Communicating: Gender Issues

UNIT: Interpersonal Communication

TOPIC: Gender Issues

LEVEL: High-Intermediate/Advanced ESL & Native Speakers

LENGTH OF SESSION: 2 or 2.5 hours

OBJECTIVES:
1. Recognize uses of specific language and register to facilitate positive cross-gender communication
2. Demonstrate the ability to identify and manage barriers to listening
3. Participate in collaborative group processes

SCANS/EFF COMMON ACTIVITIES

INTO

MATERIALS

Cartoon with dialogues & questions from "Men Are From Mars, Women Are From Venus" by John Gray
Excerpt from "Men Are From Mars, Women Are From Venus" by John Gray

WARM-UP/REVIEW

10 minutes

CLASS DISCUSSION

10 minutes

ASSESSMENT

10 minutes

Students discuss meanings of the two cartoons and answer the questions related to the short dialogue with partner.

WARM-UP/REVIEW - 10 minutes

The students will have 10 minutes to review the concepts and vocabulary covered in the session.

INTRODUCTION

5 minutes

Students are told they will read about generalizations John Gray makes about men and women. This will only further focus the students on the dilemma and the topic.

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SCANS/EFF Qualities

Works with diversity

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The students will have 10 minutes to review the concepts and vocabulary covered in the session.
The reading itself presents the students with the at-level task of having to not only guess vocabulary meaning from a context without definitions, but then using the related meaning of what each gender says during a stressed reaction, each group will write the same thing but supply supportive reasons.

For the man and chart B for the woman.

The first version is based on typical male of female responses shown in Chart A. Each group is to fill out 2 versions of a chart.

1. The groups will be of the same sex. The man and woman have different papers.

GUIDED PRACTICE

60 minutes

Vocabulary: Go over Vocabulary (Adjectives/Feelings)

Communication Exercise: Writing and Speaking

The outcome of the two versions of the tool: students will also get an assessment of their experience.

and gets students to think their own question 4 personalizes the topic more penetration of the male responses. Students are to interpret and make

intervening into the woman’s feelings. An answer to the question 2 and 8 further gets the students to interpret meaning.

Question 1: Students are to interpret meaning.

Question 2: Students are to interpret meaning.

Question 3: Students are to interpret meaning.

Question 4: Students are to interpret meaning.

Work with the picture

READING: EFL

PRESENTATION: 20 minutes

BEGINNING GROUP DISCUSSION QUESTION ANALYSIS:

Question 1 is asking students to think beyond the surface meaning by questioning if the word never is really meant to mean never. Question 2 and 3 further gets the students to interpret and make inferences into the woman’s feelings behind her words as they look at the context and make meaning of the words as well as the chart. Question 2 and 8 further gets the students to interpret meaning.

The outcome of the two versions of the dialogs will also get an assessment of what each student says during a stressed reaction, each group will write the same thing but supply supportive reasons.

The reading itself presents the students with the at-level task of having to not only guess vocabulary meaning from a context without definitions, but then using the related meaning of what each gender says during a stressed reaction, each group will write the same thing but supply supportive reasons.

For the man and chart B for the woman.

The first version is based on typical male of female responses shown in Chart A. Each group is to fill out 2 versions of a chart.

1. The groups will be of the same sex. The man and woman have different papers.

GUIDED PRACTICE

60 minutes

Vocabulary: Go over Vocabulary (Adjectives/Feelings)

Communication Exercise: Writing and Speaking
2. One group then gets together with a group of the opposite sex. They discuss and compare the two versions of the dialog. They discuss their differences or disagreements on either version. The teacher walks around and checks for participation and comprehension in each group. The students themselves may fill in the gaps or differences of the dialog. This is also an assessment tool for BEYOND...

**APPLICATION**

Students write sentences using vocabulary, focusing on sentences that tell how they can respond appropriately to a stressed situation.

Discussion with class using questions as prompts.

CLOSE: 15 minutes

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