

# Classroom Teacher's Guide

Using Healthy NewsWorks books and newspapers in elementary and middle school classrooms



## Welcome to our 2015-16 guide

We are pleased to offer this companion Classroom Teacher's Guide to Healthy NewsWorks health-focused school newspapers and *Leading Healthy Change In Our Communities* books.

The suggested lessons and activities are designed for **ALL** teachers in Healthy NewsWorks schools to use in their classrooms. They are aligned with Common Core Standards and National Health Education Standards.

Each lesson is leveled for younger readers (K-3) and older readers (4-8). In the spirit of this guide, we refer to the younger readers as Beginning Healthy Advocates (BHA) and older readers as Advanced Health Advocates (AHA). Among the activities are several writ-

ing projects that can be used as a springboard to submitting student work for potential publication in their school health paper or elsewhere.

Each activity includes handouts and/or suggested websites to help you access reliable resources for research. The guide is available in print and online at [www.HealthyNewsWorks.org](http://www.HealthyNewsWorks.org).

As you incorporate the lessons into your classroom, we would love to receive your feedback and suggestions. If you develop additional lessons, please let us know that too! You can always email us at [Editor@HealthyNewsWorks.org](mailto:Editor@HealthyNewsWorks.org).

We thank you for your interest and look forward to hearing from you.

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**Lesson 1: Writing to a Health Leader.** How do Health Leaders make a difference in the community? Students compose a letter to a Health Leader, as a class or individually.

**Lesson 2: Exploring careers.** What are some health-related jobs I might be drawn to? Students create annotated, illustrated Word Splashes, or write short compositions about volunteering at a community health organization.

**Lesson 3: Health heroes and health commercials.** What special qualities and skills do Health Leaders use in their work? Students select a Health Leader to illustrate as a superhero, or they plan a script for a commercial advertising a particular Health Leader's work.

### Part 2: Lessons for the 2015 "Leading Healthy Change" book

**Lesson 4: Promoting kindness** (Dan Gottlieb, page 20). What happens when we practice kindness in our communities? Students create classroom message pockets, or write personal narratives.

**Lesson 5: Nutrition awareness** (Kaseir Archie, page 6). What are our eating habits, and why do they matter? Students record their own nutrition habits and those of peers, neighbors, and school community members, or keep a healthy eating journal.

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# Introduction

I am excited to introduce this Classroom Teacher's guide as I truly believe that the Healthy NewsWorks books and newspapers are an invaluable resource for any classroom.

The Healthy NewsWorks program provides students with nonfiction writing that teaches them the importance of many health-related topics. It accomplishes this in an authentic way through the sharing of stories in a newspaper format and in the annual book series, *Leading Healthy Change In Our Communities*.

In addition to being written by students, the books and newspapers involve local health organizations as well as educators and other community members. This helps make the materials relatable and engaging for the students. Using these materials at Cole Manor Elementary School has added an element of interest and excitement to our nonfiction reading and writing projects.

As educators address the increased demand of the core standards, the Healthy NewsWorks books and newspapers offer a wonderful nonfiction resource. Cole Manor School is in its 10<sup>th</sup> year of producing a newspaper and our faculty worked on the initial teacher guide. Our student reporters also have helped produce the first four books.



The process has been an amazing journey and is now one of our most valued instructional resources. As Cole Manor teachers use the books and newspapers as a regular part of their classroom lessons, the excitement around the program continues to grow. The activities you will find within this guide will add to your program in a unique and engaging way.

Dr. Nicole Poncheri  
Principal, Cole Manor Elementary School  
Norristown Area School District

## A round of applause ...

This teacher guide is the culmination of years of guidance and input from many terrific educators in elementary and middle schools in Norristown, Philadelphia, and Upper Darby. We can't thank you enough for all your wisdom and support.

In 2012, Natalie Shuler and her teacher colleagues at Cole Manor Elementary School began the process of developing a guide that all teachers in Healthy NewsWorks schools could use to integrate student-written and -illustrated health newspapers and books into their classrooms. We are so grateful to them.

In summer 2015, we were thrilled to find Deborah Stern. She graciously took on the task of developing lessons and aligning them to Common Core Standards and National Health Education Standards.

Deborah has been working in urban classrooms since 1988, first as an award-winning middle and high school English teacher in Chicago, and more recently as a teacher, coach, and charter school administrator in Philadelphia. She received a Ph.D. in reading, writing, and literacy from the University of Pennsylvania. Her dissertation was a study of teaching and learning during the first five years at Mastery Charter Schools, where she was a co-founder and director of education.

The nine lessons in this guide, which are leveled for younger and older readers, will serve as a prototype for annual updated versions to coincide with new articles and books written by our students. We are eager for

your feedback. Please send your comments and suggestions to [Editor@HealthyNewsWorks.org](mailto:Editor@HealthyNewsWorks.org).

## Notes about standards, terms

The Common Core/PA Core Standards in the guide are provided for Grade 2 and Grade 6. Grades K, 1, and 3 descriptors vary only slightly from grade 2. Grades 4, 5, 7, and 8 descriptors vary only incrementally from grade 6. See [corestandards.org](http://corestandards.org) for these incremental variations. PA Common Core "Crosswalk" alignment is provided wherever possible.

