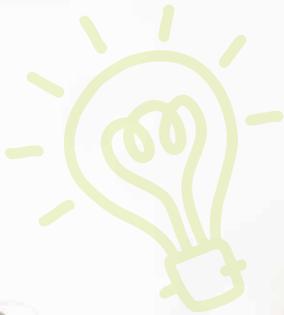


Our Community Teacher Guide



LEGO® Education
Preschool

SO MANY WAYS TO
LEARN, TOGETHER



45021, 45010, 45006

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education

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Our Community Pack

Teacher Guide Activities

Who is the material for?

The LEGO® Education Our Community Pack is for preschool children ages 3-5 years. It is designed to develop children's social skills and deepen their understanding of the world around them.

What is it for?

The Our Community Pack provides playful learning experiences that teach children about their communities through discussions, building activities, role-play, and idea sharing. The activities included in the pack help children learn about the roles of different people in their community as they role-play scenarios that they would likely encounter in their daily lives, such as going to the grocery store or preschool. Second Language Learners acquire new vocabulary and a deeper understanding of contextual language through these activities that illustrate people, places, and things in real life. Some activities involve less familiar scenarios to provide children the opportunity to explore the world beyond their immediate surroundings.

The activities are ideal for small groups or centers. Children should work in pairs to complete the activities. If children are not yet able to collaborate, they can work individually and practice sharing with and helping others. The Connect phase of each activity can be done in a circle time setting and the subsequent building activities can be done in centers or small groups.

The Our Community Pack will enable children to:

- Understand roles and responsibilities
- Develop self-efficacy
- Role-play
- Develop empathy
- Problem-solve

What is it?

The Our Community Pack includes the Our Town Set 45021, Multi Vehicles Set 45006, Community People Set 45010, and a teacher guide with twelve activities that use these sets to create playful learning experiences.



Our Community Teacher Guide Download



45021 Our Town



45010 Community People Set



45006 Multi Vehicles

Activity 1 Our Town

For up to 12 children

Connect

Tell the children they are going to create a town. Discuss that a town is place where people live and work.

Ask the children to name some places in the towns where they live. If they struggle, give some examples. Talk about the different jobs people do and about the reasons people go to the different places. Show the photograph of the LEGO® DUPLO® models for Activity 1. Consider asking questions like:

- What do you see?
- Who goes to the places shown?
- What do they do there?

Construct

- Tell the children they are going to build a town.
- Divide the children into pairs.
- Allow each pair to decide which part of the town they want to build. They may use the photograph or building cards as inspiration.

Contemplate

Create a space where the children can combine all of their models. Tell the children to arrange their models to show different parts of the town. Consider asking questions like:

- Why is the part of the town you built important?
- What would happen if your part of the town did not exist?
- Where would you like to work in the town?

Continue

Ask the children to name the town they built. Ask the children if there is anything missing from the town and give them the opportunity to add to it. Encourage the children to add streets and signs to the town. Allow them time to role-play with LEGO DUPLO figures and vehicles.

Learning Outcome

Children will be able to name different locations and people that are in a town.

Vocabulary

town, police station,
fire station, gas station,
grocery store, ATM
(automated teller machine)



See larger images in the Appendix

Activity 2 My Home

For up to 12 children

Connect

Tell the children they are going to build a home. Discuss that a home is a place where people (and sometimes, their pets) live. Talk about different types of homes (e.g., apartments, houses, mobile homes, group homes, etc.). Explain that homes provide shelter from the sun, rain, cold, heat, and wind. And that a home is a place where people store their food and belongings.

Discuss that a neighborhood is a group of homes and that people who live close to each other are called “neighbors.” Show the photographs of the LEGO® DUPLO® models for Activity 2. Consider asking questions like:

- What do you see?
- What is in your home?
- Why do people and pets live in homes instead of outside?

Construct

- Tell the children they are going to build homes and put them together to create a neighborhood.
- Divide the children into pairs.
- Tell the children to work together in their pairs to build a home. They can choose to build the inside or the outside of the home.

