



W H A L E C L A S S

Circle Time Guide

Community Helpers

Week of Nov 30–Dec 4 · 13 minutes a day · ages 2.5–6

doctor · firefighter · police · bus · help

Everything you need, one page per day

Week Overview

 Print · laminate · ring-bind · hold this all week. One page per day, in your hand, at the circle. Every script here is word-for-word the same as the teachers' page. ❄️ 大雪 (Heavy Snow) falls next Monday, 7 December — Friday just flags that it is coming.

Five words they'll own by Friday

doctor

firefighter

police

bus

help

Littles (2.5–3)

One word + a gesture is a win: **“Help!”** (both hands waving), **“Doctor!”** (listen with a stethoscope), **“Bus!”** (steer a big wheel).

Bigs (4–6)

Sentence frames: **“This is a doctor.”** · **“The doctor helps me.”** · **“Who helps you?”** · **“Thank you!”**

Never ask a little for a sentence. They will get there by watching the bigs.

The week at a glance

- Mon The Doctor** — Magic Box: a real stethoscope. Game: Doctor, doctor (the class teddy is the patient). Shelf: Tray 3 · Little doctor tray.
- Tue The Firefighter** — Magic Box: a fire helmet and a length of hose. Game: Fire, fire! (hose the paper flames off the wall). Shelf: Tray 1 · Helper and tool matching.
- Wed The Police Officer** — Magic Box: a whistle plus a red and a green paddle. Game: Stop and go, on the signal, in silence. Shelf: Tray 2 · Helper 3-part cards.
- Thu The Bus Driver** — Magic Box: a steering wheel and a toy bus. Game: Drive the bus — chairs in a row, four called stops. Shelf: Tray 4 · Vehicle → helper matching.
- Fri Helpers Everywhere** — every prop back in the box + a basket of helper hats. Game: Hat quick-fire. Full song, top to bottom, awards home.

The 13 minutes, every day

2 min Magic Box hook — chant, shake, sniff, dramatic peek.

4 min Teach — the day's word, dramatised with the object. Get it wrong once on purpose.

3 min Song — chorus → today's new verse → chorus.

3 min Game.

1 min Close — whisper → normal → shout.

MONDAY

Day 1 • The Doctor

Today's words: **doctor** • **help**

Grab: a real **stethoscope** in the Magic Box (a toy one works, a real one is magic); the class **teddy**; a roll of bandage and a couple of plasters; the 医 card.

2 MIN MAGIC BOX HOOK

The box is light, and something inside it slides from end to end. Whole class chants:

EVERYONE "What's in the box? What's in the box?"

Shake it — a soft rubbery slither. Sniff it. Peek in, and pull your head back as if it might be alive.

TEACHER "It's got two long arms... and two little ears... and a silver plate on the end. I know exactly who this belongs to." (*lift out the stethoscope, put it on, and listen to your own heart with your eyes wide*)

Hands on chests. **"Doctor!"**

4 MIN TEACH • DOCTOR

The stethoscope goes round the circle, ten seconds each — every child listens to their **own** heart. Say it while they listen:

Listen... **boom-boom, boom-boom.** (*pat two beats on your chest*)

That's your **heart.** It's working! (*thumbs up*)

And when it doesn't feel right — who do we go to? (*hold the stethoscope up high*)

The **doctor!** The doctor **helps** me. (*both hands out, then a hug*)

Little's listen and say the one word: **"Doctor!"** Bigs take the whole frame: **"This is a doctor." "The doctor helps me."**

Then teddy is poorly. Teddy gets checked — heart, tummy, one bandaged arm — and every step is narrated out loud so the words land on a real action.

Teacher fails: *put the stethoscope on backwards, ear-pieces on your chest, listening plate at your ear, and nod wisely. "Mmm. Very healthy." Wait.*

Chinese moment: *lay the 医 card beside the stethoscope and say 医生 once. Then teach one whole sentence: 谢谢你! — because that is what you say to a helper, and it is the sentence of the entire week.*

3 MIN GAME • DOCTOR, DOCTOR

"One, two, three — eyes on me!" Teddy lies in the middle of the circle with the bandage beside him.