Here is a brief list of common acronyms and words used by educators that are found in this guide:

- **CCSS**—Common Core State Standards
- **ELA**—English Language Arts
- **Fruiter Model**—A type of graphic organizer
- **PA CC**—Pennsylvania Common Core
- **Scaffolding**—Process by which teachers model a skill or activity.
- **SWBAT**—Students Will Be Able To

In addition, we have developed two acronyms to level the lessons to younger and older readers:

- **BHA**—Beginning Health Advocates applies to students in grades K through 3.
- **AHA**—Advanced Health Advocates applies to students in grades 4 through 8.

**Lesson 1: WRITING TO A HEALTH LEADER**

**Essential question:** How do Health Leaders make a difference in the community?

**Overall goal:** For students to identify and articulate personal connections to a Health Leader's work.

**Target skills:** Write, develop, and organize an opinion piece, supported with facts and details.

**Objectives for Beginning Health Advocates:**

As a class, SWBAT:

- Discuss the work of one Health Leader.
- Draft a collective letter to this leader, following genre-appropriate conventions.
- Provide facts and details to back up their opinion.

**Beginning Health Advocates activity outline**

1. Read a chapter from any *Leading Healthy Change* book aloud to review, understand, and begin analyzing the facts (content): Who is this about? What kind of work do they do? Whom do they help?
2. Formulate an opinion. Students generate opinions and reach consensus to determine the controlling topic of the letter: What do we think about this leader's work?
3. Draft a letter together that states facts and presents an opinion, with details from the text to explain your facts and support your opinion.

**Healthy NewsWorks-provided resources**

1. Whole class lesson.
2. Health Leader letter (scaffolded).

**Select CCSS/PA Core ELA Standards Alignment:**

- CCSS.ELA-LITERACY.RI.2.8: DESCRIBE EVIDENCE
- CCSS.ELA-LITERACY.W.2.1 PA CC.1.4.2.G,H,I,J: WRITE OPINION PIECES
- CCSS.ELA-LITERACY.W.2.8/ PA CC.1.4.2.W: GATHER INFO
- CCSS.ELA-LITERACY.SL.2.2/ PA CC.1.5.2.B: IDENTIFY KEY IDEAS IN READ-ALOUDS
- CCSS.ELA-LITERACY.SL.2.6: WRITE COMPLETE SENTENCES

**National Health Standards Alignment:**

- STANDARD 2: Factors influencing health
- STANDARD 8: Advocate for health

**Objectives for Advanced Health Advocates:**

SWBAT:

- Write a friendly letter stating a personal opinion, and use genre-appropriate conventions.
- Provide facts and details to back up his/her opinion.

**Advanced Health Advocates activity outline**

1. Select one or more Health Leader chapters from any *Leading Healthy Change*.
2. Students can work alone, with partners or in small groups to prewrite: Who is the Health Leader? What work does s/he do? Why was s/he drawn to this type of work? What about this work and this leader do you find interesting/ compelling/ important?
3. Draft using online "letter generator" or provided model as needed.
4. Either use Healthy NewsWorks' Letter to a Leader handout or Letter to a Health Leader scaffolding.

**Healthy NewsWorks-provided resources**

1. Letter to a Leader handout (scaffolded)
2. Letter to a Leader handout (Healthy NewsWorks)

**Web resources**

Online letter generator:

[www.readwritethink.org/files/resources/interactives/letter\\_generator/](http://www.readwritethink.org/files/resources/interactives/letter_generator/)

**CCSS/PA Core ELA Standards Alignment:**

- CCSS.ELA-LITERACY.RI.6.1/ PA CC.1.2.6.B: CITE EVIDENCE
- CCSS.ELA-LITERACY.RI.6.3/ PA CC.1.2.6.C: ANALYZE KEY DETAILS
- CCSS.ELA-LITERACY.W.6.1/ PA CC.1.4.6.G: WRITE ARGUMENTS
- CCSS.ELA-LITERACY.W.6.4: WRITE APPROPRIATELY FOR TASK, AUDIENCE, PURPOSE
- CCSS.ELA-LITERACY.W.6.5/ PA CC.1.4.6.T: PLAN, REVISE, EDIT
- CCSS.ELA-LITERACY.W.6.9/ PA CC.1.4.6.S: GET EVIDENCE FROM TEXTS

**National Health Standards Alignment:**

- STANDARD 2: Factors influencing health
- STANDARD 8: Advocate for health

## Lesson 2: Exploring CAREERS

**Essential question:** What are some health-related jobs I might be drawn to?

**Overall goal:** To guide students to make connections between careers and Healthy NewsWorks books.

**Target skills:** Main idea, key details, inference, evidence.

### Objectives for Beginning Health Advocates:

SWBAT:

- Generate and illustrate a list of key ideas and terms in a reading.
- Make personal connections to select key ideas.

