

# Equality and Diversity Lesson Plan

## 'The Sissy Duckling': Harvey Fierstein

### 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 I am special because I am unique.</i></p> <p><i>I am able to share what I think and how I feel.</i></p>	<p><i>I understand what makes us unique.</i></p> <p><i>I am able to make my own decisions.</i></p> <p><i>I am able to celebrate the differences of other people.</i></p>	<p><i>I am able to question ideas and opinions in a way that is respectful of others.</i></p> <p><i>I am able to make informed decisions using various sources of information.</i></p>	<p><i>I understand the segregation caused by stereotypes.</i></p> <p><i>I am able to present key ideas, including evidence of impact.</i></p>

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### By the end of Early Level

- ❖ *I know that I am special because I am unique.*
- ❖ *I am able to share what I think and how I feel.*

#### Resources:

'The Sissy Duckling' – Harvey Fierstein

Items for creation of 3D mind-map: dolls, Lego, football, drawing materials, shoes, books etc.

Materials for mark making

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#### Step 1:

Read "The Sissy Duckling" together. Discuss how Elmer's feelings change throughout the story and encourage the learners to relate these feelings to their own personal experiences. Use statements to prompt discussion, for example:

**Elmer is sad. Drake Duck called him a name because he likes to bake, build sandcastles and play with puppets. Elmer doesn't like basketball. Not everyone likes the same things. I like...**

**I can see Elmer is shocked to see that his Papa is hurt. Elmer is being brave and trying to help his Papa. I wonder why Papa is telling Elmer not to help him...**

#### Step 2:

Create a 3D mind-map by presenting the learners with a range of items and toys to explore. Use the objects to encourage the learners to talk about their hobbies or special talents. Similarly, the objects can be used to relate back to the story, for example:

**Elmer enjoyed baking, building sandcastles and playing with puppets. I wonder what Elmer which toy Elmer would choose to play with...**

#### Step 3:

Talk about the word "special".

**Elmer was special because he could build a house by himself, he was kind to other people and he was brave when he helped his Papa.**

**What special things can you do?**

Encourage the children to share something about themselves which makes them feel special. Invite the children to draw pictures of things they can do. Encourage the children to use the statement: "**I am special because I can...**"

# Equality and Diversity Lesson Plan

## 'The Sissy Duckling': Harvey Fierstein

### By the end of First Level

- ❖ *I understand what makes us unique.*
- ❖ *I am able to make my own decisions.*
- ❖ *I am able to celebrate the differences of other people.*

#### Resources:

'The Sissy Duckling' – Harvey Fierstein

[Gender Roles and Career Day clip](#)

#### Step 1:

Read **"The Sissy Duckling"** together. Discuss Elmer's feelings throughout the story and encourage the children to relate these feelings to their own experiences.

**This story is about changing opinions. Who changed? Did your opinions change?**

Talk about the word "sissy" and its associated connotations. Share that the word "sissy" is an unkind word which makes Elmer feel very sad.

Discuss: **Sticks and stones may break my bones, but names can never hurt me. Is this true? How did one word hurt Elmer?**

#### Step 2:

The children should draw a picture of a fire fighter, a surgeon and a fighter pilot. They should give them a name and draw their outfits.

Watch the [Gender Roles and Career Day clip](#). Discuss:

- What did you notice about the different roles?
- Did you draw people who were male or female?

Share – anyone, no matter if they're male or female, can do any job.

**Elmer was bullied because he didn't like playing with things that some of the other boys liked playing with. Everyone can make their own choices regardless of whether they are a boy or a girl. In the end Elmer was happy because differences were celebrated.**

#### Step 3:

Discuss: **What advice would you give Elmer? Could something be done to stop Elmer running away?**

Children to write a letter to Elmer as his friend, asking him to come back after he has run away. Remind the children to think carefully about how Elmer felt at different points in the story. Letter to highlight the celebration of difference.

# Equality and Diversity Lesson Plan

## 'The Sissy Duckling': Harvey Fierstein

### By the end of Second Level

- ❖ *I am able to question ideas and opinions in a way that is respectful of others.*
- ❖ *I am able to make informed decisions using various sources of information.*

#### Resources:

'The Sissy Duckling' – Harvey Fierstein

[Oxford Dictionary's definition of 'sissy'](#)

[Newsround: 'Boys World', 'Girls World' video](#)

Images of men and women challenging gender stereotypes

#### Step 1:

Read "**The Sissy Duckling**" together. Discuss Elmer's feelings throughout the story and encourage the children to relate these feelings to their own experiences.

**This story is about changing opinions. Who changed? Did your opinions change?**

Look at the [Oxford Dictionary's definition of 'sissy'](#):

*A person regarded as effeminate or cowardly.  
'he would hate the other boys to think he was a sissy'*

Discuss:

- What impact does the word 'sissy' have on Elmer?
- What impact would this have to people in school if we didn't challenge the word?

#### Step 2:

Using the two jobs, midwife and builder, in pairs children should come up with the list of descriptive words to describe the skills and qualities a person doing that job would have.

Watch the [Newsround: 'Boys World', 'Girls World' video](#). Discuss the following statements:

- Girls are more kind and caring than boys
- Boys are better at physical jobs than girls
- Boys and girls can both have the same skills and qualities, therefore are able to do the same jobs.

Share – It doesn't matter whether we are male or female; we all like different things, we all have different skills and qualities; we need to celebrate our differences.

#### Step 3:

**Elmer was victimised because he didn't like the things which he was expected to like as a boy.** Ask the learners to think about times in school when gender stereotyping may occur. **How will we challenge this? Who is responsible for ensuring that nobody feels like Elmer?**

Design posters which promote the unique blend of each person, celebrating that we all have different likes and dislikes and that is okay.

# Equality and Diversity Lesson Plan

## 'The Sissy Duckling': Harvey Fierstein

### By the end of Third/Fourth Levels

- ❖ *I understand the segregation caused by stereotypes.*
- ❖ *I am able to present key ideas, including evidence of impact.*

#### Resources:

'The Sissy Duckling' – Harvey Fierstein

[Girls vs. Boys Toys – BBC: No More Boys and Girls video](#)

Heriot Watt Gender Stereotype Videos: [fashion designer](#) and [chemical engineer](#)

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#### Step 1:

Watch the [Girls vs. Boys Toys – BBC: No More Boys and Girls video](#). Discuss:

- How does gender stereotyping impact on the way that adults interact with the children?
- How did the adults react to the experiment?
- What may have been the factors which have resulted in this gender stereotyping?

#### Step 2:

Read "*The Sissy Duckling*" together. Discuss the behaviours in which Elmer was subjected to during the book.

- How do Elmer's feeling change throughout the book?
- How do Elmer's Dad's attitudes change throughout the book?
- How do the feelings of the other people around Elmer change throughout the book?
- How does the book challenge gender stereotypes?

#### Step 3:

Watch the Heriot Watt Gender Stereotype Videos on becoming a [fashion designer](#) and [chemical engineer](#). Discuss:

- Why is a U.K. university needing to create and share these videos?
- What are the key messages from the videos?
- How can we challenge gender stereotyping in toys, in sport, in jobs, in society?

#### Step 4:

Young people to create an interactive presentation on the impact of gender stereotyping on society. The audience of this video should be young people and their families. This should include examples of gender stereotyping.