TEACHER "Teddy doesn't feel well. Who is the doctor today?" (*hand the stethoscope to one child — that child IS the doctor*)

The doctor listens to teddy's heart, then the class asks together: **"Are you better?"** Teddy nods. Everybody claps and says **"Thank you, doctor!"**

Six or seven children get a turn; each one gets the stethoscope, the bandage and the whole class thanking them by name.

Let the doctor bandage teddy's arm slowly, badly, and all by themselves. Nobody helps, nobody tidies it. The bandage going round and round is the fine-motor work, and it walks straight onto Tray 3 afterwards.

1 MIN CLOSE

Hands flat on chests, feeling for the heartbeat. Whisper → normal → shout:

EVERYONE "Who helps me? ... HELPERS HELP ME!" (*both hands thrown up on the shout*)

Got 3 spare minutes? *Doctor Ted (Andrea Beaty) — a bear who appoints himself doctor and diagnoses the whole school. They will want to be Ted for the rest of the week.*

Today's song moment: chorus → Monday's verse — "The doctor says, 'Say ahhh, ahhh, ahhh!' / She makes me better — hooray, hurrah!" → chorus. Chords and the whole song are on the Songbook page.

TUESDAY

Day 2 · The Firefighter

Today's words: **firefighter** (doctor · help come back)

Grab: a **fire helmet** and a little length of **hose** in the Magic Box; big paper flames (orange and red) stuck up on one wall with tape; the 火 card.

2 MIN MAGIC BOX HOOK

Today the box is **big** and it will not shut properly. Hold it up so they can see the lid lifting. Chant:

EVERYONE "What's in the box? What's in the box?"

Shake it — one heavy hollow knock. Sniff it, and pull a face: "...smoky."

TEACHER "It's hard. It's shiny. It's the wrong shape for a hat — but it IS a hat." (*lift out the helmet, put it on, and let the hose fall out of the box onto the floor with a thump*)

Siren arm, round and round. **"Firefighter!"**

4 MIN TEACH · FIREFIGHTER

Everybody stands. The whole class becomes the fire engine, with the actions:

Wee-oo, wee-oo! Here comes the truck! (*one arm circling above your head*)

Big red truck — it's **fast**. (*run on the spot*)

Hold the **hose**... (*two hands gripping, feet apart, brace*)

and **SSSSSHHH** — the fire is out! (*spray it side to side, then two thumbs up*)

Littles do the siren arm and shout **"Firefighter!"** Bigs owe you the sentence: **"This is a firefighter." "The firefighter helps me."**

Then the helmet goes round the circle. Every child wears it for five seconds, and while it is on their head the class asks them: **"Who are you?"** — and they answer.

Teacher fails: *point the hose at your own face and squint. "Right — where is this fire?" Turn slowly round the whole circle, hose still aimed at yourself. Wait.*

Chinese moment: the 火 card goes down beside yesterday's 医 — and it looks like a fire, so let them tell you that. Say 消防员 once, and 谢谢你! again. No drilling.

3 MIN GAME · FIRE, FIRE!

"One, two, three — eyes on me!" The paper flames are up on the wall at child height. The hose is the only prop.

TEACHER "FIRE! Where's the fire? ... Firefighters, get your hose!" (*everyone braces, two hands on an imaginary hose*)

Three children at a time carry the real hose to the wall and "put out" one flame each — **SSSSSHHH** — then take that flame off the wall and bring it back. Everybody else sprays from where they sit and counts the flames down out loud.

The wall is empty in about six turns; everybody has held the hose once.

Say it clearly, once, at the end, and never as a scary story: **a real fire is not a game — we walk out, and we find a grown-up.** Then straight back into the song.

1 MIN CLOSE

Helmets off, hands ready. Whisper → normal → shout:

EVERYONE "Who helps me? ... HELPERS HELP ME!" (*siren arms circling on the shout*)

Got 3 spare minutes? Firefighter Ted (Andrea Beaty) — yesterday's bear, new job. They will spot him before you turn the first page.

