



SCENARIO D'APPRENTISSAGE

PANORAMA

- Niveau de classe : **1^{ère}**
- Titre du scénario d'apprentissage : **Gender Discrimination**
- Activité(s) langagière(s) dominante(s) : **CE/EE**
- Niveau(x) européen(s) visé(s) : **B1+/B2**
- Problématique retenue : **Les vêtements comme élément de discrimination au travail et à l'école.**
- Champ(s) culturel(s) des programmes abordé(s) : **Espace privé, espace public**
- Nombre de séances prévues : **5/6**

SUPPORTS EXPLOITES (références)

- Supports écrits :
 - "Teenage boys wear skirts to school to protest against 'no shorts' policy", *The Guardian*, Steven Morris, June 22, 2017
 - "New York Banker Claims She Was Fired for Being Attractive", *The Guardian*, June 4, 2010

- Supports vidéo : “Students and Parents Protest Dress Code”, CBS, September 26, 2016 - <https://www.youtube.com/watch?v=u7SINqfmv1s>
- Supports iconographiques :
 - Image des élèves portant des jupes (moitié et image entière)
 - Image de Debralee Lorenzana.

EVALUATIONS

- Libellé de la tâche finale + activité(s) langagière(s) concernée(s) : *Your boss fired a co-worker because she was dressed inappropriately. Write him an email in which you express your opinion about it.*
- Libellés de la/des tâche(s) intermédiaire(s) + activité(s) langagière(s) concernée(s) : *The headmaster of your highschool is planning on establishing a dresscode. Write him a letter in which you express your opinion about it.*

AXES COMMUNICATIFS ET LANGAGIERS A DEVELOPPER POUR REALISER LA TACHE FINALE

Objectifs culturels : Le monde du travail anglo-saxon, le système éducatif britannique et américain.

Objectifs lexicaux : Lexique de l’opinion (*Outrageous, upsetting, unfair, fair*) de la discrimination (*sex/gender discrimination*), du système éducatif (*school staff, dresscode*).

Objectifs grammaticaux : Exprimer ses opinions, sa pensée (*I think, In my opinion, I agree/disagree*)

Objectifs sociolinguistiques¹ et pragmatiques² : Pouvoir écrire une lettre à un supérieur avec les formules de politesses appropriées.

Objectifs citoyens : L’égalité homme/femme, la prise de conscience des discriminations dans les milieux professionnels mais aussi scolaires et dont les femmes sont les principales victimes.

¹ La compétence sociolinguistique renvoie au fonctionnement de la langue dans sa dimension sociale : règles de politesse, marqueurs de relations sociales, différence de registre, accents, etc. ² La compétence pragmatique renvoie à la maîtrise du discours, à sa cohésion, à sa pertinence, au repérage des types et genres textuels, des effets d’ironie, de parodie, etc.

Support 1 : Bic Cristal for Her Ball Pen – Amazon Reviews

This product was sold by the famous pen company Bic. We can read “BIC Cristal For Her Ball Pen” on the packaging with leaves and curvaceous pink lines which are supposed to outline the feminine and elegant design of the product. The title of the product indicates that these pens are only aimed at women (“for her”), they are even described as “thinner to fit women’s hands” as if normal pens could not be properly used by women. Bic is already a company known for its clumsy marketing and its sexist advertising campaigns (<https://www.bbc.com/news/world-africa-33893386>).

I have chosen two comments to study in class, one focusing on a woman’s point of view and the other on a man’s perspective. These reviews are obviously ironic and humoristic as we can see through the numerous clichés, hyperboles and unrealistic descriptions used by the authors. These two commentaries aim at making fun of Bic and the absurdity of their marketing by actually comforting this absurd vision with reviews which are just as absurd and meant to make us laugh. Although there is no direct satire of these common representations, the ironical tones indirectly denounce these clichés with on the one hand an ultra-violent man who has to defend his virility by duelling a delivery man on “top of an erupting volcano” and a woman in love with Robert Pattinson who likes to draw kittens and ride ponies.

