

LESSON PLAN 1

GIRLS AND BOYS CAN

OBJECTIVES

- To recognise the importance of gender equality
- To explain why a situation is fair or unfair

OUTCOMES

- Children will know that women and men can do the same jobs
- Children will explain whether boys and girls are being treated equally in a situation

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Resource Sheet 1: Who Can Do These Jobs?
- Resource Sheet 2: Right or Wrong?
- Resource Sheet 3: Girls and Boys Can...

LEAD IN

Read the book together, emphasising that girls and boys can do anything as you read it. Ask the class this question: Why do you think the author, Caryl Hart, wrote this book?

- A – Because girls don't do enough jobs.
- B – Because girls can do things boys can't do.
- C – Because girls and boys are equal.



LESSON PLAN 1

GIRLS AND BOYS CAN



After discussing the answer to this question, ask the children, in groups, to use Resource Sheet 1: Who Can Do These Jobs? to brainstorm ideas about whether some jobs can only be done by men or women. The names of jobs can be written on sticky notes so that they can be easily moved about if ideas change as the lesson progresses. The teacher can then ask the class, "Did any group think of a job that only men can do?" or, "Did any group think of a job that only women can do?" If any group did think of a job only suited to one gender, this can spark a discussion which should result in the job being moved into the 'men and women' category. The outcome of this activity should be that all of the jobs that the groups have thought of will be placed on the 'men and women' category.

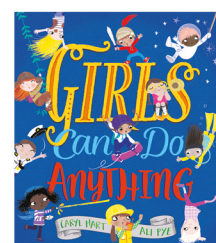
TASK

Each group will be given a scenario (Resource Sheet 2) to act out for their class. The class will then discuss whether this was a fair or unfair situation.

1. A teacher is teaching an English lesson and says, "You will all need a dictionary to help you with your spellings. These books are very heavy, please could two strong boys give them out?"
2. A teacher says, "We need to move these benches into the middle of the hall for P.E. today. Can you all get into groups of four to carry the benches please?"
3. Some boys are playing football on the playground. Two girls ask if they can join in, and the boys say, "No, only boys can play, girls can't play football!"
4. A teacher is talking to a class of reception children: "We've got a new firefighter's uniform for the role-play area, I'm sure lots of you will want to wear it but you'll need to take it in turns."

EXTENSION

To celebrate equality, ask the children to draw and write as many things as they can think of that happen at school that boys and girls can do. Use Resource Sheet 3: Girls and Boys Can... to create posters which can be displayed around the classroom or school.



LESSON PLAN 1 - RESOURCE SHEET 1

WHO CAN DO THESE JOBS?

Write down as many jobs as you can think of on sticky notes and place them according to who can do them.



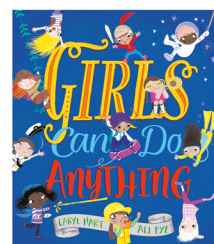
JOBS FOR MEN



JOBS FOR WOMEN



JOBS FOR MEN & WOMEN



 SCHOLASTIC

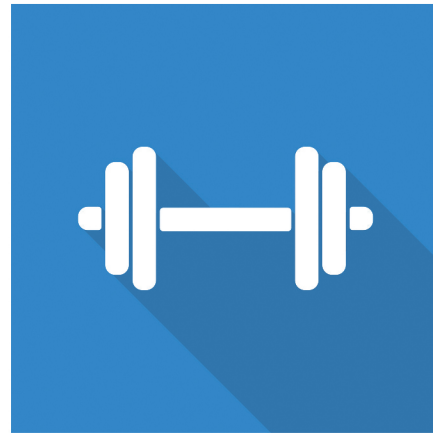


LESSON PLAN 1 - RESOURCE SHEET 2

RIGHT OR WRONG?



1: A teacher is teaching an English lesson and says, "You will all need a dictionary to help you with your spellings. These books are very heavy, please could two strong boys give them out?"



2: A teacher says, "We need to move these benches into the middle of the hall for P.E. today. Can you all get into groups of four to carry the benches please?"



3: Some boys are playing football on the playground. Two girls ask if they can join in, the boys say, "No, only boys can play, girls can't play football!"



4: A teacher is talking to a class of reception children: "We've got a new firefighter's uniform for the role-play area, I'm sure lots of you will want to wear it but you'll need to take it in turns."



LESSON PLAN 1 - RESOURCE SHEET 3

GIRLS AND BOYS CAN...

How many things can you think of that girls and boys can do at school?
Draw and write about them to make an amazing poster to celebrate gender equality.



LESSON PLAN 2

THE WORLD IS A BETTER PLACE BECAUSE...

