



# Embracing All

## What Can We Learn from a Box of Crayons?

### Overview:

"Embracing All" is a teaching support about inclusion and acceptance of differences. It supports student's understanding of the concept "Embracing All" through identification, relationship building and the acceptance of diversity through the analogy of drawing.

### Grade Level:

K-3

### Time Frame:

1-2 class periods  
or 90 minutes

### Inquiry Questions:

1. How can I describe myself with one color? Multiple colors?
2. What are the similarities and differences between my fellow peers?
3. Do our differences prevent us from getting along? How?
4. After analyzing your two pictures, what do they reveal about "Embracing All?"

### Colorado 2020 Academic Standards for Visual Arts:

- Kindergarten Standard 2. Envision and Critique to Reflect GLE 1 EO a. Students can recognize that explorative play with materials can inspire ideas for visual art and design.
- First Grade Standard 2. Envision and Critique to Reflect GLE 1 EO b. Students can envision the potential of a material to be transformed to tell a story.
- Second Grade Standard 1. Observe and Learn to Comprehend GLE 1. EO a. Students can describe how artists choose materials to communicate ideas *and* Standard 2. Envision and Critique to Reflect GLE 1 EO b. Students can recognize that artists use different forms of research to inform their practice.
- Third Grade Standard 1. Observe and Learn to Comprehend GLE 1. EO b. Students can use the language of visual art and design as a tool to help determine artistic intent *and* Standard 2 Envision and Critique to Reflect GLE 1 EO b. Students can describe how research informed a personal work of art.

### Materials: (For each student)

- 1 box of crayons – much more fun with crayons that have unique color names.
- 2 sheets of paper





# Embracing All

## What Can We Learn from a Box of Crayons?

### **Background Knowledge / Contextual Paragraph for Teachers:**

Districts and schools may make assumptions about students' thinking regarding acceptance and inclusion of others. We cannot assume students will behave in a way that is inclusive. We must allow students to experience tolerance of others, provide guidance of their reactions and teach positive behaviors. Allowing students to dialogue about their similarities and differences leads them to a better understanding about themselves and others, building a foundation for acceptance of others and a more inclusive learning environment. Inclusion is the act or state of including or of being included within a group or structure. Acceptance is the action or process of being received as adequate or suitable, typically to be admitted into a group.

### **Building Background Knowledge for the Student:**

Teacher can read and teach the children's book "The Crayon Box that Talked" by Shane Derolf and Michael Letzig. Integrate the above definitions of acceptance and inclusion in the reading and discussion of the book to support student's understanding.

### **Instructional Procedures and Strategies:**

1. Lay out all the crayons – Read out titles of crayons.
2. Ask students – Pick one color crayon from a box of crayons that stands for something important to you or reminds you of something you like a lot.
3. Have students share with a partner and/or write out their statements.

Example: My name is \_\_\_\_\_. I chose the color \_\_\_\_\_ from the box of crayons because \_\_\_\_\_.

### **Making Connection with Others:**

4. Have students draw something they like using the one crayon.
5. When students are finished, have them share with a partner and/or write out their statements. What did you draw and why?

Example: I drew a picture of a \_\_\_\_\_ because I like \_\_\_\_\_.

### **"Embracing All" makes it like a wonderful box of crayons with endless colors:**

6. Have students take out a full box of crayons.
7. Have students draw a second picture of something they like again using all the colors they desire.
8. When students are finished, have them share with a partner and/or write out their statements. What did you draw and why?

Example: I drew \_\_\_\_\_ because I like \_\_\_\_\_.





# Embracing All

## What Can We Learn from a Box of Crayons?

### Discussion in supporting students' understanding of acceptance and inclusion:

9. Ask the students - Which picture do you like the best? Why? Which picture would you like to display in the classroom, hallway or at home?
10. Most students, pick the picture of many colors – Have a discussion about how the various colors make the picture more interesting and how that relates to people with differences making life more interesting.

### Critical Content:

- The importance of including and accepting differences.
- The importance of how negative events have taken place when we didn't accept others.
- The importance of how negative situations can take place when we don't include others.

### Key Skills:

- Students can compare and contrast self with others.
- Students understand the acceptance of differences when analyzing others.
- Students understand how to include others when differences arise.

### Critical Language (vocabulary):

Embrace, Differences, Tolerance, Inclusion, Diversity and Acceptance

### Variations/Extensions:

Teachers may provide a handout with the questions for an extended writing activity on all portions of this teaching support. Teachers can provide a writing reflection to give students the opportunity to reflect on what they learned about "Embracing All" and the concepts of inclusion and acceptance of differences. Teacher may want to highlight different groups. For example, students with disabilities - <http://www.nfl.com/videos/nfl-360/0ap3000000928290/NFL-360-Griffin-details-the-moment-that-motivated-him-to-never-quit-football>

### Formative Assessment Options:

Students will create 2 drawings showing what they like. The first drawing will be done in only one color. The second drawing will be done in a variety of colors. Students will explain the differences between the 2 drawings involving the concepts of embracing differences in the colorful picture.





# Embracing All

## What Can We Learn from a Box of Crayons?

### Resources:

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-can-we-learn-from-a-box-of-crayons> (What Can We Learn from a Box of Crayons?)

### Texts for Independent Reading or for Class Read Aloud to Support the Content

Title	Author, Year, Publisher
<u><a href="#">The Crayon Box that Talked</a></u>	Derolf, Shane and Letzig, Michael (2006). Better World Books.
<u><a href="#">The Skin You Live In</a></u>	Tyler, Michael (2005). Chicago Children's Museum.
<u><a href="#">Same, Same But Different</a></u>	Kostecki-Shaw, Jenny Sue (2011). Henry Holt & Co.
<u><a href="#">It's Okay to Be Different</a></u>	Parr, Todd (2001). Little, Brown & Co.



Lesson adapted from Teaching Tolerance "What Can we Learn from a Box of Crayons?" -

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-can-we-learn-from-a-box-of-crayons>



**COLORADO**  
Department of Education