Obstacles	Éléments facilitateurs
<ul style="list-style-type: none"> ▪ Les commentaires qui peuvent être lu au premier degré dans le contexte sérieux de la classe (les apprenants n’ont pas l’habitude de travailler sur ces textes). ▪ Le style d’écriture très imagé et les métaphores des deux critiques. ▪ La confusion due aux nombreux clichés et leur absurdité. ▪ L’ironie et l’implicite des commentaires qui ne décrivent jamais directement le produit. 	<ul style="list-style-type: none"> ▪ Les couleurs utilisées pour les stylos qui renvoient à l’idée que l’on se fait de la féminité (couleur claires, rose, rouge et violet) ▪ Absurdité du produit. ▪ L’humour des commentaire et l’extravagance des situations décrites.

Lexique
 Clichés, irony, denouncing, mocking, masculinity, virility, feminine, traits.

Support 2 : “Teenage boys wear skirts to school to protest against 'no shorts' policy”, *The Guardian*, Steven Morris, June 22, 2017

This newspaper article was published by the Guardian in June 22, 2017. It recounts the action of several pupils from ICSA Academy in Exeter who decided to come in school wearing skirts as a protestation against the dress code of their school which prohibits them from wearing shorts even during a hot weather. The article shows two points of view from the parents and from the school staff. The parents understand their sons’ reaction against a dress code which force their pupil to wear hot clothes during a warm weather and the school staff which is ready to consider the implementation of shorts for boys in the dress code.

The article highlights the irony of the situation and the idea of gender discrimination through the scope of male pupils who can be as penalised as girls when it comes to the way they are expected to look and be dressed when they come in school. One of the parents also points out the injustice caused by this system since girls can wear a cool uniform while boys are restricted to wearing pants only. It also questions the British school dress code which seems to reach its limits in this situation, parents and school staff alike agreeing on the fact that such clothes are inappropriate with such an exceptional weather.

Obstacles	Éléments facilitateurs
<ul style="list-style-type: none">▪ Multiplicité des points de vue (plusieurs parents mais un seul responsable de l'école) peut confondre les apprenants en difficulté.▪ Beaucoup de phrases complexes.▪ Ecriture oralisée via le témoignage des parents dont la syntaxe peut perturber certains apprenants (remédier via lecture orale avec intonation).▪ Lexique des habits : “skirt, trousers, blazers, dress code”	<ul style="list-style-type: none">▪ La photo et le thème de l'article sont insolites et attirent l'attention.▪ Le document est assez proche de la sphère des apprenants puisqu'il les confronte à un autre système éducatif.▪ Le point de vue des parents permet de clarifier la situation déjà décrite dans les premières lignes et donne des arguments aux élèves pour l'EOI.▪ L'injustice clairement explicitée par les parents (“If girls can wear skirts, why can't boys wear shorts?” l.12-13)

Lexique

Dress code, skirt, trousers, blazers, shorts, uniform, unbearable, protest, head teacher, school staff/policy, fair, unfair

Support 3 : “Students and Parents Protest Dress Code”, CBS, September 26, 2016 - <https://www.youtube.com/watch?v=u7SINqfmv1s>

This video is a news report for the channel CBS42 News concerning Brockwood highschool and its strict dresscode policy. 150 female students were refused entry at the Homecoming Dance Friday Night because they wore inappropriate dresses according to the school staff. We can see many female students protesting, waving signs on which are written “No shoulder shame”, “My 1st Amendment Rights Matter”. One mother voice her discontent against the high school saying she feels like her daughter was treated like an object. The school only reacts through a message stating that an investigation is being led.

This document highlights a dress code policy which discriminate girls wearing “revealing” dresses that had yet already been approved by the high school. The interviewed persons all express their disappointment and their incomprehension against an arbitrary dress code which is too strict according to them. The signs they wave also show

such event is felt as a violation of their freedom and of the 1st Amendment itself, stating that such school policy infringe on their freedom. The interviewees feel “upset” and “infuriated” against the school for letting applying such policy.

Obstacles	Éléments facilitateurs
<ul style="list-style-type: none"> ▪ Débit de parole de la présentatrice et des personnes interrogées rapide. ▪ Accent et diction de la mère difficile à comprendre sur certaines phrases (« They ha’ already approved what they could wear »). ▪ Rythme rapide (passe d’une interview au message de la direction à une autre interview etc.) 	<ul style="list-style-type: none"> ▪ Débit de parole du présentateur assez lent et intelligible. ▪ Les pancartes brandies par les protestants qui explicitent le message qu’elles veulent faire passer. ▪ Proche de la sphère des élèves (environnement du lycée)
Lexique	
Take a stand against, unfairly, dress code, sexual discrimination, infuriate, superintendent, upset	