Contemplate

Create a space where the children can combine all of their models. Tell the children to put their models together to form a neighborhood. Consider asking questions like:

- What is your favorite place in your real home? Why?
- Did you build a special place in your LEGO DUPLO home? What would you like to add to your home?
- Which things in your home are the same as in other homes? Which things are different?
- Allow the children a few minutes to add new features to their homes.

Continue

Allow them time to role-play with LEGO DUPLO figures and vehicles. Encourage the children to visit their neighbors and to ask for tours of their homes.

Learning Outcome

Children will be able to identify common parts of a home even though homes are different.

Vocabulary

home, apartment, mobile home, neighborhood, neighbor



See larger images in the Appendix

Activity 3 Community Helpers

For up to 8 children

Connect

Tell the children they are going to explore what it is like to be a community helper.

Discuss that community helpers are people who help people who live in the same area. Explain that firefighters and police officers are community helpers. And that a community has many helpers, such as workers who mow the grass, government officials who make the laws, and workers who collect the garbage and recycling. Tell the children that everyone plays an important role in making their community a nice place to live. Show the photographs of the LEGO® DUPLO® models for Activity 3. Consider asking questions like:

- What is happening in these pictures?
- Can you think of someone else who helps the people in your community or town? What does he or she do?

Construct

- Tell the children they are going to build a scene that shows community helpers doing their work.
- Divide the children into pairs.
- Give each pair a LEGO DUPLO figure and tell them to build something that shows the figure helping people in the community.
- Allow the children to use the Multi Vehicles Set.

Contemplate

Ask each pair of children to tell about their community helper and their model. Consider asking questions like:

- What is your community helper called?
- How does he or she help the community?
- What would happen if the community helper were not a part of the town?

Continue

Tell children to role-play situations in which the LEGO DUPLO figures need help. Encourage them to act out scenarios with problems and solutions. Consider asking questions like:

- What does your person need help with?
- Which community helper would be able to solve the problem?
- Which community helper would you like to be? Why?

Learning Outcome

Children will be able to name community workers and tell about their roles.

Vocabulary

Community, government officials, firefighters, police officers, maintenance workers



See larger images in the Appendix

Activity 4 Healthcare Workers

For up to 8 children

Connect

Tell the children they will explore what it is like to be a healthcare worker.

Explain that doctors, nurses, and dentists are called “healthcare workers,” and that they help us stay healthy. Tell the children that when all of the parts of your body are working as they should, you are healthy.

Tell the children that people go to doctors and dentists for different reasons. Sometimes they go to receive medical care, or help for health problems. Other times, people go to doctors and dentists for checkups. A checkup is an appointment where a healthcare worker checks a person’s body or teeth to see if everything is okay. Explain that healthcare workers use tools such as lights, tongue depressors, stethoscopes, scales, measuring tapes or sticks, blood pressure cuffs, thermometers, suction straws, etc.

Explain that people also go to hospitals to receive care. Many mothers give birth, or have their babies in a hospital. The nurses and doctors check the mothers and babies to make sure they are healthy.

Show the photographs of the LEGO® DUPLO® models for Activity 4. Consider asking questions like:

- Have you ever been to the hospital, doctor’s office, or dentist’s office? If so, why were you there? Who worked there?
- Which places are shown in these pictures?
- What is happening in these pictures?

Construct

- Tell children they are going to build a healthcare place, such as a dentist’s or doctor’s office.
- Divide the children into pairs.
- Allow each pair to decide what type of healthcare place they want to build. They may use the building cards or photographs for inspiration.

Contemplate

- Ask each pair of children to present their model and talk about what the healthcare workers do in this place.

Continue

Ask the children to use the LEGO DUPLO figures and vehicles to act out what happens in the healthcare places they have built.

Learning Outcome

Children will be able to describe what healthcare workers do.

Vocabulary

Doctor, nurse, dentist, healthcare, healthy, medical care, checkup, tongue depressor, stethoscope, scale, measuring tape (or stick), blood pressure cuff, thermometer, suction straw



See larger images in the Appendix

Activity 5 Shopping

For up to 8 children

Connect

Tell the children they are going to build shopping items and stores.

