

Equality and Diversity Lesson Plan

'Red – A Crayon's Story': Michael Hall

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>				
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>				

Literacy and English Experiences and Outcomes:

Listening and Talking – Understanding, analysing and evaluating				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a/ LIT 0-16a/ ENG 0-17a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p>

Progression

Early	First	Second	Third/Fourth
<p><i>I know that we are all special.</i></p>	<p><i>I understand and appreciate that we are all different.</i></p> <p><i>I understand that my reactions to people can make them feel happy or sad.</i></p>	<p><i>I understand that all actions have a reaction, some positive and some negative.</i></p> <p><i>I am able to evaluate my own ideas and thinking and challenge myself to be my very best.</i></p>	<p><i>I am able to link key themes from texts to real life situations.</i></p> <p><i>I understand that equality and diversity education is an entitlement for everyone.</i></p>

Equality and Diversity Lesson Plan

'Red – A Crayon's Story': Michael Hall

By the end of Early Level

❖ *I know that we are all special.*

Resources:

'Red – A Crayon's Story' by Michael Hall

Mark making materials

Step 1:

Discuss:

What special talents do you have? I wonder if you can tell me what YOUR Super-Powers are?

Step 2: Introduce the text, Red

Before Reading - Focus questions:

- The title of the book is Red and it says Red on the crayon too. I wonder if you can spot something interesting about the front cover.
- What might this story be about?

During Reading - Focus discussion: (to select from as appropriate):

- At the beginning of the story no one noticed that Red was blue. I wonder why everyone expects Red to draw red things...
- Look at the page that says: "*Everyone seemed to have something to say.*" I wonder how Red felt when everyone was talking about him...
- Red meets someone who makes him feel special. What does Berry do to make Red feel that he can be himself?
- Special friends make you happy to be who you are. Tell us about a friend you like to be with and what makes them a special friend to you.

Step 3: After Reading

Think about your Super-Powers (what you're good at) and create a drawing of what makes you special and unique. Share your Super-Powers with others and create a display.

Equality and Diversity Lesson Plan

'Red – A Crayon's Story': Michael Hall

By the end of First Level

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| <ul style="list-style-type: none">❖ <i>I understand and appreciate that we are all different.</i>❖ <i>I understand that my reactions to people can make them feel happy or sad.</i> |
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Resources:

'Red – A Crayon's Story' by Michael Hall

Paper and coloured markers

Step 1: Introduce the book, Red

Before Reading - Focus questions:

- What's the title of the book? It says Red on the crayon too, but what do you notice about that crayon?
- Look at the words the crayons say on the front and the back covers, what do you notice?
- What do you think this story might be about?

Step 2:

During Reading - Focus questions (to select from as appropriate):

- Why does everyone expect Red to draw red things? At the beginning, why do you think no one noticed Red was actually blue?
- Red tries hard to draw the strawberries, but practice just doesn't seem to help. What are some of the things that you have to practise?
- One crayon replies: "Give him time. He'll catch on." Even though the crayon probably meant well, was this a helpful thing to say? Why or why not?
- Until Red meets Berry, Red cannot be who he is on the inside because everyone believes that Red is something different due to his label on the outside. What does Berry do to help Red? Why is this so important?
- What qualities does Berry have as a friend?
- Notice that Red is still wearing the masking tape on the final page of the story. Why do you think this is?

Step 3:

After Reading

If you were asked to draw a self-portrait, but were only allowed to use one colour, what colour would it be? Why do you think that colour represents you best? Create a display that shows the diversity within the class.

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'Red – A Crayon's Story': Michael Hall

By the end of Second Level

- ❖ *I understand that all actions have a reaction, some positive and some negative.*
- ❖ *I am able to evaluate my own ideas and thinking and challenge myself to be my very best.*

Resources:

'Red – A Crayon's Story' by Michael Hall
Paper and coloured markers

Step 1:

Introduce the text and ask the learners to comment on what they notice about the front and back covers. Read the story aloud pausing to ask what the children notice about Red and the other crayons – what words do they use and how does Hall communicate the challenges Red faces?

Step 2:

In groups (or as a class) give the children a quote from the book and the relevant 'probing questions' to discuss:

<p>"He was red, but he wasn't very good at it..."</p> <ol style="list-style-type: none"> How can you tell he was not very good at it? Can you be good or bad at being yourself? If someone sees you struggling to do something right, is it helpful or frustrating for them to keep giving you advice to do that one thing? 	<p>"Will you make a blue ocean for my boat?"... "I can't. I'm red."</p> <ol style="list-style-type: none"> Why did Red refuse to draw a blue ocean at first? Are labels always accurate? Have you ever felt that you needed to be somebody or do something because of a label you've been given? In which situations are labels useful?
<p>"I'm Blue!"</p> <ol style="list-style-type: none"> What makes you, YOU? Is it how you see yourself or how others see you? Is it about who you are or what you can do? What parts of our identity are unchangeable? 	<p>"Nice! It's so you!"... "But it wasn't."</p> <ol style="list-style-type: none"> Can you tell what somebody is good at or what kind of person they are by just looking at them? Have you ever felt discouraged from doing something because you've been told you're not meant to be good at it?

Step 3:

Learners share their thoughts and ideas from the discussion above and explore what Hall was trying to get the readers to think about through his book.

What Makes You, YOU? Learners are asked to collect words and images that represent who they are. Practitioner should discuss Public Self and the Private Self. Using an envelope, things for the Public Self should be stuck on the outside of the envelope. Things for the Private Self should be put inside the envelope. Encourage learners to share their Private Self (if they feel comfortable to) and their Public Self.

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By the end of Third/Fourth Levels

- ❖ *I am able to link key themes from texts to real life situations.*
- ❖ *I understand that equality and diversity education is an entitlement for everyone.*

Resources:

'Red – A Crayon's Story' by Michael Hall

['Red – A Crayon's Story' Book Trailer](#)

[Protected Characteristics from the Equality Act \(2010\)](#)

Step 1:

Share the Dr Seuss quote:

"Today you are YOU!
That is truer than TRUE!
There is no one alive
that is you-er than YOU!"

Discuss

- What does this quote mean to you?
- How do we promote equality and diversity?

Step 2:

Read 'Red – A Crayon's Story' and discuss:

- What difficulties did Red face?
- What expectations were on Red due to living in a culture where labels prevent success?
- What enabled Red to succeed?

Step 3:

Watch the ['Red – A Crayon's Story' Book Trailer](#).

Create an advert, no longer than one minute, to introduce the story of 'Red – A Crayon's Story' to an adult audience demonstrating:

- What are the key themes within the text?
- What are the underlying messages?
- Why should this book be used with children and young people?

Step 4:

Look at the [Protected Characteristics from the Equality Act \(2010\)](#). How could the book be used to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it?

Kindly created and shared by the young people and adults within the Millburn ASG Equality and Diversity Working Group and the Highland Council's LGBTI+ sub-group of the Care and Learning Equalities Improvement Group.