



The
Leprosy
Mission



Teaching resources:
Early Years



Having shared the Bela book with your class, here are some activities that you could use in your Early Years setting.

Do let us know how you got on and what went well.

We would love to see your pictures so please share them and tag us!



@leprosytalk and #belabook



The Leprosy Mission England & Wales



leprosymission

You can take action and become a Leprosy Hero today!



Communication and Language

Activity

Start by reading the story of Bela with the class. Highlight and focus on keywords. Ask children to find common/familiar words within the text.

Support: Display the key words to help the children retrieve them.

Extend: Remove key words from display and ask them to retrieve them in the text from memory



Follow on activity: Children could re-tell the story using the character cards found on the following two pages.

Support: Ask questions or model sentences to prompt retelling

Extend: Increase the number of cards used when retelling the story.

Curriculum Links

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

ELG: Word Reading

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Speaking

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



Teacher



Mani



Sita



4
Mama



Grandma



Local Healer



Raju



Anita



Baby Brother



Doctor



Papa



Friends



Communication and Language

Activity

Using page 13 which begins “When Bela tried to flip her dosa pancake...” as a starting point, have a discussion with the class about the sense of touch and what they use their hands for.

Support: Be very specific in your questioning e.g. What do you normally eat for breakfast? How do you get the food from the plate into your mouth?

Extend: Probe the children's understanding. Can they explain what might happen if they couldn't feel what they were using their hands for.

Curriculum Links

ELG: Listening, Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding.





Expressive Arts & Design

Activity

Do the children use their hands differently at home and at school? What about when they are at the park?

Follow on activity: Set up a "I use my hands for..." area where the children can draw, write, or create their answer(s).

Support: Have phonic cards available to support emergent writing

Curriculum Links

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

ELG: Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used."





Personal, Social & Emotional Development

Expressive Arts & Design

Activity

Using role play, get the children to recreate a Leprosy Mission hospital or clinic.

The children can assume the roles of doctors/nurses/administration providing care for patients or arranging appointments and patients.

Suggested resources for role play area:

- Bandages
- Measuring tapes
- Clipboards with pens and paper

Curriculum Links

ELG: Building relationships

- Work and play cooperatively and take turns with others.

ELG: Creating with materials

- Make use of props and materials when role playing characters in narratives and stories.





Personal, Social & Emotional Development

Expressive Arts & Design



Activity

Using page 31 of the Bela book as a starting point, ask the children to create their own garlands. Talk about the importance of showing someone they are loved.

Once children have created their own garlands they can explain who they are making it for and why they chose them.

Support: Tape one end of the string to the table to make it easier to thread the beads



Curriculum Links

ELG: Building relationships

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

ELG: Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used.





Maths & Expressive Arts & Design

Activity

Using page 11 which shows the sweet cart as a starting point, ask the children to design their own plate/box/jar of sweets. Provide a variety of resources such as tissue paper, newspaper and cellophane so children can create their own sweets.

Ask the children to count how many they have made and compare the sweets they have made with others.

What is the same about the sweets?

What is different?

Are they all the same shape?

Colour? Size?

Who has more? Who has less?

Support: Have number cards and sorting hoops to prompt comparison

Extend: Find 3 different ways to compare the sweets





Curriculum Links

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

ELG Creating with materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.