Today's song moment: chorus → Tuesday's verse — "Wee-oo, wee-oo! Big red truck! / Water on the fire — what good luck!" → chorus. Siren arm twice, then hands to cheeks.

Day 3 · The Police Officer

Today's words: **police** (doctor · firefighter · help come back)

Grab: a **whistle** in the Magic Box, plus a **red paddle** and a **green paddle** (paper circles taped to rulers); the 警 card.

2 MIN MAGIC BOX HOOK

Today the box is tiny, and it rattles like one hard sweet. Chant, shake it twice, hold it right up to your ear and listen.

EVERYONE “What’s in the box? What’s in the box?”

TEACHER “Something small... something very **LOUD**.” (*lift out the whistle, hold it up, put it to your lips — and pause for three whole seconds before you blow it*)

One short blast. Everybody freezes. Then: **“Police!”**

4 MIN TEACH · POLICE

Stand tall. Everybody copies the whole thing, twice:

The police officer stands so **tall**. (*stretch up, shoulders back*)
 She holds up her hand — **STOP!** (*flat palm out, red paddle up*)
 She waves us on — **GO!** (*big wave, green paddle up*)
 She keeps us **safe**. (*both arms round the whole circle*)

Littles say the one word with the flat palm: **“Police!”** or **“Stop!”** Bigs: **“This is a police officer.” “The police officer helps me.”**

Then the two paddles, held up one at a time in silence, and the class supplies the word. Swap fast. Swap slow. Hold the red one for an unreasonably long time and watch them wobble.

Teacher fails: hold up the **green** paddle and shout “STOP!” with total confidence. Then the **red** one: “GO!” Keep going until they are climbing over each other to correct you.

Chinese moment: the 警 card joins the row — 医 · 火 · 警. Say 警察 once, and add 停 (stop) and 走 (go) with the two paddles. One touch each, then move on.

3 MIN GAME · STOP AND GO

“One, two, three — eyes on me!” Everybody stands in a wide ring with room to walk. You hold the whistle and the two paddles.

TEACHER **Green paddle** — walk. **Whistle + red paddle** — **FREEZE**. (*no talking from you at all after the first round — the paddles do the instructing*)

Round and round the ring. Then hand the whistle and the paddles to one child and let them run it while you walk with the class and get caught moving on purpose.

Four or five children get to be the officer. Littles just stop and go with the group; that is the whole skill.

*Silence is the game. The moment you start narrating (“stop... now go...”) they listen to your **voice** instead of watching the **signal** — and the whole point of the exercise walks out of the door.*

1 MIN CLOSE

Flat palms up, held still. Whisper → normal → shout:

EVERYONE “Who helps me? ... HELPERS HELP ME!” (*palms turn into a big wave on the shout*)

Got 3 spare minutes? Officer Buckle and Gloria (Peggy Rathmann) — too long to finish in three minutes, so read only the safety-tip pages and save the dog for tomorrow.

Today's song moment: chorus → Wednesday's verse — “The police officer stands so tall, / ‘Stop!’ and ‘Go!’ — she helps us all!” → chorus. Both words spoken, not sung.

THURSDAY

Day 4 • The Bus Driver

Today's words: **bus** (doctor · firefighter · police · help come back)

Grab: a **steering wheel** (a paper-plate one is perfect) and a **toy bus** in the Magic Box; a bus card or an old ticket; a row of chairs, two by two; the 车 card.

2 MIN MAGIC BOX HOOK

The box is flat and wide today, and something rolls inside it when you tip it. Chant, then tip it slowly from side to side and let them hear it roll.

EVERYONE “What’s in the box? What’s in the box?”

TEACHER “Something round... and something with **WHEELS**.” (lift out the steering wheel first and turn it wildly, then the little bus, and drive it along your arm)

Both hands on an imaginary wheel. **“Bus!”**

4 MIN TEACH • BUS

You are the driver. Everybody steers with you:

Beep, beep, beep! Here comes the bus. (press an imaginary horn three times)

Doors open... **ssshhh**. (two hands sliding apart)

Everybody **on**. (step, step, step on the spot)

The driver drives — and the driver **helps** us get there. (steer big and round)

Littles steer and say **“Bus!”** Bigs: **“This is a bus driver.” “The bus driver helps me.” “The bus takes me to school.”**

Then go round the circle with a real question: **how do YOU come to school?** Bus, car, bike, walk, scooter, grandma’s arms. Count each answer out loud on your fingers — it is real data about real children and they are gripped by it.

