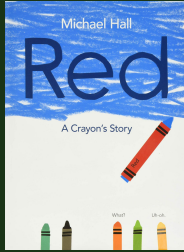


Welcome to class everyone!
We are going to be looking at a book called "RED a crayon story"



The lessons will indicate the outcome and indicators that are being focused on.

Some side information any "handouts" Would hopefully be given out in person If this is not the case its important That students save a COPY and not Edit the main document

Before you begin please click on me for a small introduction

When you are ready to start the first lesson click the Red light, then yellow, then green. I hope you have fun! And learn more about your own personal identity, how it's important to everyone and how to stay away from harmful stereotypes and gender norms.

Comprehensive School Community Health: • facilitates improved student learning; • responds to students' needs; • encourages and supports healthy options, and promotes students' health and well-being; • supports an inter-agency approach; and, • thrives with the participation, support and engagement of families and community

By the completion of this activity package students will help create a project that supports others in their community and responds to students needs, by giving healthy options and support, and hopefully get engagement from their community and family



[+]
cite



Extra Resources



Lesson 1 (Before you start)

Lesson 1 will be broken up into 4 main parts

- First introduce the book and gather the students thoughts before reading
- Second watch the read aloud and give observations
- Thirdly have students write down what they learned and then have a open and honest discussion about the themes of the story
- Lastly have students imagine what their school would look like if everyone could express themselves freely despite gender norms or stigmas

This will be reaching for USC4.5

Indicators

(c) Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.

1. STOP (UCS)-
Wonder and Question
activity that includes
some essential
questions to ask
students and families



Hi

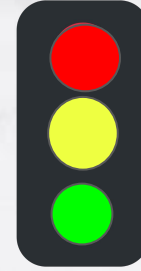


Lesson 1

Today we are going to listen to a read aloud of the book "Red a crayon story" by Michael Hall but before we begin please click on the hand out!

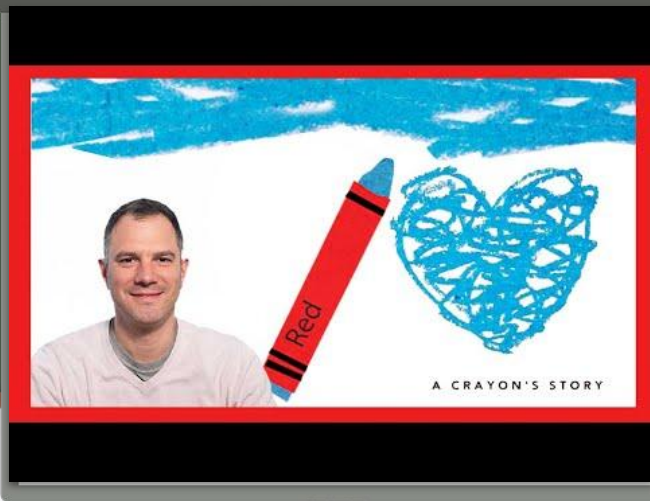
Before we listen to the story I want you to use your estimating skills to think what might this story be about, what do you notice from the cover of the book, then write down what you think it will be about. I will give you all about 10 minutes to fill out the first 2 boxes then we will continue!