Support 4 : “New York Banker Claims She Was Fired for Being Attractive”, *The Guardian*, June 4, 2010

This newspaper article was published in 2010 and tackles the case of Debralee Lorenzana, a New York banker who was fired from her job because her employers deemed her too attractive and distracting for male workers. We follow her timeline from her entry in the bank to her firing and to the lawsuit that ensued. The article mostly focuses on Debralee Lorenzana’s point of view as we can read her reaction and indignation thus drawing empathy toward her contrary to Citibank’s supervisors and male employees who are mentioned but not interviewed. We only know about their actions and their behaviour against her and which are described as “retaliatory actions” against Debralee Lorenzana’s behaviour and her own actions against the harassment she was subjected to when she worked in the bank.

Obstacles	Éléments facilitateurs
<ul style="list-style-type: none"> ▪ Texte long. ▪ Lourdeur lexicale. ▪ Expressions idiomatiques (« earn you the sack, she likes to dress sharp ») 	<ul style="list-style-type: none"> ▪ Document iconographique illustre l’aspect abusif du licenciement. ▪ Titre et sous-titre explicites. ▪ Les informations principales se trouvent dans les deux premiers paragraphes.
Lexique	
Closets, dresses, skirts suits, well-fitting, sex discrimination, lawsuit, unattractive, humiliation, distracting, complaints, sexism prospects, objectification	

SUPPORT UTILISE : Amazon reviews "Bic Pen Cristal for Her"				
ETAPE	AL ³	Descriptif de l'activité ou de la tâche et consigne	Productions attendues des élèves	Intérêt de l'étape dans la perspective de la réalisation de la tâche finale
ETAPE 1 10 min.	CE	<p>On introduit le sujet en diffusant au tableau une première image du produit coupée au milieu en demandant aux apprenants de décrire ce qu'ils voient.</p> <ul style="list-style-type: none"> ▪ Describe what you can see and the main colors which are used -> Was this product designed for men or women? <p>On montre le produit et sa description en entier.</p> <ul style="list-style-type: none"> ▪ Is there anything striking about these pens? ▪ Would you buy such a product? Why? <p>➤ Laisser inférer le titre de la séquence : "Gender Discrimination"</p>	<p>We can see bic pens. Light colours: blue, pink, purple, red. -> It is designed for women because of the colours.</p> <p>These are pen designed "for her". The barrel is thinner in order to fit women's hands. This is absurd/ridiculous.</p>	<p>On commence par analyse le produit "Bic for Her" pour introduire le sujet de la séquence. Ce premier document a pour but d'habituer les apprenants au format de la séquence dans laquelle ils seront amenés à réagir et donner leur opinion par rapport à des situations aussi absurdes que le produit analysé ici.</p>
ETAPE 2 10 min.	CE	<ol style="list-style-type: none"> 1. What is the tone of the review? What makes you think so? 2. Read these opinions and underline as many clichés on men/women as you can. 3. Exchange with your friends. <p>➤ Mise en commun</p>	<ol style="list-style-type: none"> 1. It is humoristic/ironic because the examples are absurd/ridiculous. 2. Women: like to ride ponies, very careful about their beauty, like to wear purple, they love Robert Pattinson, they are stupid etc. <p>Men: are strong, macho, violent, they like sport, they like to take risks etc.</p>	<p>L'intérêt de cette CE et de l'expression EE qui s'en suit est de faire un point sur les clichés souvent associés aux sexes et s'en servir comme base pour voir quels effets peuvent découler de ces stéréotypes.</p>