### Beginning Health Advocates activity outline

1. After reading a selected chapter, help students identify the big ideas, including (but not limited to) possible careers implied or stated in the text. This can be a whole-class, small group, or partner activity. For grades 2-3, you can ask students to pay attention to nouns.
2. List these ideas on chart paper, and have students identify the careers on the list, as well as make inferences about careers related to this Health Leader's work (e.g., the mention of "Sports Illustrated" in the Steve Bandura chapter could generate interest in careers such as sports writer, athlete, or photographer)
3. Have students identify and illustrate a job or implied activity on the poster which they would enjoy, and mark it on the poster with a sticker or star.
4. You can also work with student lists by going to Wordle and creating a Word Splash, which students could also annotate. [www.wordle.net](http://www.wordle.net)

### Healthy NewsWorks-provided resources

1. Careers activity model/handout.

### Web resources

Wordle: [www.wordle.net](http://www.wordle.net)

### Select CCSS/PA Core ELA Alignment:

- CCSS.ELA-LITERACY.W.2.8/ PA CC.1.4.2.W: GATHER INFO
- CCSS.ELA-LITERACY.SL.2.2/ PA CC.1.5.2.B: IDENTIFY KEY IDEAS IN READ-ALOUDS
- CCSS.ELA-LITERACY.SL.2.5/PA CC.1.5.2.F USE VISUALS TO CLARIFY IDEAS

### National Health Standards Alignment:

- STANDARD 1: Healthy Living
- STANDARD 7: Avoid health risks

### Objectives for Advanced Health Advocates:

SWBAT:

- Write a composition about volunteering with a Health Leader or at a featured health organization.

### Advanced Health Advocates activity outline

1. After reading a selected chapter, help students identify the big ideas including (but not limited to) possible careers implied or stated in the text. This can be a whole-class, small group, or partner activity.
2. Several Health Leaders' work is depicted in an age-appropriate YouTube. The videos can help students connect to the readings.
3. Students and/or teacher may use Wordle program described in the Beginning Health Advocates lesson to help brainstorm compositions.
4. Use the scaffolded health careers essay template as needed, to help students draft compositions that have clear main ideas substantiated with evidence. You can use this as a persuasive writing activity. The compositions may take letter form.

### Provide resources

1. Health careers essay template (scaffolded).

### Web resources

- **Kaseir Archie** (Alliance for a Healthier Generation) [www.youtube.com/watch?v=3t14Ahmm50w](http://www.youtube.com/watch?v=3t14Ahmm50w)
- **Marla Davis Bellamy** (Philadelphia CeaseFire; moving, "heavy" video, appropriate only for grades 7/8): [www.youtube.com/watch?v=bgWXplZYNN0](http://www.youtube.com/watch?v=bgWXplZYNN0)
- **Trude Haecker** (Reach Out and Read): [www.youtube.com/watch?v=t539wFBnss](http://www.youtube.com/watch?v=t539wFBnss)
- **Cy Maramangalam** (Cadence Youth Cycling) [www.youtube.com/watch?v=tfxfurnDaQ](http://www.youtube.com/watch?v=tfxfurnDaQ)
- **Lily Yeh** (Village of Arts and Humanities) [www.youtube.com/watch?v=xps8kcZ\\_WDU](http://www.youtube.com/watch?v=xps8kcZ_WDU)

### Select CCSS/PA Core ELA Alignment:

- CCSS.ELA-LITERACY.RI.6.3/ PA CC.1.2.6.C: ANALYZE KEY DETAILS
- CCSS.ELA-LITERACY.W.6.1/ PA CC.1.4.6.G: WRITE ARGUMENTS
- CCSS.ELA-LITERACY.W.6.4: WRITE APPROPRIATELY FOR TASK, AUDIENCE, PURPOSE
- CCSS.ELA-LITERACY.W.6.9/ PA CC.1.4.6.S: GET EVIDENCE FROM TEXTS

### National Health Standards Alignment:

- STANDARD 4: Communicate for health
- STANDARD 7: Avoid health risks



**Lesson 3: HEALTH HEROES AND HEALTH COMMERCIALS**

**Essential question:** What special qualities and skills do Health Leaders use in their work?

**Overall goal:** For students to think about a leader's qualities which make his/her work special or compelling.

**Target skills:** Inference, point of view, author's craft and structure

**Objectives for Beginning Health Advocates:**

SWBAT:

- Create an illustration or illustrated paragraph depicting a Health Leader as a superhero. Teacher may assist with labeling aspects of the illustration.

**Beginning Health Advocates activity outline**

1. Ask students to tell about superheroes they know, and ask them to identify the superpowers each one has.
2. Choose one of the Health Leaders featured in *Leading Healthy Change in Our Communities*. Using this leader as a model, identify what makes him or her special; what are this Health Leader's superpowers?
3. Have students choose their own Health Leader, or assign a leader to students. Distribute and read worksheet "What *characteristics* does my health superhero have?" with students, so they can identify their chosen Health Leader's super powers.
4. Students use the My Health Superhero worksheet to depict their chosen Health Leader.

**Healthy NewsWorks-provided resources**

1. Health superhero characteristic words and worksheet.
2. My health superhero illustration template.

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.R.1.2.1/PA CC 1.2.2.B WHO WHAT WHERE WHEN WHY.
- CCSS.ELA-LITERACY.R.1.2.2/PA CC.1.2.2.A DETERMINE MAIN FOCUS.
- CCSS.ELA-LITERACY.SL.2.5/PA CC.1.5.2.F USE VISUALS TO CLARIFY IDEAS

**National Health Standards Alignment**

- STANDARD 3: Access health

**Objectives for Advanced Health Advocates:**

SWBAT:

- Write (and, optionally, act out) a commercial depicting a chosen Health Leader's work.

