



OFFICE OF CIVIC EDUCATION INITIATIVES

# healthCARE™

(Cultivating Acceptance and Respect through Education)

## Main Unit: Learning about Individual Differences

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For information on the Cleveland Clinic Office of Civic Education Initiatives, please visit: <http://www.clevelandclinic.org/CivicEducation>

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## Program Overview

**healthCARE™** (Cultivating Acceptance and Respect through Education) is a dynamic educational program designed to teach children ages 5 through 10 about diversity and individual differences. Developed by the Cleveland Clinic Theatre Company and the Office of Civic Education Initiatives, the program provides free educational resources, including the script and the video of the award-winning children's play *Tall Tale*, as well as an accompanying lesson plan that meets state and national standards in a variety of subjects. healthCARE™ also offers disease-specific lessons so teachers can address diversity and individual differences as they relate to specific medical conditions.

The **Cleveland Clinic Theatre Company** is an award-winning theatre troupe devoted to educating and entertaining audiences of all ages through the use of the performing arts. Since it was established as a program of the Community Relations Department in the spring of 2004, the Company has written, performed and produced an impressive body of work, including interactive educational plays, radio and TV public service announcements, children's theatre programs, improvisational performances, and an educational CD. As a part of Cleveland Clinic's new Office of Civic Education Initiatives, the group has taken on even larger, more ambitious projects, including the video production of *Tall Tale*.

The **Office of Civic Education Initiatives** was established to fulfill the Cleveland Clinic's commitment to promote education throughout Northeast Ohio. In partnership with area schools, local businesses, and fellow nonprofit organizations, the Office creates innovative programs designed to enhance children's learning in the areas of math, science, health and wellness, the arts, and innovation.

**Cleveland Clinic**, located in Cleveland, Ohio, is a not-for-profit multispecialty academic medical center that integrates clinical and hospital care with research and education. Cleveland Clinic was founded in 1921 by four renowned physicians with a vision of providing outstanding patient care based upon the principles of cooperation, compassion and innovation. U.S. News & World Report consistently names Cleveland Clinic as one of the nation's best hospitals in its annual "America's Best Hospitals" survey. Approximately 1,500 full-time salaried physicians at Cleveland Clinic and Cleveland Clinic Florida represent more than 100 medical specialties and subspecialties. In 2005, 2.7 million patients came for treatment from every state and 100 countries. Cleveland Clinic's website address is [www.clevelandclinic.org](http://www.clevelandclinic.org).

## Learning about Individual Differences

**Objectives:** *Students will*

- *Explore the feelings and problems surrounding individual differences*
- *Learn appropriate behaviors for dealing with individual differences*
- *Associate a positive attitude with success in coping with a difficult situation*
- *Learn to appreciate some of the benefits of living in a diverse society*
- *Develop skills in reading, writing, vocabulary and artistic expression*

**Materials:** Play, art materials, magazines and newspapers, vocabulary downloads

**Pre-Assessment:** (45 – 60 minutes)

In every classroom, there are children who experience anxiety over perceived differences between themselves and other students. For some students, these problems may be minor, but they still elicit teasing behavior and cause the child great unhappiness. The Cleveland Clinic Children's Hospital sees thousands of children a year who experience life-altering medical situations and then must return to their classroom, often with multiple physical limitations or obvious changes in physical appearance. Returning to the classroom can sometimes be a traumatic experience for these children, especially if they face teasing or hurtful comments from their classmates.

The Cleveland Clinic website listed below tells stories of children who have faced a severe medical problem and overcome this difficulty with the help of doctors and an indomitable spirit. Each of these children was recognized by the Cleveland Clinic as a "courageous kid" because of how they "demonstrated great character in overcoming an obstacle in life." In the play the students will read for this lesson, the protagonist, Frankie, learns to cope with teasing about what she sees as a physical problem by changing her attitude and taking control of the situation. While the problems faced by children experiencing an extreme medical challenge are much greater, it is still, ultimately, the attitude of the children themselves that is most important in how well these children cope with their challenges.

Have the students read the inspiring stories of these children and choose one story to focus on. With younger students, you may wish to read the stories to them or choose one story for the whole class to focus on. Using magazines and newspapers and assorted art materials (paper, glue, scissors, markers), instruct the students to make a collage showing how the attitude of their chosen patient helped him or her to overcome their medical challenge.

When the collages are done, you may wish to choose a few students to present their artwork to the class, explaining how they chose the images they used in their collage. Discuss with the class how they would react to a student with a medical challenge in the classroom or returning to the class after a medical absence. How could they make sure the student feels welcome? How would they help the student to face challenges in the school community? Emphasize how the help we get from those around us can influence our attitudes towards a difficult situation.

**Website:** <http://cms.clevelandclinic.org/childrenshospital/body.cfm?id=398&oTopID=37>

**Activity:** Read the play (20-30 minutes)

*(Determine beforehand whether the reading level is appropriate for your class)*

The play can be read with one student playing each role, or the roles can be switched at the designated areas so that more students can participate. If there is time, students may wish to act out the play for parents or other classes.

