

Equality and Diversity Lesson Plan

William's Doll – Charlotte Zolotow

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-07a/ 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 anyone can play with any toy.</i></p> <p><i>I am able to group things together.</i></p>	<p><i>I know the word 'stereotype'.</i></p> <p><i>I understand the purpose of adverts.</i></p>	<p><i>I understand the term 'gender stereotype'.</i></p> <p><i>I am able to express a point of view with examples.</i></p>	<p><i>I understand the impact of gender stereotypes.</i></p> <p><i>I am able to present an argument with evidence.</i></p>

By the end of Early Level

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|---|
| <ul style="list-style-type: none">❖ <i>I know that anyone can play with any toy.</i>❖ <i>I am able to group things together.</i> |
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Resources:

'William's Doll' – Charlotte Zolotow

Selection of toys

Step 1:

- (Covering the title) Show the front cover and open up:
 - *Who is this on the front cover?*
 - *What do you think this book is going to be about?*
 - **Share:** *This story is called 'William's Doll'.*

Step 2:

- Read the book together and discuss:
 - pgs. 5-11:
 - *What is William doing in the picture?*
 - *What are the brother and the neighbour doing?*
 - pgs. 12-23:
 - *What does William's dad think about him wanting a doll?*
 - *What things does William's dad get him to play with?*
 - pgs. 24-32
 - *How does Grandmother help William?*
 - *How does William feel when he has his doll?*
- **Share:** *In William's Doll his brother and neighbour make fun of him for wanting a doll. His dad doesn't think boys should be playing with dolls. William's grandmother knows that anyone can play with any toy. She buys William a doll. This makes him happy. He shows how caring he can be.*

Step 3:

- Using a selection of toys that the children engage with, ask children to consider who would be allowed to play with the toy: boys, girls or both.
- When children nominate a particular group, encourage them to think about exceptions so that they can see both boys and girls are 'allowed' to play with the toy, e.g. Are boys not allowed to play with dolls?
- **Share:** *Toys are toys. All of the toys here are toys that you can play with; no matter if you feel like you're a boy or a girl. There are no toys that are just for boys and no toys that are just for girls.*

By the end of First Level
<ul style="list-style-type: none"> ❖ <i>I know the word 'stereotype'.</i> ❖ <i>I understand the purpose of adverts.</i>

Resources:

'William's Doll' – Charlotte Zolotow

Two dolls

One blue bib (or set of clothes) and one pink bib (or set of clothes)

Paper and markers

Step 1:

- Pass the two dolls (with no distinguishable gender stereotype e.g. pink/ blue outfit) around the circle and share with the children:
I'm passing these two babies around the circle. I want to see how you hold these babies. Make sure to be gentle as you pass them around the circle.
- Place the blue and pink bibs on the two dolls and share with the children:
I'm going to get the babies ready for a snack. I need to put their bibs on. This baby has a blue bib. This baby has a pink bib.
- Discuss: *Do you think this baby (blue bib) is a boy or a girl? Do you think this baby (pink bib) is a boy for a girl?*
- **Share:** *Blue and pink are colours. It's a stereotype that some people think that blue is for boys and pink is for girls. Anyone can wear blue or pink.*

Step 2:

- Read *'William's Doll'* together and discuss:
 - *What stereotypes do William's family have about boys and toys?*
 - *How do those stereotypes make William feel?*
 - *How did William's grandmother help William and his family?*

Step 3:

- **Share:** *Toys are toys. Toys are to be played with; no matter if you're a boy or a girl. There are no toys that are just for boys and no toys that are just for girls.*
- Using a toy shop catalogue or website, in small groups children should:
 - identify one example of where the shop has created a stereotyped advert, e.g. only boys playing football
 - identify one example of where the shop has created an advert which goes against gender stereotyping, e.g. both girls and boys playing with dolls.
- Using the images that challenge stereotypes, create a display in the classroom with the title **Let Toys Be Toys** to share learning.

By the end of Second Level

- ❖ *I understand the term 'gender stereotype'.*
- ❖ *I am able to express a point of view with examples.*

Resources:

'William's Doll' – Charlotte Zolotow

'What Are Little Boys Made Of' rhyme: <https://www.scrapbook.com/poems/doc/3043.html>

Paper and markers

Step 1:

- Show the class the 'What Are Little Boys Made Of' rhyme and discuss:
 - *What stereotypes about boys does this poem suggest?*
 - *How does this suggest that boys should behave?*
 - *What stereotypes about girls does this poem suggest?*
 - *How does this suggest that girls should behave?*

Step 2:

- Read 'William's Doll' and discuss:
 - *What stereotypes can you identify within the book?*
 - *How does the book suggest that boys should behave?*
 - *What does Grandmother hope buying the doll will show William's Dad?*

Step 3:

- Put up a list of statements on the board:
 - *Only girls play with dolls*
 - *Girls can't kick a ball*
 - *Boys are strong*
 - *Boys can't dance*
 - *Girls are quiet*
 - *Only boys become scientists.*
- Discuss how each of the statements is a gender stereotype..
- Provide children with an A3 sheet, divided into two halves
- In small groups, children to be given one of the stereotypes above to create a page which shows the stereotype e.g. *pictures of girls playing with dolls.*
- On the other side of the page, children to put the heading '*On the other hand...*' and find/create images which go against the stereotype e.g. *pictures of girls and boys playing with dolls.*

By the end of Third/ Fourth Levels

- ❖ *I understand the impact of gender stereotypes.*
- ❖ *I am able to present an argument with evidence.*

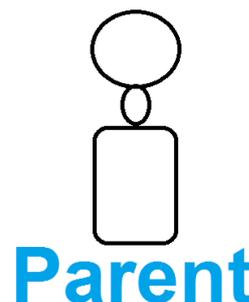
Resources:

'William's Doll' – Charlotte Zolotow

Paper and markers

Step 1:

- Practitioner to display the question: *What skills and qualities does a good parent have?*
- In pairs, young people to create an outline of a person and write all of the skills and qualities they think a parent requires.
- Share responses across the classroom and create a list of parental skills and qualities for the class.



Step 2:

- Read 'William's Doll' and discuss:
 - *How do the behaviours of the brother, dad and the neighbour suggest that boys and men should act?*
 - *How does the grandmother aim to educate William's dad by buying the doll for William?*

Step 3:

- Share the following statement with young people on the board:
"It is expected that boys and men will be brave and portray themselves as courageous and strong. To tackle these gender stereotypes we need to let boys and men know that they can be caring, kind and sensitive."
- Discuss the learners' viewpoints on the statement.

Step 4:

- Learners should create a campaign speech in response to the statement above. It should include:
 - *The impact that gender stereotypes have on society*
 - *The importance of education*
 - *The use of texts, such as 'William's Doll' which show how gender stereotypes can be developed but also counteracted from a young age.*