

Lesson 6: Help Each Other

TEKS: Prekindergarten

Social and Emotional Development Domain:

I.C.6 Child demonstrates empathy and caring for others.

Language and Communication Domain:

II.D.1 Child uses a wide variety of words to label and describe people, places, things and actions.

Reading Domain:

III.D.1 Child retells or re-enacts a story after it is read aloud.

III.D.4 Child will make inferences and predictions about text.

Social Studies Domain:

VII.A.1 Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.

VII.A.3 Child connects their life to events, time, and routines.

Science Domain:

VI.C.4 Child demonstrates the importance of caring for our environment and our planet.

Objectives:

- Students will discuss and model how each individual is responsible for his own words and actions.
- Students will be able to name three examples of how words and actions affect other people.
- Students will be able to name three examples of how words and actions affect the physical and emotional environment.
- Students will identify ways that they can help in their communities.

Activities:

1. Introduce the Video (5 minutes) – The *Help Each Other* video and discussion. The video introduces to children the importance of helping others.
2. Shared Reading (15 minutes) – Explore a book, Wilfrid Gordon McDonald Partridge that describes how children are capable of helping their parents and other adults. (Author: Mem Fox)
3. Toothpaste Test (5 minutes) – A short exercise that teaches students about the consequences of their words.
4. Helping Hands (30 minutes) – An activity that discusses ways students can help in their communities.
5. Points to Ponder (5 minutes) – Options for further discussion.
6. Extension Activities (10-20 minutes) - Further exploration of concept.
7. Family Activity (20+ minutes) – Family activity to be done at home and reported about at school.

Materials:

Introduction- Video: *Help Each Other*

Shared Reading: Wilfrid Gordon McDonald Partridge by Mem Fox

Toothpaste Test: a tube of toothpaste, a paper plate, baby wipes

Extension Activities:

Making Friends Is An Art: art paper, crayons or markers

Celebrating Community Helpers: chart tablet, construction paper, markers, craft materials, glue

Helpful Friends: puppets, puppet theater, Little Blue and Little Yellow by Leo Lionni

Painting in Pairs: blue paint, yellow paint, butcher paper, brushes (of all sizes), masking tape, drop cloth

Kindness in Action: post-it notes, chart tablet, pencils, and markers

Helping Hands: construction paper, hole-puncher, crayons, scissors

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's M.I.! For example, in this lesson, you might ask students EXAMINE and EXPLAINE how Gordon and Miss Nancy were friends (Bloom). For a kinesthetic style of learner (Gardner), you might suggest that students create a skit to act out a way they can help a friend make a healthy choice.

Did You Know?

When you teach children how to be good friends, you help teach them important life skills like: communication, cooperation, and empathy.

Brain Builder Vocabulary:

kindness

memory

healthy choices

role model

good citizen

Other Resources:

Making Friends Is an Art! By Julia Cook

Friends by Helmi Heine

My Friend Rabbit by Eric Ohmann

Little Blue and Little Yellow by Leo Lionni

<https://www.randomactsofkindness.org/kindness-ideas>

<http://actionforhappiness.org/>

Help Each Other Activities

Introduction (5 minutes)

1. **Before you watch the video**, welcome the students by saying, “Hello boys and girls. Today we are going to visit with the potatoes again and learn about how we can help each other.”
2. Introduce the book and the poster with the lyrics. Ask the students what they think you might explore today. (Accept all answers.)
3. Watch the *Help Each Other* video.
4. In the classroom, post the lyrics to *Help Each Other* on a large chart.
5. **After you co-view the video**, ask questions like, “Can you name two ways that you help your parents or another adult? How have you helped a friend? Do you help your brothers and sisters at home?” Talk about how they feel when they help someone or when someone helps them.

Shared Reading (15 minutes)

1. Do a “picture walk” as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book.

Ask the children to share what they think the story might be about. (Predict)

Read the book Wilfrid Gordon McDonald Partridge by Mem Fox. Stop briefly every few pages and give the students an opportunity to confirm their predictions and to generate new predictions based on illustrations and text.

2. Speak with the students and ask them to confirm or rebuff their predictions.
3. What did we understand from the reading?
 - Explore the following discussion questions. How did Wilfrid help an adult? Have you ever helped an adult? How? Make a class list of ways that children can help adults and another list about how children can help their peers.
 - Talk about how the children in the video helped their mom make a healthy choice and about how healthy choices affect their diet and health.

Toothpaste Test (5 minutes)

Materials: a tube of toothpaste, a paper plate, baby wipes, brain builder vocabulary

In front of the class, squeeze the contents of a small tube of toothpaste onto a paper plate. Ask the students if they think that it's possible to put the toothpaste back into the tube. Allow students to try.

Students may quickly realize that this task is impossible. Introduce the brain builder vocabulary words. Remember, unkind words and actions can never be taken back, just like you can't put the toothpaste back in the tube. You can apologize for unkind or hurtful words, but they cannot be erased. It is important to help peers, family, and friends and it is also important to ask for help when you need it too.

Making Choices Activity (15 minutes)

Explain to the class, "When you feel bad inside, you can choose what to do. In the following scenarios, there are two helpful actions you could choose and two actions that are not helpful." Read each scenario and the students will role play each choice. Ask them to talk with a neighbor about the choice that he/she would make. Then, talk about your choices as a group.

