

Title: King & King

Grade: 3rd -5th

BACKGROUND

Students are exposed to fairy tales from an early age. This lesson will illustrate similarities and differences in fairy tales. The lesson reminds students to respect differences in families.

OBJECTIVES

By the end of the lesson students will be able to:

- Identify fairy tales they have read or viewed;
- Discuss different family structures, inclusive of families with gay and lesbian persons;
- Understand that personal and family differences should be respected.

TIME

- **Part one, 15 minutes:** Introduction and discussion of fairy tales
15 minutes: Reading / Discussing King & King
- **Part two, 15 minutes:** Writing: "Happily Ever After..."

STANDARDS

- **California Health Education Standard (IC): Interpersonal Communication**
Students will demonstrate the ability to use interpersonal communication skills to enhance health
- **Reading** 1.0, 2.0, 3.0
- **Written and Oral English Conventions** 1.0, 2.0
 - ❖ See **extensions** at the end of the lesson for additional activities.

MATERIALS NEEDED

- King & King by Linda de Haan and Stern Nijland
- Whiteboard and pen or butcher paper and markers; crayons for writing sheets
- Copies of attached "Happily Ever After..." writing/drawing template sheets (one per student)

VOCABULARY

- **Fairy Tale:** A fictional (made up) story sometimes about two characters who encounter heroic, adventurous, or mysterious experiences in their journey to find love
- **Similarity:** Two or more things that are alike, or like each other, but not identical
- **Difference:** Something that is unlike other things
- **Diversity:** Many differences
- **Cultures:** Shared values and beliefs that shapes behavior
- **Ethnicity:** Common ancestry
- **Family:** A unit of two or more persons, related either by birth or by choice, who may or may not live together, who try to meet each other's needs and share common goals and interests
- **Gay:** A term to describe people of the same sex who have feelings for one another in a romantic way. The term is usually used to describe men
- **Lesbian:** Women who have feelings for one another in a romantic way
- **Respect:** To be considerate of other persons

CLASSROOM PROCEDURE

Introduction: Explain to students that we will be discussing fairy tales. Define fairy tale. Explain that a fairy tale is a fictional (made up) story sometimes about two characters who encounter heroic, adventurous, or mysterious experiences in their journey to find love.

- The students will have an opportunity to talk and draw pictures about fairy tales.
- Let the students know they will be reading the book, *King & King*, a new fairy tale.
- Finally, the class will have an opportunity to expand on the story through writing or drawing.

Ground rules: Introduce or review classroom rules in order to create a safe place for students to discuss the book. Students in the class may have same sex parents or know people who are gay or lesbian. Consider ground rules listed below:

Respect other people in the class:

- No put downs
- One person speaks at a time
- Everyone has the "right to pass" if s/he doesn't want to talk
- Everyone will have a chance to speak

Part One: Brainstorm Fairy Tales

- Assemble a class brainstorm or list of fairy tales. Write the list on butcher paper or on the board (Give examples, such as *Cinderella* and *Snow White*). Remind the students of the definition of a fairy tale and identify a few common themes in the list the class has created.

Part Two: Reading/Discussion “King & King”

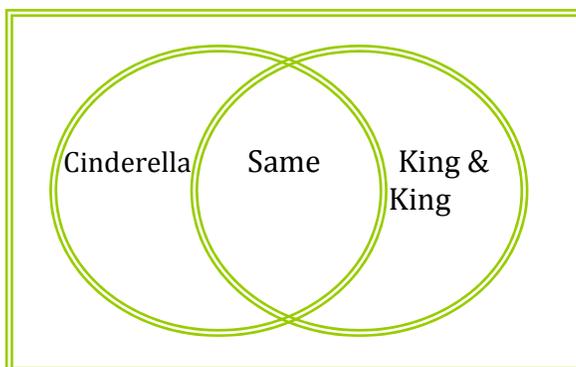
- Introduce the book, King & King. Show the students the cover of the book, read the title, and ask students to predict what the story will be about.
- Briefly review the brainstorm list before reading King & King to the class. Inform the students that as the book is read, they will look for similarities and differences to the other fairy tales listed in the class brainstorming session.
- Read the story.

Discussion (after reading)

1. What is the same about King & King as in other fairy tales? (Such as *Cinderella*)
2. What is different in King & King from other fairy tales?

(**Note:** You can create a Venn diagram on the board to help students visualize similarities and differences).

Venn diagram



Part Three: Finishing the Story

NOTE: It may be appropriate for younger classes only to complete the drawing portion of, “Happily Ever After...”

- Inform students that they will complete the following worksheet, “Happily Ever After...” It may be shared with the class or with parents/caregivers. As needed, a teacher or another adult may assist with the writing.
- To assist students, review the definition of a fairy tale and other key words from the vocabulary list below. Keep the list visible for the students so they may copy key words for the sentence completion.
- Review the book and summarize the story.

Handouts

Writing/Drawing Templates of “**Happily Ever After...**” for each student

EVALUATION

The objectives have been met if the student is able to:

- Identify similarities and differences between fairy tales through class discussion.
- Express respect for personal and family differences verbally, through drawings, discussion and/or writings.

EXTENSION ACTIVITIES AND RESOURCES

SEE YOUR HEALTH ADVOCATE FOR LOCATION OF RESOURCES

❖ HEALTH:

Actions for Health, ETR Associates

- Kindergarten: Unit IV: *My Family*
- First Grade: Unit II: *I Am Part of A Family*
- Second Grade: Unit II: *Family Life and Communication*

❖ “That’s A Family” video and curriculum by Women’s Education Media

❖ And Tango Makes Three book and lesson plan

❖ All Families are Special book and lesson plan

❖ **Community Based Organizations (CBO):** A list of CBOs which may be used as a resource to supplement health lessons is available on the SHPD website, www.healthiersf.org, under the Programs and Services link. Click Health Presenters.