

# Community Helpers During COVID-19

## TEACHER'S GUIDE

The Community Helpers During COVID-19 series focuses on the incredible work of various community helpers who assist in keeping us safe and ensuring our needs are met. The jobs they do have always been essential, but the COVID-19 pandemic has made them more difficult to do. Each book explores the work of different groups of community helpers, from city workers to healthcare workers. The books share how community helpers have had to adapt to new circumstances to do their jobs during the global pandemic. We owe them our gratitude for all the great work they do!

The *Community Helpers During COVID-19 Teacher's Guide* includes lessons intended to have students explore the role and impact that community helpers have on society during the COVID-19 pandemic. Each lesson explores a different group of community helpers and the important work that they do. It is important to teach students about how much we rely on these community helpers to meet our basic needs for things like food, shelter, and health care. It is also crucial for students to recognize the additional work these individuals have taken on during the COVID-19 pandemic.

The lessons in this guide are tailored for students in grades 2 and 3. Each lesson can be taught as a stand-alone lesson, however it is recommended that the lessons are taught in the sequential order provided. Reproducible worksheets and assessment tools accompany each lesson plan. There are plenty of opportunities for classroom discussion and group work embedded into these lessons, allowing students to share their own knowledge and experiences with one another. The titles in the Community Helpers During COVID-19 series include:

***City Workers During COVID-19***

***Health Care Workers During COVID-19***

***Food Workers During COVID-19***

***Volunteers During COVID-19***

# PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
The Importance of City Workers During COVID-19	1 to 2 class periods*	city worker community
The Importance of Volunteers During COVID-19	2 class periods	food bank food drive volunteer
The Importance of Food Workers During COVID-19	1 to 2 class periods (back-to-back)	food worker
The Importance of Health Care Workers During COVID-19	1 to 2 class periods	health care worker letter

\* 1 class period = 40 to 60 minutes

# ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

## Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

## Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

## Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

# LESSON 1

## The Importance of City Workers During COVID-19

### Curriculum Correlations

#### C3 Standards for Social Studies

D2.Civ.2.K-2

#### Ontario Social Studies Standards

Grade 2B: People and Environments: Global Communities  
3.6

### Materials

- *City Workers During COVID-19* (Community Helpers During COVID-19)
- White board or chalkboard and markers or chalk
- Pencils
- *City Workers Worksheet*
- *3-2-1 Exit Card*

### Setting the Stage

Begin by writing the word “community” on the white board or chalkboard. Facilitate a classroom discussion on what this word means to students. Use prompts such as:

- What is a community? (A community is a group of people who live, work, and play in the same space).
- What kind of communities are you a part of, or who is part of your community? (ie. family, neighborhood, country, city, school, classroom, church, etc.)

The teacher will then introduce the concept of a community helper. The communities we belong to require community helpers to help keep us safe and meet our needs. These helpers have become especially important during the COVID-19 pandemic.

Add the words “Community Helper” to the whiteboard/chalkboard. Continue the classroom brainstorm and discuss with these prompts:

- What is a community helper?
- What are some examples of community helpers? (ie. Police officer, nurse, teacher, mailman, etc).
- How are these community helpers especially important during the COVID-19 pandemic? What would happen if we didn’t have these community helpers?

Introduce the book series *Community Helpers During COVID-19*. We are going to be learning about the various helpers in our communities and how they continue to help us through the COVID-19 pandemic.

Next, introduce the first book *City Workers During COVID-19*. Explain that city workers are people who do jobs that keep cities running. They make sure everyone in the community can meet their needs.

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

### Objectives

Students will be able to:

- Define community and community helpers.
- Identify and explore the importance of community helpers, specifically city workers, during the COVID-19 pandemic.

## Activity

Students will be divided into groups of three. Each group will be given the *City Workers Worksheet*.

A list of community helpers from the book are listed on the left-hand side of the worksheet. The students must complete the remaining sections, explaining what the helper does, where they work, what tools and equipment they use to do their job, and why they are important to the community during a pandemic. Students will work within their groups to complete the worksheet.

Students will be reminded to use the *City Workers During COVID-19* book and the brainstorm on the whiteboard/chalkboard to assist them when completing this activity.