click anywhere when ready

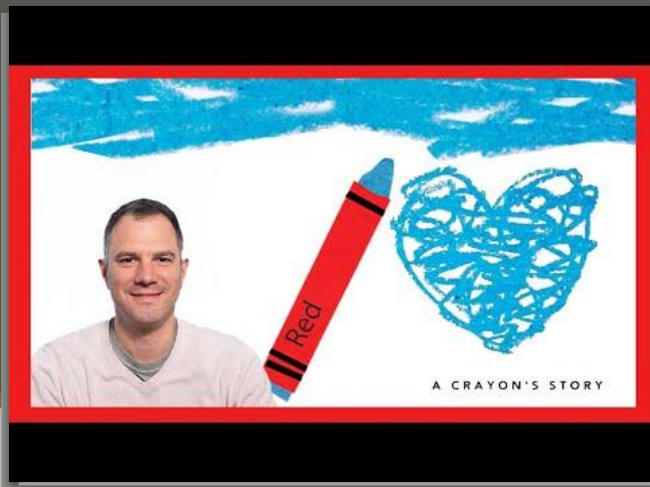


**The video will pause at
1:42**

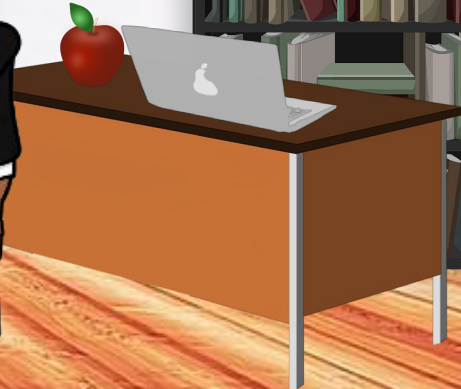
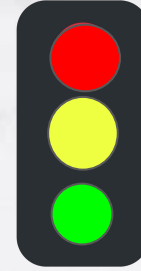
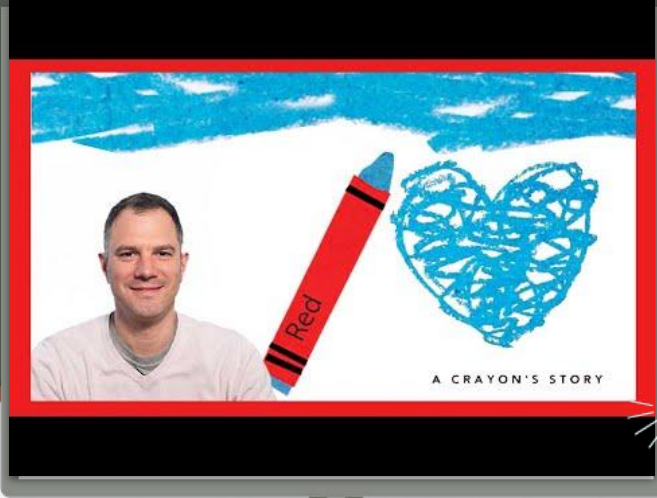
*At 1:42 - do you think the
things said from reds family
are right? If red tried really
hard could he make things
red? *click to the next slide
to continue**



*Click the video again *it
will pause at 2:53*
At 2:53 - So what did red
learn about himself? That's
right he was actually a blue
crayon on the inside and his
label on the outside didn't
match!*



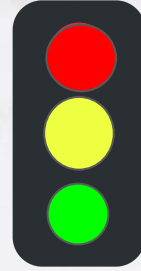
*Click the video again
until it finishes
Once it finishes- There
that's Red a crayon
story! It's one of my
favourite stories! I'm
happy that red was
able to discover his true
self!
*click when ready**



The Next part will be a open discussion about gender norms and making connecting to LGBTQ+ people. If you are unfamiliar or hesitant about talking about these topics, the following resource are great and easy to follow! Of course not everything can be talked about in one day but your student may ask questions so it's good to be prepared

<https://www.hrc.org/resources/transgender-children-and-youth-understanding-the-basics>

<https://www.savethechildren.org/us/charity-stories/how-gender-norms-impact-boys-and-girls>



Lesson 1

Now that we finished the story I will give you all some time to write down your thoughts in the last box.

Tell me what you learned, how did it made you feel? And how can this story be applied to us!

(after 5-10 minutes)

Now it's important to discuss what was learned, and the struggles that red went through.

- What we thought about the story? Did you like it? Can you relate to red?
- What do you think our "labels" are? (Important for students to understand label = gender/norms)
- Did red know he was a blue crayon the whole time or did he have to discover himself?
- Are there times when we are expected to behave in certain ways because of our label/gender?
- Are there times when people don't feel comfortable in their label? Is it okay for someone to be different on the inside than what on the outside? What are some examples of this? (lead the conversation towards gender norms and sexual orientation)
- Was the family very nice when red didn't know who he was? Why do you think they were so mean and blame red?



This is the time for a open discussion about the meaning of RED' have the students move into a trust circle or a comfortable inviting space try and get the students involved and have a honest discussion about their thoughts and feelings.

The conversation component is the key element to this lesson, make sure to talk about gender norms and LGBTQ+ so students are able to apply their new knowledge to the upcoming activity and relate the story to their understanding



Lesson 1

Now I want everyone to imagine your school if everyone could dress exactly how they wanted despite their "label". Would things look different? What could we see? Would people act different? Would they look any different? Would they like different people?

