



Community Helpers

By: Janelle Cox
M.S. in Education

Social Studies
Grades K–2



Introduction

Students will watch a video and learn all about helpers in the community as well as partake in whole-group, small-group, and independent activities about community helpers.

Introduce the topic of community helpers by asking students what they think a community helper is. After students have made their guesses, write down on chart paper that community helpers provide services that help others in the community. Next, introduce the video that students will be watching. Tell students it will explain more about the different types of helpers in their community.

Learning Objectives

- Students will be able to identify different types of community helpers and the tools they need to do their job properly, as well as explain how the jobs benefit the community.

Materials Needed

- [Community Helpers video](#) on YouTube
- [Community helper pictures](#)

Procedure

1. After the video ask students to name a few community helpers that they saw in the video. Then, ask students if they know anyone that is a community helper, and share their responses on chart paper.
2. Next, hang pictures of community helpers on the front board and have students do a think-pair-share with their neighbors to answer a few questions.
3. Ask students questions about the community helper photos that you placed on the front board. For example, you can ask, “Who keeps people healthy?” (doctor) or “Who keeps people safe?” (police officer).
4. Go around to each pair and have them take turns sharing their answers. After they have shared, ask students how they think that specific job benefits their community. For example, without a doctor we wouldn’t feel better or without a policeman there would be a lot of crime, etc.
5. Next, as a whole group have students brainstorm other community helpers that were not pictured on the front board. Next to each helper, write down the service they provide on chart paper.
6. Next, go over all the community helpers that students have brainstormed or learned about, and ask students to think about the tools each helper needs to do their job properly. Write down students’ answers next to each job on chart paper.

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7. To wrap up the lesson, ask students to think about all the community helpers they learned about today. Then, ask them if any of these jobs interest them when they grow up and allow them to share their answers with their classmates.

Evaluation

- Observe students as they work in pairs as well as when they share in whole group activities.
- Have students draw a picture of their favorite community helper and all the tools they need to do their job successfully.