**LESSON PLAN**

**GENDER DIFFERENCES IN LEADERSHIP STYLES**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (7 minutes)** | To let students get to know each other and their teacher | Teacher:  - Reveal some personal information. - Ask all students to introduce themselves based on the information on the slide | *Welcome class! My name is... I’m … years old and I’m your teacher for this class. Now I would like you guys to take turn and introduce yourselves using the following information.  Name: Age: Job:*  *Address: Hobby:* | **40 seconds** | Introduce yourself using the following information.  Name:  Age: Job:  Address:  Hobby: | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | *The topic for the discussion today is:* **Gender differences in leadership styles** *and I hope after today’s lesson you will be able to express your ideas related to the topic fluently.* | **20 seconds** |  |  |
| **Class rule (30 seconds)** | To let students understand the class rules | - Teacher reads three rules and makes sure the students understand all those rules. | *Before starting today's lesson, here are three rules I want you guys to follow:  - Use English only - Practice speaking about a topic under the guidance of the teacher - Don’t do personal things in the class* | **30 seconds** | Listen and follow the class rules |  |
| **Teacher - Student (16 minutes)** | To let students review the previous lesson and express their ideas about the topic with their teacher. | **Question 1:** Teacher explains the game, extends to the students some sentences using these words. | 1. Vocabulary game**:** In **30** seconds, list as many words related to the topic: “**Leadership styles**” as possible. Who gets the most correct words will be the winner.   **Suggestions: Leader, management, headship, control, mentor, governance, responsibility…** | **1 minute** | List words and phrases | **1 minute/student** |
| **Question 2:**  Teacher explains the given question(s) to the students  Teacher can cut in politely students if they go off the topic. | **Are women better leaders than men?**  => If students do not have any experiences in the situation, the teacher can give some suggestions:   * **Women have certain characteristics that make them better leaders—though men still hold the majority of these positions.** * **Women are far more patient with employees than men. They are less likely to jump to an immediate conclusion or make a quick decision or take action too soon.** * **Women are better consensus builders and don’t have the need like men to direct everyone in what to do** * **Women are better listeners than men, and this is exactly the skill that is most critical for managing employees and customers.** | **1 minute** | Students apply the vocabulary, structures they have learned to answer the question(s)  (from 3 to 5 sentences) | **1 minute/student** |
| Teacher corrects students’ mistakes. | You will correct mistakes (grammar, vocabulary, pronunciation) which are related to the topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas related to the topic | **Question 3**: Teacher:  - Let students work in pairs  - Stop students politely when they speak more than the allowed amount of time. - Give suggestions if necessary (write in chat box). | *Ok let's start with question 3: you guys will work in pairs.*   1. **Why aren’t there more women in top leadership positions in business?**   => If students do not have any experiences in the situation, the teacher can give them some suggestions:   * **May businesses aren’t ready to hire women for top Executive position** * **Women are less likely to ask for promotion and raises** * **Women aren’t tough enough for business** * **Women are held higher standard than men** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Correct the most common mistakes |  | **45 seconds** | Listen and take note of teacher’s comments. |  |
| **Question 4:** Role-play: students will apply the knowledge they have learned and act in the context. Teacher:  - Explain the situation. - Let students practice with their partner/classmate. - Give suggestions if necessary - Correct the most common mistakes | *In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes.* - Read the situation for students  **Suggestions:**   * **Women can do better than men.** * **I think women are worse negotiators than men.** * **You can’t discriminate against women because men and women are equal.** * **You do not know about your new boss abilities, maybe she will do well.** | **1 minute 30 seconds** | Do the requirements of the lesson.  Listen and take note of the teacher’s comments | **1 minute 30 seconds /student** |
| **Wrap-up**  **(30 seconds)** | Put things together | Let students have an overview of the aspects related to the topic they have discussed. | *So, in today’s lesson, we have discussed …*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 6 to practice more at home.*  *Link:*  [*https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/59a169dd1ce6850eb7b7a6d9/*](https://lmsvo.topicanative.edu.vn/u/login/?next=/activities/lesson/by-resource/59a169dd1ce6850eb7b7a6d9/) | **30 seconds** | Listen to the teacher. |  |