Please take a handout and draw a picture of what you imagine the school would look like if everyone didn't have to listen to their own "labels" and explain in a few sentences what we may see around the school. Also give me one example of something you would like to do but feel like you cant because of your "label" and what other might think. "For an Example i always wanted to learn how to dance but my parents wouldn't allow me to take lessons because I was a boy"



Lesson 1

Once you are all done please hand in your papers and continue to think about ways that your gender, your "label" changes things you do and if that reflects how you feel on the inside.

"This lessons gives students the starting ideas so they can beggin challenging their own understanding of gender norms. It also begins to showcase how LGBTQ+ people don't fall in line with their bodys gender norms. For some people they may not feel comfortable in their skin, while others may not like things/people that they are "supposed" to like."

Click on me to return to the "Lesson selection"



This is the beginning steps to help CSCH, your learner will begin to see students needs and encourages support in their community



Select which "Think" lesson you want to start!

2. THINK (USC) - Investigate and Interpret activity that allows students to gain more information about the topic

3. THINK (DM) - Make healthy decisions



Lesson 2 (Before you start)

For this lesson we are going to continue expand more about gender norms and stereotypes we will also look into how media can affect our self image.

There will be -- amount of parts for this lesson.

Firstly- It can be helpful to look again at the part in red were the crayons are saying red isn't trying hard enough, and try to physically alter him so he would "be normal" Explain why this behavior from friends and family may seem like help but is actually harmful. We will then talk about stereotypes and how they play into the way people think about others.

Secondly Have students select character from a story or game (they can find their own or have some predetermined selections if they will have difficulty choosing) and use a computer or device to find information if they need. What are their gender roles? What are their stereotypes? Do they have a healthy family and friend relationship? How does this character influence them self?

Thirdly- Ask some questions that challenge your learner to use the knowledge they gained and apply it to different situations

Indicators.

(e) Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and cultural definitions.

(g) Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination (e.g., feeling inadequate, confident/overconfident, fearful/fearless, limiting/reaching one's potential).

One goal for this lesson is for your student to gather more information, compare ideas, make connections and make and shape new thoughts

2. THINK (USC) - Investigate and Interpret activity that allows students to gain more information about the topic



Lesson 2

In the story Red often gets advice from his family and friends on ways to help him be the right colour. That's because they are expecting him to behave the way other "red" crayons act. They have their own ideas (stereotypes/gendernorms) about red crayons and are trying to make red fit into that group.

In real life people are also expected to act the way their gender, race, or religion are thought off

Below is a good video that your child can watch to understand more about stereotypes.

Make sure to give other examples of stereotypes.

Some examples could be

- Women are weak, wear skirts, makeup, dresses, need to be a mom, are emotional, often needs to be saved in movies etc.
- Men need to be strong, should not show emotion, need to support entire family, always needs to be a hero in movies.

Make sure to explain that these stereotypes can be harmful and hurt people's feelings and hurt their self image just like how it hurt reds self imagine in the story.

- Once your child/student understands the different forms of stereotypes and that they come in many forms, move on to the next slide! (Click)



Lesson 2

Stereotypes are seen in many different ways in our life. Many people feel they need to live their life based on their stereotypes because that's what's expected of them. This can be very harmful to yourself because you are trying to become someone you aren't. Many of these ideas are learned through stereotypes in media such as books, tv, movies, video games, advertisements and many more. This link gives more examples on how this media affects youth! (for the parents)

<https://www.chconline.org/resource-library/stereotypes-movies-tv-impact-kids-development-downloadable/>

The video on the projector is another great explanation on gender roles and stereotypes and how people are influenced by them!



Lesson 2

Your student should have a good understanding of what stereotypes are and how it can affect our self image and are ready to begin making connections to media they enjoy! Please collect a handout!

Have students select character from a story or game (they can find their own or have some predetermined selections if they will have difficulty choosing) and use a computer or device to find information if they need. What are their gender roles? What are their stereotypes? Do they have a healthy family and friend relationship? How does this character influence them self?

They can put down answers that aren't gender norms or stereotypes have them explain in their words what they think it means. It's a big topic and can get confusing!
(Click when ready)



Lesson 2

It's also important to be surrounded by people and environments that are kind and help build a positive self image.

Ask your learner "What are some examples of people being good supports to be around?"

You can also give them some examples of good support and ways to find support.

