

Equality and Diversity Lesson Plan

'King and King': Linda De Haan and Stern Nijland

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing				
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				
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 0-07a / 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
<p><i>I know that different things make different people happy.</i></p>	<p><i>I understand that each person is different and that these differences should be celebrated.</i></p>	<p><i>I understand the ways in which we can be persuaded.</i></p> <p><i>I know that there is marriage equality in the U.K.</i></p>	<p><i>I understand the history of marriage equality in the U.K.</i></p> <p><i>I am able to identify the positive impact of promoting equality for all.</i></p>

By the end of Early Level

❖ *I know that different things make different people happy.*

Resources:

'King and King' – Linda de Haan and Stern Nijland

Step 1:

Read through of the book 'King and King' by Linda de Haan and Stern Nijland.

Step 2:

Read the book a second time, making the following comments to promote dialogue:

Pgs. 5 & 6 (Queen telling the Prince he has to get married)

Before re-reading: *"I wonder what the Queen wants to talk to the Prince about."*

Pgs. 7 & 8 (King and Queen eating breakfast):

"I wonder how the Prince is feeling here – point to the Prince's face."

Pgs. 17 & 18 (Prince and the Queen are sad)

Pointing at the Queen and Prince: *"I wonder why they're feeling sad."*

Pgs. 25 & 26 (King and King with wedding cake)

"They both look happy holding their wedding cake."

Step 3:

Using Pgs. 27 & 28 make the following comments:

"In the story the Prince got married to another Prince. That made him happy. He didn't want to get married to a Princess. That would have made him sad. Look over here (pointing to the man and woman); they look happy – they might decide to get married someday. The Queen looks happy now that her son, the Prince, is happy and she has some time to sunbathe on her own. All of the people in the picture are happy at the end of the story because they've done what makes them happy."

By the end of First Level

❖ *I understand that each person is different and that these differences should be celebrated.*

Resources:

'King and King' – Linda de Haan and Stern Nijland

Different Families Same Care poster – Stonewall -

http://www.stonewall.org.uk/sites/default/files/different_families_same_care_poster.pdf

Poster making materials

Step 1:

Read through of the book 'King and King' by Linda de Haan and Stern Nijland.

Step 2:

Retell the story in sequence –

e.g. Cutting up the pictures and getting the children to order

e.g. Giving a blank comic strip and getting the children to draw pictures in order

e.g. Children to create a story map, using images for the key points.

Share: *"In the story 'King and King' the Prince gets married to another Prince. This is different from most stories where the Prince gets married to a Princess. Families come in all shapes and sizes. In this story both Princes get married and became a family – King and King."*

Step 3:

Show the 'Different Families Same Care' poster from Stonewall –

http://www.stonewall.org.uk/sites/default/files/different_families_same_care_poster.pdf

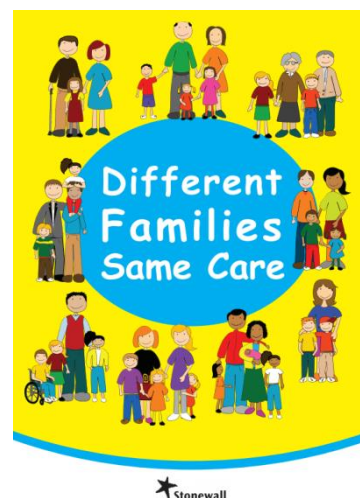
Questions:

- Are these families all the same?
- What do you notice about the families in this poster?

Share: *"In all of these families there are children. In 'King and King' the Prince and Prince are married and become a family but there are no children in their family."*

Step 4:

Brainstorm any other families which are not included in this poster and create a new poster to represent all families that the children can think of, including those represented in the poster.



By the end of Second Level

- ❖ *I understand the ways in which we can be persuaded.*
- ❖ *I know that there is marriage equality in the U.K.*

Resources:

'King and King' – Linda de Haan and Stern Nijland
Cinderella (or another popular fairytale)

Step 1:

Read through of the book 'Cinderella' (or another popular fairy tale of your choice).

