INSPIRATIONAL WOMEN IN FACT AND FICTION
FIVE ONE-HOUR LESSON PLANS FOR CHILDREN AGED 5-14
IN THIS PACK

This Resource Pack has been created to champion the cause of International Women’s Day using some of our favourite stories and authors, exclusively selected to spark discussion in your classrooms.

International Women’s Day (March 8) has occurred for well over a century, with the first International Women’s Day in 1911. It is a global day celebrating the social, economic, cultural and political achievements of women – also marking a call to action for accelerating gender parity.

For International Women’s Day 2018, the campaign theme is #PressforProgress, a strong call-to-action for people and groups around the world to make a difference and do what they can to help drive women’s equality – and we’re inviting your classes to take part.

The message of International Women’s Day is ageless, and it belongs to all groups collectively everywhere. The objective of this Resource Pack is for the children in your class, whether they are 5 or 14, to understand the significance of International Women’s Day, as well as their own role in the continued campaign for equality.

For more information about International Women’s Day visit www.internationalwomensday.com

THE AIM

This Resource Pack can be used with all children ages 5–14 (UK KS1-KS3). Each lesson is based on an individual book and targeted at a different age-range, giving teachers flexibility to choose and differentiate as needed. The activities included can be taught as whole units or as individual activities to be dipped in and out of. Overall, the key aims of the Resource Pack are:

- to understand the importance and relevance of International Women’s Day
- to demonstrate the value of female role models
- to understand the history of the struggle for gender parity
- challenge stereotypes and bias
- to give all pupils inspiration for how they can raise awareness about equality and make the world a more inclusive place
ABOUT THE BOOKS

**Emmeline and the Plucky Pup** by Megan Rix

Meet the leader of the Suffragettes – Emmeline Pankhurst – and a particularly plucky pup during a momentous time in history!

Alfie can’t believe his luck when he is allowed to keep a tiny puppy he found abandoned on the street. Rascal is cute as a button and has lots of attitude, and Emmeline Pankhurst is thrilled that her ward Alfie has a new friend. Alfie and Rascal deliver messages between the Suffragettes as they organise their ‘Votes for Women’ campaign. But it’s sometimes dangerous work, and it’s not long before Alfie and Rascal find out the true cost of the fight.

Full of adventure, fascinating history, and lovely animals, this is the perfect read for young fans of Dick King-Smith and Michael Morpurgo.

**Doctor Who: The Day She Saved the Doctor: Four Stories from the TARDIS** by Susan Calman, Jenny T. Colgan, Jacqueline Rayner and Dorothy Koomson

A companion: explores time and space with the Doctor, gets into trouble with the Doctor, fights enemies with the Doctor and – more often than not – has to save his life . . .

Four fantastic new adventures with the Doctor, starring four favourite companions Rose, Sarah-Jane, Clara and Bill. Celebrating female sci-fi writers, readers, and fans, this collection will publish on International Women’s Day, and is the first all-female authored collection of Doctor Who stories. It’s the perfect way to prepare for the new series, which will feature Jodie Whittaker as the first ever female Doctor.

**The Racehorse Who Disappeared** by Clare Balding

Life is getting back to normal for Charlie Bass after her reluctant racehorse, Noble Warrior, won the Derby.

Then, in the dead of night, Noble Warrior vanishes.

The police are baffled. The clues are few. And if Charlie can’t track down her beloved horse herself, she may never see him again . . .
**Pollyanna** by Eleanor H. Porter

As soon as Pollyanna arrives in Beldingsville to live with her strict and dutiful maiden aunt, she begins to brighten up everybody’s life. The ‘glad game’ she plays, of finding a silver lining in every cloud, transforms the sick, the lonely, and the plain miserable – until one day something so terrible happens that even Pollyanna doesn’t know how to feel glad about it.

*Pollyanna* is one of six Puffin Classics being reissued by Penguin Random House Children’s Books, in a stunning new series design by contemporary, up-and-coming designers.