Play the shopping memory game with the children, say: “I went to the store and I bought . . .” Choose a child to repeat the statement and name the item you bought plus an additional item. Continue the game until each child has had a turn naming all of the items that were bought plus an additional item. Show the photograph of the LEGO® DUPLO® model for Activity 5. Consider asking questions like:

- What do you see?
- Do you go shopping with your parents? If so, where do you go and what do you buy?
- What are the names of different stores where people go to buy different things? (Children may name types of stores such as “bakery” or “grocery,” or they may give the actual name of the store.)

Construct

- Tell the children that they are going to build items they need for their family.
- Divide the children into pairs.
- Ask the children to work together in their pairs to build three items.

Contemplate

Ask each pair of children to present their items. Consider asking questions like:

- What items did you build?
- Why do people need these things?
- What kind of store sells these items?

Continue

As a group, sort all of the items into categories according to what type of store would sell each item (e.g., place all the food items into the “grocery store” category). Tell the children that they will work in their pairs to build one type of store. Encourage the children to choose different types of stores. Ask them to build their stores and then place three items from the appropriate category or categories for sale in the store. Allow them time to role-play shopping scenarios with LEGO DUPLO figures.

Learning Outcome

Children will be able to discuss what items are commonly needed in a home, and participate in a shopping scenario.

Vocabulary

Shopping, items



See larger images in the Appendix

Activity 6 Places to Eat

For up to 8 children

Connect

Tell the children they are going to build a place to eat. Talk about different places to eat (e.g., cafes, restaurants, food trucks, food courts, cafeterias, etc.). Tell the children that a food truck park has different trucks that sell different types of food. Show the photograph of the LEGO® DUPLO® models for Activity 6. Consider asking questions like:

- What kind of eating place is shown in the picture?
- Do you go out for dinner with your family? Where do you go? Which place is your favorite?
- What other eating places are in your town? Which eating places would you like to have in your town?

Construct

- Tell the children they are going to build a place to eat, it can be a building or a food truck.
- Divide the children into pairs.
- Ask the children to work together in their pairs to build a place that serves food.

Contemplate

Ask the children to present their models. Consider asking questions like:

- Why did you choose to build that place?
- What can you eat there?

Continue

Talk about what the customer and server might say at the eating place. Ask the children to choose a LEGO DUPLO figure and role-play in their pairs being a customer and a server at their eating place.

Learning Outcome

Children will be able to discuss different places to eat and what the customers and servers do at those places.

Vocabulary

Cafe, restaurant, food truck, food court, cafeteria, server, customer



See larger images in the Appendix

Activity 7 Public Transportation

For up to 8 children

Connect

Tell children they are going to explore what it is like to use public transportation. Explain that transportation is a way to get from one place to another. Tell the children that public transportation is a way for many people in a town to get from one place to another at the same time and without a car. Explain that train and bus stations often have ticket booths, waiting areas, and shops.

Tell the children that people must buy a ticket in order to ride a train or bus.

Explain that trains and buses follow a schedule that tells passengers what time the bus or train will come. The schedule also tells passengers where they can get on and off the train or bus.

A train or bus travels from one stop to the next. At each stop, some passengers may get on the train or bus, while others get off.

Play the train game with the children. Ask one child to be the train driver. Set up a few stops in the classroom, then divide the rest of the children into groups, and ask each group to wait at a different stop. Tell the train driver to go to the different stops. Tell the children at the first stop to get on the train. When the train stops at the other locations, tell the children that they may get off while others get on.

Show the photograph of the LEGO® DUPLO® models for Activity 7. Consider asking questions like:

- What do you see in the picture?
- Who can name a type of public transportation?
- Have you ever been to a train or bus station? What would you find there?

Construct

- Divide the children into pairs.
- Tell them that each pair will build a part of a train or bus station. They may use the building cards or photograph for inspiration.
- Help each pair of children choose what to build, so that each of the pairs builds a different part of the station (e.g., ticket booth, shop, waiting area, train or bus, etc.).

