Miller Aaron

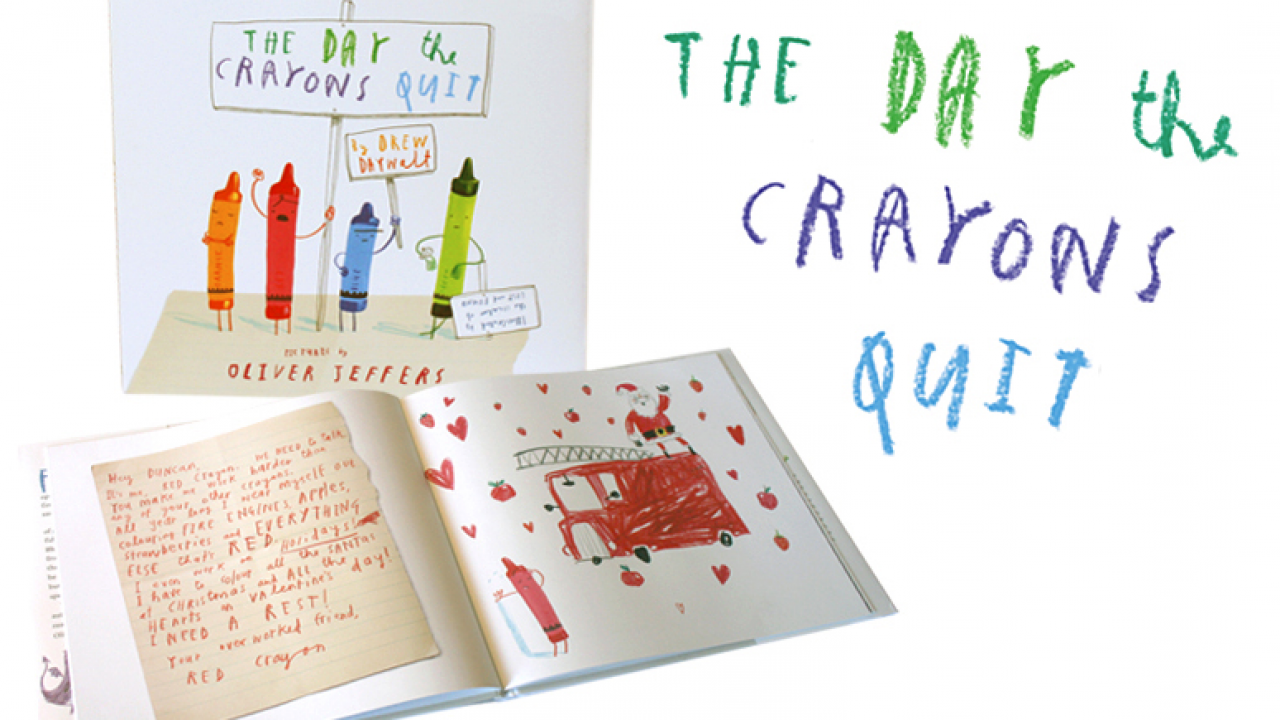
Plymouth Marjon University

Children’s Wellbeing

A TEACHING PACK PROVIDING LESSON PLANS ALONGSIDE  
 RESOURCES TO PROMOTE CHILDREN’S WELLBEING  
  
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The day the crayons quit teaching pack

Aaron Miller 20068019



Dear All Teachers,

Please find attached my ‘The Day the Crayons Quit’ teaching pack including resources that I designed and implemented. In my lesson plan I have attempted to meet the needs of every pupil and hopefully provide a challenge to all abilities throughout this activity. I hope the pupils in your class love doing the activities as much as I loved making them!

For all three lessons there is a comprehensive lesson plan I have designed, which contains a variety of the tools you may need for each exercise and the linkage between the exercise and of course the national curriculum. The primary task through PowerPoint alongside my teaching pack; use your own guidance with the notes I have attached to each slide.

Now that it was published online only due to COVID-19, I had to make changes. I would have preferred to use a much more interactive and complex platform to create this lesson plan such as possibly involving a Kahoot or alternative interactive exercise. Due to short notice this could not be possible. I have developed an interest in children’s mental health throughout the duration of my BA Primary Education course. I also briefly explored this topic in my dissertation in which I looked at technology integration in Primary Education.

Enjoy the lesson plans/resources!

Many thanks,

**Aaron Miller**

BA Primary Education Year 3 Student – Plymouth Marjon University.

# **Rationale**

Through an academic point of view, my topics meet the requirements of the national curriculum for pupils within the first key stage. Although I don't know the year group I'm going to study in, and some of these lesson plans will fit in better for older year groups, I have guaranteed that the lesson plans listed below all meet the academic requirements. The national curriculum notes the use of capital letters and a full stop, question mark or exclamation mark will continue to punctuate sentences by Year 1. This is motivated by the lessons I have brought forward. Moreover, the national curriculum advises, by addressing and posing questions and building on what you already know, that children by Year 2 should be aware of the meaning of books that are being read to them. I was confident I could do so in the follow-up lessons by telling the educators to know the storey before the pupils, by telling the students if they should recall.

