

## Differentiated Instruction Lesson Plan

### The Changing Roles of Men and Women in the Workplace

#### **Connections to Cooperative Education**

The changing roles of men and women in the workplace may be observed and experienced by Cooperative Education students. Through this lesson, students will have the opportunity to learn about how gender roles have changed in the world or work. Students will understand how both men and women are now assuming “non-traditional” roles in the workplace and they will have a chance to examine their own attitudes and opinions about these changes.

#### **Curriculum Document/Grade/Course Code (secondary) or Strand (elementary)**

#### **Curriculum Expectations**

- 2.3.2. Integration: Workplace Opportunities and Challenges
- demonstrate an understanding of the changing role of men and women at work
  - demonstrate an understanding of how changing roles of men and women affect society, including the family

#### **Learning Goals**

- At the end of this lesson, students will:
- understand the changing roles of men and women in the workplace
  - be able to formulate opinions on the implications of the changing roles of men and women on the economy and the family.

## Instructional Components and Context

### Readiness

Prior to this lesson, students will have:

- Reflected on the roles of women at their Co-op Placement
- Experience in expressing and listening to different view points

### Terminology

Gender discrimination: discrimination or differential treatment based on one's sex or gender.

Pay Equity: the concept of paying men and women an equal amount for the same work.

Non-traditional Careers: careers in which one gender tended to dominate in the past. i.e. females in nursing

Norms: Standards of behavior that are expected of a group or an individual

### Materials:

*Markers and chart paper.*

Article 1, "Gender discrimination abounds for male nurses"  
<http://www.thenownews.com/health/Gender+discrimination+about+male+nurses/4131699/story.html>

Article 2, "Women make the grade in the trades"  
<http://www.apprenticesearch.com/Resources/ArchiveDetails?archiveTitleId=30>

*Appendix A: Placemat Activity*

*Appendix B: Cubing Activity*

*Appendix C: Checklist: Discussion Etiquette*

*Appendix D: Choice Board*

*Appendix E: Choice Board Rubric*

### Other Internet Resources:


<http://www.canada.com/More+women+bringing+home+bacon+more+cooking/3637234/story.html>


### Resources:


Hume, Karen (2009). *Evidence into Action: Engaging and Teaching Young Adolescents through Assessment*. Toronto, ON: Pearson Education Inc.

Kagan, Spencer (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing. (Four Corners, Think- Pair-Share)

Ministry of Education (2000). *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*.

<b>Minds On</b> <ul style="list-style-type: none"> <li>◆ Establishing a positive learning environment</li> <li>◆ Connecting to prior learning and/or experiences</li> <li>◆ Setting the context for learning</li> </ul>	<b>Connections</b>
<p><b>Whole Class ⇒ Discussion Etiquette</b></p> <ul style="list-style-type: none"> <li>• As a class discuss and generate a list of ways to work together in a group that will contribute to learning in a safe environment for sharing ideas and opinions.</li> <li>• Develop a short list of norms which will become of the basis of student self-assessment later in the lesson.</li> </ul> <p><b>Whole Class ⇒ Four Corners</b> Label the four corners of the room: Home, Government, Workplace and Sports</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Select a corner of interest</li> <li>• As a corner group, brainstorm or write on chart paper how they believe the roles of men and women have changed in their particular area over the last 25 years. (e.g. “Home:” many fathers stay home and raise their children while the mothers work outside the home)</li> <li>• Choose 2 or 3 points from each group to share with the class</li> </ul> <p>Discuss what has changed for men and women over the last 25 years in each area.</p> <p><b>Whole Class ⇒ Value Line</b> Students:</p> <ul style="list-style-type: none"> <li>• Form a line, placing themselves on the line according to their opinion from “strongly agree” to “strongly disagree” with the following statement: “Women and Men are now treated equally in the world of work”.</li> <li>• In groups of three along the line, discuss why they placed themselves at that particular point on the line and prepare an answer to share with the class.</li> <li>• Through discussion, gather anecdotal data on whether or not students believe women have gained equality in the workplace.</li> <li>• Ask students to re-position themselves on the line based on the discussion and discuss with an elbow partner why they stayed in the same spot or moved.</li> </ul> <p><b>Pairs ⇒ Think-Pair-Share</b> Students:</p> <ul style="list-style-type: none"> <li>• Discuss their observations on the roles of the men and women at their Co-op Placements (i.e. how many women hold leadership positions, how many women are employed compared to men, how many men hold “non-traditional” roles at their placement, e.g., receptionist, hairstylist, etc.)</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• How have the roles of men and women changed over the last 25 years?</li> <li>• Are women and men now treated equally at work?</li> <li>• What do you observe at your Co-op placement in terms of the variety of the duties and responsibilities of men and of women?</li> </ul> <p><b>Assessment</b></p> <p><b>A<sup>for</sup>L</b> Assessment <b>for</b> learning Four Corners</p> <ul style="list-style-type: none"> <li>• Establishing Norms and Discussion Etiquette</li> <li>• Value Line/Anecdotal Comments</li> </ul> <p><b>A<sup>as</sup>L</b> Assessment <b>as</b> learning</p> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul> <p><b>A<sup>of</sup>L</b> Assessment <b>of</b> learning</p> <ul style="list-style-type: none"> <li>• <i>Teachers will use the “Discussion Etiquette Checklist” as an assessment tool (Appendix “C”)</i></li> </ul> <p><b>Differentiated Instruction:</b></p> <p> <i>Students will choose a topic based on their interests (Content)</i></p> <p><i>Students will choose tasks based on interest (Process)</i></p> <p><i>Students will share their individual experience with the topic (Content)</i></p>

