



The Monster Who Couldn't Decide **(Fuddle)**

Learning Objectives

1. Students will be able to explain the term 'self-confidence' and determine their individual levels of self-confidence.
 - a) By the end of the lesson, 80% of students will score themselves as 3 or higher on a 1 to 5 self-confidence scale and be able to describe their score through a question of self-discovery.
2. Students will be able to identify 2 or more personal, positive attributes that contribute to their individual self-confidence.

CCCS

ASCA

Materials Needed

1. *The Monster Who Couldn't Decide* by Andi Green
2. WorryWoo Monster poster
3. Positive Affirmation Signs for all students in the class. These signs are for an activity and should be cut out prior to beginning the lesson in order to conserve class time.
4. Poster board of facilitator's choice. Facilitator Suggestion: Create a "Flower Garden" poster or bulletin board to replicate the garden in the book.
5. Fuddle, The Monster of Confusion plush
6. Markers/ Crayons
7. Glue/ Tape
8. Scissors
9. Supplemental Activity Worksheet

PROCEDURE

Facilitator Disclaimer:

1. This is the final lesson in the WorryWoo Monsters Curriculum. Consider including developmentally appropriate closure to the unit in addition to closure of this specific lesson either in the anticipatory set or before/after the lesson wrap-up. Students are likely to have become attached to the characters and the feelings they represent, and it is important that the class be able to process emotions associated with the end of the unit.

Anticipatory Set

Place WorryWoo Monster poster in front of the classroom.

“Hi class! So last week we talked about frustration, remember? Who can show us which monster helped us talk about frustration last week?”

Choose student, based upon how teacher typically selects students, and point to poster of monsters. Have student point out Twitch.

“Very good! Now just as a reminder, Twitch was the monster who felt frustrated and needed to learn how to see the little things that bugged him in a new, more positive way. Today, we are going to meet Fuddle The Monster of Confusion (**Point to Fuddle monster on poster.**) Fuddle loves to try new things, but she gets so overwhelmed by all the choices that surround her. So, instead of making a choice, Fuddle gives up and chooses nothing at all!”

Assessment Part 1 (*measuring Learning Objective 1*)

“Before we read to find out whether or not Fuddle makes up her mind, let’s take a quick survey. Heads down, and no peeking!”

Wait until each child’s head is on his or her desk before continuing.

“Raise your hand and use your fingers to show on a scale of 1 to 5, 1 being ‘not a lot’ and 5 being ‘a lot,’ how often do you believe that you make the right choices?”

Wait for student responses before continuing.

Facilitator Disclaimer: Facilitator should keep track of student scores, particularly outliers. This will be necessary in order to compare students’ ratings from beginning to end, and ultimately, to assess the overall effectiveness of the lesson.

Have students gather around to read the story.

Read Story

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.

Question 1:

The book tells us that ‘...*Befuddled and sad, she would head for the door,*’ ask students “What do you think the word ‘befuddled’ means?”

Expected Response:

“Fuddle is confused and sad.”

“Fuddle seems to be having such a hard time choosing what she thinks is best. Using clues from the story and the illustrations, what do you think ‘befuddled’ means?”

Question 2:

The worm tells Fuddle... *You’ll only miss out if you don’t choose at all*. Ask students “What do you think the worm means by this statement?”

Expected Response:

“If Fuddle does not choose anything because she may miss out on things.”

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

“The worm tells Fuddle to *‘stand tall and believe in herself’ and the choices she makes.*’ Have you ever missed out on something by not making a choice?”

Facilitator Disclaimer:

This part in the story is crucial to helping students see that while making decisions can seem overwhelming and challenging, the process can be learned with time. It is helpful to understand that life is full of choices and that learning to make the small decisions is a building block toward making bigger ones. The more confident we become in ourselves, the easier the decisions become.

Conclude story and have students go back to seats.

Hand out materials for activity. (positive affirmation worksheet)

Activity (15 minutes)

1. Tell students, “With the help of a friend, Fuddle was able to see that even when decisions in life can be overwhelming, just believing in yourself and following your heart will help lead you in the right direction. Just like Fuddle’s friend’s garden in the story, we are going to make our own positive Garden of Signs.
2. Have facilitator walk around and help students come up with positive messages that they can tell themselves when they are overwhelmed.
3. Once students are done making signs, put them on the wall and make a “Positive Affirmation Wall” in the classroom.
4. Have students share their signs.



Closing (5 minutes)

1. Hand out Exit Slip to students
2. Ask students, “On a scale of 1-5, 1 being not likely and 5 being very likely, how likely are you to listen to the positive messages you created when making decisions?” Have students circle a number on exit slip.
3. Have students answer on Exit Slip and also state the question aloud; “Why did you choose that number?”
4. Have students hand Exit Slip to facilitator

Ticket out of the Door
In at least 15 words describe the most important thing you learned today

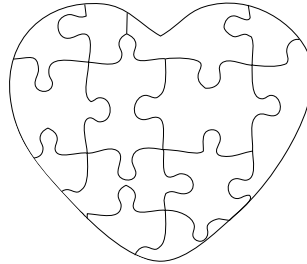
Name: _____ H.R.: _____

Incorporating Technology

1. Videotape and take pictures of the student creating their positive affirmation signs and make an i-Movie trailer to show to students at a later time.

