



# THE RIPPLE OF KINDNESS

**Why should we lend a helping hand?**

## LESSON OBJECTIVES

### Social Knowledge

- ◆ Understand the positive impact of helping others.
- ◆ Recognize potential risks and how to be cautious when helping.
- ◆ Express opinions on the effects of helping others through a class debate to raise awareness about evaluating situations before offering assistance.

### Language Competencies

- ◆ Learn new vocabulary related to helping and caution from other students.
- ◆ Write a clear and structured retelling of a story focusing on sequence and key events.



### TARGET LEARNERS

**Young Teens**  
(A2 - B1 Level)



### DURATION

**120**  
minutes



### PREPARATION

**Classroom technology**  
(Smartboard, projector)

## 1 Engage

15 minutes

The purpose of this stage is to engage students by discussing their experiences with helping and receiving help. It also helps them distinguish between genuine assistance and actions that appear helpful but have underlying issues.

### Suggested teacher's activities

#### Exercise A: Discussion

- Arouse students' interest in the cover picture of their Student Worksheets (SW) and encourage them to identify the actions in the picture, share their opinions on helping, and discuss their prior experiences of helping someone based on the questions in the SW.

#### Exercise B: Self-reflection

- Have students briefly share their experiences of helping others, focusing on retelling the situations and their feelings.
- Monitor discussions to ensure everyone has a chance to speak in a safe and open environment.
- Have some volunteers share their stories and opinions, promoting sharing and empathy.

#### Exercise C: Quiz

- Have students do the quiz about actions of helping. They will need to identify genuine acts of helping.
- Have students share and explain their choices.
- Review the answers together and discuss any interesting facts or insights.

### Answer key

A. (Students' answers vary.)

#### Possible answer:

In the picture, a boy in a school uniform is helping an elderly man cross the street, and they appear happy. The boy likely noticed the old man's struggle and chose to assist him.

B. (Students' answers vary.)

C.

#### True action of helping:

1. A student shares their lunch with a classmate who forgot theirs.
3. Someone helps an elderly person cross the street.
5. A student stands up for a classmate being bullied.
7. A classmate helps another student study for an upcoming exam.

## 2 Explore

15 minutes

The purpose of this stage is to have students discuss the motivations behind acts of kindness, while exploring the big question of the lesson and sharing their own insights and opinions.

### Suggested teacher's activities

#### Exercise A: Watch and take notes

- **A1.** Ensure classroom technology (computer, projector, speakers) is set up for video playback.
- Have students watch a video about a story of the ripple effect of kindness through acts of giving and helping. Ask them to take notes on the key events that occur in the video.
- Play the video on YouTube. Scan the provided code or use this [link](#).

#### Materials



Scan for the YouTube video.

- **A2.** Ask students to read the questions about the video and freely share their answers with their classmates. *(The questions focus on the situations occurring in the video to see how students will react. Teachers can flexibly use the questions during or after the video.)*
- Have students share their insights and answers about the video.
- Summarize common opinions from students.

**Exercise B: Big question**

- Pose the question, "Why should we lend a helping hand?" and encourage students to freely share their responses.
- Use the suggested questions in the activity to provoke students' critical thinking on the topic. Provide guided questions or prompts to support students when needed.
- Highlight the main ideas shared by the students.

**Answer key**

**A.** *(Students' answers vary.)*

**B.** *(Students' answers vary.)*

Possible answers (for references only).

1. *Helping others is more than just giving; it's also about what we gain in return. By lending a hand, we strengthen our community and spread positivity. Acts of kindness not only benefit others but also enrich our own lives, as we experience the joy and love that come from helping.*
2. *Helping others should ideally be motivated by the desire to support and uplift others, rather than for personal gain.*
3. *We don't always have to help people. Sometimes it's okay to say no if we can't help or if it might not be the best thing for the situation. Sometimes, helping might not be the best option if it could lead to dependency or if the person in need would benefit more from other solutions. Helping should be done when it's right and possible.*

**3****Explain**  
30 minutes

*This stage aims to help students practice retelling a story using graphic organizers, boosting their writing skills and expanding their vocabulary by learning from their classmates.*

**Suggested teacher's activities****Exercise A: Telling a story**

- Have students identify the function of each set of structures and write it in the space provided for each set.
- Have some volunteers read the sentence starters and make example sentences. Provide guidance and clarification as needed.