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**Misfit** by Charli Howard

When Charli, though medically underweight, was fired by her modelling agency for being too big, she decided she’d had enough. She used her platform for good and spoke out about the senseless standards of the modelling industry, whose images influence young women and girls all over the world. Now, Charli is comfortable in her skin for the first time ever, working as a plus sized model in New York. In this YA memoir, she shares her journey, from anorexic and bulimic teenager to happy, healthy twenty-something.

Charli Howard is a model and body positivity ambassador. When she was fired, she wrote a powerful letter to her former modelling agents which went viral. She has used that platform to create The All Woman Project, a charity which goes into schools to educate about body image and mental health issues.

This is the book Charli wishes her teenage self could have read – where she learns the hard way that being thin won’t make you happy, and that one size definitively does not fit all.
RESOURCE PACK - OBJECTIVES

This Resource Pack provides material for five, hour-long lessons that can take place during classes, circle time, philosophy for children (P4C) sessions, or as extra-curricular activities. The pack follows the UK PSHE (Personal, Social, Heath and Economic Education) and Citizenship objectives. They include but are not limited to:

CITIZENSHIP

DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES

Pupils are taught:

► to talk and write about their opinions, and explain their views, on issues that affect themselves and society.
► to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS

Pupils are taught:

► to research, discuss and debate topical issues, problems and events.
► why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
► to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences.
► what democracy is, and about the basic institutions that support it locally and nationally.

DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE

Pupils are taught:

► that differences and similarities between people arise from a number of factors including gender, cultural, ethnic, racial and religious diversity and disability.
LESSON ONE – EMMELINE AND THE PLUCKY PUP

This lesson is aimed at children ages 5+ (UK Key Stage 1) but can be adapted for children of any age at the teacher’s discretion.

OBJECTIVE:
▶ To create an Emmeline Pankhurst fact file

LEAD-IN QUESTIONS:
▶ Have you heard of Emmeline Pankhurst? Who was she?
▶ What is a Suffragette?

TASK 1:
Look at the blurb for Megan Rix’s book, *Emmeline and the Plucky Pup*, and answer the comprehension questions below!

Alfie can’t believe his luck when he is allowed to keep a tiny puppy he finds abandoned on the street. Rascal is cute as a button and has lots of attitude, and Emmeline Pankhurst is thrilled that her ward Alfie has a new friend. Alfie and Rascal deliver messages between the Suffragettes as they organise their ‘Votes for Women’ campaign. But it’s sometimes dangerous work, and it’s not long before Alfie and Rascal find out the true cost of the fight.

1. What is the name of the puppy in the book?

2. Whose ward is Alfie?

3. What do Alfie and Rascal do together?
TASK 2:
In *Emmeline and the Plucky Pup* by Megan Rix, the ‘Emmeline’ in the title is based on a famous historical woman named Emmeline Pankhurst. Look at the following facts about Emmeline Pankhurst and share your first impressions of her with your partner. Match the facts with an adjective from the word bank below:

- Born 15\textsuperscript{th} July 1898, the oldest of ten children.
- Emmeline could read at three years of age.
- Her father sent Emmeline’s brothers for an education, but sent Emmeline to a school where they taught skills for becoming a good housewife.
- By age 15, Emmeline had convinced her parents to send her to a modern school in Paris.
- In 1903, Emmeline founded the Women’s Social and Political Union (WSPU) – their motto was ‘Votes For Women!’ And they became known as Suffragettes.
- In March 1912, Emmeline led a group of women to protest against the government by throwing stones at 10 Downing Street.
- Because of her political activism, she was sent to jail for nine months – where she led a hunger strike.
- In 1917 Emmeline formed the Woman’s Party and demanded “equal pay for equal work, equality of rights and opportunities in public service, maternity benefits and fairer marriage laws.”
- Died 14\textsuperscript{th} June 1928. Shortly after on 2\textsuperscript{nd} July 1928, women were granted equal voting rights with men.