Contemplate

Create a space where the children can combine all of their models. Ask each pair of children to present their model. Discuss the importance of public transportation (e.g., reduced air pollution, less traffic, availability for people who do not own cars, etc.). Consider asking questions like:

- Why is the part of the station you built important?
- Why is public transportation important?
- When would it be a good idea for a person to walk or ride a bicycle instead of taking the bus or train?

Continue

Tell the children to choose one or two LEGO DUPLO figures to play with. Encourage the children to take turns in their pairs acting as the driver and as a passenger. Suggest that they role-play buying a ticket and boarding the train or bus.

Learning Outcome

Children will be able to discuss different types of public transportation.

Vocabulary

Public transportation, train station, bus station, ticket booth, passenger, schedule



See larger images in the Appendix

Activity 8 My Day at Preschool

For up to 8 children

Connect

Tell children they are going to work together to build a model of their preschool. Talk about the different places in the preschool. If needed, give examples such as, the cubby area, art room, nap room, snack table, restroom, and playground. Or, take the children on a tour of the facility and ask them to point out the different areas.

Talk about which activities they do every day and which ones they only do sometimes. Explain that the activities they do every day are part of a daily routine. If needed, give examples such as, circle time, washing hands, snack time, story time, playtime, etc. Show the photograph of the LEGO® DUPLO® models for Activity 8. Consider asking questions like:

- What do you see in the picture? What part of the day do you think is shown in the picture?
- What do you do at preschool? What is the first thing you do when you arrive? What do you do next?
- What other activities are part of your daily routine at preschool?

Construct

- Tell the children they will build one place from their preschool and should include the items found in that place (e.g., tables, chairs, sinks, toilets, play equipment, etc.).
- Divide the children into pairs.
- Ask the children to work together in their pairs to build a place in the preschool. They may use the building cards or photograph for inspiration.

Contemplate

Create a space where the children can combine all of their models to form the preschool. Ask each pair of children to present their model. After all of the children have presented, talk about whether there are other activities that they do every day and why they do those different activities. Consider asking questions like:

- Which place did you build?
- What activities are done in that place?

Continue

Allow them time to role-play the progression of their day at preschool with LEGO DUPLO figures. Discuss what new activity the children would like to do at preschool. Talk about why this activity is important to them and why they are not doing it now.

Learning Outcome

Children will be able to describe their preschools and talk about routines.

Vocabulary

Activities, daily, routine



See larger images in the Appendix

Activity 9 Physical Activities

For up to 8 children

Connect

Tell the children they are going to talk about physical activities and build a model of one. Explain that physical activities are activities that require people to use their bodies. Give examples, such as, cycling, swimming, playing basketball, running, sailing, mountain climbing, and racecar driving.

Play the guess the activity game. Ask a child to think of a physical activity and act it out without using any words. Tell the other children to guess what the activity is. Continue playing until everyone has had a turn acting out an activity.

Explain that exercising, or performing physical activities, strengthens your muscles and your heart. Exercising also makes people feel happier. Doctors recommend daily exercise for everyone who is healthy enough to do it.

Explain that physical activities can be done alone or with others. Show the photographs of the LEGO® DUPLO® models for Activity 9. Consider asking questions like:

- What is happening in these pictures?
- What kinds of physical activities do you do?
- Why is it good to do physical activities?
- Have you ever been on a team? If so, what was it like? What were some of the good things about being on a team?

Construct

- Divide the children into pairs
- Tell each pair of children to build a physical activity they like to do or one they would like to try. They may use the photograph(s) for inspiration.

Contemplate

Ask each pair of children to present their activity to the group and talk about why they like this activity. After the presentations, talk about other activities the children have tried, would like to try, or ones they do not like doing. Consider asking questions like:

- Why is this a good activity?
- Is it a team activity or an individual one?
- Why do you like (or dislike) the activity?

Continue

Talk about rules for participating in a team activity. Give examples, (e.g., players cannot grab each other's uniforms, goals are worth a certain number of points, and players have to stay within boundaries on the court or field.)

