



Helping You Helps Me Too (🧠 A Social Health Story)
(2nd Grade – 7-8 yrs.)
THINK, PAIR, SHARE: Is It Altruism?



STORY CONNECTION: SLIDE 10 (Approx Time: 35-40 mins)

The ability to understand when someone needs help is called **empathy**. Helping someone who needs help – whether they ask for help or not is called **altruism**. In a world where people must live with other people around, empathy and altruism are very good qualities to have. Plus, when you recognize that someone needs help and you offer them your help – not only are you exhibiting empathy and altruism, but you are also helping your own brain health.

Materials needed:

- Video link: <https://www.youtube.com/watch?v=Kn6X43cjJWc> (3:06)
- Equipment to watch an online video
- Scenario cards (optional- included below)
 - If printing is not an option, write the scenarios on paper with a marker.
- Recording Sheet included below (optional- included below)
- Paper
- Pencils

Preparation needed:

- Preview video and be prepared to discuss content
- Determine how student(s) will work in Part II (partners/groups; there should be 10 or less pairings)
 - *NOTE: This activity is written for student(s) to work in partners/small groups. Student(s) are able to complete this activity independently as well.*
- Determine how student(s) will move to the next scenario (student(s) rotate or the cards rotate; decide what is best for your situation)
- Print and place/hang scenario cards around the room.
- Read and review each scenario so you are able to discuss with student(s)

Instructions:

1. In this activity, student(s) will have an opportunity to explore the concept of altruism a bit further. Altruism is helping others unselfishly without wanting or expecting anything in return.

Part I: Watch & Chat

2. First watch the video: <https://www.youtube.com/watch?v=Kn6X43cjJWc>
3. Next, discuss anything that the student(s) might have questions about.

Hints to facilitate the discussion:

- Focus on the “survive or thrive” concept from the video
 - Talk about the difference between the two words.
 - Ask them what they think each word means and examples of things they need to survive (food, water, air, shelter, clothing, interaction with others, etc.)
 - Ask them how they know they are thriving (more than enough, happy, content, satisfied, flourishing, etc.).
4. End the discussion by asking the following question and having student(s) respond:
 - In terms of Social Health, do they think it is better to simply survive or to thrive? Why?

Part II:

5. Break the student(s) into partners or small groups of 3 or 4.
6. Each group needs a recording sheet or paper to write their responses on and pencils.
7. Explain that each group will start with a scenario. Their task is to read the card and discuss the scenario. They will decide if it demonstrates altruism or not. If it does, they will tell why. If it does not, they will tell why. After the allotted time passes, they will move on to the next scenario. Remind student(s) that **altruism** means helping someone who needs help – whether they ask for help or not.
Suggestion: You may want to display this definition for student(s) to see.
8. If you want to model the activity for student(s), use Scenario #1 or create your own scenario.
For example: Read scenario #1 to the group and talk through your thinking process.
“Animals in the shelter must rely on people to care for them. If my friend and I volunteer, we are doing something on our own time and for no money. We are helping the animals, even though they cannot ask us for help. We are also helping the people who work at the shelter. We may do tasks they don’t have time to do. This scenario shows altruism.”
Note: If you use this scenario for an example, make sure your student(s) are paired in 9 or less groups and take this scenario out of rotation.
9. Ask student(s) if they have any questions or need any clarification. Clear up any misunderstandings.
10. Assign student(s) their first scenario and begin timer.
11. After allotted time has ended, switch scenarios based on your pre-determined plan.
12. Continue until all groups have read, discussed, and responded to each scenario.
13. Go over each scenario and discuss what the student(s) decided why. For the scenarios that were not demonstrating altruism, see if they can come up with ways to make the behaviors more altruistic. You can even have student(s) act out the changes if time permits.
14. In closing, review empathy and altruism. Understanding when others need help and helping others even when there is “nothing in it” for them is good for their brain health AND it really makes others feel good which is good for their Brain Health.

1. You and your friends love animals and decide to volunteer at an animal shelter once a month. Is this behavior demonstrating altruism?



2. You are working in a group at school. One person in the group only helps when the teacher is walking by. They get praise from the teacher every time! Is this behavior demonstrating altruism?



3. You are a great basketball player. Your friend has asked for help with their free throws. You offer to help but you do not really want to. You do not want them to be better than you are. Is this behavior demonstrating altruism?



4. You and your brother are always bored after school. You decide to go to visit the elderly once a week to play games, talk, and offer your help. Is this behavior demonstrating altruism?



5. You have decided you have too many toys. You decide to donate some of your toys and stuffed animals to kids in need. Is this behavior demonstrating altruism?



6. You have a friend who loves to tell you stories about EVERYTHING, but never wants to hear about what is going on with you. When he does let you tell something he ALWAYS says he has done the same thing. Is this behavior demonstrating altruism?



7. You can tell that your teacher is having a difficult day. You make a card with her favorite animal on it and write a nice message letting her know how great she is. You do not sign your name on it. Is this behavior demonstrating altruism?



8. You have a friend in your class. Every day at recess you call her names like four eyes and bird brain. You do it until she gets upset and then you apologize and say, “just kidding.” She also only wants to play with you when she has no one else to play with. Is this behavior demonstrating altruism?



9. Your class is learning about the community and decides to organize a food drive for the local food bank. Everyone is excited and trying to collect as much food as possible. Is this behavior demonstrating altruism?



10. Your school is having a Veterans Day assembly and you are learning about veterans. You decide to write letters to soldiers thanking them for their service. Is this behavior demonstrating altruism?



**TO ALL WHO
HAVE SERVED,**

**THANK
YOU**

**VETERANS DAY
NOVEMBER 11**



Name _____

1. Is it altruism? Yes or No Why or why not?

2. Is it altruism? Yes or No Why or why not?

3. Is it altruism? Yes or No Why or why not?

4. Is it altruism? Yes or No Why or why not?

5. Is it altruism? Yes or No Why or why not?

6. Is it altruism? Yes or No Why or why not?

7. Is it altruism? Yes or No Why or why not?

8. Is it altruism? Yes or No Why or why not?

9. Is it altruism? Yes or No Why or why not?

10. Is it altruism? Yes or No Why or why not?
