

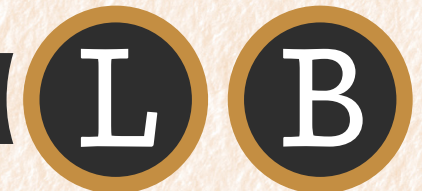
LITTLE, BROWN AND COMPANY BOOKS FOR YOUNG READERS

Educator's Guide | Ages 3–6



What Happened to You?

Written by James Catchpole • Illustrated by Karen George



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.

Reading Guide
Follow Up Lesson Plan
Approximate time:
30 minutes each
Materials: Book,
Anchor Chart,
Markers

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.

SPECIFIC LEARNING POINTS THAT MAY NATURALLY ARISE DURING READING AND FOLLOW UP LESSON:

- It is normal to have questions and to 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 person you know who has lost most of their hair? Imagine you saw a bald person you didn't know. Would you go up to them 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. 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 on 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 with the group and listening while other kids ask questions is not okay. Speak up!

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What Happened to You?

* 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 tell 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:

[How to Talk to Your Child About Disability](#)

[Disability in Children's Books: Some Thoughts for Teachers](#)

FOR MORE RECOMMENDED BOOKS WITH DISABILITY REPRESENTATION:

<https://www.weareteachers.com/childrens-books-about-disabilities/>

SUCCESS CRITERIA CAN LOOK LIKE

Students asking relevant questions.

Students participating and sharing respectfully in discussion.

Students coming back to look at the book later.

ACCOMMODATIONS & MODIFICATIONS

Students who may have difficulties with vision or hearing.

Students who require a stimming aid should have access.

Students should be given the opportunity to look at the book independently later.

READING GUIDE 1

Minds on: Pre-Reading

Begin with a class brainstorm: 'What is a disability and what do we do when we meet someone who is disabled or looks different?'

Gauge how much background discussion you need to support understanding of this reading.

Accommodations & Directions

On anchor chart paper brainstorm the meaning of 'Disability'.

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READING GUIDE 2

Read: *What Happened to You?*

Questions during reading: 'How do you think Joe feels?'

Accommodations & Directions

Point out facial cues and discuss what emotions they indicate.



READING GUIDE 3

Post Reading Questions

- What could the kids on the playground 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 can you do? You can tell them to leave the kid alone and ask the kid if they want to play with you or if they're okay.
- 'Why do you think we didn't find out why Joe only has one leg?' 'Because it's none of our business.'

Accommodations & Directions

Depending on attention span, choose one or more of these questions, or pause for opportunities for kids to move around before continuing.

Their thoughts should be recorded on the anchor chart for follow up lesson discussion.

FOLLOW UP LESSON PLAN

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.

SUCCESS CRITERIA

- Students demonstrate an understanding of appropriate social scripts, through writing, drawing, speaking, or acting out.
- Students creatively or orally express feelings around meeting new people.
- Students are polite and courteous towards one another.

LESSON PLAN AGENDA 1

When we meet someone, how can we show them we want to be friends?

Brainstorm in small groups, 'How do we make friends?'

Students can write or draw their ideas on chart paper to share with the class.

What Happened to You?

Accommodations & Directions

Accessible writing utensils should be made available for students who require fine motor support.

If a student prefers to work alone, they may do so on their own chart, writing journal, or speech to text computer.

Modification:

Students can be provided with puppets or dolls to act out a social interaction scene with friends, teaching aide, or teacher.

Follow Up
Lesson Plan: Social
Stories Making Friends
Approximate time:
30 minutes
Materials: Previously made
brainstorm chart, book,
anchor paper,
markers

LESSON PLAN AGENDA 2

Practice

Using anchor chart paper write out the following prompts to begin class discussion on how we meet someone new politely.

We introduce ourselves before we ask questions 'Hi my name is _____ and I am _____ years old. I really like _____.'

Then you CAN ask the new person questions but remember we **do not** ask people questions about their bodies. You can ask:

Their name.

