

The Nose That Didn't Fit (Rue)

Learning Objectives

1. Students will be able to identify what insecurity means and how it affects their lives on a social, mental and emotional level.
2. Students will be able to measure on a scale of 1-5 their level of insecurity and comprehend what that number means.
 - a.) By the end of the lesson, 80% of students will score themselves as 3 or lower on the 1-5 scale and be able to explain their score through a question on self-discovery, measured by an Exit Slip.



CCCS

ASCA

Materials Needed

1. *The Nose That Didn't Fit* by Andi Green
2. WorryWoo Monster poster
3. Rue, The Monster of Insecurity plush
4. Black construction paper: 1 piece for each student, but bring extra paper.
5. Exit Slip
6. White chalk: 1 piece per pair
7. Tape
8. Timeline Diagram Worksheet (supplemental assignment)

PROCEDURE

Anticipatory Set (2 minutes)

Place monster poster in front of classroom.

"Hi class! So last week we talked about Nola and loneliness, remember? Can anyone identify who she is?

Have one student who raises their hand come to the Monster's poster in the front of room and point to Nola.

“Very good! Now just as a reminder, Nola was the monster who felt very lonely because she felt that she didn’t have any friends. Today, however, we are going to meet Rue, The Monster of Insecurity. **Point to Rue on the poster.** For anyone who doesn’t know what insecurity means, don’t worry! We are going to learn what insecurity means from reading about it in the book *The Nose That Didn’t Fit*.²⁷

Assessment Part 1 (measuring learning objective #2)

Say to students, “Now, on a scale of 1-5, 1 being not important and 5 being very important, how important is what other people think about you? Don’t answer just yet, put your heads down first and listen for instructions.”

1. Have students put heads on desk and then say each number (1-5) having students raise their hand for whatever number they think.
2. Teacher will count number of hands for each number and write totals on the board. This gives a visual of how students feel and allows it to be anonymous.

Have students gather around to read the story.

Read Story (15 minutes)

Facilitator Disclaimer:

1. Keep in mind that the ‘expected answers’ may vary; however, ensure that students’ responses are relevant and on task.
2. Accommodate/assimilate questions based on students’ responses.

1. Question 1:

When you get to the page that states, “...*It’s just how you see it*” Ask students, “What do you think the Wizard meant when he said to Rue ‘it’s just how you see it?’”

Expected response: Even though Rue sees himself as ugly, other people might not.

Second question: backup in case first question is not being answered

“When the Wizard is asking Rue if he really wants to change his nose, why do you think the Wizard is trying to get Rue to change his mind and not change his nose?”

Facilitator Disclaimer:

1. This is a good check in point with the students to make sure they are following the story and understanding Rue’s insecurity. By asking about the wizard’s response, this is helping students see that they might be too hard on themselves sometimes and to take a look at who they really are. Remind students that your “inner self” is as important as how your “outer self”
2. Accommodate/assimilate questions based on students’ responses.

2. Question 2:

When you get to the page that states, “*Crushed by her words, Rue felt very sad...*” Ask students, “Why does Rue want his old nose back? What is making him begin to question his decision?”

Expected response:

The girl had a nose just like his and said she heard Rue was funny and kind. She looked just like Rue had looked, so he didn't feel that he was so different before.

Second question: backup in case first question is not being answered

“What did the girl say to make Rue want his nose back?”

Facilitator Disclaimer:

1. This part in the story is crucial to helping students see that beauty is in the eye of the beholder. Having the students understand that even though Rue saw himself as ugly or different, others saw him as kind, funny, sweet and handsome. Sometimes, we are our worst critics and students should learn the importance of being unique.
2. Accommodate/assimilate questions based on student's responses.

Conclude story and have students go back to seats.

Hand out materials for activity: black paper for each student and a piece of chalk for each pair.

Activity (15 minutes)

1. “On the black paper you were just given, you are going to draw your partner's profile with chalk. A profile is the outline of the face (facilitator can provide example if needed). So, take turns with your partner and first draw each other's profiles. When you are done, put your chalk down so we can do the next part of the activity.”
2. After students are done drawing their partner's profile, have students individually write positive words that describe how they see their partner.
 - a) Have each student come up with three words.
 - b) Example words: fun, smart, caring, friendly, funny, kind
3. “Is everyone done writing down their words? Great! Now go ahead and share your words with your partner.”
4. “Has everyone given their partner the drawing you did of them? Great. Now what I would like each of you to do is to write your name on the profile drawing that your partner drew of you.” i.e. Jane will write her name on the profile that Joe drew of her; Joe will write his name on the profile that Jane drew of him. Having each student write their own name on their profile will give them a connection and identity to the positive profile.
5. Once all profiles are complete, have the students hang up the profiles on the wall in the classroom. This way, whenever a student isn't sure of him or herself, they have a reminder close by to tell them the wonderful qualities that they possess.

Closing (4 minutes)

Have everyone stand around the drawings and remind them that they should use the positive words they wrote more often (suggestions below).

1. “You never know how someone might be feeling, so it is important to remind each other of all the wonderful qualities they have. We all have days when we feel unsure of ourselves; keep these words in the back of your mind to remind you of all the great ways in which people see you.”

Have students go back to their seats for assessment part 2

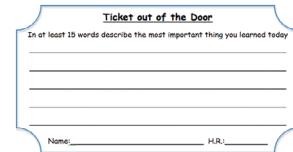
Assessment Part 2 (measuring learning objective #2)

Hand out Exit Slip to students.

1. Ask students again, “On a scale of 1-5, 1 being not important and 5 being very important- Do you feel that what other people think of you is important to you?” Have students circle a number on the Exit Slip.
2. Have students answer question on Exit Slip, and state the question aloud; “Did your number change from the beginning of class? Why or why not?”
3. Have students hand Exit Slip to facilitator.

Incorporating Technology

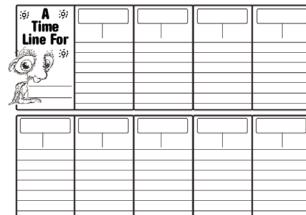
1. Take pictures of activity being done and create a bulletin board for the classroom.
2. Read up on Rue – WorryWoos.com/Rue.html.
3. Play the *Woosical* for students to listen to as they are working on the activity to remind them of the concept.



Modifications

1. Activity can become homework if not finished during the designated class time.
2. Initiate peer buddy reading activity.
3. Use books to follow along with reading.

Additional Supplemental Activities



Materials for Supplemental Activity

1. Timeline
2. Colored pencils/crayons/markers

Supplemental Activity (15 minutes)

1. After story is read, hand out timeline to each student.
2. Have students fill out timeline to sequence the events of Rue’s adventure. What do they remember? What did they learn from the story?
Questions to help students, if needed:
 - a. What didn’t Rue like about himself?
 - b. What did he do to try and change his appearance?
 - c. Why did the Wizard try to discourage Rue from making a change?
 - d. What made Rue change his mind about his nose?
3. Have students volunteer to share their timeline, discuss more about Rue’s adventure and what Rue learned throughout the story.
4. Hang up Timelines in an area of the classroom so students can see each other’s work.

Exit Slip

In at least 20 words describe the most important thing you learned today

Name: _____ H.R.: _____

Exit Slip

In at least 20 words describe the most important thing you learned today

Name: _____ H.R.: _____



A Time For Line