

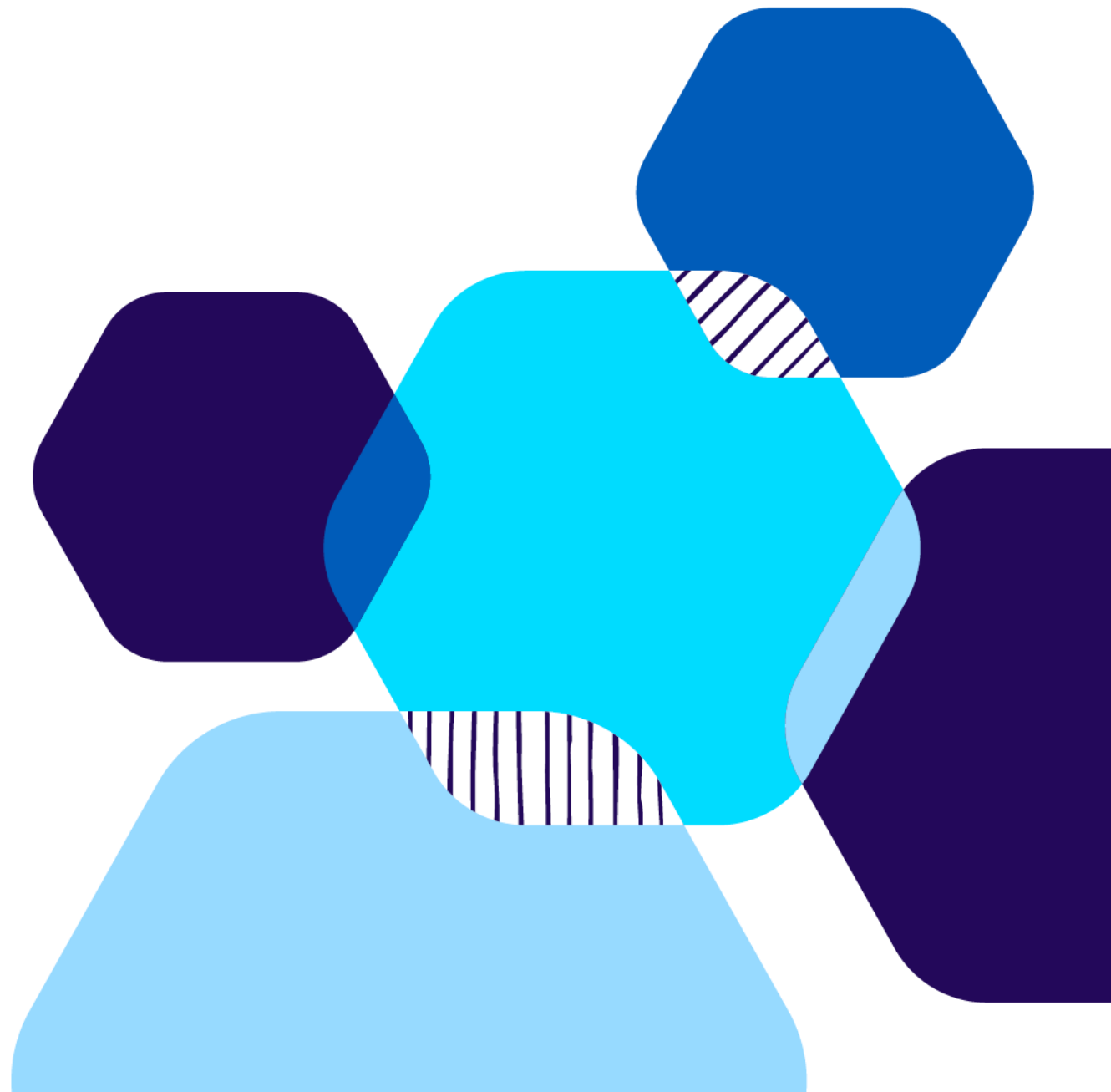
TeachingEnglish

Gender Responsive Lesson Planning

Presenter: MARY TAGO

Saturday 22 August 2026

www.britishcouncil.org



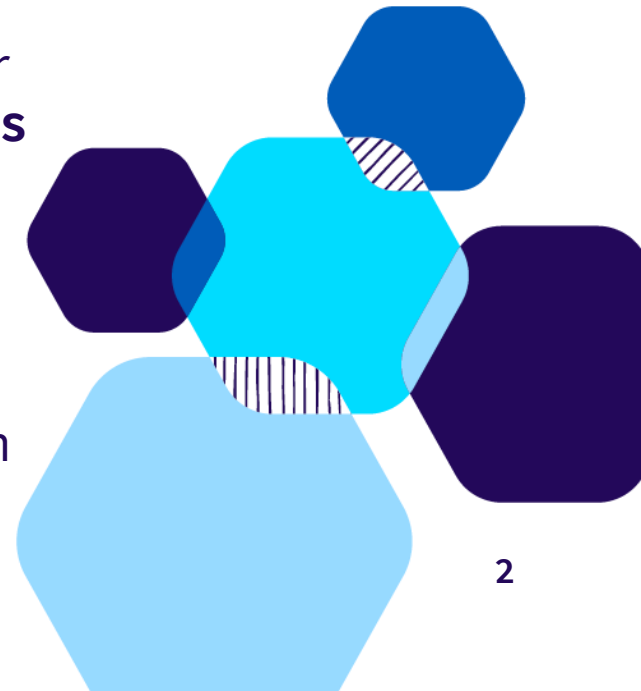
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Housekeeping

