



COMMUNITY

BIG IDEA

Children recognize their community as a part of the bigger world. Children explore the roles and relationships of community workers and consumers. Children learn that the community and community members benefit from people working in many different ways.

Content objective(s):

The child will discuss the roles and responsibilities of a doctor and a nurse and the tools they use to help people in the community.

Materials needed:

- ◆ Unit book: *Helpers in My Community*, by Bobbie Kalman
- ◆ Paper plate
- ◆ Egg cup from an empty egg carton
- ◆ Tin foil
- ◆ Pretend stethoscope—See diagram and instructions at end of lesson
- ◆ Pretend thermometer—write numbers 1–10 on a Popsicle stick with a sharpie, leaving some space on the end, below the “1.”

Lesson vocabulary:

- ◆ doctor—doctor
- ◆ nurse—enfermera
- ◆ clinic—clínica
- ◆ hospital—hospital
- ◆ stethoscope—estetoscopio
- ◆ thermometer—termómetro
- ◆ fever—fiebre
- ◆ faster—más rápido

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.B.3. Child provides appropriate information for various situations.

II.B.6. Child matches language to social context.

Mathematics:

V.D.4. Child uses language to describe concepts associated with the passage of time.

Social Studies:

VII.B.3. Child discusses the roles and responsibilities of community workers.

Activities:

1. The home educator models and demonstrates for the parent.

Remind the child and parent that you have been learning about the community and community helpers. Say,



Today we are going to learn about people in our community who help us stay healthy and get better when we are sick. Can you guess who they are? (Prompt the child by asking questions, for example, Have you been sick before? Whom did you see to help you get better?)

If the child has not been to the doctor's office, clinic, or hospital, ask about someone they know who has been sick and had to go to the doctor or the hospital.

Ask the child to tell about the time he/she went to the clinic/hospital. Encourage the child to tell his/her experiences as a story. Ask,



What happened first? (Pause) Then when you went to the clinic/hospital whom did you see? (Pause) How did you feel about visiting the clinic/hospital? (Pause) How did you feel after you saw the doctor? (Pause) What did the doctor give you? (Pause) At the end, after visiting the doctor, did you get better? (Pause) I am so glad that this story had a happy ending because you got better. You tell very good stories!

Do you remember how the doctor was dressed? (Pause) Yes! Like other community workers they wear special clothes and use special tools. Were there any other workers in the hospital or clinic? (Pause) You're right; nurses work at hospitals and clinics also. What were they wearing? (Pause) Do you know what a nurse's job is? (Pause) Yes, nurses help the doctors and they also wear a uniform.



Show page 14 of the unit book: *Helpers in My Community*, by Bobbie Kalman. Say,

Let's play with some tools like the ones that doctors use.

Show the child the previously made stethoscope and thermometer. Say,

This is a pretend stethoscope and thermometer. The thermometer shows us whether your body is too hot. Sometimes when you are sick you get a fever. A fever means your body is too hot. So when the doctor sees you, the nurse has to tell him/her if your body is too hot. The nurse uses the thermometer to see whether you have a fever.

The stethoscope has a funny name too. Have you seen it before? (Show page 14 again.) Yes, the doctor uses this tool to listen to your breathing and your heart beat. Have you heard your heart beat? (Pause) Do you want to hear your mom's (or dad's) heart beat? If you put your ear on your mom's (or dad's) chest you could hear her (or his) heart beat; try it. Can you hear it? (Pause) (Help the child hear the beat. When he/she hears it ask him/her to tell you how it sounds.) Yes! It sounds like _____ (make a heartbeat sound by patting your hand on the table) and when you are

sick sometimes it goes faster and faster. (Repeat the sound the heart makes in a fast manner.)

Doctors and nurses use the stethoscope to hear your heart. They also use it to listen to you breathe, to see whether you have a cough. A stethoscope is like a microphone—a tool that makes noises louder so you can hear them better. This tool is to listen to your heart, so the doctor and nurse do not have to put their ear on your chest. The tools help the doctor find out how sick you are and what is wrong with your body. Doctors and nurses work together to find out what it is that makes you sick and then to help you get better.

Now you and your mom may play with the stethoscope and the thermometer to show me what happened when you went to the doctor.

