



BEING A WOMAN – ANY TIME, ANY PLACE

Time	45–60 minutes
Level	pre-intermediate
Skills	speaking
Knowledge goal	raising awareness of gender discrimination in developing countries
Materials	Ss' worksheets: p. S1 – Roles – ten slips to cut-up, p. S2 – Ten statements (Follow-up), Questions for smaller groups (Variation for small classes), outline of the Peters projection (Variation in Lead-in, one per pair),

1 Lead-in

- Tell Ss that in this lesson they will get a new identity and all of them will become different women from different parts of the world. You can show them a map with yellow stickers indicating the countries they will be from. The names and number of the countries depend on the size of your class. It is recommended to use all ten roles unless you have 8 or 9 in your class. In such a case, leave out the roles 1A and 1B – women from Canada and Ghana.

Variation: To make it more challenging, distribute to each pair of Ss an outline world map (p. S2) and ask them to indicate these cities: Dublin, Barcelona, Prague, Canberra, Toronto, and these countries: Mali, China, Bangladesh, Kenya, Afghanistan, Ghana.

- Distribute the slips from p. S1. Give one role to each student. If there are more than 10 Ss in your class, you can distribute one role to a pair of Ss. If you have got 8 or 9 students, distribute only eight roles leaving out 1A and 1B. Ask the Ss not to tell each other who they are. If your class is smaller than 8 students, follow the procedure at the end of these teachers' notes.*
- After they have read the information, ask them to imagine their new lives. Ask Ss to close their eyes. Teacher then reads out the following questions and gives the Ss enough thinking time after each:
What time do you usually wake up?
What do you do in the morning?
Do you usually have lunch? If so, what?
What do you do in the evenings?
How do you usually spend your weekends?
What are you interested in?
Where do you live? Do you live in a nice house or flat?
Are you worried about anything in your life? What problems do you have?
What are your dreams and ambitions?
- Then tell the Ss that they don't have to answer those

questions now, but thinking about them has prepared them for the next activity.

2 Main activity

- Ask the Ss to stand in a line. Make sure there is enough space in front of them to be able to take ten steps forward. Though hardly any of them will take all of the steps. Explain to them that you will read out ten statements and if they think that the statement is true for them – being still in the roles of the women – they take a step forward. Make them aware that there are no right or wrong answers, it is only up to them how they feel about it. The statements are:
 1. *I always have enough food to eat.*
 2. *I can take a shower every day.*
 3. *I can choose what job I want to do.*
 4. *I can enter politics as easily as anyone else in my country.*
 5. *I can go on holiday abroad at least once a year.*
 6. *I can use the Internet at home or at work.*
 7. *I'm not afraid to walk alone at night.*
 8. *I can marry and divorce who I want and when I want.*
 9. *I'm not worried about my or my children's health because I can quickly find a professional doctor or health centre.*
 10. *I'm optimistic about my future.*
- Ask the Ss in the lead how they felt while taking steps and leaving the others behind. The Ss at the back predict where the leading women are from. Remind them of the map from lead-in. The leading women then introduce themselves and give as much information about their lives as possible. Follow the same procedure with the Ss at the very back.

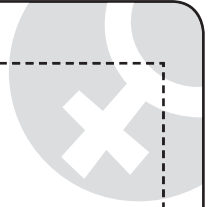
3 Follow up – optional

- Tell the Ss to find their “partner” and make a pair or small group with them. Inform them that the partner is a student who is in the role of a woman whose first name starts with the same letter. As a result, there should be 4-5 pairs/small groups of Ss – two women, one from a developed country and the other from a developing country.
- Ss in pairs/small groups focus on similarities and differences between these two women and their lives. Give each pair/small group a big sheet of paper and ask them to draw an outline of a body. The left half will represent a woman from the developed country while the right half the other one. Ask the Ss to write in the middle what is the same for both women (e.g. age) and then on the corresponding halves the differences (e.g. education x no education). Encourage them to note down only the keywords, not whole sentences. If it is difficult for them to come up with some comparisons, remind them of the sentences from the main activity. You can even distribute the sentences to them (p. S2).
- After they have finished, ask the Ss either to explain briefly what is on their papers or display their papers on the wall/floor and give their classmates some time to look at them. Further questions might be asked.

