

## *Red A Crayon's Story: A Lesson about Identity*

Adapted from <https://www.teachingchildrenphilosophy.org/BookModule/RedACrayonsStory>

Time Needed:

45 minutes

Student Learning Objectives:

To be able to...

1. Promote ways to show respect for all people H8.se5.5
2. Identify how friends and family can influence ideas regarding gender roles, identity, and expression H2.Se5.4

Agenda

1. Define labels and explain the lesson's purpose
2. Watch or Read the story, *Red A Crayon's Story* by Michael Hall
3. Divide students into discussion groups and give each group a set of questions
4. After discussion time, the group will work together to draw a picture that represents their discussion
5. Each group will share their poster with the class
6. Answer "Anonymous Question Box" questions regarding gender roles, expectations, labels

Materials Needed:

- "Red A Crayon's Story" by Michael Hall - video or book
- Sets of discussion questions
- Poster paper
- crayons

Activity

Watch Red video or read the book aloud to students

*Red A Crayon's Story* by Michael Hall

[Red A Crayon's Story Read Aloud](https://www.youtube.com/watch?v=iGiA_vv6Cbc) ([https://www.youtube.com/watch?v=iGiA\\_vv6Cbc](https://www.youtube.com/watch?v=iGiA_vv6Cbc))

[Red Crayon's Story Stop Action](https://www.youtube.com/watch?v=GO9sJ4-Ofg8) (<https://www.youtube.com/watch?v=GO9sJ4-Ofg8>)

Divide class into groups - give each group 1 of the following sets of discussion questions

*"Will you make a blue ocean for my boat?" ... "I can't. I'm red."*

1. Why did Red refuse to draw a blue ocean at first?
2. Are labels always accurate?
3. Have you ever felt you needed to be good at something because of a label somebody gave you?
4. Have you ever tried to avoid doing something you don't know anything about? Why?
5. Are you ever scared to try something new?

*"Give him time .. He'll catch on." ... "But he didn't catch on ..."*

1. Has there been any time you have been given a label that you do not identify with? When / why?
2. Who gets to decide labels?
3. Are labels ever harmful?
4. Can you think of an example of labels being helpful? Can they help at all in social organization?
5. If labels can be both helpful and harmful, what kinds of situations is it okay to use labels in?

*“But even with all our help and all his hard work, he just couldn’t get the hang of it.”*

1. How are identity and labels related?
2. Can we ever change our identity? In the eyes of others? In the eyes of ourselves?
3. If we can change some things, what are they?
4. What parts of our identity are unchangeable? Are these aspects significant?

*“Nice! It’s so you!” .. “But it so wasn’t.”*

1. Can you tell what somebody is good at just by looking at them?
2. Is it true that only men are good at science and only women are good at art?
3. Have you ever felt discouraged from trying to become good at something because you have been told you are not “meant” to be good at it?

Activity: Using crayons, students will draw a picture that represents their discussion. Groups will share their poster with the class

Background Information

[Lesson Plan for Red Crayon](#)