

EDCI 404 - Lyndze Harvey

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Bring a Book Day #2- SOGI and Inclusivity
Kindergarten to Grade 2

Book: Red; A Crayon's Story

<https://www.youtube.com/watch?v=5uUykRjC0VE>

Consider what Stories-that-we-all-know (dominant narratives) might students hold that will be unsettled or reaffirmed by this book?

- One of the narratives here is that there is only one way to 'fit in' or belong and it is dependent on how you look on the outside and the attributes that others ascribe to you.
- Another narrative here is that gender identity is a choice, and this book challenges this and pushes the reader to look beyond this.
- This book can open up discussions to get the students to look at labels and how easy it is to label what gender someone is according to how they look. Whose labels should be honoured? Those of the community? From the outside? Or labels that individuals give themselves? Why is it so difficult for some people to accept an individual's preferred identity/pronouns? (you don't have to understand my pronouns - just use them)
- This book challenges the belief that if you tell someone they are one thing for long enough or force them to be that they will become that.

Plan a reading with three (3) discussion points for your class (stop and chat points).

- On the page where Red is being sharpened, how do you think Red might be feeling about everyone trying to change them?
- On the page where a crayon is helping the "Red" crayon draw strawberries - could ask how do you think the "Red" crayon felt when crayons kept trying to help them be "Red" when this was not possible? Do you think the "Red" crayon chose to be Blue, or were they just made that way?
- On the page where the new purple crayon asks "Red" to draw a "Blue" ocean, why did he think he could not draw a blue ocean? How do you think Red felt when he did draw a blue ocean? Ask the students if there has ever been a time that they felt "labelled" a certain way like Red was. Is it okay for girls to play with trucks? For boys to play with dolls? For boys to get dressed up in dresses or put bows in their hair?
- How did the tone of the book change from the beginning of the book to the end? Did it get happier, or sadder? How did the "Red" crayon feel at the beginning of the book? Why did the "Red" crayon feel happier at the end of the book?

How might this book be used to teach allyship?

- Have a conversation with your students about the Purple crayon and how they helped the blue crayon feel seen and good. The importance of having diverse role models and supports/friends in your community.
- Discuss how the crayons initially were not good allies, as they tried to change Red.
 - Especially as they THOUGHT they were helping

From the Curriculum

Big Ideas

Kindergarten

- Our communities are diverse and made of individuals who have a lot in common
- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Grade 1

- Healthy communities recognize and respect the diversity of individuals and care for the local environment.
- Our rights, roles, and responsibilities are important for building strong communities.

Grade 2

- Individuals have rights and responsibilities as global citizens

Curricular Competencies

Kindergarten

- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)
- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)

Grade 1

- Explore different perspectives on people, places, issues, or events in their lives (perspective)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

Grade 2

- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) - example activity: give examples of issues on which there are differing points of view

Content

Kindergarten

- ways in which individuals and families differ and are the same
- rights, roles, and responsibilities of individuals and groups
- people, places, and events in the local community, and in local First Peoples communities

Grade 1

- characteristics of the local community that provide organization and meet the needs of the community
- diverse cultures, backgrounds, and perspectives within the local and other communities

Grade 2

- How people's needs and wants are met in communities