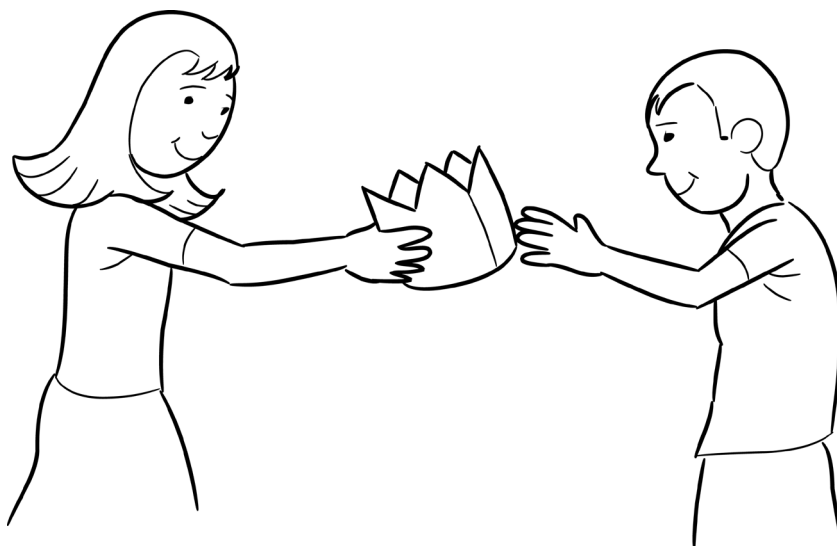

BOYS AND GIRLS – GIRLS AND BOYS

A collection of topic-based activities



Target group	6-8-year-old learners
Language level	A1-
Written by	Trentinné Benkő Éva

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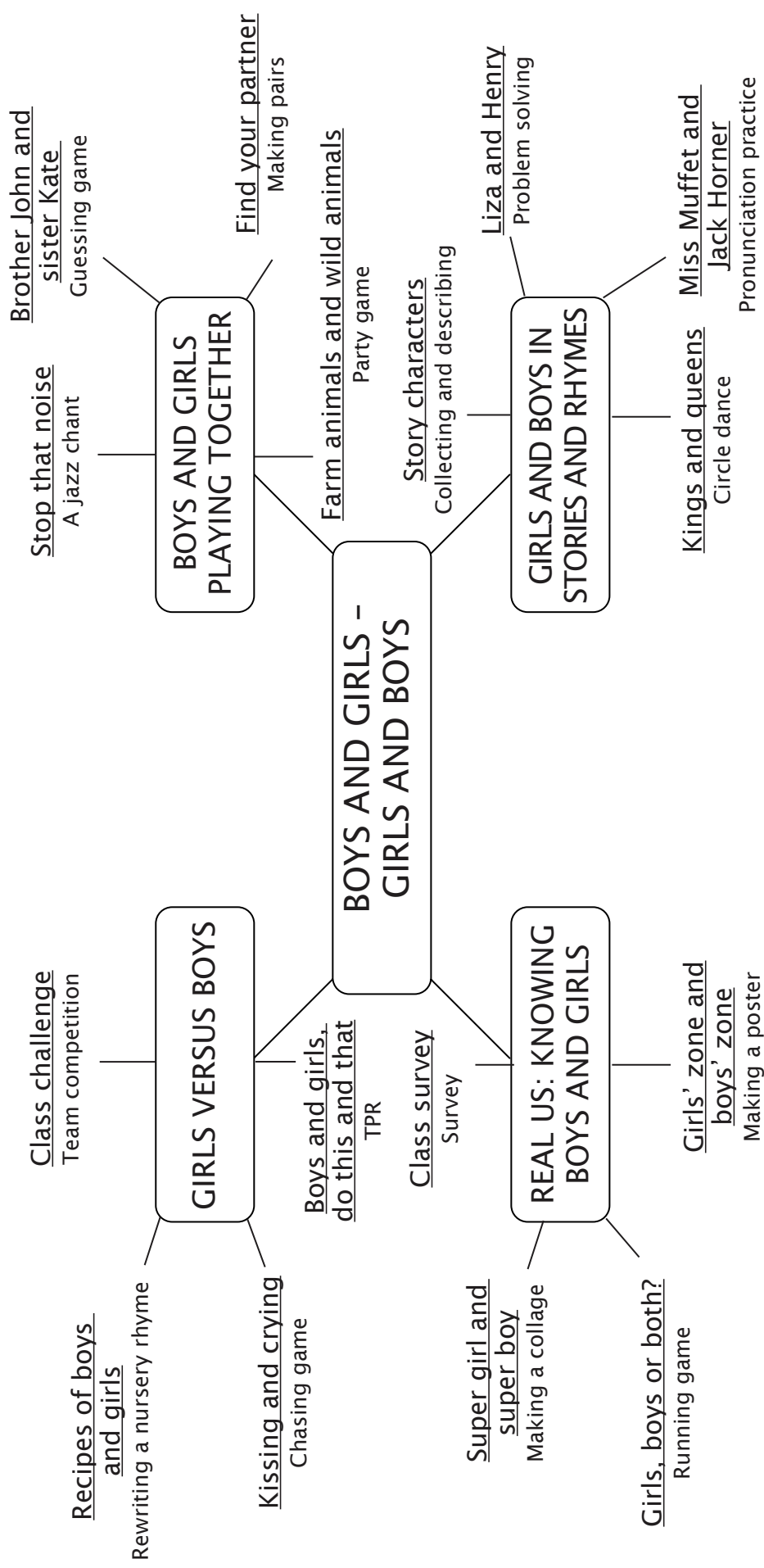
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BOYS AND GIRLS – GIRLS AND BOYS ■ GIRLS VERSUS BOYS

