two horizontal sections by a single line. The top section is approximately one-third of the total height, and the bottom section is approximately two-thirds. This area is intended for students to draw a scene in a hospital bedroom and then write five sentences describing the scene.

Reading

Students read a newspaper article on 'Girls and boys in schooling and occupation' and mark **true (T) or false (F) or not mentioned (NM)**. While the students read it individually, the teacher goes around the class and ensures students' reading, helps them with difficult vocabulary items and answers any questions the students may have. Students discuss the answers with their group members first. And then the teacher asks students to report their discussion to the whole class. Students and teachers discuss the issue in the class. The purpose of this activity is to understand gender inequality as a social problem and engage the students in dialogs. The reading introduces the issue that the students are familiar with and help them understand it more critically and consciously.

Instructions: While reading, mark the following sentences as true (T) or false (F) or not mentioned in the passage (N). Compare that with the person sitting next to you and discuss similarities and differences in your answers.

1. Boys and girls have different dropout rates after grade one.
2. Many girls stop going to schools because they have to work at their homes.
3. Most parents send girls to private schools and boys to public schools.
4. Most parents who send their children to public schools are farmers.
5. Nursing positions are mostly occupied by women.
6. There will be more women in the Parliament in next few decades.

Girls and boys in schooling and occupation

If we see the total picture of enrollment in schools in Nepal, it is nearly equal for both boys and girls in grade one, with the same dropout rate. After this, the dropout rate for girls begins to outnumber the boys. Studies show that the rate of dropouts for teen girls is rising remarkably over boys in high schools. It is due mainly to a girl's household workload, which grows as she gets older. The obligation for teenage girls to manage household duties is twice as much as teen boys in Nepal.

"I do not send my daughter to school," said Shanti, a rural woman from the Tharu community in the Northwest region of Nepal. She added "She helps me in domestic work. She needs to know the household chores before marriage. If I sent her to the school, I would have nobody to help me here at home"

The overall picture of education for girls in Nepal is being often one of ongoing challenges. Many parents are sending their daughters to Nepali government schools which are poorly

funded, are lacking facilities and often over crowded. Numerous boys, in great contrast, are often sent to private English-based schools.

“Just a week ago, I visited two schools in Parasi. I was told in the first one that the ratio of girls to boys was 60:40 and in the second one 75:25. The reason for this, I was told, was that girls were sent to government schools such as the ones I had visited, and boys were sent to more expensive, private boarding schools. With families having to deal with poverty as well, women are put at even more of a disadvantage. If I visited more schools, I would see worse pictures of boy-girl difference in education” writes Astha Sharma Pokharel in MyRepublica.

The total adult literacy rate in Nepal is 56.5 percent (2007 UNDP). Of this total, only 26 percent of Nepali women are literate (World Bank Country Overview 2009). One handicap for girls in many parts of the country is that they are generally asked to leave school at the young age of 12, just after completing grade five, leaving them with only a little understanding of literacy.

“Investing in adolescent girls is precisely the catalyst poor countries need to break intergenerational poverty and to create a better distribution of income. Investing in them is not only fair, it is a smart economic move. If all girls went to school, all their future generations could be literate” said Robert B. Zoellick, President of the World Bank in a 2009 report, “Because I am a Girl,” by the UN Girls Education Initiative.

Girls and women in Nepal often have gender identified occupations. The Nepal Ministry of Education statistics show only 15 percent of women in 2006 entered the field of engineering, and less than 20 percent began careers in agriculture, forestry, law, science and technology combined. Basic nursing education, on the other hand, welcomes the majority of Nepalese women. In 2007, only fifteen women nationwide held a Ph.D. degree. Of those fifty, only four had doctorates in science.

“Although participation in their capacity as nurses is quite encouraging, the number of woman doctors is still very small. If there were more female doctors, female patients would get more specialized treatment” said a 2007 report by Nepal advocacy group, Sancharika Samuha.

Recently women have been showing clear advances and these are positive steps. Women have been gaining steadily in legislative leadership. In May 2008, out of 575 newly elected representatives, Nepal voted 33.21 percent of the constituent assembly seats to women. Many women hope to reach a 50 percent presence of women in the constituent assembly in the coming years.

“There was a time when only women from a high caste could be MPs. This election has changed that. Now it is up to the 191 women of various castes, groups and ethnicities in the constituent assembly to ensure that the rights of 12.5 million diverse Nepali women are protected. If there were equal ration of women in the cabinet, that would be better for all the Nepalese women” said Jaypuri Gharti Magar, an elected Maoist woman representative from Rolpa who won by a 22,000 majority vote.

(Source: <http://womennewsnetwork.net/2009/11/09/nepalgirlseducate820/>)

Words: enrollment literacy, dropout, catalyst, distribute, career, doctorate, advances, representatives, constituent assembly

Grammar: Conditionals

Teacher ask students to underline ‘if-sentences’ in the reading passage and elicit in what contexts and for what purpose they are being used. Teacher also explains the grammar item with additional examples. Teacher then pairs up the students and asks them to think for a moment and discuss how the girls’ representation in education and occupation can be increased. The purpose of this activity is to practice speaking skill using conditionals while also addressing a socially significant topic. Students use the following worksheet for discussion.

Worksheet

Based on the table below, discuss, using ‘if-sentences’, how we can empower girls in education and occupation. You can use the words from the reading passage (award, distribute, provide, enrollment, literacy, dropout, career, etc) if you like.

1	If I were rich	award scholarships
2	If girls were sent to school	
3	If parents	
4	If more women	
5	If the government	
6		
7		
8		
9		
10		

Homework/Assignment

Ask the students to write a paragraph consisting of at least 5 'if-sentences' based on what they discussed. The purpose of this activity is to help them think critically and try to address the issue of gender equality using conditionals 'if-sentences'.