

technology

Helpers all around us

Lesson at a glance

Open with a spoon hidden under a cloth and take spoken guesses about the job it helps with. Name the idea of a helper, then small groups visit a tray of everyday objects (spoon, zip, torch, round-tip scissors, pencil, brush) while the class mimes each job together. Sort the helpers into two floor hoops by job, then close in a circle with mime-and-guess and two or three spoken inventor ideas for tidy-up or rainy playtime.

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

Day before: gather one shared tray with spoon, zip on fabric scrap, small torch, round-tip infant scissors, pencil and hairbrush. Print or draw the two hoop labels (eat/get ready; school jobs). Test the torch. Clear a small carpet space for sorting and mime.

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 infant scissors only, adult nearby, no walking with scissors. Torch beam never at eyes. Zip tabs stay on the fabric scrap.

Teaching moves

- **Getting Started:** Keep one spoon under a cloth or in a feely-bag. Lift for a quick peek, cover again, and take two or three spoken guesses only. Stay with the word helper — do not say technology yet. Keep the rest of the tray hidden.
- **What is a helper?:** Hold up the spoon and model the full cycle once: I notice (hard, shiny), I think (helps us eat), I try (mime scooping soup), I think now (a person made it to help). Say once: a helper is anything people make to help us do a job.
- **Explore the helper tray:** Model the torch first, then invite one small group to the tray for about two minutes while the class watches. For each object, prompt: What is it? What job? Can we all show it? Seated children whisper the job and copy the mime. Keep scissors adult-nearby; never leave the tray unattended.
- **Sort the helpers by job:** Place two hoops with the picture labels. Hold up one helper at a time, read the labels aloud, and have the class point before you place it. Agreed homes: spoon, zip, brush in eat/get ready; torch, scissors, pencil in school jobs. If time is short, sort only three objects on the carpet.
- **Show the job and talk about inventors:** In a circle, invite three or four children to mime a helper job; everyone copies once and whispers the job. Then say: an inventor thinks of new helpers to make jobs easier. Offer the tight choice — tidy-up time or rainy playtime — and take two or three spoken ideas only. No writing.

What it should show

Most children will name the objects in their own words, mime scooping, zipping, brushing, cutting in the air, writing or shining a light, and join the class sentence about helpers. Expect spoon, zip and brush in eat/get ready and torch, scissors and 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

- **Children think technology only means screens and tablets.** — Hold up the spoon and say gently: a spoon is a helper too, because a person made it to help with a job. Keep helper on the board and return to that word.
- **Children sort the tray objects by colour or size instead of by job.** — Read the hoop label again and redirect: Today we sort by the job it helps with. Which job does this helper help with?

**Differentiation**

Emerging	Developing	Proficient
• Offer a choice of two tray objects and revoice the job if the child only names the object. • Let the child point to a hoop while you place the helper and say the job aloud.	• Invite the child to show a second helper while the class copies the mime. • Ask a quick judge question: Did that mime match the job?	• Invite the child to lead one mime-and-guess for the circle. • Stretch the inventor talk: What job would your new helper make easier, and how?

**Cross-curricular hook**

Links to Aistear role play and oral language — children name jobs and act them out in full sentences.

