

Global Teacher Seminar Lesson Plan

Name: Hsiang-Ling (Charlize) Wang

Title: Women empowerment in Taiwan

Theme/Topic: Gender equality

Introduction: In this lesson, students will gain awareness of current gender equality issues and the dynamics of women's empowerment in Taiwan. The teacher will navigate group discussions by using guiding questions, playing a video, and providing articles.

Subject(s)/Grade level(s): Mandarin Chinese/Middle school (Grades 6-8)

Suggested Duration of Lesson: 60 minutes

Connection to Standards/Common Core (1-2 standards): Make connections on gender issues and acquire information and diverse perspectives on women's empowerment in Taiwan.

Essential Questions (1-2 questions): What are the challenges of women's empowerment in a modern family?

Learning Objectives (2-3 objectives): 1. Students are able to introduce the current challenges of women's empowerment for modern young professionals. 2. Students are able to illustrate some examples of women's empowerment in Taiwan.

Materials Needed: Power Point slides, YouTube videos, A4 papers, pens.

Pre-Assessment of Prior Knowledge: Students will respond to the following guiding questions: (1) What is the status of gender equality in Taiwan? (2) What are gender stereotypes in the traditional and modern worlds? The teacher will instruct students to discuss these two questions in groups and present their thoughts in class.

Teacher-Student Interaction (5-7 steps):

Step 1: Students will read a short [article](#) (in English) that introduces women's empowerment in Taiwan with statistics (see Appendix 1). They will complete reading questions: (1) What is Taiwan's ranking for gender equality in Asia and the world? (2) What is the issue of gender stereotypes? What caused this?

Step 2: The teacher will restate the background information on gender equality in Taiwan first. Students will pair up in a group and share their thoughts with peers. Afterwards, the teacher will provide another article that highlights the current issues of gender equality. Students will categorize issues into subtopics such as the workplace, finance, sexual harassment, and stereotypes. In each category, students will list examples.

Step 3: Students will propose solutions to eliminate gender stereotypes for females and consider how such solutions can meet their needs for each of the listed issues concerning gender equality.

Step 4: To advance students' understanding, they will receive an [article](#) that indicates issues of gender equality in history as well as ideas about how to make a difference. Based on this reading material, students will reflect and revise their proposal in a group.

Step 5: Afterwards, students will explain their interpretation of the traditional value—"男性養家，女性照顧" (Nánxìng yǎngjiā, nǚxìng zhàogù; men financially support the family, and women do chores and

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take care of babies). They also need to discuss how this value might influence women in the workplace and in society.

Step 6: The teacher will give more examples of “男性養家，女性照顧” in lived experience. Students then will analyze pros and cons of [women empowerment](#) in the workplace and the family.

Step 7: Students will draw a mind map to illustrate gender equality with a focus on women's empowerment in Taiwan. Consider the following questions: (1) What are the current workplace issues? (2) How does women's empowerment change such dynamics? (3) What are the solutions you would like to propose in order to mitigate gender stereotypes? After that, students will present their maps in groups and the teacher will comment on their reflections. Finally, the teacher will emphasize the promotion of women's empowerment in Taiwan. The teacher will ask students a question, "What can women do?" first and then play a [video](#) to answer this question.

Closing Activity: The teacher will ask students to research the development of gender development in their own country and share what they find in class. Students have to use a Venn diagram to find the similarities and make comparisons between Taiwan and their home country.

Post-Assessment: Students will present their Venn diagrams as a way to foster their critical thinking skills and better understanding of gender equality issues across the world.

Reflection: *How are students engaging with ideas from another culture? What does it mean for them?*

Resources:

[Article](#): An introduction to gender equality in Taiwan with statistics (in English).

[Video](#): Power of Women—What can women do?

[Article](#): Issues of gender equality in the modern society in Taiwan (in Mandarin Chinese).

[Article](#): Social Transformation: Women's Roles (in Mandarin Chinese).

*Extension reading

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): Possibilities for future lessons or how to use this for gifted/etc.

Students will interview people from Taiwan via Zoom and exchange their ideas about “男性養家，女性照顧”， gender stereotypes, and ask Taiwanese people a few questions about gender equality in the workplace.

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Examples:

