

# INTRODUCING OPERATION SMILE TO STUDENTS

## SPONTANEOUS SMILEYS



### Lesson Audience

- Elementary School

### Objectives

The student will:

- Discover the importance of a smile.
- Understand the mission of Operation Smile.
- Develop an affective connection to a child who needs cleft lip and cleft palate surgery.
- Learn ways to spread a smile around the world.

### Materials & Vocabulary

Materials:

- Spontaneous Smiley pictures 1 - 4
- Sticky notes
- Internet
  - [www.OperationSmile.org](http://www.OperationSmile.org) (Arnoldo's Story)
- "Smile Scout"
- *Smile Story* composition book
- Microsoft PowerPoint
- *Smile Ticket* reflection

Vocabulary:

- Facial Deformity
- Cleft Lip
- Cleft Palate

## National Standards

### Mathematics

- Understands meanings of operations and how they relate to one another.

### Language Arts

- Develops an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Uses spoken, written, and visual language skills and strategies to accomplish learning, enjoyment, and the exchange of information.

### Technology

- Employs technology tools to enhance learning, increase productivity, promote creativity, and collaborate on different works.

## Introduction

1. Allow students to examine Spontaneous Smiley Picture 1. Remove picture 1, and allow students to examine Spontaneous Smiley Picture 2. Repeat this process until students have examined all four Spontaneous Smiley pictures. Display all four pictures simultaneously, and ask students to identify what they all have in common. Lead students to note that all the pictures contain a smiley face.
2. Tell students if they take the time to look around them, they will find smiley faces everywhere.
3. Ask students, *how do smiles make you feel?*
4. Explain that students are going to go on a Spontaneous Smiley hunt. Elaborate by telling them they will have 10 minutes to search around the room and find as many Spontaneous Smileys as possible; like the smiley faces they examined in the four pictures. *Consider extending the Spontaneous Smiley hunt to the hallway, playground, or other rooms in the school.* Students should work in teams, write their name on a sticky note, and place it on Spontaneous Smileys they find.
5. Gather students back together, and ask volunteers to show the Spontaneous Smileys they discovered.
6. Ask students the following questions:
  - What strategies did you use to discover Spontaneous Smileys?
  - Why are smiles important?
  - How would you feel if you could not smile?

## Procedure

1. Explain to the class that they are going to watch a video about a child who has experienced many difficulties in his life because he was born with a facial deformity. This means that his face does not look the same as most people's faces. Arnaldo was born with a cleft lip.
2. Ask students to examine the lips of a classmate. Have volunteers describe the shape of their peer's lips. Continue to explain that people who have cleft lips have a gap in their lips and gums.
3. Further explain that another type of cleft is a cleft palate. Elaborate that a cleft palate is different from a cleft lip. Ask students to touch their tongues to the roof of their mouths. Have volunteers describe what they feel when they rub their tongues over this area. Explain to students that people with cleft palates have a hole in the roof of their mouth.
4. As a class, ask students to brainstorm ways the life of someone with a cleft lip or cleft palate might differ from their own life (answers may include difficulty speaking, difficulty eating, social problems with their family/friends/society).
5. Tell students they are going to watch a video about a boy named Arnaldo, who was born with a cleft lip. Play *Arnaldo's Story* by going to Operation Smile's website at [www.OperationSmile.org](http://www.OperationSmile.org). Click on the tab at the top of the website called "Living Proof," then click "Video Stories." Scroll until you find *Arnaldo's Story*.
6. Use *Arnaldo's Story* to ask students the following questions, using the Socratic Seminar model for discourse:

### *Opening Questions:*

- What did you notice was hard for Arnaldo?
- What do you assume about Arnaldo's family? Why?
- What is the most important thing Operation Smile does?

### *Core Questions:*

- Arnaldo asks, "Why are those kids staring at me so much?" Why do you believe children stare at Arnaldo?
- Who helps Arnaldo and other Operation Smile patients receive surgery?
- Why do you think we do not see many children with cleft lips or cleft palates in our country?

### *Closing Questions:*

- What do you think it is like for Arnaldo when he wants to play with other kids? Why? How does this compare to times when you play with other kids?
  - How does Arnaldo look different from you?
  - If you could talk to Arnaldo, what do you think he would say was the best part about having surgery to fix his cleft lip?
  - How will Arnaldo's future be different since he had surgery?
  - How did you feel after you saw Arnaldo's new smile? Why?
7. Explain to students that before his cleft lip surgery, people noticed Arnaldo was different because of his facial deformity. Elaborate that no one is exactly the same, and ask students whether they have any qualities that make them unique or different from others. Allow them to

share how they felt when someone treated them differently because of their uniqueness. *If you have a student with a repaired cleft who you previously determined is comfortable sharing his or her story, allow him or her to express their experiences.*

8. Explain to the students that like many other children born with a cleft lip or a cleft palate, Arnoldo comes from a home that does not have enough money or resources to pay for surgery to correct this facial deformity. Further explain that a children’s medical charity called Operation Smile raises money so they can send doctors to different countries around the world, and give children with cleft lips and cleft palates free surgeries.
9. Ask students if they have the power to help Operation Smile make dreams of children with cleft lips and cleft palates come true.
10. Explain to students that they are going to participate in a Smile-A-Thon to help raise money for Operation Smile. Elaborate that the money they raise will help give more children like Arnoldo surgery to have a new smile. During the Smile-A-Thon, students use a digital camera to photograph as many Spontaneous Smileys as they can find. For each Smiley they photograph, students will ask family, friends, and neighbors to donate money to help Operation Smile. Tell students it costs \$240 to give one child a free surgery. Ask students to come up with a class goal for how many smiles they want to give Operation Smile patients. Have students do the math to figure out how much money they would need to raise to reach their goal.
11. Show students the materials they will receive to participate in the Smile-A-Thon. Explain the importance of each item.
12. *After the Smile-A-Thon ends, do the math to determine if students reached their smile goal.*

## Extension Activity

1. Ask students how they think their smile affects other people. Explain that this year the class is going to spread their smiles to as many places and people as possible. Show students a “smiling” stuffed animal that will be your **Smile Scout**.
2. When students travel with their families, they will check out the **Smile Scout** to take on the journey. Tell students to take a picture with the **Smile Scout** in each new city or country they visit.
3. Show students a composition book and tell them this is the classroom journal, **Smile Stories**. Each time a student returns from their travels, they should paste a copy of their picture with the Smile Scout on a clean sheet in the journal, and write about their travel experience. Depending on the readiness level of students, choose one of the following options for the compositions (options are organized from least to most difficult):
  - The teacher records narratives described by students.
  - Students write captions about their pictures.
  - Students write a couple of sentences about their travels.
  - Students write a couple of paragraphs about their travels.
  - Students write a formal essay about their travels.

Create a Microsoft PowerPoint presentation as an alternative to doing Smile Stories in a written composition book.

- Teach students to upload pictures from a digital camera onto the computer, scan pictures onto the computer, and/or open a file of the picture they brought into school.
- Teach students how to use Microsoft PowerPoint.
- Post each child's picture and story on a new slide.

### **Lesson Evaluation**

Provide students with a *Smile Ticket* reflection sheet. Give students a copy to complete individually, or discuss it orally with the class.



Spontaneous Smiley Picture 1



Spontaneous Smiley Picture 2



Spontaneous Smiley Picture 3



Spontaneous Smiley Picture 4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## SMILE TICKET

1. What was the most exciting thing you learned about Operation Smile?

2. What surprised you about Operation Smile?

3. Synectics: How is a smile like fireworks?

## TEACHING METHOD

# SOCRATIC SEMINAR

In the spirit of the Greek philosopher, Socrates, the Socratic Seminar method urges students to think divergently by participating in discussions with one another, without seeking one finite answer to a question. Dialogues, devoid of prejudice and bias, begin after students reflect on a rich reading, artwork, movie, or music. During discussions, participants sit in a circle, and refrain from raising their hands during conversations.

The seminar facilitator should prepare three types of open ended questions prior to beginning the discourse: *Opening Questions*, *Core Questions*, and *Closing Questions*.

- *Opening Questions:*
  - Questions that touch on major themes, ideas, or topics of the text.
    - What would be a better title for this piece?
    - Do you agree or disagree that the author would say...?
    - What is the most important idea/theme/topic in this selection? Why?
- *Core Questions:*
  - Questions to facilitate a deeper interpretation of the text.
  - Questions often refer to specific passages, quotes, or ideas of the text.
    - What does the author/main character mean when (s)he says...?
    - What is the meaning of the passage/quote...?
    - Can you elaborate on what you mean?
- *Closing Questions:*
  - Questions that allow students to make personal connections to the text.
    - How does this text relate to your life?
    - What are the future consequences?
    - How have your opinions changed?

Depending on the direction students take the discussion, the facilitator may not pose all prepared questions. During the discussion, seminar participants should develop meaningful, respectful, and reflective questions and conversations. Participants should refer to each other by name, and maintain eye contact with the speaker.

Resources:

- Studyguide.org: [http://www.studyguide.org/socratic\\_seminar.htm](http://www.studyguide.org/socratic_seminar.htm)
- Going Socratic: [http://www.hightechhigh.org/unboxed/issue3/going\\_socratic/](http://www.hightechhigh.org/unboxed/issue3/going_socratic/)

AVID: Socratic Seminar:

<http://savanna.enschool.org/ourpages/auto/2009/2/19/43664135/Socratic%20Seminars.pdf>

## TEACHING METHOD

# SYNECTICS

Synectics allow learners to think creatively, and discover original ways to solve problems, or look at typical topics differently. This tool is appropriate for all ages, can be effective in groups or individually, and helps learners think abstractly through analogies or metaphors.

