

Teaching Love & Respect

As educators, we have a responsibility to provide warm, welcoming and safe learning environments – from the classroom to the community. We accomplish this by using positive self-identifying curricula with culturally and historically responsive pedagogy.



Be the Change

This lesson will allow students to analyze what they hear and see. Students will have the opportunity to write their own story, in a positive and self-reflecting assignment.

- Select the age / reading level appropriate literature ***Note, a slightly ‘lower than current’ reading level can (should) provide more opportunity for critical thinking
- Arrange the class (including the teacher) in a circle, or as close to a circle shape as possible – the goal is to accomplish equality, all voices in the room are equal and no one should be facing someone’s back ~ The attention should be on the reader
- Suggestion: You may wish to read the literature as a group the first few times you explore this lesson. Perhaps for more experienced students, you can modify this lesson and have them read individually
- Go through the PPT slides as a group – have the students write their responses in their portfolios
 - For younger, pre-writers: if your students are too young to write, these lessons can be performed aloud
- Ask each student to share their responses to the group one at a time
- Provide each student with a lined sheet of paper and a pencil
 - Ask each student to think about what another said / read-aloud and pay a compliment
 - Make it clear that no one can make negative comments about another’s work
 - Focus on the positive
 - Ask, “What’s right?” and/or “What can we learn from her/his work?”
 - You may have a student who writes a piece of work in too much of a ‘hurry’ but once she/he hears another students’ work, it may motivate them to rewrite with more passion

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Raising Critical Writers

- **Respond to the Writer's Style of Writing**
Each student will select the reader they learned something from and write a compliment on their paper. Example: What specifically did you like about the reader's work? Did you like the "insert writing skill here"?
- **Respond to the Writer's Content**
What did the writer say that you liked? Point out things like gender roles and cooperation vs. competition
- **Respond by Sharing a Memory that Surfaced for You**
Did you have a similar experience?
- **As the Writer reads, write down Lines, Ideas, Words, Phrases that you like**
Reminder – we are complimenting the writers
- **Ask the students to sign their names on the bottom of their paper,**
so the writer knows who praised them
- **Ask if there is anyone in the circle who would like to share their praise aloud**
Teacher: 1) if there are no volunteers, try modeling by pointing out several great examples – you can also offer 'extra-credit points' to encourage more compliments, contributing to a positive learning experience; 2) this is a great opportunity to point out skills such as dialogue, description, details; 3) ask the student to look at the writer they are paying the compliment to
*** Ask the reader to select students who want to share, modeling a student-centered learning environment***
- **Ask the students to give their compliments to the writers**
This is an opportunity for students to get up and move around, allowing for more oxygen to enter the blood stream; it also provides an opportunity for students to connect with each other

Raising Critical Writers



Student Portfolio

Student Portfolios help students to systematically organize as they learn. Portfolios become a testimony of individual learning and are a record of each student's growth. Portfolios are also beneficial to parents because they provide information regarding student's progress in creative writing, illustrating, recording, critical thinking, and organization skills.

Interactive Notebooks are designed to utilize the students' visual and linguistic intelligences; both types of learners will improve their creative writing skills by putting ideas into their own words, searching for implications or assumptions, transforming words into visuals and exploring varying perspectives.

Additional Materials & Resources

All Examples on the Lesson, and More, Can be Found Using the Links Below ~

Teaching & Learning Workshops

<http://www.tulibro915.com/teachinglearning-workshops.html>

Lessons

<http://www.tulibro915.com/lessons.html>

Teacher Resources

<http://www.tulibro915.com/teacher-resources.html>

The Lotus grows in a vortex; a spiral... it is also one of the most beautiful and most fragrant flowers which begins growing at the bottom of muddy pool... Once the lotus emerges from the darkness, it bursts into a beautiful blossom ~ with no signs of the mud from whence it came.

Within the Lotus seed are its perfectly formed petals and leaves. The stem is flexible but does not break. During the time of sunlight, the Lotus proudly displays its beauty. During the time of darkness, the Lotus rests inside itself.

Much like our students... despite the challenges of life, we already have all that we need inside of us. We simply must keep growing, leave the darkness and mud behind to become the flower of change that we are meant to be... Never forgetting where we came from... because without the mud there would be no Lotus.

The open Lotus blossom symbolizes Enlightenment.



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georgina cecilia perez
www.TuLibro915.com
TuLibro915@gmail.com