

# Lesson Plan: Our Super Community Helpers!

## Materials Needed:

- Paper, crayons, markers, or colored pencils
- Pictures or simple drawings of community helpers (e.g., firefighter, doctor, teacher, police officer, mail carrier)
- Pictures or simple drawings of tools used by helpers (e.g., fire hose, stethoscope, book, police car, mailbag)
- Optional: Children's book about community helpers
- Optional: A small bag or box for a "mystery tool" game

## Learning Objectives:

By the end of this lesson, you will be able to:

- Name at least three community helpers.
- Match a helper with the tool they use.
- Explain what one community helper does to help us.
- Draw a picture of a community helper doing their job.

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## Lesson Activities

### 1. Introduction: Who Am I? (5 minutes)

#### Hook:

Let's play a guessing game! I'm going to give you clues, and you guess who I am.

- "I drive a big red truck with a loud siren. I use a long hose to spray water on fires. Who am I?" (A firefighter!)
- "I help people feel better when they are sick. I might use a stethoscope to listen to your heart. Who am I?" (A doctor or nurse!)
- "I help you learn new things like reading and counting. I work in a school. Who am I?" (A teacher!)

#### Objectives:

"Great job! Those are all community helpers. They are special people who work to keep our community safe, healthy, and happy. Today, we're going to become experts on community helpers! We will learn who they are, what they do, and what special tools they use."

### 2. Body: Learning About Our Helpers (15-20 minutes)

#### Part 1: I Do - Meet the Helpers (5 minutes)

The educator introduces a few community helpers using pictures. Hold up each picture and explain in simple terms.

#### Talking Points:

- (Show firefighter picture) "This is a **firefighter**. A firefighter's job is very important. They help put out fires to keep people and homes safe. They use special tools like a big hose, a ladder, and a strong helmet."
- (Show doctor picture) "This is a **doctor**. A doctor helps us when we are sick or hurt. They work at a clinic or a hospital. They use tools like a stethoscope to listen to our bodies and a thermometer to check our temperature."
- (Show teacher picture) "This is a **teacher**. A teacher helps us learn wonderful new things at school. They use tools like books, whiteboards, and markers to help our brains grow!"

## **Part 2: We Do - Helper and Tool Match-Up (5-10 minutes)**

Now let's practice together! Lay out the pictures of the community helpers. One by one, hold up a picture of a tool.

### **Instructions:**

1. Lay out the pictures of the firefighter, doctor, and teacher.
2. Hold up a picture of a tool (e.g., the stethoscope). "Whose tool is this? Who uses this to help people?"
3. Guide the learner to place the tool picture next to the correct helper.
4. Ask a follow-up question: "What does the doctor do with the stethoscope?" (Listens to your heart/breathing).
5. Repeat for the other tools (hose for the firefighter, book for the teacher).

**Formative Assessment:** Observe if the learner can correctly match the tools to the helpers. If they struggle, provide gentle reminders ("Remember who helps us when we are sick?").

## **Part 3: You Do - Become a Helper Expert! (5-10 minutes)**

Now it's your turn to show me what you know. You get to be the artist and the teacher!

### **Instructions:**

1. "I want you to choose your favorite community helper we talked about today, or you can pick a new one you know!"
2. "On your paper, draw a picture of that helper. Make sure you include the special tool they use to do their job."
3. "When you're done, you can be the teacher and tell me all about your drawing. Tell me who you drew, what tool they have, and how they help our community."

**Success Criteria:** A successful drawing will clearly show:

- A person who is a community helper.
- A tool that helper uses.
- The learner can explain who the person is and what they do.

## **3. Conclusion: Helper Celebration (5 minutes)**

### **Recap:**

The learner presents their drawing ("You Do" activity).

### **Educator Talking Points during Presentation:**

- "Wow, tell me about your amazing picture! Who is this?"
- "What is that tool they are holding? What do they do with it?"
- "Thank you for teaching me! You are a community helper expert."

### Closing:

"You did such a fantastic job learning about community helpers today. We learned that firefighters, doctors, and teachers all have important jobs that help us. Let's give a big clap for all the helpers in our community! Next time you see a community helper, you can remember how much they do for us."

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### Assessment

- **Formative:** Teacher observation during the "We Do" matching game and responses to questions throughout the lesson.
- **Summative:** The "You Do" drawing and the learner's verbal explanation of their chosen community helper. The drawing and explanation should meet the success criteria listed above.

### Differentiation

- **For Learners Needing Support:**
  - Focus on only two community helpers to avoid overload.
  - Provide a pre-drawn outline of a helper for them to color in and add the tool.
  - Offer sentence starters for the explanation, such as "This is a \_\_\_\_\_. They use a \_\_\_\_\_."
- **For Learners Needing a Challenge:**
  - Encourage them to draw a community helper in their workplace (e.g., a doctor in a hospital, a teacher in a classroom).
  - Ask them to think of and draw a community helper that was NOT discussed (e.g., librarian, construction worker, chef).
  - Challenge them to write the name of the helper on their drawing.