

LESSON PLANS

International Women's Day

The concept of Manspreading and Exploring Gender Dynamics



GRADE LEVEL	B1+ - B2
CLIL SUBJECT	Civics or Social Studies
OBJECTIVE	• To understand and analyse the concept of manspreading and its implications for gender dynamics. • To explore how seemingly subtle actions can reflect broader societal attitudes toward women. • To encourage critical thinking about the intersection of gender issues and public behavior in the context of Women's International Day.
MATERIALS NEEDED	• Image of Annalisa at the Dolce&Gabbana fashion show. • Whiteboard or flip chart. • Markers. • Handouts with key information about manspreading and related gender issues.
LESSON DURATION	50 MINUTES

LESSON PROCEDURE

1. **INTRODUCTION (10 minutes):**

- Begin by introducing the topic of gender dynamics and how they are portrayed in the media.
- Provide background information on the photo of Annalisa at the Dolce&Gabbana fashion show and the discussions surrounding manspreading.
- Ask students for their initial thoughts on the concept of manspreading and whether they have encountered or observed similar situations.

2. **SEE (10 minutes):**

- Display the image of Annalisa between Michele Morrone and Alton Mason.
- Ask students to observe the body language, positioning, and expressions of the individuals in the photo.
- Ask them questions such as:
 1. What do you see in the picture of Annalisa at the Dolce&Gabbana fashion show?
 2. How are the people standing or sitting in the photo?
 3. What can you tell from their body language?
 4. Do you notice any big movements or expressions that catch your eye?

3. **THINK (10 minutes):**

- Facilitate a class discussion on what the students observed.
- Encourage them to share their thoughts on the dynamics captured in the photo.
 1. Why do you think people are talking about this picture on the internet?
 2. In your view, does how they're standing or sitting in the photo show anything about power or relationships?
 3. Could things like this make people think better about men and women's roles in society? Why or why not?
 4. What do you think the reaction of the public might be to this photo, and why?

4. **WONDER (20 minutes):**

- Guide students to think critically about the significance of discussing manspreading in the context of International Women's Day.
- Encourage them to wonder about the potential impact of such incidents on societal perceptions of gender roles.
- Discuss possible actions or solutions that could contribute to a more inclusive and equal society.
 1. What solutions do you think could help creating a society where women feel safe, valued, and equal?
 2. How might social media impact the way people talk about this photo?
 3. Do you think events like this make it harder for women to feel respected and equal?
 4. How might this photo make people think about the roles of celebrities in shaping opinions about gender?
 5. Can you remember times when how people act in public has been talked about or criticized?
 6. How does manspreading show what people expect men and women to do in public?

CLOSURE	• Summarize the key insights and observations made during the lesson. • Reinforce the importance of understanding and questioning gender dynamics in various contexts. • Encourage students to carry the lessons learned into their daily lives, promoting respect and equality.
ASSESSMENT	Observe students' active participation in class discussions, noting their contributions and ability to express their thoughts on the topic.
EXTENSION	• Assign students to find and analyze a recent news article or social media post related to gender dynamics. • Have them present the information and discuss its implications in the context of the lesson.