In my lesson plans I have attempted to meet the needs of every pupil and hopefully provide a challenge to all abilities throughout this activity. For all three lessons there is a comprehensive lesson plan I have designed, which contains a variety of the tools you may need for each exercise and the linkage between the exercise and of course the national curriculum.

# **The Day the Crayons Quit main lesson (1)**

**Resources:**

* Letter template
* The Day the Crayons Quit book
* Ball Point pens
* Pencils

**Key Words:**

* Self-awareness
* Feelings
* Friendships
* Proud

|  |  |
| --- | --- |
| Lesson Topic | *Self-Awareness* |
| Introduction  (5 mins) | Present this novel, clarify that we will be reading a selection of it today, exploring characters emotions, the emotions of others and ourselves, why it is necessary to choose and develop our own values and opinions? Are our opinions different to our friends, if so, what do we do about this?  Can we stick to our faith? And are you going to go along with our friends? Let the class know that we will explore something called self-awareness (ask if anyone knows what this means and explain) |
| Main Exercise  (10 mins) | View a snippet from the narrative that stresses the self-awareness and resolve of the crayons. Ask if any of the children have previously read the book.  Determine the level and awareness of pupils as their participation will be influenced by level of knowledge.  We will create a letter from the crayons to Duncan, which will explain the feelings of his crayons. Ask the children to put themselves in the crayon’s shoes. Ask the children to write down the feelings of the crayons and channel their emotions. Ask the children to discuss with their friends. |
| Discuss  (5 mins) | We need to be mindful of others and the influence of our actions and statements upon others. Ask the children to think about the feelings of the crayons who were left out and not used compared to others who were.  It's always essential to endure with our feelings and if we believe one particular things, regardless of what others may say, we can stick with that. Commitment is a good quality and will strengthen us in the long term having a massive effect on long-term prosperity. |

**National Curriculum Links**

The Personal Social Health and Economic education Association alongside government advice believe pupils in their first key stage should be taught by the following statements:

* Good Friendship
* Feelings and emotions
* Good Behaviour



# **LETTER TEMPLATE (1)**

To:

From:

# **The Day the Crayons Quit follow up activity (2)**

**Key Words:**

* Self-awareness
* Feelings
* Friendships
* Proud

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| --- | --- |
| Lesson Topic | *Self-Awareness* |
| Introduction  (10 mins) | Remind pupils of storyline on ‘The Day the Crayons Quit’. Ask the children if they can remember what happens in the book and if they would be willing to share with the rest of the class. Discuss if anything was missed, allow peers to contribute. |
| Main Exercise  (20 mins) | Get the children to take roles as the crayons and nominate one to be Duncan, you can do this using a random picker online if all class would like to be Duncan. Ask the children to create questions on the flash card templates I have attached. If they are struggling, you can provide a few examples getting them to essentially act out an interview between the crayons and Duncan. The crayons want to know why Duncan uses certain colours over others and hopefully come to the conclusion that he can use them all equally. |
| Discuss  (10 mins) | Think back to activity 1 and recap. We need to be mindful of others and the influence of our actions and statements upon others. Ask the children to think about the feelings of the crayons who were left out and not used compared to others who were. It's always essential to endure with our feelings and if we believe one particular things, regardless of what others may say, we can stick with that. Commitment is a good quality and will strengthen us in the long term having a massive effect on long-term prosperity. Ask children if they have opinions on this and if they have any questions. |

**Resources:**

* Flash Cards
* The Day the Crayons Quit book
* Ball Point pens
* Pencils

**National Curriculum Links**

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# **The Day the Crayons Quit follow up activity (3)**

**Key Words:**

* Root Words
* Suffixes
* Prefixes
* Vocabulary

|  |  |
| --- | --- |
| Lesson Topic | *Root words, suffixes & Prefixes* |
| Introduction  (10 mins) | Initiate the activity with the extract regarding the red pencil on page 1 and the blue pencil remarks nearly halfway through. Ask the pupils what the claims of these pencils are alike. Ask if these pencils will claim they are "overcolorized?" "Discuss that to overcolorize is indeed not a word. If it is, though, the "too many" prefix would make this term too much of a particular colour. |
| Main Exercise  (20 mins) | Inform the pupils that they will create colourful new words for themselves in this activity.  Display slides and examine material with the pupils.  Set the vocabulary guide as the vocabulary at the top of the dictionary tab, listing the first and final entries on that tab. On this page are words which fall alphabetically between the two guideline words. Give an overview of pupil instructions, using a dictionary.  Distribute work sheets, equipment for writing & the dictionaries. Pupils can work in small groups or on their own. |
| Discuss  (10 mins) | Begin by allowing class to share words with peers. We need to be mindful of others and the influence of our actions and statements upon others. Ask the children to think about the feelings of the crayons who were left out and not used compared to others who were. It's always essential to endure with our feelings and if we believe one particular things, regardless of what others may say, we can stick with that. Commitment is a good quality and will strengthen us in the long term having a massive effect on long-term prosperity. |

**Resources:**

* Activity Sheer
* The Day the Crayons Quit book
* Ball Point pens
* Dictionary & Dice (Selection Device)

**National Curriculum Links**

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