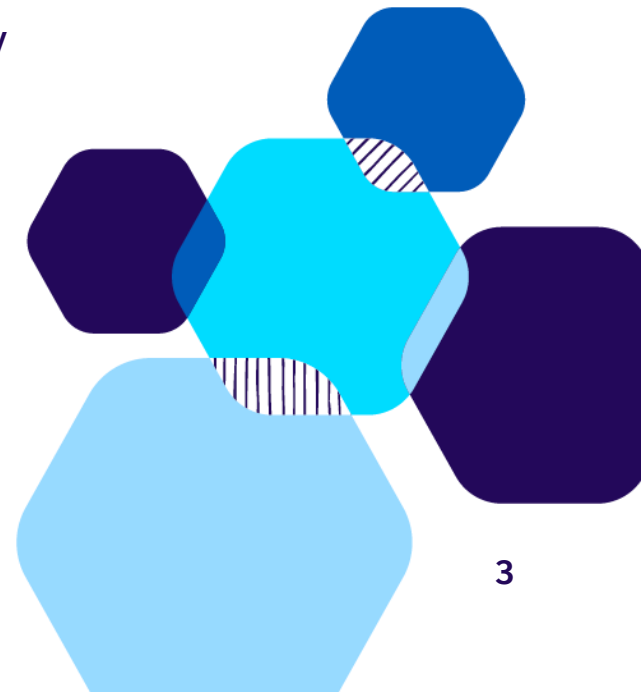
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Pre-webinar poll

In your last English lesson, whose voices dominated class discussions?

A. Girls **36%**

B. Boys **36%**

C. Both equally **19%**

D. Depends on the activity **9%**



About the speaker

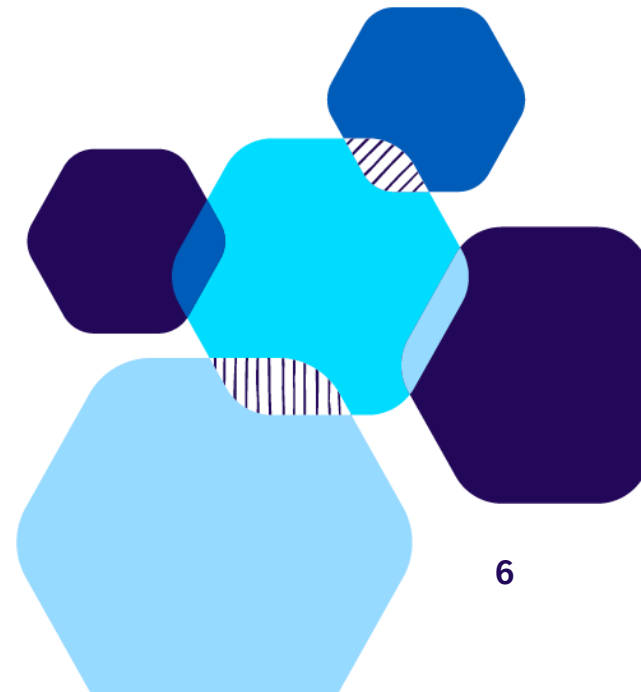
Mary Akinyi Tago is a seasoned teacher of English and Literature with over 15 years of experience, currently teaching at Bar Union Senior School in Kisumu, Kenya. She is a graduate of The University of Nairobi who is passionate about professional development and has completed several Online Professional English Network courses and also online British Council courses. She is also keen on multilingualism and has made several presentations on the same in international conferences and webinars. With her wealth of experience, she is a mentor, researcher and a facilitator.

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Objectives

1. Explain what gender-responsive pedagogy means in an English-language classroom.
2. Identify barriers to gender equality and equity in the classroom.
3. Discuss strategies that ensure equal classroom participation.
4. Generate a lesson plan that integrates gender responsiveness.

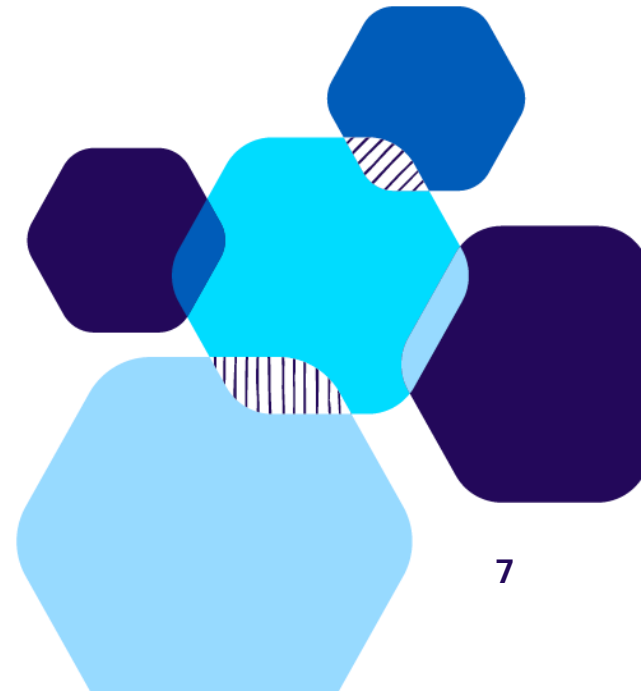


Overview

A lesson plan can be technically perfect and still leave some learners unheard.

It can offer equal opportunities, similar activities, the same time and resources, yet still not be equitable.

In your context, think of some learner who might be unheard, unseen or overlooked.