ETAPE 3 10 min.	EE	You are product reviewer. Write your own review of the product using irony. (80 words, individual)		
SUPPORT UTILISE : "Teenage boys wear skirts to school to protest against 'no shorts' policy", <i>The Guardian</i> , Steven Morris, June 22, 2017				
ETAPE 1 10 min.	EOC	<p>Diffusion de la moitié de l'image représentant simplement le haut de l'uniforme que portent les élèves d'Icsa.</p> <ul style="list-style-type: none"> Describe what you can see. Where is it taking place? Why do they all wear the same uniform? Can you discriminate someone who wears a uniform? What are the advantages of wearing a uniform? Would you like to wear a uniform when you go to school? Why? -> What are the inconvenient? 	<ul style="list-style-type: none"> I can see boys (-> pupils), they all wear the same thing (-> uniform). It takes place in Great Britain because they wear a school uniform Because they follow the rules of their school. -> They have a dress code. No, because he wears the same thing than us. Uniforms are good because everybody looks the same, there is no discrimination. Yes, because there is no discrimination/No because we can't express ourselves, there is no personality, there is no freedom etc. 	<p>Introduction du 1er support aux apprenants, permet de rentrer dans le support via une image insolite et proche d'eux puisque représentant des élèves de collège au Royaume-Unis.</p> <p>Introduction du mot « Discrimination » et « Dress code », deux points lexicaux majeurs puisque la séquence est fondée sur la discrimination via les vêtements.</p>
ETAPE 2 5 min.	EOC	<p>Circle the experts: on donne le texte à quelques élèves ayant un bon niveau pendant que les autres travaillent sur l'image entière.</p> <p>Diffusion de l'image entière représentant les élèves portants des jupes aux autres élèves de la classe.</p> <ul style="list-style-type: none"> What are they wearing? 	<ul style="list-style-type: none"> They are wearing kilts -> skirts? 	

		<ul style="list-style-type: none"> • Why? • What questions can you ask the others? 	<ul style="list-style-type: none"> • ... • Where is it taking place? When, at which time of the year? During which season? Why are pupils wearing skirts? 	
ETAPE 3 10 min.	CE	<p>Distribution du texte et des consignes à la classe entière:</p> <ol style="list-style-type: none"> 1. Read the two firsts paragraph and make a quick summary of the situation with your own words. 2. Spot the words related to clothes. Underline the clothes boys and girls are allowed to wear and in red the ones they can't. Does it seem fair or unfair to you? 3. Pick out adjectives describing the skirt. What are the advantages of the skirt over the trouser? 4. Pick out sentences beginning with "He said, I say" or with the verb "think". What are the parents' reactions? 	<ol style="list-style-type: none"> 1. It is an article about pupils, they protest because they can't wear shorts. They are complaining about the heat. They wear skirts. 2. Trousers, Skirts, Shorts, sandals, Tops, Blazers. 3. "Nice, cool skirts" l.16, The skirts are cool, the trousers are hot. 4. They agree with their children, they are proud of them. (l.8-9). They think it is unfair (-> because girls can wear cool skirts and sandals), they don't like injustice. 	<p>Cette CE doit mener les élèves à comprendre l'injustice à laquelle peut mener un uniforme qui discrimine les garçons et les filles et l'injustice (unfair) qui en découle en autorisant les uns a porter des vêtements plus confortables que les autres.</p>
ETAPE 4 3 min.	EE	<p>Mise en commun des réponses à l'oral.</p> <p>⇒ Trace écrite : Réaction des parents seulement (They were upset/outraged/infuriated about the fact their children were not allowed to wear shorts).</p>		<p>Introduction de mots de vocabulaire possible pour évoquer la désapprobation qui sera utile aux élèves pour la rédaction de leur lettre au principal.</p>

<p>ETAPE 5 10 min.</p>	<p>EOI</p>	<p>Transition de l'EE vers l'EOI pour que les élèves mettent en commun leur avis et débattre sur le sujet.</p> <p>5. In a few lines, give your own opinion about it and exchange your point of view with your neighbour. Here are a few sentences to help you express your opinion:</p> <ul style="list-style-type: none"> ○ "I think it is fair/unfair because..." ○ "In my opinion..." ○ "To me it seems that..." <p>Amorces pour pousser les apprenants à prendre la parole directement en anglais.</p>	<p>4. I think it is unfair because the girls have the right to wear skirts but the boys can't wear shorts. In my opinion, the pupils should have the right to wear anything they want because the uniform also discriminate them/To me it seems they should be able to chose between a pant and a short when it is too hot.</p>	<p>Développement de l'objectif grammatical avec des amorces contenant des structures appropriées pour exprimer son opinion.</p>
<p>ETAPE 6 15 min.</p>	<p>EOI</p>	<p>Développement de l'EOI avec un jeu de rôle par groupe de 3 (deux apprenants jouent le rôle des parents et un le rôle d'un élève qui s'apprête à se rendre à l'école en jupe).</p> <p>⇒ Imagine the conversation between one of the pupils who has decided to go to school wearing a skirt and his parents. Work in group of 3.</p> <p>Après 5 min. d'interaction on fait tourner une deuxième fois seulement les apprenants ayant le rôle de l'élève pendant à nouveau 5 min.</p>		<p>Le but de cette activité est de mettre en pratique le vocabulaire vu dans le texte.</p>