- Your friends shouldn't make you feel bad for who you are and what you enjoy*
 - People shouldn't try and change key aspects of who you are because they don't like it.*
 - You should feel supported and loved and you should feel you need to hide or be embarrassed about your interests.*
 - If you don't feel comfortable talking about thoughts or feelings to parents or friends, you can always talk to teachers or other support staff!*
- (click to continue)*



Lesson 2

Now that your student has their mind thinking of all these connections here are a few questions to ask to get them to compare ideas, make connections and make and shape new thoughts. Provided are some questions and examples of possible answers

- (Q) If i am a boy and enjoy sports is that bad because im following a stereotype?
(A) of course not, people are allowed to like whatever they like. It's only becomes an issue when other expect you to like or do something because of your gender
- (Q) Red in the story was often pressured by his friends and family to act a certain way. Even though they were trying to help were they being very helpful? Who turned out to be the most helpful?
(A) his friends and family were trying to help but were also very mean they called him "not very bright and lazy"
- (Q) Do you think its a stereotype that boys and girls are supposed to like each other?
(A) this can be seen as a gender norm and a stereotype. But what's important is that people should be with whoever they want. And not everyone will want the same thing. So if somebody likes people that you dont its not okay to be rude or mean towards them

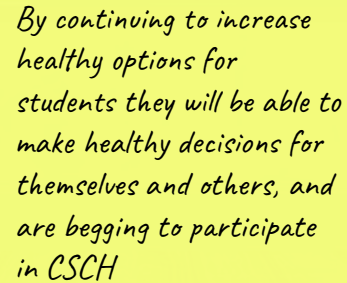


Lesson 2

Your learner should have a great understanding now about stereotypes, gender norms and what healthy support systems should look like!

These topics can be very challenging for learners to talk about openly so its key that they feel comfortable talking about these topics. Its best to relate to their known interest!

Click on me to get returned to the lesson selection screen!



By continuing to increase healthy options for students they will be able to make healthy decisions for themselves and others, and are begging to participate in CSCH



Lesson 3 (before lesson)

DM4.1- Investigate the importance of personal responsibility and communication in making informed decisions related to --personal identity...

*This lesson will be about helping students to make informed decisions related to their personal identity. By completing the other lessons students should have a solid understanding of what harmful environments can look like. And how they can affect a person's self image and identity. Firstly complete activity about making healthy decisions
Secondly talk about how one's personal identity is the most important thing and should not be changed by other people*

(b) Consider the purpose and consequences of communication in making decisions

(f) Illustrate how informed decision making is influenced by personal responsibility.



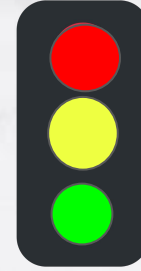
Lesson 3 (FOR THE EDUCATOR)

The video provided is a good resource for the educator to understand more about what a learner needs to know and how they should think about problems!

For us as educators and parents, it's important to support our learners to make decisions early on so they can be more prepared and build those social skills for later in life.

This becomes even more important when the decisions link to who they are as an individual.

Click to continue to the learners decision making



Lesson 3

In the story Red was getting support from his friends and family to try and fix his problem. Sadly for him none of it seemed to work. The solutions started to become harmful. They started sharpening him, cutting his label, and bandaging him. Explain that in real life people may start to try and change who you are and they may do things in harmful ways. They may try and change who you are and how you behave, trying to change your identity. For example if you are a girl who really enjoys watching and playing football, you may encounter people who say "football is a boys game," and "women are too weak to play football" these are very rude and hurtful things and if a person stays around these people they may feel forced to change their interests.

Explain to your learner that when these situations happen it's important to make Informed decisions! and take time and think what the best way to react.



Lesson 3

What is personal responsibility?

Personal responsibility is defined as "The belief that human beings choose and control their own actions and destiny. For this reason, it is generally socially accepted that an individual's actions are their own responsibility and that they should be held morally and legally responsible for the outcomes of those actions." It's good to explain and show these definitions to your learner so they can start to critically think about their actions

Explain sometimes we also make comments and do things that hurt others. We sometimes reinforce stereotypes and can hurt people's feelings. Personally responsibility is when we can see that we did something wrong we then use decision making skills to see the best way to heal the situation. The solutions can be simple such as apologizing and make corrections to make sure it doesn't happen again. Talk about a time when your learner displayed personal responsibility and how by doing that they showed strong moral skills and that they can apply that skill to many scenarios.



Definition from

Personal Responsibility. (n.d.). In *Alleydog.com's online glossary*.