Retell the story in sequence –

E.g. Children to create a story map, using images for the key points.

Step 2:

Read through of the book 'King and King' by Linda de Haan and Stern Nijland.

Retell the story in sequence –

E.g. Children to create a story map, using images for the key points.

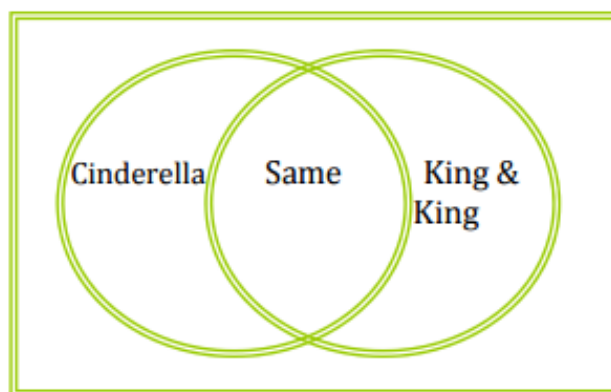
Step 3:

In pairs, create a Venn diagram to show what is the 'same' and what is 'different' about the fairy tale and 'King and King'.

Step 4:

Pairs to share their Venn diagrams to create a class Venn diagram with the similarities and differences.

Venn diagram



Share: *"In both stories they live happily ever after. In Cinderella she marries a prince and in King and King he also marries a prince. They're both happy. 'King and King' is different from most stories where the Prince gets married to a Princess. In the U.K. a woman can marry a man or a woman. In the UK a man can marry a man or a woman. Some people will choose not to get married, and that's okay too."*

By the end of Third/Fourth Levels

- ❖ *I understand the history of marriage equality in the U.K.*
- ❖ *I am able to identify the positive impact of promoting equality for all.*

Resources:

'King and King' – Linda de Haan and Stern Nijland

[Oxford Dictionary's definition for 'marriage'](#)

[Stonewall's Key Dates for LGBT Equality resource](#)

['In a Heartbeat' animation](#)

Step 1:

Look at the [Oxford Dictionary's definition for 'marriage'](#):

The legally or formally recognized union of two people as partners in a personal relationship (historically and in some jurisdictions specifically a union between a man and a woman)

Discuss:

- ❖ How would you define 'marriage'?
- ❖ What does 'marriage' mean in the U.K.?

Use [Stonewall's Key Dates for LGBT Equality resource](#) to share history of same sex marriage:

2004

The [Civil Partnership Act 2004](#) is passed, granting civil partnership in the United Kingdom. The Act gives same-sex couples the same rights and responsibilities as married straight couples in England, Scotland, Northern Ireland and Wales.

2014

The [Marriage \(Same Sex Couples\) Act 2013](#) officially comes into force, with the first same-sex [marriages in England and Wales](#) taking place on 29 March 2014. Scottish Government passes legislation allowing same-sex couples to marry in Scotland.

Step 2:

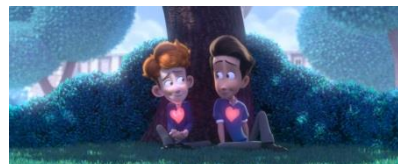
Read 'King and King' by Linda de Haan and Stern Nijland. Discuss:

- What societal pressures did the Prince feel during the book?
- What were the different factors which brought about happiness for the prince?

Step 3:

Watch ['In a Heartbeat' animation](#) and discuss:

- How is the red-haired boy feeling at the start of the film? Why?
- What is his heart telling him to do? Why is he afraid to do this?
- How are they treated by the other young people?
- How is the red-haired boy feeling when he only has half of his heart?
- What happens when the dark-haired boy gives the red-haired boy the other half of his heart back?



Discuss how the film challenges the view that society is heteronormative, sharing how the film encourages society to celebrate equality and diversity.