<b>Action!</b> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent)	<b>Connections</b>
<p><b>Groups of 3-5 ⇒ Key Questions placemat</b></p> <p>Assign reading of one of the following two articles available on the internet:  <i>Article 1, "Gender discrimination abounds for male nurses"</i>  <i>Article 2, "Women make the grade in the trades"</i></p> <ul style="list-style-type: none"> <li>• Individually, students read the articles and then discuss it as a group through completion of the following:</li> <li>• Students respond individually to the questions below using one of the four outside rectangles on the Key questions placemat (Appendix A): <b>What does the article reveal about the challenges that still exist for men and women in the workplace? How can society overcome these challenges in the future?</b></li> <li>• As a group, students come to consensus on answers and make notes on the "Group Summary" section of the placemat.</li> <li>• Groups share their answers with the class through discussion or use of chart paper.</li> <li>• Circulate among groups to clarify and provide feedback as necessary</li> </ul> <p><b>Groups of Six or Less ⇒ Cubing</b></p> <p>Post the Learning Goal and discuss it with the class (i.e. to understand the changing roles of men and women in the workplace and the implications for daily life). Read the following article, "More Women bringing home the bacon, more men cooking it" with the class.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Choose a new Cubing group or remain in the same group from the placemat activity</li> <li>• Read and examine the article, roll die and answer the corresponding question from the Cubing Questions (Appendix B) as it relates to the Learning Goal. Note: each number in the Cubing Questions offers students a choice of questions (a) or (b)</li> <li>• Engage in discussion- sharing ideas and opinions</li> <li>• Follow this procedure until every group member has had a turn</li> </ul> <p>Circulate from group to group, to support each group as required and to facilitate discussion according to students needs during the Cubing Activity.</p> <p>Groups self-assess based on the criteria established for Group Work and Discussion Etiquette in the "Minds On" segment of the lesson; see sample checklist #1 (Appendix C).</p>	<p><b>Guiding Questions:</b></p> <p><i>What challenges still exist for men and women in the workplace?</i></p> <p><i>How can society overcome these challenges?</i></p> <p><b>Assessment:</b></p> <p><b>AOL</b> Assessment <b>as</b> learning</p> <ul style="list-style-type: none"> <li>• Groups self-assess based on the criteria established for Group Work and Discussion Etiquette in the "Minds On" segment of the lesson; see sample checklist #1 (Appendix C).</li> </ul> <p><b>AOL</b> Assessment <b>of</b> learning</p> <ul style="list-style-type: none"> <li>• Students will be assessed through observation of their discussions.</li> <li>• Teachers will use the "Discussion Etiquette Checklist" as an assessment tool (Appendix "C")</li> </ul> <p><b>Differentiated Instruction:</b></p> <p> <i>Students will choose which questions they wish to answer in the Cubing Activity (Content)</i></p> <p><i>Students will choose their preferred location in the room to work (Process)</i></p>

