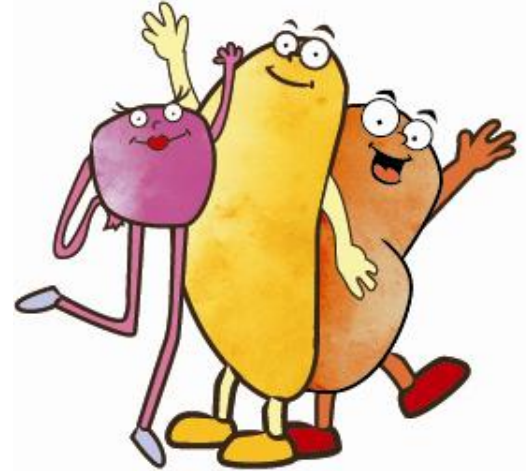


## Help Each Other Activities

### Introduction (5 minutes)

1. Play the *Help Each Other* video.
2. Key discussion questions:
  - What was the main idea of this video?
  - What does the term “role model” mean?
  - Name some ways that you help your parents.
  - Name some ways that you help your siblings or friends.
  - Name some of your role models.



### Shared Reading (15 minutes)

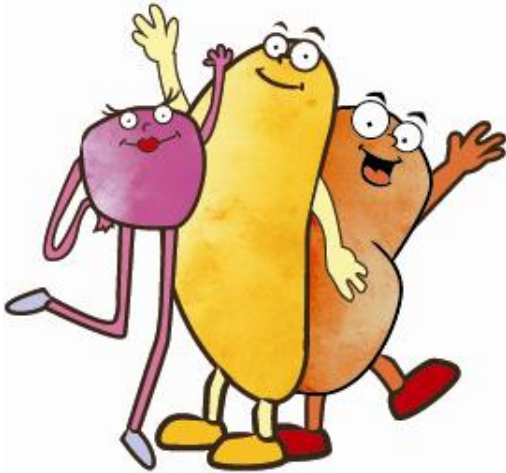
1. Preview the book, *Wilfrid Gordon McDonald Partridge* by Mem Fox, with a “picture walk.” Share the cover, title and a few pictures with the children.
2. Have students make predictions about the text.
3. Read the book. Stop briefly every few pages and give students an opportunity to confirm their predictions and to generate new predictions based on illustrations and text.
4. Have students retell the main events in the book in the correct sequence. List these on the board for reference. Included is a worksheet for this activity. Students select 4 main events to illustrate in the boxes provided. Then, students write a sentence below their picture which describes each event in their own words.
5. Discussion questions:
  - How did Wilfrid help an adult?
  - Have you ever helped an adult? How?
  - List some ways that you can help an adult.
6. Summary Question:
  - In the video, how did the children help their mom make a healthy choice?

### Points to Ponder (5 minutes)

1. What is a good citizen and why is it important to be one? Who is a good role model for you?
2. Helping others doesn't just help them. It makes you feel happier too.

3. When people see others doing something kind, it motivates us to be kinder.
4. When you make good choices like helping others, trying new foods, using kind words, trying new activities and not giving up, you are a positive role model for those around you.
5. We are all different and we need to respect those differences. For example, some children like to swing at recess, others like to run and some like to be by themselves.
6. Discuss how we have personal space and shared space both at school and at home. For example, our desks 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. Our words and our actions affect our shared spaces. For example: littering, angry voice tones, messiness, graffiti, etc. negatively affect our shared spaces.
7. 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.

### **Toothpaste Test (5 minutes)**



1. In front of the class, squeeze the contents of a small tube of toothpaste onto a paper plate.
2. **Ask the class whether they think it's possible to put the toothpaste back into the tube.** If necessary, have a student attempt this.
3. Students should quickly realize that this task is impossible. Relate this to our words: unkind words and actions can never be taken back, just like how you can't put the toothpaste back in the tube. You can apologize for unkind or hurtful words, but they cannot be erased.

### **Helping Hands (30 minutes)**

1. Remind the students of the story of Wilfrid Gordon being a good citizen. Discuss what this means with the students in regards to "responsibility for the common good." **Question students about how they can be a positive change in their school**

**or community.** Possibilities may include: picking up trash on the playground, making sure that trash at their lunch table is thrown away, taking responsibility for picking up trash in the classroom, turning off the lights when the class leaves the room, sticking up for a person being bullied, etc.

2. Have students trace the hand pattern (attached), on a sheet of cardstock /construction paper and cut it out.
3. Have the student write their name on the palm of their paper hand.
4. Have the student choose ways that they can help others. They will write these ideas on the fingers of their “hands.”
5. Finally, glue/tape all of the hands together to create a chain of helping hands. Glue the thumb of one hand to little finger of another hand. These can be displayed on the wall of the classroom year-round as a visual reminder to help others.
6. Summary Questions:
  - In the video, how did the brother help his sister make a healthy choice?
  - In the video, how did the sister help her brother make a healthy choice?