NAME AND TYPE OF ACTIVITY	Class challenge – team competition
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Counting <input type="checkbox"/> Understanding ‘can’ <input type="checkbox"/> Cooperation and competition
MINIMUM LANGUAGE REQUIRED	Numbers Some names of animals, objects, etc. (Variation 1)
ORGANISATION	Team competition
MATERIALS	Board (for recording the results)
CROSS-CURRICULAR LINKS	PE and Games All areas depending on tasks (Variation 1)

Description

Organise a class competition. Divide Ls into two teams: boys and girls. Select challenges that suit your Ls’ abilities, skills and interest. E.g.:

- Who can do more push-ups?*
- Who can skip more with the rope?*
- Who can play with a hula-hoop for longer?*
- Who can bounce the ball for longer (while doing different things)?*

Count together with Ls and record all the results on the board. Then calculate the average score of both teams in each challenge. Each challenge is worth one point. Say sentences like: Boys/Girls can do more push-ups. Add up all the points. Celebrate the winners. Sing the suitable version of the song ‘For he/she is a jolly good fellow’.

For he's a jol - ly good fel - low, for he's a jol - ly good
 fel - low, For he's a jol - ly good fel - low, which no - bo - dy can de - ny.
 Chorus
 Which no - bo - dy can de - ny, which no - bo - dy can de - ny. For
 he's a jol - ly good fel - low, which no - bo - dy can de - ny!

2. For she's a jolly good fellow,
 for she's a jolly good fellow,
 For she's a jolly good fellow,
 which nobody can deny.

Chorus
 Which nobody can deny,
 which nobody can deny,
 For she's a jolly good fellow,
 which nobody can deny!

*For (s)he is a jolly god fellow (3x),
 which nobody can deny / and so say all of us.*

BOYS AND GIRLS – GIRLS AND BOYS ■ GIRLS VERSUS BOYS

Variation 1 for less sporty Ls

Include challenges from other areas of the primary curriculum. Offer mathematical, linguistic, logical, creative, artistic, musical, spelling and memory tasks. E.g.:

Who can remember more objects / names / numbers etc?

Who can list more words beginning with (a certain letter)?

Who can name more birds / countries / songs / numbers than can be divided by 3?

Variation 2 for Ls having access to a schoolyard / gym / swimming pool

Include challenges such as:

Who can swim / run faster?

Who can jump further?

Who can score with a basketball more often?

Extension

Ask Ls to design their own class challenge. Tell boys and girls to find out tasks for the other sex. Select from the ideas and organise a second competition.

NAME AND TYPE OF ACTIVITY	Recipes of boys and girls – rewriting a nursery rhyme
TIME	10–15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Using language creatively <input type="checkbox"/> Rewriting a nursery rhyme <input type="checkbox"/> Developing a sense of humour
MINIMUM LANGUAGE REQUIRED	Some basic vocabulary (food, animals, body parts)
ORGANISATION	Whole class and team work
MATERIALS	None Ingredients for making gingerbread (Extension)
CROSS-CURRICULAR LINKS	Children’s literature Home economics (Extension)

Description

Teach the nursery rhyme.

*What are little girls made of? What are little girls made of?
 Sugar and spice and all that’s nice. That’s what little girls are made of.
 What are little boys made of? What are little boys made of?
 Frogs and snails and puppy dog tails. That’s what little boys are made of.*

Ask girls to say or sing this teasing rhyme to boys. Then ask boys to change the two lines to tease girls. Then tell Ls to work in two teams, boys and girls separately, and write some more funny recipes of how to make boys and girls (e.g.: *milk and bread and a chocolate cat*). Monitor the work. Provide words for ingredients if needed. When finished, listen to both teams. Say or sing the new stanzas together. Vote for the best one.

