



Teaching *for*
TRANSFORMATION

Community Helper FLEx Activity Kindergarten

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Deep Hope:

My Deep Hope is that my students love to learn and live to love God, others, and themselves in work and play.



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Long Term Learning Targets:

- 🎯 I can... be an image bearer by growing in my love for others in God's world by learning about the jobs of community helpers and the tools that they use.
- 🎯 I can...love to learn God's order by being an order discoverer as I learn how sounds blend from left to right to make a word.



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Curricular Outcomes:

IK.E.2 Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. (E) ● Examples: Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.

K.E.3 Explain why people in a community choose different jobs. ● Examples: People may have different types of jobs because they like doing different things or because they are more skilled at doing one particular type of job.

K.W.3 Use words and pictures to develop a main idea and provide information about a topic. (E)



Habit(s) of Learning:

One of the habits of learning that my students used was courageous designing. They were asked to pick a community helper or create a community helper that fit their God-given gifts. They completed a writing activity to go along with the community helper that they choose. We had a Community Helper Day in which the students dressed up and present their community helper to the Pre-K students. Their reflection will be to write a thank you letter to a community helper that goes with what they choose to thank them for what they do.



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See God's Story:

Creation	Fall	Redemption	Restoration
God created the world. On the sixth day he created man in his own image.	Sin entered the world. We need community helpers to help serve in our fallen world.	Jesus came to earth & showed love in the most amazing way. He died on the cross for all of us!	Jesus will come again, and the world will be perfect again.

Storyline:

This activity ties to my storyline of Live, Love, Learn because my hope was that the students develop a love for others by understanding and being empathetic towards community helpers.



Throughlines:

Community Building: Learners build communities of grace and purpose, making space for the belonging of others.

This allows the students to think beyond themselves and understand/empathize with the jobs of community helpers.

Image Bearing: Learners follow the example of Christ's selfless love through exercising kindness, empathy, and compassion.

Students understand the job of a community helper, and thank them with a letter which shows understanding of his/her job in God's World.



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Formational Learning Experience:

Real needs: People everywhere need to feel the love of Jesus. We can do this by learning about and understanding the job of a community helper. By doing this, we show an understanding and appreciation for what they do.

Real people: Community helpers

Real work: We wrote thank you notes to community helpers in our area to let them know that they are appreciated for the work that they do.



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INVITE

Students were asked to choose a community helper that best fit their God-given gifts. We had a community helper Dress Up Day/Community Helper Museum. Students wrote a thank you note to a community helper.

Dear Parents,

I had the privilege of being an early adopter for Teaching for Transformation this year. You may be wondering....what is Teaching for Transformation?? Teaching for Transformation is a design framework for creating authentic learning experiences rooted in a Biblical worldview. These learning experiences invite, nurture, and empower teachers and students to play their part in God's story through their everyday learning. We will be implementing Teaching For Transformation schoolwide next year.

As a class this year, our storyline was LIVE, LOVE, LEARN. My Deep Hope for the class was that they love to learn and live to love God, others, and themselves in work and play. One way we carried out the Deep Hope was by learning about community helpers which is one of our essential kindergarten standards. We did this by going on a community helper field trip, inviting community helpers to our classroom, and reading books about various community helpers. My hope was that the students would learn about community helpers and appreciate the work that they do. Which brings me to the reason for this note.....

My culminating activity for our community helper unit is to have each student pick a community helper that they would like to be. I asked them to think about the gifts that God gave them, and how they could use those gifts in God's world. Your child chose a(n)

