

Hands are for Helping

Lesson plan for “What Kind of World Would It Be?” by Angelina Schafer Gauthier

Grade range: K-3

Learning Outcomes

Students will:

- Develop responsibility and awareness of the impact of helping others
 - Define and identify helping behaviors
 - Describe and apply strategies that promote a kind, caring environment
 - Advocate and act to bring about positive change
 - Participate in group discussions
 - Practice and share their thinking visually and/or in writing
 - Anticipate and evaluate the consequences of one’s actions
 - Reflect on one’s role to promote personal, family, and community well-being
 - Evaluate personal, interpersonal, community, and classroom impacts
 - Communicate effectively
 - Develop positive relationships
 - Practice teamwork and collaborative problem-solving
 - Show leadership as an individual and a group
 - Take others’ perspectives
 - Demonstrate empathy and compassion
 - Show concern for the feelings of others
 - Recognize opportunities for kindness and helping
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CASEL Competencies

Self-awareness: The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

Responsible decision-making: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Relationship skills: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social awareness: The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Materials

Copy of the book, "What Kind of World Would It Be?" by Angelina Schafer Gauthier
Copies of "Hands are for Helping" worksheet
Colored construction paper
Pencils, felts

Vocabulary

Helping, kindness, compassion, empathy

This lesson may be a continuation of previous lessons of kindness or a stand-alone lesson.

Lesson

- 1.** Review the definition of "helping". Ask students to share what helping means and visually write their ideas on the whiteboard/Smartboard/chart paper (list, brainstorm cloud, etc.)
- 2.** Ask students to think about how they can be helpful with their hands. Ask students to identify and share. Record those ideas as a visual. (list, brainstorm cloud, etc.)
- 3.** Before reading the book, ask the students to watch for all the ways characters help with their hands in the story. With younger students, you can stop after each page and ask "How are they helping with their hands?" Read "What Kind of World Would It Be?" to the children.
- 4.** As a group, brainstorm what you could do to help with your hands at home and at school. Visually record these on the SmartBoard/chart paper/Whiteboard etc. so students can use them later.
- 5.** Distribute copies of the "Hands are for Helping" worksheet and review it with the class. Have students work independently to complete the "Hands are for Helping" worksheet. Depending on the development level, students may just draw a picture, draw a picture and label, draw a picture and write a sentence, or write a paragraph.
- 6.** Once they complete the worksheet, each student can take a colored piece of paper, trace their hand and cut out the hand shape. (For younger students, you can have a hand outline already photocopied onto the paper, if you wish). Each student selects one of the ideas from their "Hands are for Helping" worksheet that they will commit to doing in the next day to help others. Have them write this action on the handprint and create a bulletin board display or door display with all the handprints.

Reflection:

Ask students to reflect on their role to help others.

What impact does helping and kindness have on our classroom, our school, or our homes?

Follow-up:

The next day at morning meeting, ask students to share what they did to “help with their hands” at home and at school.

Brainstorm as a class what you can do to help with your hands at school all together. Complete this as a class. (ie: picking up litter, weeding the school garden, shoveling the sidewalks)