



Lesson 2: Chores around the house

Objectives

By the end of this lesson, your pupils will...

- Revise and learn vocabulary relating to household chores.
- Identify gender stereotypes in relation to chores and acknowledge that these roles can be broken.
- Recognise that there is a mental burden connected to managing household chores.
- Consider their own role in a family unit and identify their own responsibilities.
- Gain confidence in talking about gender roles within family structures.

Materials

- *Chores around the house* presentation →
- *Chores* Pictionary cards →
- *I can remember my chores* worksheet →

Lesson Plan

(45 mins)

→
Warmer
(10 mins)

→
Game
(10 mins)

→
Part 1
(5 mins)

→
Part 2
(20 mins)

→
Extension
(10 mins)

Warmer (10 mins)

- Show the images of chores around the house and drill the new vocabulary :
 - do the washing - do the ironing
 - mop the floors - do DIY
 - make the bed - wash up
 - go shopping - take out the rubbish
 - make dinner - tidy up
 - feed the pet - water the plants
- Check meaning by translating into first language if the picture isn't really clear (e.g. 'do DIY' is 'hacer bricolaje')





Lesson 2: Chores around the house

Game (10 mins)

- Play Pictionary with your pupils to reinforce the chores vocabulary and to also reveal any gender stereotypes they may have.
- Model the activity first. For example, draw a stick figure (man) who is watering some plants. Ask your pupils to raise their hands once they recognise the image and call out 'water the plants'. That pupil then comes to draw a different chore.
- Whisper a chore in the pupil's ear and ask them to draw it on the board. Have the other pupils raise their hands to guess the chore
- Repeat the process with the pupils who have correctly guessed until there are 4 or 5 images on the board.

NOTES: you may find that your pupils have drawn a mix of men / women / girls / boys completing the chores, but it's likely you'll have representations of gender stereotypes, e.g. a woman who is doing laundry, a man doing DIY. You can point this out to your pupils here, but don't enter into a deep discussion. That will come in the next part of the lesson...

ALTERNATIVE: you can have pupils play this game in pairs / small groups instead of at the board. Download the list of chores here. [➔](#)

Part 1 (5 mins)

- **(Slide 7)** Present the images of different families taken from Lesson 1 and ask 'Who does the chores?'
 - Who does DIY?
 - Who does the washing?
 - Who takes out the rubbish? Etc.
 - Listen as pupils share their answers. This will give an idea of the roles and stereotypes that exist in the classroom. Bear in mind that all answers are valid, paying special attention to judgements, like facial expressions and comments. These should not be ignored and the conversation should be redirected if these dynamics arise.
 - The idea is that children reach the conclusion themselves that there aren't chores just for men / just for women and that everyone can do any chore, building on what they learned from the pictionary task.
 - **(Slide 8)** Ask pupils who does these chores in their home.
 - Who makes dinner?
 - Who goes shopping?
 - Who does the ironing?
 - Who makes the beds? Etc.
 - Ask pupils what chores they do at home. This will allow you to assess their reality and the gender roles and stereotypes that exist in their experiences.
 - Listen as they answer and talk about differences between adults and children. E.g. *I don't do the ironing because it's dangerous. I make my bed when I get up every morning. etc. Do they share chores with their siblings?*
- NOTES:** Allow pupils to talk openly about these chores at their home and notice any preconceived ideas that come about, building on what you learned from the previous tasks. Maybe these jobs are shared at their homes, or maybe the chores all fall to one family member.



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Part 2 (20 mins)

- **(Slide 9)** This part of the lesson is about the mental load, which in the majority of cases, is taken on by women. Ask pupils who tells them to do chores?

- Is it always the same person?
- How do they know what chores need to be done?

NOTES: It's likely that pupils will talk about their parents / caregivers. Perhaps they are assigned chores by a family member, perhaps they have a list of who is responsible for each task.

- **(Slide 10)** show the slide and read out each of the woman's thoughts. Ask which chores they relate to.
- Give an example first. Read aloud: 'The plants are dry' and ask pupils 'What chore is this?' Pupils will reply 'Water the plants'.
- Repeat with the other bubbles:
 - Buy more cat food = go shopping / feed the pet
 - The bin is full = take out the rubbish
 - The clothes are dirty = do the washing

- **(Slide 11)** Tell pupils that it takes time to remember all the tasks, and assign them to other people in the family. Even when the chores are shared between the members of a family, usually one person (and usually a woman) is responsible for managing the tasks; deciding what needs to be done and when. Ask pupils if this seems fair.

NOTES: Pay special attention to judgements, like facial expressions and comments. These should not be ignored and the conversation should be redirected if these dynamics arise. The goal is that students are conscious of the burden of one person or gender taking care of all or most household chores.

- **(Slide 12)** Tell pupils they can help by remembering their own chores.
- Show the model of the child with the thought bubbles, and their thoughts / chores filled in
- Handout worksheet 1 and ask pupils to complete it.

Extension (10 mins)

- Have pupils present their pictures and talk about their chores at home. They should explain 'I can X' and point to their drawings.
- Encourage them to provide more information if appropriate e.g. *I can make my bed when I get up every day.*