

Part I: Lessons for any Leading Healthy Change Book

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/

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