

BOOST IT!

Draw a picture about one of your 'Helping Hands' activities.

HELPING HANDS

Domain: Positive Relationships

Modules: Kindness and Connections

Phases: 1-2

DEVELOPMENTAL OUTCOMES

→ Explains the importance of being loved by someone, and the relationship between love and kindness

LEARNING INTENTIONS

→ Understand what volunteering means

→ Learn how volunteering helps others and makes us feel good, too

ASSESSMENT OPPORTUNITIES

→ Students' creative contributions in the 'Helping Hands' activity

RESOURCES

→ Audiovisual equipment

→ Storybook about kindness and helping others (e.g., *Last Stop on Market Street* by Matt de la Peña)

→ Large paper or board for brainstorming


→ Paper and markers/textas/pencils for drawing

→ A4 paper for "Helping Hands" activity (or provided sheet)

MINDFUL MOMENT

BRAIN BREAK

STRATEGIES AND QUESTIONS

 **Optional:** Play "I Volunteer" by Collin Raye as students enter the classroom or as part of a gentle Mindful Movement lesson transition.

INTRODUCTION – WHERE THE LESSON IS GOING AND WHAT IS EXPECTED

Big questions: What are we learning about? Why?


Introduce the learning intentions and contextualise the lesson for your class.

 **'Think, Pair, Share':** What is volunteering?


Provide students with additional clarity and information, as needed.

 **Optional:** Watch '[Sesame Street: Usher - Volunteer](#)' (1:20) and/or '[Good Neighbors Volunteer](#)' (2:52).

ACTIVITY 1 – EXPLORING VOLUNTEERING

 Read a story to your class (see the suggested book above or choose your own).


TIP: we always recommend reading books before sharing them with your class, to ensure they're suitable for your context.

 **Questions could include:** How does the main character help others? How do they feel after helping?

Success criteria: Watch and listen carefully, take turns talking


ACTIVITY 2 – HELPING HANDS

As a class, brainstorm ways in which people can volunteer or help others, listing these for students to see.

 Students trace their hands on paper and write or draw one way they can help others (e.g., picking up rubbish, sharing, helping a friend). Display the hands on a 'Helping Hands' wall.

Success criteria: Listen to others, take turns talking, contribute to a classroom display

ACTIVITY 3 – VOLUNTEER ROLE PLAY


 In small groups, students '**Role Play**' different helping/volunteering scenarios, based on brainstormed ideas or those written on students' 'Helping Hands'.

Ask each group how it feels to help others.

Success criteria: Cooperate with others, listen to others, take turns talking

REFLECTION – RETHINKING AND REVISING

Big Ideas: What have I learnt about what volunteering is and how it helps people?

 Students engage in a '**Turn and Talk**' reflection, sharing it felt to pretend to volunteer and help others.

 Ask students: Which 'Helping Hands' idea will you do today?

Success criteria: Listen to others, take turns talking, share your ideas about helping others

HELPING HANDS

Trace around your hand and write or draw one way you can help others. For example, picking up rubbish, sharing, helping a friend or helping to make dinner.