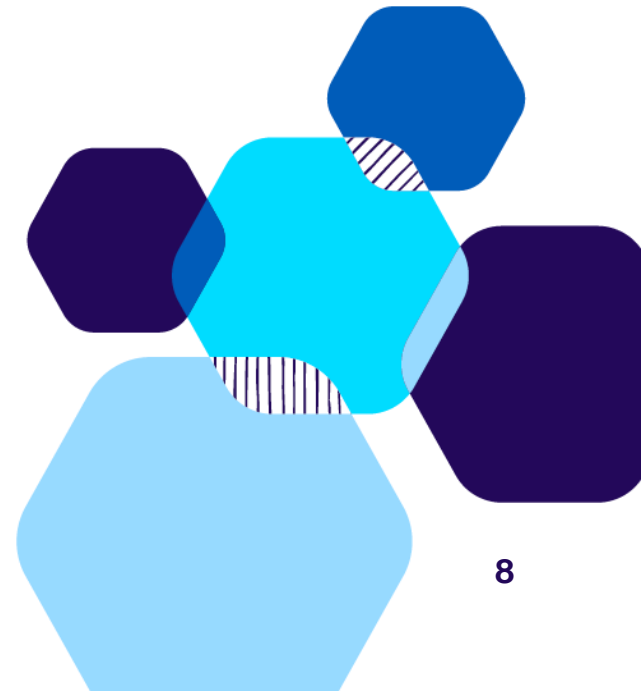


Think – Type – Share Activity

Think

When you hear the phrase “gender-responsive lesson planning”, what comes to your mind?

Type just one word and share in the chat.



Definitions

Gender Responsiveness

Taking action to correct gender bias and discrimination in order to ensure gender equality and equity – FAWE.

It is about removing barriers and ensuring equitable opportunities.

Gender Responsive Pedagogy

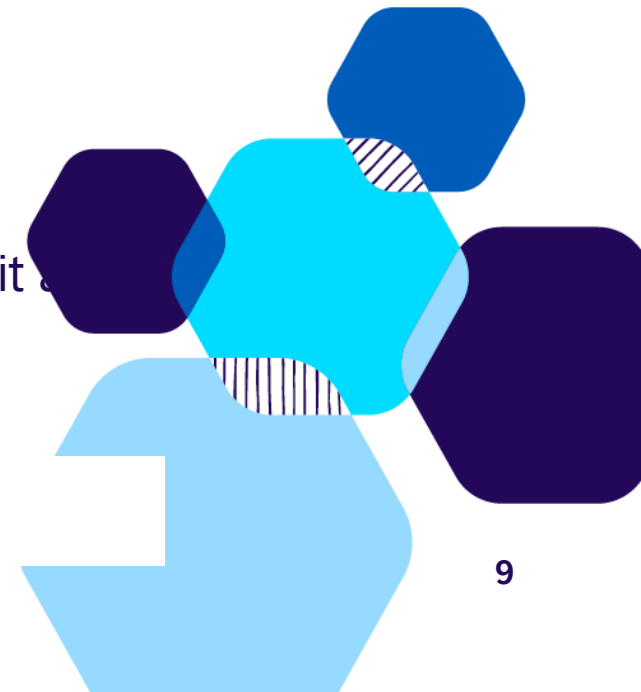
Teaching strategies, materials and classroom management choices that give learners of every gender equal chances to learn, speak and lead.

A teacher checks that tasks don't assume certain interests for girls or boys.

Lesson plan

A structured framework that outlines what learners will learn, how they will learn it and how their learning will be assessed during a lesson.

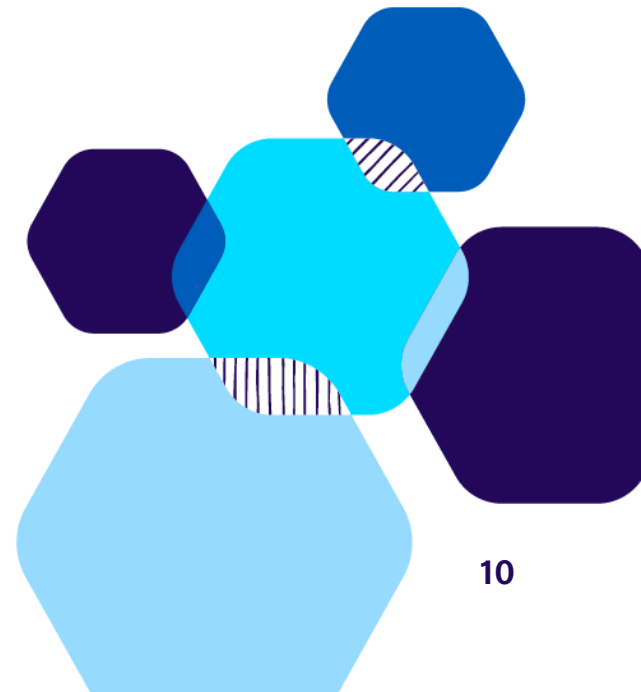
Explore these concepts further in the TeachingEnglish course: Gender in Language Education:
<https://www.teachingenglish.org.uk/training/courses/gender-language-education>
www.britisncouncil.org



