

CL-01A

Meet Your Counselor

Grades K–1

Personal Health and Safety

Helpers All Around Me

Students meet school helpers and what each one helps with, learn what a trusted adult is, and practice asking for help the polite way.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Helper Match

BIG IDEA Helpers are all around. Ask: "Excuse me, I need help with ____."

1 I CAN

- ☐ name school helpers and what they help with.
- ☐ say what a trusted adult is: a grown-up who listens and helps keep kids safe.
- ☐ ask for help: "Excuse me, I need help with ____."

KEY WORDS / PALABRAS CLAVE

helper	ayudante
help	ayuda
trusted adult	adulto de confianza
counselor	consejero, consejera
nurse	enfermero, enfermera
safe	seguro, segura

3 STANDARDS

Texas Model

5th ed., 2018

Personal Health and Safety

ASCA Standards

Mindsets & Behaviors, 2021

B-SS 3 Positive relationships with adults to support success · B-SS 8 Advocacy skills for self and others and ability to assert self, when necessary

Health TEKS

K §115.12(b)(2)(A), (9)(A)

(2)(A) name people who can provide health care guidance such as parents, family members, other trusted adults, teachers, and health care professionals · (9)(A) identify roles and characteristics of a trusted adult

Health TEKS

K §115.12(b)(8)(A) · Gr 1 §115.13(b)(9)(A)

discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911 (K) / discuss and demonstrate strategies to keep self and others safe by ... reporting to a parent or another trusted adult ... (Gr 1)

Social Studies TEKS

K §113.11(c)(8)(A) · Gr 1 §113.12(c)(11)(A)

identify authority figures in the home, school, and community (K) / identify the responsibilities of authority figures in the home, school, and community (Gr 1)

ELA TEKS

K §110.2(b)(1)(E)

develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

Character traits

TEC §29.906(b)(4)

respect and courtesy

2 MATERIALS

- ☐ A puppet or stuffed animal to be Lupita (optional; you can just tell her story)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Helper Match page (p. 6)
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the three Ask for Help signals once: binoculars, a raised hand and the thank-you sign.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. I'm Mrs. Handy, your school counselor. This is Lupita. She is a story character in kindergarten. It's her first week of school, and she needs some help!"

DO Hold up the puppet if you have one. Read each part of Lupita's day; students call out who can help. Accept any trusted adult, then name the best fit: 1 the nurse or recess teacher · 2 the librarian · 3 any helper, like a teacher.

HELP 1 "At recess, Lupita falls and scrapes her knee."

HELP 2 "In the library, Lupita wants a book about frogs."

HELP 3 "After lunch, Lupita can't find her classroom."

ASK "Did Lupita need the same helper every time?" (No.) "Different helpers help with different things. They are all trusted adults. A trusted adult is a grown-up who listens and helps keep kids safe."

TEACH 5 min

DO Show the projector page. It is a picture set to point to, not a list to memorize. Point to each helper; students say the name with you. Read what each one helps with.

SAY "I'm a helper too. I teach lessons like this one, I help kids solve problems, and I help kids feel safe at school. Need help? Tell your teacher or Mrs. Handy. A grown-up will help. Talking with the counselor is not a secret from families. I work with your family too. Some things I share so grown-ups can help you."

SAY "Here are three steps to ask for help." Teach each signal; the class echoes the words.

- 1 **Find a helper.** Signal: make binoculars with your hands.
- 2 **Ask.** "Excuse me, I need help with ____." Signal: raise your hand.
- 3 **Say thank you.** Signal: touch your chin and move your hand out (sign language for *thank you*).

SAY "If someone is hurt, get a grown-up right away. Don't wait! Telling to keep someone safe is not tattling."

PRACTICE 9 min

DO · 2 MIN Who can help? Read each one; students point to the helper on the projector page. For item 2, everyone says the ask line with the signals: "Excuse me, I need help with a spill."

1. Iker feels sick at school.
2. Maya spills water on the floor.
3. Joaquín can't find a seat on the bus.
4. Itzel doesn't understand her work.

