

# Equality and Diversity Lesson Plan

## 'My Princess Boy': Cheryl Kilodavis

### Health and Wellbeing Experiences and Outcomes:

<b>Mental, emotional, social and physical wellbeing</b>				
<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:

<b>Listening and Talking – Understanding, analysing and evaluating</b>				
<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 am able to share my feelings and ideas in a way that others can understand.</i></p>	<p><i>I am able to make my own choices and decisions.</i></p> <p><i>I am able to respect the opinions, views and thoughts of others when they differ to my own.</i></p>	<p><i>I understand the impact of gender stereotypes.</i></p> <p><i>I am able to respectfully respond to the opinions of others using questions and counterstatements.</i></p>	<p><i>I understand the term gender expression.</i></p> <p><i>I am able to suggest ways which equality and diversity education can be improved.</i></p>

# Equality and Diversity Lesson Plan

## *'My Princess Boy'*: Cheryl Kilodavis

<b>By the end of Early Level</b>
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❖ <i>I am able to share my feelings and ideas in a way that others can understand.</i>
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### Resources:

*'My Princess Boy'* – Cheryl Kilodavis

Dressing-up clothes: costumes, bags, ties, old clothes, scarves etc.

"My Princess Boy" puppet (a doll or standard puppet wearing a dress and a tiara)

### Step 1:

Read the story together. Use a puppet of the Princess Boy to encourage the learners to share their ideas about the book. Use the following statements to prompt discussion:

- ***"This is my Princess boy. I can see he is wearing a dress and a tiara."***
- ***"I can see that he is happy and his family love him."***
- ***"I can see that people laughed at the Princess Boy and that made him feel sad."***
- ***"I can see his brother is trying to make him feel better."***

### Step 2:

Provide a selection of clothes and materials which can be used to create clothes and accessories. Model using the materials to create outfits or play a character. Invite the children to explore the different materials, talking with them individually about their choices.

### Step 3:

Invite the learners to talk about the materials and accessories they chose to use. Talk about favourite clothes they like to wear at home and how it makes them feel.

# Equality and Diversity Lesson Plan

## 'My Princess Boy': Cheryl Kilodavis

### By the end of First Level

- ❖ *I am able to make my own choices and decisions.*
- ❖ *I am able to respect the opinions, views and thoughts of others when they differ to my own.*

#### Resources:

'My Princess Boy' – Cheryl Kilodavis

Puppet making materials

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#### Step 1:

Read the story together. Invite the children to share their responses to the questions at the end of the book. The children should be given time to share their responses with a partner before sharing with the wider group.

- **Will you laugh at him?**
- **Will you call him a name?**
- **Will you play with him?**
- **Will you like him for who he is?**

#### Step 2:

In groups of three, children to each take a role of the Princess Boy, the mum and the woman at Halloween. Children to create a freeze frame of the scene.

As a class, discuss how the Princess Boy felt after the woman had laughed at him. Children to generate a list of words or phrases to describe these feelings.

The Princess Boy feels safe and happy at school. Discuss how everyone in the school have made the Princess Boy feel happy and safe. As a whole class, create a classroom promise to ensure that everyone is supportive and respectful towards their peers. This should be displayed in the classroom.

#### Step 3:

Provide a selection of different materials which can be used to create puppets, e.g. felt, socks, craft materials. Invite the children to explore the different materials. If children could be any character in any story, who would they be? Children to use the materials to create their puppet character.

Children to share the character they have created and why they have chosen that character. Characters to be added to a class display.

### By the end of Second Level

- ❖ *I understand the impact of gender stereotypes.*
- ❖ *I am able to respectfully respond to the opinions of others using questions and counterstatements.*

#### Resources:

'My Princess Boy' – Cheryl Kilodavis

[Recording Emotions Graph](#)

#### Step 1:

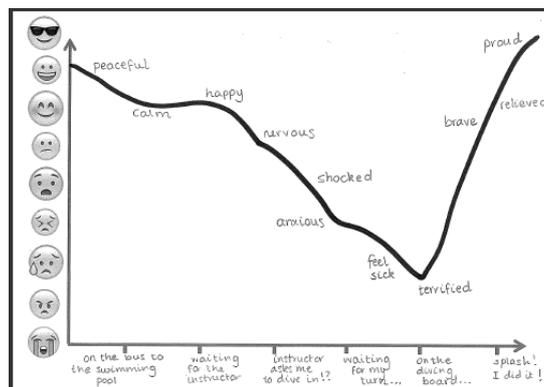
Read the story together. Discuss:

- How did the Princess Boy's family support him?
- How did the Princess Boy's school support him?
- How did the Princess Boy's friends support him?
- When was the Princess Boy treated unfairly?

#### Step 2:

The Princess Boy had a loving family and safe places around him, but there are times where he feels sad. Children to use the [Recording Emotions Graph](#) to record the emotions of the Princess Boy on each page of the book.

Highlight the dip in the Princess Boy's emotional wellbeing during the Halloween scene.



#### Step 3:

Share with the learners: *“As a school, like the school in ‘My Princess Boy’ we want to ensure that we are creating a place where everyone feels happy and safe.”*

Discuss:

“How can we create a school where everyone feels safe to be who they are?”

Items to feed into the school action plan for Equality and Diversity.

# Equality and Diversity Lesson Plan

## 'My Princess Boy': Cheryl Kilodavis

### By the end of Third/Fourth Levels

- ❖ *I understand the term gender expression.*
- ❖ *I am able to suggest ways which equality and diversity education can be improved.*

#### Resources:

'My Princess Boy' – Cheryl Kilodavis

[Genderbread Person 2.0 Video](#)

[Genderbread Person 3.3 PDF](#)

[Smyths Toys Superstore Advert: If I Were A Toy](#)

[Vogue Gender Shoot from August 2017](#)

#### Step 1:

Watch the [Genderbread Person 2.0 Video](#). This explains the following terminology:

- Gender Identity: the gender you feel inside
- Gender Expression: the way in which you express your gender
- Biological Sex: the sex that you are born
- Sexual Orientation: your attraction to others.

Access the [Genderbread Person 3.3 PDF](#). The update looks at each section on a scale. Visit the [Genderbread Person Website](#) prior to the lesson for any updates.

#### Step 2:

Read 'My Princess Boy' and discuss:

- How does the Princess Boy express his gender?
- How is his gender expression supported by those around him?
- How could you prevent the negative behaviours which some people display (e.g. Halloween scene)?

#### Step 3:

Watch [Smyths Toys Superstore Advert: If I Were A Toy](#) and discuss:

- How have Smyths normalised gender expression within their adverts?

Look at [Vogue Gender Shoot from August 2017](#) and discuss:

- How are changes in fashion having a positive impact on gender expression?

Research other sources of examples of jobs, clothes and toys that interrupt traditional gender norms. Create a collage with images to be displayed.