**Exercise B: Graphic organizer**

- Have students explore the graphic organizer template in the SW, and encourage them to discuss the elements and purposes of the template.
- Ask students to review and organize their notes from Exercise 2A, using the provided graphic organizer template. Have them watch the video again if needed.
- Have some students share their work. Ask them to refine their organizers using any extra ideas from their classmates (if any).

## Exercise C: Retell the story

- **C1.** Review the structure of the graphic organizer and useful language with the students. Review the structure of a story, with a clear beginning, detailed events, and a conclusion.
- Have students write their story, using their graphic organizers. Remind them to use the phrases they learned in Exercise 3A.
- Regularly monitor progress and support students during the task.
- **C2.** In groups of 3 or 4, have students take turns to share their writings within their group.
- Remind students to write down any new words they want to learn in their friends' stories.
- **C3.** Have students read the questions that help them evaluate their friends' stories. Encourage them to vote for their favorite story and explain their choice.
- Have each group read their most-voted story, and then give and allow feedback from other groups.
- Summarize the key points, review the values and the ripple of kindness.

## Exercise D: Learn new words from your friends

- Ask students to work in their groups again, sharing and discuss the meanings of the new words they noted down.
- Have students create their sentences with the words.
- Ask some students to share the words they learned with their definitions and examples.

## Answer key

- |                                |                                     |
|--------------------------------|-------------------------------------|
| <b>A.</b>                      | <b>B.</b> (Students' answers vary.) |
| 1. To begin the story          |                                     |
| 2. To transition between ideas | <b>C.</b> (Students' answers vary.) |
| 3. To conclude the story       |                                     |
| 4. To describe events          | <b>D.</b> (Students' answers vary.) |

## 4 Elaborate

40 minutes

*The purpose of this stage is to analyze case studies on helping others, discuss the impacts and risks, and then debate why we should help. This helps raise students' awareness on the benefits and potential dangers when helping others.*

## Suggested teacher's activities

### Exercise A: Group work: Case studies

- **A1.** Divide students into small groups and have each group choose a case study with a scenario involving helping others.
- Have each group discuss the potential positive impacts, risks, and necessary precautions from their chosen scenario.
- Use the prompt questions to clarify and guide students in developing their ideas.
- **A2.** Have the groups take turns presenting their case and their analysis.
- Encourage other groups to add ideas and ask questions.
- **A3.** After all presentations, use the questions in SW to guide the class to identify common reasons, challenges for helping and solutions to overcome the challenges.
- Summarize the key points shared by the students.

**Exercise B: Get ready and Debate**

- **B1.** Divide the class into two groups: For and Against by having students choose their side on the big question "Why should we lend a helping hand?"
- Have students read the prompt questions related to their position to help them develop arguments and gather evidence.
- Allow enough time for students to brainstorm and note down their ideas.
- **B2.** Start the debate and monitor the time and participation of the groups. Review and remind students to follow the debate rules and the useful language.
- While one group presents their ideas, encourage the other group to take notes and prepare their responses or questions for the debate.
- Congratulate both groups for their efforts and performance.
- Summarize the key points discussed, revisit the big question, and invite students to share their opinions on the topic so far.

**Answer key**

**A.** (Students' answers vary.)

**B.** (Students' answers vary.)

**5****Evaluation**  
20 minutes

*The purpose of this stage is to review and reflect on what students have learned by completing a checklist, and then write a short paragraph about their understanding of helping others and their motivations.*

**Suggested teacher's activities****Exercise A:**

- Encourage them to compare their current views on helping others with their perspectives before the lesson.
- Have students reflect on the lesson and complete a checklist based on what they have learned.

**Exercise B:**

- Have students engage in reflective thinking and write a 70-word paragraph about how they decide to help others and what they need to consider before offering help.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

**Answer key**

**A.** (Students' answers vary.)

**B.** (Students' answers vary.)