Key: 1 nurse · 2 custodian · 3 bus driver · 4 teacher. More than one helper can be right. Any trusted adult can help a child find the right helper.

DO · 7 MIN Worksheet. Help students write their name. Part 1: read each helper and picture aloud; students draw a line to the help. Part 2: read the story twice; students draw Regina asking a helper and copy *help*.

Answer key. Part 1: nurse – feeling sick · librarian – a frog book · custodian – a wet floor · teacher – help with work. Part 2: any helper, such as the recess teacher; Regina does not climb.

WRAP-UP 3 min

SAY "Remember Lupita? She wants a book about frogs. Show me the three steps." Students show binoculars, a raised hand and the thank-you sign as the class says, "Excuse me, I need help with a frog book. Thank you!"

CHECK "Lupita can't find her classroom. Who can help her?" (Any trusted adult at school, like a teacher or the principal.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 1 together; students draw Part 2 later.

5 OPTIONAL EXTENSION · 10 MINUTES

Helper Match. Show page 6 on the document camera. Students stand at their own spots. No running and no touching.

- 1 Point to each helper. Students say the name and act out the job in place: steer for the bus driver, sweep for the custodian, open a book for the librarian (2 minutes).
- 2 Play. Point to one Who can help? card and read it. Students point to the helper who matches and say, "Excuse me, I need help with ____." Then they act out the helper helping (6 minutes).
- 3 Last round: "Point to every trusted adult on this page." (All of them!) (2 minutes).

Card key: 1 nurse · 2 counselor · 3 cafeteria staff · 4 custodian · 5 principal (or any trusted adult) · 6 bus driver · 7 librarian · 8 teacher.
More than one helper can be right.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Pictures and signals work in any language. Point out cognates: *cafetería* / *cafeteria*, *autobús* / *bus*, *consejera* / *counselor*. Let partners talk in Spanish first. Students may ask for help in English or Spanish: "Disculpe, necesito ayuda."

EXTRA SUPPORT

Point to each picture as you read. Students may point instead of drawing lines. For Part 2, students may draw only, and you can write the word with them.

STRETCH

Ask: "Why is a trusted adult a good helper?" Early finishers draw a second helper Regina could ask.

7 QUICK CHECK

During practice: if many students point to the wrong helper, read one more of Lupita's problems and walk through the projector page again.

After class: I collect the worksheets and sort Part 1 into "4 matched" and "not yet." They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect.

8 PICTURE BOOKS (OPTIONAL)

The Rabbit Listened by Cori Doerrfeld (Dial, 2018). Spanish edition: *El conejo escuchó* (2022). Taylor builds something amazing with blocks, and it gets knocked down. Many animals try to fix things, but the rabbit just listens. Talk about how the rabbit helped Taylor.

The Way I Feel by Janan Cain (Parenting Press, 2000). Spanish edition: *Así me siento yo*. Use it only as a feelings-words read-aloud: read a few pages and name the feeling words with the character. Don't ask students how they feel.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 1

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Helpers are all around our school. If you need help, find a helper and say, 'Excuse me, I need help with ____.' Then say thank you!"

ES "¡Buenos días, Yellow Jackets! Hay ayudantes por toda nuestra escuela. Si necesitan ayuda, busquen a un ayudante y digan: 'Disculpe, necesito ayuda con ____.' ¡Y luego den las gracias!"

HALLWAY IDEA

Post a "Yellow Jacket Helpers" board near the office with a picture of each school helper's job and what they help with. Add staff photos only with each helper's OK.

TEACHER TIP

Name it when you see it: "You said, 'Excuse me, I need help.' That's a great way to ask!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Lupita could do." If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Helpers are all around me!

A trusted adult is a grown-up who listens and helps keep kids safe.



Teacher
learning



Nurse
hurt or sick



Counselor
solving
problems



Principal
a safe school



Librarian
books



Custodian
spills and
messes



**Cafeteria
staff**
meals



Bus driver
safe rides

Ask for Help · Three steps



Find a helper.



“Excuse me, I need
help with ____.”