WORD BANK

- PASSIONATE
- INSPIRING
- STUBBORN
- INTELLIGENT
- SHOCKING
- DETERMINED
- RESOURCEFUL
- INSISTENT
 TASK 3:  
Now that you’ve gathered your first impressions of Emmeline Pankhurst, sift through the facts again from Task 2 and complete the fact file below:

FACT FILE:

Name: ________________________________

Birthdate: _____________________________

Number of siblings: ____________________

Death: ________________________________

Organisations founded: 

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Strengths: _____________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Notable achievements: 

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

REFLECTION QUESTION:

Looking back at the blurb for *Emmeline and the Plucky Pup* in Task 1, what do you think Alfie and Rascal’s ‘dangerous work’ refers to? What was dangerous about the Suffragette Movement and Emmeline Pankhurst’s campaign?
LESSON TWO – DOCTOR WHO: THE DAY SHE SAVED THE DOCTOR

This lesson is aimed at children ages 7+ (UK Key Stage 2) but can be adapted for children of any age at the teacher’s discretion.

OBJECTIVE:
► To re-imagine a fictional character in a piece of writing

LEAD-IN QUESTIONS:
► Who are your favourite fictional characters of different genders?
► Do you think that people choose characters who are the same gender as themselves?

TASK 1:
Look at the following examples of stories or series with a male hero. What would be different if the stories were not male heroes? Would anything be different at all? Share your ideas with a partner and share your ideas with the class.

► Oliver Twist (Charles Dickens)
► Sherlock Holmes (Arthur Conan Doyle)
► Harry Potter (J.K. Rowling)
► Diary of a Wimpy Kid (Jeff Kinney)

EXTENSION TASK:
Ask pupils to discuss the question placing the books in both a historical and a modern context.

TASK 2:
In 2017, actor Jodie Whittaker made history by becoming the first female Doctor Who. In pairs, discuss the following questions:

1. How might this be surprising for fans of Doctor Who?
2. What sort of reactions might there have been?
3. How does this challenge the conventional roles in Doctor Who and on the television generally?
**TASK 3:**

Read the extract from Jenny T. Colgan’s story in the book *Doctor Who: The Day She Saved the Doctor: Four Stories from the TARDIS* – entitled ‘Rose and the Snow Window’:

Outside it was freezing. Entrancingly cold. The snow had set hard against the pavements, and the cars moved almost silently under the crystal-spotted sky. The high-rise buildings downtown were incredibly dense and rose, glittering, into the air. There were very few people on the streets; Toronto had an entire underground city that made it possible to travel across town without ever having to brave the ferociously cold winter air.

‘Ooh, it’s nice,’ said Rose.

‘Course it’s nice,’ replied the Doctor. ‘Everywhere is. Come on. We’ll be able to see everything from where we’re heading.’

The Doctor sniffed the air, then set off towards a huge, brightly lit residential tower. They bundled into the lobby behind a large man, then presented themselves to the doorman.

The Doctor engaged that grin again. He had a tendency to think it was more charming that it actually was. ‘Hello! We’re here to see . . . apartment 2714.’

The doorman smiled politely. ‘Let me just call up –’

‘No need!’ said the Doctor, flicking out his psychic paper. ‘We’re –’

He looked up at the bland building, out of ideas for once.

‘The birthday surprise,’ said Rose quickly, noting how kind the doorman looked. ‘Please don’t spoil it!’

Act out the scene in groups of three, where one of you in the narrator, one of you is the male Doctor, and one of you is Rose.

**TASK 4:**

Now, act it out again, but this time imagine that the genders of the Doctor and Rose are reversed – as if you were testing the script for a new female Doctor to be played by the actor Jodie Whittaker.

Is anything different when you reverse the genders of the two characters? Is there anything that you would change?
**TASK 5:**

In the TARDIS template below, rewrite the dialogue in the extract with the genders of the Doctor and Rose reversed. Discuss how your piece of writing is different from the original, and why.
LESSON THREE – THE RACEHORSE WHO DISAPPEARED

This lesson is aimed at children ages 7+ (UK Key Stage 2) but can be adapted for children of any age at the teacher’s discretion.

OBJECTIVES:
► To create an aspirational slogan or phrase for the International Women’s Day campaign

LEAD-IN QUESTION:
► What does ‘aspiration’ mean?
► Why is it important to have aspirations?

TASK 1:
Look at some of these reviews for The Racehorse Who Disappeared by Clare Balding, taken from authors, newspapers and magazines:

| A heart-warming story with a great girl-power message – Jacqueline Wilson on The Racehorse Who Wouldn’t Gallop | There are useful human life lessons here: create a team, Balding urges, delegate, do your research, believe in yourself, and magic ensues – Observer |
| Funny and touching – Telegraph | Will inspire girls to aim high – Daily Express |
| A cheerful paean to books, big thighs and working hard to realise your dreams – Guardian | Charlie is a feisty, funny girl who will appeal to pony-mad readers who’ll devour all the inside knowledge of the equine world that Balding brings to her debut – Daily Mail |

► Which of these reviews suggest that Clare Balding’s book is about ‘aspiration’?
► Which of them suggest that it is about girls, in particular, having aspirations?
**Task 2:**

Put the reviews in order of 1–6 according to which you like best, where 1 is your favourite and 6 is your least favourite. Make sure that you can explain your choices – for example, do you like the words used? Are they catchy? Do they rhyme?

**Task 3:**

*The Daily Express* said that Clare Balding’s book will ‘inspire girls to aim high’. What is nice about this phrase? How does it make you feel aspirational? How does it tie in to the themes of International Women’s Day?

The International Women’s Day 2018 campaign theme is to #PressforProgress. Create an exciting slogan that is aspirational for women around the world, helping them to achieve their dreams. Choose one of the following goals as your inspiration:

- To keep people thinking about gender equality
- To challenge stereotypes and bias
- To create positive images of women
- To influence others’ beliefs and actions
- To celebrate women’s achievements

Some examples of aspirational slogans and phrases are:

- Women can do anything
- Strong girls, smart minds
- Think before you speak and use equal language
- Girls are equal, Girls are great
- Make a difference and mentor a girl today
TASK 3:

Decorate your Aspirational Phrase or Slogan with images that you think will inspire people to feel aspirational and to join your campaign for gender parity.
LESSON FOUR – POLLYANNA

This lesson is aimed at children ages 9+ (UK Key Stage 2) but can be adapted for children of any age at the teacher’s discretion.

OBJECTIVES:
► To create a book blurb featuring a positive female role model

LEAD-IN QUESTION:
► Can you think of a positive female role model in your life?
► What makes somebody a good role model?

TASK 1:
Pollyanna was written in 1913, but Penguin is releasing a new version of it this year in 2018. What does that tell you about the themes in the book?

Take a look at the new cover, designed by a modern, up-and-coming designer. Use the space provided to annotate the cover with why it is effective, and what it makes you think about. How does it present a positive role model?
**TASK 2:**
What makes a good book blurb? Write a list of five features with the person sitting next to you.

1. E.G. Cliffhanger ending

2.

3.

4.

5.

**TASK 3:**
Here are some key plot points that occur in *Pollyanna*. Can you use them to create a blurb for the book? Remember to use the success criteria from Task 2 – and use the book cover for inspiration!

**POINT 1:** Pollyanna Whittier is an orphan.

**POINT 2:** She arrives in Beldingsville to live with her strict and dutiful maiden aunt.

**POINT 3:** She plays ‘The Glad Game’, an optimistic and positive attitude that she gained from her father.

**POINT 4:** When she plays ‘The Glad Game’, Pollyanna has a positive effect on everyone in the town.

**POINT 5:** She helps the sick, the lonely and the miserable.

**POINT 6:** Eventually though, Pollyanna is involved in a bad accident.
**TASK 4:**

Now that you have written your book blurb for *Pollyanna*, read the real one below!

