

Unit #3 Title: Working Together

Lesson Title: Helping Others

Lesson: 2 of 2

Grade Level: K

Length of Lesson: Flexible (20-40 min.)

Mississippi College and Career Readiness Standard:

RL.K.1, RF.K.1,SL.K.1,SL.K.6,RL.K.2

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 1, M 3, M 5, M 6

B-LS.1, B-LS.9

B-SM.1, B-SM.5, B-SM.6, B-SM.8

B-SS.1, B-SS.2, B-SS.4, B-SS.6, B-SS.7, B-SS.9

Other Resources:

<https://youtu.be/ewhwY5-EP38>

<https://youtu.be/TmRjyQlWyQg>

<https://youtu.be/1yLg1nPua0k>

Materials and Resources (include activity sheets and/or resources)

A story or book about helping (e.g. Bernstein Bears: Lend a Helping Hand Book)

Enduring Life Skill(s)

| | | | | | |
|---|--------------|---|----------------|--|-----------------|
| | Perseverance | | Integrity | | Problem Solving |
| | Courage | X | Compassion | | Tolerance |
| X | Respect | X | Helping others | | |

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.

The student will tell the group at least two classroom helper jobs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

The student will tell the names of the classroom helper jobs.

Lesson Preparation

Essential Questions:

- How does being a helping person make our home and our school better?
- What does it look, sound and feel like to be a helping person at home and at school?

Engagement (Hook):

Counselor introduces a puppet friend who has helped picked out a book to read to the class. The counselor will then ask the class for a student helper to turn the pages of the book while the puppet “reads” the book.

Procedures

| Instructor Procedures/Instructional Strategies: | Student Involvement/Instructional Activities: |
|--|---|
| 1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension. | 1. Students respond to questions. |
| 2. After reading the book, counselor will say to the students, “I would like each of you to describe one time you were a helper at school and at home. (e.g., in the line, on the bus, on the playground, in the cafeterias, home chores). I would like for each of you to describe one time someone else was helpful to you.” | 2. Students describe a time they were helpful and/or someone was helpful to them. |
| 3. The counselor will ask, “How did it feel in your heart when you helped? How did it feel to be helped?” | 3. Students share how they felt helping and being helped. |
| 4. Continue, “Our class depends on each of us being helpers. In your classroom, there are jobs every student takes turns doing. What are those jobs? Why are they important?” | 4. Students name classroom jobs and tell why each is important. |
| 5. The counselor summarizes by encouraging students to be helpers at home and at school. | 5. Students share closing comments. |

Teacher Follow-Up Activities

The teacher will continue by reading other books associated with helping.
The teacher might emphasize the importance of helpers at school.

Counselor Reflection Notes

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