**Discussion:** Discuss the following essential questions together and summarize main points on the board: (20 – 30 minutes)

- What is the main problem in the play?
- How did Frankie's Mom suggest she deal with the problem?
- What did Frankie learn from the Schmarzians?
- How was Frankie able to use what she learned to solve her problem?
- What is the main message of the play?

**Concluding Exercise:** Journal writing

Have students write in their journals or on a piece of paper about one of the following topics. You may want to split the class into three groups, one for each topic, and allow the students to brainstorm ideas about their topic before they begin writing. The writing could be assigned as homework.

1. In this play, Frankie felt different from her classmates because of her height. Sometimes people are teased because of *individual differences* that they have no control over. Everybody has individual differences; that's what makes us unique. Write about a time when you felt different from your classmates. Did you get teased? How did you feel about being different?
2. The *individual differences* that make us unique also make the world a very *diverse* place. Is diversity a good thing or a bad thing? What would the world be like if everyone were the same? Write about some of the problems that might come from a lack of diversity in the world.
3. People change throughout their life. Sometimes people change outwardly, in a way that can be seen, and sometimes people change on the inside as a result of something that has happened or something they learned. In the play, Frankie changed her attitude, and Duke changed his behavior towards Frankie. Write about a way that you have changed as a result of something that happened to you. Has this play changed the way you feel about diversity and individual differences and, if so, how?

**Extended Learning:** Play the vocabulary game (15-20 minutes)

- Each student chooses a word from the list of vocabulary (see Extension 1).
- Students read the definition of their word silently, learning its meaning.
- Each student writes two or three false definitions for their word.
- One at a time, students stand up and read word definitions, false and true. After reading the definitions, the student chooses another student to guess which definition best conveys the true meaning of the word.

This game has no winners or losers, but students enjoy making up and listening to false word meanings. Encourage creativity in the writing of the false definitions. The vocabulary is defined for the way it is used in the play. There may be other definitions for some words. Some definitions may be difficult for younger students to understand.

**Vocabulary:**

General Vocabulary

Advantage  
Antarctica  
Comical  
Decaffeinated  
Deflated  
Downright  
Eventual  
Exotic  
Feat  
Impact  
Matured  
Migrated  
Nemesis  
Obviously  
Orbit  
Overjoyed  
Portable  
Quadrant  
Reign  
Retrieve  
Scan  
Scoots  
Shriek  
Sidekick  
Spirited  
Surroundings  
Unfamiliar

Theater Vocabulary

Backdrop  
Cast  
Characters  
Exits  
Narrator  
Offstage  
Partition  
Set  
Setting

## THE TALL TALE VOCABULARY GAME

*Instructions: Cut along dotted lines and distribute one word to each student. Instruct the students to read the definition for their word silently and then make up two "silly" definitions to go along with the real definition. When students have completed writing their definitions, ask one student at a time to read a vocabulary word followed by the made up and real definitions. Tell students to mix up the order in which the definitions are read so no one knows which is the correct definition. Allow the student to call on a classmate to guess which definition is the correct one. You do not need to "keep score." This game is just for fun!*

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Your word is: advantage

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- A favorable factor that can give benefit or lead to success

- \_\_\_\_\_
  - \_\_\_\_\_
- 

Your word is: Antarctica

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- The continent surrounding the South Pole

- \_\_\_\_\_
  - \_\_\_\_\_
- 

Your word is: comical

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Something that is very funny

- \_\_\_\_\_
- \_\_\_\_\_

Your word is: decaffeinated

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Does not contain caffeine – an ingredient in coffee, tea and cola
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: deflated

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Something that has lost all its air – the opposite of inflated
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: downright

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Absolutely or without a doubt
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: eventual

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Something that will happen at some point in the future
- \_\_\_\_\_
- \_\_\_\_\_



Your word is: exotic

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- Something from another part of the world; something unusual
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: feat

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- A courageous or skillful act; a great achievement
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: impact

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- The force of hitting one thing against another
- \_\_\_\_\_
- \_\_\_\_\_

---

Your word is: matured

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- All grown up, as an adult
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: migrated

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Changed place or position; moved
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: nemesis

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- An enemy or rival
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: obviously

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Something that is easy to see or understand; clearly
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: orbit

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- The circular path a planet takes around the sun
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: overjoyed

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- Very happy; filled with joy
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: portable

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- Easily carried or moved from one place to another
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: quadrant

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- One quarter of an area that has been divided up into four parts
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: reign

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- The time of a king or queen's rule
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: retrieve

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- To go get something and bring it back
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: scan

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- To look over quickly but thoroughly
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: scoot

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- To move suddenly and speedily
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: shriek

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- A loud cry or screech
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: sidekick

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- A friend, buddy or pal
- \_\_\_\_\_
- \_\_\_\_\_