*With smaller classes (less than 8 students):

- Make two groups. One group gets the slips with “A” women and the other group the slips with “B” women. Don’t inform the Ss yet that the A women live in developing countries while B women come from developed countries. Give them some time to read the information and then distribute the set of questions from p. S2 – one per group - and ask them to answer them together. Optionally, you can display the slips with information on two different walls – each group having one place on the wall so that the Ss will be standing while answering the Qs. One student from each group is given the set of Qs and reads them aloud to the group.
- Afterwards, read out the ten statements from the main activity to the whole class and ask them if they think these are true or false for their women. Ask them to explain why. This will help the Ss to become aware of the differences between the women’s lives in developing countries and those from developed countries.



**1A**

You are 22-year-old Amy. You study at the Faculty of Law in Toronto, Canada. You've got a part-time job in the library because your parents cannot pay for your studies. You're single because your boyfriend left you last week. You love travelling.

1B

You are 22-year-old Awula from Ghana. You look after three children and help your husband with farming on your small cocoa farm. Your life is hard because last year the harvest wasn't very good and the price of cocoa beans was very low on the international market. You don't have enough money to pay school fees for your oldest child.

2A

You are 30-year-old pregnant Barbora from Prague. It will be your first baby. You are looking forward to it! You go to special yoga and swimming lessons. You plan to take maternity leave for three years but you plan to work part-time at home – doing the accounting, because you have to pay the mortgage.

2B

You are 18-year-old pregnant Bounlid from China. It will be your second baby. You are worried because you almost died when your first son was born. You had some problems because you live in a small village and the only local traditional attendant is not professional. The health centre was too far away. You will have to start work very soon after the baby is born.

3A

You are 32-year-old Mary from Dublin, Ireland. You're planning a wedding in summer. You own a small restaurant and the business is very good. You've got diabetes so you have to watch your health carefully.

3B

You are 14-year-old Moska from a small village in Afghanistan. You have got two sisters and two brothers. Your family is very poor because there is a drought and now your family has no food. Your parents found you a 32-year-old husband who will pay EUR 2,000 for you. You don't know him.

4A

You are 9-year-old Sanura living in Barcelona. Your mother comes from Mali, one of the poorest countries in the world, and immigrated to Spain 10 years ago. You live in a small one-room flat. Your mother works as a cleaning lady. Your dream is to be a doctor but your mum cannot pay for your studies. Sometimes there is not enough money even to pay the rent.

4B

You are 9-year-old Suguta from Kenya. You live in a slum in Nairobi, the capital. You don't go to school because you help your mum to earn some money to get food. In the morning you usually go to the city centre and ask people in new expensive houses if they need help with cleaning. You live with your two younger brothers in one room without water and electricity. In the slum, there is only one toilet for 100 people.

5A

You are 25-year-old Francis from Canberra. You work as a shop assistant in a sports shop. You like your work. One day you would like to have your own shop. You spend a lot of your free time windsurfing. Last year you started to go to Spanish lessons.

5B

You are 16-year-old Fareena from Bangladesh. You work in a small factory which produces sports clothing. You cannot read or write. You work about twelve hours a day, seven days a week and get paid very little money. You have no legal contract. People often get injured in the factory.





Follow-up – Ten statements:

- I always have enough food to eat.
- I can take a shower every day.
- I can choose what job I want to do.
- I can enter politics as easily as anyone else in my country.
- I can go on holiday abroad at least once a year.
- I can use the Internet at home or at work.
- I'm not afraid to walk alone at night.
- I can marry and divorce who I want and when I want.
- I'm not worried about my or my children's health because I can quickly find a professional doctor or health centre.
- I'm optimistic about my future.

QUESTIONS for smaller classes:

1. What time do they usually wake up? What do they do in the morning?
2. Do they have lunch? And what?
3. What do they do in the evenings?
4. How do they usually spend the weekends? What are they interested in?
5. Where do they live? Do they live in a nice house or flat?
6. Are they worried about anything in their lives? What problems do they have?
7. What are their dreams and ambitions?

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