



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) The Crayon Box	TIME REQUIRED: 30 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> • Arts • Diversity and Global Learning 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards)		
Arts: <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?)		
Youth will be able to: <ul style="list-style-type: none"> • Create a portrait on a crayon to contribute to a group "crayon box," 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> • Crayons, pencils, markers • Paper • Giant Crayon Template (ATTACHED) • The Poem "The Crayon Box That Talked" (ATTACHED) 	<ul style="list-style-type: none"> • 	

PART ONE:

SAY: Today we're discuss...crayons! We will create art from crayons...and create crayons!

ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- Describe a box of crayons.
- What is your favorite color? Is your favorite color the same as everyone else's?

PART TWO:

(What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.

1. Provide each child with two sheets of drawing paper, then allow each kid to pick out one crayon from a box provided. Ask them to draw a picture with *only* the single crayon.
2. After about five minutes, ask the kids to take out their own boxes of crayons and draw another picture on the second sheet of paper; they can use as many different colors as they wish. When they finish coloring, ask the following questions:
 - Which picture do you like best? Why? Which picture would you like to display in your classroom, the hallway, at home?
3. More than likely they will prefer the pictures drawn with the whole box of crayons. Say, "What a boring world it would be if we were all alike — like the picture drawn with only one crayon. The diversity in the world makes it like a wonderful box of crayons with endless colors."
4. Next, read them *The Crayon Box that Talked*. To continue the discussion, ask "Wasn't it silly for the crayons not to like each other just because of their color? Each crayon had something special to offer to the picture — green for the grass, blue for the sky, yellow for the sun."
5. Ask youth to brainstorm the reasons it is important to accept people who are different from us, and record their responses on the board.
6. To close, instruct youth to draw a self-portrait on a crayon pattern (attachment). Encourage the youth to use accurate colors to reflect the color of their skin/hair/eyes/etc. Encourage youth to fill the whole page with color.
7. Place all the crayons into a giant box of crayons that you can create using construction paper (see photo).



What key skills will I need to be prepared to model or teach?

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ASK DURING (open-ended questions for during activity)

- How are people like a box of crayons?

SITE SPECIFIC (complete prior to lesson delivery)

Leadership (How can youth help lead?)	Choices (What content or process choices are there?)	How will I promote exploration? How will I nurture creativity?
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PART THREE:

REFLECT

- Share your crayon self-portrait.
- **Share closing poem:**

Wouldn't it be terrible? Wouldn't it be sad?
If just one single color was the color that we had?
If everything was purple? Or red? Or blue? Or green?
If yellow, pink, or orange was all that could be seen?
Can you imagine just how dull the world would be
If just one single color was all we got to see?

- How does this poem make you feel?
- How does this activity connect to real life?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email