Variation for Ls who need easier texts for creative language practice

Teach this simple rhyme instead:

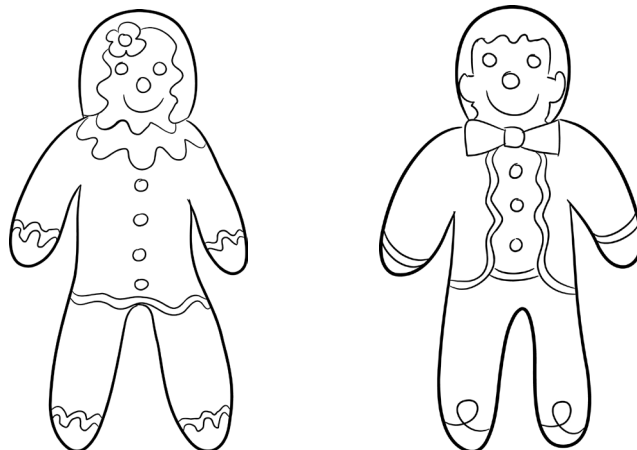
I like coffee, I like tea, I like boys / girls but they don’t like me.

Ask Ls to rewrite this rhyme.

E.g.: *I like sugar, I like cheese, I hate boys but boys love me.*

Extension

Prepare a gingerbread man and a woman. Decorate it with different spices.



NAME AND TYPE OF ACTIVITY	Kissing and crying – chasing game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Saying a rhyme with good pronunciation <input type="checkbox"/> Understanding different attitudes and tolerance <input type="checkbox"/> Developing social skills
MINIMUM LANGUAGE REQUIRED	None Adjectives e.g.: tall, short, big, fat (Extension 1)
ORGANISATION	Whole class
MATERIALS	None Paper and pencils or markers (Extension 1)
CROSS-CURRICULAR LINKS	Children’s Literature, Music and Drama Art (Extension 1) History (Extension 2)

Description

Teach the lyrics of the nursery rhyme.

Georgie Porgie pudding and pie, Kissed the girls and made them cry.

When the boys came out to play, Georgie Porgie ran away.

Discuss the different attitudes between the sexes. Ask Ls if they like each other or not, whether they have any problems or get on well with the other sex. Listen to them carefully and give guidance if needed. Ask Ls if they have had similar experiences as described in this traditional nursery rhyme. Play the game called Kiss Chase. Tell Ls that in Britain very young children play this game and it is the girls who actually chase the boys trying to kiss them while the boys are trying to get away from the girls.

Variation 1 for Ls who are too shy to play the Kiss Chase game

Ask Ls to clap, walk, skip the rope or bounce a ball while saying the rhyme.

Variation 2 for Ls who like acting out

Ask Ls to act out the situation described in the nursery rhyme. Choose one volunteer to be Georgie Porgie and invite all other Ls to play the boys’ and the girls’ part.

Extension 1

Ask Ls to draw illustrations for this nursery rhyme. Display all the drawings and describe and compare the characters. T: *What does Georgie Porgie look like? Ls: He is fat / thin / tall / short etc. The boys are big and scary.*

Extension 2

Before the lesson:

Use the internet (Google Search) to learn about interesting facts, the historical background and possible origins of the nursery rhyme ‘Georgie Porgie’. In the lesson elicit what Ls know about fast food chain restaurants. Talk about food and healthy eating habits. Tell Ls that besides McDonalds’, Burger King and Pizza Hut, there used to be a chain called ‘Georgie Pie’ which was famous for its pies. Concerning Georgie Porgie’s origin and history, decide if you want to tell Ls about the real Georgie Porgie, the amoral Duke of Buckingham (George) who had many scandals and love affairs in his day.

BOYS AND GIRLS – GIRLS AND BOYS ■ GIRLS VERSUS BOYS

NAME AND TYPE OF ACTIVITY	Boys and girls, do this and that – TPR
TIME	5 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Listening and responding <input type="checkbox"/> Practising instructions <input type="checkbox"/> Concentration
MINIMUM LANGUAGE REQUIRED	Instructions
ORGANISATION	Whole class
MATERIALS	None
CROSS-CURRICULAR LINKS	Depending on instructions (Variation)

Description

Invite Ls to play the game 'Listen and do'. Say instructions and ask Ls to complete the tasks. Tell them to do what you say unless you call out only for 'girls' or 'boys' to do it. Demonstrate and practise. Then warn Ls that they have only '3 lives' i.e. they can make only up to 3 mistakes otherwise they are out. Play the game. T: *Stand up* (all Ls should stand up). *Sit down, boys* (only boys can sit down, girls should remain standing). *Clap your hands* (all Ls clap their hands but girls remain standing unless they are told to be seated) etc. After a while ask volunteers to take over T's role and give the instructions.

Variation for Ls who love this game and need variety

Give all sorts of instructions. Include tasks from the different areas of the primary curriculum. T: *Girls, sing the song 'Twinkle, twinkle'*. *Boys, jump up and sit down 10 times. Count from 40 to 50. Do 3 push-ups.*

Extension

Organise a class competition called Activity Challenge. Challenge both boys and girls. Tell them that they have no extra chances; if they make a mistake they are out. Play the game until you find the Queen and the King of Activity Challenge. Let them compete against each other and encourage other Ls to act as supporters cheering for either 'girls' or 'boys'. Repeat the game regularly if Ls like it to give a chance for everyone to develop and succeed.