Sample Lesson Plan – A

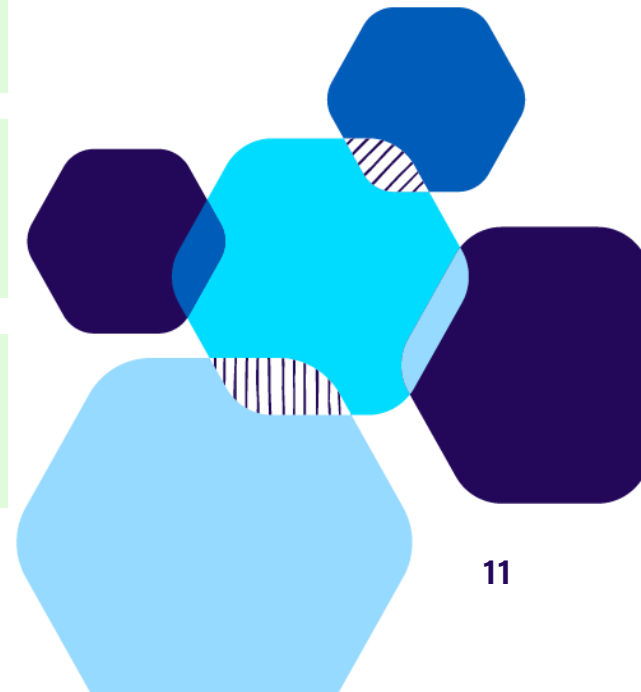
Which lesson plan are you more likely to choose? Why?

Theme	Environment
Strand	Climate Change
Sub-strand	Speaking
Learning Outcomes	Learners discuss causes and effects of climate change and propose community solutions.
Key Inquiry Question	“What can we do in our community to address climate change?”



Sample Lesson Plan - B

Theme	Environment
Strand	Climate Change
Sub-strand	Speaking
Learning Outcomes	Learners discuss causes and effects of climate change and propose community solutions, with every gender contributing equally.
Key Inquiry Question	“How can every voice, regardless of gender, help protect our environment?”



Learning Resources

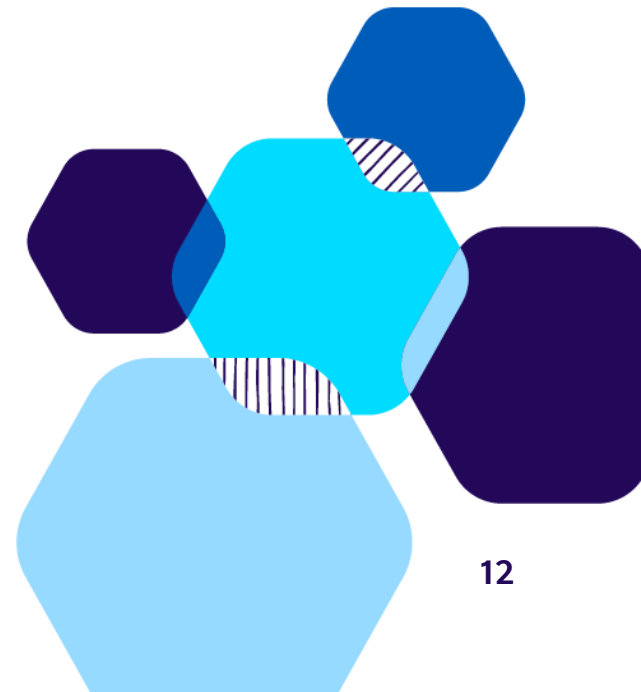
Which of these resources would you use for your climate change speaking lesson?

- Short audio recording – weather report
- Digital or printed pictures – weather conditions, water sources, farming and environmental work showing women and men in diverse roles.
- Short reading text featuring diverse male and female environmental actors.
- Word/picture cards – for vocabulary matching.
- Flip charts and markers.
- Learners' local experiences and community knowledge
- Laboratory test tubes and chemical reagents
- Mathematical log tables and geometrical instruments

Which ones would you leave out?

Gender Responsive Tip

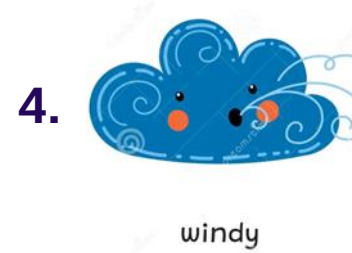
Gender-responsive English teaching does not require expensive resources. Simple materials and most importantly, learners' own experiences and community knowledge can provide meaningful opportunities for every learner to participate.



Introduction: Warm-up

Individual Differences: Think-Pair-Share Activity

Say, “Look at the four pictures.”



Ask:

i) “Which weather condition do you prefer? Why?”

ii) “Now compare your preference with your partner’s?”

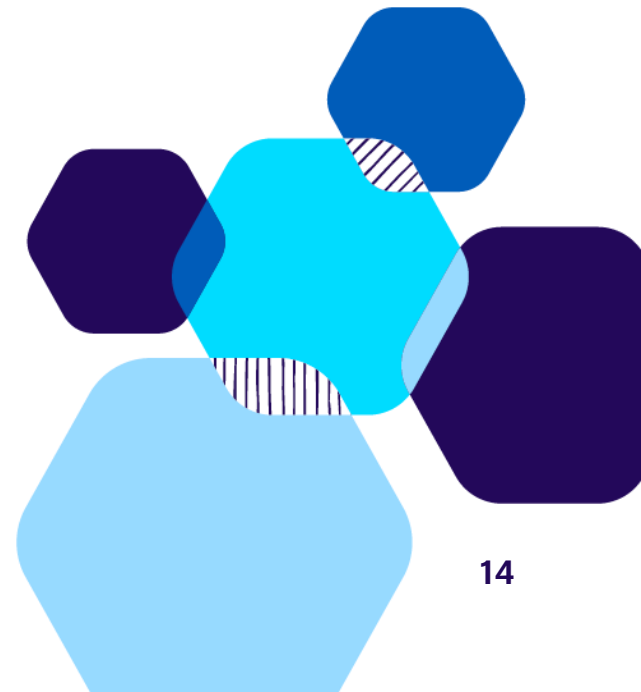
Provide sentence starters:

I prefer..... weather because..... while my partner prefers..... weather because.....

