

# S K I L L

## 11

## OFFERING AND GIVING HELP

### MOTIVATION

#### NOTE

For an optional puzzler (Fast Dance) for this skill, see Appendix D.

### Story 11: Lion, Chameleon, and Chicken

#### Materials

Story 11: Lion, Chameleon, and Chicken  
(one for each student)

Poster 11: Offering and Giving Help

World map

#### Story Presentation

Tell students they will be listening to a story told by the Gogo Bantu people in East Africa, within the country of Tanzania. Point out Tanzania on a world map and supply any background information you've gathered. As appropriate, distribute copies of the story so you and students can follow along. Then read (or have students read) the story.

#### Discussion: Content

Conduct a brief discussion of the story's plot and message. Use questions such as the following:

1. What was the animals' terrible problem? (They had drought—a long period with no rain; no crops grew; they were thirsty and hungry.)
2. How did Chicken feel after she ate the grain? (Good, stronger.)
3. What did Chameleon do when Lion threatened to eat Chicken? (Threatened to eat Lion; spat on him; frightened him.)
4. What did Lion do when Chameleon frightened him? (He ran away.)
5. How did Chicken reward Chameleon for saving her life? (She laid an egg for Chameleon to eat.)

#### Discussion: Skill

Discuss the story in relation to the skill of offering and giving help:

1. Why do you think Chameleon helped Chicken? (He saw she was in danger; he may have felt friendly toward her.)
2. Do you think Chameleon should first have asked Chicken if he could help her? Why or why not? (No—she was in danger and needed immediate help; Chameleon's help depended on his fooling Lion.)

3. What happened after Chameleon saved Chicken's life? (She saved his by laying an egg for him to eat.)

Say:

*When Chicken needed help, Chameleon knew just what to do. He helped her, and then she helped him.*

### Poster: Skill Steps

Present the poster. Point to each step, discussing how Chameleon used it or might have used it. Say:

*When someone needs help . . .*

- *Decide whether the person is hurt or in danger: Chameleon decided that Chicken was in danger of being eaten by Lion.*
- *If so, help right away: Chameleon helped Chicken right away.*
- *If not, ask whether you can help: If, for example, Lion was not actually threatening to eat Chicken but she worried he might, Chameleon could have decided she was not in immediate danger. Then he could have asked whether he could help her.*
- *Help the person: Chameleon might have told Chicken how he proposed to trick Lion; the two might have discussed the best way he could help Chicken.*

### Understanding the Skill

Ask the students:

1. How did Chicken feel after Chameleon helped her? (Grateful, relieved, she wanted to reward him.)
2. How did Chameleon feel about the egg Chicken gave him? (Grateful, happy.)
3. How do you think Chicken and Chameleon felt about each other? (Friendly, grateful, satisfied.) Why? (They had helped each other.)
4. Can you recall a time when you helped someone or should have helped someone?

How did you feel when you helped, or how did you feel when you should have helped but didn't?

Encourage discussion of reasons we sometimes don't help others when we could or should. (We feel helpless or inadequate; we're too busy; we don't want to get involved.)

Ask, *Are there times when not helping is the right decision?* Help students see that sometimes it is appropriate not to help (for example, when a person isn't hurt or in danger and doesn't want help; when it would be dangerous for us to help, in which case we can try to get help from others).

If time permits, present the following: "Most of the time when you help other people, they will help you." Ask whether they agree or disagree, and have them defend their answers.

Conclude by asking students why the skill and its steps are important. If the following points are not mentioned, present them. Say:

*When we help, we . . .*

- *Make others feel good or safe*
- *Feel good about ourselves*
- *Are more likely to get help when we need it*

### PRACTICE

#### Materials

Poster 11: Offering and Giving Help

#### "May I Help?"

As necessary, review the skill steps for offering and giving help. Then help students generate various typical situations, in which they could offer and give help. For each situation, have students first decide whether the person needing help is in danger or whether the situation is an emergency. Discuss what the appropriate course of action would be for each scenario. Then have volunteers role play what they would say and do. Continue until all students have had a chance to practice.

### *Suggested situations*

- A classmate has fallen and cut a knee. The person's books and papers are on the ground. What would you say to this person? What would you do?
- A friend is sitting on the playground alone, crying. What might you say to your friend? What might you do?
- A neighbor who was riding a bike down a steep hill hit a rock and fell off. The neighbor can't move one arm. What might you say? What might you do?
- Your cousin is doing homework and is having trouble with a math problem. You know how to solve the problem. What might you say to your cousin? What might you do?
- Your teacher is reshelving many books and magazines. It's a big job. What might you say to your teacher? What might you do?

### **Beyond Words**

Remind students that when we help, we:

- Make others feel good or safe
- Feel good about ourselves
- Are more likely to get help when we need it

Suggest that facial expression, body posture, and tone of voice can be important ways to communicate our sincerity when we offer and give help.

Recall with students the kinds of help they offered and gave in the previous activity. Ask them to reenact various situations, changing their body language. For example:

- "Can you walk on that knee, or should I get help? I'll pick up your things." Say this laughingly, sarcastically, timidly, fearfully.
- "I can see that math problem is giving you trouble. Can I help?" Say this sarcastically, timidly, loudly, angrily.

