

The Little Mermaid and Merman

Lesson Plan

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Level: Senior Primary
Duration: 80 mins
Topic: Gender does not define us
Materials:

The Little Mermaid and Merman

https://www.youtube.com/watch?v=FuaoRIZpA04&ab_channel=LMLTheEducationUniversityofHongKong (3:24)

The Little Mermaid – What did you do yesterday?

<https://www.youtube.com/watch?v=acr9gmRm2D0> (1:22)

Learning objectives:

By the end of the lesson, students should be able to:

1. talk about interests/hobbies using appropriate vocabulary;
2. identify gender-neutral and gender-marked job titles (e.g. those that end with the morpheme *person* or *officer*, and *-maid*, *-man* or *-ess*);
3. demonstrate awareness of environmental protection; and
4. show a deeper understanding that gender should not limit one's interests, abilities and career choices.

Synopsis:

Prince Alex started training early in order to become king of the Mermaid Kingdom one day. However, he didn't enjoy chariot racing or swimming training. He preferred to join his sisters for art lessons.

Human fishing activities were becoming common in their neighbourhood, damaging the Kingdom. Alex had to solve the problem. Clever Ariel, together with their other sisters, helped Alex to drive away the fisherfolk. Read the story to learn about the wisdom of Ariel and her sisters.

Moral:

Both males and females can have similar interests, abilities and career aspirations.

Acknowledgements:

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Duration	Procedures	Interaction mode	Resources
15 mins	<p>Introduction & Pre-reading</p> <ol style="list-style-type: none"> 1. T shows a picture of a mermaid and asks Ss for the name. 2. T shows Ss a video clip on ‘The Little Mermaid – What did you do yesterday?’, and asks Ss what Ariel did yesterday. 3. T tells Ss that a mermaid is a female and introduces the term for a male (<i>merman</i>). T tells the class that they will read <i>The Little Mermaid and Merman</i> to find out what they did in the story. 	<p>T→C</p> <p>Ss→C</p> <p>T→C</p> <p>Ss→C</p> <p>T→C</p> <p>Ss→C</p>	<p>- PPT</p> <p>- Whiteboard</p> <p>- YouTube video https://www.youtube.com/watch?v=acr9gmRm2D0</p>
15 mins	<p>While reading</p> <ol style="list-style-type: none"> 4. T reads aloud <i>The Little Mermaid and Merman</i>. T asks Ss to make predictions while reading. 	<p>T→C</p> <p>Ss→C</p>	<p>- Ebook <i>The Little Mermaid and Merman</i></p>
50 mins	<p>Post-reading</p> <ol style="list-style-type: none"> 5. T asks Ss comprehension questions to increase their awareness of the dangers of overfishing and water pollution, as well as the importance of protecting our oceans. 6. T asks Ss how they would describe Ariel and Alex based on what they did in the story. T emphasises the message that gender does not define people’s interests, abilities and career choices. <p><u>Worksheet 1</u></p> <ol style="list-style-type: none"> 7. T shows Ss pictures of hobbies/interests, and asks Ss to write the English words. 8. Ss indicate whether they have the same hobbies/interests. 9. Ss have to interview at least two classmates to find out about their hobbies/interests. 10. Ss report their findings. T helps the class to work out how many girls and boys like the hobbies/interests, and raises Ss’ 	<p>T→C</p> <p>Ss→C</p> <p>T→C</p> <p>Ss→C</p> <p>T→C</p> <p>Ss→C</p> <p>Ss→Ss</p> <p>Ss→C</p> <p>T→C</p>	<p>- Worksheet 1 on “Hobbies and interests”</p>

	<p>awareness that boys and girls can have the same interests.</p> <p><u>Worksheet 2</u></p> <p>11. T shows the two words, “mermaid” and “merman”, on the slide. T asks Ss which part of the word indicates that it is a male or female. T teaches the morphemes “-maid” and “-man” by giving examples like “housemaid”, “bridesmaid” and “dairymaid”.</p> <p>12. Ss complete the worksheet to find examples of other gender-marked morphemes and the words formed, e.g. “fireman”, “policeman” and “postman”.</p> <p>13. Ask Ss to discover gender-free occupational titles by doing an internet search. T advises Ss to use gender-neutral job titles to replace sexist language, and emphasises the message that both males and females can be engaged in the same occupations.</p>	<p>T→C</p> <p>Ss→C</p> <p>T→C</p>	<p>- Worksheet 2 on “Sexist and non-sexist language”</p>
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Worksheet 1 Hobbies and Interests

What are the following activities? Are they your hobbies/interests?

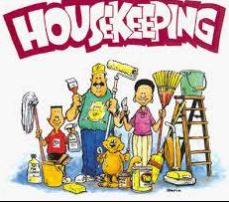

Ask at least two classmates about their interests. If they do the activity regularly, put down your classmate's name in the third column.

Hobby/interest	Is this your hobby/interest?	Classmates who have this hobby
1.  _____		
2.  _____		
3.  _____		
4.  _____		
5.  _____		
6.  _____		
7.  _____		
8.  _____		

Worksheet 2 Sexist and Non-sexist Language

Name: _____ () Class: _____ Date: _____

A. (1) Do the following words tell you the gender of the person? Put a tick ✓ in the correct box.

	Tells the gender	Doesn't tell the gender
1 policeman	✓	
2 police officer		
3 shopkeeper		
4 salesgirl		
5 salesman		
6 shop assistant		
7 housekeeper 		
8 housemaid		
9 housewife		
10 homemaker 		
11 domestic maid		
12 waiter		
13 waitress		
14 hostess		
15 superwoman		
16 superhero		
17 heroine		

(2) What marks their gender?

Male: -man, _____

Female: _____

(3) What can be used to form a gender-neutral word?

-officer _____

B. What are the English words for the following titles? Do the words you put down mark the person's gender?

Chinese	English	gender-marked	gender-neutral
1 王子	prince	Yes	No
2 公主			
3 警察			
4 消防員			
5 校長			
6 太空人			
7 郵差			

C. We are encouraged to use gender-neutral words when the gender is not known. Do you know why? The following picture gives you a hint.