

Unit: The Pink Hat - Andrew Joyner and Human Rights at a Young Age Group

Rachel Woodward - EDUC 450

Kindergarten: Students will explore what it means to stand up for others and use their voice to speak up for what they believe in.

Subject: Humanities: exploring the rights of others in an abstract way and using language and literacy to find perspective.

Assume: 80 minutes, 20 students

Materials:

- “The Pink Hat” by Andrew Joyner
- 16.5” x 23.4” white construction paper, with a rounded stick figures traced on each sheet.
One for each student
- Assorted markers, crayons, and colored pencils
- Pink construction paper cut into the shape of a pink hat
- Glue

Learner Outcomes: (Kindergarten Program Statement)

- **Early literacy:** students are exploring the topic of interest through a picture book that is target for their age group. We will read the story as a group, working through the language and concepts
- **Citizenship:** through the conversation of speaking up for others, students will gain an understanding of their role as citizens who have values
- **Personal and social responsibility:** students explore their role and belonging in a community, and expressing their beliefs and interests
- **Creative expression:** students express their passions through the artistic creation of their figure of self
- **Support student’s prior knowledge and expression of self:** exploring the foundations of self that the students have brought to the classroom by allowing them to share what they are passionate about and what they would stand up for in the world

Lesson Details:

- **Hook (6 minute)**
 - ◆ Begin at the carpet, asking the students to think about what it means to be “passionate” about something. We can discuss that this word means something you are very excited about and feel like you can stand up for. This might be

standing up for a friend, or feeling proud to make sure you aren't hurting anyone's feelings. Explaining that sometimes, people are so passionate about issues on a larger scale, that they group together in a community to stand up for something they believe in and try to make change happen.

→ **Begin by reading the story (20 minutes)**

- ◆ Move through the book slowly, noticing images and patterns, asking students about where they see the story going, allowing for interruption from students to share how they feel or what they think.
- ◆ We summarize the story at the end, and move through it once more, this time not allowing for student participation but inviting them to listen to the story.
- ◆ After the second read-through, we will have a discussion about the idea of what it means to stand up and be a part of a community.

→ **Overview of the craft (5 minutes)**

- ◆ With a finished product already prepared as an example, discuss how the students can draw pictures and write words that are associated with their interests and what they believe in. They will understand how they will cut out our pink hats in groups in order to share our tools. As a class, we will glue the pink hats to our outlines, and then the students can begin to work.

→ **Transition (1 minute)**

- ◆ Ask that the students move quietly to their desks, grabbing one white sheet and one pink hat each and taking them to their table groups.

→ **Craft Completion (30 minutes)**

- ◆ Students will have the time to work on filling their blank figures with words and drawings that they feel make up who they are and what they are passionate about.
- ◆ By maintaining the pink hat image throughout each creation, it will connect all the students in some capacity while they complete their individual figures that are unique to their passions.

→ **Clean-Up (5 minutes)**

- ◆ Students will return their markers, crayons, and pencils back to their designated spot, and ensure that the only things on their desks are the finished craft.

→ **Transition (1 minute)**

- ◆ Students will move from their desks, leaving their crafts on their desks, to the carpet quietly.

→ **Debrief (12 minutes)**

- ◆ Once we are all sitting quietly at the carpet, I will ask the students how it felt to be a part of a community in a sense, as they all shared the pink hats as a classroom community on their figures.
- ◆ Students will have the opportunity to explain what they put in their figures and why it is important to them.

- ◆ Students can make note of students that have similar interests, and they will have the opportunity to ask questions to their peers.
- ◆ Finish with a class discussion

Theoretical Framework:

- “To understand your personal cultural glasses, you have to explore the interplay or relationship between your frames and your lenses. A primary challenge in developing critical social justice literacy is the understand the relationship between you as an individual and the social groups you belong to; the interplay of positionality” (Sensoy & DiAngelo, 2012, pg. 46.)
- ◆ By engaging in discussion with children in this young age group about what it means to be a part of a social group or community, they can begin to think about what is important to them and how they can feel like they are a part of their community while also maintaining their own values and ideals. This activity allows for a very light-hearted and brief introduction into self-exploration, and will begin to spark a discussion around inclusion, acceptance, and belonging.

Assessment Practices:

- Observation to ensure that students complete their figure and engage with them to understand where the meaning comes from in their drawings/word choices
- During discussion time, making sure that students feel they are heard and are given the opportunity to speak up if they choose

References

- Alberta Education. (2008). Kindergarten Program Statement . *Program Overview*. Retrieved from <https://education.alberta.ca/media/563583/kindprogstate2008.pdf>.
- Sensoy, O. & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education*. New York: Teachers College Press.