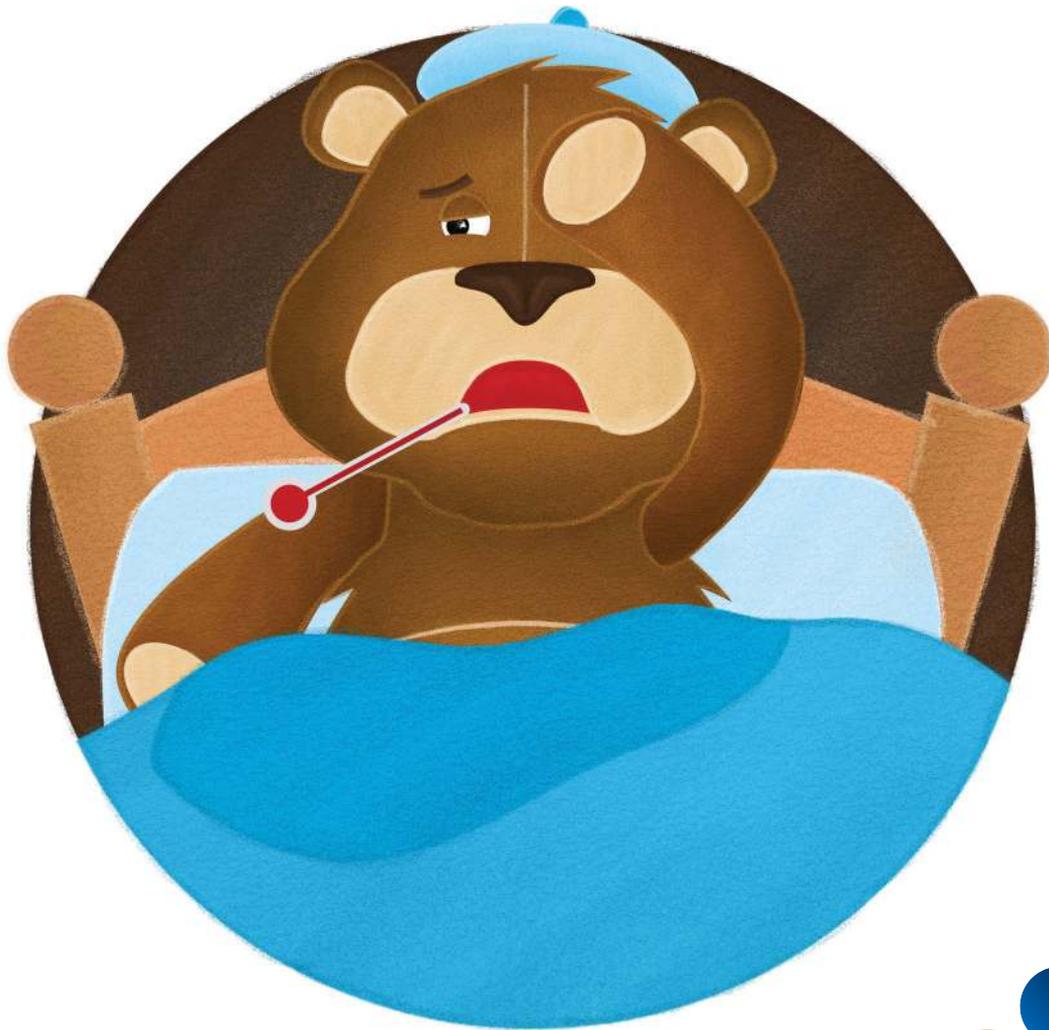


Why is teddy unwell?

AGE RANGE: Primary



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Why is Teddy Feeling Unwell?

KEY CONCEPT:

Being unwell

KEY WORDS:

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

LEARNING INTENTION:

We are learning to understand what it means to be unwell

SUCCESS CRITERIA:

We will remember to:

- Students have questioned what 'being unwell' means
- Students have inquired into different interpretations of being 'unwell'
- Students have justified their ideas with reasoning
- Students have challenged their own and each others preconceptions and reasoning about what it is to be 'unwell'
- Students have worked towards creating a new individual and shared understanding and definition of being 'unwell'

STRATEGY USED:

Mystery

1. Identify Important Concepts:

Young children often confuse the term 'unwell' with any kind of hurt, physical or emotional, or often with any negative feeling.

It is good to unpick 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:

Questions for 3-7 year olds:

- What does 'unwell' mean?
- How do you feel when you are 'unwell'?
- Can you feel that way 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?

Questions for 7-11 year olds

- What is the difference between feeling unwell and being unwell?
- Are you only unwell if you think you are unwell?
- Can you be fit and healthy and still be unwell?
- Can you be unfit and unhealthy and be well?
- What are the different forms of being unwell?
- Is a person's well-being the same as them being well?
- Are we all responsible for our own well-being?
- What are the links between physical and mental well-being?

Main Activity

Sit in a circle with the students and explain that you have a mystery to solve. Introduce the students 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'.

Discuss what it means to feel unwell. See the problematize questions above.

Ask the students to think about their own experiences of being unwell and what they did.

Use the mystery cards to decide why Teddy is feeling unwell. Read out each card in turn, drawing attention to the picture and place them all face up in the centre of the circle.

3. Construct Understanding Together:

Ask each student in turn to talk about one of the clues eg one student 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"

Each time the students should be encouraged to justify their decisions with reasoning and support this with general and specific examples.

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 cards 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:

- Relevant, irrelevant, not sure
- Make links between cards with common information
- Physically unwell and mentally/emotionally unwell

The students should be encouraged to talk about the sorting criteria as they place the clues into groups eg 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 cards on a continuum (line of rope or string) with the most significant reason 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:

The older students should be asked to consider what information is missing and to separate facts from information inferred or deduced. They should use the facts to develop their skills of inference, deduction and reasoning.

What are we told? What are we not told? What information can we infer from the cards?

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

The students should question the relevance or not of this missing information.

We can infer:

- He got a tummy ache from eating all of 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 etc.

4. Consider The Learning Journey:

The students should consider how they came to their decision and the process they went through to get there.

- How did you make your decision?
- Is it important to agree an answer together?
- What helped solve the mystery?
- If there had been no clue cards how could you have solved the mystery?

ACTIVITY:
Teddy's Unwell

Teddy had to get
up very early



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ACTIVITY:
Teddy's Unwell

Teddy argued
with his friends



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ACTIVITY:
Teddy's Unwell

Teddy ate 3
bananas



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ACTIVITY:
Teddy's Unwell

Teddy ate berries
he had picked



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ACTIVITY:
Teddy's Unwell

Teddy ate too
many cakes



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ACTIVITY:
Teddy's Unwell

Teddy drank
lots of juice



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ACTIVITY:
Teddy's Unwell

Teddy fell over and
hurt his knee



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ACTIVITY:
Teddy's Unwell

Teddy had a
long lie in



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ACTIVITY:
Teddy's Unwell

Teddy played football
for a long time



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ACTIVITY:
Teddy's Unwell

Teddy was at
a party



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ACTIVITY:
Teddy's Unwell

Teddy was on his
computer late at night



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ACTIVITY:
Teddy's Unwell

Teddy went out
in the rain



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