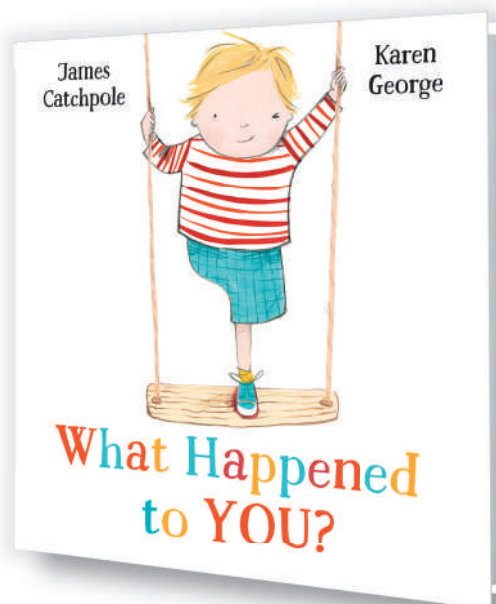


# What Happened to YOU?

## Learning resources

Level: EYFS & Year 1



### Learning Resources for *What Happened to You?*

**Reading Guide**  
**Follow Up Lesson Plan**  
**Approximate time: 30 minutes each**  
**Materials: Book, Anchor Chart, Markers**

**Level:**  
**EYFS & Year 1**

**Teacher's Note:** Not to expect or pressure any disabled children in the classroom to share their experiences for the class during this lesson. Also, some children may not choose to identify as 'disabled,' and that's up to them.

#### Overall Learning Objectives

- **As a mirror:** for disabled children to understand that they are entitled to have boundaries, to protect their own privacy, and to expect respect from their peers and those around them. Any information they wish to share about their experiences or medical condition is at their own discretion and comfort.
- **As a window:** for non-disabled readers, to see how asking intrusive questions can be upsetting and othering to disabled people, and indeed, to anyone. Do not ask people, especially strangers, personal questions about their body.
- Disabled means your body or your mind works differently from other people's.
- Disabled people have to work out their own ways of doing things, and that's fine. But being singled out as different isn't fine.

#### Essential Background Knowledge

There are many different kinds of disabilities. Some are visible, which means that we can see them when we look at the person, and some are invisible, which means that we can't see their disability. Either way, a disabled person's disability is normal for them.



@faberchildrens @thecatchpoles @karengorge\_books

www.whathappenedtoyou.co.uk | Resources written by @readwithriver

**Specific learning points that may naturally arise during reading and follow up lesson:**

- It is normal to have questions and be curious when you see someone who looks different from you, but save those questions for later and ask a trusted adult to help you learn more about it.
- An example of not asking people we don't know personal questions about their bodies: Can you think of a grown-up man you know who has lost most of his hair? Imagine you saw a bald man you didn't know, in the street. Would you go up to him and ask: 'What happened to your hair?'
- Your disabled friends may eventually wish to tell you about their disability but it is up to them if, when, and how they tell you, and once they do tell you, it is not your story to tell other people.\*

- How to be an ally: Not asking 'what happened to you?' is a good start, but we can also choose to step in when we see other children surrounded in the playground, being asked intrusive questions about their disability.
  - o Take action by asking them if they are okay, and telling the other kids what they're doing is rude.
  - o Standing in the mob and listening while other kids ask questions is not okay.

\* When is it okay to tell someone something a friend told you in confidence? For instance, if your friend is being hurt by someone or in danger, you tell an adult you trust like a teacher. But you don't go around telling everyone in the class. It's the same with all personal confidences, including those around a friend's disability.

**Further resources to support this discussion:**

**thecatchpoles.net**

Article:

'How to Talk to Your Child About Disability'

**For more recommended picture books with disability representation see James and Lucy Catchpole's selective list:**

<https://thecatchpoles.net/2020/08/10/disability-in-kids-books-a-list-by-two-disabled-people-in-publishing/>



**Success criteria can look like**

- Students participating and sharing respectfully in discussion.
- Students asking relevant questions.
- Students coming back to look at the book later.

**Accommodations & Modifications**

- Students with vision or hearing impairment should be given a spot closer to the book.
- Students who require a stimming aid should have access.
- Students should be given the opportunity to look at the book independently later.





Reading Guide	<i>What Happened to You?</i> James Catchpole & Karen George	Accommodations & Directions
1	<p><b>Minds on: Pre-Reading</b></p> <p>Begin with a class brainstorm: ‘What is a disability and what do we do when we meet someone who is disabled or looks different?’</p> <p>Gauge how much background discussion you need to support understanding of this reading.</p>	<p>On anchor chart paper brainstorm the meaning of ‘Disability’.</p>
2	<p><b>Read: <i>What Happened to You?</i></b></p> <p>Questions during reading: ‘How do you think Joe feels?’</p>	<p>Point out facial cues and discuss what emotions they indicate.</p>
3	<p><b>Post Reading Questions</b></p> <ul style="list-style-type: none"> <li>• What could these kids have done differently?</li> <li>• What did the kids do that was right?</li> <li>• If you saw a bunch of kids asking a disabled child questions like this, what can you do?</li> </ul> <p>You can go in and tell them to leave the kid alone and ask the kid if they want to play with you or if they’re okay.</p> <ul style="list-style-type: none"> <li>• ‘Why do you think we didn’t find out why Joe only has one leg?’</li> </ul> <p>Because it’s none of our business.</p>	<p>Depending on attention span choose one or more of these questions, or pause for opportunity for kids to move around before continuing.</p> <p>Their thoughts should be recorded on the anchor chart for follow up lesson discussion.</p>





Follow Up Lesson Plan <i>What Happened to You?</i>		
<b>Follow Up Lesson Plan: Social Stories Making Friends</b> <b>Approximate time: 30 minutes</b> <b>Materials: Previously made brainstorm chart, book, anchor paper, markers</b>		<b>Level:</b> <b>EYFS &amp; Year 1</b>
<p><b>Teacher’s Note:</b> Not to expect or pressure any disabled children in the classroom to share their experiences for the class during this lesson. Also, some children may not choose to identify as ‘disabled,’ and that’s up to them.</p>		
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate an understanding of appropriate social scripts, through writing, drawing, speaking or acting out.</li> <li>• Students creatively or orally express feelings around meeting new people.</li> <li>• Students are polite and courteous towards one another.</li> </ul>		
Lesson Plan Agenda	<i>What Happened to You?</i> James Catchpole & Karen George	Accommodations & Directions
1	<p><b>When we meet someone, how can we show them we want to be friends?</b></p> <p><b>Brainstorm</b> in small groups, ‘How do we make friends?’</p> <p>Students can write or draw out their ideas on chart paper to share with the class.</p>	<p><b>Accommodations:</b> Accessible writing utensils should be made available for students who require fine motor support.</p> <p>If a student prefers to work alone they may do so on their own chart, writing journal, or speech to text computer.</p> <p><b>Modification:</b> Students can be provided with puppets or dolls to act out a social interaction scene with friends, teaching aide, or teacher.</p>



2	<p><b>Practice</b></p> <p>Using anchor chart paper write out the following prompts to begin class discussion on how we meet someone new politely.</p> <p><i>We introduce ourselves before we ask questions</i>  <i>'Hi my name is _____ and</i>  <i>I am _____ years old.</i>  <i>I really like _____.'</i></p> <p><i>Then you CAN ask the new person questions but remember we <b>do not</b> ask people questions about their bodies. You can ask:</i>  <i>Their name.</i>  <i>Their age.</i>  <i>If they would like to play with you.</i>  <i>What they like to do best.</i>  <i>What their favourite book or TV show is.</i></p> <p><i>What are some other things you might ask someone you've just met?</i></p>	<p><b>Social Script:</b>  <i>'Hi my name is _____ and</i>  <i>I am _____ years old.</i>  <i>I really like _____.'</i></p> <p><i>What are some other things you might ask someone you've just met?</i></p>
3	<p><b>Explore</b></p> <p>Pick someone in your class who you don't know very well! (Probably best for the teacher to choose.)</p> <p>In pairs, let's get to know each other! Try asking these questions to each other and find out what you have in common!</p>	<p><b>Modification:</b>  Students can be provided with dolls/puppets to act out these scenarios together.</p>
4	<p><b>Reading</b>  <b><i>What Happened to You?</i></b>  This should be the second time this has been read and students will be familiar with the text.</p> <p>Take a moment to review the previous reading's discussion (which you should have saved on an anchor chart).</p> <p>Allow students to make connections from today's exploration of making friends with what unfolds in the story.</p>	<ul style="list-style-type: none"> <li>• Students with vision or hearing impairment should be given a spot closer to the book.</li> <li>• Students who require a stimming aid should have access.</li> <li>• Students should be given the opportunity to look at the book independently later.</li> </ul>





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**Create**

**Option 1:** With the partner you were assigned above, write out the things you have learned about your new friend.

**Option 2:** Draw a picture of yourself and your friends. Label the picture with your name, and what you like to do together.

**Option 3:** Cut out paper dolls and act out a social story of making friends.

**Option 4:** Act out a scene of making friends and record it using your classroom iPad/tablet.

