

# Equality and Diversity Lesson Plan

## 'The Paper Bag Princess': Robert Munsch

### 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 know that it is important to be kind to others.</i></p> <p><i>I am able to list things which are different and the same.</i></p>	<p><i>I understand the meaning of 'stereotype'.</i></p> <p><i>I understand how people can make others feel.</i></p> <p><i>I am able to list words to describe people.</i></p>	<p><i>I understand the meaning of 'gender stereotype'.</i></p> <p><i>I am able to share my opinion and give reasons.</i></p>	<p><i>I understand the impact of stereotypes on health and wellbeing.</i></p> <p><i>I am able to create a text which persuades and informs.</i></p>

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## 'The Paper Bag Princess': Robert Munsch

### By the end of Early Level

- ❖ *I know that it is important to be kind to others.*
- ❖ *I am able to list things which are different and the same.*

### Resources:

'The Paper Bag Princess' – Robert Munsch

Mark making materials

### Step 1:

Share: *What does a princess look like?*

Using a floorbook/ flipchart/ interactive white board (or individual mark making) create a drawing of a 'princess'.

Discuss:

- What is our princess wearing?
- How do you think our princess might feel?

### Step 2:

Avoiding (at this point) showing the front cover of the book, read the first page with Elizabeth and Ronald. After reading the page, discuss:

- Does our princess look like the princess on the page?
- How are they different?
- How are they the same?

### Step 3:

Read the rest of the book together. After you have finished reading the book, discuss:

- Does the princess when she's wearing a paper bag look like our princess?
- How are they different?
- How are they the same?

### Step 4:

Share the statement:

*"The Princess was brave. She chased the dragon to find the Prince. When she found the Prince he wasn't kind to her. The Prince didn't like the way the Princess looked when she was wearing the paper bag. He didn't like her messy hair. This made the Princess sad. The Princess didn't want to marry the Prince anymore because he was unkind to her."*

Discuss:

- How was the Princess brave?

Share the statement:

*"It is important that we are kind to everyone. No matter who they are; where they come from or what they look like."*

# Equality and Diversity Lesson Plan

## 'The Paper Bag Princess': Robert Munsch

### By the end of First Level

- ❖ *I understand the meaning of 'stereotype'.*
- ❖ *I understand how people can make others feel.*
- ❖ *I am able to list words to describe people.*

### Resources:

'The Paper Bag Princess' – Robert Munsch

Mark making materials

### Step 1:

- Draw an outline of a Prince and a Princess on the board.
- Together as a group, write words on the outside of the outline to describe what a Prince and Princess look like on the outside e.g. "pretty".
- Together as a group, write words on the inside of the outline to describe how a Prince and Princess are on the inside e.g. "brave".

### Step 2:

- Before reading, discuss: What do you think this story might be about?
- Read 'The Paper Bag Princess' together.
- After reading the pages below, discuss the following:  
(Showing the first page with Elizabeth and Ronald)  
- How do you think Elizabeth feels about Ronald?  
- How do you think Ronald feels about Elizabeth?  
(Compare this with the last page with Elizabeth and Ronald)  
- How has Ronald made Elizabeth feel?

### Step 3:

- Look at the character outlines which were created at the beginning. As a group, decide whether the descriptions created match the way the Prince and Princess were in the book.
- Share: *Elizabeth really cared about Ronald. The Princess chased after the dragon and rescued the Prince. How is this story different than other fairytales?*
- Defining stereotypes, share:  
- *In many stories we see a Princess being saved by a Prince. In this story it was the other way round. The Princess was brave chasing after the dragon. In many stories we see a Princess with clean hair and nice clothes. In this story the Princess had messy hair and wore a paper bag. In many stories we see the Prince as a kind person. In this story the Prince was not kind. When we have an idea about what someone or a group of people are like without any reasons or evidence, we can call that a stereotype. In many stories the Princess needs help. In this story the Princess is strong and brave. It doesn't matter who you are; you can be strong and brave.*

### Step 4:

- Draw another outline on the board. In pairs/ small groups, children to identify words/phrases to describe someone who is 'kind' (regardless of their gender).

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## 'The Paper Bag Princess': Robert Munsch

### By the end of Second Level

- ❖ *I understand the meaning of 'gender stereotype'.*
- ❖ *I am able to share my opinion and give reasons.*

#### Resources:

'The Paper Bag Princess' – Robert Munsch

Sleeping Beauty (or another popular fairytale)

'Pass It On' video clip: <https://www.equalityhumanrights.com/en/primary-education-resources/pass-it-short-film>

#### Step 1:

- In small groups, provide children with one of four headings (making sure that whole class cover the four headings)
  1. The Princess Needing Rescued
  2. The Brave Prince
  3. The Brave Princess
  4. The Prince Needing Rescued.
- Within their groups, children should draw a picture of what comes to mind when they see their heading.
- Each of the groups to share what their character looks like.

#### Step 2:

- Read 'Sleeping Beauty'.
- Discuss:
  - *Sleeping Beauty is a fairy tale. We would not kiss someone without their permission.*
  - *Of the characters you've created, which do you recognise within this story?*
  - *Can you think of any other fairytales which have characters like this?*

#### Step 3:

- Read 'Paper Bag Princess'.
- Discuss:
  - *Of the characters you've created, which do you recognise within this story?*
  - *Can you think of any other fairytales which are like this?*

#### Step 4:

- Within groups, define the phrase 'Gender Stereotype'
- Discuss: *What stereotypes do you recognise within fairytales?*
- Discuss: *What impact do you think these stereotypes have to people in school?*

#### Step 5:

- Watch the [Pass It On](#) video clip.
- Discuss: *How does this video clip challenge stereotypes?*
- Discuss: *How can we challenge gender stereotypes so that each and every person can be who they are?*

# Equality and Diversity Lesson Plan

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### By the end of Second Level

- ❖ *I understand the impact of stereotypes on health and wellbeing.*
- ❖ *I am able to create a text which persuades and informs.*

#### Resources:

'The Paper Bag Princess' – Robert Munsch

'Gender Discrimination' video clip: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-videos>

'Is it Okay' video clip: <https://www.youtube.com/watch?v=0WySfa7x5q0>

#### Step 1:

Discuss:

- What does the phrase 'boys will be boys' suggest?
- What impact do phrases such as 'boys will be boys' have on society's view of men and women?

#### Step 2:

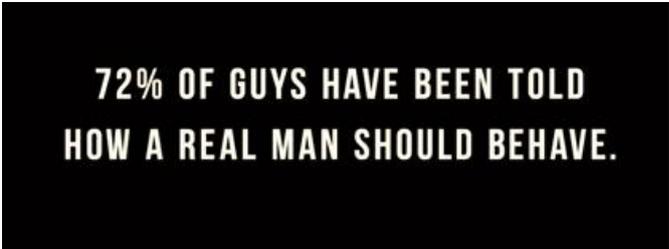
- Watch the [Gender Discrimination](#) video clip and discuss:
  - What gender stereotypes featured within the video?
  - How are gender stereotypes currently challenged in school?

#### Step 3:

- Read 'The Paper Bag Princess' and discuss:
  - How does the book aim to tackle gender stereotypes?
  - What more can be done to challenge gender stereotypes earlier?

#### Step 4:

- Watch the [Is it Okay?](#) Video clip and discuss:
  - "Gender stereotypes are having a negative impact on mental health."
- Create a text, e.g. poster, video, rap etc., to showcase 'It is Okay', challenging some of the gender stereotypes which have been explored.



72% OF GUYS HAVE BEEN TOLD  
HOW A REAL MAN SHOULD BEHAVE.