

Building Community



TRAIL

MIX

THIS TRAIL MIX INCLUDES A COMBINATION OF: Social Emotional Learning (SEL), ELA and technology skills. After reading the provided “Tom Traferatops Recognizes His Strengths” book, students will focus on the CASEL Social-Emotional Learning goals centered around gaining awareness of self and others. Students will produce a digital book that will contribute to the positive culture of the classroom community.

DESTINATION

- Gain awareness of self and others (CASEL)
- Self-Knowledge through identifying own likes and dislikes
- Identify personal values
- Learn how to build self esteem through self-knowledge
- Use digital tools to create a meaningful learning experience for self and others

GEAR

- “Tom Traferatops Recognizes His Strengths” [Book](#) or [Video Book](#)
- [Book Creator](#)
- [Book Creator Teacher Tutorial](#)
- [Tom Traferatops Digital Page Example](#)
- [All About Me Planning Page](#)

TRAIL M.A.P.

Motivation: Show the cover of the [book](#), “Tom Traferatops Recognizes His Strengths” to students. Ask students to make predictions about what the story might be about. Discuss different types of “strengths”. (physical, talents, character, values, etc.) Read the story aloud to the class.

Activity: After the story, revisit the word “strengths”. Facilitate a discussion and ask students to give examples of what Tom’s strengths are. Ask students to share either strengths about themselves or strengths of their peers. Point out that many of the students’ strengths correlate with their likes and dislikes, as well as personal experiences. (*A student who has strong basketball skills has experience playing basketball and probably LIKES basketball! Conversely, another student may have little experience playing basketball, is not very good at it, and doesn’t enjoy it much.*) While sharing, celebrate the similarities and differences of student strengths, likes and dislikes. Point out that while some students have similar strengths, each student is uniquely comprised of different combinations of strengths, likes, dislikes and experiences. Explain to students that to celebrate the unique community of classmates, they will be creating a book page about themselves to contribute to the digital class community book. Share a (digital or print) copy of the [All About Me Planning Page](#) with students and ask them to complete the information.

Product: Once students have completed the All About Me planning page, they will use that information to create a digital page about themselves using [Book Creator](#) ([Teacher Tutorial](#) for setting up class book). Show the students the “Tom Traferatops” [example](#). Students can be creative with the text, image, emojis, draw tools, and audio features while designing their unique pages. Once students have all completed their digital pages, the teacher can share the product with the whole class or share the link to the individual students. As students look through their classmates’ pages, they should make connections to themselves through likes, dislikes, and shared experiences. This project can help students form partnerships and strengthen bonds, all while celebrating and valuing differing perspectives, strengths, likes and dislikes of the students in the class.