

technology

Helpers all around us

Lesson at a glance

Open by peeking at a spoon under a cloth and guessing its job. Name the word helper, then small groups visit a shared tray (spoon, zip, torch, round-tip scissors, pencil, brush) while the class names each job and mimes it. Sort the six helpers into two hoops by job, then circle-mime and invent a new helper for tidy-up or rainy play. Close by returning objects and saying the helper sentence together.

Learning objectives

- Explore everyday helpers and act out the job each one helps with
- Say that technology is anything people make to help do a job

Before the bell – prep

Night before: gather spoon, zip on fabric, small torch (test it), round-tip infant scissors, pencil, brush on one tray; cloth or feely-bag; two hoops plus picture labels (eat/get ready; school jobs). Clear a small floor space for acting out.

Materials

Item	Qty	Per	Source	Low-cost substitute
metal or sturdy plastic spoon	1	class	classroom	a wooden spoon from home
zip on a fabric scrap or small zip pouch	1	class	classroom	a zip on an old pencil case
small handheld torch	1	class	school kit	a phone torch used only by the teacher
round-tip infant scissors	1	class	classroom	teacher mimes cutting with two fingers if scissors are not available
pencil	1	class	classroom	a chunky crayon or whiteboard marker for miming writing
hairbrush or small soft brush	1	class	classroom	a clean paintbrush used only for miming
sharing tray	1	class	classroom	a shallow box lid
sorting hoops or two shallow trays	2	class	classroom	two sheets of paper labelled as the two groups
picture labels for sorting hoops	2	class	classroom	two sticky notes or scrap-paper labels with the same wording
cloth or feely-bag for the hook	1	class	classroom	a jumper draped over the spoon

Safety watch-point

Round-tip scissors only, always with an adult nearby; no walking with scissors. Never point the torch beam at eyes; keep zip tabs on the fabric.

Teaching moves

- **Getting Started:** Hide the spoon under the cloth. Lift briefly so the class peeks, cover again, and take two or three spoken guesses about the job. Do not say technology or helper yet; keep the rest of the tray hidden.
- **What is a helper?:** Hold up the spoon and model one full cycle: I notice (hard and shiny), I think (helps us eat), I try (mime scooping), I think now (a person made it to help). Say once: a helper is anything people make to help us do a job. Keep helper on the board; use technology only once if it fits.
- **Explore the helper tray:** Model with the torch first, then invite short bursts of small groups to the tray while the rest stay seated. For each object, have everyone whisper the job and copy the mime. Watch scissors stay with you; never leave them on the tray unattended.
- **Sort the helpers by job:** Read each hoop label every time you hold up a helper. Class points, then place together: spoon, zip, brush in eat or get ready; torch, scissors, pencil in school jobs. If children sort by colour or size, redirect: today we sort by the job it helps with.
- **Show the job and talk about inventors:** Circle: three or four children mime a helper job; whole class copies and whispers the job. Then say: an inventor thinks of new helpers to make jobs easier. Take two or three spoken ideas only for tidy-up time or rainy playtime — no writing.
- **Tidy and remember:** Children return each object to the tray and count them in together. Finish with the class saying: a helper is anything people make to help us do a job.

What it should show

Most infants will name the six objects, mime scoop/zip/brush/cut/write/shine, and join the class helper sentence. Agreed sorts: spoon, zip, brush in eat or get ready; torch, scissors, pencil in school jobs. If a child only names the object, revoice the job (Yes, a brush. It helps us tidy our hair).

Misconceptions & interventions

- **Technology only means screens and tablets — a spoon is not technology.** — Hold up the spoon and say gently: a spoon is a helper too, because a person made it to help with a job. Keep the board word as helper.
- **Children sort the helpers by colour or size instead of by job.** — Read the hoop label again and ask: which job does this helper help with? Guide them back to eat/get ready or school jobs.

**Differentiation**

Emerging	Developing	Proficient
• Offer a choice of two tray objects and revoice the job if the child only names the object. • Let them point to a hoop while a partner says the simple reason.	• Invite them to show a second helper while the class copies the mime. • Ask which helper would help us in the dark and why.	• Invite a clear spoken inventor idea for tidy-up or rainy playtime and have the class copy one new mime. • Ask them to judge whether a classmate's mime matched the job.

Cross-curricular hook

Links to Aistear role-play and oral language — naming jobs and joining the class helper sentence.