As soon as Pollyanna arrives in Beldingsville to live with her strict and dutiful maiden aunt, she begins to brighten up everybody’s life. The ‘glad game’ she plays, of finding a silver lining in every cloud, transforms the sick, the lonely and the plain miserable - until one day something so terrible happens that even Pollyanna doesn’t know how to feel glad about it.

How does yours compare? Do you think that you create a positive female role model as well as the real book blurb does?
LESSON FIVE – MISFIT

This lesson is aimed at children ages 12+ (UK Key Stage 3) but can be adapted for children of any age at the teacher’s discretion.

OBJECTIVES:
- To write ambassador statements for how to support International Women’s Day

LEAD-IN QUESTIONS:
- What is ‘body image’?
- How is body image linked to gender?
- How are the pressures of body image made worse by the media?

TASK 1:
Imagine you are the boss of an advertising campaign and you need to choose two models, one male and one female, to advertise your new range of jeans. Consider the following questions:

1. What sort of models would you choose to wear the jeans? Why?
2. How would you edit the photo or advert before it was shared?
   - What makes you think in this way?
3. What advertising techniques would you use? Why?

Share your ideas with your friends or classmates – make sure you explain why you have made your choices. Have any of you had the same ideas?

TASK 2:
Read the extract from Misfit and answer the questions below:

*My eating disorders were an addiction. I was addicted to being perfect – the type of girl other girls want to be. When I saw a series of beautiful, skinny women plastered across fashion magazines and TV, as an impressionable young girl I formed a belief that took me a very, very long time to get over: that to be happy, I had to be thin.*

1. What sort of pressures around body image does the narrator feel?
2. What causes the narrator to feel these pressures?
3. Do these pressures also exist for boys?
4. Why do these pressures have a negative impact?
Task 3:
Apart from body image, what other things can make women feel different or inferior or pressured by society? Use the following prompt cards to help you have a discussion with your classmates. There are three blank for you to come up with your own ideas. Don’t forget to share your ideas with the whole class:

- School Subjects
- Professions
- Interests

Task 4:
Choose one of the problem areas that you have identified in this lesson – it might be to do with body image, with professional choices or general interests – and write an Ambassador Statement for how you will help with the #PressforProgress campaign. Use the following sentence starters to help you:

My Ambassador Statement
I am Ambassador for International Women’s Day because

My chosen area to campaign is

I believe things can be improved for women in this area because

I will help to #PressforProgress by

I am passionate about this because

I believe my contribution will benefit society because
INTERNATIONAL WOMEN’S DAY PACK: REFLECTION ACTIVITIES

Take a look at the work that you have completed. You should find the following items:

1. **Emmeline and the Plucky Pup**: Emmeline Pankhurst fact file
2. **Doctor Who**: Gender-reversal TARDIS writing
3. **The Racehorse Who Disappeared**: Aspirational Phrases for #PressforProgress
4. **Pollyanna**: Book Blurb featuring inspirational female role model
5. **Misfit**: Ambassador Statement to support International Women’s Day’s #PressforProgress campaign theme

With your partner, take turns to complete the following statements:

I have learned that International Women’s Day is important because


I think it is still important to #PressforProgress because


The book I would most like to read from the Resource Pack is


I would like to learn more about


FURTHER ACTIVITIES:

- Create a whole-school or year group assembly about what you have learned
- Create a classroom display showcasing all of your work to celebrate International Women’s Day

CONGRATULATIONS!

YOU’VE COMPLETED THE INTERNATIONAL WOMEN’S DAY RESOURCE PACK

Now, don’t forget to hold on to everything that you’ve created. It might come in handy when you continue the campaign for gender parity, far into the future! We can’t wait to see your amazing, creative talents at work.

*The Penguin Schools & The International Women’s Day Teams*