Divide the children into pairs and ask them to role-play a team activity with LEGO DUPLO figures. Encourage them to follow rules they already know. They could also make up their own rules.

Learning Outcome

Children will be able to name different types of physical activities and tell why they are good for us.

Vocabulary

Physical activity, team, individual, exercise, rules



See larger images in the Appendix

Activity 10

A Tour of the Town

For up to 8 children

Connect

Tell the children they are going to build a landmark. Explain that a landmark is an important place that tourists like to visit. Tell the children that tourists are people who travel to different places. Explain that landmarks include statues, fountains, buildings, bridges, and natural landforms (e.g., the Grand Canyon). Give examples such as the Eiffel Tower in Paris, France; the huge clock called 'Big Ben' in London, England; and the Golden Gate Bridge in San Francisco, United States. Tell children that smaller places also have landmarks, such as sculptures and parks. Talk to the children about what is interesting in their town. Show the photograph of the LEGO® DUPLO® models for Activity 10. Consider asking questions like:

- What do you see in the picture? (Explain that the people on the bus are taking a tour of the town shown in the picture. Point out the tall buildings, the fountain, and the park.)
- What special places would you invite tourists to see?

Construct

- Tell the children that they need to plan a tour of their own town, and help them agree on which places to build.
- They can also create a new landmark, such as an art museum or an amusement park for their town.
- Divide the children into pairs and ask each pair to build either a place that exists or a place they imagine.

Contemplate

Create a space where the children can combine all of their models. Ask each pair of children to present their landmark and tell what they know about it. If they have made up a new landmark, then they should also create a history for it. Consider asking questions like:

- Why is your landmark important to the town?
- Why would a tourist want to visit the landmark?
- What would you tell a tourist about the landmark?

Continue

Ask each pair of children to build a means of transportation for touring the town. Tell them to use the LEGO DUPLO figures to role-play giving (and taking) a tour of their town. Ask them to take turns introducing the different places and showing the reactions of the tourists.

Learning Outcome

Children will be able to name interesting places in their town and understand what a tour is like.

Vocabulary

Landmark, tour, tourists



See larger images in the Appendix

Activity 11

My Extended Family

For up to 8 children

Connect

Tell the children they are going to build family gatherings. Explain that a family is a group of people who are related to each other. Explain that relatives such as grandparents, aunts, uncles, and cousins are extended family. Mention that friends can also be like extended family, especially for people who do not have many people who are related to them (relatives).

Show the photograph of the LEGO® DUPLO® models for Activity 11. Consider asking questions like:

- What is happening in the picture? (If needed, explain that the scene in the picture is a family gathering, or get-together. Tell children it looks like they are having a barbecue.)
- Who is in the picture? (If needed, point out that there is a grandmother, grandfather, mother, father, son, daughter, baby, and some other family members who could be aunts, uncles, cousins, or friends.)
- How often do you see your extended family? Do you have family members who live in different towns, states, or countries? What do you do with your extended family? (If needed, give examples, such as celebrate birthdays and holidays, eat food, play games, listen to music, and talk.)

Construct

- Tell the children that they need to plan a family gathering for their family and extended family.
- Ask them to think about where they would have the gathering, who would be there, what everyone would do, and what they would bring.
- Divide the children into pairs and ask each pair to work together to build a scene of a family gathering.

Contemplate

Ask each pair of children to present their scene. Ask the other children to tell what they like about each family gathering scene. After the presentations, give the children some time to improve their scenes. Encourage them to trade and share elements. Consider asking questions like:

- Where is the family gathering? Who is at the family gathering? What is everyone doing?
- Does anyone have an idea for how we can make this scene even more interesting?

Continue

In their pairs, ask the children to use LEGO DUPLO figures to role-play visiting the other family gatherings.

Learning Outcome

Children will understand the difference between family and extended family, and will be able to talk about family gatherings.