## Extensions

- ▶ Students can participate in a “role play” dramatic arts activity (like charades), where they act out the role of a community worker and have the class guess who they are.

## Wrap-Up

The teacher will call on groups one by one to share what they came up with for each of the city workers listed. Each group will be expected to share one of their city workers.

Distribute the *3-2-1 Exit Cards* (one per student) for completion.

The teacher will remind students to answer these questions based on what they learned from the *City Workers During COVID-19* book, our classroom discussion, and the worksheet.

## Assessment

Collect observational notes while monitoring students interacting in their small groups. Assess the *3-2-1 Exit Card* for understanding, interest, and what they would like to learn more about. This may help to tailor future lessons.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## City Workers Worksheet

City Worker	What do they do?	Where do they work?	What tools or equipment do they use?	Why are they important in their community?
City Builders				
First Responders				
Teachers and Librarians				
Transportation Workers				
Energy Workers				
Water Workers				
Community Cleaners				

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 3-2-1 Exit Card

**What are three things you learned from today's lesson?**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are two things that you found interesting, and would like to learn more about?**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What is one question you still have about the ideas we learned today?**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# LESSON 2

## The Importance of Volunteers During COVID-19

### Curriculum Correlations

#### C3 Standards for Social Studies

D2.Civ.2.K-2

#### Ontario Social Studies Standards

Grade 2B: People and Environments: Global Communities  
3.6

#### National Core Arts Standards

Grade 2 Visual Arts

VA.Cr1.2.2a

#### Ontario Arts Standards

Grade 2D: Visual Arts

1.1

### Materials

- *Volunteers During COVID-19*  
(Community Helpers During COVID-19)
- Computers with Internet access
- *Food Bank Flyer Checklist*

### Objectives

Students will be able to:

- Define volunteers and food banks.
- Explore how volunteers assist their communities during the COVID-19 pandemic and understand how volunteers are an important part of their communities.

### Setting the Stage

Introduce the book *Volunteers During COVID-19*. Ask students:

- What is a volunteer?
- Can a child be a volunteer? Why or why not?
- What is the woman on the cover doing? How is she helping her community?

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

Continue the classroom discussion after reading. Ask students:

- In what ways do people need help? (eg. food, shelter, health care)
- What are some ways we as a class could make a difference for people in need during COVID-19? Brainstorm several ideas. Teacher may choose to record these for future activities or discussions.

## Activity

Transition into a discussion on food banks and the support they provide people in the community.

- What is a food bank? (places where large amounts of donated food are kept and distributed)
- Who works in a food bank? (Volunteers)
- Why are food banks so important? (They provide food for those who cannot meet this basic need for themselves.)

Encourage students to think back to the book we just read as a class.

Now, more than ever, our local food banks need our help to stock their pantries with nutritious meals for those in need. With the COVID-19 pandemic this year, many adults have lost their jobs and require assistance in making sure their family has food on their table. The local food bank and their volunteers have done a great job of supporting those in need with food.

We can all do our part during the pandemic to support those in need. As a class we will organize a school food drive. Every student in our class will be encouraged to bring in a few non-perishable food items.

Students will use the school computers and computer software such as Microsoft Word or Microsoft Paint to create a digital flyer promoting the food bank. These flyers will be displayed all around the school and given to each classroom to challenge others to get involved. Students will also be responsible for bringing a copy of their flyer home to show their family and ask for their support.

The teacher may wish to provide students a list of the most essential food items from the food bank so they can list these on their flyers. The teacher may also display a few sample flyers to model the assignment.

The poster must include the following details:

- A minimum of three images related to the topic. (These may be photographs the student has taken or photographs from the web, for which students should provide reference links).
- The dates for the food drive
- The location where staff and students can drop off their food items
- The contact person(s) (Mr/Ms/Mrs. \_\_\_\_\_'s class) if students or staff have any questions about the food drive.

Students will be encouraged to include all these important details while being as creative as possible with their flyer!

Students will be given the remaining class time to work on their digital flyer, as well as the next class period. The wrap-up will occur at the end of the second class period.