<p>ETAPE 1 4 min.</p>	<p>CO</p>	<p>Distribution d'une fiche d'aide à la compréhension orale : “Oral Comprehension: Students and Parents Protest Dress-code” (ref. annexe)</p> <p>Diffusion des premières secondes de la vidéo deux fois de suite.</p> <ul style="list-style-type: none"> On demande aux apprenants les éléments qu'ils ont relevés. 	<p>Students are against a dress-code.</p> <p>Girls were dressed inappropriately.</p> <p>Dozens females students are protesting against a dress-code in their high-school.</p> <p>Girls were turned away from a dance ball because of the high-school dress-code.</p>	
<p>ETAPE 2 3 min.</p>	<p>CO</p>	<p>Diffusion de la vidéo en entier :</p> <ul style="list-style-type: none"> Demander aux apprenants de se concentrer seulement sur la colonne de gauche « Who » et proposer à ceux qui sont le plus à l'aise en CO de commencer à relever des expressions dans la colonne de droite « Reactions ». 		
<p>ETAPE 3 3 min.</p>		<p><u>Auto-correction</u> :</p> <p>Par groupe de deux et en silence, les apprenants comparent leurs notes. Ils soulignent les éléments qu'ils remarquent sur les fiches de leur voisin/voisines et voient les éléments qu'ils n'ont pas noter sans les écrire.</p>	<p><u>Who:</u></p> <ul style="list-style-type: none"> - Journalists (Tim Read, Sherri Jackson) - Parents (Joy Gibson) - Pupils - School (principal, vice principal) - Superintendent, (Walter Davie) 	<p>Ce moment de comparaison des notes a pour but d'aider les apprenants ayant du mal à comprendre le document.</p>
<p>Etape 4 : 6 min.</p>	<p>CO</p>	<p>Deuxième écoute de la vidéo en entier pour permettre aux apprenants de compléter les notes dans les deux colonnes « Who » et « Reactions ».</p> <p>Là encore on proposera aux apprenants à l'aise de se concentrer sur la dernière partie de la vidéo pour</p>	<p><u>Reactions:</u></p> <ul style="list-style-type: none"> - A hundred girls were refused entry at a school ball because of their dresses - Parents: Infuriated because they had already 	<p>Le but de cette partie est de faire acquérir le lexique et les formulations servant à exprimer la réaction “I think it's unfair”, “It infuriates me”, “I disagree with the dresscode”. Ces éléments seront rebrassés dans les séances suivantes pour</p>

		<p>compléter la dernière case de la colonne.</p> <p>Après la diffusion laisser 1 min. aux élèves pour qu'ils finissent de permettre leurs notes.</p> <ul style="list-style-type: none"> ➤ Mise en commun des réactions. 	<p>approved what they could wear, they treated girls like objects.</p> <p>- Pupils (Jessica Glover, Madeline Rutledge): Outrageous, upset because last homecoming dance ball, it was supposed to be fun and it was miserable.</p> <p>- School staff: Had already approved the dress the girls could wear.</p> <p>- Superintendent: Investigating the case, no comments until then.</p>	<p>l'aide à la production écrite, les élèves pouvant réutiliser les expressions et tournures de phrases dont ils auront besoins pour exprimer leur propre opinion. Ils mettent cela directement en pratique dans une petite expression écrite juste après.</p>
<p>ETAPE 5</p> <p>5 min.</p>	EE	<p>Petite EE : Give your own opinion in a few line.</p> <ul style="list-style-type: none"> ➤ Chain speaking en classe entière, chaque élève donne son point de vu. 	<p>- I Think it is unfair because the girls were treated like objects.</p> <p>- I think it is fair because these girls were dressed inappropriately.</p> <p>- According to me it is unacceptable, the school leaders don't have the right to do this. This is miserable because these girls couldn't have fun for their last homecoming dance-ball.</p> <p>- I disagree with this high-school dress-code. It is completely absurd, girls should have the right to dress as they wish.</p>	<p>Cette tâche permet aux apprenants de synthétiser et reformuler ce qu'ils ont compris du document avec leur propre mots et ensuite à oraliser cette opinion lors du chain-speaking et les préparer à l'interaction orale qui suit l'analyse de ce document.</p>
<p>ETAPE 6</p> <p>1 min.</p>	CO	<p>Diffusion la dernière partie de la vidéo en classe:</p> <p>Focus on the last part of the video: Is the problem solved?</p>	<p>No, a meeting between the girls and the school leaders will be organized at the town hall to discuss the matter.</p>	<p>Cette activité sert de transition avec l'expression orale en interaction qui suit.</p>

