

# *Save the King and Queen*

## **Lesson Plan**

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**Level:** Senior Primary

**Duration:** 80 minutes

**Topic:** Gender equality – Break gender stereotypes

**Materials:**

E-book: “Save the King and Queen”

<https://read.bookcreator.com/Z8uIR4uUdZRtOISmXZoCXO9uxqu2/1nmrGU5CQ9SR-pc2tylAcg>

Video: “Help Kids Learn about Gender”

<https://www.youtube.com/watch?v=St6t1WvbysU> (3:01)

**Learning objectives:**

By the end of the lesson, students should be able to:

1. Read a story and sequence the actions;
2. Use “because” to give explanations;
3. Show enhanced gender awareness that one’s interests and abilities should not be restricted by one’s sex.

**Story synopsis:**

The king and queen are trapped in a maze by a monster. The princess and the prince overcome challenges and save their parents. Traditional feminine and masculine traits are reversed in the story.

**Moral:**

Both males and females should be given opportunities to develop their own interests and abilities without gender stereotypes.

**Acknowledgements:**

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Duration	Procedures	Interaction mode	Resources
15 mins	<p><b>Introduction &amp; Pre-reading</b></p> <ol style="list-style-type: none"> <li>1. T shows a picture of Snow White and asks Ss for the name of the story.</li> <li>2. T asks Ss to give an overview of the fairy tale.</li> <li>3. T shows a picture of Sleeping Beauty and asks Ss for the name of the story.</li> <li>4. T asks Ss to give an overview of the fairy tale.</li> <li>5. T asks Ss to think about the similarities between the two fairy tales.</li> <li>6. T concludes that in both stories princes save princesses from danger.</li> <li>7. T tells Ss that the story they are going to read is also about a prince and a princess. In the story, the princess and the prince go on a journey to save the king and the queen.</li> <li>8. T distributes the worksheet.</li> <li>9. Before reading the story, T asks Ss to finish question 1 on the worksheet (to predict whether it will be the princess or the prince who takes each action).</li> <li>10. T puts Ss into pairs and asks them to explain their predictions to their partners.</li> </ol>	<p>T-C</p> <p>T-Ss</p> <p>T-C</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-C</p> <p>T-C</p> <p>T-C</p> <p>T-Ss</p> <p>T-Ss</p>	<p>-PPT (pictures of Snow White and Sleeping Beauty)</p> <p>-Worksheet 1</p>
15 mins	<p><b>While reading</b></p> <ol style="list-style-type: none"> <li>11. T reads aloud <i>Save the King and Queen</i>. T asks Ss to finish question 2 (put the actions in the correct order) on the worksheet while reading.</li> </ol>	T-C	-E-book <i>Save the King and Queen</i>
50 mins	<p><b>Post-reading</b></p> <ol style="list-style-type: none"> <li>12. Ss finish sequencing and check whether their predictions were right.</li> <li>13. T goes through the actions in time order.</li> <li>14. T asks Ss to share whether their predictions about who took each action are correct, and encourages Ss to give some explanations.</li> <li>15. T distributes worksheet 2 to Ss and asks Ss to read the questions in part 1.</li> <li>16. T shows Ss the video “Help Kids Learn about Gender” <a href="https://www.youtube.com/watch?v=St6t1WvbysU">https://www.youtube.com/watch?v=St6t1WvbysU</a></li> <li>17. Ss finish the questions in part 1 based on the video.</li> <li>18. T discusses the questions in part 1 with Ss.</li> </ol>	<p>Ss</p> <p>T-Ss</p> <p>T-Ss</p> <p>T-C</p> <p>T-C</p> <p>Ss</p> <p>T-Ss</p>	<p>-Worksheet 1</p> <p>-Worksheet 2</p> <p>Video</p> <p>Part 1</p>

	<p>19. T asks Ss to recall their own experiences of gender stereotyping and answer part 2.</p> <p>20. Ss share their own experiences of gender stereotyping with their partners.</p> <p>21. T encourages Ss to share their experiences with the whole class.</p> <p>22. T asks Ss to share their feelings when their interests or behaviours were restricted by their sex.</p> <p>23. Ss share their attitudes towards gender stereotyping.</p> <p>24. T concludes that no matter whether they are males or females, everyone can have their own interests and do the things they like, and they should not be limited by their gender.</p>	<p>T-Ss</p> <p>Ss-Ss</p> <p>Ss-C</p> <p>T-C</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>Part 2</p>
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## *Save the King and Queen*

### Worksheet 1

Name: \_\_\_\_\_ ( ) Class: \_\_\_\_\_ Date: \_\_\_\_\_

You are going to read a story about a prince and a princess who went on a journey to save their parents. They worked together and overcame the challenges bravely. Some of their actions are presented in the following table.

1. Before reading the story, try to guess who did the action (e.g. put a “√” in the “prince” column if you think the action is done by the prince). Give your reasons in the table. You may use the sentence structures provided.
2. While reading the story, see if the guesses you made are correct.
3. Put the actions into the correct order by writing numbers (1–5) in the order column.

Action	Prince	Princess	Reason	Order
1. Climb a tree 			<i>I think the *<u>Prince</u> / <u>Princess</u> climbs a tree because ...</i>	
2. Rule over the kingdom 				
3. Draw a map 				
4. Embroider a flower 				
5. Feel upset and cry 				

***Save the King and Queen***  
**Worksheet 2 Gender Stereotypes**

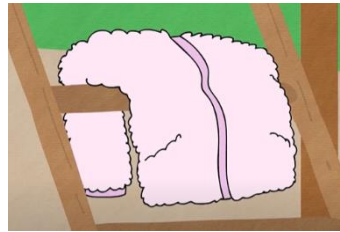
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Part 1: Watch the video “Help Kids Learn about Gender”, and answer the questions.**

1. Give reasons.

1) The boy doesn't want to wear the jacket.

Reason:



2) The girl wants to throw away her firetruck.

Reason:



2. How did the boy and the girl feel?

3. What is “gender stereotyping”? Give some daily examples.

## Part 2: Talk about your own experience!

1. Recall an experience that was related to gender stereotyping and share it with your partner.

Thinking tips:

1. **When** (the time)
2. **Who** (the persons)
3. **What** (briefly recount your experience)
4. **How** did you feel? (share your feelings)

2. While listening to your partner's sharing, write down his/her experience. What do you feel about the experience?

3. What do you think about gender stereotyping? Give reasons.