**Advanced Health Advocates activity outline**

- Students identify one Health Leader's work, services, or organization.
- Students read provided storyboarding worksheet and use it to create, alone or in groups, a storyboard for a 30-second commercial advertising a Health Leader's center or work.
- Students use the storyboard template to plan (and if desired, perform and/ or film) their commercial.

**Healthy NewsWorks-provided resources**

1. Steps for making a health commercial.
2. Storyboard worksheet.

**Web resource**

1. Storyboard templates:  
[www.jasonohler.com/pdfs/storyboard\\_template.pdf](http://www.jasonohler.com/pdfs/storyboard_template.pdf)

**Select CCSS/PA Core ELA alignment**

- CCSS.ELA-LITERACY.W.6.1/ PA CC.1.4.6.G: WRITE ARGUMENTS
- CCSS.ELA-LITERACY.SL.6.1/ PA CC.1.5.6.A PURPOSEFUL DISCUSSION
- CCSS.ELA-LITERACY.SL.6.6/ PA CC.1.5.6.F ADAPT SPEECH/ USE FORMAL ENGLISH

**National Health Standards Alignment**

- STANDARD 7: Avoid health risks
- STANDARD 4: Communicate for health

## 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

**Lesson 5: NUTRITION AWARENESS** (Kaseir Archie, page 6)

**Essential Question:** What are my eating habits, and why do they matter?

**Overall goal:** Raise student consciousness about healthy eating.

**Target skills:** For BHA, math skills (make bar graph). For AHA, health skills (plan nutritional meals)

**Objectives for Beginning Health Advocates:**

SWBAT:

- Generate nutrition-related questions to query each other, family, and/or school community members.
- Represent data using grade-appropriate picture graph or chart.

**Beginning Health Advocates activity outline**

1. Read and discuss “Kaseir Archie: Loving A Sport Can Change Everything” in *Leading Healthy Change in Our Communities 2015*, pages 6-7. In this read-aloud, focus on Kaseir’s recommendations for healthy eating and the benefits for eating healthfully. Define and give examples of fruits, vegetables, junk food.
2. Ask students: What are some ways we can be healthier, according to Kaseir? What should we eat and do?
3. With the class, make a short list of healthy habits described by Kaseir, supplemented by any suggestions they have (e.g., Drink water instead of soda. Eat fruits and vegetables. Don’t eat junk food. Get off the couch.)
4. Use attached My Plate poster. Have students list 2 or more examples of each of the five food groups listed on the plate.
5. Distribute HEALTHY EATING survey. Have students practice with themselves, each other, and then branch out to query others if possible. After looking at their surveys and at the illustration on page 7 of *Leading Healthy Change in Our Communities 2015*, students can make Healthy Eating posters.
6. Use blank surveys to represent data collected in other, health-related queries (e.g., “How many times did you exercise this week?”) that students might want to perform and graph.

**Healthy NewsWorks-provided resources**

1. Choose My Plate handout.
2. Healthy eating survey example.
3. Healthy eating survey worksheets.

**Select CCSS/ PA CORE Math Alignment**

- CCSS.MATH.CONTENT.2.MD.D.10/ PA CC.2.4.2.A.4: REPRESENT DATA

**National Health Standards Alignment**

- STANDARD 1: Healthy living
- STANDARD 4: Communicate for health
- STANDARD 5: Set health goals

**Objectives for Advanced Health Advocates:**

SWBAT:

- Explain healthy eating habits and benefits.
- Plan a week of healthy, appealing dinners.

**Advanced Health Advocates activity outline**

1. Read and discuss “Kaseir Archie: Loving A Sport Can Change Everything” in *Leading Healthy Change in Our Communities 2015*, pages 6-7. See YouTube video, if desired: [www.youtube.com/watch?v=3t14Ahmm50w](http://www.youtube.com/watch?v=3t14Ahmm50w)
2. What is healthy eating? Distribute the MyPlate poster. Explain 5 food groups (fruits, vegetables, dairy, grains, protein), and the need to eat from each group daily.
3. Ask students to jot examples within each group. Discuss hard-to-classify offerings. Also help students categorize foods as belonging to subgroups within the vegetable group (Dark-Green, Red and Orange, Beans and Peas, Starchy, and Other), and the grain group (Whole Grains and Refined Grains). Note: any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product.
4. Students use ChooseMyPlate poster and menu planning worksheet to clarify food groups and plan a week of healthy meals they would like to eat.

**Healthy NewsWorks-provided resources**

1. ChooseMyPlate poster and information handout.
2. Menu planner handout.  
[www.choosemyplate.gov/sites/default/files/printablematerials/mini\\_poster.pdf](http://www.choosemyplate.gov/sites/default/files/printablematerials/mini_poster.pdf)

**Web resources**

Complete nutrition lesson plans at ChooseMyPlate: [www.choosemyplate.gov/sites/default/files/printablematerials/ServingUpMyPlate-level3-TeachersGuide.pdf](http://www.choosemyplate.gov/sites/default/files/printablematerials/ServingUpMyPlate-level3-TeachersGuide.pdf)

Time needed: Three 30- to 40-minute sessions.