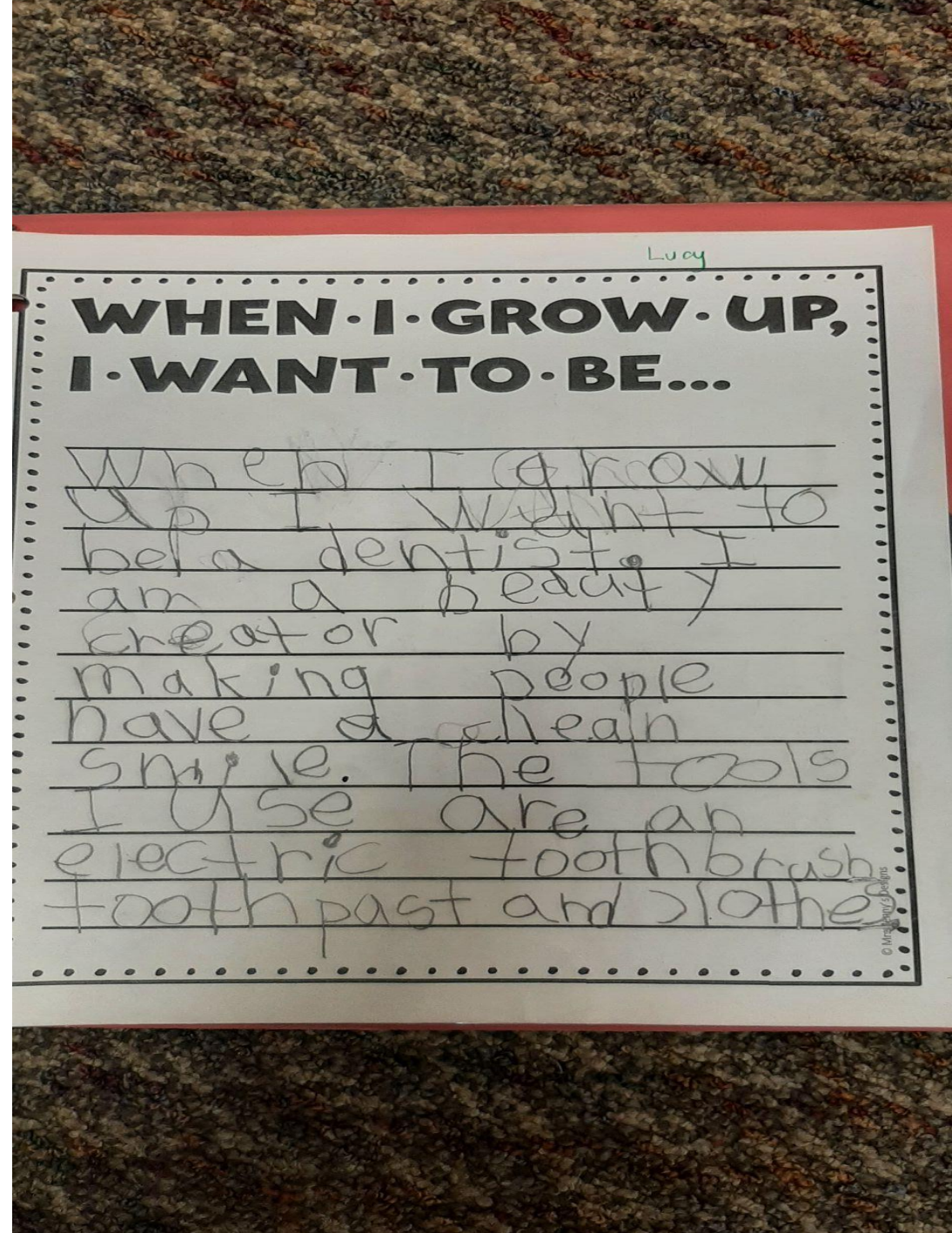
We wrote about the community helper, and now we are going to create a community helper museum to share with the pre-k



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NURTURE

The students were encouraged to pick a community helper according to their God-given gifts and talents. We have been studying different community helpers this year, so the students have been exposed to many community helper jobs.

