



**FUNNY
IS POWER**

19 MARCH 2021

EARLY YEARS LEARNING ACTIVITIES

Why not use this year's Red Nose Day story poster as the starting point for some inspirational learning with the children?

This year's Red Nose Day poster for early years tells the story of Elida, a six-year-old from Malawi who has cerebral palsy and is cared for by her grandmother. Read Elida's story with the children and then use these activities to build their understanding of some of the issues involved and why they are raising money for Red Nose Day.

Please be aware when using these activities that some children might have personal experience of disability and the issues raised by Elida's story. If you would like further information or support, please visit **comicrelief.com/support**



ELIDA'S STORY: A REMINDER

Six-year-old Elida lives in Mulanje, Malawi with her grandmother, Agnes. She's a lively, happy girl who loves to listen to music on the radio and to watch her friends dancing.

Elida has cerebral palsy. She is non-verbal and does not eat independently.

Her grandmother, Agnes, has always been prepared to do anything she can to make sure Elida gets to school, even carrying her on her back 30 minutes each way, every day.

These days, thanks to a wheelchair provided by Feed the Children Malawi (funded by Comic Relief), Agnes doesn't have to carry her to school, nor hold her up in lessons. Agnes has also been trained to give Elida physiotherapy and therapists visit her at home. Since Elida had an operation on her foot, her life is much more comfortable and interesting. She can now sit independently and is able to use a standing frame.

As seen on



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EARLY YEARS LEARNING ACTIVITY 1

MEET ELIDA: SPEAKING AND LISTENING

In this activity we are going to find out more about six-year-old Elida from Malawi to help the children understand why we are taking part in Red Nose Day.



WHAT YOU WILL NEED

- A copy of the Red Nose Day poster for early years. This tells the story of Elida, a six-year-old who lives with her grandmother in Malawi.
- If you've got the Red Nose Day early years pack, you will already have a copy of the poster. If you haven't, it's still not too late to order a pack or download the poster: comicrelief.com/earlyyears

ACTIVITY

1. Ask the children where they would like to display the poster in your setting.
2. Read Meet Elida to the children and explain new words and terms, such as cerebral palsy, in an age, stage and ability-appropriate way.
3. Extend Elida's story and embed learning by asking these questions:
 - Who do Elida and her grandmother remind them of? (JoJo and Gran Gran)
 - Why is it important for Elida to go to school?
 - Why does Elida have a wheelchair? How does this help her?
 - Who enables/supports Elida? How do they help her?
 - Can we think of a special adult who helps us?
 - What do we think Elida may find funny?
 - What things make us laugh?
 - What are Elida's favourite games?
 - What are your favourite games?
 - Why do we think raising money for Comic Relief is a good idea?
4. Ask the children to write, draw or make a symbol reply letter to Elida. Alternatively, you could scribe a whole group reply and the children could add to it by drawing, painting and sticking symbols or pictures.



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EARLY YEARS LEARNING ACTIVITY 2

PEOPLE WHO HELP US

Elida has a physiotherapist and other people who help, support and enable her. In this activity we are going to think about special people who help us.

WHAT YOU WILL NEED

- A copy of the Red Nose Day poster for early years, Meet Elida.
- Books about people who support and enable children, e.g. dentists, doctors, speech therapists.
- Images from **CBBC News** of physiotherapists supporting and enabling children.
- JoJo and Gran Gran episode, **It's Time to Visit the Dentist**.



ACTIVITY

1. Re-read Elida's story and ask the children who helps Elida with her cerebral palsy and life using a wheelchair. Reflect with the children about the physiotherapist and other people who help her. Share the images from CBBC News of physiotherapists supporting and enabling children.
2. Ask the children if they have any special adults who help them like Elida has? Do they know any adults or children who do? Offer suggestions, such as dentist, doctor and speech therapist. Share photographs and books.
3. Show the JoJo and Gran Gran episode, It's Time to Visit the Dentist. Reflect with the children on why dentists are important and discuss oral hygiene.
4. Invite the children to draw pictures of people who help others and create a display. How do they make people's lives better?





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EARLY YEARS LEARNING ACTIVITY 3

WHERE IN THE WORLD?

Elida lives in Mulanje, Malawi, Africa. In this activity we are going to find out about life in Malawi and compare it to life in the UK.

WHAT YOU WILL NEED

- A copy of the Red Nose Day poster for early years, Meet Elida.
- Maps and/or atlases.
- Photographs and information about Malawi, including a picture of the Malawi flag, national food and animals.
- JoJo and Gran Gran episode, **It's Time to Post a Picture**.
- Photographs and information about St Lucia and the history of carnival.