ETAPE 7 6 min.	EOI	Jeu de rôle par groupe de 2 : ⇒ Imagine the conversation between the principal and a pupil who was refused entry at the homecoming ball because of her dress. Faire tourner les groupes après 3 minutes d'interaction.		Le but est de réutiliser les expressions et tournures de phrases vues précédemment et de se les réapproprier dans son argumentation.
ETAPE 8 4 min.		Préparation à la tâche intermédiaire avec révision des règles d'écriture pour la rédaction d'une lettre.	Introduction: "Dear Headmaster/Principal," Body: "I think/ It seems to me that/ According to me + opinions and arguments." Conclusion: "Sincerely." + signature.	Entraînement à la tâche finale qui sera un mail à écrire à son employeur.
ETAPE 9 16 min.	E EI	Tâche intermédiaire: "You are a pupil and the principal of your school has decided to apply a dresscode. Write him/her a letter to give your opinion about it." (Individual, 150 words)		
SUPPORT UTILISE : "New York Banker Claims She Was Fired for Being Attractive", <i>The Guardian</i> , June 4, 2010				
ETAPE 1 2 min.	EO	Diffusion au tableau de l'image de Debralee Lorenzana. • Describe her. • Describe her outfit. • According to you who is she?	<ul style="list-style-type: none"> • That's a woman, she looks like a secretary, she looks professional/beautiful/sexy. • It looks professional. • Perhaps she is a secretary, a lawyer, a boss... 	
ETAPE 2 5 min.	CE	Lecture à voix haute (professeur) des trois premiers paragraphes du texte en explicitant les mots et expressions compliquées (« earn you the sack » =		En laissant plusieurs élèves lire à voix haute on risque d'avoir une mauvaise accentuation et un rythme haché qui ne permet pas aux autres

		<p>fired, « lawsuit » = she brought her employer in front of a court, « dress sharp »).</p> <p>Relire les phrases d'indignation entre guillemets avec l'intonation et demander aux élèves volontaires de lire ses phrases à leur tour avec la même intonation.</p>		<p>élèves de suivre au même rythme. Le professeur lit le texte pour mettre l'accent sur les mots clés du texte et expliciter (toujours en anglais) les des mots ou des expressions compliquées au passage.</p> <p>Le but de la mise en voix des passages entre guillemets et de faire comprendre aux apprenants le point de vue de Debralee Lorenzana et l'absurdité de la situation.</p>
<p>ETAPE 3</p> <p>10 min.</p>	EE	<ul style="list-style-type: none"> • Now read the same extract in silence. • Summarize the situation with your own words. • Give your opinion about it. <p>(5 lines)</p>		

