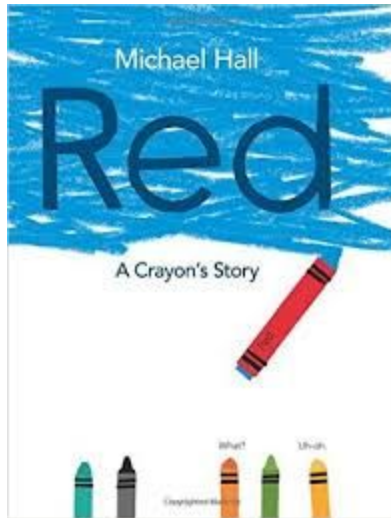


Grades K-4  
Emotions / Feelings  
Time Frame: 1 week



Funny, insightful, and colorful, *Red: A Crayon's Story*, by Michael Hall, is about being true to your inner self and following your own path despite obstacles that may come your way.

Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries!

Finally, a brand-new friend offers a brand-new perspective, and Red discovers what readers have known all along. He's blue! This funny, heartwarming, colorful picture book about finding the courage to be true to your inner self can be read on multiple levels, and it offers something for everyone. <https://goo.gl/jMu6Os>

### **Curriculum Entry Point:**

1. Personal Awareness & Responsibility
  - a. I can sometimes recognize emotions.
  - b. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions
2. Social Responsibility
  - a. I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
  - b. I can demonstrate respectful and inclusive behaviour.
  - c. I am aware of how others may feel and take steps to help them feel included.

*This lesson can take place over several days to explore the topics piece by piece.*

## Lesson Plan - theme of emotional regulation

1. Read the book to the class.
  - a. Explore the images and how the main character is feeling.
2. Talk about Feelings
  - a. Are there times you have to show different feelings than you have
    - i. Sad but have to be brave / happy? (You lost your favourite thing in the world, but have to go to a birthday party instead of looking for it)
    - ii. Happy but have to be composed? (You won first place, but your best friend was hurt in the race)
    - iii. It's ok to be angry at something / someone, but it's not ok to hurt others. It's about working through your feelings.
3. Touching on depression / anxiety
  - a. There are times when it's ok to be sad, happy, brave, upset...
  - b. It's about sharing those feelings with others who can help, if needed.
4. Moving from emotional to physical
  - a. Red crayon was blue inside. Their inside did not match the outside.
    - i. How do you think Red felt when everyone else told them to change?
    - ii. How would you feel if someone kept telling you to change?
  - b. Are there times that you don't feel the way you look?
    - i. What if you felt different inside?
    - ii. What if you felt like an owl inside but everyone else kept telling you that you were a person? How would that make you feel?
    - iii. What if I felt like a boy / girl inside but person kept telling me that I am a girl / boy because of the way I look? Would that be ok?
    - iv. What if I looked like a boy but wanted to wear a dress?
    - v. What if a boy wanted to join a dance class or play with barbies?
    - vi. What if a girl wanted to join hockey or play with trucks?
5. Drawing activity
  - a. Allow the students to draw a time that they felt different inside from what they showed outside (emotions, attitudes, physicality)
    - i. Allow students to keep the image private between you and them to keep the activity safe. If they would like to share with the class, they can, but is not a requirement.
    - ii. They can follow up with journaling to explain the picture, if desired (see #6)

OR

6. Journaling Activity (*this can be an extension or substitute for #5, depending on your students*)
  - a. As an extension: Students can write about what they drew, and why they drew it. They can explain the situation that they drew and what happened just before and after.

- b. As a substitute: Students can write about a time that they felt different inside from what they showed on the outside.
  - i. What made them feel different?
  - ii. How did they show themselves differently?
  - iii. How did it feel at that time?
  
- 7. Moving from person to language
  - a. Using examples that relate to diversity and acceptance
    - i. When I grew up, I spoke French in my home. Does that mean I couldn't speak to someone who didn't speak French? It meant that I could speak to more people and make more friends.
  - b. What words can we use to show that we are accepting / welcoming of differences?
  - c. What if we notice someone that is different or notice that the inside may not match the outside?
    - i. How do we help make them feel comfortable / welcomed?
  
- 8. Activity
  - a. Ask students to create a welcoming board that can be placed / displayed in the hallway
    - i. What do they want to include on it?
      1. Language
      2. Images
      3. Title

Further Resources:

King & King - <https://goo.gl/yILAtg>  
Tango Makes Three - <https://goo.gl/ShWg4N>  
My Princess Boy - <https://goo.gl/quCQxr>  
Not Every Princess - <https://goo.gl/Thbkva>  
I Am Jazz - <https://goo.gl/kE20TV>  
Call Me Tree - <https://goo.gl/wvsKaG>  
<https://goo.gl/i186Qf>