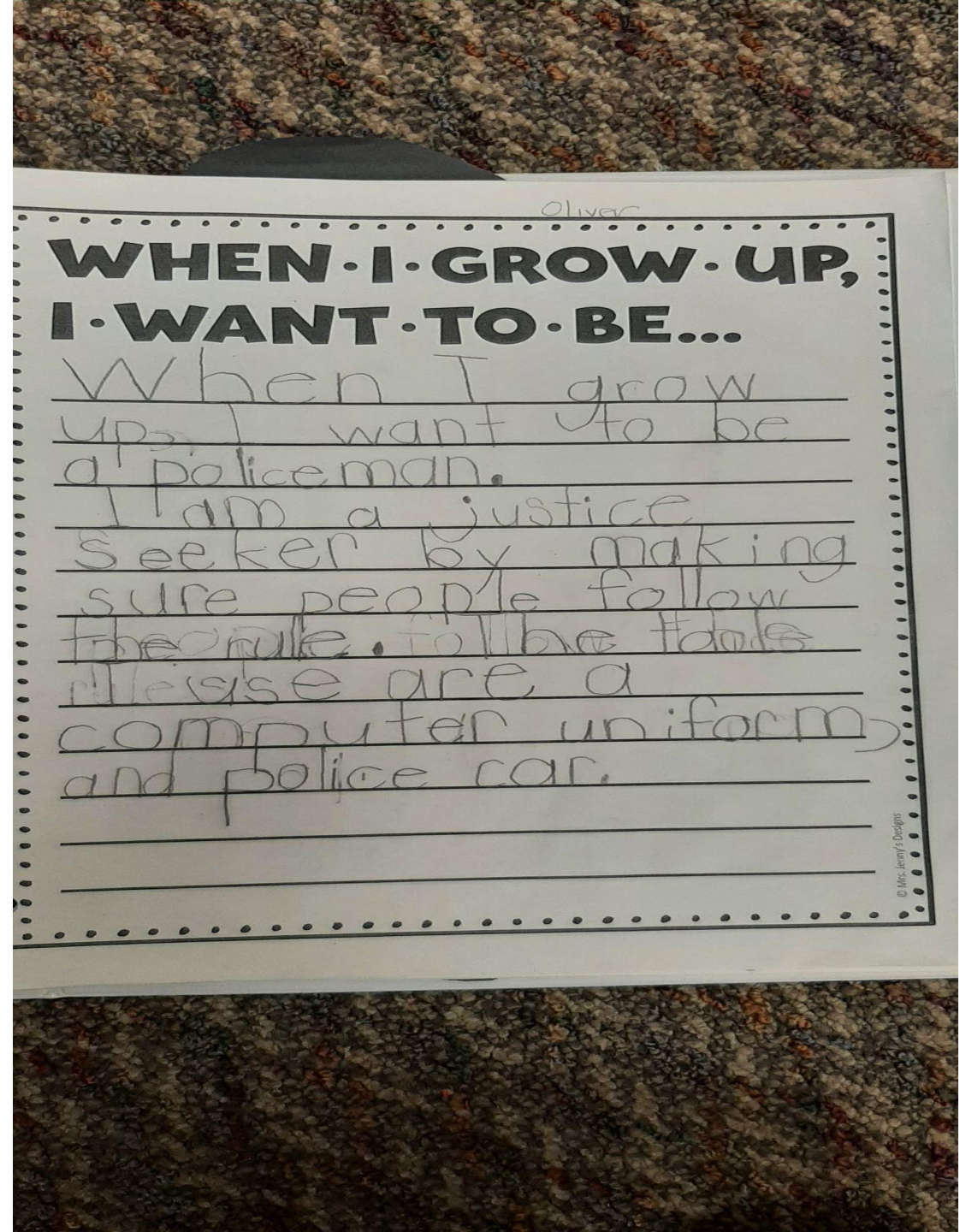




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EMPOWER

After picking a community helper, the students were asked to write what Throughline tied in with what their community helper did. They designed the outfit, brought in tools, and presented to the Pre-K class.