Retrieved from:

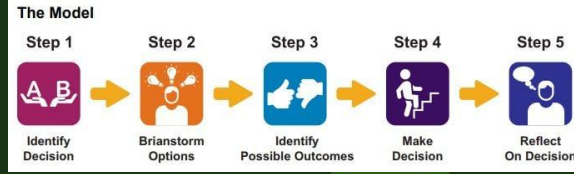
<https://www.alleydog.com/glossary/definition-cit.php?term=Personal+Responsibility>



Lesson 3 activity option 1

This activity will be about personal responsibility and communication in making informed decisions. The first option for this activity would be to create a "learning web" have the problem in the middle and have many different solutions coming out of it. And from those solutions have the possible outcomes! (If the learner needs a example show them the model below) This would work best on a big poster board so the learner can really expanded and organize it to their liking or they can use a digital program such as Jamboard, or Canva. The topic should be related to the story RED, it becomes pretty clear that Red's "label" can be seen as a metaphor for their gender. By using the learning web design have the learner find information about transgender people and some struggles that they will face with family and friends. Then have them expanded them with possible solutions and safe places using the medium of their choice (physical or digital)

(some examples for transgender people can be Family judgment, no gender neutral washrooms, Judgment from friends, people using the wrong Pronoun on purpose.)



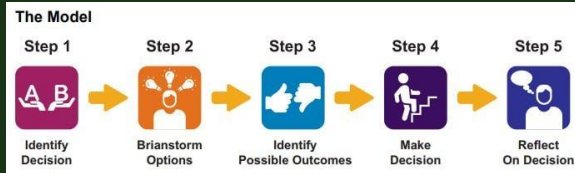
Imaged gathered from

<https://www.aeseducation.com/blog/best-decision-making-activities-middle-school>



Lesson 3 option 2

Similarly to option one have your learner understand the steps below and then give them a situation that they can relate to. An example can be a friend of theirs keeps calling them a racial/sexual slur, they are doing it as a joke and don't realize they are hurting your learners feelings. Have your learner brainstorm 3 ways they can deal with the problem, then have them give a possible reaction from their friend based on how they normally act and behave. Then have them choose their final option and have them explain why they feel that's the best option.



Imaged gathered from

<https://www.aeseducation.com/blog/best-decision-making-activities-middle-school>

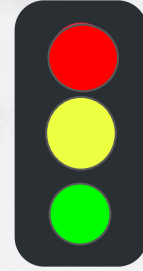


Lesson 3

Finally to help students start to see their informed decision making in action have your learner keep a small journal and gather information about when they need to make informed decisions and feel they have a personal responsibility in the situation. Have them record what was the problem, what ideas did they have and how they felt they were personally responsible to help or make a decision. Have a timeline set for them (such as record their findings for 1 week, this can also help them gather information that can be used for lesson 4's activity).

At this point they should start seeing the effects people can have on our own personal identity especially when they target parts of us that we cant control such as race, gender, sexual orientation, and others. They should also be able to start seeing their personal responsibility and healthy informed decisions in play to handle these challenging situations.

(click me to return to lesson selection screen)



Lesson 4

The final lesson will be about letting your learner use what they learned and create their own project to display what they learned. We have been learning about making healthy decisions based around one's own personal identity. You will want them to have enough time to achieve their goal.

This lesson will be broken up into --- steps.

First - your learner will decide what kind of project they want to create, they can make up their own or use one of the provided examples (Next slide)

Secondly - once they pick their project, they need to create a schedule on what to work on for what day. (Example day 1 gather information, Day 2 create the script Day 3 practice and continue development on script, Day 4 Present.) They will likely need a day to create the schedule.

Thirdly- Give the learner the agreed amount of time. They will likely need guidance and support with ideas and implementation depending on the project they want to do.

Lastly- this is the presentation or the actual implementation of what they have been planning, after they should give there thoughts on what they thought went well and what they would have changed.

Your learner may also want to create their project on a digital platform, allow them to be creative but make sure they are aware of the goal of the lesson which is to create and display how to make healthy decisions and give support to those being hurt by gender norms, and having to hide who they are. The project should be about support and helping others at its center.

AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to - personal identity-

- (a) Identify basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how).
- (b) Design and follow a brief outline of a plan, including a schedule.
- (c) Implement the action as outlined.
- (d) Document and reflect on implementation (e.g., What did I do well? What will I do differently next time? Did I effectively communicate my action?).



Lesson 4

Allow your learner to pick something they are interested in related to this idea. Some examples could be..

