



The
Leprosy
Mission



Teaching resources:
Key Stage 1



Having shared the Bela book with your class, here are some activities that you could use in your Key Stage one class.

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!

English: Reading & Writing

Activity

Using page 13 as a starting point, ask the class to consider what is happening to Bela and predict what might happen next. Refer the children back to Bela's foot having blisters on the previous page.

Ask the children:

- Why can't Bela feel the hot pan burning her hand?
- Why won't Bela's arm do what it was told?
- Why do you think she has problems sweeping?
- What is causing Bela's blisters?

Ask the children to write a character description using one of the characters from the story.

Create an extended piece of writing where the children imagine a day when they can't tell if something is too hot, or when they weren't able to use their hands.

Support: Provide sentence starters and key words to support writing.

Curriculum Links

Year 1 & 2 POS Reading – comprehension

- "Predicting what might happen on the basis of what has been read so far"

Year 2 POS Writing – composition

- "Writing narratives about personal experiences and those of others (real and fictional)"



English: Reading & Writing

Activity

Read the Bela book to the class or ask the children to read a page each. Have a class discussion about the story. Ask the children: is Bela's grandma correct when she says Bela's white patches are insect bites?

Relate this to the child's own experience to encourage discussion e.g. Have you ever been bitten by an insect? Did the insect bite stop you feeling if something was hot? Why is Bela's grandma incorrect?

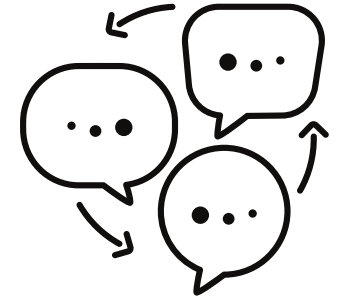
Explain that children with leprosy cannot feel hot things and lose sensation as the disease damages their hands.

Extend: Probe the children's understanding. Can they offer a variety of explanations for Bela's white patches?

Curriculum Links

Year 1 POS Reading – comprehension

“Participate in discussion about what is read to them”



English: Reading & Writing

Activity

Using the Bela book, find all the 'ed' words. When the first one is found, highlight it on the whiteboard and model how to replace the word "called" with another verb ending in "-ed". For example, "Wait for me," sang Sita.

Ask the children to work with a partner to create their own version thinking of a different verb ending in ed. Choose a few children to come to the front and perform their sentence. The rest of the class can try and guess the verb they have replaced it with e.g., shouted, cried, whispered. Repeat this activity with other -ed words in the story.

Support: Provide 3 verbs on cards. Read the verbs with the children. Check their understanding of the words and support them in deciding how they will perform it.

Follow up activity:

Ask the children to create similar sentences adding their own prefixes and suffixes. Highlight great examples by sharing these with the rest of the class.

Curriculum links:

Year 1 POS Reading – word reading

"Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings"

Year 1 POS Spelling

"... Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word"

Year 1 POS Writing - transcription

- "add prefixes and suffixes"

Year 1 POS Writing - composition

- "Write sentences by saying out loud what they are going to write about & composing a sentence orally before writing it"

drive	driveing	driving
light	lightting	lighting
stamp	stamping	stampping

Maths: Sequencing

Activity

Using the events of the story, ask the children to order the events using chronological language e.g., after, next, then, before. The resource cards shown below are available in this resource pack on the next page.