Synectics are included in the Smile Ticket formative assessment.

Visit the following websites to learn more about synectics, and alternative implementations for this strategy:

- 12Manage: The Executive Fast Track: [http://www.12manage.com/description\\_synectics.html](http://www.12manage.com/description_synectics.html)
- CreatingMinds.org: <http://creatingminds.org/articles/synectics.htm>
- Synectics...a Brainstorming Tool:  
[http://edweb.sdsu.edu/courses/ET650\\_online/MAPPS/Synectics.html](http://edweb.sdsu.edu/courses/ET650_online/MAPPS/Synectics.html)

## OPERATION SMILE

# SERVICE OPPORTUNITIES

### *You Can Help*

Youths of all ages can help change the lives of a child forever! The following are a few ways students may want to support Operation Smile's mission.

★Tell your students about **OS CENTRAL**, Operation Smile's online student community, where they can connect with other students involved in Operation Smile around the world, post blogs, discussions, videos, and much more! Access this community at [www.OSCENTRAL.org](http://www.OSCENTRAL.org).

★Start a **STUDENT ASSOCIATION** at your school. Use the attached club application form; or find the most updated information on OS Central ([www.OSCENTRAL.org](http://www.OSCENTRAL.org)). Simply click "Find Club/Group," scroll down to "Start an Operation Smile Student Club," and follow the instructions.

★Create **SMILE BAGS** filled with small sized personal care items that every child receives after surgery. The bags are 12 inches wide by 14 inches deep, and have a drawstring. Operation Smile has a volunteer team that fills the Smile Bags and ensures that each child on the same mission receives equivalent items. Please stay in the parameters of our requests, because we do not have room to take additional items on missions. Smile Bags include the following items:

- .85 to 1.4 oz shampoo (screw on top only)
- Small comb (no rat tails)
- New wash cloth
- Child size toothbrush (single pack)
- 8 pack box of crayons
- Thin 8 ½ x 11 coloring book
- Small stuffed animal (beanie baby size)
- Small square mirror (approximately 3"x3")
- Sample size toothpaste (not expired)
- Hotel size bar of soap

★Make **QUILTS, BLANKETS, or AFGHANS** for children to stay warm and comfortable at the hospital and home. These items need to be child-sized (45"x45", 54"x54", or 45"x54"). Preferred materials include cotton or light fleece, and quilts should have light batting.

★Create **GET WELL** cards for our patients.

★Collect supplies for our **MEDICAL RECORDS** volunteers. Operation Smile sets up a complete office at each hospital site during missions. Most facilities cannot provide items necessary to run the office successfully, so we bring our own supplies. The following items are always needed:

- Flashlights and D Cell Batteries
- Bulk file folders (colored)
- Staplers (Bostitch or Swingline)
- Staple removers
- Large rubber bands
- 2 hole punch
- Clipboards
- Colored markers (10-12 packs)
- Highlighters (yellow, green, pink)
- 1” masking tape
- Blue and black ink pens
- Sandwich-size Ziploc bags
- Staples
- Scissors
- Scotch tape and dispensers
- Glue sticks
- White-out (correction pen/exactliner)
- Black Sharpie markers
- 55 gallon trash bags
- Pencil sharpeners

★Receive **DONATIONS** from families, friends, or religious congregations by giving speeches about the importance of Operation Smile, having a lemon-“aid” stand, or asking for donations instead of gifts on holidays and Birthdays.

★Have a donation jar in the cafeteria where students can put their **EXTRA CHANGE** in order to help a child.

★Put on a Talent Show **FUNDRAISER**, or comparable function, that benefits Operation Smile.

★Display **STUDENTS’ ARTWORK** and allow parents to attain their child’s creation by donating money to Operation Smile.

★Create and sign artwork to hang in the **PATIENTS’ PLAYROOM** at hospitals around the world.

## CONTACT

# OPERATION SMILE

- **Curriculum Questions**

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- **Operation Smile Headquarters**

Operation Smile  
6435 Tidewater Drive  
Norfolk, VA 23509  
1-888-OPSMILE (888-677-6453)  
1-757-321-SMILE (757-321-7645)  
[www.OperationSmile.org](http://www.OperationSmile.org)

- **Supplies and Donations**

Operation Smile accepts supply donations throughout the year. Make copies of the blank inventory form included in this section of the curriculum, and include one completed inventory sheet per box. Place the inventory sheet on TOP of the box. Inventory sheets should include the name, address, and telephone number of the school or club designated to receive the letter of acknowledgment/receipt. Shipments of multiple boxes should be numbered (ex: 1 of 3, 2 of 3, 3 of 3). Please send supplies along with an inventory sheet to:

Operation Smile  
ATTN: Warehouse  
6435 Tidewater Drive  
Norfolk, VA 23509