



PROGRAMME 14: KIDS FOR KIDS

AIM

The aim of this lesson is for children to develop communication, care and a sense of respect with other children at school and within the community.

LEARNING OBJECTIVES

Children will:

- appreciate the value of doing someone a good deed
 - develop awareness of what other children do for them at school
 - feel a sense of pride in themselves and the community in general
-

MATERIALS

- DVD 1 episode 'Kids for Kids'
 - Good Deed Sheets
 - A4 sheets
 - Pens or pencils
-

SKILLS

- Communication
 - Co-operation
 - Self-management
-

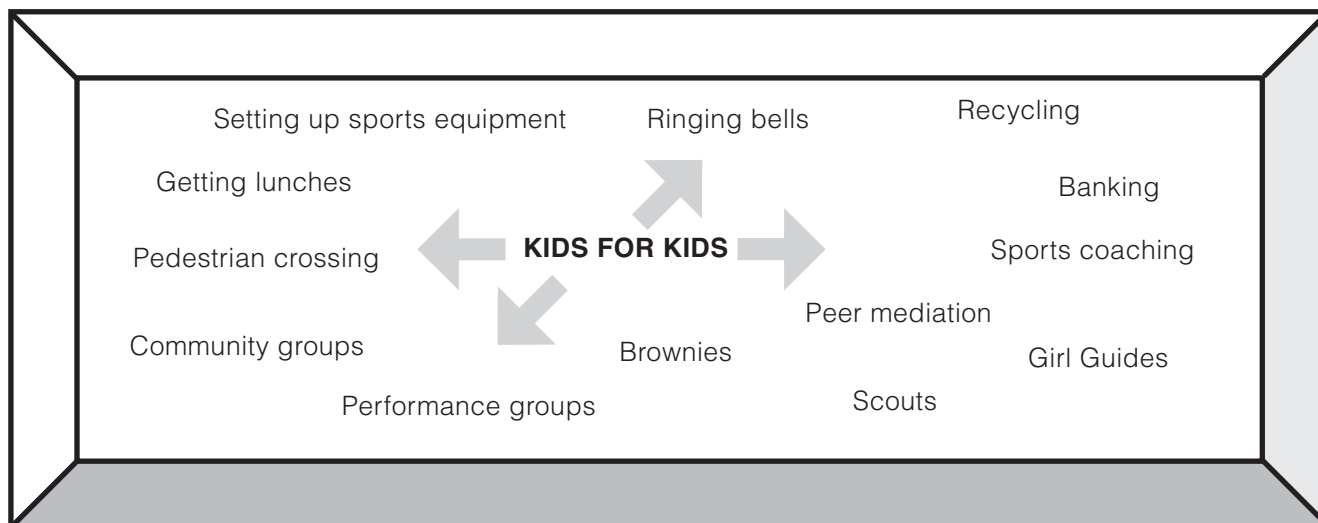
VIRTUES

- Love
 - Sharing
 - Caring
 - Appreciation
 - Giving
-

LESSONS (*Adapt for Juniors*)

View the episode 'Kids for Kids' on DVD 1 before the lesson. See CD Rom for printable worksheets.

1. Brainstorm or mind map the main points from the DVD about what kids do for other kids at your school and after school. Do this on a large piece of paper for display, or write it on the whiteboard.



2. Pay it Forward

Discuss with the class the basic idea of paying compliments to, or doing good deeds for, other children. Give an example of someone paying a nice compliment to someone else doing well in a spelling exercise: "Hey you've really improved this term!", or doing a good deed such as offering to give a child their pencil, eraser, or pen to use if they didn't have one.

In groups of two or three, have children discuss a time when they remember someone being kind to them or helping them out with a task or activity. Encourage the children to share with the class. Emphasise how it made them feel.

In the same groups, ask the children to discuss ways that they can each help other children in the class, e.g. offering to clean up the library bookshelf, arranging their desks neatly every morning and offering to play with someone they don't know very well. Have children share the good deeds or compliments they would like to try out the next day.

Get children to write out a good deed they would like to complete the next day on the 'Good Deed Sheet'. Then record the response to the good deed if they were able to carry it out. At the end of the day, have the children share their findings and feelings.

3. Finish the Day's Lesson with a Feel Good Sheet

Give each child a pen or pencil and an A4 sheet of paper, with their name written on the bottom. Sit them in a circle. On the cue from the teacher, they must hand their sheet 'right' to their neighbour. Each neighbour should write a compliment about that person, and again on cue, the sheet should move 'right' to the next neighbour and so on until the whole page is filled, or enough children have written compliments on the sheet. Once the sheet of paper is back to the original child, have them each read out what the others have written about them. Emphasise, before you start, that they must make positive statements only.

This is a great way for children to feel good about themselves and feel good about others.



GOOD DEED SHEET

Name:

Date:

WHAT IS YOUR GOOD DEED?

Before your good deed, explain what you are going to do and to whom.

HOW SUCCESSFUL WAS THE DEED?

What happened as a result of completing the good deed?

HOW DID IT MAKE YOU FEEL?

Explain how completing the good deed made you feel and would you do it again for someone else?

SUPPLEMENTARY ACTIVITIES

Certificates

Hand out certificates and small rewards to children who have helped other children throughout the year.

Coaches and Sports Teams

Older children can help younger children with skills and in teaching roles for various sports, such as being an assistant coach.

Lunchtime Helpers

Lunchtime helpers are children who help pick up rubbish around the school, play with children who do not seem to have people to play with or help those with disabilities. They can be identified with coloured sashes.

Peer Mediators

Peer mediators are children who have the responsibility of mediating between children who are in dispute with each other in the playground. They may need guidance in handling a tense situation, or skills to cope with socialising with other children. Peer mediators can be trained in a specialised mediator programme. This is a great way for children to learn to approach and rely on other children for help with a situation.

Reading

Have your class buddy up with a younger class for reading and spelling. Buddy one older child with a younger child and have them read a story or library book. The older child can help the younger child with spelling words or times tables.

Visual Language

Produce colourful posters about the things kids do for kids around the school and display the posters in an area where all children can view them.

Written Language

Interviewing skills: children can choose to interview children in their class or within the school who have jobs, are in leadership roles, or help other children in some way. This can be written for their local newsletter or newspaper or for general display.