NAME AND TYPE OF ACTIVITY	Stop that noise – jazz chant
TIME	10–15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Learning functional language <input type="checkbox"/> Developing pronunciation <input type="checkbox"/> Developing social skills <input type="checkbox"/> Acting out a life-like situation
MINIMUM LANGUAGE REQUIRED	None
ORGANISATION	Whole class
MATERIALS	Slightly adapted version of Carolyn Graham’s jazz chant (Original chant: Graham, Carolyn: <i>Jazz Chants for Children</i> . OUP. 1979)
CROSS-CURRICULAR LINKS	Music Drama Children’s Literature

Description

Introduce the jazz chant. Teach it and invite Ls to join in saying certain lines. Tell them to keep the rhythm. Encourage Ls to play with their voices to express feelings.

Sh, sh, stop that noise. Sh, sh, stop that noise. (all Ls saying it)
Come on, girls, tell all the boys, Tell all the boys to stop that noise. (T saying it)
‘Please be quiet, stop that noise. Please be quiet, stop that noise.’ (girls saying it)

Sh, sh, stop that noise. Sh, sh, stop that noise. (all Ls saying it)
Come on, boys, tell all the girls, Tell all the girls to stop that noise. (T saying it)
‘Girls, girls, stop that noise! Girls, girls, stop that noise!’ (boys saying it)

Sh, sh, stop that noise. Sh, sh, stop that noise. (all Ls saying it)
Come on, girls, come on, boys, Tell everybody to stop that noise. (T saying it)
‘Sh, sh, stop that noise. Sh, sh, stop that noise.’ (girls and boys saying it together)

Variation for Ls who enjoy making music and noise

Use everyday objects as musical instruments (e.g.: keys, rulers, cups and glasses, pens and pencils etc.). Ask Ls to accompany the chant with some self-made ‘music/noise’.

Extension

Invite Ls to create a whole scene around the chant and act it out. Choose a L to be the T and encourage other Ls to misbehave and make lots of noise as indicated in the chant. Then say the chant. Ask everyone to be quiet at the end of the chant. Change the roles and do it again. Ask Ls if they have had similar situations at school. Discuss the implications (using the mother tongue).

NAME AND TYPE OF ACTIVITY	Brother John and sister Kate – guessing game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Asking yes/no questions <input type="checkbox"/> Rewriting a song <input type="checkbox"/> Miming and pretending
MINIMUM LANGUAGE REQUIRED	Some verbs Using Present Cont. Tense in questions and short answers
ORGANISATION	Whole class
MATERIALS	None A4 size sheets of paper, pencils, markers (Extension)
CROSS-CURRICULAR LINKS	Music Drama Children’s Literature Art (Extension)

Description

Teach the song ‘Are you sleeping, Brother John?’. Sing it.

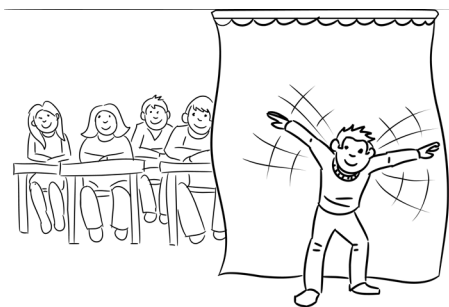
1. Are you sleep - ing, are you sleep - ing, Broth - er John, broth - er John?

2. Are you sleep - ing, are you sleep - ing, Broth - er John, broth - er John?

3. Morning bells are ring - ing, morning bells are ring - ing. Ding, dong, ding. Ding, dong, ding.

4. Morning bells are ring - ing, morning bells are ring - ing. Ding, dong, ding. Ding, dong, ding.

Tell Ls to substitute the first part of the song with other names and activities such as *Are you dancing, Sister Kate?* Encourage Ls to brainstorm as many possible ideas as they can. Then invite a volunteer to be Brother John or Sister Kate. Tell him/her to hide behind the door, the board and the curtain or under the T’s desk. Ask him/her to pretend to be doing something. Invite other Ls to guess what he/she is doing. Ls: *Are you cooking, Sister Kate? Are you reading, Brother John?* Brother John or Sister Kate should answer appropriately: *Yes, (I am). / No, (I’m not).*



Variation for Ls who like singing

Ask Ls to sing further stanzas about Brother John’s whole family. Choose verbs that can be acted out (jumping, dancing, crying, playing, cooking etc).

Extension

Ask Ls to draw illustrations for the different stanzas of the song. Collect them and use them as flashcards for guessing and memory games. Then put them together to create a big class book of the song.

NAME AND TYPE OF ACTIVITY	Find your partner – making pairs
TIME	5 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Acting out dialogues <input type="checkbox"/> Following the rules of a game <input type="checkbox"/> Learning to learn and study skills
MINIMUM LANGUAGE REQUIRED	Greetings and introduction
ORGANISATION	Whole class
MATERIALS	Word cards (famous couples)
CROSS-CURRICULAR LINKS	Children’s Literature Singing and Dancing (Extension 2)

Description

Before the lesson:

Prepare word cards with names of famous couples.

