


Teachers

Community Helpers

<p>Description:</p> 	<p>Gather materials that will allow for you and your child to engage in pretend play to be a teacher. Tell your child that you are going to play teacher and watch this video.</p> <p>Set the classroom up using stuffed animals as students. You can have circle/morning meeting, do a learning activity, go to recess outside, and have lunch.</p>
<p>Materials:</p>	<p>Paper, pens, story books, chalkboard/white board, stickers, any academic materials you have (letters, counting, flashcards, math, etc.), stuffed animals</p>

<p style="text-align: center;">Tips to Support:</p>	
<p style="text-align: center;">Speech</p>	<p>Talk to your child about what a teacher does (e.g. helps kids/adults learn) and where they work (e.g. at a school, at home). Discuss the different subjects a teacher can teach (math, english, PE, history, etc.)</p> <p>Ask your child which subject is their favorite and why? Which subject would they like to teach?</p> <p>Vocabulary to target: teacher, student, desk, classroom, whiteboard; Discuss other items you might see in a classroom (e.g. paper, pencil, letters/numbers, books, computer/iPad, etc.) would you find these items in other places too? If so, where?</p> <p>Concepts: in, on, in front, next to, under, inside, outside</p> <p>Sequencing: Have your child create a daily schedule for their class. Remember to use temporal language such as first, next, then, after, finally/last or first, second, third, etc.)</p>
<p style="text-align: center;">PT</p>	<p>Movement breaks: Pass out papers and pencils to the other “students” for each lesson, get up to find a book to read at circle time, and help put things away after the lesson is finished.</p> <p>Recess/PE: Go outside and take a walk, kick a ball, or play your favorite sport. If you’d rather stay in, then do some jumping jacks, walk up and down the hall, or toss a balloon back and forth.</p>
<p style="text-align: center;">OT</p>	<p>Visual/Attention: On a chalkboard, whiteboard, or large piece of paper/posterboard, write the daily schedule. You can add pictures or visuals as reminders/clues. Your child can check off completed activities as you go along. Another tool you can use is a timer, so that your child can see how many minutes you have left for activities.</p>


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Behavior	Turn Taking: Take turns with your child, pretending to be the teacher and the student. If your child is continuously asking to be the teacher or the student, make sure to give a time limit so they understand the expectation (ex: I'm teacher for 5 minutes, then you can be teacher after that). Make sure your student gets to be the teacher the majority of the time and you can play the student, so they get to feel in charge and practice being a leader. You can use your short turn as the teacher to demonstrate some activities to supplement the video you watched.
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Police Officers/Firefighters

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<p>Description:</p> 	<p>Gather materials that will allow for you and your child to engage in pretend play to be a police officer or a firefighter. Let your child choose which they want to play and watch the corresponding video:</p> <p>Police Officer Video</p> <p>Your child can pretend to help someone in need (yourself or a stuffed animal), to give someone a ticket (walk too fast or too slow in the house and then can pretend to pull you over). You can also play red light/green light for a traffic game.</p> <p>Firefighter Video</p> <p>Your child can pretend to put out fires with their hose, save a stuffed animal from being stuck, and drive around in their firetruck. You can also play the hot/cold game to find something hidden.</p>
<p>Materials:</p>	<p><u>Police Officer:</u> art supplies to make a badge, walkie talkie, and a ticket, blue clothing for a uniform, cardboard box if you want to make a police car, stuffed animal, a flashlight, red and green construction paper</p> <p><u>Firefighter:</u> wrapping paper or paper towel tube to make a hose, red clothing for a uniform, cardboard box if you want to make a fire truck, stuffed animal</p>

<p>Tips to Support:</p>	
<p>Speech</p>	<p>Talk to your child about what a firefighter/police officer does (e.g. helps rescue people and/or put out fires, teach fire safety/helps people in need/protects people) and where they work or where you may see them (e.g. at a fire station/police station/ out in the community).</p> <p>Vocabulary to target: police officer, firefighter, sirens, firetruck, police car, badge, firehose, ladder, hat/helmet, partner, boots, alarm, emergency</p> <p>Compare and Contrast: Talk about ways a police officer and a firefighter are the same and different. Explain how a firetruck and police car are the same and different</p> <p>Concepts: fast, slow, dangerous, safe, loud, quiet, in, on, under, behind, above, on top, below</p> <p>Categories: Think of as many items as you can that a police officer and</p>


