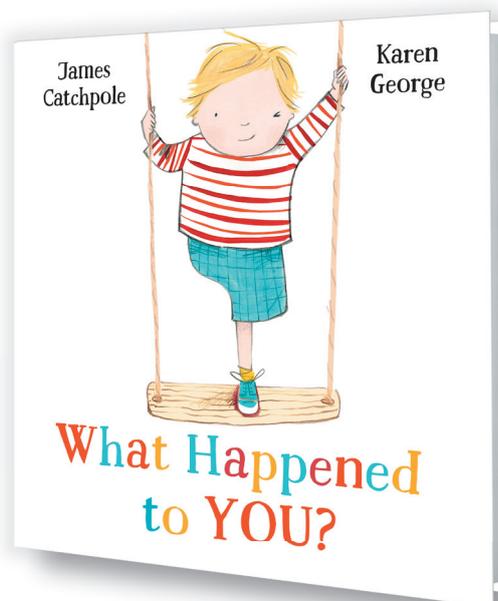


What Happened to YOU?

Learning resources

Level: Years 2, 3 & 4



Learning Resources for *What Happened to You?*

Reading Guide
Follow Up Lesson Plan
Approximate time: 30 minutes each
Materials: book, anchor chart, markers

Level:
Year 2, 3, & 4

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.
 - Take action by asking them if they are okay, and telling the other kids what they're doing is rude.
 - 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 should 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/>



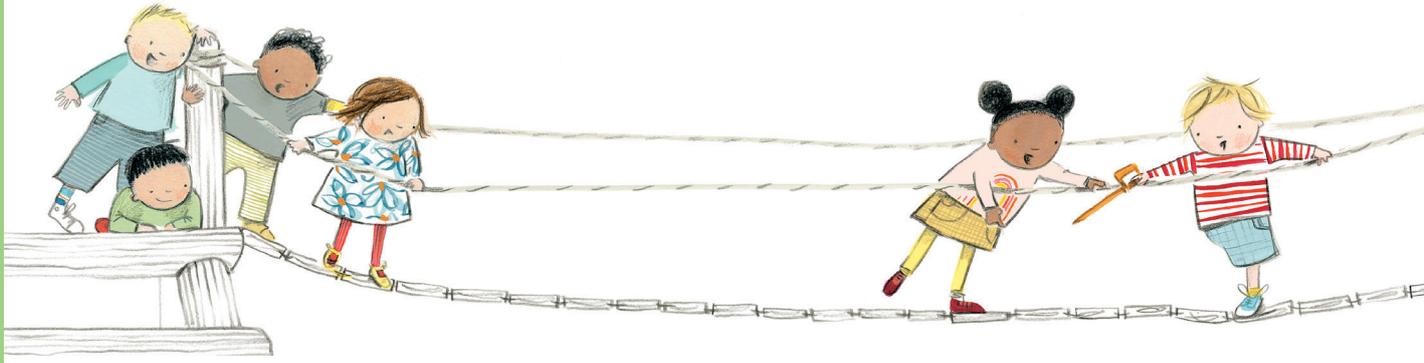
Success criteria can look like

- 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>Minds on: Pre-Reading</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>Read: <i>What Happened to You?</i></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>Post-reading Questions</p> <ul style="list-style-type: none"> - ‘What could these kids have done differently?’ - ‘What did the kids do that was right?’ - ‘If you saw a bunch of kids asking a disabled child questions like this, what could you do?’ <p>You could 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"> - ‘Why do you think we didn’t find out why Joe only has one leg?’ <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>		
Follow Up Lesson Plan: Making Connections Beyond the Text Approximate time: forty-five minutes' instruction Project Completion: Dependent on depth of exploration Materials: Previously made brainstorm chart, book, anchor paper, markers, computer access		Level: Year 2,3, & 4
<p>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.</p>		
<p>Success Criteria</p> <ul style="list-style-type: none"> • Students are able to make one or more relevant connections between the text and their lives or other texts. • Students express their feelings on this issue and reflect on what it means in a coherent manner. • Students participate in problem solving as a class. • Students demonstrate ability to search for further information using the tools at their disposal. 		
Lesson Plan & Activities	<i>What Happened to You?</i> James Catchpole & Karen George	Accommodations & Directions
<p>1</p>	<p>Reading <i>What Happened to You?</i> This is a follow-up class reading. Take the opportunity to reflect with students and remind them of the concepts discussed previously.</p> <p>Pull out the anchor chart you made together during the first reading to guide discussion.</p> <p>Give students the option of the following three assignments, the third assignment might take several days.</p>	<ul style="list-style-type: none"> • Students with vision or hearing impairment should be given a spot closer to the book. • Students who require a stimulating aid should have access. • Students should be given the opportunity to look at the book independently later.



2	<p>Assignment 1</p> <p>Making connections to ourselves Reflect in your journal on a time when people made you feel uncomfortable or upset by asking questions. If you do not wish for your teacher to read your response, fold your paper inwards.</p>	<p>Accommodations: Accessible writing utensils or text to speech program should be made available for students who require fine motor support.</p> <p>Modifications: Students may select Assignment 2 if this makes them uncomfortable.</p>
3	<p>Assignment 2</p> <p>Making connections to our other learning goals Discuss together how this story is like or unlike other novels and stories you have read as a class. Follow up with a piece in your writing journal comparing and contrasting it to another character in a story or book you have read.</p>	<p>Modification: Students could compare to other forms of media they are familiar with.</p>
4	<p>Assignment 3</p> <p>Making connections to our communities and the world Being polite when meeting a disabled person is a good first step, but lack of accessibility in our communities and the world at large is a massive problem. How can your school, neighbourhood or community be more accessible to disabled people? What steps can you take as a class to work towards improving accessibility together?</p> <p>For example, is your playground accessible? If not, what steps need to be taken to fix this? Writing a letter to your local council, mayor's office or local planning department is one possible step.</p> <p>This project can be carried out independently, in pairs or small groups. Students will need to do research and require guidance from the teacher in this process.</p> <p>This is an opportunity to learn more about how your community is run, and how accessibility matters are decided in your town.</p>	<p>Accommodations: Accessible writing utensils or text to speech program should be made available for students who require fine motor support.</p>