In the lesson ask Ls if they know any famous pairs: girls and boys. Elicit some names (e.g.: David Beckham and Victoria Beckham, Jack and Jill, Micky Mouse and Minnie Mouse, Hansel and Gretel). Give out the cards. Ask Ls to mingle in the classroom and find their partners without showing their cards to anyone.

Ls: *Hello. What’s your name?*

My name’s (Jack). Who are you?

I’m (Jill). Nice to meet you (Jack).

Variation for more autonomous Ls

Ask Ls to prepare the name cards themselves.

Extension 1

Encourage Ls to ask their parents, go to the library or use the internet to find more famous couples (e.g.: Romeo and Juliet).

Extension 2

Teach and play the circle dance ‘Lost my Partner’.

Lost my part-ner, What will I do? lost my part-ner, What will I do?
 lost my part-ner, What will I do? Skip to my Lou, my dar - lin!
 Refr.
 Lou, Lou, skip to my Lou, Lou, Lou, skip to my Lou,
 Lou, Lou, skip to my Lou, Skip to my Lou, my dar - lin!

BOYS AND GIRLS – GIRLS AND BOYS ■ BOYS AND GIRLS PLAYING TOGETHER

Choose a L to stand in the middle of the circle. Ask Ls to walk around him/her holding hands. Start singing the song. At the first ‘Skip to my Lou, my darling’ tell the L standing inside the circle to choose a partner and skip with him/her.



At the end of the song ask them to change places. If you have a large open space, tell both Ls to stay in the circle and choose partners to dance with.



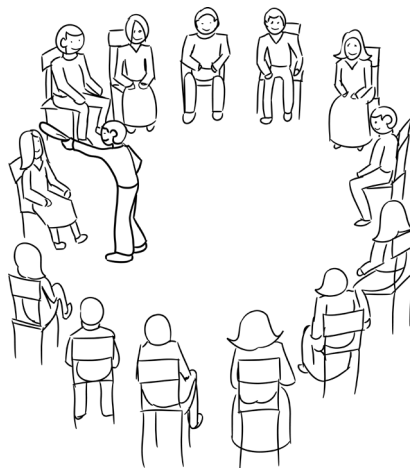
NAME AND TYPE OF ACTIVITY	Farm animals and wild animals – party game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Vocabulary practice ■ Following the rules of a game ■ Concentration and memory ■ Developing study skills (Extension)
MINIMUM LANGUAGE REQUIRED	Animal names e.g.: hen/cock, cow/bull, nanny-goat/billy-goat
ORGANISATION	Whole class
MATERIALS	Chairs (or chalk circles drawn on the floor instead) A newspaper (Variation)
CROSS-CURRICULAR LINKS	Science Games

Description

Talk about farm animals. Discuss what animals Ls know have different names for their male and female. Elicit examples in Hungarian. Teach some English words e.g.: hen and cock, cow and bull, nanny-goat and billy-goat. Ask Ls to make a circle. Tell them to sit on their chairs. Give each L a name of an animal. Use the words: hen, cock, cow, bull, nanny-goat and billy-goat. Stand in the middle and start the game. T: *Nanny-goats and hens, change places*. Try to sit down quickly on one of the free chairs while their previous owners are trying to seize other seats for themselves. If you succeed, ask the L remaining without a chair to stand in the circle. Tell him/her to invite Ls to change places and call *'Farm animals, change places'* if he/she wants all Ls to move.

Variation for Ls who are not wild at all

Play a different game. Select as many animal names as there are Ls in the group. Collect names of wild animals as well (e.g.: lion/lioness). Invite Ls to make a circle. Stand in the middle. Give Ls names of animals or let them choose their own. Take a newspaper and try to 'catch' one of the animals i.e. to tap on one L's head. Tell Ls that in order to escape and avoid your 'bang' they should say quickly another animal's name. Try to remember who has that name. Run quickly to him/her.



Extension

Ask Ls to do some research. Tell them to visit the library, surf the internet, go to a farm or go to the zoo in order to find out more about male and female animals. Encourage Ls to draw pictures and/or take notes and/or photos to be able to share their findings with the others.

NAME AND TYPE OF ACTIVITY	Class survey – survey
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Asking and answering yes/no questions <input type="checkbox"/> Practising grammar structures <input type="checkbox"/> Recording and reporting answers <input type="checkbox"/> Making and understanding graphs and charts (Extension)
MINIMUM LANGUAGE REQUIRED	Ls should be able to read the names of classmates have got / like / can Some nouns and verbs
ORGANISATION	Individual / whole class
MATERIALS	A task sheet for each L A question card for each L
CROSS-CURRICULAR LINKS	Maths (Extension)

Description

Before the lesson:

Prepare the task sheets. In one column list the names of all Ls. Leave the second column empty. Prepare the question cards as well.

In the lesson revise the necessary grammar structures (have got, can, like). Practise the question forms and the short answers in front of the class. Demonstrate Ls' task i.e. go and ask the others a certain question. Tell Ls that they all have different questions. Offer each L a question card with something drawn or written on it (depending on Ls' level). E.g.: A football (drawn or written) can mean: (depending on the choice of grammar).