- Be yourself poster, with information about stereotypes, and harmful environments. And then select a day where they can present and talk about the poster.
- A drama/act that shows a person being stuck in a harmful situation and thinking out loud different ways they can handle the situation. This can be done in partners as well. They should also have a script
- Finding something in their school or home that they feel is harmful (such as outdated posters/ images around the school, books in the library that have racist stereotypes, etc. and creating a plan to address their concerns professionally with the person in charge (teacher, principle, parent, etc) and explain how their choice can be harmful/ hurtful to those of different genders, sexual orientation, race, etc.
- Personal decision making journal/action plan. Keep records of times they needed to use informed decision making skills, while also creating 4 day weekly plan to help support others in their own identities. (monday- identify 1 instance of good representation in media and 1 bad representation in media)



Lesson 4

once they pick their project, they need to create a schedule on what to work on for what day. (Example day 1 gather information, Day 2 create the script Day 3 practice and continue development on script, Day 4 Present) They will likely need a day to create the schedule. They can use a physical organizer or digital organizer. They should be fairly detailed and highlight what they will do on the given day

Give the learner the agreed amount of time, I would recommend about 4-5 days. They will likely need guidance and support with ideas and implementation depending on the project they want to do. Things such as supplies and help with setup and making meetings if they choose to follow that route.

Once the students are done they should present their project or implement their action plan to try and make change in their community. Again this will look very different depending on what your learner chooses. Once they are done have a small discussion with the learner and see what they feel went well and what they would like to improve upon, ask questions like. If a person who felt their gender doesn't match their body would they feel happy with the changes you made?

Click on me for a simple Rubric where you can record and see how they performed. (self created, can be altered if needed to fit students project choice)

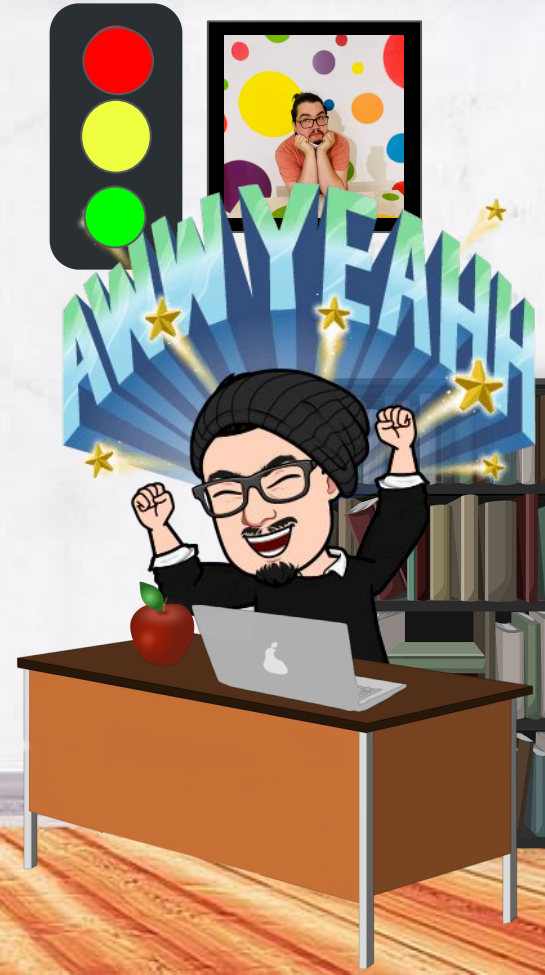


Lesson 4

Give your learner a big congratulations because they have finished All my lessons!!

They should now be able to identify when people around them are hurting their own personal identity or others in their community . be able to make critical decision making skills based on helping them and other in these situations. And have taken steps to help their community and help support with Comprehensive School Community Health

[Click to return to lesson selection](#)



Citations and reference list.

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[\(Click here to return to start\)](#)

All “handouts” were personally created
using Canva. (<https://www.canva.com>)



Extra Resources!

<https://welcomingschools.org/resources/childrens-books-transgender-non-binary> More books that have transgender characters

<https://transstudent.org/gender/> Gender unicorn and other resources

<https://childrenslibrarylady.com/books-about-identity/> Books about self identity

<https://www.cultofpedagogy.com/lgbtq-students/> information about how to best teach LGBTQ+ students

[Return to lesson selection screen](#)



Intro video!



[Return to lesson selection screen](#)

