

The hospital and the doctor



Die hospitaal en die dokter



Visiting the clinic or the hospital

What makes you sick – germs, viruses, bacteria? They are spread through; the air, on our hands and through swimming in and drinking and using contaminated water from rivers and dams

Preventing the spread of germs – correct hand washing procedures, wash hands after toilet and playing outside and before eating, sneeze and cough away from others and into a tissue, bath or wash daily, don't share personal items such as toothbrushes, eat healthy fresh and washed food, fruit and vegetables. Don't drink water from rivers and dams. Stay home when you are sick. Have your immunisations done.

Why we visit the clinic or hospital – illness, accident, vaccinations, broken bones, x rays, cuts that need stitches, injections, operations, high temperature, sore throat, spots and rashes, pain, vomiting, ear ache.

Clinic procedures – announce arrival at reception(admissions), complete forms or show clinic card, receive file or number, wait in waiting room, usually seen by a nurse first who takes down your symptoms and asks some health questions. See the doctor when it is your turn. Collect your medicine or go for x rays or blood tests.

What to do if you hurt yourself – call an adult to help you. Discuss universal blood precautions – wear rubber gloves. Use an anti – septic to clean the wound, cover all open wounds with a plaster or bandage, and never touch other children's blood.

Life skills: Personal and Social Well-being: Keeping free from disease. Aids and HIV

The doctor

A doctor can be a man or lady. A doctor studies for many years to become a doctor. Sometimes they wear white clothes or a white jacket. Uses a stethoscope to listen to your heart and breathing. Even listens to your tummy with the stethoscope. Uses an instrument with a light to look in your ears. Uses a spatula and light to look down your throat. The doctor asks you what is wrong – you give symptoms. He/she examines you by listening to your chest and breathing, may look in your throat and ears, may push on your tummy, asks questions and if you feel any pain. Makes a diagnosis – tells you what's wrong and helps you to get better. May prescribe medicine or give you a prescription to collect medicine from a chemist. He/she may send you for an x ray or blood tests. Stress the importance of only taking medicine from an adult.



Life skills: Personal and Social Well-being: Abuse - explain who may touch your body and when e.g. when the doctor examines you.

The nurse

Nurses can be ladies or men. She/he helps the doctor and takes care of the patients. They wear a white or blue uniform, sometimes a nurse hat. Wear comfortable shoes as they stand a lot. A male nurse is called an orderly. Nurses job is to help you while you are sick – with bathing, make your bed, bring you food, clean your dressings, check the drip, give you medicine, take your temperature, keep notes on what they do, weigh you and measure your height. Take blood and give injections and vaccinations.

Different nurses - Theatre nurses – take care of you in the theatre and need to wear special theatre clothes to prevent the spread of germs

Staff nurses – in charge of the nurses in the wards

Ward nurses – help the patients



The hospital

A red cross is a universal sign of a hospital or a place to get medical care.

You go into hospital when you are very sick or need an operation.

Hospital procedures – arrival and go to admissions. Fill in forms. Go to the ward. Get into your pyjamas, get into bed. Next to bed is a small cupboard to keep your things. There is a bell to call the nurse if you need her.

Nurse takes your temperature, weighs you and fills in your hospital chart.

If you are having an operation you may not eat or drink before the operation. If you are sick, the nurse will put in a drip and give you medicine.

Mommy and daddy are not allowed to sleep at the hospital but they can visit you. If you feel well enough you can get up to play and eat, otherwise you will eat from a tray in bed. Nurse may help you wash in bed or if you can get up help you to bath each day.

A hospital is a big place with many different areas.

- Wards – sleep, operating theatres do operations. They must be very clean to prevent the spread of germs
- Kitchen – food is cooked and is sent to the wards in special food trolleys that keep the food warm
- Laundry – do all the washing
- Chemist – medicines
- Bathrooms and toilets
- Outpatient – area for sick people who need to see a doctor but do not need to sleep in the hospital
- X-ray department – take X-rays
- Laboratory – to check blood and tests
- Gardens and parking – with special area for doctors and ambulances to park.

Other people who work at a hospital

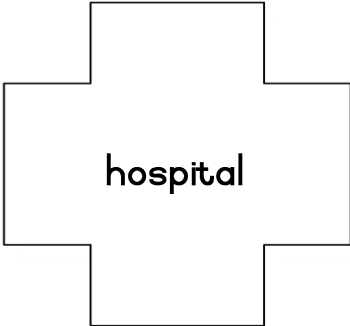
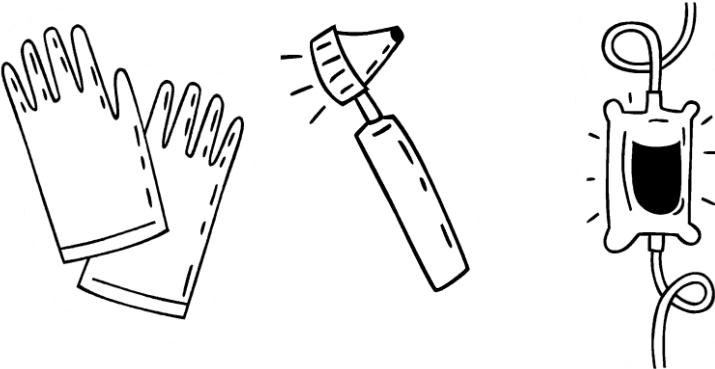
- Cleaners – keep all areas clean and free of germs
- Cooks – cook food
- Assistants – help with laundry and other duties
- Gardener – keeps the garden and area around the hospital neat and clean
- Clerks – do administration and answer the phone
- Ambulance men and ladies – drive ambulances and fetch sick and hurt people
- Radiologist – takes X-rays
- Orderly – take patients to procedures
- Anaesthetist – puts you to sleep for your operation and wakes you up again