Do you like playing football?

Can you play football?

Have you got a football?

Check whether Ls know their own questions. Ask them to record all the answers (with a happy or sad face / yes or no) next to the names. Give out the task sheets. Ask Ls to walk around and ask everyone the same question. At the end ask Ls to count and report the yes and no answers. E.g.: *6 boys can play football. 2 boys can't. 4 girls can play football. 4 can't.*

Variation for more autonomous Ls

Ask Ls to think of questions for themselves. Check that all Ls have different questions to ask. Help with appropriacy

Extension

Select a few questions. Prepare a chart or a graph on each to show the results reflecting the differences or similarities between boys and girls.

NAME AND TYPE OF ACTIVITY	Super girl and super boy – making a collage
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Describing a person <input type="checkbox"/> Creativity <input type="checkbox"/> Cooperation in groups
MINIMUM LANGUAGE REQUIRED	He/she is... He/she has got...
ORGANISATION	Group work Pair work (Variation) Team competition (Extension)
MATERIALS	Big sheets of paper Magazines and brochures Scissors and glue Markers and/or crayons
CROSS-CURRICULAR LINKS	Art PE and Games (Extension)

Description

Invite Ls to design the image of the ideal boy and girl. Put boys and girls into separate working groups of 3-4. Ask boys to create the ideal girl's picture and girls to work on the boy's image. Tell Ls to apply the collage technique. Give out materials and monitor project work. Ask questions about the pictures and help Ls if needed. When finished, ask Ls to give a name to their ideal girl/boy and describe their collages. Ls: *This is Beautiful Bettie. She is tall and slim. She has long black hair and big blue eyes. She is very pretty. She's clever, too.*

Variation for creative Ls who can work fast

Make pairs. Ask each pair to make pictures of both the ideal boy and the girl. Tell them not to show their pictures to the other pairs. When finished, collect and display all the pictures. Ask Ls to find out who the individual pictures belong to.

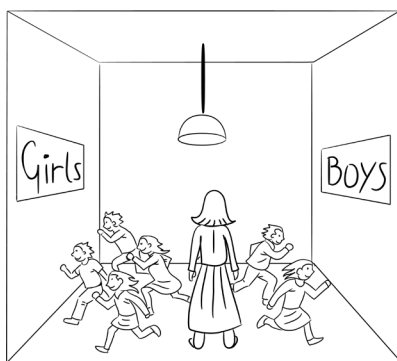
Extension

Organise a class exhibition. Play the game 'Run and Point'. Make two teams. Say sentences about any of the pictures without looking at it. Tell Ls that the first player from each team should run and point to the picture you are describing. The first to do it correctly gets a point. Later, ask volunteers to take over T's role.

NAME AND TYPE OF ACTIVITY	Girls, boys or both? – running game
TIME	5–10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Listening and deciding <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Awareness raising (differences and similarities)
MINIMUM LANGUAGE REQUIRED	Understanding some basic vocabulary (clothes, animals, colours, toys...) Knowing the words: boys, girls, both
ORGANISATION	Whole class
MATERIALS	2 sheets of paper, Blu-Tack
CROSS-CURRICULAR LINKS	PE and Games

Description

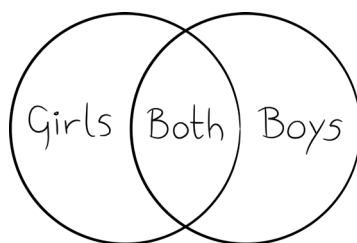
Put a notice saying 'girls' on one wall and one saying 'boys' on the opposite wall of the classroom. Stand in the middle. Tell Ls to listen to the words you are going to say and decide if they belong to girls or boys or both. Ask Ls to run to the appropriate wall as quickly as they can and touch it. Tell them if they cannot decide between the two they should stay in the middle of the room.



List the words and observe Ls running from wall to wall. Look for signs of stereotyping or unusual choices. (Discuss them later.) Call out: (toys) *doll, kite, ball, matchbox, engine, teddy, skateboard, board game, playstation, computer, book, cards*; (musical instruments) *violin, guitar, drum, piano, triangle*; (clothes) *trousers, shorts, skirt, hat, scarf, tie, sandals, slippers, boots, tights, cardigan*; (colours) *pink, blue, red, yellow, brown, green, purple, white, black*; (animals) *dog, cat, goldfish, frog, spider, chicken, mouse, tiger, butterfly, lion...*

Variation for Ls who prefer quiet activities

Draw two overlapping circles on the board. Ask Ls to take turns to decide where the listed words belong.



Extension

Discuss what Ls think about the following issues: Who is better at singing / sports / cooking / housework / art / making things / reading / maths / talking / driving / riding a bike / musical instruments / chess etc (boys or girls)?

