

Equality and Diversity Lesson Plan

'Jacob's New Dress': Sarah and Ian Hoffman

Health and Wellbeing Experiences and Outcomes:

| Mental, emotional, social and physical wellbeing | | | | |
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| EARLY | FIRST | SECOND | THIRD | FOURTH |
| <p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p> | | | | |
| <p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p> | | | | |
| <p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p> | | | | |

Literacy and English Experiences and Outcomes:

| Listening and Talking – Understanding, analysing and evaluating | | | | |
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| EARLY | FIRST | SECOND | THIRD | FOURTH |
| <p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT-07a/ LIT 0-16a/ ENG 0-17a</p> | <p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p> | <p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p> | <p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p> | <p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p> |

Progression

| Early | First | Second | Third/Fourth |
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| <p><i>I know that everyone is different.</i></p> <p><i>I am able to share my thoughts with others.</i></p> | <p><i>I understand the similarities and differences between people.</i></p> <p><i>I am able to respond to questions using key question vocabulary.</i></p> | <p><i>I understand how we can be influenced by our environment.</i></p> <p><i>I am able to celebrate the unique qualities of individuals.</i></p> <p><i>I am able to support my opinion with evidence.</i></p> | <p><i>I understand the links between equality, diversity and mental health.</i></p> <p><i>I am able to respond appropriately to persuasion.</i></p> |

| By the end of Early Level |
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| <ul style="list-style-type: none">❖ <i>I know that everyone is different.</i>❖ <i>I am able to share my thoughts with others.</i> |
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Resources:

'Jacob's New Dress' by Sarah and Ian Hoffman
"Home Corner" with dress-up clothes and props
Mark making materials

Step 1:

Prior to reading:

The children should share their favourite place where they like to play within the ELC/school environment – practitioner to highlight that we all like different things, but some of us like some the same things.

Step 2:

Focus on the "Home Corner" with dress-up clothes and props.

Practitioner to show the different items of clothing and props, opening up a discussion through:

"I wonder who might use these..."; "I wonder who might wear this..."

Read 'Jacob's New Dress':

Practitioner to reinforce that in the "Home Corner" we can all dress in any of the clothes and play with any of the objects. Practitioners to reinforce in the ELC or school there are no 'toys for boys' or 'toys for girls', we can all play with the things that make us happy.

Step 3:

Children to draw a picture of themselves in the "Home Corner" wearing the clothes and playing with the toys which make them happy. Encourage the children to use their favourite colours.

Practitioners to celebrate their differences.

By the end of First Level

- ❖ *I understand the similarities and differences between people.*
- ❖ *I am able to respond to questions using key question vocabulary.*

Resources:

'Jacob's New Dress' by Sarah and Ian Hoffman

Kilt pictures

Materials for kilt design

Step 1:

Brainstorm 'What makes a good friend?' Each child to draw a self-portrait and pick five of the words which describe them as a friend.

Step 2:

Practitioner to highlight that we're all different, but there are some key things which we all need to remember when being a good friend.

Children to identify the things which they like to do with their friends. Practitioner to highlight that different friends like to do different things together.

Discuss the children's favourite:

- game to play
- food to eat
- story to read.

Practitioner to celebrate the differences across the classroom.

Introduce the back cover to 'Jacob's New Dress', looking at the different pictures of Jacob dressed up in different outfits. Read 'Jacob's New Dress': Discuss:

- How was Jacob feeling at the start, middle and end of the book?
- Who were the good friends in the book?

Practitioner to share: *"Jacob feels comfortable when he wears his dress to school. Some of his friends think dresses are only for girls and don't treat Jacob the way we said good friends treat their friends. Good friends know that we're all different and that doesn't matter. It's about who we are, not what we wear."*

Step 3:



The kilt is well-known in Scotland as an item of clothing which is worn at a variety of different events, and is worn by both men and women. You see the kilt worn at weddings, at parties, by Highland dancers and by pipers. You can access the two pictures – [picture 1](#) and [picture 2](#). Children to design their own kilt tartan pattern, creating a display which showcases the unique blend of each person's tartan in the class, adding the descriptive vocabulary for a good friend.

By the end of Second Level

- ❖ *I understand how we can be influenced by our environment.*
- ❖ *I am able to celebrate the unique qualities of individuals.*
- ❖ *I am able to support my opinion with evidence.*

Resources:

'Jacob's New Dress' by Sarah and Ian Hoffman

[I Am Me](#) video by Willow Smith

Materials for creating display

Step 1:

Begin with watching the [I Am Me](#) video by Willow Smith. Discuss:

- What is Willow Smith trying to tell us in this song and video?

Using the following lyrics, discuss:

- How is Willow feeling?
- Why is Willow feeling the way she does?

*People don't like the way I dress, or where I am at (I've been lookin');
I dye my hair and it's not just vanity (I've been lookin');
Your validation is just not that important to me;
I'm me, I'm me, and that's all I can be.*

Step 2:

Read 'Jacob's New Dress': Discuss:

- The way Jacob was treated by the different children in the book
- How did Jacob's Mum and Dad feel throughout the book?

Focus on the page where Jacob comes home upset after Christopher stealing his dress-thing.
"Mom didn't answer. The longer she didn't answer, the less Jacob could breathe."

- What did Sarah and Ian Hoffman (authors) mean?
- How might mum have been feeling?

Practitioner to share: Mum and Dad encouraged Jacob to wear what made him comfortable at home. They may have been worried about Jacob wearing a dress because of how he would be treated by other people. Mum and Dad both support Christopher by helping him make his new dress and encourage him to be himself. It's important that we can all be ourselves.

Step 3:

Children to draw and/or source images (from magazines, internet images etc.) which show the things that make them ME, i.e. they like to wear, to eat, to watch, to play with, to listen to etc. Using outlines of people, each child to use their images to create an 'I Am Me' collage. Create an 'I Am Me' display featuring the unique qualities of everyone in the class.

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| By the end of Third/Fourth Levels |
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| <ul style="list-style-type: none">❖ <i>I understand the links between equality, diversity and mental health.</i>❖ <i>I am able to respond appropriately to persuasion.</i> |
|---|

Resources:

'Jacob's New Dress' by Sarah and Ian Hoffman

Telegraph article: [His-and-hers advert ban as TV pulls plug on gender stereotypes](#)

Guardian article: [Teenage boys wear skirts to school to protest against 'no shorts' policy](#)

In Style article: [Why Gucci Is The Ultimate In Gender Neutral Fashion](#)

Step 1:

Read the Telegraph news article from July 2017:

[His-and-hers advert ban as TV pulls plug on gender stereotypes](#)

Discuss:

- What impact do you think gendered marketing has?
- What impact do you think the new advertising rules will have?

Step 2:

Read 'Jacob's New Dress': Discuss:

- What can Jacob's school do to ensure that equality and diversity is celebrated?
- What impact could the bullying behaviours have on Jacob's mental health?
- How did Jacob's family respond to Jacob's individuality?

Read the Guardian news article from June 2017:

[Teenage boys wear skirts to school to protest against 'no shorts' policy](#)

Discuss:

- What was the learning from the boys wearing the skirts to school?

Step 3:

Read the In Style article from April 2016:

[Why Gucci Is The Ultimate In Gender Neutral Fashion](#)

Discuss:

- What impact will gender neutral fashion shows have?