Vocabulary

Extended family, relatives, family gathering



See larger images in the Appendix

Activity 12 Helping Each Other

For up to 8 children

Connect

Tell the children they will build a scene of people helping other people. Explain that people may need help for many different reasons. Tell children that elderly people may need help because they have difficulty moving around. For example, a grandparent may need help with yardwork. Explain that other people might need help because they are sick or they have faced a hardship such as losing a job. Point out that one way to help people is to give them food if they are unable to buy groceries. Tell the children that another way to help people is to cheer them up by visiting them.

Show the photograph of the LEGO® DUPLO® models for Activity 12. Consider asking questions like:

- What do you see? How are people helping others?
- Do you help your parents at home? What do you do to help them? Why do you help them?
- Do you know any other people who might need help? Why would these people need help?

Construct

- Divide the children into pairs.
- Ask each pair of children to build a scene in which someone is helping someone else.

Contemplate

Ask each pair of children to present their model and tell why the people need help and how the other people have helped them. Consider asking questions like:

- Why is it important to help others?
- How do you feel when others help you?

Continue

Ask each pair of children to collaborate with another pair to role-play giving and receiving help. Explain that one pair will pretend its LEGO DUPLO figures need help and the other pair will use their figures to pretend to give help.

Learning Outcome

Children will be able to talk about why we should help others and how we can help others.

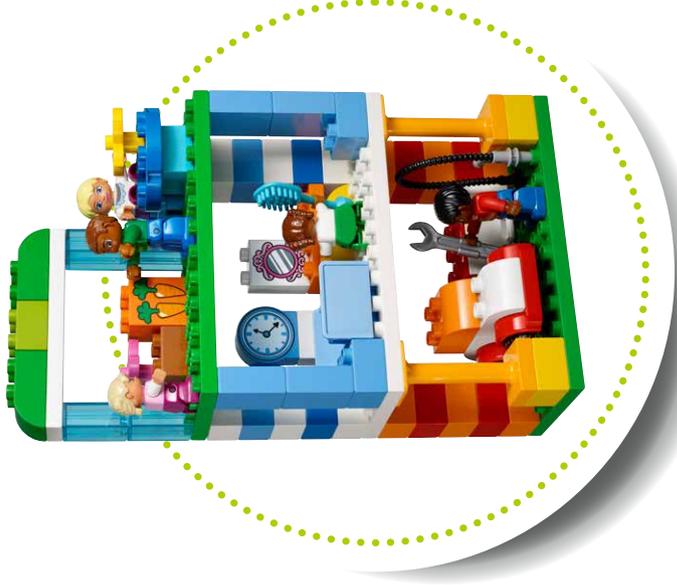
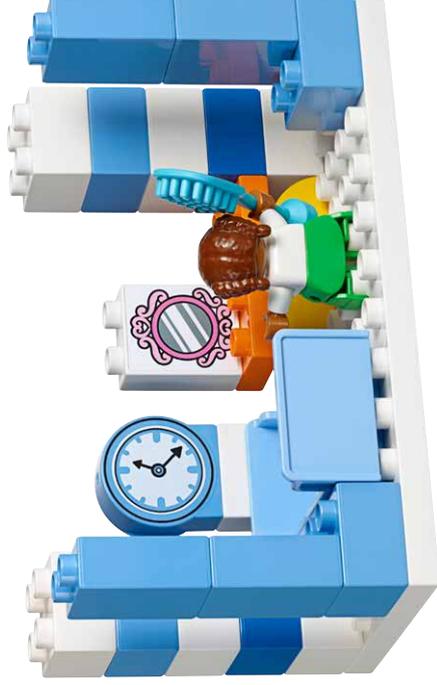
Vocabulary