## Extensions

- ▶ Students will create a list of questions they have for a volunteer at the food bank. The teacher will then arrange a telephone or video call with a volunteer. Students can take turns asking him/her questions about what they do.
- ▶ Students can complete a short journal entry describing their poster and summarizing what they learned in the lesson.

## Wrap-Up

Students will print their flyer and take turns pinning it up around the school hallways and to other classrooms.

## Assessment

Students will print an additional copy of their flyer to be handed in for marks. The teacher will use the *Food Bank Flyer Checklist* to assess understanding and performance.

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Food Bank Flyer Checklist

Criteria	Yes	No	Notes
Student has included at least three images related to the topic, with reference links if required.			<hr/> <hr/> <hr/>
Student has included the dates for the food drive.			<hr/> <hr/> <hr/>
Student has included the location where food can be dropped off, and contact information of the teacher.			<hr/> <hr/> <hr/>

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Food Bank Flyer Checklist

Criteria	Yes	No	Notes
Student has included at least three images related to the topic, with reference links if required.			<hr/> <hr/> <hr/>
Student has included the dates for the food drive.			<hr/> <hr/> <hr/>
Student has included the location where food can be dropped off, and contact information of the teacher.			<hr/> <hr/> <hr/>

# LESSON 3

## The Importance of Food Workers During COVID-19

### Curriculum Correlations

#### C3 Standards for Social Studies

D2.Civ.2.K-2

#### Ontario Social Studies Standards

Grade 2B: People and Environments: Global Communities

3.6

### Materials

- *Food Workers During COVID-19* (Community Helpers During COVID-19)
- *Food Workers Worksheet*
- *Food Workers Exit Card*
- Pencils

### Setting the Stage

Introduce the book for today's lesson: *Food Workers During COVID-19*. Before reading, discuss with students how food is a basic human need. We all need it to survive. Ask them:

- Where does our food come from? Where are some places we buy food?
- What are some jobs related to the food industry?

Read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic. Continue the classroom discussion by asking the following:

- What are some ways the role of food workers have changed since the COVID-19 pandemic? (Think about the ways they do their jobs, what they wear, etc.)
- Have you noticed any changes in the ways your family buys food?
- Have you noticed any changes at your local grocery store? Restaurants? Farms?

### Objectives

Students will be able to:

- Identify food as a basic human need.
- Explore the role and importance of food workers to society during the COVID-19 pandemic.

## Activity

Students will be put into groups of four. Each group will be assigned a scenario. Each scenario will describe the role of a food worker. The teacher can decide which group gets which scenario. Teacher may choose to hand these scenarios to students.

- **Scenario #1:** Timothy is a high-school student who works part-time as a cashier at a local grocery store.
- **Scenario #2:** Rebecca is a line cook in a local Italian restaurant.
- **Scenario #3:** Frank is a local farmer of vegetables and meat products.
- **Scenario #4:** Miranda is a long-haul truck driver for a company that ships important medical equipment to hospitals and clinics throughout the country.

Each group will be given a *Food Workers Worksheet*. The worksheet includes a T-Chart. The left column says “Before” and the right column says “After”.

In their groups, students will brainstorm and discuss what the business of that food worker looked like before the pandemic, and how their job changed after the pandemic.

Students will use the scenario they have been given and consider the following:

- What is the role of the food worker?
- Where do they work?
- How has the job role of the food worker changed?

Students will be reminded to use the book and our class discussion to assist them.

## Extensions

- ▶ Students can participate in a “role play” dramatic arts activity (similar to charades), where they act out the role of a community worker and have the class guess who they are.
- ▶ Students could write a short paragraph about their experience with a food worker. They can describe what they know about that person’s job and how it has changed due to the pandemic. For example, perhaps the student’s older brother works in a grocery store, a family friend is a local farmer, a parent is a food delivery driver, etc.

## Wrap-Up

The teacher will call on groups one by one to share what they came up with for their scenario.

Distribute *Food Workers Exit Cards* (one per student) for completion.

## Assessment

Collect observational notes while monitoring students interacting in their small groups.

Assess the *Food Workers Exit Card* for understanding of the role of food workers before and after the COVID-19 pandemic.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Food Workers Worksheet

Please use the scenario provided.

