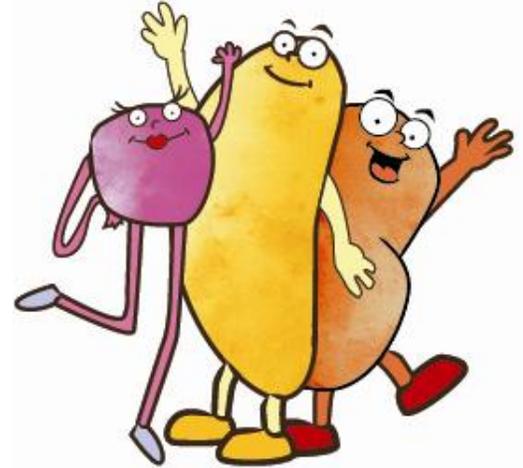


Help Each Other Activities

Introduction (5 minutes)

1. Play the *Help Each Other* video.
2. Key discussion questions:
 - ¿Cuál fue la idea central de este video?
 - ¿Qué significa el término "persona ejemplar?"
 - Mencione algunas de las maneras en que ayudas a tus padres.
 - Mencione algunas de las maneras en que ayudas a tus hermanos menores y a tus amigos.
 - Mencione a algunas de tus "personas ejemplar."



Shared Reading (15 minutes)

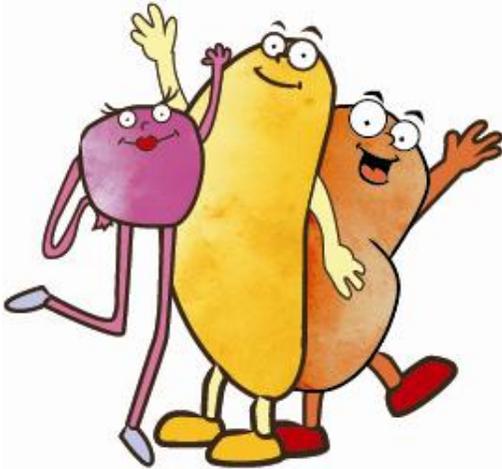
1. Preview the book, *Wilfrid Gordon McDonald Partridge* by Mem Fox, with a "picture walk." Share the cover, title and a few pictures with the children.
2. Have students make predictions about the text.
3. Read the book. Stop briefly every few pages and give students an opportunity to confirm their predictions 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:
 - ¿Cómo ayudó a un adulto Wilfrid (Guillermo)?
 - ¿Alguna vez has ayudado a un adulto? ¿Cómo?
 - Haz una lista de algunas de las formas en que hayas ayudado a un adulto.
6. Summary Question:
 - En el video, ¿cómo ayudaron los niños a su mamá a tomar una elección sana?

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. **Pregunte a los alumnos si creen que es posible devolver la pasta de dientes al tubo.** 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." **Pregúntales cómo creen poder efectuar cambios positivos tanto en su**

escuela como en su comunidad. 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:
 - **¿Cómo ayudó el hermano a su hermana a elegir la opción saludable en el video?**
 - **¿Cómo ayudó la hermana a su hermano a elegir la opción saludable en el video?**

Kindergarten Activities

Option One:

TEKS: Oral & Written Conventions: 16(A)

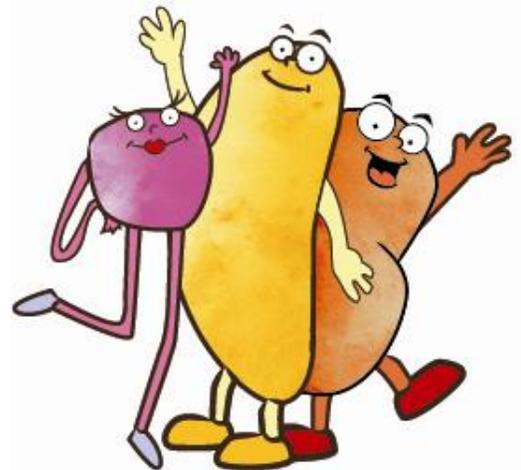
Have children bring a stuffed animal, blanket, picture, etc. that is special to them. Give each child an opportunity to explain to the class the significance of the item and who gave it to them.

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.”



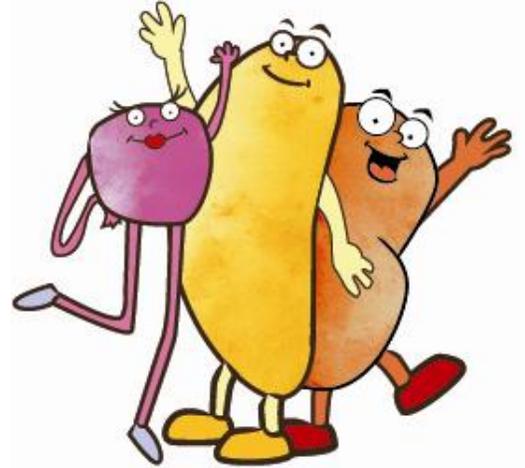
Materials: large squares (8-10”), a large sheet of poster paper on which to glue the squares to form the “quilt”

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. **¿Cómo fue que las palabras y actos de otras gentes los ayudaron a crear estos recuerdos positivos?**



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:

Kids can help others by holding a door for them,

Inside our class, I will use a quiet voice so I don't disturb others. Say

Nice things about others to help them feel good, etc.

Materials: handwriting paper for each student

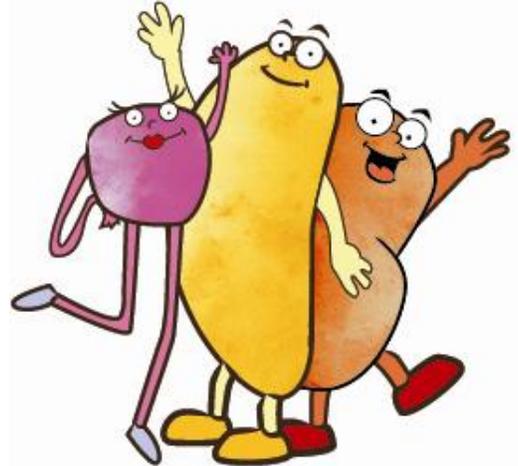
Help Each Other Lyrics

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

