



<https://www.pickpik.com/friendship-help-hands-support-person-s-67868>

Helping Others

A Learning Unit for the Foundation Level

Dear Teachers,

- Over the past 6 years, we, our families and our school communities have experienced challenging times. Helping other people is considered an **effective coping mechanism** in these times.
- Just thinking and talking about how we can help at home or in the community can be good for our well-being.
- This unit includes ideas and activities that will enable our students to engage in the language connected to the topic of helping others.



<https://www.pickpik.com/adventure-height-level-arm-assistance-athlete-boys-191>



What's in this unit?

❖ Introduction: Warm-up clip and vocabulary

❖ Body 1: Spoken Reception

A familiar children's fable, The Little Red Hen, with vocabulary acquisition and personal response.

❖ Body 2: Written Reception.

A short text about helping in the community with comprehension activities.

❖ Concluding Activities

Two options for a written production task and a spoken production task.

□ Please note:

□ Throughout the unit, there are suggestions for a variety of activities.

□ Teachers are invited to use the activities "as is" or to adapt them to the needs of their students.

□ Some of the activities include options for **differential teaching**.

Introduction

- Show the students this [clip](#) about how someone learned the value of helping others.
- Help the students to list the different ways the man helped other people. Enable them to respond in L1 if necessary and facilitate the students in expressing their response in English.
- Write responses which you elicited from the students and students copy 2-3 ideas in their notebooks



https://www.freepik.com/free-vector/girl-old-lady-crossing-road_5348285.htm#fromView=search&page=1&position=4&uid=9582c3d0-aa78-4fa7-9ea4-3215716ed7cd&query=helping+cross+the+road

Vocabulary Acquisition-

- In the body of the unit, the students will watch a clip with an adaptation of the fable of “The Little Red Hen”, and read a short text “Helping Others”.



<https://www.publicdomainpictures.net/en/view-image.php?image=75704&picture=3d-chicken-bird-clipart>

- Introduce the vocabulary first and enable the students to engage with these lexical items before viewing and reading.
- The next slide contains ideas for vocabulary activities.

- Vocabulary from the story The Little Red Hen:
- absolutely, all by herself, butter, can work together, community, delicious smell, farm, flour, ingredients, cake mixture, oven, pantry, raspberry bush, shade, should help, team work, works hard
- Vocabulary from text on Helping Others:
- environment, helping others, organization, giving time, things that you own, walking dogs, library
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Vocabulary Activities

□ The items in the previous slide appear in the story, the tasks following the story and in the text in the body of the unit. A separate bank of lexical items will be offered for the production tasks.

□ [Additional suggestions for vocabulary activities.](#)

□ Here is one example:

□ **Odd Man Out**

□ One word in each row does not belong. Ask the students to choose the word that does not belong and explain why.

| | | | |
|----------------|---------------|---------------|-----------------|
| team work | work together | walking dogs | helping others |
| flour | oven | butter | milk |
| raspberry bush | farm | library | delicious smell |
| together | alone | all by myself | without help |
| pantry | oven | fridge | organization |

Body of the Lesson: part 1

- **Spoken Reception-**
- View the short clip: [The Little Red Hen](#) with the students.
- These simple activities help the student to focus on what is happening in the clip.
- Teachers may choose one or more of the following activities.
- Teachers may make their own copy of this document.
- [While viewing activities](#)

- Here is one example of a while viewing activity:

| | The Little Red Hen | The cat | The dog | The horse |
|------------------------------|--------------------|---------|---------|-----------|
| Who watches TV all day long? | | | | |
| Who sleeps in the sun? | | | | |
| Who works hard? | | | | |
| Who sleeps in the shade? | | | | |

Personal Response after viewing the clip

Agree or disagree.

- Read each of the following statements with the students. Ask them to agree or disagree with each statement and to explain why.
- Option 1: enable the students to respond in L1.
- Option 2: enable the students to respond in L1, teacher formulates their response in English and asks the students to repeat.
- Option 3: students respond using the following prompt - I agree/disagree with statement # (1,2, 3 or 4) because I feel/think/believe that..... Encourage students to use the modal verb "should". You may model one answer for them;
- e.g. I agree with statement #4 because it is always hard for me to ask for help.
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□ Statements

- When your friends ask for help, you should help them even if you have other plans.
- I prefer to do something by myself and not to ask for help.
- If my friends don't help me, then I will not help them when they ask.
- Team work is always better than working alone.

Body of the Lesson: part 2

- **Written Reception-**
- Read this [text](#) about ways to help other people.
- Enable the students to read and work in pairs or small groups on these activities and then share their answers with the whole class.
- [Written Reception Activities](#)
- The activities include table completion and a true/false activity.
- Teachers may choose whether or not to give the students the provided word bank for the table completion.





Concluding Activity 1



- **Written Production-** Option 1: Write a dialogue between you and your friend explaining why you have decided to help or not to help.
- Option 2: Prepare a poster to encourage the pupils in your class to prepare a project to help other
- A bank of lexical chunks for preparing written and oral responses and a checklist are included in each document headed Guidelines.
- [Guidelines for Written production Option 1](#)
- [Guidelines for Written Production Option 2](#)

Concluding Activity 2

- **Spoken Production-** How do you feel when someone helps you? Is it easier to offer help or ask for help? Explain with examples.

Prompts for spoken production task:

- When I need help, I....
- When someone asks for help I feel.....
- I feel it is easier tobecause

- Self assessment
- In the open question, enable students to respond in L1.

| Component |  |  |  |
|--|---|---|---|
| I felt good about the task. | | | |
| I knew what I wanted to write about. | | | |
| I worked well with a partner | | | |
| I feel I can write in English. | | | |
| I feel I can say whole sentences in English. | | | |
| Choose one or two from the list below. I need to work more on: reading listening writing speaking vocabulary | | | |
| I want to tell my teacher that..... | | | |

THANK
YOU



“Our prime purpose in this life is to help others. And if you can’t help them, at least don’t hurt them.”

— Dalai Lama