

Look for the Helpers

This is the fourth lesson of the Integrity unit. At this age, the concept of integrity can be difficult to understand. As such, the focus will be on learning about honesty and perseverance. We lay the foundation for integrity by discussing how we build positive reputations through kind, caring, fair, inclusive, and honest behaviors and actions. This lesson will help students recognize that being a helper requires integrity. If you are going to help, you must be willing to finish what you start and care for others even if no one is watching.

Integrity Sub-Concept(s)

Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- ☐ For teacher prep: Here is a short interview snippet of Fred Rogers talking about looking for the helpers: https://www.youtube.com/watch?v=-LGHtc_D328
- ☐ Note that Project 1 is a nice scaffold to this lesson. If you wish to interject a project early, this would be a good place to work on Project 1.

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Recognize situations where helpers are needed.
- Identify the connection among integrity, helpfulness, and kindness.

Teacher Connection/Self-Care

The final promise within your classroom relates back to our first concept this year: Respect. Promise #4 is, “I promise to show respect to my students at all times.” This may seem obvious. Of course we respect our students! If we are to be truly honest with ourselves, we can recognize that there will always be some students that are a struggle for us in one way or another. We may have opposite personalities, they may struggle to be in a group setting, there may be behavioral challenges, etc. Regardless of the reason behind it, you must work to ensure that same level of respect for them as for the rest of the class. Take some time with this week’s promise. Examine exactly HOW you show respect to every student. Do your words and actions both inside and outside the classroom convey respect with regards to every student? When discussing difficult matters related to a student, are you able to do so in an honest, yet respectful and compassionate manner? Do you continue to advocate for your students even when the level of respect you are giving is not reciprocated by the student and/or family? Integrity starts with you. Say what you mean and mean what you say. Your kind words and actions make all the difference!

Tips for Diverse Learners

- If you live in a community that has suffered from natural disasters or other community tragedies, you may want to focus on local images if students are emotionally ready to handle it (this may help them see a silver lining in what might be a difficult memory or experience). If students are not emotionally ready to handle looking at any images of natural disasters or local tragedies, avoid these images.
- Incorporate images of helpers from international communities to connect the concept of helping as a universal concept.



Share

5-7 minutes

Gather students together in a circle, sitting on the floor, perhaps during morning meeting, during advisory period, etc. As an experiment, you might have obstacles cluttering up the usual meeting space (like chairs or other items). Without asking for help, see if students naturally help clean up or clear the area.

When the area is cleared and everyone is sitting, begin with thanking those who helped clear the area. Note, especially, those who helped without being asked.

Questions to generate focused attention:

- *What does it mean to help?*
- *Besides helping me clear our meeting space just now, what are some other things you have done even today to help someone else or to help solve a problem (maybe even for yourself)? Remember, we help ourselves too!*
- *How do you feel when you help someone?*
- *What do you do if you know you should help but you just don't feel like it?*



Inspire

5-7 minutes

A long time ago, there was a man on TV that had a kids' show called Mr. Rogers Neighborhood. (Make a personal connection if you used to watch the show.)

Mr. Rogers loved teaching kids all kinds of important lessons. One time Mr. Rogers was talking to a reporter about helping other people, and he said that his mother told him, that when something bad happened, like a storm or an accident, to always look for the helpers.

Isn't that a great way to look at something that might otherwise be sad or somewhat scary? Look for the helpers. Those are the people who are caring for other people; they are doing kind things because that is the right thing to do and not because they will get something in return. This sort of sounds like our definition of integrity, right? Remember, integrity means acting in a way you know to be right and kind in all situations. We do what is right and kind, not because we will get something but because it is the right and kind thing to do!

In our classroom, what helper jobs do we have?

Invite student response.

In our school, who are the helpers?

Students might name people like the principal, teachers, hall monitors, security personnel, classroom helpers.

In our town, who are the helpers?

Students might name doctors, firefighters, police officers, EMT, etc.



Empower

5 minutes

Let's look at some pictures. In each picture, you will see a situation where people need help. In each picture, I want you to look for the helpers. Remember, they could be anyone!

Show pictures that have been printed or that are on the Smartboard to the students. You can use the pictures provided below or find others. If you are using the Smartboard, let students come up and circle the helpers.

How are these helpers showing kindness to the people they are helping? How do you know?

(Have students examine body language, facial expressions, etc.)

What would happen if these helpers did not do their jobs because they didn't feel like it? Or, what if they said they would help but then didn't?

Invite student responses.

It is important to remember that it takes integrity and perseverance to be a helper. We might not always feel like helping, especially if it's a job we don't enjoy doing like cleaning our rooms, but it is important to help and to finish what we start. This is the honest thing to do and it shows that we have perseverance, just like we have been learning about in this unit.



Reflect

5 minutes

When something goes wrong, it is important to not only look for the helpers but also be a helper if we are able to. When we help others, we show kindness to them and that we care for them, even if they are strangers to us! If it is safe for us to help, it is good for us to help. Not all situations are safe situations for us to be helpers, though. Emergencies like we saw in some of the pictures may not be safe situations for us to help with. In those cases, we have special helpers like firefighters, police officers, and doctors who help. But at school, at home, in our classroom, and with our friends, we can all be helpers to show kindness, respect, and caring for each other and for our shared spaces. Throughout the day today, be on the lookout for helpers. And, when it is safe for you to be a helper, step up and help out even if you aren't asked like you did for me today with all of the <chairs/obstacles> in the way of our meeting space! It makes me feel good knowing I am surrounded by a class full of helpers!



Extension Ideas

- If this coincides with a safety week (like fire safety or specific safety drills such as tornado, fire, lock-down, etc.), you can incorporate that curriculum.
- You could invite a member from a local EMT to come and speak to the class.
- If you want to extend the lesson outside the classroom, you could have students decorate badges or stars that say something like “Thank you for Helping”. Each student can be charged with giving their badge/star to a helper they see today. This helps students not only recognize but acknowledge acts of helpfulness.
- Home Extension: Ask students to do one thing to help out at home (wash dishes, fold laundry, pick up toys, etc.) without being asked! Students could also write thank you notes to their parents or guardians (or someone else intimately involved in their life, like a grandparent, godparent, etc.), thanking them for all they do or thanking them for helping with something specifically.



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The Collaborative for Academic, Social, and Emotional Learning (**CASEL**) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>



(Source: <https://www.dcms.uscg.mil/Our-Organization/Assistant-Commandant-for-Acquisitions-CG-9/Newsroom/Hurricane-Relief-Feedback/>)



(Source: https://commons.wikimedia.org/wiki/File:Osaka07_D8M_Yuki_Yamazaki_Helpers.jpg)

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(Source: <https://www.flickr.com/photos/cbpphotos/36755900606>)



(Source: https://commons.wikimedia.org/wiki/File:US_Navy_120129-N-ET019-849_Sailors_gather_trash_during_a_Habitat_for_Humanity_community_relations_project.jpg)

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