<b>Consolidation</b> ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned	<b>Connections</b>
<p><b>Whole Class ⇒ Choice Board</b></p> <p>Using the information and ideas reviewed in the previous tasks, students select a method of presenting the opinions that they have formulated based on what they have learned about the changing roles of men women in the workplace and the implications on society based on their interests or learning preferences (Choice Board: Appendix D)</p> <p>Choice Board Options are:</p> <ol style="list-style-type: none"> <li>1. Write – Create an editorial or blog entry</li> <li>2. Draw –Create a storyboard, graphic story or comic strip</li> <li>3. Sing/Say – Create a poem, rap or lyrics to a song</li> <li>4. Do/Say – Create an mock interview</li> </ol> <p>Students should use the Choice Board Rubric (Appendix E) to Self and Peer assess before handing in or giving the final presentation of their product.</p>	<p><b>Guiding Questions:</b></p> <p><i>What have you learned about the changing roles of men and women in the workplace?</i></p> <p><i>How will this inform and judgments or choices you make in the future?</i></p> <p><b>Assessment:</b></p> <p><b>A<sup>as</sup>L</b> Assessment <b>as</b> learning</p> <ul style="list-style-type: none"> <li>• Students will self-assess using the Choice Board Rubric (Appendix “E”)</li> </ul> <p><b>A<sup>for</sup>L</b> Assessment <b>for</b> learning</p> <ul style="list-style-type: none"> <li>• Students will peer asses using the Choice Board Rubric</li> </ul> <p><b>A<sup>of</sup>L</b> Assessment <b>of</b> learning</p> <ul style="list-style-type: none"> <li>• Students will be assessed using the Choice Board Rubric</li> </ul> <p> <b>Differentiated Instruction:</b>  <i>Students will choose which option on the Choice Board best suits their interest (Process)</i></p> <p><i>Student will choose how they explore the topic (Content)</i></p> <p><i>Students will choose how they present their final Product (Product).</i></p>

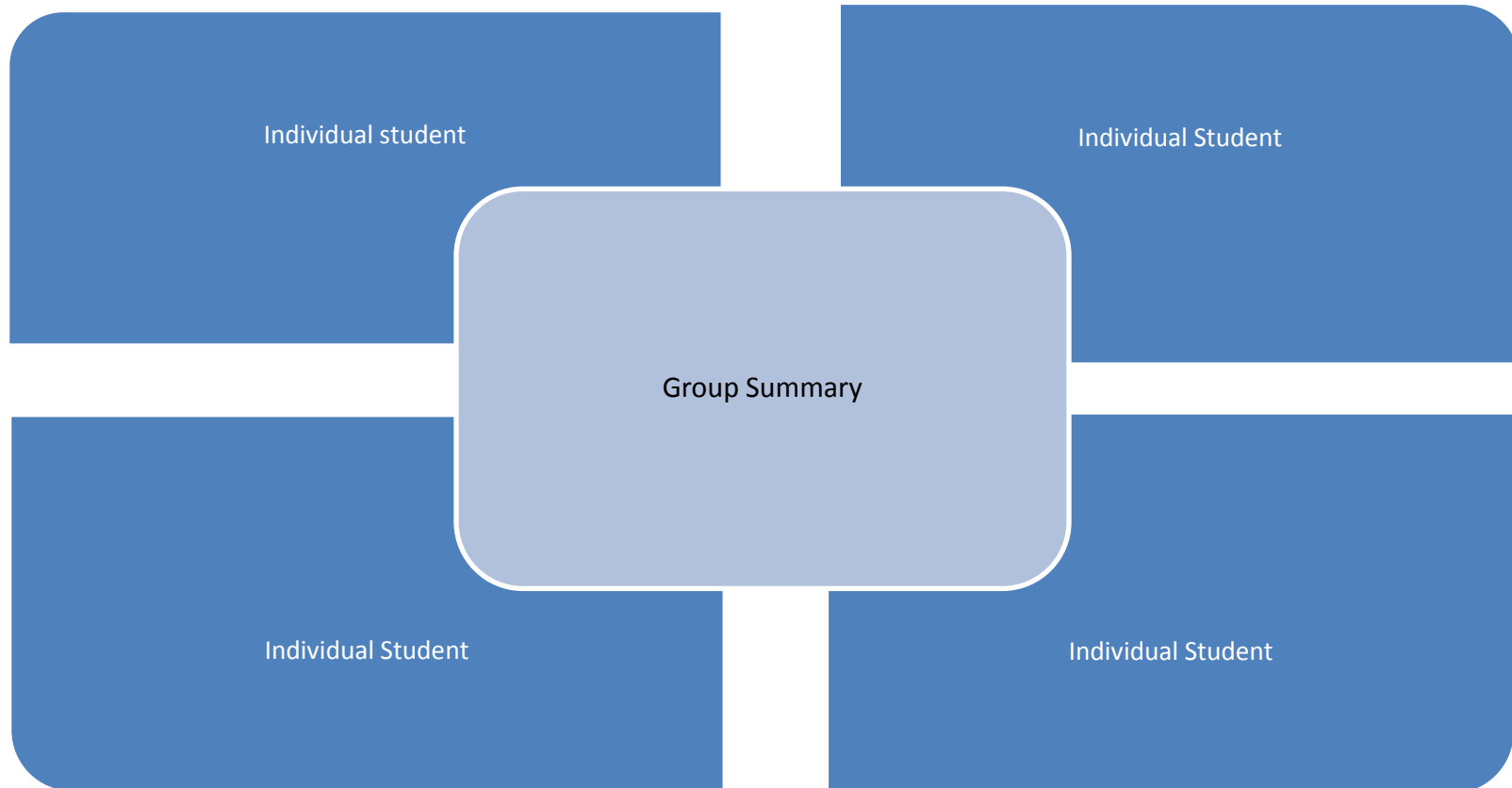


## KEY QUESTIONS PLACEMAT

Article Read: \_\_\_\_\_

### Group Discussion Questions:

- What does the article reveal about the challenges that still exist for men and women in the workplace?
- How can society overcome these challenges in the future?