Teacher fails: put the steering wheel flat on your **head** like a hat and announce, delighted, “Right — I am driving the bus.” Steer with your ears. Wait.

Chinese moment: the 车 card goes down — 医 · 火 · 警 · 车 in a row now; point along and let them read the pictures. Say 司机 once, then count the class onto the bus in Chinese: 一个人, 两个人, 三个人...

3 MIN GAME • DRIVE THE BUS

“One, two, three — eyes on me!” The chairs are in pairs like bus seats; the steering wheel sits on the front one.

TEACHER “Next stop... the **shop**! Who gets off at the shop?” (one child drives, the rest are passengers)

Call four stops — the shop, the park, the hospital, school. Children get on and off at their stop and say where they are going. Littles just get on and off with the group and say **“Bus!”** Bigs: **“I get off at the park.”**

Swap the driver every stop; the old driver hands the wheel over and says **“Thank you, driver!”**

Call **hospital** as one of the stops and let the class wave at Monday’s doctor as they pass. Threading the week’s helpers through today’s game costs nothing and does half of Friday’s review for you.

1 MIN CLOSE

Everybody steering, still in their seats. Whisper → normal → shout:

EVERYONE “Who helps me? ... **HELPERS HELP ME!**” (three big horn presses on the shout)

Got 3 spare minutes? The Wheels on the Bus — sing it, don’t read it, and let the “driver” from the game do all the actions at the front.

Today’s song moment: chorus → Thursday’s verse — “Beep, beep, beep goes the big blue bus, / Round and round — it carries us!” → chorus. Everybody steering, swaying side to side.

Day 5 • Helpers Everywhere + Big Review

Today's words: **doctor • firefighter • police • bus • help** — the whole week

Grab: the Magic Box packed with **every prop from the week** plus a basket of **helper hats** (doctor's headband, fire helmet, police cap, driver's cap, a teacher's glasses); the awards (print pack page 17); the 帮 card.

2 MIN MAGIC BOX HOOK

The box comes out fat and bulging and will not shut at all.

TEACHER "Today the box is FULL — it's got our whole WEEK inside it!"

Pull each prop out and hold it up in complete silence. They will supply the word before you can.

The stethoscope → **"Doctor!"** The helmet → **"Firefighter!"** The whistle → **"Police!"** The steering wheel → **"Bus!"**

Last of all, the basket of hats. Tip it out in the middle of the circle. Hands out, waving: **"HELP!"**

4 MIN TEACH • HELP, THEN THE WHOLE WEEK

Everybody stands. We tell the whole week with our bodies, twice — slow, then fast:

Doctor — boom-boom, boom-boom. (*listen to your own heart*)

Firefighter — sssshhh! (*hold the hose, spray it wide*)

Police — STOP! and GO! (*flat palm, then a big wave*)

Bus — beep, beep, beep! (*steer, and press the horn*)

And they all... **HELP** me! (*both hands out, then pulled into a hug*)

Littles do the five gestures and shout the five words. Bigs owe you a whole sentence each: **"This is a firefighter."** **"The firefighter helps me."** **"Thank you!"**

Then the real question, one child at a time, right round the circle: **"Who helps YOU?"** Mum, dad, teacher, grandma, my big sister — every answer is right, and the answer is almost never a uniform.

Teacher fails: put the fire helmet on and announce "I am the doctor." Listen to teddy's heart through the helmet. Nod. Wait for the roar.

Chinese moment: the 帮 card finishes the row — 医 · 火 · 警 · 车 · 帮, the whole week on the mat. Say the five jobs once each — 医生 · 消防员 · 警察 · 司机 · 老师 — then everybody bows and says 谢谢你! together. Next Monday is 大雪, the heavy-snow term; tell them it is coming and leave it there.