Their age.

If they would like to play with you.

What they like to do best.

What their favorite book or TV show is.

What are some other things you might ask someone you've just met?

Accommodations & Directions

Social Script:

'Hi my name is _____ and I am _____ years old.

I really like _____.'

What are some other things you might ask someone you've just met?

LESSON PLAN AGENDA 3

Explore

Pick someone in your class who you don't know very well! (Probably best for the teacher to choose.)

In pairs, let's get to know each other! Try asking these questions to each other and find out what you have in common!

What Happened to You?

Modification:

Students can be provided with dolls/puppets to act out these scenarios together.

LESSON PLAN AGENDA 4

Reading *What Happened to You?*

This should be the second time this book has been read and students will be familiar with the text.

Take a moment to review the previous reading's discussion (which you should have saved on an anchor chart).

Allow students to make connections from today's exploration of making friends with what unfolds in the story.

Accommodations & Directions

- 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.

LESSON PLAN AGENDA 5

Create

Option 1: With the partner you were assigned above, write out the things you have learned about your new friend.

Option 2: Draw a picture of yourself and your friends. Label the picture with your name, and what you like to do together.

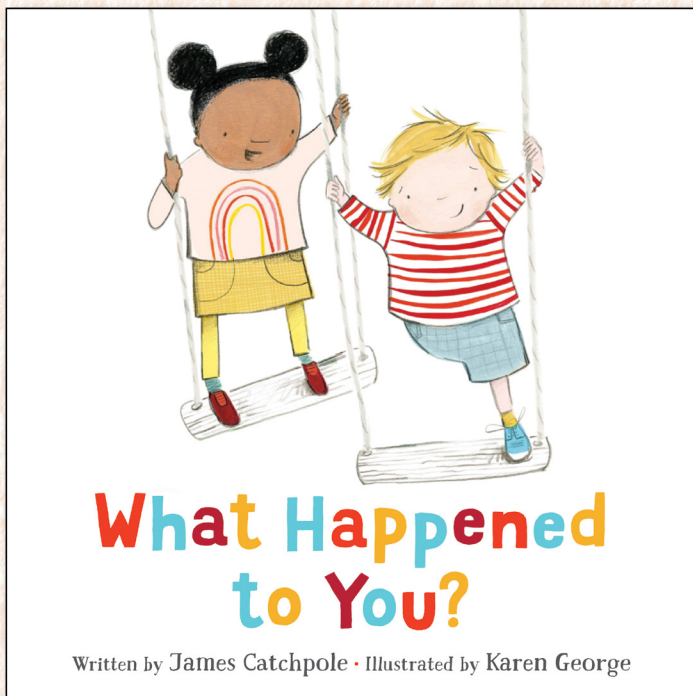
Option 3: Cut out paper dolls and act out a social story of making friends.

Option 4: Act out a scene of making friends and record it using your classroom iPad/tablet.



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About the Book



978-0-316-50647-2

This accessible, funny, and groundbreaking story addresses the questions children often ask, as well as a disabled child's choice not to answer.

What happened to you? Was it a shark? A burglar? A lion? Did it fall off? A boy named Joe is trying to play pirates at the playground, but he keeps being asked what happened to his leg. Bombarded with questions and silly suggestions, Joe becomes more and more fed up...until the kids finally understand they don't need to know what happened. And that they're wasting valuable playtime!

Based on the author's real childhood experiences, this honest, funny, and authentic picture book is an empowering read for anyone with a disability, and for young readers learning how best to address differences.

About the Author



James Catchpole runs the Catchpole Agency with his wife, Lucy, and is the author of *What Happened to You?* James lives in the United Kingdom with Lucy and their two young daughters and invites you to visit their family online at thecatchpoles.net and on Instagram @thecatchpoles.

About the Illustrator



Karen George is a librarian, an author, and the illustrator of *What Happened to You?*, among other books for young readers. She lives in the United Kingdom with her family and invites you to find her online at karengorge.net and on Instagram @karengorge_books.