Modifications

1. Assign a peer buddy.
2. Implement a One on One activity.



Supplemental Activities

Materials for Supplemental Activity

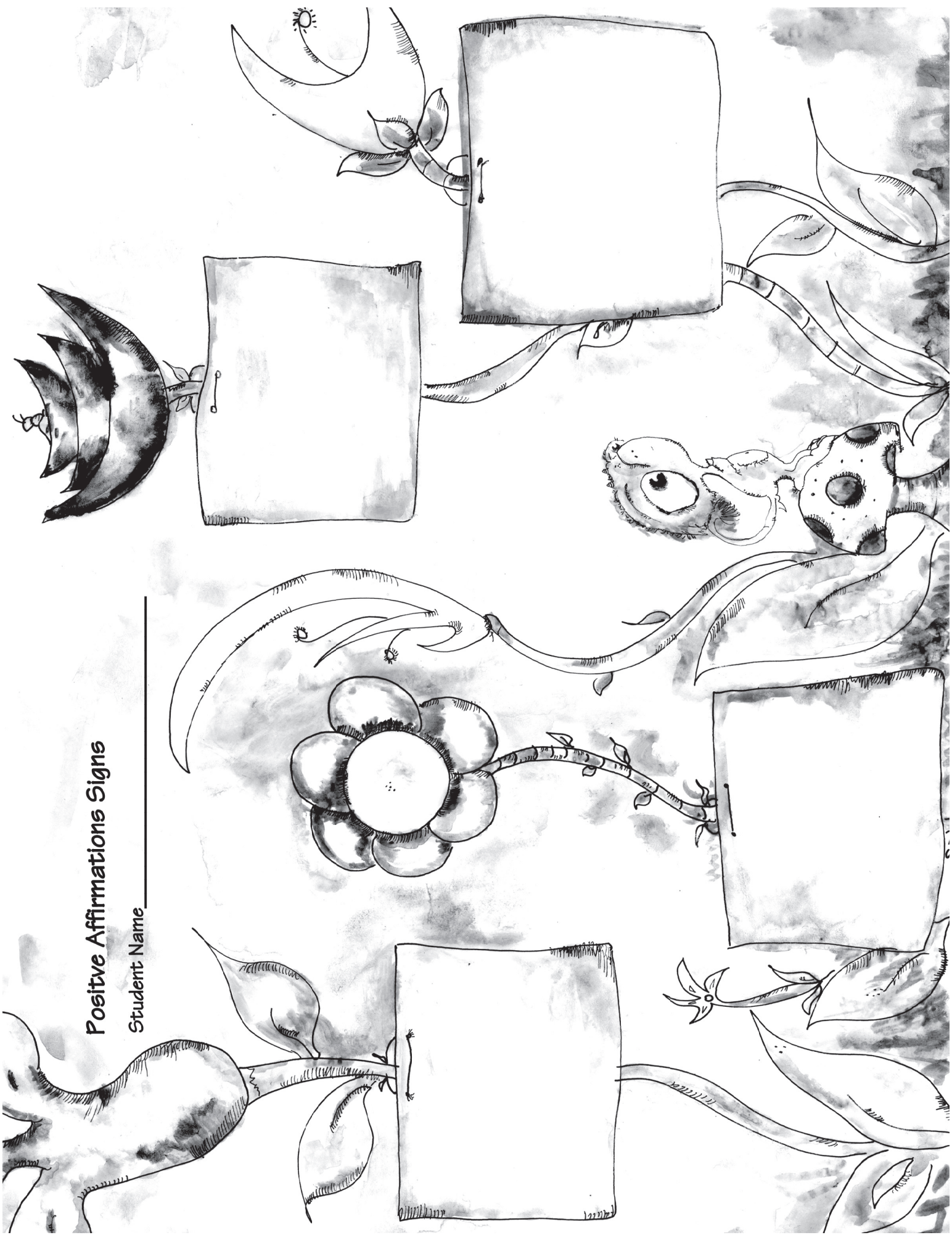
1. Colored Pencils
2. Follow Your Heart Worksheet

Supplemental Activity (15 minutes)

1. After story is read, hand out “Follow Your Heart” worksheet to each student.
2. Students work on creating their own personal heart and ways in which they follow their heart. Each section of the heart should contain examples of how they “follow their heart.”
3. Have students volunteer to share their hearts.
4. Discuss more about what Fuddle learned throughout the story and give examples of how Fuddle could have “followed her heart.”
5. Have students hang up their hearts in an area of the classroom where they can be seen.

Positive Affirmations Signs

Student Name _____



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.: _____

