



COMMUNITY BUILDING TUTORS
NFP

Lesson	Lesson 1, Unit 1 – Self-esteem
Objective	Students will be able to respect the likes and dislikes of others. Students will be able to give and receive compliments.
Materials	<ul style="list-style-type: none"> • <i>A Bad Case of the Stripes</i> by David Shannon • White board or butcher paper • Dry erase marker for whiteboard or marker for butcher paper • Blank paper and coloring supplies for extension activity • Mini post-it notes
Read-Aloud (15-20 minutes, Day 1 & Day 2)	<p>Day 1 The SC will read <i>A Bad Case of the Stripes</i> aloud to students and check for comprehension <i>throughout</i> the story using the following questions:</p> <ul style="list-style-type: none"> • Why didn't Camilla want to let others know that she liked lima beans? • What do you notice in this picture? • How does Camilla feel when the children laugh at her? • Do you think the kids are bullying Camilla? • How would you feel if you were Camilla? <p>After reading, the SC will guide students to discuss how Camilla changed from the beginning of the story to the end and lead them to understand that the character no longer worried about what others thought of her. The SC will show students the beginning of the book again to prompt the discussion. The SC will provide students with think time or direct students to turn and talk before calling on students for answers during and after reading.</p> <p>Day 2 The SC will tell students that they are going to re-read <i>A Bad Case of the Stripes</i> and to focus on something specific while reading. "<i>Friends, today we are going to re-read our story about Camilla Cream. As we read today, I want you to pay extra special attention to how Camilla feels during the story and how the pictures can help us figure out how she feels.</i>" The SC will then re-read the story and focus on the emotions Camilla feels as well as repeating the comprehension questions above that the students may have struggled with on Day 1.</p>
Extension (20-30 minutes, Day 1 & Day 2)	<p>Day 1 Prompt students to think about a time when they felt embarrassed like Camilla Cream. The SC should model such as, "When I was your age, I was in a play for school and I had to sing. I didn't think I was a very good singer and I was embarrassed to be on stage." Provide students with think time and then call on volunteers to share out a time they felt embarrassed. The SC will then tell the group that it is ok to not be good at everything or the same as everyone because everyone is good at something. The SC will then tell students that they are going to draw a picture of themselves and write things that we like or are good at around the picture. The SC will complete an example in front of the students or show a pre-prepared example before students begin. Volunteers can share their work at the end of the session.</p> <p>Day 2 The SC will remind students that everyone is good at something and those things make us feel good about ourselves. The SC will tell students that we can also make others feel good about themselves by giving them compliments. The SC will repeat the word compliment and have students echo-repeat the word. The SC will then model giving a tutor and a student a compliment (physical and personality). The tutor will then model saying thank you to the SC for the compliment and prompt the student volunteer to do the same. The SC will then tell students that we are going to give everyone compliments. The SC will have a tutor write their name in the middle of a blank piece of paper and then the SC will model writing a compliment for that tutor. The SC will then pass out a blank piece of paper for each student and they will write their name in</p>

	<p>the middle. Students will then rotate chairs every 2-3 minutes to write a compliment for each person. Tutors and the SC will assist with timing the switches and helping students spell. Once students have rotated to every chair they will return to their own and read the compliments their classmates gave them.</p>
<p>Assessment (5-10 minutes, Day 2)</p>	<p>The SC will write the following question on the board/butcher paper and then draw a yes/no T-chart. The SC will then pass out a mini post-it note to each student and direct students to write their name on it. The Coordinator will then read the question aloud to students and give the students 30 seconds of think time as to where they will put their post-it note. Students will show a silent thumb when they are ready to vote. The SC will remind students not to be worried about how others are voting and that there is no right or wrong answer.</p> <p>Should we judge others because they are different than us?</p>
<p>Additional Resources</p>	<p><i>A Bad Case of the Stripes</i> read-aloud: https://www.youtube.com/watch?v=cKaQXmRvpvw A Bad Case of the Stripes Coloring Page: https://s-media-cache-ak0.pinimg.com/originals/94/35/ba/9435ba90822b95984080d2db2bd7d789.jpg Summary and Additional Read-Aloud Questions: http://www.teachingchildrenphilosophy.org/wiki/A_Bad_Case_of_Stripes</p>
<p>Coordinator Planning (Post/pre notes as needed such as extension activity choice, student groups, tutor attendance, etc.)</p>	<p>Notes:</p> <p>Assessment Results: ____% of students understood the importance of accepting others. (# of students who answered 'no' divided by the total # of students)</p>