

Equality and Diversity

Goals

- Students understand the meaning of “stereotype”.
- They understand how people can make others feel.
- They are able to list words to describe people.

Level: Cycle 1



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).