2. The parent works with the child.

Explain to the parent and child that they should act out the story of the visit to the doctor. The parent will play the part of the doctor and the child will play the part of the patient. If the parent feels hesitant, the home educator should start the game. As the parent and the child play their roles, the home educator should participate, playing the role of the parent or the nurse.

The home educator should listen to the sequence of the story and encourage the parent and child to use signal words, such as “first,” “then,” etc. This is an opportunity for the home educator to model using language that is specific to a doctor’s office or clinic.

3. The child works with the parent’s help.

The parent and child should continue acting out the pretend doctor visit. Encourage the child to take different roles: child, parent, doctor, and nurse. The child should pretend to use the doctor’s tools and describe their functions appropriately in the context of the pretend play (e.g., *You are too hot and we may need to give you some medicine; Now I am going to listen to your heart; etc.*).

4. The child works independently as the parent and home educator watch for learning.

The child should be aware of the work that doctors and nurses do and familiar with the procedures and language of a doctor’s visit.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child’s thinking:



1. *When you are sick, who can help you get better?*
2. *Do you remember how the doctor finds out what is wrong with you? (Pause) Could you show me?*

3. *What does the nurse do to help you? **(Pause)** What does the nurse do to help the doctor?*
4. *How did the doctor make you feel better when you got sick?*
5. *Sometimes when you are sick, your mom can make you feel better, too. Do you remember one time when your mom helped you feel better? **(Pause)** Tell me about it.*
6. *What do you think would happen if we did not have doctors or nurses?*

Ways to extend the lesson concepts:



1. Talk to the child about other reasons why you may want to visit the doctor (e.g., preventative reasons, vaccines, check-ups).
2. Discuss why sometimes we need to go to the hospital and sometimes we only go to the doctor's office or clinic. Present the child with different scenarios and have him/her tell you whether they should go to a hospital or clinic.
3. Explain the ways in which nurses help the doctors and why sometimes we see a nurse instead of a doctor (e.g., vaccinations).

Modifications:

If the lesson activity is too hard—

1. Provide the child with more help in telling the story.
2. Ask fewer questions and give more of the information instead of prompting for answers.
3. Do not use the thermometer; use only the stethoscope.
4. Talk with the parent before the lesson to learn about a visit the child made to see the doctor. Then provide the child with extra support in the activity.

