

Part 2: Lessons for 2015 Leading Healthy Change Book

Lesson 4: PROMOTING KINDNESS (Dan Gottlieb, page 20)

Essential question: What happens when people practice kindness in our communities? What happens when they don't?

Overall goal: Increase students' empathy by practicing kindness with peers and/or by exploring through writing experiences with alienation.

Target skills: For BHA, culture-building. For AHA, Write, develop, and organize narratives; descriptive details and figurative language.

Objectives for Beginning Health Advocates:

SWBAT:

- Generate sample positive comments about classmates
- Communicate these and similar sentiments on a regular basis (TBD by teacher) through drawings and written messages and by adding them to peers' message pockets.

Beginning Health Advocates activity outline

1. Read and discuss "Dan Gottlieb: Working to Make the World a Kinder Place" in *Leading Healthy Change in Our Communities 2015*, pages 20-21. In this read-aloud, focus on times Dr. Dan Gottlieb exemplifies kindness in his work.
2. Ask students: What are some times you see people being kind in this school? At home? Out in the world?
3. Everyone likes to be treated with kindness. What kind words could you say about any of your classmates today? What have you seen? Write a short note or picture for someone here.
4. Pass out envelopes or other pockets that can hold these small notes. Have each student write his or her name, or decorate pockets you have labeled, and post these in an accessible "Kindness Message Center" in the room.
5. At regular times, or whenever you want to bring the classroom community together, ask students to write and post messages to one another or assign message buddies. It is important to monitor these messages to ensure only kind words make their way into a student's message pocket.

Healthy NewsWorks-provided resources

1. Model of classroom message pockets.

Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.R.1.2.2/ PA CC.1.2.2.A DETERMINE MAIN FOCUS

National Health Standards Alignment

- STANDARD 4: Communicate for health

Objectives for Advanced Health Advocates:

SWBAT:

- Draft and revise a narrative about a time the student felt like an outsider, including sensory details.

Advanced Health Advocates activity outline

1. Read and discuss *Leading Healthy Change in Our Communities 2015*, pages 20-21. Focus on Dr. Dan Gottlieb's feelings of being an outsider.
2. Prompt: What else, besides being disabled, can make a person feel like an outsider? Have you ever felt like an outsider? Write about a specific time in your life when you felt different. What happened? What did you do?
3. Connect this writing assignment to other writing instruction in descriptive, sensory, and figurative language. Including details and language like this in your narrative will allow your reader to see what you saw and feel what you felt.
4. Distribute planning sheet and model narrative. Optional: Students read the model critically, identifying effective descriptive details. Students use the planning sheet to draft their own narratives. Students use the provided rubric, alone or with a peer, to revise the draft.

Healthy NewsWorks-provided resources

1. Model essay handout.
2. Essay prompt handout.
3. Rubric for grades 3 to 5.
4. Rubric for grades 6 to 8.

Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.W.6.3/ PACC.1.4.6.M WRITE NARRATIVES
- CCSS.ELA-LITERACY.W.6.5/ PA CC.1.4.6.T: PLAN, REVISE, EDIT

National Health Standards Alignment

- STANDARD 4: Communicate for health