## CUBING QUESTIONS

### ONE

- a) How does the article portray female “breadwinners” in a positive or negative light? **OR**
- b) How does the article portray “stay at home” men in a positive or negative light?

### TWO

- a) Explain what the woman in the article means when she calls herself the “Accidental Alpha.” **OR**
- b) What are the consequences for women who reluctantly find themselves as the “breadwinner” of the family?

### THREE

- a) How have circumstances changed for women in the last 20 years in terms of their earnings as compared to men? **OR**
- b) How has the difference in income changed between men and women over the last 20 years?

### FOUR

- a) Explain two reasons why women are now earning more money than they ever have before. **OR**
- b) Explain two factors that have helped women to earn more money over the last 20 years.

### FIVE

- a) Give two examples from the article of how traditional roles in the household are changing. **OR**
- b) Give two examples from the article of duties that many men need to now assume when both partners are working.

### SIX

- a) What struggles do men sometimes have when they are not the primary “breadwinners” in the family? **OR**
- b) What struggles do women sometimes have when they are the primary “breadwinners” in the family?



## Checklist: Group work and Discussion Etiquette

<b>CRITERIA</b>	Date:		Date:		Date:	
<b>Group Work and Discussion</b>	Yes	No	Yes	No	Yes	No
The Student:						
Works willingly and cooperatively with others						
Shows respect for the ideas and opinions of others						
Listens attentively without interrupting						
Paraphrases points of view						
Asks questions to clarify meaning						
Displays self-motivation						
Requires little prompting or re-direction						





Choose one of the options. Present your facts, ideas and opinions on the changing roles of men and women in the workplace to your teacher or the class

<b>A. WRITE!</b>	Create an editorial or blog entry.
<b>B. DRAW!</b>	Create a comic strip or storyboard.
<b>C. SING/SAY!</b>	Create a rap, poem or song lyric.
<b>D. DO/SAY!</b>	Create a mock interview.



## Cooperative Education and Other Forms of Experiential Learning

## CHOICE BOARD Rubric

Categories/Criteria	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Knowledge and Understanding</b>	<b>The Student</b>			
<ul style="list-style-type: none"> <li>✓ Understands factors influencing the occupational changes of men and women</li> <li>✓ Considers the challenges men and women face in achieving equality in the workplace when working in “non-traditional” fields</li> <li>✓ Understands the implications of the changing roles of men and women on the family and the economy</li> </ul>	<p>Understands factors influencing the occupational changes of men and women with limited depth</p> <p>Considers the challenges for men and women in the workplace with limited depth</p> <p>Understands the implications of the changing roles of men and women on the family and the economy with limited depth</p>	<p>Understands factors influencing the occupational changes of men and women with some depth</p> <p>Considers the challenges for men and women in the workplace with some depth</p> <p>Understands the implications of the changing roles of men and women on the family and the economy with some depth</p>	<p>Understands factors influencing the occupational changes of men and women with considerable depth</p> <p>Considers the challenges for men and women in the workplace with considerable depth</p> <p>Understands the implications of the changing roles of men and women on the family and the economy with considerable depth</p>	<p>Understands factors influencing the occupational changes of men and women with a high degree of depth</p> <p>Considers the challenges for men women in the workplace with a high degree of depth</p> <p>Understands the implications of the changing roles of men and women on the family and the economy with a high degree of depth</p>
<b>Thinking</b>	<b>The Student</b>			
<ul style="list-style-type: none"> <li>✓ Makes connections to personal experience</li> </ul>	Makes connections with limited relevance to their own experiences	Makes connections with some relevance to their own experiences	Makes connections with considerable relevance to their own experiences	Makes connections with a high degree of relevance to their own experiences
<b>Communication</b>	<b>The Student</b>			
<ul style="list-style-type: none"> <li>✓ Communicates each idea with clarity</li> <li>✓ Uses appropriate vocabulary, language conventions and correct spelling and grammar</li> </ul>	<p>Communicates ideas with limited clarity</p> <p>Uses appropriate language conventions with limited facility</p>	<p>Communicates ideas with some clarity</p> <p>Uses appropriate language conventions with some facility</p>	<p>Communicates ideas with considerable clarity</p> <p>Uses appropriate language conventions with considerable facility</p>	<p>Communicates ideas with a high degree of clarity</p> <p>Uses appropriate language conventions with a high degree of facility</p>