



ONE

By Kathryn Otoshi

Blue is a quiet colour who likes looking at the sky and floating on waves. Sometimes he wishes he was more like his friends Orange, Purple, Green and Yellow but he's happy being Blue – except when Red comes around. Red is a hothead who picks on Blue. Although Blue's friends feel bad, they never try to stop Red until One comes along. When One stands up to Red, the other colours learn that everyone, even Red, matters.



WITS Connection: Talk it out, Seek help

WITS LEADS Connection: Talk it out, Seek help

Questions and Activities



PRE-READING ACTIVITIES

- Invite children to describe their favourite colour and why they like that colour.
- Create a simple graph of students' favourite colours on chart paper.



PRE-READING QUESTIONS

1. What kinds of things are viewed as just one? *One nose, one birthday a year.*
2. What do you think this story is about?



POST-READING QUESTIONS

1. What does Blue think of himself? *Sometimes he wishes he was another colour but overall he likes being Blue.*
2. How do his feelings change when he meets Red? *He feels bad about himself.*
3. At the beginning, how did the other colours respond to Red's anger and hurtful words? *They comforted Blue but they didn't ask Red to stop.*
4. What happened to Red when no one asked him to stop being mean? *He became bigger and picked on all the colours.*
5. How did One stand up to Red? *He said "NO!" when Red asked him to stop laughing.*
6. What happened when One stood up to Red. *Red left the scene but Red still became angry and threatened Blue.*
7. How did One seek help from the other colours? *Blue asked the other colours to stand up and say "NO!" if someone picks on them.*
8. How did everyone help Blue when Red tried to roll over him? *They stood up to Red and said, "No!"*
9. What happened when everyone said, "NO" to Red? *It worked. Red stopped hurting the other colours.*
10. When was Red asked to be part of the group that counts? *When he stopped hurting the other colours.*

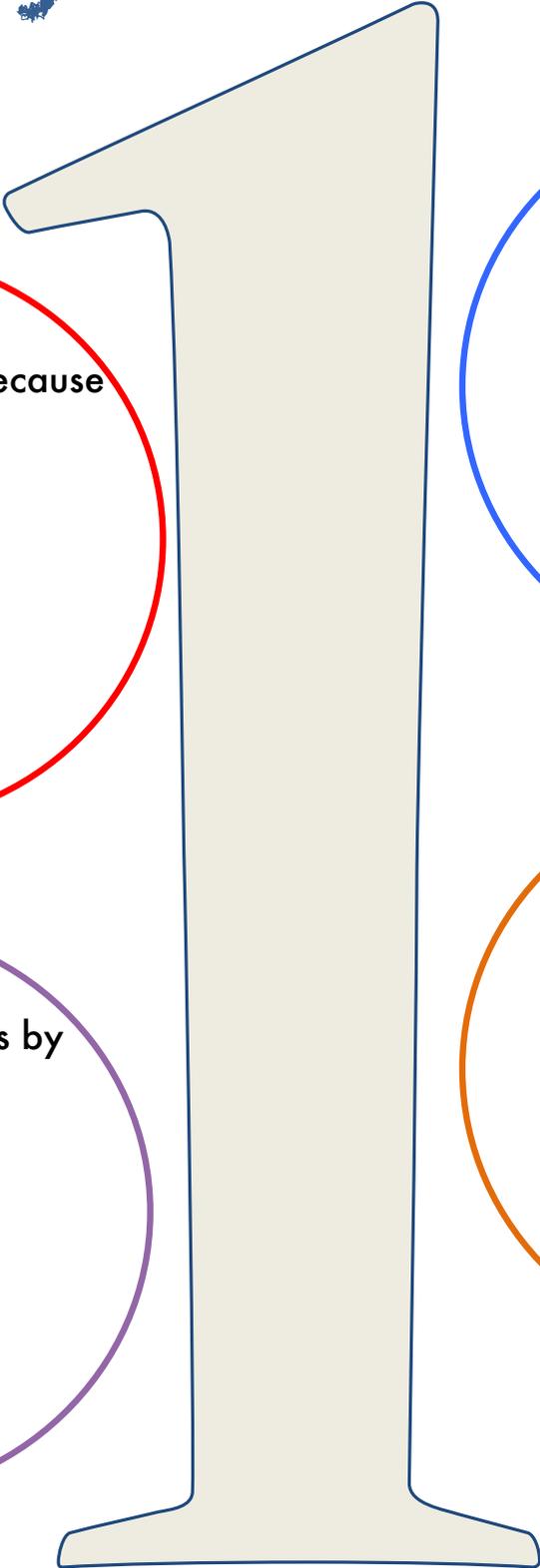
11. How did Blue show that Red could “count”? *Blue invited Red to be part of the group. He showed Red that everyone counts when they show respect to one another.*



POST-READING ACTIVITIES

- Discuss with students what it means to count – to feel like you have value.
- What does it mean to value others? What does that look like and sound like?
- Distribute the [Everyone Can Count handout](#) and have students fill it in to describe how they can count and help others feel like they count too.
- Cut out red, blue, yellow, green, purple and orange circles and numbers from one to seven. Ask students to use the shapes to act out the story of *One*.

Everyone Can Count!



I know that I count because

I can help others count by

We can include others by

We can take a stand by