### **Kindergarten Activities**

#### **Option One:**

TEKS: Oral & Written Conventions: 16(A)

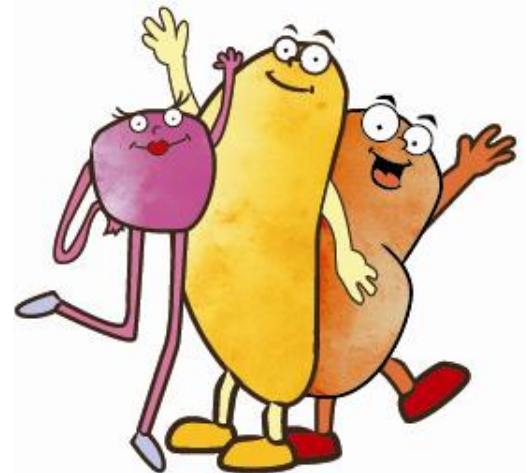
Have children bring a stuffed animal, blanket, picture, etc. that is special to them. Give each child an opportunity to explain to the class the significance of the item and who gave it to them.

Materials: students’ items from home

#### **Option Two:**

TEKS: Oral & Written Conventions: 16(A)

On a large square of paper (8-10”) students draw a way that they can be a friend to someone, either an adult or another child. Have children color their pictures and explain them to the class. Glue these student pictures on a large piece of butcher paper to form a “Friendship Quilt.”



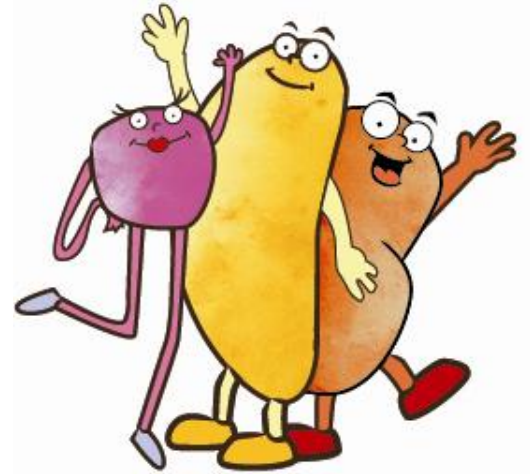
Materials: large squares (8-10”), a large sheet of poster paper on which to glue the squares to form the “quilt”

## **Second Grade Activities**

### **Option One:**

TEKS: Writing: 17(A,B,C,D,E)

Have students bring a favorite picture from a family vacation, celebration, or other time that is important to them. They will use the photo to help them visualize a favorite memory and then write a story about it. **How did different people’s words and actions help create those positive memories?**



Materials: Students each bring a photograph of an event that is special to them, handwriting paper for each student.

### **Option Two:**

TEKS: Writing: 18(B)

Students write an Acrostic Poem for kindness. (Write the word, KINDNESS, vertically on the board. Students create a poem by starting each line of the poem with the designated letter and incorporating each letter of the word. For example:

**K**ids can help others by holding a door for them,

**I**nside our class, I will use a quiet voice so I don’t disturb others. Say

**N**ice things about others to help them feel good, etc.

Materials: handwriting paper for each student

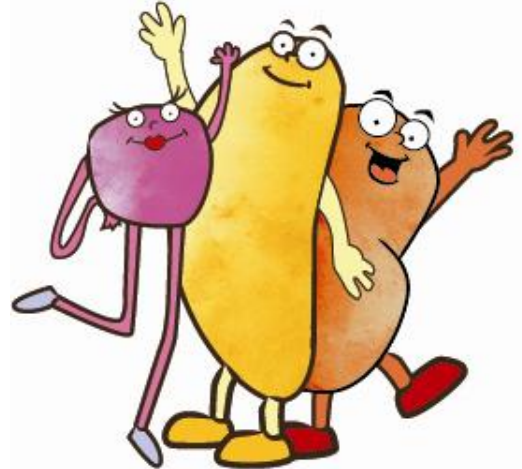
## Help Each Other Lyrics

Help, Help  
Help your brother  
Choose what's right  
You've got to  
Help, help  
Help each other  
Day and night

Oh yeah

Help, help  
Help your sister  
Choose what's right  
You've got to  
Help, help  
Help each other  
Do what's right

You've got to help your mother  
You've got to help your father  
You've got to help each other  
Do what's right



**Help Each Other Lyrics**  
**(Spanish Translation)**

Ayuda, Ayuda, Ayúdale a tu hermano  
A obrar bien  
Ayuda, Ayuda, Ayúdense uno al otro  
Siempre

Ayuda, Ayuda, Ayúdale a tu hermana  
A obrar bien  
Ayuda, Ayuda, Ayúdense uno al otro  
Siempre

Ayuda a tu madre  
Ayuda a tu padre  
Ayuda uno al otro  
A obrar bien