Gender responsiveness through individuality

Gender Responsive Tip

Do not assume that girls and boys have the same interests or different interests because of their gender. Give every learner space to express individual preferences.



Lesson Development

Step 1: Lead-in

Say,

“Look at the picture and discuss with a peer.”

1. What are the people doing?
2. Who usually performs these activities in your community?
3. Are these roles changing? Give an example.

Give them language support:

The people are..... Traditionally,(boys/girls) were expected to in my community. Nevertheless, today both girls and boys.....



Image by Gemini.

Prompt used: you are a branding professional. Design a cartoon image of a lady and a young fetching water at a water pump with a group of young boys leading cows

Step 2: Pre-Teaching Vocabulary

Climate and Environment-Related Professions: Match and Reflect

In mixed-gender groups, ask learners to match each climate-related profession with its correct meaning. Provide sentence starter – “A person who.....”

Profession	Meaning
1. Climatologist	A. A person who studies the weather and atmosphere and predicts weather conditions.
2. Meteorologist	B. A person who studies plants, animals and their relationships with the environment.
3. Conservationist	C. A person who studies the long-term patterns of climate and how they change over time.
4. Ecologist	D. A person who works to protect forests, wildlife, water and natural resources.
5.. Firefighter	E. A person who develops or works with energy systems that use sources such as sunlight, wind and water.
6. Environmental Scientist	F. A person who studies environmental problems such as pollution, climate change and loss of biodiversity
7. Renewable Energy Engineer	G. A person who is trained to put out fires and rescue people, animals and property during fires and other emergencies.

Answer Key

1 – C

2 – A

3 – D

4 – B

5 – G

6 – F

7 – E

Gender Responsive Tip

Choose materials that challenge rather than reproduce gender stereotypes.. Teaching materials should show balanced images of both genders doing a variety of activities and roles, reflecting real-life diversity and fairness.

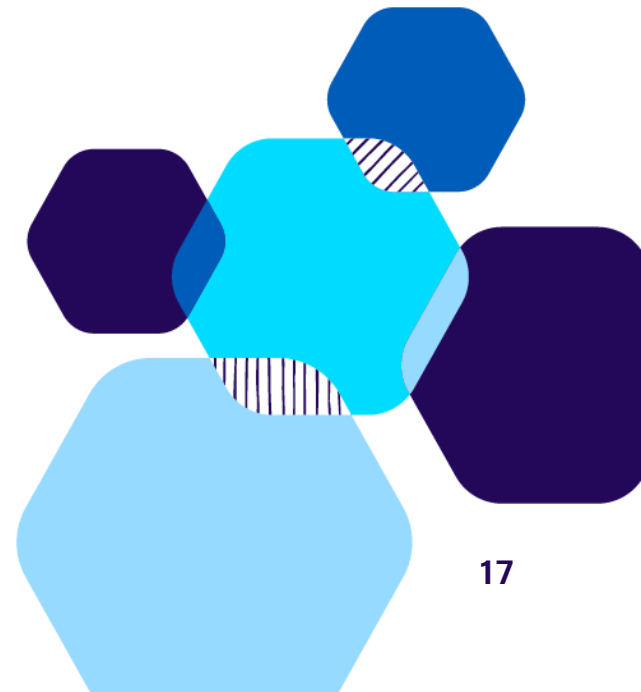




Image by Gemini

Prompt used: you are a branding professional. Design a cartoon image of a lady and a man at an african market, the lady weighting some carrots and the man holding grapes, both smiling. The image should reflect gender stereotypes.



Image by Gemini

Prompt used: you are a branding professional. Design a cartoon image of a lady and a man in a farm both sitting on a tractor and the man showing the lady on the wheel how to operate. The image should reflect gender stereotypes.

Gender Responsive Tip

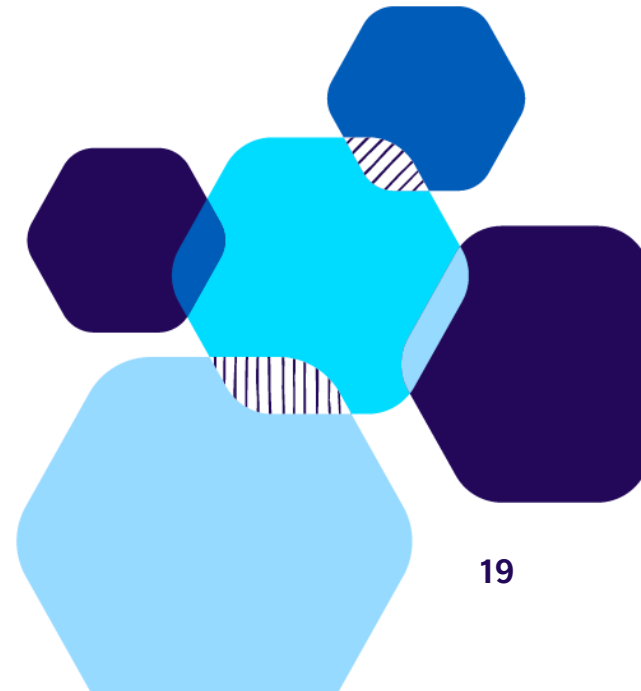
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Step 3: Input Task – Guided Activity

Ask learners to listen to or read a short text featuring both a young boy and girl climate activist. In mixed-gender groups, they then identify causes, effects and possible solutions to climate change together.