ACTIVITY

1. Explain to the children that Elida lives in Mulanje, Malawi. Show the children on a map or atlas where Malawi is and try to find Mulanje. Show the children how far Malawi is from your early years setting.
2. Share key facts about Malawi with the children, for example the Malawi flag, national food (Nsima, Kachumbari and Nthochi), animals (elephant, lion, leopard, African buffalo, hippopotamus), weather (hot!).
3. Compare life in Malawi with life in the UK. Do the children think they would see an elephant walking down the street? What food do they like eating? How is the weather different in the UK?
4. Show the JoJo and Gran Gran episode, It's Time to Post a Picture. Talk about St Lucia, where Great Gran Gran comes from. Show the children St Lucia on the map and share information about the flag, food, animals and weather. Explore the history of carnival and, if you're planning a Red Nose Day carnival celebration in your setting, discuss with the children how you could introduce elements of the St Lucia traditions into your day.
5. Ask the children to think about where they or their family members come from and point these places out on the map or atlas. If they do not have any family members that come from another country, ask the children to identify a country they have visited, or to reflect on where friends or neighbours come from.
6. Talk with the children about how JoJo keeps in touch with Great Gran Gran in St Lucia. How do they keep in touch with friends and relatives in different countries?





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EARLY YEARS LEARNING ACTIVITY 4

SPECIAL FAMILIES

Elida is very close to her grandmother, Agnes. In this activity, we focus on families and what they mean to us. Every family is unique and special.

WHAT YOU WILL NEED

- A copy of the Red Nose Day poster for early years, Meet Elida.
- JoJo and Gran Gran episode, **It's Time to Go to the Hairdresser's**.
- Photographs and objects from home.

ACTIVITY

1. Re-read Elida's poster and reflect with the children on Agnes and grandparents in general.
2. Draw a simple family tree that shows a child, their parents and grandparents, so children can see the family chain link. Ask the children about other family members and write down their ideas.
3. Show the JoJo and Gran Gran episode, It's Time to Go to the Hairdresser's. Talk with the children about what makes the relationship between JoJo and Gran Gran so special (spending time together, having fun, going on adventures).
4. Discuss with the children the special relationship that some grandparents have with their grandchildren. Be mindful that some children may not have a grandparent, so ask them to share stories about other family members, for example cousins, uncles and aunts, brothers and sisters.
5. If children's grandparents have died, encourage them to express sadness and to make a memory paper chain. It is important that all children, of all abilities, are able to express experiences of loss. They should engage in a kinaesthetic consolidation of such experiences and a memory chain or a memory tree can help with this.
6. Ask the children to bring in photographs of their family members. Covid-19 safety guidelines allowing, you could also ask them to bring in an item or gift from a special adult (e.g. a birthday card or toy), or something that belongs to the person (e.g. a scarf). Ask the children to draw their special item, or to make a symbol card and share why the item is important to them.



EARLY YEARS FOUNDATION STAGE LINKS

These activities can support children towards achieving the following EYFS goals.



EARLY YEARS LEARNING ACTIVITY 1

MEET ELIDA: SPEAKING & LISTENING

Communication and language

- **Listening and attention** – listen attentively in a range of situations; listen to stories and respond to what they hear with relevant comments
- **Understanding** – answer ‘how’ and ‘why’ questions in response to stories
- **Speaking** – express themselves effectively

Understanding the world

- **People and communities** – know about similarities and differences between themselves and others, and among families, communities and traditions

Literacy

- **Writing** – use their phonic knowledge to write words in ways which match their spoken sounds

Expressive arts and design

- **Being imaginative** – represent their own ideas, thoughts and feelings through art

EARLY YEARS LEARNING ACTIVITY 2

PEOPLE WHO HELP US

Communication and language

- **Listening and attention** – listen attentively in a range of situations; listen to stories and respond to what they hear with relevant comments
- **Understanding** – answer ‘how’ and ‘why’ questions in response to stories
- **Speaking** – express themselves effectively

Physical development

- **Health and self-care** – talk about ways to keep healthy and safe

Expressive arts and design

- **Being imaginative** – represent their own ideas, thoughts and feelings through art

EARLY YEARS LEARNING ACTIVITY 3

WHERE IN THE WORLD?

Understanding the world

- **People and communities** – know about similarities and differences between themselves and others, and among families, communities and traditions
- **The world** – know about similarities and differences in relation to places, objects, materials and living things; talk about the features of their own immediate environment and how environments might vary from one another

Communication and language

- **Listening and attention** – listen attentively in a range of situations
- **Speaking** – express themselves effectively

EARLY YEARS LEARNING ACTIVITY 4

SPECIAL FAMILIES

Personal, social and emotional development

- **Managing feelings and behaviour** – talk about how they and others show feelings
- **Making relationships** – show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children

Understanding the world

- **People and communities** – talk about past and present events in their own lives and in the lives of family members; know about similarities and differences between themselves and others, and among families, communities and traditions

Communication and language

- **Listening and attention** – listen attentively in a range of situations
- **Speaking** – express themselves effectively