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.SL.6.1/ PA CC.1.4.6.S GET EVIDENCE FROM TEXTS

**National Health Standards Alignment**

- STANDARD 1: Healthy living
- STANDARD 4: Communicate for health
- STANDARD 5: Set health goals



**Lesson 6: HEALTH VOCABULARY**

**Essential Question:** What new words and ideas do you need to understand as you read?

**Overall goal:** For students to understand and internalize health-related terms when reading newspaper articles.

**Target skills:** Explore and understand Tier 2 and 3 vocabulary.

**Objectives for Beginning Health Advocates**

SWBAT:

- Learn vocabulary terms (teacher's choice) found in healthy newspaper articles.
- Reinforce and cement their meaning using Frayer model graphic organizers.

**Beginning Health Advocates activity outline**

1. Choose a Healthy NewsWorks newspaper article that you think your students will find interesting.
2. Select a few words that you want students to know and understand (and spell— optional goal for upper grades). Choose whatever words your students need—maybe common Tier 1 terms (e.g., house, book, brave), more academic Tier 2 terms (e.g., reduce, involve, creative), or specialized Tier 3 health terms found in the article (e.g., hygiene, diet, resuscitation).
3. Distribute Frayer model worksheets and show students how to use them: Put the term to be understood in the center, and use each of the four corners of the sheet to draw and explore the term's meaning. Have students complete a number of these, using a mix of words and pictures for each term and for each chosen vocabulary word.

**Healthy NewsWorks-provided resources**

1. Frayer model handout

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.R1.2.4/ PA CC.1.2.2.F VOCABULARY

**National Health Standards Alignment**

- Depends on chosen articles

**Objectives for Advanced Health Advocates:**

SWBAT:

- Learn vocabulary terms (teacher's choice) found in healthy newspaper articles.
- Reinforce and cement meaning using Frayer model graphic organizers.

**Advanced Health Advocates activity outline**

1. Choose a Healthy NewsWorks newspaper article that you think your students will find interesting.
2. Select a few words that you want students to know and understand (and perhaps spell). These can be either useful, general academic Tier 2 terms found in the article (e.g., arguable, relevant, nurturing), or specialized Tier 3 health terms found in the article (ex: pediatric, cardiovascular).
3. Distribute Frayer model worksheets and show students how to use them: Put the term to be understood in the center, and use each of the four corners of the sheet to define and give examples of the term; also supply characteristics and "non-examples." Have students complete a number of these, using words, pictures, or a mix, for each article.

**Healthy NewsWorks-provided resources**

1. Frayer model handout

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.R1.6.4/ PA CC.1.2.6.F VOCABULARY

**National Health Standards Alignment**

- Depends on chosen articles

**Lesson 7: DENTAL HEALTH**

**Essential question:** How do we keep our teeth healthy?

**Overall goal:** for students to illustrate their understanding of key dental care practices (e.g., Brush for two minutes twice a day. Floss between teeth once a day. Cut down on sugary foods and drinks between meals. Drink plenty of water. Visit the dentist regularly. Eat healthy food such as low-fat dairy, vegetables, and fruit.) Use these illustrations to raise awareness and promote healthy dental habits.

**Target skills:** For BHA, Correct, standard English conventions; For AHA, basic research skills

**Objectives for Beginning Health Advocates:**

SWBAT:

- Write or draw to complete dental health worksheets outlining best practices to care for teeth.
- Create neat, artful, accurate, and creative posters which use pictures and words to communicate key dental care practices.

**Beginning Health Advocates activity outline**

1. Use a variety of resources to help students learn the basics of dental care, including relevant Healthy NewsWorks newspaper articles and provided dental health Information sheets.
2. Have students work alone or in teams on Finders Keepers handout from the American Dental Association.
3. They may partner read and practice the Dental Health songs and poems.
4. Use this information to create dental health posters for contest. (Deadline is **Nov. 20, 2015.**)

**Healthy NewsWorks-provided resources**

1. Dental songs and poem handouts.
2. Finders keepers handout.
3. Healthy NewsWorks handout about teeth and food.
4. Healthy NewsWorks poster contest flyer.

**Web resources**

1. American Dental Association Mouth Healthy Kids (see For Educators section for curriculum): [www.mouthhealthykids.org](http://www.mouthhealthykids.org)
2. Illinois State Dental Society (see Kids Activities section for classroom activities): [www.isds.org](http://www.isds.org)

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.SL.2.1/ PA CC.1.5.2.A PURPOSEFUL SMALL AND LARGE GROUP DISCUSSION

**National Health Standards Alignment**

- STANDARD 3: Access information
- STANDARD 4: Communicate for health

**Objectives for Advanced Health Advocates:**

SWBAT:

- Learn dental health basics.
- Research specific topics in dental health, and create a relevant, accurate public service announcement (PSA) for dental health.
- Create neat, artful, accurate, and creative posters which use pictures and words to communicate key dental care practices.

