### Health and Wellbeing Experiences and Outcomes:

<table>
<thead>
<tr>
<th>Mental, emotional, social and physical wellbeing</th>
</tr>
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<tbody>
<tr>
<td>EARLY</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</td>
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<tr>
<td>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</td>
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<tr>
<td>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</td>
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<tr>
<td>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.</td>
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<tr>
<td>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</td>
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</tbody>
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### Literacy and English Experiences and Outcomes:

<table>
<thead>
<tr>
<th>Listening and Talking – Understanding, analysing and evaluating</th>
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<tbody>
<tr>
<td>EARLY</td>
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<td>-------</td>
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<tr>
<td>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</td>
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<tr>
<td>LIT-07a / LIT 0-16a / ENG 0-17a</td>
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<tr>
<td>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</td>
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<tr>
<td>LIT 1-07a</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>LIT 2-07a</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>LIT 3-07a</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>LIT 4-07a</td>
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</tbody>
</table>

### Progression

<table>
<thead>
<tr>
<th>Early</th>
<th>First</th>
<th>Second</th>
<th>Third/Fourth</th>
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</thead>
<tbody>
<tr>
<td>I know that we are all different.</td>
<td></td>
<td></td>
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<tr>
<td>I am able to share the things that make me the same and different as other people.</td>
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<tr>
<td>I understand that what makes me happy is different from other people.</td>
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<tr>
<td>I am able to celebrate the differences of other people.</td>
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<tr>
<td>I understand the way that the environment can influence opinions.</td>
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<tr>
<td>I am able to express an opinion using evidence.</td>
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<tr>
<td>I understand the role we all play in creating a fairer, happier society.</td>
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<tr>
<td>I am able to make the links between policy and practice.</td>
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</tbody>
</table>

Kindly created and shared by the young people and adults within the Millburn ASG Equality and Diversity Working Group and the Highland Council’s LGBTI+ sub-group of the Care and Learning Equalities Improvement Group.
Equality and Diversity Lesson Plan
‘10,000 Dresses’: Marcus Ewert

By the end of Early Level

- I know that we are all different.
- I am able to share the things that make me the same and different as other people.

Resources:
‘10,000 Dresses’ – Marcus Ewert
Small mirrors
Paper and markers

Step 1:
- Look at the front cover together and discuss:
  - What can you see on the front cover?
  - What is the character’s dress made of?
  - What do you think this story might be about?

Step 2:
- Read the book together and make the following statements:
  - Bailey dreams about lots of types of dresses.
  - Bailey’s family doesn’t think that Bailey should wear dresses.
  - Bailey and Laurel both enjoy wearing dresses.
- Discuss the following:
  - What types of dresses does Bailey dream about?
  - What type of dress does Laurel make with Bailey?

Step 3:
- **Share:** Bailey likes wearing dresses. Everyone else thinks Bailey shouldn’t wear dresses because they say that boys don’t wear dresses. Bailey doesn’t feel like a boy and thinks happy thoughts about dresses. Laurel helps Bailey make a dress to wear. This story shows that it is okay to be whoever you want to be.
- Discuss: How is Laurel a good friend to Bailey?

Step 4:
- Look at the last picture with Laurel and Bailey in their dresses with mirrors.
- Using small mirrors, ask the children to share what they can see when they look into the mirror.
- The children should draw themselves as they see themselves.
- **Share:** We are all different. We all look different. We all act differently. That’s okay. We are all unique.

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By the end of First Level

- I understand that what makes me happy is different from other people.
- I am able to celebrate the differences of other people.

Resources:
‘10,000 Dresses’ – Marcus Ewert
Paper and markers

Step 1:
- Look at the front cover together and discuss:
  - What can you see on the front cover?
  - What is the character’s dress made of?
  - What do you think this story might be about?

Step 2:
- Read the story together and discuss:
  - What does Bailey’s family think of Bailey wanting to wear a dress:
    - Mum
    - Dad
    - Brother?
  - How does this make Bailey feel?
  - How does Laurel make Bailey feel happy and included?

Step 3:
- **Share:** Bailey’s family want Bailey to act in a certain way. Bailey’s family doesn’t want Bailey to wear a dress. They tell Bailey that boys don’t wear dresses. Bailey feels happy when wearing a dress. Laurel notices this and creates dresses which they wear together.
- Discuss:
  - Is what makes one person happy different from what makes another person happy?

Step 4:
- Children to complete the following statements:
  - I am happiest when I’m playing…
  - I am happiest when I’m reading…
  - I am happiest when I’m watching…
  - I am happiest when I’m wearing…
- Create a poem with their happy things, drawing a picture of when they’re happy.
- **Share:** We are all different. What makes you, you, is different from what makes me, me. That’s okay – we’re all unique!
Equality and Diversity Lesson Plan  

‘10,000 Dresses’: Marcus Ewert

By the end of Second Level

✧ I understand the way that the environment can influence opinions.
✧ I am able to express an opinion using evidence.

Resources:
‘10,000 Dresses’ – Marcus Ewert
Children on Gender Roles video clip: https://www.youtube.com/watch?v=A8TN6FyfsiM
Paper and markers

Step 1:

- Thinking about the clothes that stereotypically boys and girls wear, create a Venn diagram in small groups which identify the clothes that ‘boys wear’, ‘girls wear’ and ‘both wear’.
- Share the Venn diagrams with the class to create a class Venn diagram.
- Discuss: Are boys able to wear clothes from the girls’ section? Are girls able to wear clothes from the boys’ section?

Step 2:

- Read the story together.
- Discuss:
  - Bailey’s family keep saying Bailey is wrong to want to wear a dress; how do you think this makes Bailey feel?
  - Bailey’s family think that boys need to act in a certain way. What do you think?
  - What do you think is meant when Bailey says, ‘But... I don't feel like a boy.’

Step 3:

- Watch the Children on Gender Roles video clip.
- Discuss:
  - How do you think gender stereotypes exist?
  - How can we challenge them as a school?

Step 4:

- Using different materials create a visual entitled ‘Clothes Have No Gender’. Use images from magazines, the internet and books to show people expressing who they are, no matter their gender identity.

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Equality and Diversity Lesson Plan

‘10,000 Dresses’: Marcus Ewert

By the end of Third/ Fourth Levels

- I understand the role we all play in creating a fairer, happier society.
- I am able to make the links between policy and practice.

Resources:
‘10,000 Dresses’ – Marcus Ewert
CBBC: “I Am Leo”: https://www.youtube.com/watch?v=0x_u2cs8Dpl
LGBT Youth Scotland, Supporting Transgender Young People
Paper and markers

Step 1:
- Read the story together.
- Discuss:
  - How does the book explore gender identity?
  - What role do Bailey’s family play?
  - What barriers does Bailey face?

Step 2:
- Watch “I Am Leo”.
- Discuss:
  - How does the clip explore gender identity?
  - What role do Leo’s family play?
  - What barriers does Leo face?

Step 3:
- Reflecting on the way that Bailey’s family reacted, in pairs take one of the characters – Mum, Dad or Brother.
- Following the interaction with the family member, re-create the next scene where Mum, Dad or Brother react positively.
- Re-write the page, creating a new dress for Bailey where Bailey is accepted.

Step 4:
- Look at the LGBT Youth Scotland, Supporting Transgender Young People (November 2017) publication together.
- Discuss: How can ‘10,000 Dresses’ being used in schools contribute to the recommendations within the LGBT Youth Scotland Supporting Transgender Young People guidance?
- Reflect on how the school is currently developing the recommendations within the guidance, and what next steps need to be taken.

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