

Unit #1 Title: Working Together	
Lesson Title: Helping Others	Lesson: 2 of 2
Grade Level: K	
Length of Lesson: Flexible (20-40 min.)	
Missouri Comprehensive Guidance Standard: CD.9 Applying employment readiness skills and the skills for on-the-job success.	
Grade Level Expectation: CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom.	
American School Counselor Association National Standard (ASCA): Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

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

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

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Assessment (acceptable evidence):

Students will orally communicate one way that he or she is a helper at home and school.
Students will orally communicate the names of the classroom helper jobs.

Lesson Preparation

Essential Questions:

- How does being a helping person help 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:

1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension.
2. After reading the book, counselor will say to the students, “I would like each of you to describe you 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.
3. The counselor will ask, “How did it feel in your heart when you helped? How did it feel to be helped?
4. Our class depends on each of us being helpers. In your classroom here are jobs every student takes turns doing. What are those jobs? Why are they important?
5. The counselor will summarize by encouraging students to be helpers at home and at school.

Student Involvement:

1. Students respond to questions.
2. Students will describe a time they were helpful and/or someone was helpful to them.
3. Students will share how they felt helping and being helped.
4. Students name classroom jobs and tell why each is important.
5. Students will 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