In your group, discuss what the job of your food worker looked like *before* the COVID-19 pandemic. Then, discuss how their job changed *after* the COVID-19 pandemic.

Please refer to your *Food Workers During COVID-19* book for assistance.

<b>Before</b>	<b>After</b>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Food Workers Exit Card

Name three food workers who complete important tasks during the COVID-19 pandemic.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Choose one of the food workers we learned about and describe two reasons why they are important to their communities.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Food Workers Exit Card

Name three food workers who complete important tasks during the COVID-19 pandemic.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Choose one of the food workers we learned about and describe two reasons why they are important to their communities.

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# LESSON 4

## The Importance of Health Care Workers During COVID-19

### Curriculum Correlations

#### C3 Standards for Social Studies

D2.Civ.2.K-2

#### Ontario Social Studies Standards

Grade 2B: People and Environments: Global Communities  
3.6

#### Common Core State Standards

W.2.3

#### Ontario Language Arts Standards

Grade 2 Writing:  
1.1, 2.1, 3.6

### Materials

- *Health Care Workers During COVID-19* (Community Helpers During COVID-19)
- Chart paper and markers
- Lined paper and pencils
- *Letter to a Health Care Hero Self-Assessment*
- *Letter to a Health Care Hero Rubric*

### Setting the Stage

Begin by introducing the book *Health Care Workers During COVID-19*.

As a class complete a KWL Chart. The teacher will record answers on the anchor chart as the students share.

Prior to reading the book, ask students to complete the “Know” section:

- Who are healthcare workers?
- What jobs do they do?

Explain that the book we are reading today discusses the impact of health care workers during the COVID-19 pandemic. To complete the “Want to know” section, ask students:

- What do you want to know about how health care workers are helping others during the COVID-19 pandemic?

Next, read the book to the class. Be sure to ask probing questions to gauge understanding and prior knowledge on the topic.

Once you finish the book, come back to your KWL Chart, and complete the final section for “What Did I Learn?”. Ask students:

- What are some jobs health care workers do during the COVID-19 pandemic?
- How did the jobs of health care workers change because of COVID-19?

### Objectives

Students will be able to:

- Identify the various roles of health care workers in society and their importance during the COVID-19 pandemic.
- Show appreciation for health care workers by writing a letter to them.

## Activity

To show support for the amazing and brave health care workers in our community, students will write a letter to a health care hero at their local hospital.

Each letter will thank the health care worker for what they do and let them know how much we appreciate them.

Students will include at least two facts they learned in our classroom discussion and the *Health Care Workers During COVID-19* book. They will also include appropriate letter formatting, including salutations and closing. Their letter will be organized and easy to understand, and free of grammar and spelling errors.

The students will complete a self-assessment tool to proofread their work before submitting it for a grade. (The students will have already had a language arts lesson on letter formatting and writing).

Students will be encouraged to use the KWL chart as a reference while writing their letters.

## Extensions

- ▶ Letters can be mailed to a local hospital.
- ▶ Students can create letters for other community heroes.

## Wrap-Up

Students will complete a *Letter to a Health Care Hero Self-Assessment*. This assessment will be included with their letter when submitted to the teacher.

## Assessment

Students will hand in their letter and *Letter to a Health Care Hero Self-Assessment*. The teacher will mark this using the *Letter to a Health Care Hero Rubric*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Letter to a Health Care Hero Self-Assessment

Criteria	How Did I Do?		
My story makes sense to me.			
I have included at least two facts about healthcare workers.			
My sentences start with a capital letter and end with a period, question mark, or exclamation point.			
I have checked my work for spelling errors. I have done my best with spelling.			
I have included a salutation and closing in my letter.			

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### Letter to a Health Care Worker Rubric

Level 1	Level 2	Level 3	Level 4
The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.
The letter contains no accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains 2 accurate facts about the topic.	The letter contains 2 or more accurate facts about the topic.
Salutation and/or closing are missing.	Salutation and closing are included but have 3 or more errors in capitalization and punctuation.	Salutation and closing are included and have 1-2 errors in capitalization and punctuation.	Salutation and closing are included and have no errors in capitalization and punctuation.
Writer makes more than 4 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes no errors in grammar or spelling.

Additional comments: \_\_\_\_\_

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