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	firefighter might need/use, which ones belong to the firefighter? To the police officer? Can any of the items be used by both?
PT	<p>Speed: Walk slowly “on patrol,” then pretend there’s a sudden emergency and chase the criminal/quickly get to the fire. When you save the day, stand as still as you can to give a speech to the citizens that you helped.</p> <p>Agility: Police officers and firefighters need to climb into buildings and crawl into tight spaces. Climb/crawl up the stairs, climb onto furniture, or put 2 chairs together & drape a blanket over the top to make a tunnel to crawl through.</p>
OT	<p>Memory/Executive Functioning: After learning about the duties police officers and firefighters have, create a list of rules for your own home. Discuss why each rule is important, and what could happen if a rule is broken.</p>
Behavior	<p>Problem Solving: Encourage your child to think about problem solving during this activity. First, while creating materials, you can practice problem solving if something rips (“How can we fix it?”), if you don’t have a certain material to use (“What else can you use to make a walkie talkie?”), or if they can’t find something (“Remember to ask for help if you can’t find something” or “Look 3 places on your own first, then ask for help”). During the activity, you can present scenarios they can problem solve as a police officer or firefighter (“Uh oh, the hose isn’t working!”, “Police officer! I lost my wallet!”, “I need help. I have a flat tire”).</p> <p>You can also practice staying calm in these situations by demonstrating how to self-regulate when facing a difficult situation.</p>

Doctors/Veterinarians

Community Helpers

<p>Description:</p> 	<p>Gather materials that will allow for you and your child to engage in pretend play to be a doctor or veterinarian. Let your child choose which they want to play and watch the corresponding video: Doctor Video Veterinarian Video</p> <p>Your child can pretend to be the doctor or vet to give a person (you or doll) or stuffed animal a check up. A check up can include checking the heartbeat, looking in eyes and ears, checking reflexes, taking temperature, and giving a bandaid/medicine (if being a vet, they can give the animal bath).</p>
<p>Materials:</p>	<p>band aid, popsicle stick, toilet paper tube or flashlight to look into eyes and ears, a necklace to be the stethoscope (or make one!), candy for pretend medicine or just a spoon, a block to check reflexes, a straw to take temperature, white or blue clothing to dress up</p>

<p>Tips to Support:</p>	
<p>Speech</p>	<p>Talk to your child about what a doctor/vet does (e.g. helps sick people feel better / helps take care of sick animals) and where they work (e.g. at doctor's office, hospital / Vet clinic, animal hospital). Discuss the different animals a vet can treat.</p> <p>Ask your child which animal is their favorite and why?</p> <p>Vocabulary to target: doctor, nurse, stethoscope, thermometer, medicine, lab coat, fever, x-ray, scrubs, examine, germs</p> <p>Concepts: healthy/sick, broken/fixed, in, on, over</p> <p>Compare and Contrast: Talk about ways a Vet and a Doctor are the same and ways they are different.</p> <p>Categories: Think of as many items as you can that a vet and doctor might need/use, which ones belong to the doctor? To the vet? How many of the items can be used by both?</p> <p>ID Body Parts: Have your child identify the different parts of the body (or parts of the animal) during their check up (e.g. eyes, ears, mouth, throat, arms, legs, paws, tail etc.)</p>
<p>PT</p>	<p>Crossing midline: When identifying body parts, ask your child to identify their own. Tell them to use their right hand to touch their left foot, knee, elbow, etc. to encourage trunk rotation and communication between both sides of the brain.</p>


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	<p>Reflexes: Reflexes help our bodies move quickly without thinking and they can be found in many different parts of the body! If you know how to test reflexes, tell your child to just watch their knee, elbow, etc. while you test their reflex. Then ask them to keep still/not move while you test the same reflex to show them how thinking about a movement can change whether or not it happens.</p>
OT	<p>Health/Safety: This is a great opportunity to teach your child about personal hygiene. Explain to them the importance of keeping clean, as well as proper procedures (e.g. washing hands, sneezing into your elbow, putting away dirty laundry, etc.). Have a discussion as to why good habits maintain good health.</p>
Behavior	<p>Following rules: Support your child in following some rules during the activity. It is recommended you stick to 3-4 rules, write them out and review them before you start. Rules should indicate how a doctor or vet would behave, such as: Talk nicely, Listen when your patient is speaking, Be helpful. You can use whichever rules you think are important for your child to practice (listen, help, use kind words, calm body, be gentle, ask questions, be patient, etc.) and you can make rules as simple or as complex as you need, depending on your child. Remember to praise your child for following the rules when you are finished.</p>

Mail Carriers

Community Helpers

<p>Description:</p> 	<p>Gather materials that will allow for you and your child to engage in pretend play to be a mail carrier. Tell your child that you are going to play mail carrier and watch this video.</p> <p>First, put address numbers around different parts of your house, then put together some mail to deliver with envelopes, stamps, & addresses, and your child can deliver the mail. You can even create special packages for other people in your home.</p> <p>AND/OR spend some time drawing pictures and writing letters to family and friends and mail them.</p>
<p>Materials:</p>	<p>envelopes, a bag/purse to carry mail, stickers or stamps for postage, pens/markers.</p>