1. You are angry because someone took your game. You should,
 - a. grab it back
 - b. use your words to say, "I don't like it when you take my things. It makes me mad!"
 - c. hit the person
 - d. ask the child if he wants to play
2. You are sad because your team lost a game. You should,
 - a. call the team members a bunch of losers
 - b. congratulate the other team
 - c. throw a tantrum
 - d. say to your team members, "Let's practice more so we'll do better next time."
3. You are angry because you cannot write the letter "g". You should,
 - a. keep practicing
 - b. blame the teacher
 - c. ask if you can have extra time at the writing center
 - d. slam your books and say, "I will never write again!"

Points to Ponder (5 minutes)

1. Helping others doesn't just help them; you might also feel happier too. When people see others doing something kind, it motivates them to be more kind too.
2. When you make good choices like helping others, trying new foods, using kind words, trying new activities and not giving up, you are modeling positive behaviors.
3. Discuss how we have personal space and shared space both at school and at home. For example, our cubbies are our personal spaces at school. Stations, the lunch table, the classroom, and the playground are shared or community spaces. In order to create shared spaces that are safe, happy and healthy for everyone, we need to be mindful of our words and actions. For example: littering, angry voice tones, untidiness, and graffiti negatively affect our shared spaces.
4. Do you know a good citizen? What makes them a good citizen? Students can create an award for a good citizen and nominate another student who is deserving of the award.

Extension Activities:

Social Studies: Making Friends is an Art (15 minutes)

Materials: art paper, scissors, pencils, markers

Students will trace their hand and cut it out. They are to write down some actions or words they see when someone is trying to be a friend on the hand. The adult can help the child to write words or the child can draw a picture.

We will use the “Hand Project” for our classroom bulletin board: “Making Friends Is an Art.” Identify time during the day for the children to share their observations; encourage them to consider how these actions and words can also be followed out of school and with their families.

Social Studies: Celebrating Community Helpers (20 minutes)

Materials: chart tablet, construction paper, markers, craft materials, glue

Talk about community helpers with your students. What are their roles and how do they help families and neighbors? Make a list on the chart tablet. In the art center, provide materials for children to create tokens of appreciation for community helpers, volunteers, and service members. Deliver the gifts and take a photo with the recipients. Share the photos with your students and talk with them about the delivery.

Drama: Helpful Friends (15 minutes)

Materials: puppets, puppet theater, Little Blue and Little Yellow by Leo Lionni

Read Little Blue and Little Yellow with the students; talk about the sequence of events in the story. In the dramatic play center, students can use puppets to create a skit to help a friend; the theme of the puppet show is for ways that friends can help each other make healthy choices about food, expressing emotions, and with physical activities. Reiterate how every person has the power of helping friends with words and as they model healthy behaviors. Encourage the children to perform their puppet show for the class.

Art: Painting in Pairs (10 minutes)

Materials: blue paint, yellow paint, butcher paper, brushes (of all sizes), masking tape, drop cloth

Tape a piece of butcher paper to the wall and place a drop cloth on the floor. Students will work with a partner to paint a small mural cooperatively. One student will use the green paint and the other will use the blue paint. Talk about the choices they have to make as they paint a mural together and review the importance of communicating with others.

Math: Kindness in Action (15 minutes)

Materials: post-it notes, chart tablet, pencils, and markers

At morning circle time, talk about the meaning of the word kindness and how people make new friends. As a group, identify five behaviors that they have witnessed in their classmates as they exhibited being kind. Have peers shared, helped someone that has

needed or asked for help, taken turns, used kind words, cleaned up an area? Label the 'x' axis with the different 'kind' behaviors. Label the 'y' axis with numbers, 1 through 20.

Children will place a post-it note on the graph when they witness a classmate performing that action. If someone visits the classroom, invite him/her to participate too. They can use a different color post-it and you can talk about the chart at the end of the day. Explore counting with the children: count the number of post-it notes that are in each column. At afternoon circle time talk about what they observed. What did they witness the most and the least? Talk with them about their thoughts: Why do they think that some actions happened more or less than others? Did they notice how others reacted when a kind action or words happened?

Family Assignment: Helping Hands (20+ minutes)

The family activity will allow the child and their family to explore, about the qualities of a good citizen and being a good helper. Encourage the child to share what they learned at school. Also, ask them to share their "Helpers Chart" that they co-created with their families.

Print this letter to share activity ideas for families to explore at home.

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, **Help Each Other**. (View it at: www.klrn.org/healthy-kids.)

The family activity will allow you to explore together about the qualities of a good citizen and how to be a good helper. Encourage your child to share what they learned at school. Also, they will share their “Helpers Chart” that you co-created with their peers.

1. Talk with your child about the qualities of a good citizen and explore the following:
 - Why is it important to be a good citizen?
 - Who are some of your positive role models? Remember, when someone helps another, both people benefit. If you help someone, you may feel happier and when people see others helping, it motivates us to be kinder and more helpful.
2. As a family, plan a community service project to take care of an outdoor space. Organize a “Trash Hunt” to help clean the backyard or playground. Pre-make badges for the volunteers to wear while they are helping with the project.
3. Create a “Helpers Chart” to divide responsibilities at home. Some helpful activities might be: cleaning common areas (living room, dining room), cleaning bedrooms, putting away the shoes, separating laundry, or putting away groceries.

Choose health. It feels great.