



Lesson Guide: Smile Session #3

Thriving | Smile Train Kenya

Lesson Information

Overview: This Lesson Guide contains supplemental material for Smile Session #3. This guide can be used to bolster the material in the PowerPoint for older students or those who are looking for more information.

Lesson Objectives:

- Encourage children to think critically and creatively about the things they need to thrive.
- Reinforce that everyone has the same fundamental needs no matter where in the world they live.
- Introduce some of Smile Train's activities that help kids thrive.

Background: This lesson is meant to teach students about people's essential needs and foster discussion about the different things we all need to survive. It will introduce the idea of thriving, defined as growth beyond basic survival. Throughout the lesson, students should be encouraged to discuss some of the things they think help kids thrive. In the last section, students will learn about a few of the ways that Smile Train helps kids thrive all over the world.

Make Connections: When using this lesson plan, teachers should:

- Read the information provided in the PowerPoint about Smile Train Kenya.
- Show students Jane's video about Smile Train's work in Kenya.
- Listen to Johana's story.
- Have students follow along and fill in the blanks in the lesson guide.
- Ask students some of the questions on slide 15 of the PowerPoint.

Community Activity: Thriving Planter Activity. Decorate a planter and grow your own plant! Follow along with the activity video in the PowerPoint.



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What are our fundamental needs?

All humans need certain things to survive. These are called *physiological needs* — without them, our bodies will not function. They include:

- Air
- Water
- Nutrients
- Shelter
- Sleep
- Medicine

All other needs are secondary if these are not met. We can survive for some time without some of these things, but eventually the human body will shut down if these needs remain unfulfilled.

If these needs are difficult to meet, or if we have to put a lot of time and effort into meeting them, it becomes difficult for us to grow and thrive.



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What do we need to thrive?

In order to thrive, humans need to have more than just their basic physiological needs met. Abraham Maslow was an American psychologist who developed a pyramid to show the different levels of needs we all have and why each is important. We can only stand at the peak of our potential once every level of the pyramid is in its place!

The first and most basic level of the pyramid is *physical needs*. This covers the physiological needs discussed on the previous page.

The second level of the pyramid is *security needs*. Security can be physical security, meaning freedom from bodily harm or from being bullied. It can also be the peace of mind that comes from knowing that our physical needs will be met in the future.

The third level of the pyramid is *love/belonging needs*. These are social needs. We need to know that we are loved and that there is somewhere we belong. When we do not have this, we can feel isolated and lonely. These needs can be fulfilled by our friends, families, and communities.

The fourth level of the pyramid is *esteem needs*. This is our need to feel respected by others and to have respect for us. Building confidence, participating in hobbies, and learning new things can all help us fulfill these needs.

The top of the pyramid is *self-actualization*. This is when we meet our full potential and become the best we can be. This can only be achieved once all of our other levels of needs are fulfilled.

Smile Train helps kids thrive by providing comprehensive care.

The journey to living a healthy life for a child with a cleft starts with a smile, but that is only the beginning. Smile Train-supported comprehensive cleft care includes nutrition programs, orthodontic care, speech therapy, and social and emotional support. Smile Train gives a child access to a full range of cleft treatment services they would otherwise never receive and ultimately the opportunity to thrive.

COMPREHENSIVE CARE





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Johana's Story

Likanto was heartbroken when her sixth child, Johana, was born with a cleft lip. Likanto had never seen a baby with a cleft before in her small village in southern Kenya and was _____ for his future.

When the time came and Johana was old enough to go to school, he was excited. However, his excitement quickly turned to sadness. The other children _____ him and called him awful names because of his untreated cleft lip. The constant teasing at school led Johana to begin _____ his mouth whenever he was out in _____.

Johana became increasingly _____. He always sat alone and never _____ in class or talked to his classmates. His silence made his teachers incorrectly think that he had a learning disability.

It pained Likanto to see her son so miserable.

Then one day, Johana's family heard from a community health worker that an organization called Smile Train supported free surgeries and related treatment for children with _____.

Likanto immediately brought Johana to the nearby Smile Train partner hospital. Johana was scheduled for _____, and once his cleft lip was successfully healed, Johana could not contain his joy.

With newfound _____, Johana's energy and smarts have made him the _____ of his village and his school. He was recently ranked among the best students in his class and even elected class president by his peers!

Word Bank

Concerned

Surgery

Public

Participated

Shy

Confidence

Teased

Clefts

Covering

Star



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Thriving Planter Activity

Materials

A planter (or an empty can, jar, etc.)
Paint and Paintbrushes
Colored pencils
Magazines/Glue
Crayons
Markers
Stickers
Soil
Seeds

Directions

Decorate your planter with what you need to thrive! Think beyond your basic needs and paint or draw all the things that help you to thrive. If you prefer, you can make it into a collage of all these things. For example, you might draw a heart or your family to show love, a baseball or softball to show how much you enjoy playing sports or being part of a team, or friends holding hands to show security. Once the planter is decorated and dried, fill with soil and plant the seeds. Follow the planting directions on whichever seeds you use. Then watch a brand-new plant thrive in your planter!



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Sources

Chavis, David M. & Kien Lee. "What is Community Anyway?" *Stanford Social Innovation Review*. (2015). https://ssir.org/articles/entry/what_is_community_anyway

Smile Train. <https://www.SmileTrain.org>