

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 School Counseling Big Idea: CD.9 Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.0K: Identify helper jobs that are available in the classroom.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development	

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

A story or book about helping (e.g. Bernstein Bears: Lend a Helping Hand Book)
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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 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, objectives and GLE.
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:
<ol style="list-style-type: none"> 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 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, there are jobs every student takes turns doing. What are 	<ol style="list-style-type: none"> 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.

those jobs? Why are they important?"	
5. The counselor will summarize by encouraging students to be helpers at home and at school.	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

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