



Learning Target:

- Students will understand that they can make the world a better place by recognizing and celebrating beauty, hope, and positivity.

Materials:

- [Video: Kid Congress - The Power of Listening](#)
- Headphones with music track
- Paper
- Writing supplies
- Device with Internet connection (if opting to publish digital newspapers)

VIEW

the video: [Kid Congress - The Power of Listening](#).

ENGAGE

students in a discussion about the video:

- According to Kid Congress, what is one of the most important things we can do to make the world more awesome?
- Why do you think listening leads to a lovelier world?

DEMONSTRATE

the concept of selective attention by reminding students that it takes practice and focus to drown out the noise and listen to the good stuff. Partner students to take turns playing the Whisper Game. Have one student put on headphones with music playing through them. The other student whispers an encouraging message to their partner (or, if you're looking to infuse more laughter into the classroom, a funny message!) The student wearing headphones will guess the message.

DISCUSS

the Whisper Game:

- Was it difficult to hear the message?
- What helped you hear the message?
- What LOUD voices and messages in your life compete for your attention?
- Which of these messages do you usually listen to?

RESOURCE: *If you would like to further explore the concept of selective attention with your students, check out [The Monkey Business Illusion](#) video.*

REMINDE

students that this episode of Kid Congress is all about listening for the good. During this lesson, they will help each other find the good by celebrating it in a class newspaper.

INVITE

each student to identify an example of good in the world that they would like to share. This good could be from their own personal lives, the school, the community, or the world!

TECH TIP: *Use the following digital resources to find stories of good news from around the globe. As always, preview all resources before using with students.*

- [Good News Network](#)
- [HuffPost Good News](#)
- [Happy News](#)
- [HuffPost HooplaHa: Only Good News](#)
- [Sunny Skyz](#)
- [HuffPost Community Kindness](#)
- [Daily Good](#)
- [MSN Good News](#)

WRITE

articles for the Good News newspaper. Students should focus on using informational writing strategies. Articles should include a catchy headline, maintain reader interest, address the 5Ws, and could include citations to any references that were used.

NOTE TO TEACHERS: *Depending on the available time and the age/readiness of your students, you can extend this project to become an authentic opportunity to develop a variety of writing skills, such as:*

- *Gathering relevant information from multiple sources*
- *Research and citation skills*
- *Working through the writing process (planning, revising, editing, rewriting)*
- *Peer editing*
- *Collaborative writing tools like [Google Slides](#) and [Microsoft Word Online](#) include many features that will help you support students throughout the writing process.*

CREATE

a Good News newspaper by compiling all the articles into one class publication. Encourage students to name and design their publication. Then, amplify the good in this world by sharing the newspaper with others!



TECH TIP: Low-tech newspapers can be created using paper and writing/art supplies, but by using digital tools to publish newspapers, students can easily express their creativity and share their good news with the world! Check out these publication tools:

- *Sway:* This digital “poster” tool is free to any teacher or student with a school email address via [Office365](#). Each student can claim a text card and add his or her story, along with an accompanying picture.
- *Weebly for Education:* Publish students’ stories on a webpage or blog.
- *Canva:* Focused on simple and beautiful graphic design, this platform allows students to visually enhance their stories for publication.
- *Google Slides:* Students can simultaneously work on different slides within this collaborative tool to create a digital collection of their stories.
- *Make My Newspaper:* These online templates look just like a real newspaper!

REFLECT

on the activity through a class discussion:

- How can we make it a priority to listen for hope and beauty?
- What other things can we do to develop the skills needed to drown out the noise and focus on the good?
- What else can we do to help other people identify and celebrate the good in the world?

EXTEND: Students love to have an authentic audience! Use technology to partner your students with other classes around the world. Each class can share their completed publications, then discuss their learning through [Skype](#)... and maybe even have a global dance party!

Core Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ISTE Standards for Students

Standard 1c- Empowered Learner:

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Standard 3- Knowledge Constructor:

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Standard 6- Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.