---

Your word is: spirited

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- Full of excitement and energy
- \_\_\_\_\_
- \_\_\_\_\_

---

Your word is: surroundings

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- The environment around something
- \_\_\_\_\_
- \_\_\_\_\_

---

Your word is: unfamiliar

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- Strange or not known to you
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: backdrop

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- A painted scene at the back of a stage
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: cast

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- All of the actors in a play
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: characters

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- The parts played by the actors in the play
- \_\_\_\_\_
- \_\_\_\_\_

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Your word is: exits

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Leaves the stage
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: narrator

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Someone telling a story or giving commentary during a play
- \_\_\_\_\_
- \_\_\_\_\_

-----  
Your word is: offstage

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Not on the stage; behind or to the side of the stage
- \_\_\_\_\_
- \_\_\_\_\_

-----  
Your word is: partition

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- Something set up to separate one area from another
- \_\_\_\_\_
- \_\_\_\_\_

-----  
Your word is: set

*Learn the definition below and then make up two definitions for this word on your own. You can be as creative as you like!*

- The scenery created for the play
- \_\_\_\_\_
- \_\_\_\_\_

Your word is: setting

*Learn the definition below and then make up two definitions for this word on your own.  
You can be as creative as you like!*

- The place and time the story takes place

- \_\_\_\_\_

- \_\_\_\_\_

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# ACADEMIC STANDARDS MET

## Ohio Language Arts Standards:

Benchmarks met by students completing these lessons will depend on how the lesson is completed. Students reading the play on their own will meet different benchmarks than those participating in or watching a production of the play. A case could be made for meeting almost every Language Arts benchmark. The benchmarks noted below are those most likely to be met through the completion of these lessons.

### **READING**

#### **CONTENT STANDARD**

Acquisition of Vocabulary  
 Reading Process  
 Reading Applications: Literary Text

### **BENCHMARKS ACHIEVED**

#### **GRADES K – 3**

A, B, C, D  
 A, C, D, E  
 B, D, E

#### **GRADES 4 - 7**

A, B, C, D, E, F  
 A, C

### **WRITING**

#### **CONTENT STANDARD**

Writing Applications  
 Communication: Oral and Visual

### **BENCHMARKS ACHIEVED**

#### **GRADES 3 – 4**

B  
 A, B, C, E, F, G

#### **GRADES 5 - 7**

B  
 A, B, C, F

## National Language Arts Standards:

- NL-ENG.K-12.1 Reading for perspective
- NL-ENG.K-12.2 Understanding the human experience
- NL-ENG.K-12.3 Evaluation strategies
- NL-ENG.K-12.4 Communication skills
- NL-ENG.K-12.9 Multicultural understanding
- NL-ENG.K-12.11 Participating in society
- NL-ENG.K-12.12 Applying language skills

## Ohio Fine Arts Standards:

### **DRAMA/THEATER**

#### **CONTENT STANDARD**

Historical, Cultural and Social Contexts  
 Creative Expression and Communication  
 Analyzing and Responding Standard  
 Connections, Relationships and Applications

### **BENCHMARKS ACHIEVED**

#### **GRADES K – 4**

A  
 A, B, C, D  
 A, B, C  
 A

#### **GRADES 5 - 8**

A, B, C  
 A, B, C  
 A, B, C

### **VISUAL ARTS**

#### **CONTENT STANDARD**

Creative Expression and Communication  
 Analyzing and Responding  
 Connections, Relationships and Applications

### **BENCHMARKS ACHIEVED**

#### **GRADES K – 4**

A, B, C, D  
 A, B, C  
 A, B, C

#### **GRADES 5 – 8**

A, B, C, E  
 A, B, C  
 A, C

## National Fine Arts Standards:

### **THEATER**

**K – 4**

- NA-T.K-4.2 Acting by assuming roles and interacting in improvisations
- NA-T.K-4.3 Designing by visualizing and arranging environments for classroom dramatizations
- NA-T.K-4.4 Directing by planning classroom dramatizations
- NA-T.K-4.7 Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television and electronic media productions
- NA-T.K-4.8 Understanding context by recognizing the role of theater, film, television and electronic media in daily life

**5 - 8**

- NA-T.5-8.2 Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- NA-T.5-8.3 Designing by developing environments for improvised and scripted scenes
- NA-T.5-8.7 Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film, television, and electronic media productions
- NA-T.5-8.8 Understanding context by analyzing the role of theater, film, television, and electronic media in the community and in other cultures

***FINE ARTS***

***K - 4***

- NA-VA.K-4.1 Understanding and applying media, techniques, and processes
- NA-VA.K-4.3 Choosing and evaluating a range of subject matter, symbols, and ideas
- NA-VA.K-4.6 Making connections between visual arts and other disciplines

**5 - 8**

- NA-VA.5-8.1 Understanding and applying media, techniques, and processes
- NA-VA.5-8.3 Choosing and evaluating a range of subject matter, symbols, and ideas
- NA-VA.5-8.6 Making connections between visual arts and other disciplines