**Advanced Health Advocates activity outline**

1. Tell students they will create a PSA.
2. The PSA should bring attention to good food choices for a healthy mouth, or another topic of their choice.
3. Students will need to do research on teeth and dental health in order to create an accurate and helpful PSA. See provided list of dental health websites and provided AHA healthy teeth information
4. Use research and provided dental health information to create a dental health poster to participate in school health contest (Deadline is **Nov. 20, 2015.**)

**Healthy NewsWorks-provided resources**

1. Dental vocabulary.
2. Tooth anatomy handout.
3. Tooth type handout.
4. Fluoride maze game.
5. Poster contest flyer.
6. Websites list.
7. PSA handout.

**Web resources**

1. Children's Oral Health Institute curriculum reference: [www.mycohi.org/pdfs/Code\\_Red\\_Spiral\\_FINAL.pdf](http://www.mycohi.org/pdfs/Code_Red_Spiral_FINAL.pdf)
2. "Science Experiment Cards" (They are listed as being for grades K-4 but are appropriate for middle school.) [www.renaissance-dental.com/Wellness/Teaching-Tools](http://www.renaissance-dental.com/Wellness/Teaching-Tools)

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.W.6.7/PA CC 1.4.6.V: RESEARCH
- CCSS.ELA-LITERACY.W.6.5/ PA CC 1.4.6.T: PLAN, REVISE, EDIT
- CCSS.ELA-LITERACY.W.6.2/ PA CC.1.4.6.A: WRITE TO INFORM/ EXPLAIN

**National Health Standards Alignment**

- STANDARD 3: Access information
- STANDARD 4: Communicate for health

**Lesson 8: BULLYING PREVENTION**

**Essential Question:** What is bullying, and what can we do to stop, prevent, and stand up to bullying?

**Overall goal:** For students to recognize bullying and learn how to stop it.

**Target skills:** Visualization, critical thinking.

**Objectives for Beginning Health Advocates:**

SWBAT:

- Understand what bullying is.
- Identify different forms of bullying.
- Know that being bullied makes people feel bad.

**Beginning Health Advocates activity outline**

1. Use a scenario or read-aloud to open the discussion. See attached list of good books that will bring the concept alive and which you might have on-hand.
2. Define bullying. Bullying is when someone continually does something on purpose to make you feel bad or hurt you. Explain that bullying is hard to stop.
3. Discuss what bullying can look like: hitting or pushing, teasing or calling names, taking things without permission, saying things about people behind their back, not letting them play, or sending mean notes, emails or text-messages.
4. Discuss how bullying makes people feel: sad, mad, scared, unpopular, alone. They may not even want to come to school anymore.
5. Ask students to illustrate bullying, using the provided scenario-based templates if desired, and display students' illustrations.

**Healthy NewsWorks-provided resources**

1. Suggested read-aloud book list.
2. Scenario-based templates for student illustrations.

**Web resources**

1. Online links: "Be a Buddy, Not A Bully" song: [www.youtube.com/watch?v=Or7WPUtUnRo](http://www.youtube.com/watch?v=Or7WPUtUnRo)

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.SL.2.3/ PA CC 1.5.2.C ASK AND ANSWER QUESTIONS

**National Health Standards Alignment**

- STANDARD 2: Factors influencing health
- STANDARD 4: Communicate for health
- STANDARD 5: Healthy decision-making
- STANDARD 8: Advocate for health

**Objectives for Advanced Health Advocates**

SWBAT:

- Understand and identify bullying.
- Identify and consider the different roles involved in bullying.
- Take a stand against bullying.

**Advanced Health Advocates activity outline**

(NOTE: The lesson below is based on

[www.tolerance.org/lesson/where-we-stand](http://www.tolerance.org/lesson/where-we-stand))

1. After reading Healthy NewsWorks newspaper articles on bullying, ask students if they think bullying is a problem at school.
2. In groups, have students read handout: What is Bullying?
3. Alone or with peers, have students read and complete "Bullying: Bystanders, Upstanders, and Whistleblowers" worksheet. Note: last page might be most appropriate for older (grades 6+) students.
4. Discuss responses, and have students create anti-bullying messages showing the difference between bystanders, "upstanders," and whistleblowers.

**Web article: What is bullying?**

[www.pacerkidsagainstbullying.org/kab/what-is-bullying/](http://www.pacerkidsagainstbullying.org/kab/what-is-bullying/)

**Web activities—bullying**

1. <http://tinyurl.com/bullyingscenarios1>
2. <http://tinyurl.com/bullyingscenarios2>

**Web resources for teachers and/or a "PG-13 rated" read-aloud for older students**

1. [www.tolerance.org/magazine/number-39-spring-2011/feature/bully-bullied-bystanderand-beyond](http://www.tolerance.org/magazine/number-39-spring-2011/feature/bully-bullied-bystanderand-beyond)
2. [www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html](http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html)

**Select CCSS/PA Core ELA Alignment**

- CCSS.ELA-LITERACY.R.1.6.1/ PA CCC.1.2.6.B CITE EVIDENCE
- CCSS.EKA-LITERACY.R.1.6.2/ PA CC 1.2.6.C ANALYZE KEY DETAILS
- CCSS.ELA-LITERACY.W.6.7/ PA CC 1.4.6.VS GET EVIDENCE FROM TEXTS

**National Health Standards Alignment**

- STANDARD 2: Factors influencing health
- STANDARD 4: Communicate for health
- STANDARD 5: Healthy decision-making
- STANDARD 8: Advocate for health

## Part 3: Lessons for Healthy NewsWorks newspapers

### Lesson 9: LETTER TO THE EDITOR

**Essential question:** What do YOU want to say to your newspaper editor and staff?

**Overall goal:** Have students "talk back" appropriately about a salient topic, or suggest a health-related article.

**Target skills:** (Draw), write, develop, and organize an opinion piece, supported with facts and details.

#### Objectives for Beginning Health Advocates:

SWBAT:

- Brainstorm responses to a healthy newspaper article or topic.
- Illustrate a response to the article.

