

# How Can We Help?

## What You Do



**Materials:** chart paper; markers

**Background:** Thinking of ways to help beyond typical classroom jobs is a great way for children to begin to understand the needs and feelings of people in their school, homes, and community. It also exposes children to the good feelings that come from helping others, and they can directly see the benefit of their hard work.

1. **During a large-group time, talk with the children about ways that they help to take care of each other and their classroom environment.**

“I have noticed that you all do so many things to help each other and to keep our classroom organized and clean. When you were cleaning up the Block area this morning, you put all of the blocks back on the shelves where they belong, and you all work hard to do your classroom jobs.”

2. **Ask the children to think of ways that they could help outside of the classroom by doing something to solve a problem or improve the school. Document their ideas on chart paper.**

“I was thinking that since you help so much in the classroom, there might be a way to help outside of the classroom. Can you think of anything around the school that could use our help? I noticed that there are lots of weeds in the flowerbed around the school sign.”

3. **Together, choose one idea from the list to do first and create an action plan. Encourage the children to think of how they would like to implement the idea, the timeline, and any materials that you may need.**

“You all thought of so many nice ways that we could help take care of our school. Let’s look at all of the ideas together and pick one to start with.”

“Ok, so we decided to start with clearing all of the pebbles and leaves off of the infant and toddler playground. When do you think we should do this?”

“What materials do you think we will need as we clear the playground?”

4. **After you complete the activity, talk with the children about what impact it had on the school environment.**

“Wow, look at all of the pebbles we cleaned off the little kids’ playground. You all helped make their playground safer for them. When little ones explore, they like to put things in their mouths to learn about them. If they put a rock in their mouth, they could choke on it or swallow it.”

5. **Throughout the school year, revisit the list and continue choosing tasks from the children’s ideas.**

## SE27

### All Interest Areas

**Primary Objective 3**  
Participates cooperatively and constructively in group situations  
b. Solves social problems

Related Objectives: 2a, 2c, 8b, 9a, 9d, 10a, 11a, 11b, 11c, 11e, 12a

#### Including All Children

- Break down each task into small steps that cover the range of the children’s abilities.
- Offer suggestions of the types of problems that can be solved for the children to choose from.
- Give children sufficient time to identify ways they would like to help.
- Work with children one-on-one or in small groups.
- As you develop the plan, use pictures to illustrate each step.\*\*
- Throughout the activity, model each step of the directions and ask questions to ensure that all children understand the plan.\*\*

## Teaching Sequence

YELLOW	<b>Offer the child ideas of how he can solve the problem or issue at school that he identified. Ask questions that prompt him to think of additional ways to help with the problem.</b> “You’re right, the hallway is full of strollers today! It can be hard when too many strollers are in the hall because they take up a lot of space and can get in the way. Let’s look around the entrance and near the office to see if we can find a better place to park strollers.” “Do you think it would help to make a sign that shows people where to park their strollers?”
GREEN	<b>Guide the child to develop the different parts of the action plan. Prompt her to think of the timeline, participants, and materials that may be needed.</b> “When do you think would be the best time to organize the toys in the music room? That is a good idea, to look at the schedule and see when no one is using it. What should we take with us when we go in to organize? What will help us get the job done faster?”
BLUE	<b>Encourage her to consider the ideas of others to compromise on a plan of action.</b> “Drasti thinks we should add another shelf to make room for more toys. You want to use baskets instead. How do you think we can decide on a plan?”
PURPLE	

#### Questions to Guide Your Observations

- What ideas for helping the school did the child share? (3b)
- How did the child discuss his ideas during the activity? (10a)
- While developing the action plan, how did the child respond to others’ ideas? (11e)

#### Related LearningGames®

- 102. A Sharing Place

## Objective 1

### Regulates own emotions and behaviors

#### b. Follows limits and expectations

Related Objectives: 2c, 8a, 8b, 11a, 14b, 15c, 25, 36

## What You Do

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**1. Talk with children about how ants work together to build their homes and collect their food.**

**2. Ask,** “Do You think we can clean up our classroom like ants?”

**3. Sing the following to the tune of “BINGO.”**

Ants help each other as they work,  
They always work together.  
Let's clean up like ants,  
Let's clean up like ants,  
Let's clean up like ants,  
We can work together.

- Sing different variations of the song to clean up as another insect, such as bees or termites.
- Invite children to move to different areas in the classroom, singing the song and helping other children clean.
- Invite children to find a partner to sing the song and clean up together.
- Encourage children to clap along to the beat of the song, emphasizing the syllables.

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