Say thank you.

Busca a un ayudante · “Disculpe, necesito ayuda con ____.” · Da las gracias



Someone hurt? Get a grown-up right away!

Name _____

Teacher _____

Helpers All Around Me

A trusted adult is a grown-up who listens and helps keep kids safe.

Part 1 **Who can help?** Draw a line from the helper to the help.



nurse



librarian



custodian



teacher



a wet floor



help with work



feeling sick



a frog book

Part 2 **Ask for help!** Draw Regina asking a helper.

At recess, the class ball goes over the fence. Regina does not climb.
She asks a helper.



Regina asks a helper

Excuse me, I need _____

Word bank: help

Helper Match

Listen to the card. Point to the helper. Say, “Excuse me, I need help with ____.”

Helpers Trusted adults at school



Teacher



Nurse



Counselor



Principal



Librarian



Custodian



Cafeteria staff



Bus driver

Cards Who can help?



1. Feeling sick



2. A problem with a friend



3. Help in the lunch line



4. Spilled water



5. Something is not safe



6. Getting on the bus safely



7. A new library book



8. Stuck on work

Ask for Help • Three steps



Find a helper.



“Excuse me, I need help with ____.”



Say thank you.



Someone hurt? Get a grown-up right away!

Meet Your Counselor

Conozca a la consejera escolar

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **school helpers and asking for help** with the school counselor. I'm Mrs. Handy, and I'm glad to work with your family this year. A trusted adult is a grown-up who listens and helps keep kids safe. We met the school's helpers: teachers, the nurse, the counselor, the principal, the librarian, the custodians, the cafeteria staff and the bus drivers.

ASK FOR HELP IN THREE STEPS

1. Find a helper. · 2. Ask: "Excuse me, I need help with ____." · 3. Say thank you. If someone is hurt, get a grown-up right away.

TRY THIS AT HOME

1. Practice the words together: "Excuse me, I need help with ____." Take turns being the helper and the one who asks.
2. When you are out in your neighborhood, point out helpers, such as a crossing guard or a librarian, and talk about what they help with.

TALK ABOUT IT AT HOME

"Who are the helpers at school, and what do they help with?"

As the school counselor, I teach lessons like this one, help students solve problems and work with families and teachers. Talking with the counselor is not a secret from families. Your child may bring home a drawing of Regina asking a helper. Questions? Call the school office and ask for Mrs. Handy.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **los ayudantes de la escuela y cómo pedir ayuda** con la consejera escolar. Soy la Sra. Handy y me da mucho gusto trabajar con su familia este año. Un adulto de confianza es una persona adulta que escucha y ayuda a que los niños estén seguros. Conocimos a los ayudantes de la escuela: los maestros, la enfermera, la consejera, el director, la bibliotecaria, los conserjes, el personal de la cafetería y los choferes de autobús.

PEDIR AYUDA EN TRES PASOS

1. Buscar a un ayudante. · 2. Pedir: "Disculpe, necesito ayuda con ____." · 3. Dar las gracias. Si alguien se lastima, hay que avisarle a un adulto de inmediato. (En clase lo practicamos en inglés: *Excuse me, I need help with ____.*)

PARA PRACTICAR EN CASA

1. Practiquen juntos las palabras: "Disculpe, necesito ayuda con ____." Tórnense para ser el ayudante y quien pide ayuda.
2. Cuando anden por su vecindario, señalen a los ayudantes, como el guardia que ayuda a cruzar la calle o la bibliotecaria, y platiquen sobre cómo ayudan.

PARA PLATICAR EN FAMILIA

"¿Quiénes son los ayudantes de la escuela y en qué ayudan?"

Como consejera escolar, doy lecciones como esta, ayudo a los estudiantes a resolver problemas y trabajo con las familias y los maestros. Hablar con la consejera no es un secreto para la familia. Es posible que su hijo(a) traiga a casa un dibujo de Regina pidiéndole ayuda a un ayudante. ¿Tiene preguntas? Llame a la oficina de la escuela y pregunte por la Sra. Handy.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar