

2022

# WHAT HAPPENED TO YOU ?

Resource Package



Resource Package for

## What Happened To You?

*With James Catchpole*

# Event Preparations

This class may be longer than the attention span of some of our younger participants. To help with focus, we highly recommend printing at least one colouring page or worksheet for students to work on during the event. If you find your students are getting restless feel free to take a break and finish the class via the Recording.



Click to get Event Access



## Helpful Hints

### Before

#### Preparations

##### Print Handouts

To help with focus we recommend printing at least one colouring page or worksheet for students to complete during the event.

### During

#### What to Expect

##### Welcome

##### Author Presentation

##### Storytime

*What Happened to You?*

##### BRAIN BREAK

##### Q&A

##### Wrap Up

### After

#### Now What?

##### Author Visit Reflections

Choose one or more of the activities in this package to help students unpack the key messages from the presentation.

##### Explore Virtual Classroom

Extend student learning by exploring the many resources in the Disabilities Virtual Classroom

[Click here to go to the recording!](#)



## Resource Package

### What Happened To You?



**This Resource Package is full of activities to engage your students before, during, and after our 'What Happened To You?' virtual event.**



To help with focus, we recommend printing at least one activity for your learners to work on during the event.

## What's Inside?



### Virtual Classroom

Our All About Disabilities Virtual Classroom is filled with informational videos, read aloud books, and more for your learners to explore at school or at home.



### Letter to the Author

There are always so many amazing questions and comments during our events. Your students are invited to write a letter to the author to share their questions and thoughts about the book.



### Author Visit Activities

Lesson ideas and activities designed to help students unpack the key messages in the book, *What Happened To You?* Includes student pages and lesson plans provided by the author.



### Blank Templates

Additional blank student pages are included at the end of this resource package for you to use with any question or writing prompt.



# Virtual Classroom

Our All About Disabilities Virtual Classroom is filled with informational videos, read aloud books, and more for your learners to explore at school or at home. To keep students safe and on task, YouTube videos are linked through SafeShare which removes advertisements and suggested videos.

## Inside the Virtual Classroom



**1** Educational Videos  
(on whiteboard)

**2** Read Aloud Videos

**3** To Be Like Me Videos

**4** Guided Draw

**5** Disability Resources

**6** Welcome Message

[kids.joyfullearning.net/disabilities](https://kids.joyfullearning.net/disabilities)

# Write A Letter

There are always so many amazing questions and comments during our events. Your students are invited to write a letter to James Catchpole to share their questions and thoughts about the book.

## *What to write...*

- A connection I made to your story is...
- My favourite page in the book is... because...
- One thing I learned is...
- One question I still have is...

## *Where to send it...*

### **MAILING ADDRESS**

Joyful Learning  
9220 214 Street  
Langley, BC  
V1M2C1

### **ELECTRONICALLY**

hello@joyfullearning.net

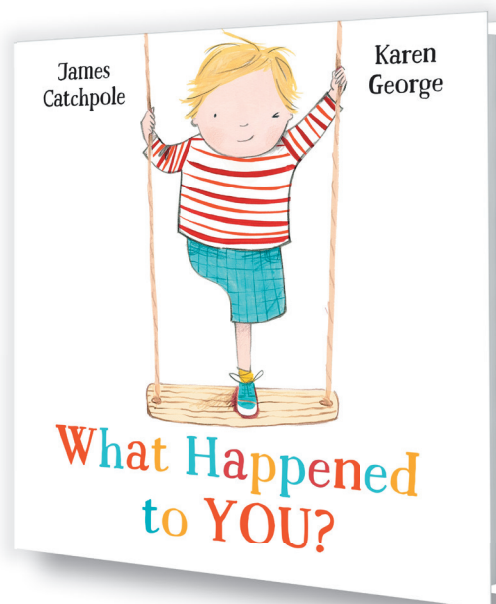
*Students are also welcome to write a letter to Hayley at Joyful Learning to share their experiences, thoughts, and questions about disabilities, accessibility, neurodiversity or any other topic! We read every question and comment we get from students (and teachers) and use them to help guide our future planning for events and resources.*



# What Happened to YOU?

## Learning resources

Level: EYFS & Year 1



### Learning Resources for *What Happened to You?*

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

**Level:**  
**EYFS & Year 1**

**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.
  - o Take action by asking them if they are okay, and telling the other kids what they're doing is rude.
  - o 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 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><b>Minds on: Pre-Reading</b></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><b>Read: <i>What Happened to You?</i></b></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><b>Post Reading Questions</b></p> <ul style="list-style-type: none"> <li>• What could these kids have done differently?</li> <li>• What did the kids do that was right?</li> <li>• If you saw a bunch of kids asking a disabled child questions like this, what can you do?</li> </ul> <p>You can 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"> <li>• ‘Why do you think we didn’t find out why Joe only has one leg?’</li> </ul> <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>		
<b>Follow Up Lesson Plan: Social Stories Making Friends</b> <b>Approximate time: 30 minutes</b> <b>Materials: Previously made brainstorm chart, book, anchor paper, markers</b>		<b>Level:</b> <b>EYFS &amp; Year 1</b>
<p><b>Teacher’s Note:</b> 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><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate an understanding of appropriate social scripts, through writing, drawing, speaking or acting out.</li> <li>• Students creatively or orally express feelings around meeting new people.</li> <li>• Students are polite and courteous towards one another.</li> </ul>		
Lesson Plan Agenda	<i>What Happened to You?</i> James Catchpole & Karen George	Accommodations & Directions
1	<p><b><i>When we meet someone, how can we show them we want to be friends?</i></b></p> <p><b>Brainstorm</b> in small groups, ‘How do we make friends?’</p> <p>Students can write or draw out their ideas on chart paper to share with the class.</p>	<p><b>Accommodations:</b> Accessible writing utensils should be made available for students who require fine motor support.</p> <p>If a student prefers to work alone they may do so on their own chart, writing journal, or speech to text computer.</p> <p><b>Modification:</b> Students can be provided with puppets or dolls to act out a social interaction scene with friends, teaching aide, or teacher.</p>



2	<p><b>Practice</b></p> <p>Using anchor chart paper write out the following prompts to begin class discussion on how we meet someone new politely.</p> <p><i>We introduce ourselves before we ask questions</i>  <i>'Hi my name is _____ and</i>  <i>I am _____ years old.</i>  <i>I really like _____.'</i></p> <p><i>Then you CAN ask the new person questions but remember we <b>do not</b> ask people questions about their bodies. You can ask:</i>  <i>Their name.</i>  <i>Their age.</i>  <i>If they would like to play with you.</i>  <i>What they like to do best.</i>  <i>What their favourite book or TV show is.</i></p> <p><i>What are some other things you might ask someone you've just met?</i></p>	<p><b>Social Script:</b></p> <p><i>'Hi my name is _____ and</i>  <i>I am _____ years old.</i>  <i>I really like _____.'</i></p> <p><i>What are some other things you might ask someone you've just met?</i></p>
3	<p><b>Explore</b></p> <p>Pick someone in your class who you don't know very well! (Probably best for the teacher to choose.)</p> <p>In pairs, let's get to know each other! Try asking these questions to each other and find out what you have in common!</p>	<p><b>Modification:</b></p> <p>Students can be provided with dolls/puppets to act out these scenarios together.</p>
4	<p><b>Reading</b></p> <p><b><i>What Happened to You?</i></b></p> <p>This should be the second time this has been read and students will be familiar with the text.</p> <p>Take a moment to review the previous reading's discussion (which you should have saved on an anchor chart).</p> <p>Allow students to make connections from today's exploration of making friends with what unfolds in the story.</p>	<ul style="list-style-type: none"> <li>• Students with vision or hearing impairment should be given a spot closer to the book.</li> <li>• Students who require a stimming aid should have access.</li> <li>• Students should be given the opportunity to look at the book independently later.</li> </ul>



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**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.



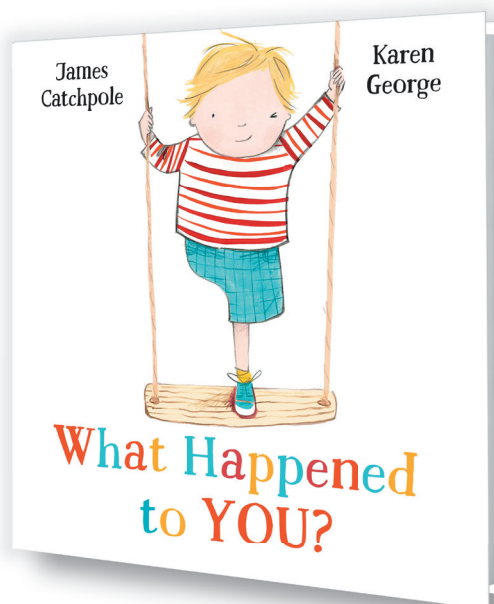
@faberchildrens @thecatchpoles @karengorge\_books

www.whathappenedtoyou.co.uk | Resources written by @readwithriver

# 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.
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2	<p><b>Read:</b> <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><b>Post-reading Questions</b></p> <ul style="list-style-type: none"> <li>- ‘What could these kids have done differently?’</li> <li>- ‘What did the kids do that was right?’</li> <li>- ‘If you saw a bunch of kids asking a disabled child questions like this, what could you do?’</li> </ul> <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"> <li>- ‘Why do you think we didn’t find out why Joe only has one leg?’</li> </ul> <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>





<b>Follow Up Lesson Plan</b> <i>What Happened to You?</i>		
<b>Follow Up Lesson Plan: Making Connections Beyond the Text</b>  <b>Approximate time: forty-five minutes' instruction</b> <b>Project Completion: Dependent on depth of exploration</b> <b>Materials: Previously made brainstorm chart, book, anchor paper, markers, computer access</b>		<b>Level:</b> <b>Year 2,3, &amp; 4</b>
<p><b>Teacher's Note:</b> 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><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Students are able to make one or more relevant connections between the text and their lives or other texts.</li> <li>• Students express their feelings on this issue and reflect on what it means in a coherent manner.</li> <li>• Students participate in problem solving as a class.</li> <li>• Students demonstrate ability to search for further information using the tools at their disposal.</li> </ul>		
<b>Lesson Plan &amp; Activities</b>	<b><i>What Happened to You?</i></b> <b>James Catchpole &amp; Karen George</b>	<b>Accommodations &amp; Directions</b>
<p>1</p>	<p><b>Reading <i>What Happened to You?</i></b>            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"> <li>• Students with vision or hearing impairment should be given a spot closer to the book.</li> <li>• Students who require a stimulating aid should have access.</li> <li>• Students should be given the opportunity to look at the book independently later.</li> </ul>



2	<p><b>Assignment 1</b></p> <p><b>Making connections to ourselves</b> 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><b>Accommodations:</b> Accessible writing utensils or text to speech program should be made available for students who require fine motor support.</p> <p><b>Modifications:</b> Students may select Assignment 2 if this makes them uncomfortable.</p>
3	<p><b>Assignment 2</b></p> <p><b>Making connections to our other learning goals</b> 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><b>Modification:</b> Students could compare to other forms of media they are familiar with.</p>
4	<p><b>Assignment 3</b></p> <p><b>Making connections to our communities and the world</b> 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><b>Accommodations:</b> Accessible writing utensils or text to speech program should be made available for students who require fine motor support.</p>





# What Happened To You?



What did you learn about James Catchpole?

What did you learn about disabilities and accessibility?

What did you learn about talking to people with disabilities?

What are you still wondering?





# What Happened To You?



What did you learn about James Catchpole?

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What did you learn about disabilities and accessibility?

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What did you learn about talking to people with disabilities?

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What are you still wondering?

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# Making Connections



In the book...

This reminds me of...

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# Making Predictions



What do you think will happen in the story?

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What actually happened in the story?

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Name: \_\_\_\_\_



# Retell the Story



**Beginning**

**Middle**

**End**





# What Happened To You?



A large, empty rectangular box with a black border, intended for a student to write their response to the question 'What Happened To You?'.





# What Happened To You?



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Name: \_\_\_\_\_



# What Happened To You?



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# What Happened To You?




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# What Happened To You?



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# What Happened To You?



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Name: \_\_\_\_\_





# What Happened To You?



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Name: \_\_\_\_\_





# What Happened To You?



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Name: \_\_\_\_\_





# What Happened To You?



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# About Us

## Hi, I'm Mrs. Legassie!

I live in Fort Langley, BC with my husband, our two kids, and our Rhodesian Ridgeback. I have been a teacher since 2010 and have experience teaching in the private, public, and homeschool settings.

I am currently the Lead Educator at Joyful Learning where I host virtual educational events and create companion teaching resources like this!



## About Joyful Learning

Joyful Learning is a project of Legassie Education Access Foundation (LEAF) a not-for-profit organization currently focusing on the development of affordable online educational experiences that spark joy, wonder and a love of learning.

Joyful Learning launched in the early days of the pandemic, bringing people together through online events, helping them to feel connected to the world outside of their classroom or home learning space, and to develop an understanding of how their attitudes and actions have an impact on the world around them. Since then, Joyful Learning has have hosted more than 150 virtual events connecting with over 75,000 children from more than 3700 classrooms across North America.

*Follow us to stay updated on  
new events and resources!*



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*Thank you for abiding by universally accepted codes of professional ethics while using this product.*

# Let's Connect!

## Questions?

I have greatly enjoyed creating this resource and have done my best to ensure it is complete and easy to use. If you have any questions or suggestions, please email me at [hayley@joyfullearning.net](mailto:hayley@joyfullearning.net). I'm here to help!

## Share your photos with us!

We love to see pictures and videos of students enjoying our events and resources!

### EMAIL

[hello@joyfullearning.net](mailto:hello@joyfullearning.net)

### INSTAGRAM & FACEBOOK

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