

Being Helpful



Concept
Social Skills



Length
15-75 Minutes



Recommended
5th Grade

About This Lesson

In this lesson, students will recognize how being helpful can be an achievement to be proud of. Students will interview peers about times they received help, which leads into a class Acts of Kindness project.

Lesson Objectives

By the end of this activity, students will

- Explain the importance of helping others;
- Explore ways to ask for help when they need it;
- Identify ways that they can help their school community.

Driving Question

What responsibility do we have to help others who need it?

Future-Ready Skills

Citizenship

Social Responsibility

Respecting Others

Problem Solving

Empathy

Lesson Breakdown

10-15
minutes

[Activity 1 - Classroom Helpers](#)

In this journaling activity, students use some writing prompts to tap into their prior knowledge about what it means to be helpful in the classroom.

15-20
minutes

[Activity 2 - Helping Interviews](#)

In this activity, students share their experiences and thoughts on what it means to give—and receive—help with a partner.

30-40
minutes

[Activity 3 - Acts of Kindness](#)

In this activity, students brainstorm ways to help others in the school and embark on an Acts of Kindness project.

5-10
minutes

[Exit Activity - Being Helpful Exit Slip](#)

In this activity, students reflect on what they learned about being helpful and come up with hashtags that describe what they're taking away from the lesson.

Xello Entry Point

In Xello, students can record their achievements or any actions they've performed that they are proud of. This lesson can help students generate ideas about what kinds of achievements they can record.

Lesson Vocabulary

- Appreciation
- Citizenship
- Community
- Rights
- Responsibility
- Altruism
- Pay It Forward
- Compliment

ASCA Standards

M 3. Sense of belonging in the school environment

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 5. Demonstrate ethical decision making and social responsibility

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Classroom Helpers



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Length
10-15 Minutes

Inquiry Prompts

- Why should we be kind to and help others?
- What might stop someone from asking for help when they need it?
- How can we make sure everyone in class feels comfortable asking for help if they need it?

Instructions

In this activity, students tap into their prior experiences and knowledge about what it means to be helpful by journaling a response to some helping others writing prompts.

- 1 Give students a piece of paper (or have them use their student journal if they already have one).
- 2 Either print out or project the [Classroom Helpers](#) writing prompts for students to see.
- 3 Encourage students to pick one of the prompts and take 5 to 10 mins (or however much time you think they need) to write (or draw) a response to the prompt.
- 4 After students have time to reflect on the prompts, ask for volunteers to talk about their responses.

Message to students: Some people might think that young students like you don't really have the power to help others. That's not true! You can start helping others in your class and school right now. What are the most biggest problems that you're seeing that you want to help with?

Materials Required

- [Classroom Helpers writing prompts](#)
- Paper (or student journals)
- Pencils, pencil crayons, or markers
- Computer (tablet, phones) with Internet access (if you want students to upload artifacts)

Artifacts

Students add a new entry to their student journals, or they can upload their reflections to **Storyboard**.

Classroom Helpers - Writing Prompts

The best compliment I've ever received from a classmate was...
It meant a lot to me because...

If everyone in class helped each other out...

If I were making a movie about how our class could help solve a
problem in the world, it would be about...

I show my classmates I care about them by...

If I were writing a comic book about a student who had a secret identity
as a helping superhero, I'd have them fix this problem in our class...

Name: _____

Helping Interviews



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Length
15-20 Minutes

Inquiry Prompts

- When have you been able to help someone else who needed it?
- How do you know when someone else needs help?
- What does it feel like to help someone else?
- When have you needed someone else's help?
- How would it make you feel if you needed help and couldn't get it?
- What does it feel like to get help when you need it?

Instructions

In this interviewing activity, students share their experiences and thoughts on what it means to give and receive help with a partner. The activity gives them a chance to learn from and empathize with their interview partner.

- 1 Pair up students, or have them pick a partner. Encourage students to work with someone new for this interview-based activity. This is a chance for them to learn something new about someone!
- 2 Ask students to interview their partner, using the [interview form](#). They can also go “off script” and come up with their own questions about what it means to be helpful.
- 3 After they finish their interviews, ask students to share what they learned from their classmates.

Message to students: Have you ever needed help with something in class, but didn't ask anyone for help? There are lots of reasons why someone might not ask for help. How can you help make sure others in your class can ask for help when they need it?

Materials Required

- [Helping Interview forms](#)
- Pencils, pencil crayons, or markers
- Computer (tablet, phones) with Internet access (if you want students to upload artifacts)

Artifacts

Have students upload their **Helping Interview** form to **Storyboard**, where they can reflect on what they learned from their interview subject about what it means to be helpful or to need help.

Helping Interview

I am interviewing _____

What was the last thing you did to help someone else who needed it?

Why did you help them?

How did it make you feel to help someone?

Describe a time when you had to get help from someone to do or learn something.

Why do you think some people are nervous about asking for help?

What leader, famous person, or important figure is a good role model for students who want to be more helpful? Why?

Do you think it's important to help others? Why or why not?

Name: _____

Acts of Kindness



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Length
30-40 Minutes

Inquiry Prompts

- What can you do now to help others?
- How can you encourage other students in school to help others to be kind?
- What would it look like if everyone in the school helped then others needed it?
- What would it look like if nobody in the school helped anyone else?
- Is it easier or harder to help someone you don't know very well?

Instructions

In this activity, students brainstorm ways to help others in the school, and embark on an **Acts of Kindness** project to instill the spirit of responsibility and helping throughout the school. The planning part of the project may take between 30 and 40 mins, but the implementation could be an ongoing activity.

- 1 Divide students into groups, or work together as a class to brainstorm some of the ways your class could help improve the school community.
- 2 Select some acts of kindness that your class wants to commit to achieving by the end of the school year. A range of small activities and a couple of more ambitious ones may be appropriate depending on how much time you have left in the school year.
- 3 Discuss what materials they might need to perform the acts of kindness (e.g. posters to promote a penny sale), or other forms of support they may need.
- 4 Have students set related goals in the **My Goals** section of Xello. For example, if they want to launch an anti-littering campaign at school, they can set that as a goal, and identify the steps they need to complete in order to achieve the goal.

Message to students: Some acts of kindness are small, like helping someone with their books or smiling at a nervous new student. And some are very big, like a new mural, fundraising for flowers and trees to plant around the school, or standing up to a bully. Big or small, any act of kindness or helpfulness that you perform now (when you think they might be the most helpless) or in the future could have an immeasurable impact.

Materials Required

- Paper
- Pencils, pencil crayons, or markers
- Computer (tablet, phones) with Internet access

Artifacts

Have students add their shared goals to the **My Goals** section of Xello, where they can track it. Students can also add completed acts of kindness to the **Achievements** section of **About Me**.

Exit Slip: **Being Helpful**



Name: _____

Date: _____

Hashtag it! Describe what you learned today in 3 hashtags:

#

#

#



Why did you use these hashtags?

Name: _____

Date: _____

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#

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Why did you use these hashtags?

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Why did you use these hashtags?