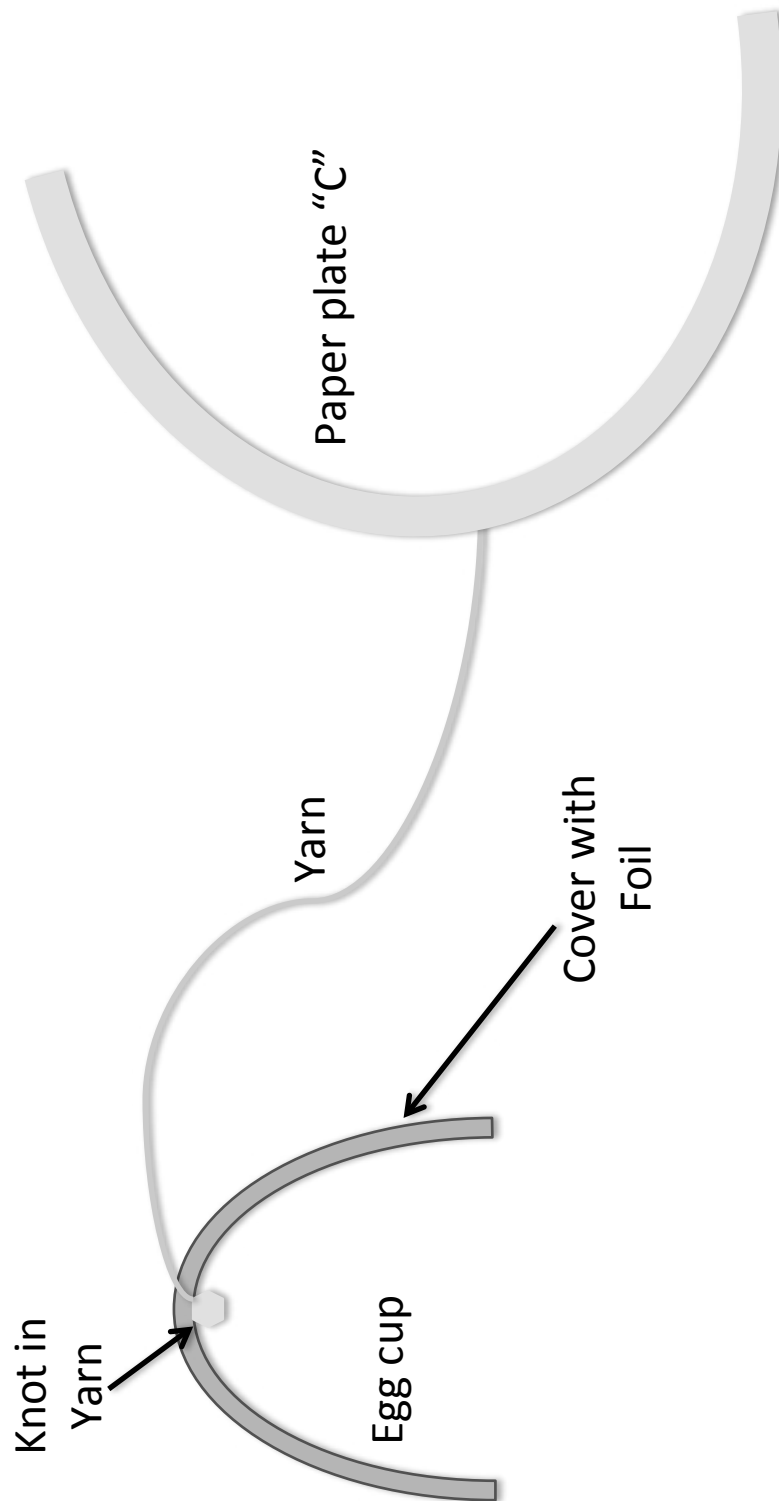
If the lesson activity is too easy—

1. Have the child tell you other reasons why you may need to see a doctor.
2. Have the parent and child talk about other tools or equipment doctors and nurses use (e.g., x-rays, scale, etc.).
3. Talk about the tools or equipment doctors have in the hospital and the ones they have in a clinic.
4. Talk about measuring temperature with the thermometer and which temperature is normal (**about** 98.6°F or 37°C).

Teaching tip:

The purpose of mentioning the correct name of the tools is not for child mastery, but to expose the child to the correct names.

Instructions for making pretend stethoscope



Cut the outside edge from a paper plate to form the shape of the letter "C." Thread yarn through the bottom (closed end) of an egg cup cut from an egg carton. Tie a large knot in the end of the yarn to keep it inside the cup. Attach the other end of the yarn to the middle of the paper-plate "C." Cover the egg cup with aluminum foil.

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COMMUNITY (LESSON 4)

PARENT PAGE

What we are learning:

Your child will discuss the roles and responsibilities of a doctor and a nurse and the tools they use to help people in the community.

Words to know:

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|---------------------|----------------------------|
| ♦ doctor—doctor | ♦ stethoscope—estetoscopio |
| ♦ nurse—enfermera | ♦ thermometer—termómetro |
| ♦ clinic—clínica | ♦ fever—fiebre |
| ♦ hospital—hospital | ♦ faster—más rápido |

What to ask:

1. *When you are sick, who can help you get better?*
2. *Do you remember how the doctor finds out what is wrong with you? **(Pause)** Could you show me?*
3. *What does the nurse do to help you? **(Pause)** What does the nurse do to help the doctor?*
4. *How did the doctor make you feel better when you got sick?*
5. *Sometimes when you are sick, your mom can make you feel better, too. Do you remember one time when your mom helped you feel better? **(Pause)** Tell me about it.*
6. *What do you think would happen if we did not have doctors or nurses?*

What else to do:

1. Talk to your child about other reasons why you may want to visit the doctor (e.g., preventative reasons, vaccines, check-ups).
2. Discuss why sometimes we need to go to the hospital and sometimes we only go to the doctor's office or clinic. Present your child with different scenarios and have him/her tell you whether you should go to a hospital or clinic.
3. Explain the ways in which nurses help the doctors and why sometimes we see a nurse instead of a doctor (e.g., vaccinations).

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