LESSON ONE
Happily Ever After

Aims

In this lesson, we will watch a film called 'Happily Ever After'. Afterwards, we will discuss the story, and think about the ways in which this story is similar or different to other stories you may have seen or read.

Learning Outcomes

Pupils will:

- Understand what the word 'gay' means and how to use it appropriately.
- Have an awareness of the existence of gay people in the world/their worlds.
- Have an awareness of equal marriage in the UK.

Resources

Supplied: Happily Ever After film (accessed using the webpage url and password on page 2 of this booklet)
Storytelling Cards Page 10-11

Needed: Computer, with streaming, sound and projecting capability

Preparation

1) Read the entire lesson plan and familiarise yourself with the activities.
2) Watch the film 'Happily Ever After' in its entirety (35 minutes).
3) If you decide the second half of this lesson would be best delivered with movement and interaction, you might use a hall for this lesson, or clear the tables and chairs to the side of the classroom.
4) Photocopy the Storytelling Cards (one set per four or five pupils, or more if you think smaller groups will work better), and cut up where indicated. Give them a shuffle!

Procedure (total 90 minutes)

Time	Activity	Method
5 mins	Introduction	Introduce the topic by reading the aims of the lesson. It is essential that you do not reveal the storyline of the film before the children have watched it. This will help you assess their natural responses to the story as it is revealed.
35 mins	Happily Ever After	Ask the class to have a stretch and a wriggle before they get comfortable to sit and watch the film. Play the film, in its entirety, without pause or discussion. When the film has finished, invite the class to stand up and have a stretch and a shake to wake up their limbs. **Questions to ask the class:** • What was your favourite bit of the film? • Who was your favourite character? It might be useful to suggest that your favourite bit was the kiss that happened during the wedding scene. This will give you the opportunity to explore why a reaction to the kiss happened (if one did), going on to explore if any pupils have actually been to a wedding, and that a kiss between the people getting married is a traditional part of the ceremony.
45 mins	Storytelling Cards	Introduce this activity by saying that you are going to test their memories, to see how much they were paying attention to the story in the film! Split the class into groups or four or five pupils, and give each group a set of the Storytelling Cards that you have prepared. Their task is to put the cards in the correct order of how things happened in the film. When the groups have completed the task, and think they have the correct order, go through the answers. (The Storytelling Cards are printed in the correct order in this pack.) **Questions to ask the class:** • How was this story different to stories they have seen or read before? • How was this story similar to stories they have seen or read before? • Who has ever heard the word 'gay' before? • What does it mean? CONT...

Time	Activity	Method
		CONT... The word gay is used to describe people who are attracted to (or fancy, love, want to marry – however you think children will understand best) people of the same gender, e.g. men who are attracted to men and/or women who are attracted to women. • Which characters in the film might use the word 'gay' to describe themselves? • Are we allowed to use the word gay? Children might be unsure here, so it is vital to stress that if the word gay is being used correctly (i.e., as in the above definition), it is fine to use it. If the word 'gay' is being used and the intention is to be mean or negative, it is not ok to use it. • Hands up anyone who knows someone who is gay? This is to demonstrate that gay people exist in our real worlds! That it is more common than we might have otherwise thought, and this might be because we don't talk about the topic very often. • In the UK, are people of the same gender allowed to get married? In the UK we have 'Equal Marriage'. This means that men can marry men, women can marry women, and men can marry women. (Some religious spaces choose not to allow this, but there are lots of churches and registry offices who do and lots of religious leaders in all faiths who are supportive.) • Is it fair that all adults can marry whoever they love? • Do all religions allow people of the same gender to get married to each other? It is ok for children to be unsure or uncertain about the answer to this. Religious people may share lots of beliefs, but not every religious person shares the exact same set of beliefs, because religion is personal to each individual. There are lots of people all over the world who follow a religion and who are gay. There are lots of religious people who are accepting of gay people too. • Hands up if you've read a story or watched a film about a gay person • before? • Can anyone think of a reason why it's important to read stories that explore the diverse mix of people that exist in our world? Allow discussions to continue for as long as it feels useful.

Time	Activity	Method
5 mins	Plenary	Bring the whole class back together. **Questions to ask the class:** • What have you enjoyed? • What have you learned? • Why is it important to learn about different people? Tell the class that they can talk to you, and other relevant school staff, if they have more questions from the lesson they have done today, or wish to talk to anyone privately.

STORYTELLING CARDS

1

The pages are preparing the palace, because The Queen and her son, Prince Bertie are due to arrive!

2

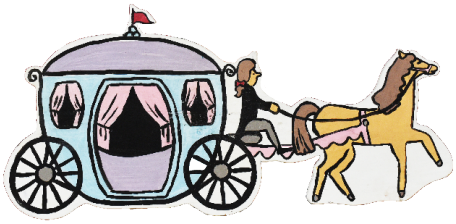
The Queen is getting old and feeling tired, she keeps falling asleep! She tries to hand the kingdom to Prince Bertie, but he is not keen on taking it on.

3

After reading news from the kingdom, The Queen gets an idea! She will arrange for Prince Bertie to get married, maybe then he'll take on the kingdom! She looks out to the kingdom for a suitable princess.

4

The first princess arrives by horse and carriage to meet Prince Bertie. Her name is Princess Aria, and when she arrives, she dances Ballroom with Prince Bertie.

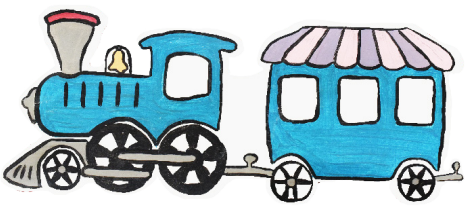


5

Princess Aria leaves angrily after a disastrous clash of heads!

6

A second princess arrives by train to meet Prince Bertie. Her name is Princess Dolly, and when she arrives, she dances Jive with Prince Bertie.



7

Prince Bertie enjoyed dancing with Princess Dolly, but she leaves soon after, realising that Prince Bertie did not fancy her.

8

A third princess arrives by ship to meet Prince Bertie. Her name is Princess Consuela, and when she arrives, she dances Tango with Prince Bertie.

9

Prince Bertie was a little bit frightened of Princess Consuela! So, she leaves soon after, realising that Prince Bertie did not fancy her either.

10

A fourth princess arrives by hot air balloon. Her name is Princess Madeleine and she is with her brother, Prince Lee.

11

Princess Madeleine, Prince Lee and Prince Bertie all dance in contemporary style together. Prince Lee does a leap and Prince Bertie thinks he is amazing! Madeleine tells her brother to 'go for it'!

12

The Queen comes in to see that the two princes like and are attracted to each other, and she gives her blessing to the relationship.

13

Prince Bertie and Prince Lee go on lots of dates together, including the cinema, bike rides, fishing and a picnic. They fall in love with each other and decide to get married!

14

The beautiful wedding is sealed with a kiss. Afterwards they dance the Gavotte with their wedding guests, and have their royal portrait done as they are crowned the new Kings.

15

They all live...