Discuss and role play several ways non-verbal communication changes the way our offers to help are interpreted.

## **MAINTENANCE**

### *Materials*

Poster 11: Offering and Giving Help

### **My Master Plan**

### *Materials*

Unit 2 Blackline Master: How Am I Doing? (one for each student)

### *Preparation*

Write the skill steps for offering and giving help on the "How Am I Doing?" form before duplicating it, or allow time for students to do so.

Help students choose individual goals for offering and giving help. For example, they might plan to offer help to a relative, parent, or sibling. Give them a copy of "How Am I Doing?" and discuss how they can use it as a personal rating sheet.

Tell students you will be observing them daily for opportunities to recognize and compliment those who offer and give help. As applicable, ask students to tell you when they have used the skill and to describe what they said and did. When they meet their individual goals, use their completed rating sheets to discuss the experience.

### **Claim Your Strengths**

Conduct one or more brief class discussions about students' successes and difficulties with offering and giving help. Using an example from your own life, prompt the sharing of personal experiences that illustrate the importance of this skill.

## Help? I Can Help!

### Materials

- Poster paper or large grid paper
- Yellow and green stickers or labels

### Preparation

Title a bulletin board or other display space “Help? I Can Help!” Prepare and post a large grid, as shown in Figure 2.4, filling in the horizontal top row with your name and students’ names. Leave the spaces for situations blank. Have yellow and green stickers or labels available nearby.

Show students the display, explaining that the chart will remind them to offer and give help. Indicate that everyone, including you, has a column of squares. The rows will be labeled with situations or activities that students decide they might need help with or might be able to help others with. Ask for various suggestions, writing them in the first few spaces. If necessary, offer examples:

- Visitors needing directions
- Putting away art (gym, music, etc.) supplies
- Collecting money
- Arranging field trips
- Choosing essay topics

Show students the yellow and green stickers. Explain that the yellow stickers, like “caution” symbols, represent someone who needs help. By placing a yellow sticker in their name column by a specific row, people can signal that they would appreciate help with that situation or activity. Explain that the green stickers, like “go” symbols, represent someone who is willing to help. By placing a green sticker in their name column by a specific row, people can signal that they would be willing to help with that activity.

Have several students model placing stickers by activities for which they might need or

Situations									

Figure 2.4

give help. Then monitor the use of the chart, having students add situations or activities as they occur. Use the chart yourself as opportunities arise. You may need to suggest occasionally that students signal if they wish to offer or request help with a specific task.

### I Need Help

Help students generate situations, everyday and fanciful, for which a person would need help. Ask them to choose a topic and write a skit, story, poem, or essay about how they might help the person in need. Suggested topics follow.

#### A person needs help . . .

- Lifting something heavy
- Learning to play chess
- After falling out of a rowboat
- Finding the way home
- Coping with a bully
- Coping with aliens from another planet

### Partner Helpers

Ask students to choose partners, or assign them yourself. If you wish, have partners identify themselves in some way, such as making matching armbands or badges. Explain that for the next few days, students are to watch for opportunities to help their partner. Explain that no one is to ask a partner for help; they are to wait for their partner to offer. Be sure students understand that they are not to constantly or

randomly ask their partners whether they need help. Rather, they are to watch for indications that help would be appreciated. Suggest that they watch partners' gestures and facial expressions, as well as notice tasks that might more easily be accomplished by two people.

## **EXTENSION ACTIVITIES**

### **Reading About Offering and Giving Help**

Read or listen to stories featuring characters who offer and give help. For example:

*Spring and the Shadow Man* by Emily Rhoads Johnson. Dodd, Mead, 1984. Ages 9–11.

A girl named Spring decides to use her active imagination to help a neighbor, who is blind.

*The Best Bad Thing* by Yoshiko Uchida. Atheneum, 1983. Ages 9–11.

During the summer of 1936, Rinko decides to help Japanese immigrants living in her neighborhood.

*The Blind Men and the Elephant* by Lillian Fox Quigley. Charles Scribner's Sons, 1959. Ages 6–9.

Six blind men learn to work together to identify the shape of an elephant. The story demonstrates offering and giving help.

*Carrots and Miggle* by Ardath Mayhar. Ages 10–12.

See description in Skill 9.

*The Secret Garden* by Frances Hodgson Burnett. Ages 10 and up.

See description in Skill 9.

*Sidewalk Story* by Sharon Bell Mathis. Viking Penguin, 1986. Ages 8–10.

Lilly Etta Allen, concerned that her best friend's family will be evicted, decides to contact the media so others may help them.

### **Games and Activities**

*"You and Me: A Game of Social Skills,"* Childsworld/Childsplay. Ages 4–10.

Players in this board game draw pictures or answer questions about certain social situations. They win more points if they cooperate with others. The game gives children opportunities to offer and give help.

### **Discussion and Creative Writing**

- Discuss or write about the chameleons in stories 10 and 11. Both were tricksters. What was different about their use of tricks? What sort of character was Chameleon in Story 10? Chameleon in Story 11?
- Decide whether the statement "Most of the time when you help other people, they will help you" is true by giving evidence for and against it. Do so in the form of a debate, an essay, a skit, or a short story.