Hardship



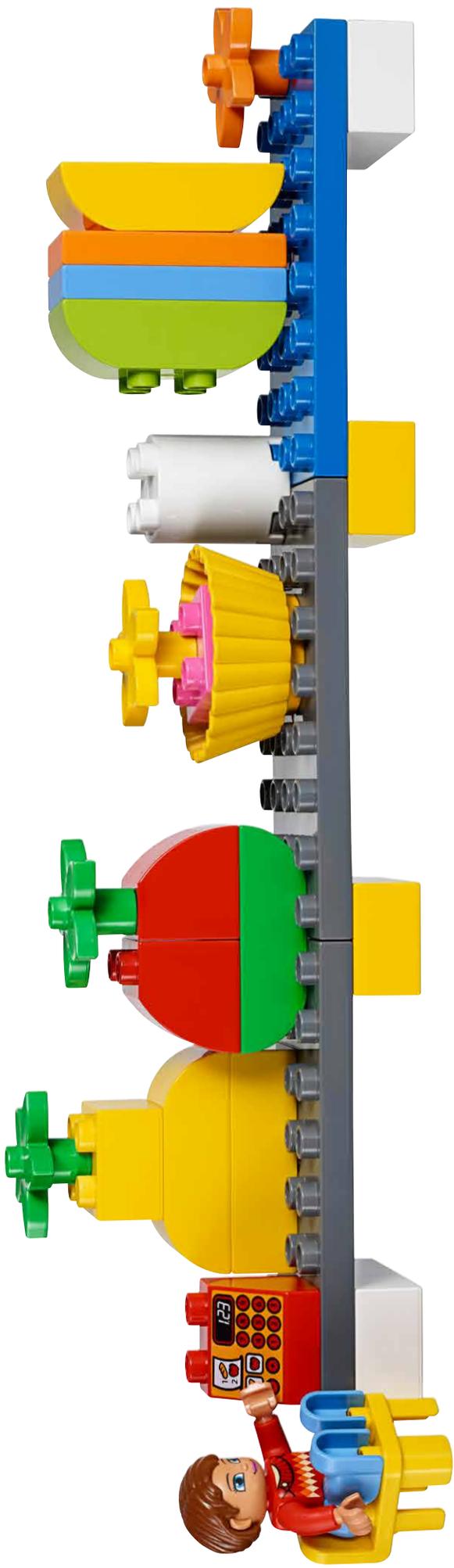
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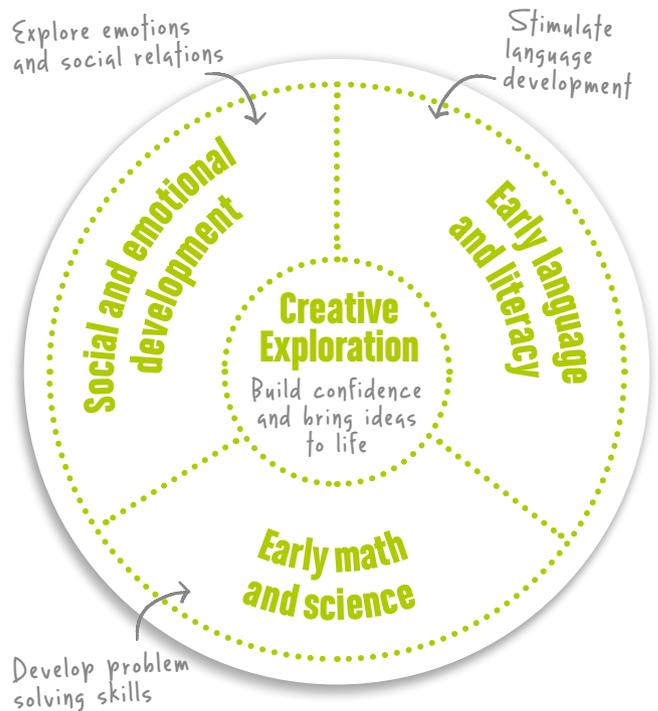








Help your preschoolers develop important skills



LEGO® Education Preschool solutions stimulate children's natural curiosity to explore together and learn through play. Our preschool solutions will support you in developing your preschoolers in the following ways:

- give them social skills to collaborate and communicate with the world around them
- let them discover their own capabilities and acquire fundamental life skills
- develop crucial skills for school readiness focusing on four key learning areas essential for early childhood development: Creative Exploration, Social and Emotional Development, Early Math and Science, and Early Language and Literacy

Find out more...

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