“Sneetches"

"The Sneetches got really quite smart on that day.

That day they decided that Sneetches are Sneetches

And no kind of Sneetch is the best on the beaches.

That day all the Sneetches forgot about stars

and whether they had one, or not, upon thars."

Purpose: Diversity, cooperation, peer pressure.

Grades: 2-4

Materials: *The Sneetches by Dr. Seuss*, star cut outs, a beach ball

Read *The* [*Sneetches by Dr. Seuss*](http://www.amazon.com/Sneetches-Other-Stories-Dr-Seuss/dp/0394800893?ie=UTF8&tag=school014-20&link_code=btl&camp=213689&creative=392969) to the students. While reading, discuss how the plain-bellied Sneetches felt when the star-bellied Sneetches would not include them in activities, (sad, angry, lonely, left out, depressed, etc.). Discuss the behavior that the star-bellied Sneetches were showing when they would not let the plain-bellied Sneetches play games and eat food with them.

Activity: After reading [*The Sneetches*](http://www.amazon.com/Sneetches-Other-Stories-Dr-Seuss/dp/0394800893?ie=UTF8&tag=school014-20&link_code=btl&camp=213689&creative=392969), play "Sneetch Ball" as a group. Give every other student a star cut out to pin on his or her shirt. To play the game, students with "a star upon thars" had to throw a beach ball to a student "with no star upon thars." The game includes everyone. You can lead a group discussion about the value of everyone working together and respecting/appreciating differences.

Questions:

What kinds of things do we use as "stars" that make people feel special?

What makes you feel like a Plain-Belly Sneetch, a Star-Belly

What lessons did you learn?

List three actions you will take to help everyone feel like they belong.

Extensions activities:

Have students create collages of cool things using pictures from magazines/newspapers.

Discuss whether, or in what way, owning cool things makes a person cool. Students may be ready to jump immediately to the conclusion that owning cool things *doesn’t* make them cool, but encourage them to give serious thought to how badges of coolness really work at your school. Is it the case that people with a cool haircut, car, cell phone, or wardrobe are treated exactly the same as people with less cool stuff? If so, how does the school community achieve that? If not, is it a problem?

If your school has uniforms, discuss whether uniforms eliminate the use of badges of coolness. Sometimes very small marks of coolness in the way people choose to wear their uniforms are still recognized.

Discuss how visible marks of group membership beyond coolness are used at your school. Are there anti-cool groups and cooler-than-cool groups? Do students scope out new members of the community to identify the group they might best fit? Can students join groups easily if their look doesn’t match that of the group? If not, is that a problem?

Ask students to add another layer to their collages after the discussion. Suggest that they choose things that they would like to see considered badges of cool. Have students present them to the class.