Introduction

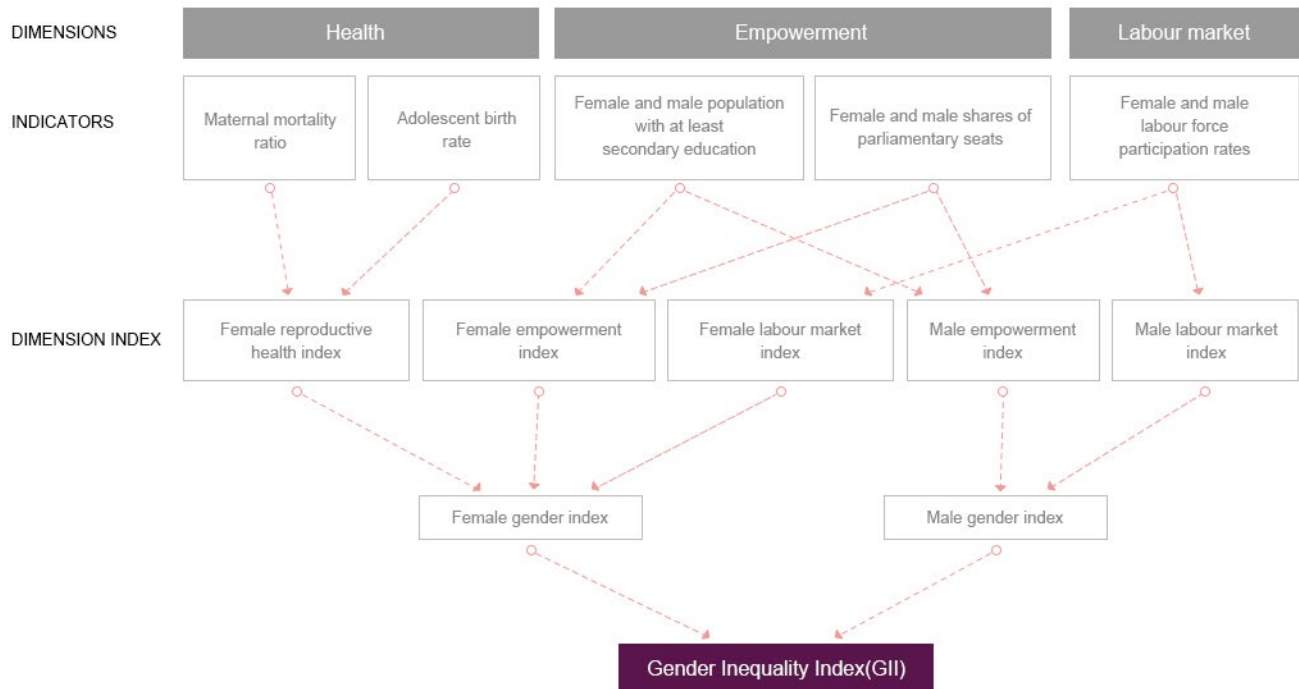
5 性別平等



What is gender equality?

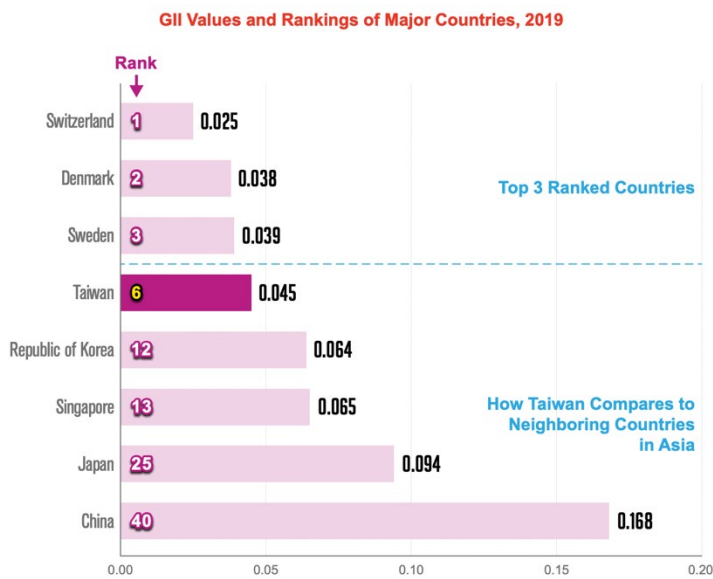
「性別平等」(Gender Equality)

The goal is to: 旨在推動「消除對婦女和女童一切形式的歧視，以實現婦女賦權與性別平等」。



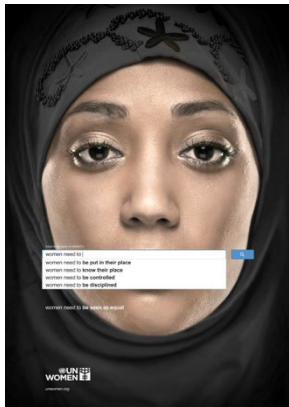
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Appendix 1



Source: 2020 Human Development Report published by the United Nations Development Program (UNDP); Ministry of the Interior; Directorate General of Budget, Accounting, and Statistics, Executive Yuan; and Ministry of Health and Welfare.
Note: A lower GII value is more desirable (i.e., a value of 0 indicates zero inequality, while a value of 1 indicates extreme inequality). When Taiwan is included in the ranking, all nations ranking below Taiwan are moved down one place compared to the original report.

UN Women: Gender Equality



「女人應該 / 不應該 Women Should / Should't」
「女人不會 / 不能 Women Cannot」
「女人需要 Women need to

References:

<http://www.gender-indicators.org.tw/zh-tw/equal/index>

<file:///Users/charlizewang/Downloads/2021%E5%B9%B4%E6%80%A7%E5%88%A5%E5%9C%96%E5%83%8F%E8%8B%B1%E6%96%87%E7%89%88.pdf>