

# Plot, character and setting

SECTION

4

## Stereotypes

**Objective:** To understand the underlying theme.

**What you need:** Copies of *Bill's New Frock*.

**Cross-curricular links:** PSHE; Citizenship.

### What to do

- Discuss how Bill reacts to being a girl in the story. Ask them if he likes or dislikes being a girl and to give reasons for their answers. Arrange the class into pairs and tell them to scan the text for examples of assumptions made about girls and boys in the story – for example, 'girls are neater' on page 13.
- Draw two columns on the board and take feedback from the children. Make notes of assumptions about girls in one column and boys in the other. Encourage them to suggest other attributes and character traits that they think belong to the stereotypes of girls and boys and add them to the lists.
- Go through each item and talk about whether

they are always true or always false. Can they think of people they know or have read or heard about who don't demonstrate these attributes?

- Ask the children to draw a stick figure in the centre of a piece of paper, to represent either a boy or a girl. Invite them to write captions around the figure to show positive characteristics and abilities that are not stereotypical and which they could use for a character.
- As a plenary, invite some of the children to describe their new characters orally and describe how the character avoids being a stereotype.

### Differentiation

**For older/more confident learners:** Ask the children to use their notes to write a paragraph for a character sketch.

**For younger/less confident learners:** Ask the children to work in pairs to discuss what their character is like and collaborate to annotate their stick figure.

## Changes

**Objective:** To compare the usefulness of techniques such as prediction and empathy in exploring the meaning of texts.

**What you need:** Copies of *Bill's New Frock*, photocopiable page 18.

**Cross-curricular links:** PSHE; Citizenship.

### What to do

- Read out the part where Mr Simpson leaves for work on pages 3 and 4. Ask the children how Bill reacts to his father's words and actions. Invite them to say why Bill scowls and to suggest how Bill's father would normally speak to him.
- Tell the children to work with a partner and discuss what is different for Bill as a girl in a frock compared with his expectations about his treatment as a boy. Encourage them to flick through the book finding examples of how he is treated as a girl and his reactions.
- Invite the pairs to share their findings with

the class, giving reasons for Bill's reactions and suggesting how he would have liked to have been treated.

- Provide the children with copies of photocopiable page 18. Ask them to read the sentences in the column 'Bill as a girl' and then in the adjacent column write down a sentence to say how Bill would have been treated as a boy in each situation.
- Ask the children to share their ideas of how Bill would have been treated as a boy. Discuss their answers and compare any different ideas.

### Differentiation

**For older/more confident learners:** Invite the children to find other examples of how Bill is treated as a girl and to explain how his treatment as a boy would have differed.

**For younger/less confident learners:** Work with the children in small groups to discuss and collate ideas before they write their sentences.

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