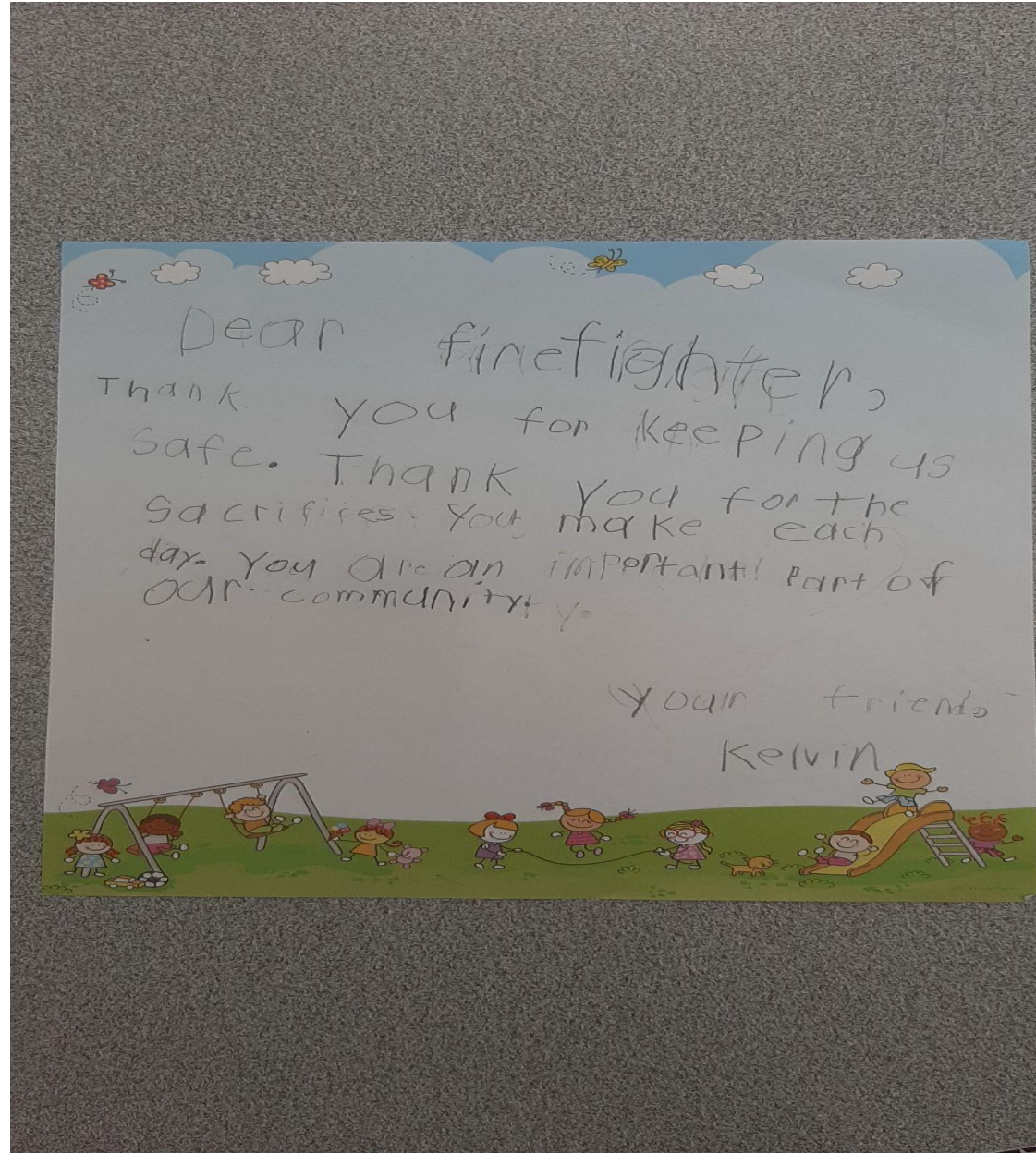




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Student Reflections:

Students were asked to write a thank you note to a community helper that matched the community helper they chose.





Teacher Reflections:

Students learned to be empathetic towards the work of community helpers. They had a better understanding of the jobs of many community helpers which empowered my students to have an appreciation for the jobs that they did. They also saw the connection to a Throughline and how community helpers are part of God's Story.

Additional Information to tell the story:





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