Gender Responsive Tip

Choose or adapt materials so male and female voices appear with equal authority and detail – neither gender should be the passive character in the story.



Step 4: Community Action Plan

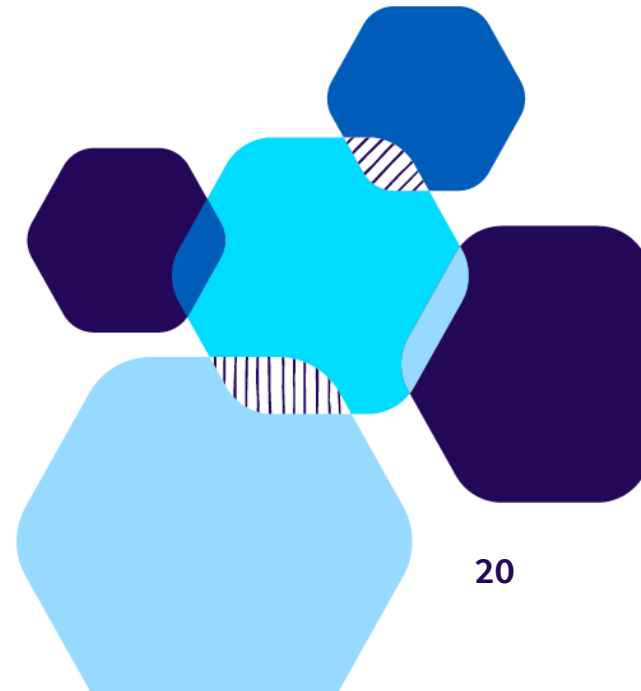
In small mixed-gender groups, ask learners to design a community climate action plan.

Assign roles e.g. leader, recorder, timekeeper and presenter, using target speaking structures e.g. recommendations using modals, to propose environmental solutions:

1. We should ...
2. We must ...
3. We could ...

Gender Responsive Tip

Rotate roles across groups and lessons so every learner leads at least once. Leadership should never default to the same gender each time.



Step 5: Presentations & Peer Feedback

Ask each group to present its action plan to the class.

Ask peers to give respectful, constructive feedback focused on ideas and language use, not on who is speaking.

Display sentence stems:

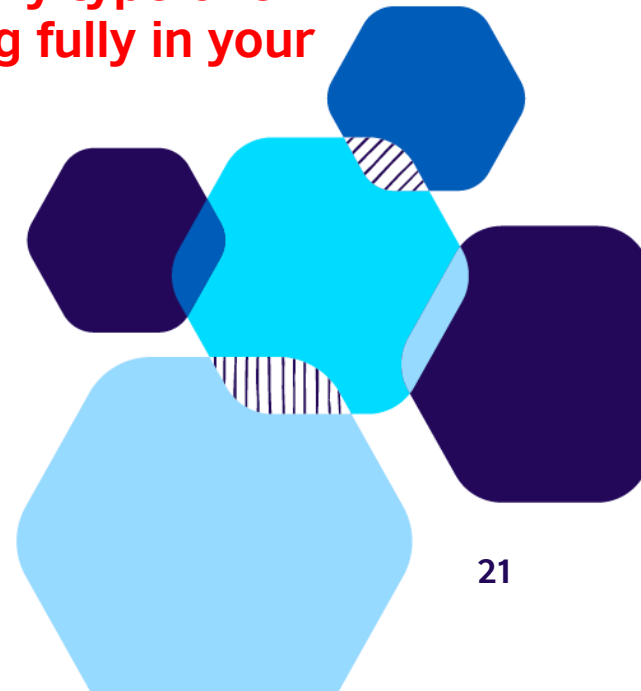
Compliment: “I like your idea of ...”

Improvement: “You could consider ...”

And in the spirit of inclusion, if you haven’t contributed to this webinar, kindly type one barrier that prevents some of your learners, girls or boys from participating fully in your lessons.

Gender Responsive Tip

Invite quieter learners to contribute through warm specific prompts rather than put them on the spot. Gradually increase their opportunities to speak, ensuring that shyness is not mistaken for lack of knowledge or interest.



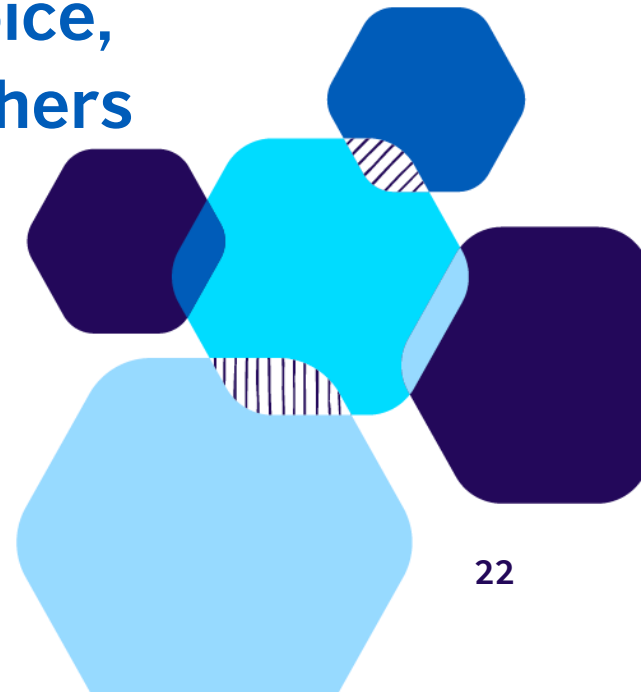
Conclusion

Ask,

“What three actions would you start taking immediately at school and at home to address climate change?”

