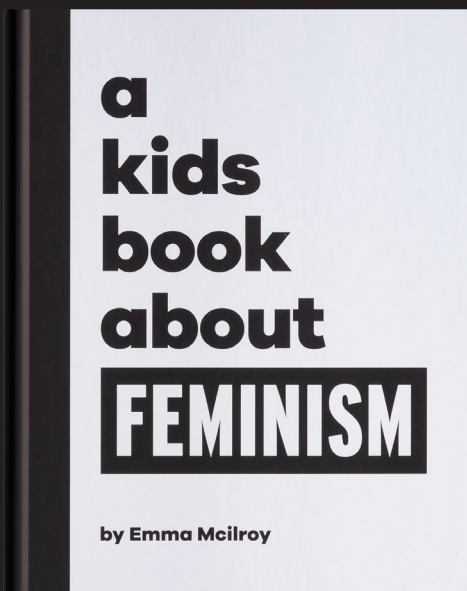




"When we fight for every woman and girl and give them the same opportunities...the world gets better for all of us."—Emma Mcilroy

How Do I Talk to Kids About Feminism?



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An Introductory Lesson Guide for K-2 to Be Used Alongside *A Kids Book About Feminism* by Emma Mcilroy

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Dear Educator,

How do we convey to kids what feminism really means? This is an unapologetic take on feminism as a thing that everyone can embrace, no matter their gender. It tackles ideas around equality, bias, and discrimination because of gender. It also empowers kids of all genders to embrace feminism and show up for others when they're being treated unfairly.

A Kids Book About Feminism is meant to be an introduction to the topic of feminism. Continue to reference diverse women in children's literature and other materials throughout the year to keep the conversation going and to foster student (and adult) learning. Thank you for taking the time to prioritize these crucial conversations in your classroom!





Educational Standards

This book can be integrated into a variety of different areas of Kindergarten–2nd grade curricula, including, but not limited to, national English Language, Social Studies, and Civics standards. The following are National Civics and Social Studies Standards:

- Center for Civic Education: National Standards for Civics and Government (K-4) Content Standards:
 - (II) What are the Basic Values and Principles of American Democracy?
 - Why is it important for Americans to share certain values, principles, and beliefs?
 - What are the benefits of diversity in the United States?
 - How should conflicts about diversity be prevented or managed?
 - How can people work together to promote the values and principles of American democracy?
 - (V) What are the Roles of the Citizen in American Democracy?
 - What dispositions or traits of character are important to the preservation and improvement of American democracy?
- National Council for Social Studies: College Career and Civic Life (C3) Framework for Social Studies Standards
 - Dimension: Civics
 - D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
 - D2.Civ.7.K-2. Apply civic virtues when participating in school settings.
 - D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
 - D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
 - D2.Civ.10.K-2. Compare their own point of view with others' perspectives.
 - D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.
 - Dimension: History
 - D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.



Instructional Planning & Tips

- *English Language Arts standards are embedded throughout this lesson, and, depending on the purpose of the read aloud, can address all domains of literacy: listening, speaking, reading, and writing. For more information, reference your state educational standards. You can also reference the national Common Core Standards for English Language Arts & Literacy K-5 for more information.*
- *This book is a great addition to any Social Emotional Learning (SEL) curricula. According to CASEL, SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL opportunities are embedded throughout this lesson, especially during opportunities for student talk, so make sure you are allowing ample time for students to reflect, connect, and respond throughout the reading of the book.*
- *When lesson planning, reference your state educational standards to ensure strong alignment to your grade level and content area as well, especially when discussing topics that could be mislabeled or misunderstood. Always reference your local and state education legislation and policies to have a clear understanding on any limitations that may occur, and to allow for proper planning and facilitation of the lesson.*
- *Note: Certain educational censorship laws are for teachers and what they can and cannot say; this by no means limits or impacts the ability of students to discuss these topics authentically and with full transparency.*



Adult Pre-Work

Before engaging students in a conversation about feminism, the adult facilitating must have a certain level of competency and comfort around the topic. This includes assessing your own biases and gaps, and continuously learning about the topic. You should feel comfortable discussing both women's history and the diverse factors that shape women's lives, even today.

Understand that some children will have connections and questions as you are reading. They may share their own experiences with being discriminated against, or those of someone they know. They may have misunderstandings or further questions. Many times, the most common issue arises when the adult has not done the pre-work which prepares them to support, and anticipate and answer questions from, children (Remember: We don't always have all the answers!). The adult's role is to be the facilitator in this discussion and to address any student misconceptions as they arise throughout the lesson.