3 MIN GAME • HAT QUICK-FIRE

"One, two, three — eyes on me!" All five hats in a heap in the middle. You kneel beside them.

TEACHER (*put a hat on — say nothing at all*) ...and wait.

They shout the helper. Fire helmet → **"Firefighter!"** Police cap → **"Police!"** Bigs get the sentence in before the next hat lands: **"The police officer helps me."**

Go faster and faster, then hand the hats to a Big and let them run it while you sit in the circle and get it wrong on purpose. Finish with every child wearing one hat for the song.

Last round, put a hat on a **child** instead of yourself and ask the class **"Who helps us?"** — and let them answer with that child's name. That is the sentence you actually want them leaving with.

1 MIN CLOSE + AWARDS

Every child gets a "You are a STAR!" award to take home. Then, all in their hats, with all five gestures:

EVERYONE "Who helps me? ... HELPERS HELP ME!" (*hats lifted right off and waved overhead on the shout*)

Got 3 spare minutes? Whose Hat Is This? (Sharon Katz Cooper) — one hat per page, and by page three they are answering it before you ask.

Today's song moment: Friday's verse — "Helpers, helpers everywhere, / Thank you, thank you — we all care!" — then the WHOLE song, top to bottom, every child in a helper hat. That run-through **is** the week's review.

★ Theme Song · “Who Helps You?”

The one song of the week — sung at every circle. Same chorus daily, one new verse each morning, full song on Friday.

C (0003)

F (2010)

G7 (0212)

Strum: Down · Down · Down-Up (“sing — song — sing-a”). Can’t manage it yet? Four slow downs per bar works fine — the kids only hear the fun.

Tempo: bright and marching, like a fire engine on its way — this is a going-somewhere song, not a lullaby.

Three chords only this week — C, F and G7 — and all five verses are just C and G7, so once you can change C → G7 → C you can play every verse in the book. Chant it without the uke first; add the chords once they know the actions.

CHORUS — SING IT EVERY SINGLE DAY

C Who helps you? F Who helps C you? (open hands, ask a friend)

F Doctors and C drivers and G7 firemen C too! (count three on your fingers)

C Beep goes the F bus, wee-oo the C fire truck, (steer a wheel, then a siren arm)

F Thank you, C thank you — G7 helpers help C you! (thank-you hands, small bow)

Sing the chorus twice each time. The actions are the whole point — a two-year-old who steers a wheel, makes a siren arm and bows at the end has understood the week, whether or not a single word comes out.

ONE VERSE A DAY — EVERY VERSE IS JUST C AND G7

Monday · Doctor

C The doctor says, “Say ahhh, ahhh, ahhh!” (mouth wide, three times)

G7 She makes me better — C hooray, hurrah! (both arms punched up)

Tuesday · Firefighter

C Wee-oo, wee-oo! Big red truck! (siren arm, twice)

G7 Water on the fire — C what good luck! (spray the hose, then hands to cheeks)

Wednesday · Police

C The police officer stands so tall, (stretch up on tiptoe)

G7 “Stop!” and “Go!” — C she helps us all! (flat palm, then a big wave — both words spoken, not sung)

Thursday · Bus driver

C Beep, beep, beep goes the big blue bus, (three horn presses)

G7 Round and round — C it carries us! (steer a big slow circle)

Friday · Help

C Helpers, helpers everywhere, (both arms swept round the room)

G7 Thank you, thank you — C we all care! (thank-you hands, then hands to heart)

The build: each day sing chorus → today’s verse → chorus. By Friday they know five verses without ever “learning” the song — and Friday’s finale, sung with every child in a helper hat, doubles as your review of the whole week.

IF YOU'RE BRAND NEW TO UKULELE

Practice this loop for five minutes tonight: C (4 strums) → F (4 strums) → C → G7 → C. That is the entire chorus, and the verses need only two of those three. C is one finger, F is two, G7 is three — learn them in that order and stop when your hand complains. If your fingers get stuck, put the uke down and do the finger-play instead: the class will not notice, and the actions carry the meaning either way.