

# Equality and Diversity Lesson Plan

## 'And Tango Makes Three': Justin Richardson and Peter Parnell

### Health and Wellbeing Experiences and Outcomes:

<i>Mental, emotional, social and physical wellbeing</i>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<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> <b>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</b></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> <b>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</b></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> <b>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</b></p>				

### Literacy and English Experiences and Outcomes:

<i>Listening and Talking – Understanding, analysing and evaluating</i>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<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> <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></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> <b>LIT 1-07a</b></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> <b>LIT 2-07a</b></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> <b>LIT 3-07a</b></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> <b>LIT 4-07a</b></p>

### Progression

<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third/Fourth</b>
<p><i>I know that all families are different.</i></p> <p><i>I am able to talk about myself.</i></p>	<p><i>I understand that love is something which we feel.</i></p> <p><i>I am able to name the emotions people feel.</i></p>	<p><i>I recognise stereotypes.</i></p> <p><i>I am able to express an opinion with reasons.</i></p>	<p><i>I understand how legislation protects all of us.</i></p> <p><i>I am able to explore an issue, using evidence to justify my points.</i></p>

<b>By the end of Early Level</b>
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| <ul style="list-style-type: none"><li>❖ <i>I know that all families are different.</i></li><li>❖ <i>I am able to talk about myself.</i></li></ul> |
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### Resources:

'And Tango Makes Three' – Justin Richardson and Peter Parnell

Paper and markers

Craft materials

Sticky notes

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### Step 1:

- Children to talk about/ draw a picture of their family on large sticky notes.
- Share and celebrate the differences between families.

### Step 2:

- Look at the front cover of 'And Tango Makes Three', discuss:
  - Who is in the picture?
  - Where is the story taking place?
  - What do you think might happen in the story?

### Step 3:

- Read the book together.
- Using materials, create an image of Roy, Silo and Tango.
- Add the penguin family to the display of the children's families.
- **Share:** *In 'And Tango Makes Three' we see families of penguins who love each other. There are all different types of families; each family is special.*

### By the end of First Level

- ❖ *I understand that love is something which we feel.*
- ❖ *I am able to name the emotions people feel.*

#### Resources:

'And Tango Makes Three' – Justin Richardson and Peter Parnell

Paper and markers

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#### Step 1:

- Look at the front cover of 'And Tango Makes Three', discuss:
  - Who is in the picture?
  - Where is the story taking place?
  - What do you think might happen in the story?
- Read the blurb: '*There are all kinds of animal families in the zoo. But Tango's family is not like any of the others.*' – What might this mean?

#### Step 2:

- Read the story together.
- Retell the story in sequence e.g. by using a Storymap.
- **Share:** *In this story Roy and Silo love each other and they love the baby penguin they look after, Tango. Families come in all shapes and sizes. They are all different.*

#### Step 3:

- In small groups, each group should focus on one of the images from 'And Tango Makes Three'. Suggested images: *Roy and Silo bowing/singing to each other, Roy and Silo watching the other penguins hatch chicks, Roy and Silo trying to hatch the rock, Roy and Silo with newborn Tango, the three penguins hugging at sunset.*
- Give each table a word bank of feelings words: *sad, happy, lonely, jealous, frustrated, joyful, strong, proud, disappointed, safe.*
- In their groups pupils must discuss which words would apply to the characters at that stage of the story.
- Each group to share the different emotions the penguins felt.

### By the end of Second Level

- ❖ *I recognise stereotypes.*
- ❖ *I am able to express an opinion with reasons.*

#### Resources:

'And Tango Makes Three' – Justin Richardson and Peter Parnell

Telegraph Article: <http://www.telegraph.co.uk/culture/books/booknews/11532897/Gay-penguins-have-no-place-in-our-libraries-say-parents.html>

Paper and markers

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#### Step 1:

- Read the story together.
- Discuss: *How is this story different from other stories? How is it the same?*
- **Share:** *In this story Roy and Silo love each other and they love the baby penguin they look after, Tango. Families come in all shapes and sizes. They are all different.*

#### Step 2:

- Read the Telegraph article together.
- Discuss:
  - *Why do you think this book has been banned?*
  - *Why do you think this book should be used in schools? (write up responses).*

#### Step 3:

- A letter to the editor: Children to create a letter in response to the article sharing:
  - What important message does the book teach us?
  - How can this book be used in schools?

### By the end of Third/ Fourth Levels

- ❖ *I understand how legislation protects all of us.*
- ❖ *I am able to explore an issue, using evidence to justify my points.*

#### Resources:

'And Tango Makes Three' – Justin Richardson and Peter Parnell

Guardian Article:

<https://www.theguardian.com/books/2007/may/23/booksforchildrenandteenagers.richardlea>

Equality Act (2010), Protected Characteristics: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

LGBT Youth Scotland, Addressing Inclusion:

[https://www.lgbtyouth.org.uk/files/documents/Addressing\\_Inclusion.pdf](https://www.lgbtyouth.org.uk/files/documents/Addressing_Inclusion.pdf)

Paper and markers

#### Step 1:

- ❖ Read the story together.
- ❖ Discuss: *How does the story promote family diversity?*

#### Step 2:

- Read the Guardian article together.
- Discuss: *Why do you think the book was received the way it was in 2007?*
- Discuss: *What benefits do you see having the book within schools and libraries in the U.K.?*

#### Step 3:

- Look at the Protected Characteristics from the Equality Act (2010)
- Discuss: *How could 'And Tango Makes Three' be used to promote equality and diversity education, linked to the protected characteristics?*

#### Step 4:

- Look at the LGBT Youth Scotland, Addressing Inclusion (November 2017) publication together.
- Discuss: *How can 'And Tango Makes Three' being used in schools contribute to the recommendations within the LGBT Youth Scotland Addressing Inclusion guidance?*
- Create a response (text such as essay, video, infographic) to:
  - *"Using books such as 'And Tango Makes Three' in school can help prevent homophobic, biphobic and transphobic bullying."*