#### Beginning Health Advocates activity outline

1. Read aloud one or more healthy newspaper articles. Choose an article that elicits strong feelings and responses from the students.
2. Use the story web brainstorm sheet to generate a model for students.
3. Students can use the story web brainstorm sheets and picture writing paper to respond to the article. The focus is on students' responses to the article, not on summarizing it.
4. Use picture paper to write a letter to the editor about this article. Students write a letter suggesting a topic for another article.

#### Healthy NewsWorks-provided resources

1. Response to newspaper article handout.

#### Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.SL.2.2/ PA CC.1.5.2.B: IDENTIFY KEY IDEAS IN READ-ALOUDS
- CCSS.ELA-LITERACY.W.2.8/ PA CC.1.4.2.W: GATHER INFO
- CCSS.ELA-LITERACY.RI.2.8: DESCRIBE EVIDENCE
- CCSS.ELA-LITERACY.SL.2.6: WRITE COMPLETE SENTENCES

#### National Health Standards Alignment

- STANDARD 4: Communicate for health
- Additional alignment depends on article chosen

#### Objectives for Advanced Health Advocates:

SWBAT:

- Brainstorm (alone or in pairs) response to a healthy newspaper article, or map out ideas about a health topic you think is important.
- Draft a brief letter to the editor, containing a single, coherent opinion.
- Provide at least one fact to back up this opinion.

#### Advanced Health Advocates activity outline

1. Have students choose a healthy newspaper article that elicits strong feelings and responses.
2. Students identify a main idea in this article, OR they generate a topic that they would like to see reflected in a future issue of a HNW newspaper.
3. See also sample letters to the editor.

#### Healthy NewsWorks-provided resources

1. Letter to the editor handout.
2. Sample letters to the editor.
3. My letter to the editor handout.

#### Select CCSS/PA Core ELA Alignment

- CCSS.ELA-LITERACY.RI.6.3/ PA CC.1.2.6.C: ANALYZE KEY DETAILS
- CCSS.ELA-LITERACY.W.6.1/ PA CC.1.4.6.G: WRITE ARGUMENTS
- CCSS.ELA-LITERACY.W.6.9/ PA CC.1.4.6.S: GET EVIDENCE FROM TEXTS CCSS.ELA-LITERACY.RI.6.1/ PA CC.1.2.6.B: CITE EVIDENCE
- CCSS.ELA-LITERACY.W.6.4: WRITE APPROPRIATELY FOR TASK, AUDIENCE, PURPOSE
- CCSS.ELA-LITERACY.W.6.5/ PA CC.1.4.6.T: PLAN, REVISE, EDIT
- 

#### National Health Standards Alignment

- STANDARD 4: Communicate for health
- Additional alignment depends on article chosen

## Common Core Standard Alignment: Grade 2 Standards for Beginning Health Advocate Lessons

**To summarize lesson standard alignment, the following abbreviations have been used throughout this guide.**

Abbreviation	CCSS/ / PS Core standards (“Crosswalk”)
WHO, WHAT, WHERE WHEN WHY	<b>CCSS.ELA-LITERACY.RI.2.1/ PA CC.1.2.2.B</b> <i>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</i>
DETERMINE MAIN FOCUS	<b>CCSS.ELA-LITERACY.RI.2.2/ PA CC.1.2.2.A</b> <i>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</i>
VOCABULARY	<b>CCSS.ELA-LITERACY.RI.2.4/ PA CC.1.2.2.F</b> <i>Determine the meaning of words and phrases in a text relevant to a topic or subject area.</i>
SMALL and LARGE GROUP DISCUSSION	<b>CCSS.ELA-LITERACY.SL.2.1/ PA CC.1.5.2.A</b> <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</i>
AUTHOR’S PURPOSE	<b>CCSS.ELA-LITERACY.RI.2.6</b> <i>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</i>
DESCRIBING EVI-	<b>CCSS.ELA-LITERACY.RI.2.8</b> <i>Describe how reasons support specific points the author makes in a text.</i>
WRITE OPINION PIECES	<b>CCSS.ELA-LITERACY.W.2.1 PA CC.1.4.2. (G,H,I,J)</b> <i>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</i>
WRITE TO INFORM/ EXPLAIN	<b>CCSS.ELA-LITERACY.W.2.2/ PA CC.1.4.2. (A,B,C,D)</b> <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i>
IDENTIFY INFORMA- TION	<b>CCSS.ELA-LITERACY.W.2.8/ PA CC.1.4.2.W</b> <i>Recall information from experiences or gather information from provided sources to answer a question.</i>
NOTE KEY IDEAS IN READ-ALOUDS	<b>CCSS.ELA-LITERACY.SL.2.2/ PA CC.1.5.2.B</b> <i>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i>
ASK AND ANSWER QUESTIONS	<b>CCSS.ELA-LITERACY.SL.2.3/ PA CC.1.5.2.C</b> <i>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, deepen understanding of a topic, issue.</i>
USE VISUALS TO CLARIFY IDEAS	<b>CCSS.ELA-LITERACY.SL.2.5/ PA CC.1.5.2.F</b> <i>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</i>
WRITE COMPLETE SENTENCES	<b>CCSS.ELA-LITERACY.SL.2.6</b> <i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i>
REPRESENT DATA	<b>CCSS.MATH.CONTENT.2.MD.D.10/ / PA CC.2.4.2.A.4</b> <i>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.</i>

