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# Teacher Toolkit — Early Years (Ages 5–7)

Printable resource • Activities, teacher notes, and child-facing worksheets

## Learning Objectives

- Understand what a simple 'thinking machine' or 'robot helper' is in everyday terms.
- Practice asking clear questions and noticing patterns.
- Use drawing and storytelling to describe ideas about technology and helpers.

## Teacher Notes

Duration: 30–45 minutes. This lesson is suitable for circle time or a short workshop. Focus on play, curiosity and simple language. No devices required for children; demonstrations can be done by the teacher.

1. Start with a short story: "A friendly helper who listens and answers". Ask children what helpers they know.
2. Explain that some helpers are machines that can look at lots of examples and learn to guess answers — like when they learn letters or songs.
3. Keep the language concrete: "It can help us find pictures, tell stories, or count things." Emphasize that the machine follows rules and sometimes makes mistakes.
4. Encourage kindness — remind children machines don't have feelings, and it's important how we use them.

## Activity 1 — Draw Your Helper

Ask the children to draw a picture of a helper machine. It could be a robot, a talking box, or anything they imagine.

Drawing space — encourage crayons/markers

Teacher prompt: "What would your helper do?" Write one sentence below, or help the child write it.

## Activity 2 — Ask a Good Question

Practice asking one short, clear question. Model examples: "What sound does a cat make?" vs. a long vague question.

1. Teacher models: say a question out loud and have kids repeat.
2. Each child thinks of a question and says it to a partner.

**My question:**

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### Activity 3 — Pattern Spotting

Show a short sequence of images or objects (e.g., red, blue, red, blue). Ask children what comes next.

**Example pattern:** ● ● — What comes next?

Teacher note: Use simple objects — blocks, colored cards, or pictures.

### Activity 4 — Tell a Tiny Story

Children invent one-sentence stories about their helper. They can draw and then tell the class.

**My tiny story:**

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### Reflection & Assessment

Use these quick checks to see what children understood:

- Can the child name one thing a helper machine could do?
- Did the child ask a simple question?
- Did they spot a simple pattern?

Assessment tip: Use a thumbs-up/thumbs-down or smiley faces instead of written tests for this age group.