OBJECTIVES

- To use a safe search engine to research a famous person
- To write concisely about an historical event

OUTCOMES

- Children will carry out research to find out about a famous person's achievements
- Children will present their research to their class

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Laptops, electronic tablets, history books
- Resource Sheet 4: What an Achievement!

LEAD IN

Look carefully at the portrait gallery at the back of *Girls Can Do Anything* showing women who have done something special and inspiring.

- Claudia Gordon
- Karen Gaffney
- Malala Yousafzai
- Sue Wimpenny
- Jane Goodall
- Serena Williams

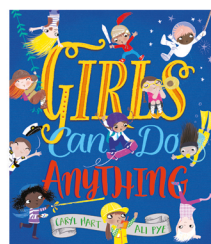
Brainstorm how you feel when looking at these portraits. What do you think about the things these women have done? How have they helped to improve other people's lives?

TASK

Using a safe search engine that your setting is familiar with, ask your class, in small groups, to find out about the achievements of these famous women. They can then use this information to write an informative plaque using Resource Sheet 4: What an Achievement! to be placed below a portrait of the famous woman, so that visitors to the gallery can learn about that person's achievements.

EXTENSION

Each group can use their knowledge from their research about a famous woman's achievements to make a presentation for their class. This will enable the other class members to find out about how this person made the world a better place.



LESSON PLAN 2 - RESOURCE SHEET 4

WHAT AN ACHIEVEMENT

Write about how this person has made the world a better place.

NAME: Claudia Gordon

ROLE:

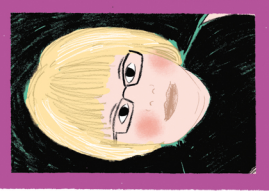
ACHIEVEMENT:



NAME: Karen Gaffney

ROLE:

ACHIEVEMENT:



NAME: Malala Yousafzai

ROLE:

ACHIEVEMENT:



NAME: Sue Wimpenny

ROLE:

ACHIEVEMENT:



NAME: Jane Goodall

ROLE:

ACHIEVEMENT:



NAME: Serena Williams

ROLE:

ACHIEVEMENT:



LESSON PLAN 3

MY DREAM ACHIEVEMENT

OBJECTIVES

- To draw a self-portrait
- To express feelings and imagination through writing

OUTCOMES

- Children will draw or paint a self-portrait
- Children will write about their dream for their future

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Resource Sheet 5: My Dream Achievement
- Mirrors, pencils, pens, paints, paintbrushes

LEAD IN

After sharing the book with your class, focus on the portraits and captions at the end of the book and discuss the achievements that these amazing women have made. Video footage of some of these women could also be shown to the class. Ask the class to think hard about what they would like to do in the future (or indeed now). Brainstorm some verbs which are associated with this theme such as caring, helping, curing, entertaining, inventing, leading, winning, achieving.

TASK

Each child will paint or draw a self-portrait of their future self, the achiever of their dream goal. If their dream goal is a sporting achievement they can be dressed in sports clothes or if their dream goal is a journey into space, they can be dressed as an astronaut and so on. Emphasise that their facial expression should be happy and proud just like the portraits of the amazing women in the book. Using Resource Sheet 5: My Dream Achievement, each child should also write a name plaque to be displayed under their portrait with their name, role and a short explanation of their dream achievement. They should write it as though it has actually happened.

EXTENSION

These portraits would make an inspiring display in the classroom, hall or corridor. Your classroom door could be the entrance to a time machine or maybe there is a time-travelling button to be pressed so that when your class see the display for the first time, they have been transported into the future to see it.

Words similar to those found near to the end of the book could be said to your class to celebrate their dream achievements display:

"You are all amazing –
So shout it out loud –
I'm me, I'm fantastic!
I'm strong, brave and proud!
Dream BIG, all of you,
Tell me, what will YOU do?"



LESSON PLAN 3 - RESOURCE SHEET 5

MY DREAM ACHIEVEMENT



NAME: _____

ROLE: _____

DREAM ACHIEVEMENT: _____

○ _____ ○

NAME: _____

ROLE: _____

DREAM ACHIEVEMENT: _____

○ _____ ○

NAME: _____

ROLE: _____

DREAM ACHIEVEMENT: _____

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CURRICULUM LINKS



Pupils should be taught to:

SPOKEN LANGUAGE

Participate in discussions, presentations, performances, role-play, improvisations and debates.

ENGLISH – READING

Develop positive attitudes to reading and understanding of what they read by:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. (Y3)

Reading books that are structured in different ways and reading for a range of purposes. (Y3)

WRITING – COMPOSITION

Discuss writing similar to that which they are planning to write about in order to understand and learn from its structure, vocabulary and grammar.

In non-narrative material, use simple organisational devices such as headings and sub-headings.

ART

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