NAME AND TYPE OF ACTIVITY	Girls' zone and boys' zone – making a poster
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Describing a poster <input type="checkbox"/> Cooperation and social skills <input type="checkbox"/> Creativity and imagination <input type="checkbox"/> Tolerance and confidence
MINIMUM LANGUAGE REQUIRED	Some basic structures: I like..., My friend likes..., This is..., Here's ..., There's ...
ORGANISATION	Cooperative group work
MATERIALS	Paper, markers, magazines, brochures, scissors, glue
CROSS-CURRICULAR LINKS	Art Children's culture

Description

Ask Ls to think about what they and their best friends like. Ask if they like the same things. Then tell Ls to think of members of the other sex and ask whether THEY like the same things. Elicit a few answers. Tell Ls the task i.e. to design and prepare a poster on their own girls' world or boys' world. Put Ls into project working groups of 3-4 with girls and boys working separately. Ask them to draw or stick things and write labels that will clearly show that this is their poster. Give out materials and monitor work. Help only if needed, otherwise let Ls be creative and autonomous. When finished, ask Ls to introduce their posters. Ls: *(This is our poster.) There's a Barbie doll / a BMX bike / a Britney Spears album / a Teenage Mutant Hero Turtle video etc.*

Variation for Ls who enjoy challenges

Tell Ls not to show their posters to other groups while working on them. When finished, collect and display them. Ask Ls to look at the others' work and guess which group they belong to. Tell Ls to explain their choice. Ls: *(I think this is) L1's (because) he likes cars and aeroplanes. (This must be) L2's (because) she has 5 cats.*

Extension

Ask Ls to design and make their own magazines focusing on girls' and boys' things only. Then put them into the class library.

NAME AND TYPE OF ACTIVITY	Story characters – collecting and describing
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Describing characters <input type="checkbox"/> Collecting and grouping <input type="checkbox"/> Reasoning <input type="checkbox"/> Working against stereotypes and sexism
MINIMUM LANGUAGE REQUIRED	Adjectives e.g.: good/bad, strong/weak, clever/stupid, beautiful/ugly
ORGANISATION	Whole class Group work (Variation 2)
MATERIALS	None Picture books (Variation 1)
CROSS-CURRICULAR LINKS	Children’s Literature

Description

Draw two columns on the board. Write or draw symbols for the headings: boy(s) and girl(s), man/men and woman/women. Tell Ls to collect names of famous characters from stories, songs and rhymes (e.g.: Thomas the Little Tank Engine, Pluto, Yogi Bear, Maisy, Little Red Riding Hood, the Wicked Witch, Dorothy, Robin Hood, Santa Claus, Little Miss Muffet, Doctor Forster, Doctor Doolittle, Spiderman, Pocahontas, Ali Baba.) Write or ask Ls to draw the characters into the appropriate column. T/Ls: *Superman is a man. Harry Potter is a boy. Minnie Mouse is a girl. Mary Poppins is a woman.* Talk about each character and select one of his/her most important characteristic features. E.g.: *Harry Potter is brave. Little Miss Muffet is scared. Mary Poppins is strict. Superman is strong. Cinderella is beautiful.* Let Ls discover and discuss some of girls’ and boys’ typical roles and features in stories.

Variation 1 for Ls who need some lead-in

Take some picture books with you into class. Show them to Ls. At the beginning of the lesson revise some previously learnt nursery rhymes and songs that have girls and boys as main characters.

Variation 2 for Ls who like both cooperation and competition

Make two groups: boys and girls. Tell them to look for and collect famous characters only of their own sex.

Extension

Tell Ls to find out little funny story elements in which certain characters have unusual characteristic features and abilities e.g.: *Spiderman is slow. He can’t climb any houses. He’s scared when he sees Miss Muffet and runs away. Provide the language Ls need.*

NAME AND TYPE OF ACTIVITY	Liza and Henry – problem solving
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Describing people ■ Complaining and giving instructions and advice ■ Expressing feelings and emotions ■ Using fantasy and imagination
MINIMUM LANGUAGE REQUIRED	Instructions Words for describing people e.g.: tall, fat, big, bossy, silly
ORGANISATION	Whole class and two teams
MATERIALS	Paper and markers / crayons / pencils (Variation)
CROSS-CURRICULAR LINKS	Music and drama Children's Literature Art (Variation)

Description

Teach the song.

There's a hole...

1. There's a hole in the buck - et, Dear Li - za, dear Li - za

There's a hole in the buck - et, Dear Li - za, a hole.

*There's a hole in my bucket, dear Liza, dear Liza
 There's a hole in my bucket, dear Liza, there's a hole.
 Then fix it, dear Henry, dear Henry, dear Henry
 Then fix it, dear Henry, dear Henry, fix it.*

Ask Ls to sing the song in roles: girls and boys singing the lines of the two characters. Tell Ls to express their feelings and encourage the use of body language. Talk about the two characters. Ask Ls what they think they look like (E.g.: *Liza is big and fat. Henry is very thin. Liza has a big mouth. Liza is wearing trousers and a hat.*) Collect words to describe the situation and the characters. (E.g.: *Liza is bossy. Henry is stupid. Poor Henry. Clever Liza.*) Tell Ls to act out the dialogue in two teams. Ask Ls to think of problems and their solutions. Tell Ls to give instructions to each other.