<p>ETAPE 4 15 min.</p>	<p>CE</p>	<p>Division des activités en deux groupe:</p> <p><u>Group 1 – Debrahlee Lorenzana and her different actions:</u></p> <ol style="list-style-type: none"> 1. Draw Debrahlee Lorenzana's portrait: <ul style="list-style-type: none"> ○ possible age, ○ physical appearance, ○ personal prospects 3. Draw a timeline about her different actions against Citybank. <p><u>Group 2 – The colleagues and supervisors:</u></p> <ol style="list-style-type: none"> 1. What did the colleagues and supervisors complain about and why? 2. Select in the list the adjectives that best describe their attitude: <ul style="list-style-type: none"> ○ supportive, friendly, jealous, helpful, sexist, submissive, authoritarian, hypocritical, apprehensive, revengeful, scared, mean, competitive, hostile. 4. List the different sanctions she had to face. 	<p><u>Group 1 – Debrahlee Lorenzana and her different actions:</u></p> <ol style="list-style-type: none"> 1. Mid-30's, Black hair, thin, curvaceous, she could find another job in banking, she would work for a feminist association and defend female workers. 2. She protested that she was wearing the same clothes than other female colleagues, she argued that her clothes weren't distracting for her clients, in April 2009 and made a series of complaints of sexism, after she was fired from the bank she filed a lawsuit against it. <p><u>Group 2 – The colleagues and supervisors:</u></p> <ol style="list-style-type: none"> 1. They complained about her clothers/about the fact she dressed inappropriately, and they complained because according to them she was distracting male colleagues. 2. Jealous, sexist, hypocritical, revengeful, hostile, mean 3. She was commented by her colleagues and supervisors about her appearance, her supervisors asked her to dress properly and didn't allow her to wear specific clothes (high-heels), she was humiliated, she was transferred to another branch of the company and she was eventually fired. 	<p>Cette phase de compréhension écrite doit permettre aux apprenants d'avoir assez d'éléments et d'arguments pour comprendre la situation et écrire la tâche finale.</p>
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<p>ETAPE 4 12 min.</p>	<p>EOI</p>	<p>Role A: You are Debralee Lorenzana’s Lawyer, defend her in front of a court.</p> <p>Role B: You are CitiBanks Lawyers, defend your client in front of a court.</p> <ol style="list-style-type: none"> 1. Find arguments individually (3 min.) <p>On demandera aux apprenants de choisir un rôle de trouver des arguments individuellement pendant 3 minute.</p> <ol style="list-style-type: none"> 2. Join one other member from the same group and share your arguments (3 min.) <p>On les laissera ensuite rejoindre d’autre avocats du même groupe pour qu’ils puissent mettre en commun leur arguments.</p> <ol style="list-style-type: none"> 3. Join a pupil from the other group and start the exchange (3 min.) 	<ul style="list-style-type: none"> • A workplace is not a fashion podium • Workers have to comply with their bosses’ will • Workers are free to do as they wish • A work place is not a male-dominated environment. 	<p>Cette étape fait en réalité office de brouillon puisque les apprenants pourront réutiliser les arguments qu’ils ont trouvés dans leur tâche finale. La phase d’échange des arguments a aussi pour but d’aider les apprenants ayant des difficultés ou étant peu inspirés.</p>
<p>ETAPE 6</p>	<p>EE</p>	<p>Tâche finale: You are on an internship and your boss fired a co-worker because she was dressed inappropriately. Write him an email in which you express your opinion about it.</p> <p>(Individual, 150 words)</p>		



RESSOURCES ANNEXES



Mr. J. Stevens

★☆☆☆☆ **Insufficient**

28 August 2012

Size: Box 12 | Colour: Black

Normally I only use pens designed and created for real men, in colours appropriate to such instruments of masculinity - black like my chest hair or blue like the steely glint of my eyes, or the metallic paintwork of my convertible Mustang sports car. Imagine then the situation I found myself in when, upon taking delivery of another shipment of motorbike parts and footballs, I reached for and grasped not my normal BIC pen, but a 'BIC for Her Amber Medium Ballpoint Pen' (evidently ordered by my well-meaning, but ill-informed girlfriend whilst my back was turned). I knew something was wrong when I had to physically restrain my hands, gnarled and worn from a lifetime of rock-climbing and shark wrestling, from crushing the fragile implement like a Faberge egg. Things only went downhill from there.

Normally my hand writing is defined and strong, as if chiselled in granite by the Greek gods themselves, however upon signing my name I noticed that my signature was uncharacteristically meandering and looping. More worryingly the dots above the I's manifested themselves as hearts, and I found myself finishing off the signature with a smiley face and kisses. Obviously I had no choice but to challenge the delivery man to a gun fight on the rim of an erupting volcano in order to reassert my dominance. Had I not won this honourable duel this particular mistake might have resulted in a situation that no amount of expensive single malt whiskey and Cuban cigars could banish. I leave this review here as a warning to all men about the dangers of using this particular device, and suffice-it-to-say will return to signing my name with a nail gun as normal.

BARTEL LUCA

7,627 people found this helpful



BIC Cristal For Her
Ball Pen, 1.0mm,
Black, 16ct
(MSLP16-Blk)

by BIC

★★★★☆ 2,045

[customer reviews](#)

| [119 answered questions](#)

Currently unavailable.

We don't know when or if this item will be back in stock.