## Common Core Standard Alignment: Grade 6 Standards for Advanced Health Advocates Lessons

**To summarize lesson standard alignment, the following abbreviations have been used throughout this guide.**

Abbreviation	CCSS / PS Core standards (“Crosswalk”)
<i>CITE EVIDENCE</i>	<b>CCSS.ELA-LITERACY.RI.6.1/ PA CC.1.2.6.B</b> <i>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>
<i>CENTRAL IDEA OR SUMMARY</i>	<b>CCSS.ELA-LITERACY.RI.6.2/ PA CC.1.2.6.A</b> <i>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i>
<i>ANALYZE KEY DETAILS</i>	<b>CCSS.ELA-LITERACY.RI.6.3/ PA CC.1.2.6.C</b> <i>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</i>
<i>VOCABULARY</i>	<b>CCSS.ELA-LITERACY.RI.6.4/ PA CC.1.2.6.F</b> <i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</i>
<i>EVALUATE ARGUMENTS</i>	<b>CCSS.ELA-LITERACY.RI.6.8</b> <i>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</i>
<i>WRITE ARGUMENTS</i>	<b>CCSS.ELA-LITERACY.W.6.1/ PA CC.1.4.6.G</b> <i>Write arguments to support claims with clear reasons and relevant evidence.</i>
<i>WRITE TO INFORM / EXPLAIN</i>	<b>CCSS.ELA-LITERACY.W.6.2/ PA CC.1.4.6.A</b> <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>
<i>WRITE NARRATIVES</i>	<b>CCSS.ELA-LITERACY.W.6.3/ PA CC.1.4.6.M</b> <i>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i>
<i>WRITE APPROPRIATELY FOR TASK, AUDIENCE, PURPOSE</i>	<b>CCSS.ELA-LITERACY.W.6.4</b> <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
<i>PLAN, REVISE, EDIT</i>	<b>CCSS.ELA-LITERACY.W.6.5/ PA CC.1.4.6.T</b> <i>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</i>
<i>RESEARCH</i>	<b>CCSS.ELA-LITERACY.W.6.7/ PA CC.1.4.6.V</b> <i>Conduct short research projects to answer a question, drawing on several sources and focusing the inquiry when appropriate.</i>
<i>GET EVIDENCE FROM TEXTS</i>	<b>CCSS.ELA-LITERACY.W.6.9/ PA CC.1.4.6.S</b> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>
<i>PURPOSEFUL DISCUSSION</i>	<b>CCSS.ELA-LITERACY.SL.6.1/ PA CC.1.5.6.A</b> <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</i>
<i>ADAPT SPEECH/ USE FORMAL ENGLISH</i>	<b>CCSS.ELA-LITERACY.SL.6.6/ PA CC.1.5.6.F</b> <i>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)</i>



## National Health Education Standards

**To summarize lesson standard alignment, the following abbreviations have been used throughout this guide.**

ABBREVIATION	NATIONAL HEALTH STANDARDS
<a href="#">Standard 1</a> "HEALTHY LIVING"	<i>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</i>
<a href="#">Standard 2</a> "FACTORS INFLUENCING HEALTH"	<i>Students will analyze the influence of family, peers, culture, media, echnology, and other factors on health behaviors.</i>
<a href="#">Standard 3</a> "ACCESS HEALTH INFO"	<i>Students will demonstrate the ability to access valid information, products, and services to enhance health.</i>
<a href="#">Standard 4</a> "COMMUNICATE FOR HEALTH"	<i>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i>
<a href="#">Standard 5</a> "HEALTHY DECISION MAKING"	<i>Students will demonstrate the ability to use decision-making skills to enhance health.</i>
<a href="#">Standard 6</a> "SET HEALTH GOALS"	<i>Students will demonstrate the ability to use goal-setting skills to enhance health.</i>
<a href="#">Standard 7</a> "AVOID HEALTH RISKS"	<i>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i>
<a href="#">Standard 8</a> "ADVOCATE FOR HEALTH"	<i>Students will demonstrate the ability to advocate for personal, family, and community health.</i>



# About Healthy NewsWorks



The Healthy NewsWorks® student media program engages elementary and middle school students in transforming the health of our communities.

The student journalists conduct interviews, participate in press conferences, and write and illustrate stories on fitness, nutrition, safety, and more. The publications and related media promote health awareness, encourage readers to adopt better health habits, and serve as a literacy resource in schools.

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