In My Community – Activities and Ideas to support the books

Materials:

* Posters – Places in the Community AND Jobs in my Community
* Language Blocks – pictures of Places and Jobs (Occupations) in my community
* If age appropriate – have the costumes for dressing up with jobs/helpers in the community

Books:

* Jobs in My Family
* Helpers in My Community
* Places in the Community
* Clean-up book (and song)

**Activity 1: Dress up For Work**

* Have ready a large bag with a bunch of clothes inside that will fit the kids and match what a worker would wear or use including;
  + Safety vest, lab coat, hard hat, sewing kit, clip board, play gun, drum
* Ask for volunteers to wear each of the outfits or hold the items
* Ask students to say, *what am I?* Answer would be, *a doctor, teacher, nurse, storyteller, hunter, seamstress etc.*

**Activity 2: Jobs in our classroom**

* Think of the language classroom like a family, everyone has a classroom job such as garbage can/compost emptier or whiteboard eraser. Come up with job names in the language – could be descriptive or could be nouns. You could put kids in groups with animal names and the groups rotate through jobs each week ie. Dinjik (moose) this week they are the composters and that job is called Ts’iivii (tree) because composting gives back to the earth so trees can grow.
* Teach the question/response, ‘what is your job’? and, ‘ my job is\_\_\_\_\_’
* Teach the terms “what are you doing?” and “I am…” or “what is he/she doing?” or “what are they doing?” and the appropriate responses. Teacher can go around and ask these questions to teach them and assess.
* Teach terms “please help me” or “can you help me?” or use phrase “we are working together”. (Note: this phrase is in the clean-up book and in the song so use those tools to help with that phrase

**Activity 3: Language Blocks – for a range of diverse language levels**

* Prepare the blocks with pictures selected from the places in my community pictures. If students are ready for more complex sentences prepare blocks with the activity and pronoun pictures as well.
* Start by tossing the block around with places in the community and asking the question, ‘*where is this*?’…students will answer, ‘*This is the store* – or - *this is the arena*, or, *this is the school’*.
* Add the two other blocks and get students to put together complex sentences such as, ‘*she walks to the store*’ or ‘*he bikes to school’*. Sometimes it will be silly, but you can still work with the words such as, ‘*they snow-shoe to the health centre’*.
* You could also increase the challenge by changing the tense on any of those sentences…ie. ‘*they snow-shoe to the health centre*, or, *they will snow shoe to the health centre tomorrow* or *they snow-shoed to the health centre yesterday.*

**Find Someone Who…(game) – like bingo**

* Students will need to know the job or occupation terms in advance (review using poster and pictures for language blocks).
* Assign each student in the class one of the ‘jobs’ – and ask them to keep it a secret. Each of the jobs needs to match what is on the sheet you prepare.
* Prepare a sheet of paper with a picture of the jobs (or names if you don’t have the pictures) in a grid form (like a bingo sheet). The grid size will change depending on the number of students in your class. Ask students to go around and look for people who do the jobs on the list. They will say, ‘*are you a nurse*?’ or, ‘*are you a truck-driver*?’
* When a student has found a row, or a letter E or black-out, as you’ve assigned then they are the ‘winner.
* You can adapt the game by teaching them the roles the house for their chores for for classroom jobs “*do you do the dishes*?” or “*do you do the laundry*?”etc. and students can reply in the language with yes or no. The person asking the question will check off that job on their list and continue on until the list is complete. First one to get all checked off wins or no one wins and it is just a fun activity.

**Activity 4: Places in the Community that I hear my language**

* Use the poster of all the places in the community and teach students the names of these places.
* Hold up the poster and ask the students, where do you hear your language (ask in the language – use gestures to help them understand).
* Students can brain storm where they year the language – make a list of the places and then the phrases they might hear. Ex. Store – they might hear people saying, ‘*how much is \_\_\_\_\_*’, at the radio station they might hear the weather; at the Elders centre they would hear many things.
* Learn and practice some of the phrases and then visit the places and have the students use the language they’ve learned.

**Activity 5: Read the books**

* Choose from the following books provided
  + Jobs in My Family
  + Helpers in My Community
  + Places in the Community
  + Clean-up book (and song)
* Select any of the books listed above to ‘read’ with the students – as they will now have the vocabulary necessary to interact with the books
* Ask questions about what they see in the book – use the verbs you’ve been practicing and nouns for the places and jobs in the community
* You can read the English version of the books ahead of time to get a sense of what they were trying to teach but feel free to use the books to practice any of the vocabulary and phrases you’ve been working on – don’t read the English books to the children
* Partner the children up and have them read the books to each other – notice what they are able to say and base your next lesson on growing their use of the books