

TEACHING GUIDE

Community Helpers / People Who Help Us Worksheet Pack

*For teachers, homeschool parents, and carers.
Designed for ages 5–7 (Reception to Year 2 / Kindergarten to 2nd Grade).*

This pack pairs with the video "Community Helpers" on the Learn with Karyn YouTube channel. The worksheets can also be used as standalone activities.

HOW TO USE THIS PACK

The six worksheets follow a learning sequence — each one builds on the last. Use them in order for the full learning journey, or pick individual sheets to support specific lessons.

Recommended approach: watch the video together first, then work through 1–2 worksheets per session. For classroom use, each worksheet fits within a 15–20 minute activity slot. When children finish the pack, celebrate their learning — tell them "Well done! You are already a community helper! Keep being kind, keep sharing, and keep helping!" This echoes the video's closing message and sends children away feeling empowered rather than tested.

CURRICULUM ALIGNMENT

Worksheet	UK (PSHE KS1)	US (TEKS / C3)	Canada	Australia
1. Who Helps Us? (Parts 1 & 2)	L16	TEKS K.6, Civ.2	BC SS K	HASS F
2. How Do Helpers Help?	L14, L16	TEKS K.6, Eco.3	BC SS 1	HASS F
3. Who Can Help?	L14, L16	Civ.2, Civ.6	BC SS 1	HASS F
4. Everyone Is a Helper!	L14, L16	Civ.2	BC SS K	HASS F
5. I Can Be a Helper Too!	L5, L14, L16	Civ.2, Civ.6	BC SS K	HASS F
6. What Did I Learn?	L5, L14, L16	TEKS K.6, Civ.2	BC SS K	HASS F

Key: PSHE = PSHE Association Programme of Study KS1 (L5: roles and responsibilities; L14: strengths; L16: jobs in the community). TEKS K.6 = Texas Kindergarten Social Studies "value of jobs." Civ/Eco = C3 Framework Dimension 2, K-2 band. BC SS K/1 = British Columbia Social Studies. HASS F = Australian Curriculum V9 HASS Foundation. Ontario Grade 1 SS Strands A & B also supported.

WORKSHEET 1 — Who Helps Us? (Part 1 + Part 2, 2 pages)

Learning objective: I can name community helpers and describe what they do. (PSHE KS1 L16, paraphrased)

Curriculum links: PSHE KS1 L16 · TEKS K.6 · C3 D2.Civ.2.K-2 · BC SS K

Activity: A two-page matching activity. Children draw a line from each illustrated community helper to a short description of what they do. Part 1 has seven helpers (four familiar, three innovative). Part 2 has six helpers (all innovative or less common). Descriptions are shuffled so no helper lines up with its match.

How to introduce: Ask "Who are the people that help us every day? Can you name any?" Connect to the video where Karyn and Bobbie meet 13 different helpers through video calls.

What to look for: All lines correctly drawn from helper to description. For younger children who can't read, read each description aloud and let the child draw the line. **Part 1 helpers and matches:** Firefighter → Puts out fires and keeps people safe. Delivery driver → Brings packages to people's homes. Teacher → Helps children learn at school. Doctor / Nurse → Helps people who are sick or hurt. Recycling worker → Recycles waste to care for our planet. Farmer → Grows food for people to eat. Care home worker → Cares for elderly people with kindness. **Part 2 helpers and matches:** Solar panel installer → Turns sunshine into electricity. Animal shelter worker → Cares for animals until they find a loving home. Sign language interpreter → Helps Deaf and hearing people understand each other. Stay-at-home parent → Looks after children at home with love. Grocery store worker → Stocks shelves so people can find their groceries. Food bank volunteer → Helps families who don't have enough food.

Tip: Both pages use the same format so a child who completes Part 1 can start Part 2 without any new explanation. Counter-stereotype all illustrations: female firefighter, male care home worker, male stay-at-home parent (matching David in the video), female solar panel installer (matching Priya in the video), diverse ethnicities throughout. Part 1 discussion prompt: "Discuss with a partner or grown-up: Can you think of a community helper we didn't meet today?" Part 2 discussion prompt: "Discuss with a partner or grown-up: Which community helper would you most like to meet? Why?"