Also, before reading this book to kids, establish classroom norms and expectations around tolerance and respect towards others. Be sure to create a safe space where children feel comfortable sharing and asking questions.

Review the following resources below **prior to teaching** to ensure you have laid the groundwork for creating a safe space for your students, and to feel confident navigating these conversations.

- ["A More Complete Women's History" article](#)
- ["How to Remove Gender Stereotypes from Playtime" article](#)
- ["How to Teach Young Boys to Be Feminist" article](#)

If you are interested in continuing your education on this topic, consider referencing these additional resources:

- [We Should All Be Feminists](#) by Chimamanda Ngozi Adichie
- ["Overview of the 19th Amendment" resource](#)
- [Women's Rights—Women's History resource](#)

Objectives

Students will be able to:

- discuss and explain what feminism is.
- make connections to and inferences from the text.

Vocabulary Words

Flash cards for use in the classroom are also available for download on Learning.DK.com.

Feminism: The belief that everyone is equal, no matter their gender

Discrimination: When someone is treated unfairly or differently because of who they are

Materials

- *A Kids Book About Feminism* by Emma Mcilroy
- Writing materials (paper, notebooks, pencils, colored pencils, crayons, etc.)
- "Always #LikeAGirl Unstoppable" [video](#)

Introduction

1

Show students the cover of the book and read the title aloud.

2

Share how, together, you are all going to learn more about feminism and why it is important.

3

Before reading, allow students to share with a partner what they know about feminism (You can share the vocabulary word card as a reference.).



Read Aloud Lesson

1. Begin reading *A Kids Book About Feminism*.
2. Read to “Feminism is the belief that everyone is equal, no matter what their gender is” page. Stop and clarify for students that gender refers to the characteristics associated with being a boy or a girl. Now return to the page that says, “If you choose to be one, you can change the world.” Ask students how being a feminist could change the world, in their opinion. Allow students to turn and talk with one another, and then ask a few to share with the whole group.
3. Continue reading to the “Do you agree?” page. Ask students to turn and talk to one another, and encourage them to explain why they agree or disagree with the four points shared in the book. Ask a few volunteers to share their thoughts with the whole group.
4. Continue reading to the “Some people think boys are better, stronger, smarter, faster, more capable” page. Prompt students to turn and talk with one another about why they either agree or disagree with this statement, and then ask a few to share with the whole group.
5. Teacher’s note: When reading the segment about examples of girls winning the World Cup, running big companies, winning the Nobel Prize, and becoming president, stop and have a short discussion about women who have achieved these successes (and share their photos!), as a reflection of all that women are capable of. Be sure to include examples of diverse women making an impact.
6. Continue reading to the “It’s super important you’re a feminist, too, even if you’re not a girl.” page. Ask students to consider how everyone can be feminists—regardless of their gender—and why this is important. Ask them to turn and talk with one another, and then prompt a few kids to share with the whole group.



Read Aloud Lesson (cont.)

7. Continue reading until the end of the book. Then share the “Always #LikeAGirl Unstoppable” [video](#). Ask students to identify any connections, questions, or feelings they are having after reading the book and watching the video. Allow students to turn and talk before engaging in a whole-class discussion. **Reference the Adult Pre-Work resources for tips and tricks around navigating this conversation. It is the job of the adult to act as a facilitator of students’ questions and comments and to validate students’ personal experiences.*
8. Read the “About the Author” page to students.
9. Ask students, “Why is feminism important? How can kids use their voice to impact change?” Allow students to turn and talk before asking them to then journal about their thoughts, connections, and questions. Encourage them to draw illustrations that add to their written response.
10. At the end of the lesson, allow students to share their work with their groups and/or the whole group, depending on time.



Extension Ideas:

A Kids Book About Feminism can be integrated into various content areas and learning opportunities in the classroom, such as:

- Social Studies & Civics Connections:
 - Values, principles, and beliefs of American democracy (How should people be treated and what can we do when they are being mistreated?)
 - Characteristics of good citizenship
 - Real-life examples of women who have influenced their community, state, and/or nation
 - Creating and interpreting timelines for women's history events in the past and present
 - Compare different accounts of the same historical event
 - Compare life in the past to life today
 - Compare and contrast different points of view
 - Problem-solving and decision-making skills
 - Gather relevant information from various sources when studying a topic

- Language Arts Connections:
 - Discuss the author's purpose for writing the text
 - Ask and answer questions about key details
 - Make connections and inferences to support understanding
 - Synthesize information to create new understanding
 - Compare and contrast experiences in stories
 - Write brief comments on literary texts that demonstrate an understanding of the text



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