The teacher says,

“Climate action is a shared responsibility. When every voice, regardless of gender is heard and valued, learners, teachers and communities can work together to create sustainable and equitable solutions.”



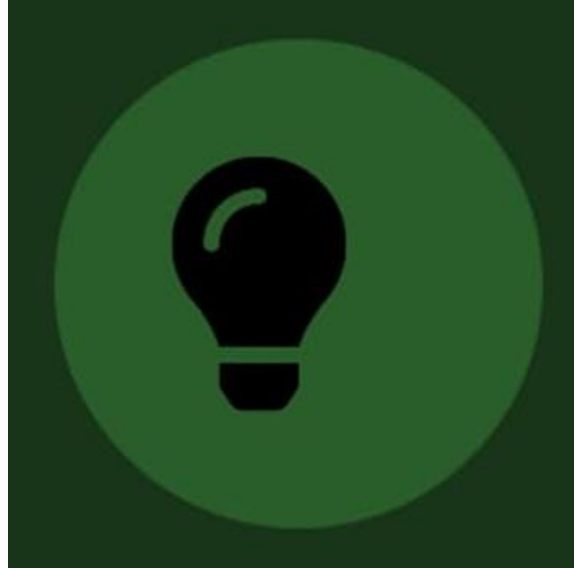
Extended Activity



Ask learners to interview a family or community member of a different gender about local climate impacts, then report their findings back to the class.

This promotes parental involvement and empowerment.

Reflection



Learners and the teacher each journal how they will make sure that quieter learners have a voice by completing the sentence:

During the next lesson, I will make sure that.....
(name) has a voice by.....(state what you will do)

Gender-Responsive Lesson Plan Checklist

Choose any English lesson topic and redesign it using this checklist:

- 1. Introduction:** A warm-up activity
- 2. Lead-in:** An engaging activity that connects to learners' experiences.
- 3. Pre-Teaching:** Key vocabulary and language structures are identified.
- 4. Input:** Relevant activity that enhances learning of language skills, that is, listening, speaking, reading or writing.
- 5. Other Collaborative Activities:** Mixed grouping that help achieve various tasks.
- 6. Presentation & Peer Feedback:** Every learner gets an opportunity to contribute.
- 7. Conclusion:** Learners connect the lesson to their lives/community. Call to action/Key learning is reinforced.
- 8. Extended Activity:** Homework or Assignment
- 9. Reflection:** Learners think of what they have learned. Teachers too.

Takeaway Tips

Deliberately rotate speaking turns, pairs and leadership roles

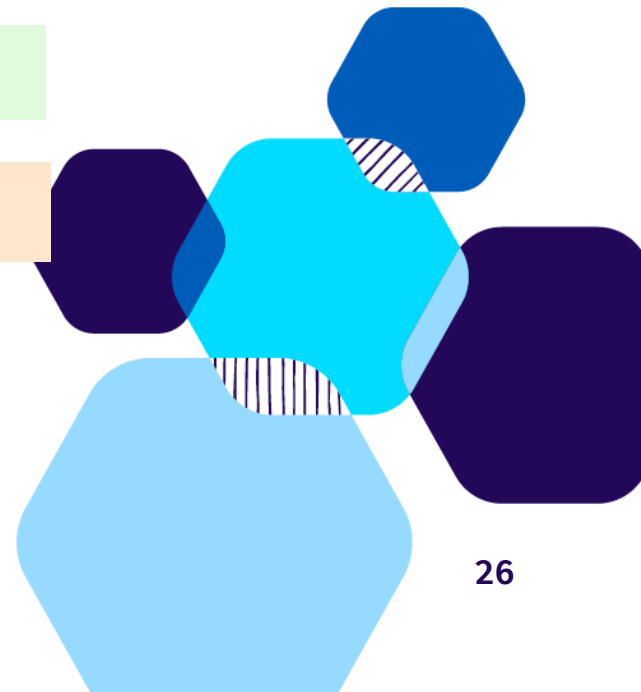
Audit materials for stereotypes, bias and missing voices