Tips to Support:	
<p>Speech</p>	<p>Talk to your child about what a mail carrier does (e.g. delivers packages/mail to people) and where they work or where you may see them (e.g. at a post office / in your neighborhood).</p> <p>Vocabulary to target: mail, send, postoffice, carry, deliver, stamp, mailbox, envelope, sort, package</p> <p>Concepts: in, on, in front, next to, under, inside, outside, behind</p> <p>Compare and Contrast: Describe how an envelope and a box are the same (can put things in them, used to mail things). Tell some ways they are different (one is long, flat, white etc; one is brown, tall, square etc). What items can you send in a box? What type of items are better sent in an envelope?</p>
<p>PT</p>	<p>Sorting: Before delivering the mail, sort it based on where it's going into different bags or boxes. Place the boxes on a high surface so that your child has to reach up to sort each piece of mail.</p> <p>Heavy work: Keep your junk mail throughout the week to give your child lots of mail to lift and carry. This will increase the amount of work they have and help them to build strength. Place a couple of recycling bins around your home and tell your child to deliver the junk mail in them.</p>
<p>OT</p>	<p>Visual/Fine Motor: Have your child prepare an envelope for sending a letter! You can create a model, or show them a picture to explain what the different components are, and why they need to be there (e.g. stamp, addresses, seal, etc.).</p>


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Behavior	<p>Planning: Support your child in planning this activity by asking, “What will we need to be a mail carrier?” Help create a list of the items they state, then use that list to go gather the materials before starting to play. You can also do this by just holding up two items and asking which they think would be needed for a mail carrier (Ex: envelope and a spoon or a stamp and a cup, etc.)</p> <p>Prompting: If your child is having difficulty developing a list, prompt them by pointing to an item or watch the video and ask them to look for ideas. Also, at any point during the activity, if they are having difficulty, prompt them to ask for help and then assist them. Remember to praise your child for their efforts!</p>
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Construction Workers

Community Helpers

<p>Description:</p> 	<p>Gather materials that will allow for you and your child to engage in pretend play to be a construction worker. Tell your child that you are going to play construction worker and watch this video.</p> <p>Find a hat and belt to dress up like a construction worker. Take some blocks or Legos and spend some time building. You can even draw out what you want first and then try to make it. You can also do this outside and do some digging in the dirt or sand.</p>
<p>Materials:</p>	<p>Blocks, Legos, measuring tape/ruler, shovel, play or real tools (small hammer, pliers) or be creative (pen for a drill, block for a hammer, etc.), hat, belt, drawing materials.</p>

<p>Tips to Support:</p>	
<p>Speech</p>	<p>Talk to your child about what a construction worker does (e.g. builds structures/buildings/bridges) and where they work (e.g. outside, construction site). Discuss the different structures a construction worker can build (buildings, houses, bridges, freeways/roads, etc.)</p> <p>Ask your child which structure they would want to build and why?</p> <p>Vocabulary to target: construction, build, hard hat, tools, dumptruck, crane, excavator.</p> <p>Discuss other items you might see at a construction site (e.g. tools, hard hats, gloves, dumptrucks, building frames, cranes, etc.) would you find these items in other places too? If so, where?</p> <p>Concepts: in, on, in front, next to, under, over, inside, high, low, on top</p> <p>Categories: Construction workers use many different tools and machines to help them build. How many tools can you name? How many machines can you name?</p>
<p>PT</p>	<p>Balance: Practice moving safely through the construction site, walk on a beam to get to the other side of the building (lay down tape on the floor to walk “heel-to-toe”), stand on one foot as you step up over a tall wall (can build one with blocks or just pretend), or balance a stack of blocks in your hand while standing super still.</p> <p>Repeated practice: Construction workers often repeat the same tasks over and over, but that’s how people “build” a skill! Think about the skills that your child is working on such as crawling, walking, jumping, or kicking</p>

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	and spend 10 minutes a day practicing. In a couple of weeks, see if the repeated practice made a change.
OT	Sequencing/Memory: Ask your child to build things with specific features. For example, you can say, "I would like a red tower that is 4 stories/layers/blocks tall," or, "Please build a blue house with a yellow roof." You may also offer them a model, and ask them to build one exactly like it.
Behavior	Tolerance: Try and gently practice one issue your child typically has a hard time with - whether that is things breaking/falling, having to wait, not being first, perseverance when things get hard, etc. Remind them before you start on what to do if that situation arises ("Ok, I see you're wanting to build a tall tower. Sometimes tall towers fall and I know that frustrates you. If yours falls, you can try asking for help or taking some deep breaths and keep building" or "When it's time to dig outside, we're going to have to wait for 2-3 minutes until I can get my shoes on, I need you to sit here by the door nicely while you wait"). When that situation arises, support your child to make a good choice, and then heavily praise them. If they do escalate during this situation, stay calm and don't step in to immediately fix the situation. Prompt them to calm down and ask for what they need and then assist them.