**Title of Lesson: “**Healing Hearts”

**Grade Level:** K-5

**Creative Art:** Art; Written expression

**Modality:** Group

**Duration:** 45 minutes

**ASCA National Standards:**

A:A3.2 Demonstrate the ability to work independently, as well as the

ability to work cooperatively with other students

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A2.3 Recognize, accept, respect and appreciate individual

differences

PS:A2.6 Use effective communications skills

PS:A2.8 Learn how to make and keep friends

**NYS Common Core Competencies:**

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Classroom Set-Up and Behavior Management:** Students should be seated close together in a circle with the counselor and teacher (if present).

**Learning Objective:** Upon completion of this lesson, 85% of students will be able to understand the negative impact of mean words

**Materials needed:**

* red poster board or thick construction paper, cut into the shape of a heart
* the children’s book *One* by Kathryn Otoshi
* white printing or construction paper (one per student, with student’s name on one side)
* coloring utensils (crayons, markers, colored pencils, etc.)
* adhesive tape

**Instructions:**

**1. *(10min)*** Greet the students and have them come sit close together in a circle on the floor. Tell them that we will be reading a book called *One* by Kathryn Otoshi.Proceed to read the book to the class.

**2. *(5min)*** Discussion: *Words that Hurt*

After reading the book, hold up the big red paper heart to show the students and tell them that the heart represents “our hearts” and when something is said to us that feels unkind it makes our hearts hurt. Ask the class to recall times when they felt bad like “Blue.” Every time a student shares an experience or memory, crumple or wrinkle the heart. You may want to ask some of the following questions:

* Has someone acted like “Red” by saying or doing anything unkind to you?
* Have you heard someone say something unkind to someone else?
* How did you feel when someone said something unkind to you?
* How did you react?
* How did hearing those things make you feel?

Be sure to ask follow-up questions for clarification and to reflect students’ responses in order to encourage the students to verbalize how it felt to either hear the unkind words directed at them or to hear the unkind words directed at someone else. If students are shy or can not think of examples, you may allow them to provide examples from movies or shows.

**3. *(5min)*** Discussion - *Words That Heal*

Ask the students to think of things that they could do or say to help fix the broken heart.

* What are some nice words you could say to make someone feel better?
* What are some ways to make others feel welcomed?
* How would you help stop hurtful teasing or bullying?
* If somebody was being mean to you, what would you want someone to do?

Every time someone lists a positive example, smooth out the heart and use the adhesive tape to repair the tears.

**4. *(15min)*** Activity: *Healing hearts*

As you instruct them to return to their seats, distribute coloring utensils and pieces of paper. Make sure to distribute papers so that no student receives his or her own name. Ensure the students have the names face down on their desks.

Instruct the students to reflect on the healing words and actions that were just discussed. Have them draw a heart on the paper. Tell them that this heart is for someone else. Tell them to consider the size of the heart and its colors. Refer back to the book’s use of colors (e.g. yellow is happy, green is bright, orange is outgoing, etc.) Remind them of thepositive ideas that were discussed earlier and tell them to draw and/or write these ideas and any other words or symbols of encouragement.

After about twelve minutes, have the students turn over the paper to reveal who their heart belongs to and deliver it to that classmate. The counselor and teacher may need to help students to read the names and locate the

**5. *(5min)* Debrief:**

Engage the class in a brief discussion about how the students felt when they received the hearts. Review the discussion of words that hurt and words that heal, as well as the importance of treating one another nicely.

***6. (5min)* Assessment/Evaluation:**

To determine whether the learning objective was met, go around the classroom and have each student name one thing they learned from the story and/or activity about bad words and good words. While students are answering, notate their responses in terms of “fully understood impact of hurtful words,” “somewhat understood impact of hurtful words,” and “did not understand impact of hurtful words.” This can be done quickly by placing spaced out checkmarks by children’s names on the attendance sheet (the teacher can help with this, too, if available). After the class, tally up the results and interpret the data to determine the effectiveness of the lesson.

**Adapted from:** <http://www.welcomingschools.org>