

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 0-7a / 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 the things I like are different to the things other people like.</i></p> <p><i>I am able to share what I think with other people.</i></p>	<p><i>I understand that everyone is different.</i></p> <p><i>I know what makes me feel happy.</i></p> <p><i>I am able to listen to and respect the differences of people.</i></p>	<p><i>I understand stereotypes.</i></p> <p><i>I am able to identify persuasion and influence.</i></p> <p><i>I am able to persuade others.</i></p>	<p><i>I understand gender stereotypes and prejudice.</i></p> <p><i>I am able to identify cause and effect.</i></p> <p><i>I am able to share information using visuals.</i></p>

By the end of Early Level

- ❖ *I know that the things I like are different to the things other people like.*
- ❖ *I am able to share what I think with other people.*

Resources:

'Morris Micklewhite and the Tangerine Dress' – Christine Baldacchino

Mixing bowl and wooden spoon

Mark making materials

Step 1:

- Bring out a mixing bowl and wooden spoon. Share with children: *"Today we're going to make something special. We're going to make friendship soup."*
- Discussion:
 - *What do you like to do with your friends?*
 - *How do good friends make you feel?*
- Using the qualities, the children should draw pictures, e.g. "A good friend plays with you" might be a picture of two friends playing.
- Add all of the ingredients to the mixing bowl to make the friendship soup.

Step 2:

- Share the front cover of "Morris Micklewhite and the Tangerine Dress" and discuss:
 - *What do you notice about the front cover?*
 - *What do you think this story might be about?*

Step 3:

Share the book together (using the following discussion prompts)

- How do you think Morris feels when he wears the dress?
- How do you think Morris is feeling when the other children are laughing at him?
- Why does Becky say, *"You can't wear it! You're a boy!"*?
- Why isn't Morris allowed to play in the spaceship?
- What makes Morris feel better when he feels sad?
- How does Morris feel at the end of the story?

After Reading – share:

"It is important to let people feel happy doing the things they like. Morris should be allowed to wear his dress without being made fun of. Nobody should try to take it off him. When Morris is teased because of wearing the dress he feels terribly upset and unwell. Morris feels happiest when he is being himself and this is when he wears the dress. Some girls like to wear dresses and some girls don't and that's OK. Some boys like to wear dresses and some boys don't and that's OK. We are all different, but being a good friend is something that we can all do."

By the end of First Level

- ❖ *I understand that everyone is different.*
- ❖ *I know what makes me feel happy.*
- ❖ *I am able to listen to and respect the differences of people.*

Resources:

'Morris Micklewhite and the Tangerine Dress' – Christine Baldacchino

Dress-up clothes and props

Design materials

Step 1:

- Provide children with a selection of dress-up clothes and props.
- In small groups, one person should identify as the mannequin who will be dressed up.
- The other children in the group should select items of clothing/ props that create a character.
- Group to present their character to the rest of the group and discuss:
 - Who is your character?
 - What do they do?
 - How do they act?
 - How would you act if people dressed like this all of the time?

Step 2:

- Share the front cover of "Morris Micklewhite and the Tangerine Dress" and discuss:
 - *What do you notice about the front cover?*
 - *What do you think this story might be about?*

Step 3:

- Share the story of "Morris Micklewhite and the Tangerine Dress" and discuss:
 - *How is Morris treated by other children when he wears a dress?*
 - *How does Morris feel when he is wearing the dress?*
 - *Why has the tangerine colour been used?*

Step 4:

- As a class, look at all the times where Morris is happy within the group. List how he is feeling, what things you can see, what sounds are suggested (e.g. swish, swish, swish).
- With a partner share what makes them happy: what do they do? who are they with? how do they feel?
- Using paint, tissue paper, crayon, pencil create an A3 background on poster paper with different tones of a colour which is their 'favourite'.
- Draw pictures, use photographs and write words on top to create a journal page about *This makes me happy...*
- Share and celebrate the different things which make people feel happy.

By the end of Second Level

- ❖ *I understand stereotypes.*
- ❖ *I am able to identify persuasion and influence.*
- ❖ *I am able to persuade others.*

Resources:

'Morris Micklewhite and the Tangerine Dress' – Christine Baldacchino

'Like a Girl' video clip: <https://www.youtube.com/watch?v=XjQBJWYDTs>

1960s Coffee Commercial: <https://www.youtube.com/watch?v=EBUi0Uod7xU>

Book Preview: <https://www.youtube.com/watch?v=DYd20IGgtXo>

Advert making materials

Step 1:

- Ask children to demonstrate the following:
 - *run like a girl*
 - *dance like a boy*
 - *fight like a girl*
 - *throw like a boy.*
- Watch the 'Like a Girl' video clip and discuss:
 - *When we use the phrase 'Like a Girl' to describe a girl, how does that make girls feel?*
 - *If we use that phrase to describe a boy, how would that make boys feel?*

Step 2:

- Watch the 1960s Coffee Commercial and discuss:
 - What message is the advertiser communicating?
 - What's the woman's role?
 - What's the man's role?
 - How would you change it?

Step 3:

- Read "Morris Micklewhite and the Tangerine Dress" and discuss:
 - Why is it important that Morris is supported to be who he is?
 - How do the other children expect Morris to behave?

Step 4:

- Watch the "Morris Micklewhite and the Tangerine Dress" Book Preview clip.
- Discuss as a group: ***Why is it important that this book is shared with children and families?***
- Children to work in small groups to create their own Book Preview, including:
 - the key themes of the text
 - why this text should be shared with children and families.

By the end of Third/Fourth Levels

- ❖ *I understand gender stereotypes and prejudice.*
- ❖ *I am able to identify cause and effect.*
- ❖ *I am able to share information using visuals.*

Resources:

'Morris Micklewhite and the Tangerine Dress' – Christine Baldacchino

'Stereo' video clip: <https://www.youtube.com/watch?v=ePlriYalzPY>

Paper, pens etc.

Step 1:

- Watch the 'Stereo' video clip and discuss:
 - *How is gender perceived in the clip?*
 - *How did the creator communicate their key message?*
 - *"There's no gender assigned to a piece of fabric." – Is this the reality?*

Step 2:

- In groups, children to create a chart for one of the following categories, identifying the stereotypes for boys and girls
 - clothes they wear
 - way they act
 - hobbies they have
 - subjects they study
 - jobs they have.

boys...	girls...

Step 3:

- Read "Morris Micklewhite and the Tangerine Dress" and discuss:
 - *How is Morris subjected to gender stereotyping?*
 - *How can the school best support Morris, and all children/ young people, to be who they are?*

Step 4:

- With the charts created in Step 2, identify examples where these traditional gender stereotypes are challenged
- Create a visual image using photographs and text to showcase examples where gender stereotypes are challenged, e.g. a poster where men are depicted as nurturing care givers or where women are depicted as strong and independent decision makers.