WORKSHEET 2 — How Do Helpers Help?

Learning objective: I can sort community helpers by how they help our community.

Curriculum links: PSHE KS1 L14, L16 · TEKS K.6 · C3 D2.Eco.3.K-2 · BC SS 1

Activity: Children see nine community helpers and three category columns — "Keeps us safe and healthy," "Helps feed us," and "Looks after animals and our planet." They tick which category each helper belongs to.

How to introduce: Ask "We've met lots of community helpers — but do they all help in the same way?" Read the three category headers together before children start ticking.

What to look for: Keeps us safe and healthy — firefighter, doctor/nurse, care home worker. Helps feed us — farmer, grocery store worker, food bank volunteer. Looks after animals and our planet — solar panel installer, recycling worker, animal shelter worker. Note: care home worker could also tick "helps feed us" (they help with meals) — accept this with reasoning. Food bank volunteer could also fit a broader "caring" role — the discussion prompt is designed to explore this.

Tip: The discussion prompt "Discuss with a partner or grown-up: Could any of these helpers fit into more than one group? Which ones and why?" is the key teaching moment. It shows children that real community work doesn't fit neatly into boxes — helpers' contributions overlap and connect. This is where interdependence thinking happens.

WORKSHEET 3 — Who Can Help?

Learning objective: I can match a community helper to a situation where they are needed.

Curriculum links: PSHE KS1 L14, L16 · TEKS K.6 · C3 D2.Civ.2.K-2, D2.Civ.6.K-2 · BC SS 1

Activity: Five illustrated scenarios. For each one, children circle the correct community helper from three options. The worksheet starts with a familiar helper as a confidence builder, then progresses to the pack's innovative helpers.

How to introduce: Ask "If something went wrong and you needed help, how would you know which helper to call?" Remind children of the helpers they met in the video and on Worksheets 1 and 2.

What to look for: Scenario 1 — "A child has fallen over and hurt their knee" = Doctor / Nurse (not Farmer, not Recycling worker). Scenario 2 — "A dog has been found on the street with no owner" = Animal shelter worker (not Firefighter, not Teacher). Scenario 3 — "A family doesn't have enough food this week" = Food bank volunteer (not Grocery store worker, not Stay-at-home parent). Note: Grocery store worker is a deliberately plausible distractor — a child who picks it is thinking about food but hasn't grasped the specific role of a food bank. Scenario 4 — "Someone who is Deaf needs to understand what a speaker is saying" = Sign language interpreter (not Care home worker, not Delivery driver). Scenario 5 — "A family wants to get their electricity from the sun" = Solar panel installer (not Farmer, not Recycling worker). The correct answer position shuffles across the five scenarios (2, 1, 3, 1, 2) so children can't pattern-match.

Tip: The discussion prompt "Discuss with a partner or grown-up: Which community helper helped you or your family this week?" is personal and concrete — every child can answer it because they all interact with helpers daily. They ate food a farmer grew, a teacher taught them something, a delivery driver brought a package. The adult beside them can prompt with real examples if needed. This connects the five scenarios on the page to the child's own lived experience.

WORKSHEET 4 — Everyone Is a Helper!

Learning objective: I understand that all people, not just official leaders or uniformed workers, play important roles in a community. (C3 D2.Civ.2.K-2, paraphrased)

Curriculum links: PSHE KS1 L14, L16 · C3 D2.Civ.2.K-2 · BC SS K · HASS F

Activity: Three true-or-false statements, each testing a different concept, followed by two large side-by-side drawing boxes where children draw and label a helper who wears a uniform and a helper who doesn't wear a uniform.

How to introduce: Ask "Do all community helpers wear uniforms? Can you think of someone who helps people but doesn't wear a special outfit?" Let children share ideas before starting.

What to look for: Section 1 — "Only people in uniforms are community helpers" = False (breaks the uniform-hero stereotype). "A parent who looks after their children at home is a community helper" = True (validates unpaid care work — matches David and Maya in the video). "You can be a community helper even if you are a child" = True (introduces the personal connection concept, bridging directly to Worksheet 5). Section 2 — any uniformed helper drawn and labelled in the amber box (e.g. firefighter, doctor, nurse, police officer) and any non-uniformed helper drawn and labelled in the green box (e.g. stay-at-home parent, food bank volunteer, teacher, care home worker, recycling worker, delivery driver). The side-by-side comparison is the visual teaching moment — the child sees that helpers come in many forms, not just one.