- Elegant design - just for her!
- Thin barrel to fit a woman's hand
- Medium 1.0 mm point, Black ink
- Medium 1.0 mm point
- Black ink



Tracy Bartell

★★★★★ **FINALLY!**

August 24, 2012

Someone has answered my gentle prayers and FINALLY designed a pen that I can use all month long! I use it when I'm swimming, riding a horse, walking on the beach and doing yoga. It's comfortable, leak-proof, non-slip and it makes me feel so feminine and pretty! Since I've begun using these pens, men have found me more attractive and approachable. It has given me soft skin and manageable hair and it has really given me the self-esteem I needed to start a book club and flirt with the bag-boy at my local market. My drawings of kittens and ponies have improved, and now that I'm writing my last name hyphenated with the Robert Pattinson's last name, I really believe he may some day marry me! I'm positively giddy. Those smart men in marketing have come up with a pen that my lady parts can really identify with.

Where has this pen been all my life???

41,718 people found this helpful



Teenage boys wear skirts to school to protest against 'no shorts' policy

Dozens of pupils at Isca academy in Exeter stage uniform protest after school insists they wear trousers despite heatwave.

Some had borrowed from girlfriends, others from sisters. When the Isca academy in Devon opened on Thursday morning, an estimated 30 boys arrived for lessons, heads held high, wearing skirts.

The mother of one of the boys who began the protest said she was proud of him. Claire Lambeth, 43, said her son Ryan, 15, had come home earlier in the week complaining about the heat. “He said it was unbearable. I spoke to a teacher to ask about shorts and she said it was school policy [that they could not be worn]. I did say this was exceptional weather, but they were having none of it. If girls can wear skirts, why can’t boys wear shorts?”

Another mother said: “My 14-year-old son wanted to wear shorts. The headteacher told them: ‘Well, you can wear a skirt if you like’ – but I think she was being sarcastic. However, children tend to take you literally, and because she told them it was OK, there was nothing she could do as long as they wear school skirts.”

A third mother said: “Children also don’t like injustice. The boys see the female teachers in sandals and nice cool skirts and tops while they are wearing long trousers and shoes and the older boys have to wear blazers. They just think it’s unfair that they can’t wear shorts in this heat.”

The school said it was prepared to think again in the long term. The headteacher, Aimee Mitchell, said: “We recognise that the last few days have been exceptionally hot and we are doing our utmost to enable both students and staff to remain as comfortable as possible.

The Guardian, Steven Morris, June 22, 2017



New York Banker Claims She Was Fired for Being Attractive

Citibank denies sex discrimination claim it sacked worker because her appearance 'too distracting' for male colleagues.

Debralee Lorenzana likes to dress sharp when she goes to work – she is a fan of Burberry and Hermes and has five closets full of well-fitting dresses and skirt suits. What the New York banker hadn't anticipated was that in some workplaces looking good can earn you the sack.

Lorenzana claims in a sex discrimination lawsuit filed with the Manhattan supreme court that her employer, Citibank, dismissed her, in part because her figure and her clothes were “too distracting” for her male colleagues and supervisors to bear. She claims that soon after she joined as a banking adviser in September 2008 she was subjected to a stream of comments about her appearance.

Documents lodged with the court complain that two of her immediate bosses told her to stop wearing turtleneck tops, pencil skirts fitted business suits or any other form of tailored attire. When she protested that other women in the office wore the same kind of clothes as her, they allegedly replied that those other women could “wear what they like, as their general unattractiveness rendered moot their sartorial choices.” [...]

Further humiliation followed, her lawyers contest, because she was relatively tall (5ft 6), and had a “curvaceous figure”. She was told not to wear high-heeled business shoes, as this purportedly “drew attention to her body in a manner that was upsetting to her easily distracted male managers”.

“I couldn't believe what I was hearing”, Lorenzana told the Village Voice. “I said, 'You gotta be kidding me!' I was like, 'Too distracting? For who? For you? My clients don't seem to have any problem.’”

From April 2009 she made a series of complaints of sexism to the bank's human resources department. In July she was transferred to a different Citibank branch which she claims was a retaliatory action as the new job held less prospects for her, and a month later she was dismissed, less than a year after she joined the firm.

Citibank had given her a number of formal warnings based it said on her performance, including failure to meet a quota for the number of new business accounts. But in her lawsuit, Lorenzana accuses the bank of taking revenge on her for complaining about her sexist treatment. [...]

The lawsuit will be decided by an arbitrator.

The Guardian, June 4, 2010