Use warm, gender-neutral, encouraging language for shy learners

Track participation by gender and adjust your plans regularly

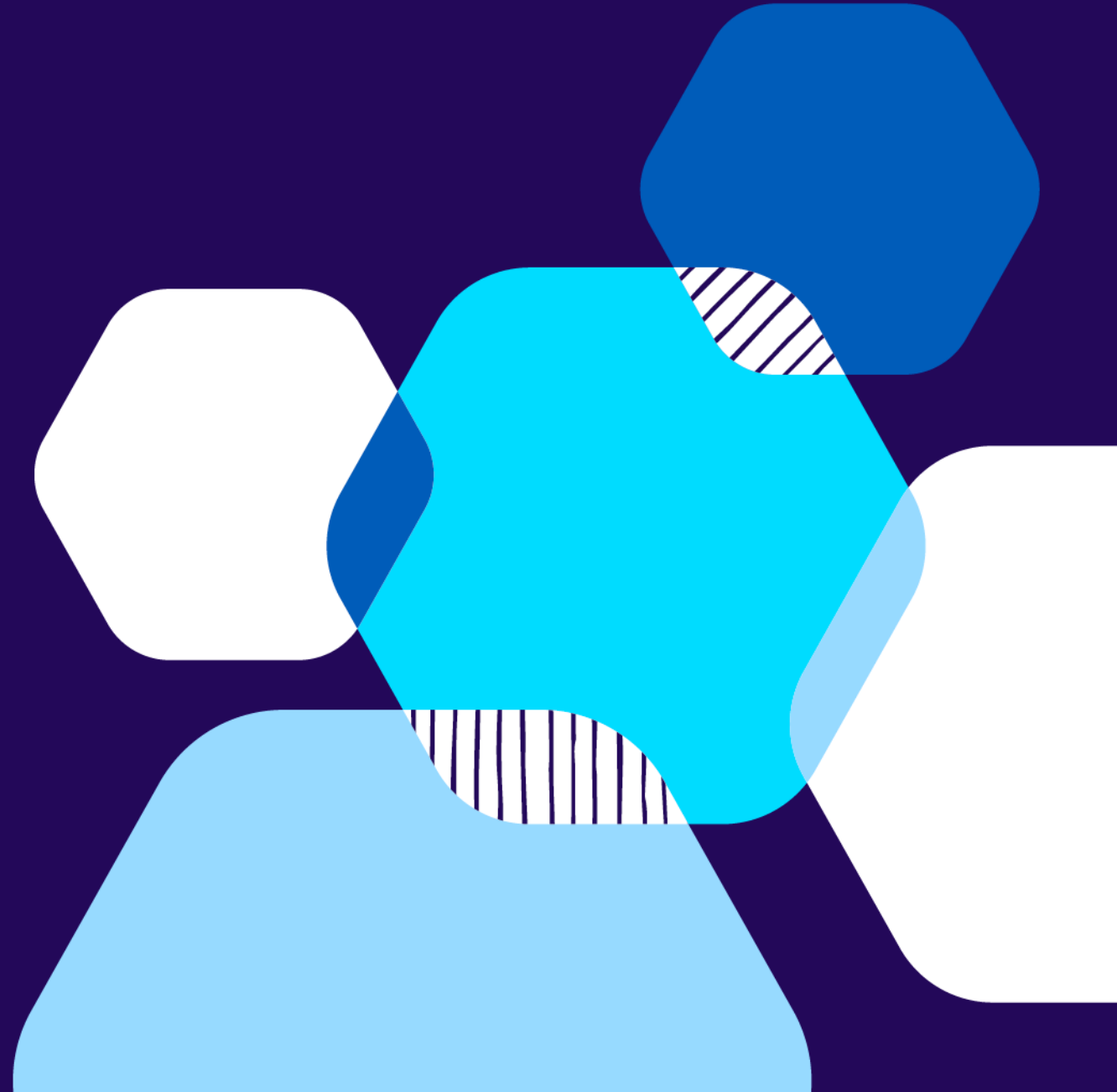
Get learner feedback

Conduct peer observation with a focus on gender



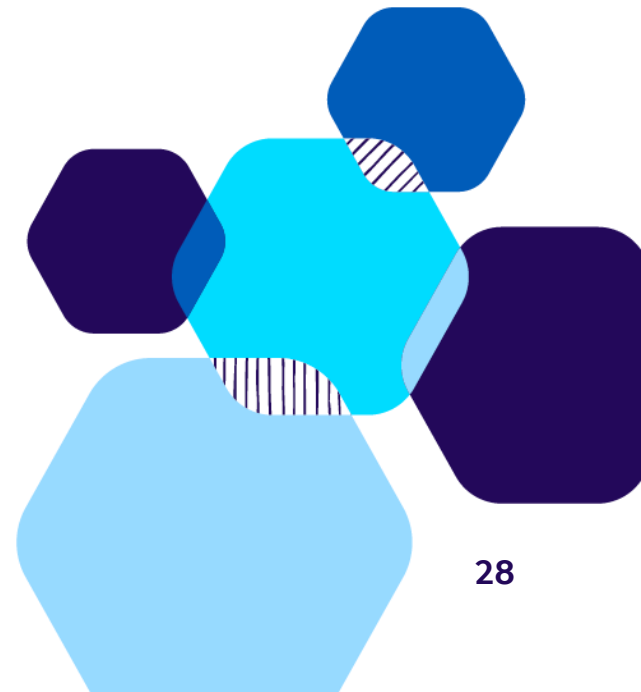
Any questions? Thank you

Get in touch with Mary Tago:
akinyimary91@gmail.com



Resources and Further Learning

1. [Training course: Gender in language education](#)
2. [Planning lessons and courses - Teacher resources](#)
3. <https://share.gemini.google/04ZIJUczpH03> : A mini app on lesson planning
4. UNESCO: <https://www.unesco.org>



Next Regional Webinar

Topic: Codeswitching and Translanguaging: Practical Classroom-Based Techniques for Scaffolding Learning

Presenter: Ezinne Chima from Nigeria

Date: Saturday, 19 September 2026, from 3 PM GMT

Registration link:
<https://africa.teachingenglish.org.uk/events/codeswitching-and-translanguaging>

www.britishcouncil.org



Codeswitching and Translanguaging: Practical Classroom-Based Techniques for Scaffolding Learning - webinar

with Ezinne Chima

Saturday 19 September 2026
15:00 to 16:00 GMT



Exit Poll

Please complete the exit poll on Zoom.

Overall, how would you rate today's webinar?

