

Subject/Grade: Health/ 1 Nordgulen		Lesson Title: What Does It Mean to Be Kind?		Teacher: Brooklyn	
Stage 1: Identify Desired Results					
Understandings: (can also be written as 'I Can' statements) <i>Students will understand that....</i> I can be a good friend. I can identify the difference between helpful and hurtful words. I can understand what a good friend looks like, sounds like and feels like.			Essential Questions: How can we show kindness to others? What does it mean to be a good friend? What does it feel like when others are unkind? What does it mean to be kind?		
<i>Students will know....</i> What it means to share. Already created a list of classroom rules, so know how to behave in the school community. Know what feelings look like and feel like, have read the book Rainbow Fish.		<i>K</i>	<i>Students will be able to....</i> Tell the feelings of others. Tell the difference between hurtful/harmful terms. Be a good friend to everyone. Show their feelings when people aren't kind.		
Instructional Strategies: We will brainstorm ideas and have a group discussion. I will create a visual to display ideas and students will have a paper heart manipulative as a visual representation. The activity will be indirect as I will show an example but what the students decide to design is entirely up to them.					
Stage 2: Determine Evidence for Assessing Learning					
Formative assessment data will be collected through observation of students during learning tasks. I will identify who participates in the lesson and offers ideas during the brainstorming activity. During our discussion I will summarize by asking specific questions regarding who can understand what positive/negative behaviours are and who can understand how it feels and use thumbs up/down.					
Stage 3: Build Learning Plan					
Set (Engagement): Gain students' attention: "Hands up if you're a good friend". Pose the question: "Can anybody tell me what it means to be a good friend?" We will be reading a story about what it means to be kind and learning some new ideas of how to be a good friend to one another.		Length of Time: 6 minutes		Materials/Resources: Epic! Book - What Does it Mean to be Kind? Rana DiOrio https://www.getepic.com/app/read/18218 Small hearts with poem printed on them Large heart for anchor chart markers	
Development:		Time: 20 minutes		Possible Adaptations/ Differentiation: Have students write down answers to brainstorm on sticky note	

<ul style="list-style-type: none"> - Begin by reading the book - What Does it Mean to Be Kind? - Explain that in the story, it talked about ways to show kindness. Have students brainstorm ways to be kind to write up on an anchor chart. <ul style="list-style-type: none"> - smiling - compliment - hold door - stick up for others - see the good in others - forgiving - helping animals - being patient - kind words/manners - please, thanks, sorry, you're welcome - celebrate differences - encourage others - pick up trash - allow yourself to make mistakes - be there when friends are sad - caring for others - treat others as you want to be treated - sharing - take turns - How does it feel when someone is kind to us? - What about when someone is not very kind? How does that feel? - Pass out paper hearts. - I want you all to think of an idea of ways we wouldn't want to be treated at school or on the playground. Use your knowing hand to share your ideas. Each time we share one of these ideas I want you to scrunch up the heart in front of you. <ul style="list-style-type: none"> - pushing - budging in line - calling names - not playing with or leaving you out - tattling - not listening - Now that we've wrinkled up our hearts, let's try to take back all those mean things. Can we take them away and make our heart perfect again? <p>Closure: Time: 4 minutes</p> <ul style="list-style-type: none"> - Read the heart - Before you speak, think and be smart, you can't heal a wrinkled heart. We can't fix a broken heart, no matter how hard we try. Words hurt and you can't take them back, even by saying sorry, the damage has already been done. 	<p>Management Strategies: Knowing Hands Hands on manipulative for engagement</p> <p>Safety Considerations: Thumbs up/down for understanding</p>
Stage 4: Reflection	

Professional Development Goal is...

Continually seek out new challenges the students may face and strive to have nurturing relationships throughout the classroom everyday.

I would like to add differentiated learning strategies into my teachings for opportunities to foster engagement and meet the needs of all students. I also want to make sure I am using essential questions that will guide instruction and create a class full of student engagement. Lastly by incorporating a wide variety of tools, strategies and resources throughout my lessons I can further the student engagement.