

Lesson adapted from: Student, Family and Community Support Department - San Francisco Unified School District

My Princess Boy by Cheryl Kilodavis

Grade: 1st grade

OVERVIEW

My Princess Boy is the story of a young boy who likes to dress up in girls' dresses. His family and friends are supportive but throughout the book he is made fun of at various times by others. Told from the mother's perspective, this book promotes compassion by provoking readers to think about their own reactions if faced with a similar situation.

OBJECTIVES

By the end of the lesson, students will:

- Understand that there is no such thing as "girl things" or "boy things." Instead, people can do, play with, or like what they like regardless of their gender
- Build classroom community by understanding the importance of compassion and accepting differences

STANDARDS

- **Washington State Sexual Health Standard:** Explain there are many way to express gender (H1.Se5.1)
- **CCSS.ELA-Literacy.SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **CCSS.ELA-Literacy.RL.1.7:** Use illustrations and details in a story to describe its characters, settings, or event.
- **CCSS.ELA-Literacy.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups

TIME

One 30-40 minute lesson

5 minutes to review classroom ground rules and introduce vocabulary

5-10 minutes for pre-reading sort, group feedback, and partner share

10 minutes for reading

5-10 minutes for think, pair, share, and concluding conversation

RESOURCES / MATERIALS NEEDED

- My Princess Boy by Cheryl Kilodavis
- Pictures for students to sort (included)
- Tape
- White board/ chart paper

VOCABULARY

Define key words for discussion:

- **Acceptance:** Being supportive, kind or friendly to others. Accepting other people and their differences.
- **Compassion:** Being a good friend to someone when that person needs it. Awareness and kindness for other's feelings/emotions/experience.
- **Unique:** Something or someone very special.

CLASSROOM PROCEDURE

Ground rules: Ground rules: Introduce or review classroom rules in order to create a safe place for students to discuss the book. Consider using the ground rules listed below:

- Respect other people in the class
- One person speaks at a time
- Everyone has the "right to pass" if someone doesn't want to talk
- Everyone will have a chance to speak

Introduction: Differences

Post and discuss the vocabulary words for this lesson. Emphasize compassion and explain to students that you are going to read a story about someone who was made fun of for being different. Ask students as think-pair-share if they can think of a time when someone was made fun of for being different or not fitting in. (note: not sharing names or storytelling, but simply recalling why someone may have been made fun of) Record their answers on chart paper or whiteboard.

Things kids are made fun of (for):
<i>sometimes kids laugh when I miss at soccer</i>
<i>sometimes kids laugh at another student when they don't know the answer</i>
<i>when they wear certain clothes</i>

To begin building their sense of compassion, ask students: *What do you think it feels like to be made fun of in those situations?*

Opening activity:

Tell students they are going to be thinking about how people treat one another based on their

Girls	All people	Boys

gender and how someone expresses their gender (such as what they wear, what they like to do, or play with)

Pass out pictures of items (1 to each student)

Ask students to put their picture where they think it belongs on the white board

- **Ask students "why did you put that picture where you did?" Hear 2-3 answers**

- **Ask** students to raise their hand if you see something in this box that you like (point to the boy box) Raise your hand if you see something in this box that you like (point to the girl box)
- **Ask**, has there ever been a time you were told you couldn't wear something or couldn't play with something? Think, Pair, share?

Read aloud

1. Introduce the book, Princess Boy.
 - *I am going to read you a story. I want you to notice what the character likes to wear and play with. I also want you to notice how the character is feeling.*
2. Read Princess Boy, pausing for discussion questions along the way
 - (p.1-4) Princess Boy is introduced. He is a happy 4 year old with a cool older brother. *What are your thoughts about Princess Boy so far?*
 - (p.6) His dad tells him he looks pretty and twirls him and hugs him. *What do you notice the character likes to wear and play with so far? How do you think Princess boy is feeling in this picture and why?*
 - (p.10) When Princess Boy wants to buy “girl things” at the store people laugh and stare. *How do you think princess boy is feeling in the picture and why?*
 - (p.22) Stop to answer the questions on this page. *If you see a Princess Boy, how will you treat him? Will you laugh at him, call him a name, play with him, like him for who he is? (You could do a thumbs up or down)*

After reading, say: Let's look at the pictures again and think about where we put them. If we put them in one of these boxes (point) that means ONLY boys or ONLY girls can play with or wear that thing. Now that we have read My Princess Boy think about where your object might go.

Think, pair, share

Then to conclude: give students the opportunity to move their item from the opening activity.

Give students a chance to write or draw on a half sheet or post it note.

One thing I learned ...

One thing I wonder...

ASSESSMENT

The objective will have been met if the student is able to:

- Resort their objects from the opening activity and/or explain why their pictures are where they placed them
- Write or draw one things they learned and one thing they wonder

Things to consider

If most or all students put pictures in the "all people" box before the book is read....

Great, this book is a chance to reinforce that all people can play and wear whatever they want re gender, and you can spend more time thinking about how people like the princess boy feel when they don't fit other people's expectations.

Being aware of the ways that society tells boys and girls they should dress takes many conversations, and may not occur from just one lesson. You can help your students continue to explore hurtful and limiting gender stereotypes by doing some of the following more regularly:

-Using gender neutral language. Instead of saying "boys and girls" say "students, readers, room (number), class..."

-When you hear students say, "That's a boy color/toy/game" or "You can't do that you're a boy/girl" interrupt it every time. Gently remind them, "There is no such thing as a boy/girl color/toy, if you like it then you can use it."

-Read more books with people expressing gender in various ways.

-Model for students by sharing examples of things people like and do that may not fall into "traditional" gender norms.

ADDITIONAL RESOURCES

Teaching Tolerance: Gender Diversity Lessons

<http://www.tolerance.org/>

Keywords: gender, equity, bullying, lessons, diversity

Gender Spectrum

www.genderspectrum.org

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