

SESSION: Gender Equitable Teaching

Date: 4 December 2016

Time: (1.5 hour)

Learning Outcomes: By the end of this session participants will be able to:

- Participants reflect on their gender-related experiences in school before they identify key reasons why gender equitable teaching is a local and international priority.

Step 1: Why Gender and Education Warm Up -----

----- 10 mins

1. Welcome participants to the session and introduce the topic. Say, *“Today we will be talking about classroom practices that promote fair and inclusive education. First, let’s take a minute to think about your experiences in school.”*
2. Say, *“Close your eyes... let your mind wander back to adolescence...between the ages of 10-14. Where do you live? Which school comes to mind? Can you picture your friends, a particular teacher, or a classroom setting?”* (Pause) Continue: *“How did you learn the behavior expected of females and males? Try to recall interactions in the classroom, in the halls, in the cafeteria or on school grounds. Think about sports, games, music, the arts, and other activities...”* (Pause) After 30 seconds, say, *“Open your eyes.”*
3. *Share your memories of this situation with another person in your group. In turn, take two minutes to describe your memories. How did you learn the behavior expected of females and males?”* Remind participants to consider class interactions, responsibilities and opportunities.
4. Briefly, explore the significance of these experiences with questions such as: *“What was the situation? How old were you? What did the experience tell you about being female or male? What life lessons did you draw from the experiences?”*
5. *“How does gender relate to education? Which words stand out for you? Where are gender roles and expectations learned? How do they change over time?”*
6. *Why is gender equitable teaching a priority, locally and internationally?* (Allow 2 min). Elicit ideas and document key words on a flipchart.

Note:

Equity=Fair. Equitable teaching provides fair and inclusive education opportunities for every girl and boy. Access to education (1) prepares individuals to reach full potential, (2) reduces poverty, (3) drives economic growth, (4) improves indicators of health, (5) contributes to ecological sustainability, [others?].

Step 2: Gender Equitable Practices -----

----- 20 mins

Write “Equitable Teaching Practices” at the top of a flipchart. Ask, *“What do we mean by ‘equitable teaching practices’?”* Clarify that “equitable teaching” is fair and inclusive of girls and boys. Ask for one or two examples of equitable teaching practices. Write key words on flipchart.

Brainstorm: Ways to be gender equitable in all categories:

How to encourage equal participation, learning and leadership?

1. Teaching Techniques

- Call upon girls and boys equally in class. (Alternate: girl → boy, girl → boy).
- Wait three- five seconds before calling upon a girl or a boy.
- Listen actively. Do not interrupt.
- Challenge girls to participate in all subjects, including math and science.
- Use cooperative pair and group work for equal participation of girls and boys.
- Balance cooperative and competitive activities; engage girls and boys equally.
- Give boys and girls the grades they have earned.
- Practice positive disciplinary measures; avoid corporal punishment.

2. Classroom Environment

- Display respectful, gender-sensitive class norms, rules.
- Create an attractive, engaging classroom environment.
- Show professional career images that raise girls' and boys' aspirations for continued studies.

3. Learning Resources

- Select books and resources that demonstrate gender equality.
- Develop gender-sensitive course objectives, exercises and tests.
- Write names on Popsicle sticks (or...); draw names to ensure all respond.
- Encourage girls and boys to join math, science, and other study clubs.
- Insist that girls and boys learn to use computers, electronic equipment.

4. Tasks and Responsibilities

- Assign boys and girls similar responsibilities to counteract gender stereotypes.
- Develop "Class Responsibility" chart with everyone addressing same tasks.
- Recognize leaders, boys and girls, for being responsible, inclusive role models.

Step 3: Scenarios ----- 20 mins

Pass out scenarios to student groups. Have them brainstorm 4-5 ways they would encourage gender equitable teaching in this scenario.

Scenario 1: In your class, a group of 3-4 boys sitting together always dominate the conversation. They always speak out of turn and try to respond to all the questions. How do you encourage more participation?

Scenario 2: At your school, boys are encouraged to learn science and math and they tend to do better in those classes. How do you create a better balance between boys and girls?

Scenario 3: Many of the students in your class have a difficult time learning English. One female student already knows English and always answers your questions. How do you encourage more participation?

Scenario 4: Your students like to learn through stories, but the texts in English books that you use in your classroom don't engage all of your students. What other ways can you teach them to make more gender equitable materials?

Scenario 5: Your classroom is very divided. The boys always sit with boys and only work with other boys. The girls sit in a group and only work together. What do you do to balance genders?

Scenario 6: All of the leadership positions in the classroom are held by female students. All of the delegates are girls, and girls always do the classroom chores, like cleaning the board, sweeping the floor, etc. What can you do to make this more equal?

Scenario 7: you like to play ball toss games in your class to engage students. The boys really like this type of game, but the girls are shy and don't like to participate. What can you do to engage both boys and girls?