Curriculum Links

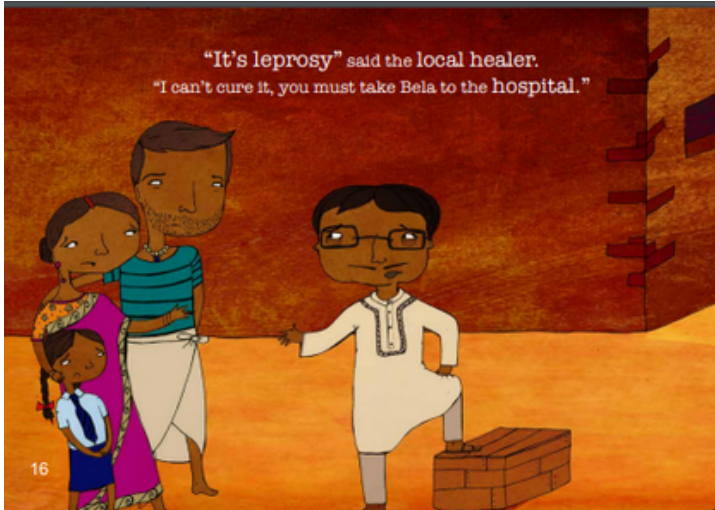
Year 1 POS Measurement

- "Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]"

Year 2 POS Measurement

- "Compare and sequence intervals of time"

Sequencing Cards



Maths: Shape

Activity.

Children design their own plate of sweets using the sweet cart featured in the book as a starting point (page 11).

Children use paper plates and shapes to create their sweets

Ask children to record sentences to record how many different types of sweets they have e.g. I used 3 triangles, 4 rectangles and 5 circles to make my sweets.

Curriculum Links

Year 1 POS Geometry properties of shapes

- “Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]”

Year 2 POS Geometry properties of shapes

- “Identify and describe the properties of 2D shapes including the number of sides and line symmetry in a vertical line.”
- “Identify and describe the properties of 3D shapes including the number of edges vertices and faces.”



Science

Activity

Using an outline of the human body, ask the children to label the body parts. Then ask the children to label the senses e.g., smell, hear, feel, etc.

Explain that leprosy damages a person's senses such as touch and sight. Then, using different coloured pens ask the children to make a comparison between a healthy body and a body affected by leprosy. The body affected by leprosy has a loss of feeling in the hands and feet and a loss of eyesight.

Focusing on the sense of touch, ask one of the children to put socks/an oven mitt on their hands and then try and pick up an object from the classroom. How easy was it to pick up? Why?

Group activity:

Using a few different items from around the classroom e.g., a piece of paper, a paperclip, continue the activity in groups. Children take turns picking up the objects and then rank them from easiest to hardest.

Plenary:

Why were some of the items harder to pick up than others?

Why is the sense of touch so important?

Which was the hardest thing to pick up? Which was the easiest? Why?

Curriculum Links

Year 1 POS Animals including humans

- "Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense."



Geography

Activity.

Using the book as a starting point, ask the children to draw comparisons between the UK and India. Where could they go to find out this kind of information?

Children can create a fact file showing the similarities and differences between the countries. They could draw the flags for each country. Use a globe to find where India and the UK in the world. They could compare the climate, the size of the countries and the languages spoken.

Ask the children to identify which aspects are the same and which are different.

Curriculum Links

Key Stage 1 Place knowledge

- "Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country"



Music



Activity

Using YouTube, play some typical Indian music. Get the children to think about how it is different from music in the UK. Ask the children if they can identify any of the instruments used in the song.

In groups, ask the children to experiment using different instruments. Ask them to create something similar to what they have just heard.

Curriculum Links

Key stage 1 Music

- “Listen with concentration and understanding to a range of high-quality live and recorded music.”
- “Experiment with, create, select and combine sounds using the inter-related dimensions of music.”



Physical Education

Activity.

Using YouTube, children can learn simple dance steps and perform to the rest of the class.

E.g. <https://www.youtube.com/watch?v=LwGS-wg02gQ>

Curriculum Links

Key stage 1 Physical education

- “Perform dances using simple movement patterns.”



Art & Design Technology



Activity.

Using page 28 of the story as a starting point, tell the children they are going to design and create their own musical instrument.

They could use junk modelling items to do this e.g. cardboard tubes, plastic water bottles, old tissue boxes with elastic bands etc.

Class Performance: Why not create a class poem/song about leprosy and let the children use their instruments to play along to it?

Curriculum Links

Key Stage 1 Art & Design

- "Use a range of materials creatively to design and make products"
- "Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination"