

Why is Teddy Feeling Unwell?



Making decisions and having choices are important aspects of early learning. Even a young baby makes a choice when they reach out for one of the two objects in front of them. Encouraging all children to express and act on their preferences builds and strengthens a sense of responsibility for themselves and the notion that they are active contributors to their own and others' experiences.

KEY CONCEPT:

Illness (Being unwell)

KEY WORDS:

Unwell, ill, fear, worry, tiredness, grumpiness, greed, safety, activity, sport, healthy, unhealthy, upset, sad, sick, symptom

LEARNING INTENTION:

We are learning to understand what it means to be unwell

SUCCESS CRITERIA:

We will remember to:

- Reflect on our own experiences of being unwell
- Compare different feelings and symptoms of being unwell
- Identify things that could make us and Teddy feel unwell
- Sort information to make sense of it
- Work together to solve a problem and reach a group decision

STRATEGY USED:

Mystery

1. Identify Important Concepts:

Sit in a circle with your children and explain that you have a mystery to solve. Introduce everybody to a Teddy bear or soft toy and say, 'Teddy has been feeling very unwell today and I was hoping you would help me discover why'.

Ask your children to think about their own experiences of being unwell and what they did. It is good to unpack these ideas and test them against general and specific examples, each time returning to the key questions:

- What does it mean to be 'unwell'?
- Would 'x' make Teddy unwell?
- Is 'x' the same as being unwell?

2. Challenge Children's Understanding:

Here are some examples of cognitive conflict we expect your children to experience:

Cognitive Conflict About Being Unwell

| Opinion | Conflicting opinion |
|---------------------------------------|--|
| When I am unwell, I feel really bad | I feel really bad when I get into trouble but I am not unwell |
| If you have tummy ache you are unwell | I get tummy ache when I am really excited about something |
| Being unwell is always horrible | When I am unwell I get extra cuddles and attention which is nice |

Create challenge using some of these questions:

- What does 'unwell' mean?
- How do you feel when you are 'unwell'?
- Can you feel unwell but still be well?
- What is the difference between being sad and being unwell?
- What is the difference between being hurt and being unwell?
- What is the difference between being tired and being unwell?
- What is the difference between being worried and being unwell?
- Can you be unwell without being sad?

3. Construct Understanding Together:

Help your children make sense of their thoughts using one or more of the following activities:

With your children still sat in the circle, return the discussion to Teddy, saying:

'Teddy is still feeling unwell and we need to find out what is wrong with him. Can you help me look at the clues and try and work it out?'

Introduce the mystery cards and read them out one at a time. Draw attention to the picture and place them all face up in the centre of the circle.

Ask your children to identify any clues that they think might be important e.g. one child might pick up the picture of 3 bananas and say, 'I think teddy is unwell because he ate all the bananas and it gave him a tummy ache.'

Encourage your children to justify their decisions with reasons, using some of the following questions to encourage them further:

- Why do you think that made him unwell?
- Is that the only reason he is unwell?
- Is that the most important reason for him being unwell?
- Does everyone agree?
- Does anyone disagree and think this did not make him unwell?
- Does anyone think that there is a different reason for him being unwell that is more important than this one?
- Are there any clues that you feel are definitely not reasons for him being unwell?

You can support your children to sort the information cards in some of these different ways:

- Good clues, bad clues, not sure
- Make links between cards with common information
- Physically unwell and emotionally unwell

Help your children to talk about the sorting criteria they use as they place the clues into groups. For example, if they decide unwell means having a tummy ache then cards relating to this should go into one pile and other clues into another pile.

Alternatively, they can place the clues on a line of rope or string with the most significant clue at one end and the least significant at the other end. They should evaluate each piece of information in relation to the rest of the clues.

EXTENSION / SIMPLIFICATION:

To extend the activity, you could ask your children to consider what information is missing and to separate clues that say what did happen from clues that say what might have happened.

For example:

We are told

- Teddy went to a party
- He played lots of football
- He ate 2 small cakes and 3 bananas and some berries from a bush
- He drank lots of orange juice

We are not told

- What else he ate that day
- What else he ate at the party
- If the berries were safe to eat or not, at what time he ate these things
- If he ate them all at once
- If he had any allergies or intolerances
- If he was feeling unwell before he went to the party
- If he was feeling unwell before he ate or drank any of the things listed
- What kind of party it was
- When he played football
- If he likes parties or football

NB. Encourage your children to question the relevance of the missing information.

We can guess:

- He got a tummy ache from eating all the food at once
- The berries from the bush were inedible so made him unwell
- He ate the food and drank the juice then jumped around at the party and played football with a full tummy which made him feel unwell
- He was very hungry as he had only snacked on things over the course of the day and this made him have a tummy ache
- The party was a football party
- The party was in the morning and he played football all afternoon and this made him tired which gave him a headache
- He had a tummy bug, caught from another child at the party, and this made him unwell
- He had a tummy bug or a head cold and it had nothing to do with any of the clue cards
- He got hit on the head with the football and this made him feel unwell

4. Consider The Learning Journey:

Your children should consider how they came to their decision and the process they went through to get there. These questions should help to prompt their thinking:

- How did you decide on what made Teddy unwell?
- Is it important to agree an answer together?
- Which clues really helped?
- If there had been no clue cards how could you have solved the mystery?

Transfer Activities

- Encourage your children to find out from their parents which childhood illnesses they have already had and what the symptoms and treatments for those were and how long the illness lasted.
- You could move your children's attention on to how to prevent illness and the concept of 'Being Healthy'. They can look at healthy eating, exercise, good personal hygiene, simple food hygiene and immunisation.
- Encourage your children to set up a teddy bear treatment centre where they help all poorly teddies to get better.

ACTIVITY:
Why is Teddy Feeling Unwell?
1-1

Teddy had to get up very early



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ACTIVITY:
Why is Teddy Feeling Unwell?
1-2

Teddy argued with his friends



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ACTIVITY:
Why is Teddy Feeling Unwell?
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Teddy ate 3 bananas



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ACTIVITY:
Why is Teddy Feeling Unwell?
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Teddy ate berries he had picked



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ACTIVITY:
Why is Teddy Feeling Unwell?
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Teddy ate too many cakes



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ACTIVITY:
Why is Teddy Feeling Unwell?
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Teddy drank lots of juice



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Teddy fell over and hurt his knee



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ACTIVITY:
Why is Teddy Feeling Unwell?
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Teddy had a long lie in



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ACTIVITY:
Why is Teddy Feeling Unwell?
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Teddy played football for a long time



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Teddy was at a party



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Teddy was on his computer late at night



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Teddy went out in the rain



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