Ls: *There's a mouse in the kitchen, dear Liza. Then catch it, dear Henry.*

It's raining, dear Liza. Take an umbrealla, dear Henry.

I'm hungry, dear Liza. Eat something, dear Henry.

Variation for Ls who like drawing

Ask Ls to draw the two characters. Tell individual Ls to choose one of the characters and draw that person only. When finished, ask Ls to describe and compare their characters.

BOYS AND GIRLS – GIRLS AND BOYS ■ GIRLS AND BOYS IN STORIES AND RHYMES

Extension

Ask Ls to think of more songs and rhymes that have two characters, a boy and a girl. Elicit some answers. Tell Ls that you are going to teach them a new rhyme that also has a bucket as a main character similarly to the one they have just learnt. Teach the nursery rhyme. Invite Ls to walk in the rhythm of the rhyme and encourage them to act out its story.

*Jack and Jill went up the hill to fetch a pail of water.
Jack fell down and broke his crown and Jill came tumbling after.*

NAME AND TYPE OF ACTIVITY	Miss Muffet and Jack Horner - pronunciation practice
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Developing pronunciation <input type="checkbox"/> Rhyming skills and analogies <input type="checkbox"/> Finding similarities and differences
MINIMUM LANGUAGE REQUIRED	The text of the two rhymes
ORGANISATION	Whole class, pairs for acting out rhyme 1
MATERIALS	None
CROSS-CURRICULAR LINKS	Music and drama Children's Literature Intercultural learning: festivals – Christmas (Extension)

Description

In the previous lessons, teach the two rhymes.

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.
Along came a spider
And sat down beside her
And frightened Miss Muffet away. (Rhyme 1)

Little Jack Horner
Sat in a corner
Eating his Christmas pie.
He put in his thumb
And pulled out a plum
And said what a good boy am I. (Rhyme 2)

Show Ls the illustrations for Little Miss Muffet and Jack Horner rhymes. Invite them to act out both rhymes to help meaning making. Encourage them to use their body language to express feelings and emotions. Tell Ls to rehearse acting out Rhyme 1 in pairs and Rhyme 2 individually. Invite volunteers to perform. Keep saying the rhymes. Ask Ls to look for rhyming words in the two poems. Ls: *spider – (be)side her, thumb – plum, pie – I, Horner – corner, Muffet – tuffet, whey – (a)way*. Invite Ls to practise saying the two rhymes with correct pronunciation (e.g.: rhyming words, intonation, stressed – unstressed syllables, linking words, difficult sounds for Hungarian Ls: p/t/k pronounced with 'h', sounds 'th' and 'w', silent letters in words: thumb and little).

Variation for Ls who like 'analysing' texts of stories and rhymes

Tell Ls to find similarities and differences in the two rhymes. (E.g.: differences: a girl, a boy; 2 characters, only 1; similarities: traditional nursery rhymes, names starting with 'little', children are eating something, sitting somewhere, suddenly something happens, some characteristic features are shown)

Extension

Invite Ls to talk about Christmas traditions. Collect pieces of English and Hungarian Children's Literature focusing on Christmas time.

Miss Muffet



Jack Horner



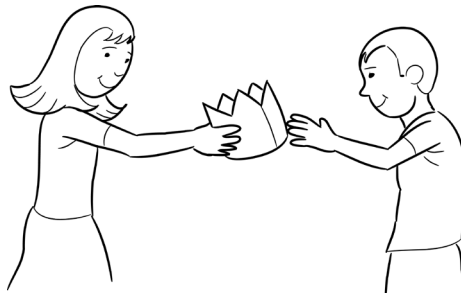
NAME AND TYPE OF ACTIVITY	Kings and queens – circle dance
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Discussing and arguing
MINIMUM LANGUAGE REQUIRED	Colours (Extension 1) Some jobs (Extension 2)
ORGANISATION	Whole class
MATERIALS	Paper crown
CROSS-CURRICULAR LINKS	Games Music Children's Literature

Description

Teach the song 'Lavender's blue'.



Play a circle game. Use a choosing rhyme to select one L to be the queen or the king. Give him/her a paper crown and tell him/her to stand in the middle. Ask other Ls to walk around holding hands while singing. Encourage them to sing the appropriate version to choose either a king or a queen at the end of the song. The new royalty gets the crown and they change places.



Variation for Ls who do not like circle games and dancing

Invite Ls to collect and learn names of different jobs. Select the ones that have different forms for men and women e.g.: *king and queen, steward and stewardess, policeman and policewoman, actor and actress*.

Extension 1

Talk about colours. Ask Ls which colour they think is boys' and girls' favourite colour. Ask them to write down their guesses in their exercise books or take pencils of the certain colours and hide them behind their backs. Then, make a class survey and see who was right.

Extension 2

Talk about jobs. Ask Ls to vote for typical jobs for men and women. Test different jobs e.g.: farmer, doctor, teacher, nurse, politician, footballer, pilot, bus driver, artist, etc. Ask Ls what they want to do when they grow up.