Tip: The three true/false statements test three different concepts: broadening beyond uniforms, validating unpaid adult care, and affirming that children can help too. The third statement bridges directly to Worksheet 5 — the child has just circled "True" for "I can be a helper," and the next page asks them to show how. The discussion prompt "Discuss with a partner or grown-up: Do you know someone who helps your community without being paid?" connects the lesson to real people in the child's own community.

WORKSHEET 5 — I Can Be a Helper Too!

Learning objective: I can describe how I can contribute to my community.

Curriculum links: PSHE KS1 L5, L14, L16 · C3 D2.Civ.2.K-2 · BC SS K · HASS F

Activity: Children draw one way they can be a helper in their community in a large drawing box, then complete one sentence: "I can help by ____." A star tracker with five open stars lets children colour in a star each time they help someone. The discussion prompt closes the worksheet.

How to introduce: Remind children of the video's closing message: "You don't have to wait until you're grown up to help!" Ask "What's one kind or helpful thing you did this week?" Let children share ideas before drawing.

What to look for: A clear drawing of a realistic helping act — tidying up, sharing, being kind to a friend, recycling, helping a sibling, carrying something for someone. The sentence should name a specific act rather than something vague. "I can help by tidying my toys" or "I can help by being kind to my friend when she is sad" are stronger than "I can help by being good." Any realistic helping act is valid.

Tip: The five stars have no day labels — children colour in a star each time they help, at whatever pace suits them. This makes it work whether the child gets the worksheet on a Monday or a Friday, and includes weekends. We recommend encouraging children to take this worksheet home and stick it somewhere visible — on the fridge, a bedroom wall, or near the front door. Each time they do something helpful, they colour in a star. This extends the worksheet into a days-long or weeks-long activity and gives parents a natural conversation starter: "What helpful thing did you do today?" The discussion prompt "Discuss with a partner or grown-up: What helpful thing could you do at home today?" works well as the closing classroom conversation before children take the page home.

WORKSHEET 6 — What Did I Learn?

Learning objective: I can name community helpers, explain how they help, and describe how I can be a helper too. (Combined outcomes)

Curriculum links: PSHE KS1 L5, L14, L16 · TEKS K.6 · C3 D2.Civ.2.K-2 · BC SS K · HASS F

Activity: Three sections — (1) draw and label your favourite community helper with "This helper is a ____" and "They help by ____," (2) circle True or False for two statements: "Community helpers only work in emergencies" and "Everyone can be a community helper," (3) complete the sentence "Because of community helpers, I have ____."

How to introduce: Tell children "This is your chance to show everything you've learned! There are no trick questions — just do your best."

What to look for: Section 1 — any community helper drawn and labelled with a clear description of how they help. A child who draws an innovative helper (solar panel installer, food bank volunteer, care home worker) rather than a standard one (firefighter, doctor) has demonstrated the pack's core lesson about broadening who counts as a helper. The "They help by ____" line is the key evidence — look for specific descriptions ("they give food to families who don't have enough") rather than vague ones ("they help people"). Section 2 — "Community helpers only work in emergencies" = False; "Everyone can be a community helper" = True. Section 3 — any concrete example showing the child connects helpers to real things in their life. Strong responses include "food" (farmer), "electricity" (solar panel installer), "my school" (teacher), "clean streets" (recycling worker), or "medicine when I'm poorly" (doctor/nurse). The concreteness is what matters — a child who can name something real that a helper provided has demonstrated genuine understanding.

Tip: This worksheet can also be used as a pre-assessment before watching the video, then repeated afterwards to show learning progress. The discussion prompt "Discuss with a partner or grown-up: Look around you — can you spot something a community helper made possible?" extends the sentence completion into a physical, real-world activity. When children finish the pack, take a moment to celebrate their learning. Tell them: "Well done! You are already a community helper! Keep being kind, keep sharing, and keep helping!" This echoes the video's closing message and closes the learning journey on a positive, empowering note.