Any extra information

Theme: The hospital

Theme table

Note: You should never place dangerous (e.g. glass) or poisonous (e.g. some plants) items on your theme table.

Heading	
Use the front cover of the theme or Write the word hospital in a red cross (Remember to use the correct grade 1 print)	
Items to place on the table	
<ul style="list-style-type: none">• Empty pill boxes and bottles• Empty pill packets• Medicine spoon• Empty Dettol or Savlon bottle• Plastic doctors set• Theatre clothes• Surgical mask• Plastic gloves• Plaster or empty plaster box• Home-made nurses hat and orderly bands• Fresh and mouldy or old food• Labels and words	
Pictures	
<ul style="list-style-type: none">• Multicultural pictures of nurse and doctors• Pictures of different medicine• Pictures of healthy food and children washing bodies and hands• Chart with a hospital picture	
Hands-on activity	
Ordering pill bottles from tallest to smallest – 5 different size pill bottles	

Play dough recipe

Play dough recipe: Cooked

2 cups flour, 1 cup salt, 4 teaspoon cream of tartar(important – don't leave out), 1 tablespoon oil, 2 cups water, powder paint or food colouring.

- Mix all together in a medium pot. (including the paint or food colouring)
- Heat over medium heat, stirring all the time as it thickens
- Stir until it forms a ball. Cook and stir until the play dough is “dry” and firm (about 5 min)
- Remove from pot and knead well. Cool.
- Store in a plastic packet - sealed (no air) **Do not store in the fridge**
- **Do not let the play dough get wet; even wet hands from the learners will damage the play dough. You will not be able to add flour to fix the stickiness.**

😊 **Printing pads:** Place thin sponge in flat polystyrene trays and pour paint onto the sponge. Don't wash the printing trays at the end of the activity. Allow to dry out and add fresh paint when you need to use them again.

doctor's suitcase

red cross

pills

stethoscope

plastic gloves

plaster

syringe

bandage

mask

medicine spoon

old food

nurse

dokter se tas

rooi kruis

ou kos

pille

stetoskoop

plastiek handskoene

pleister

spritnaald

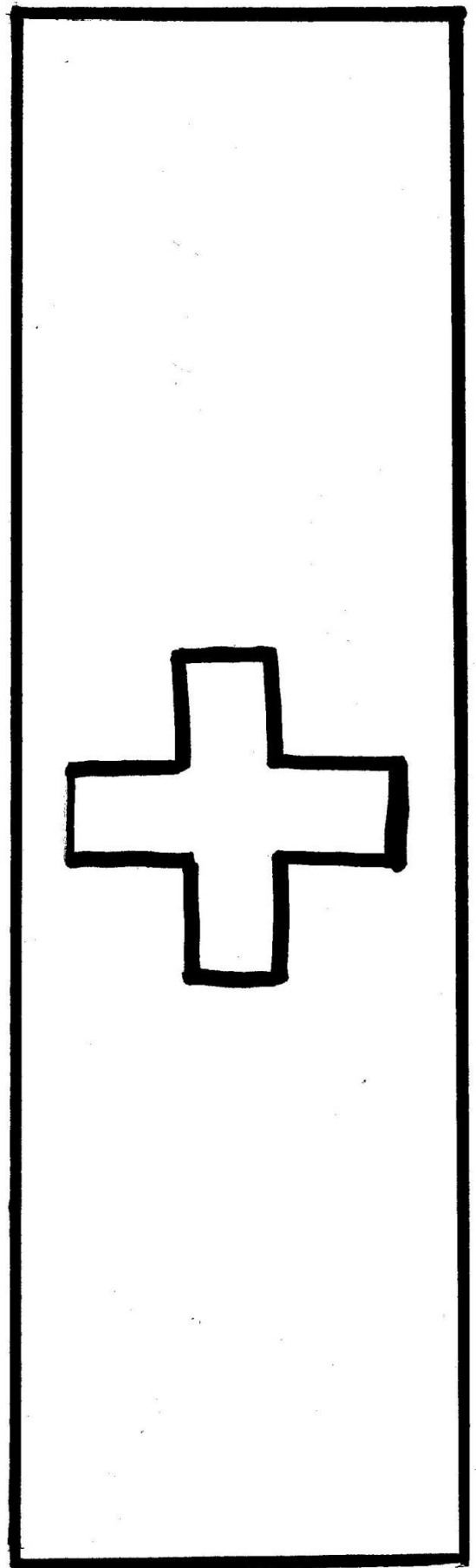
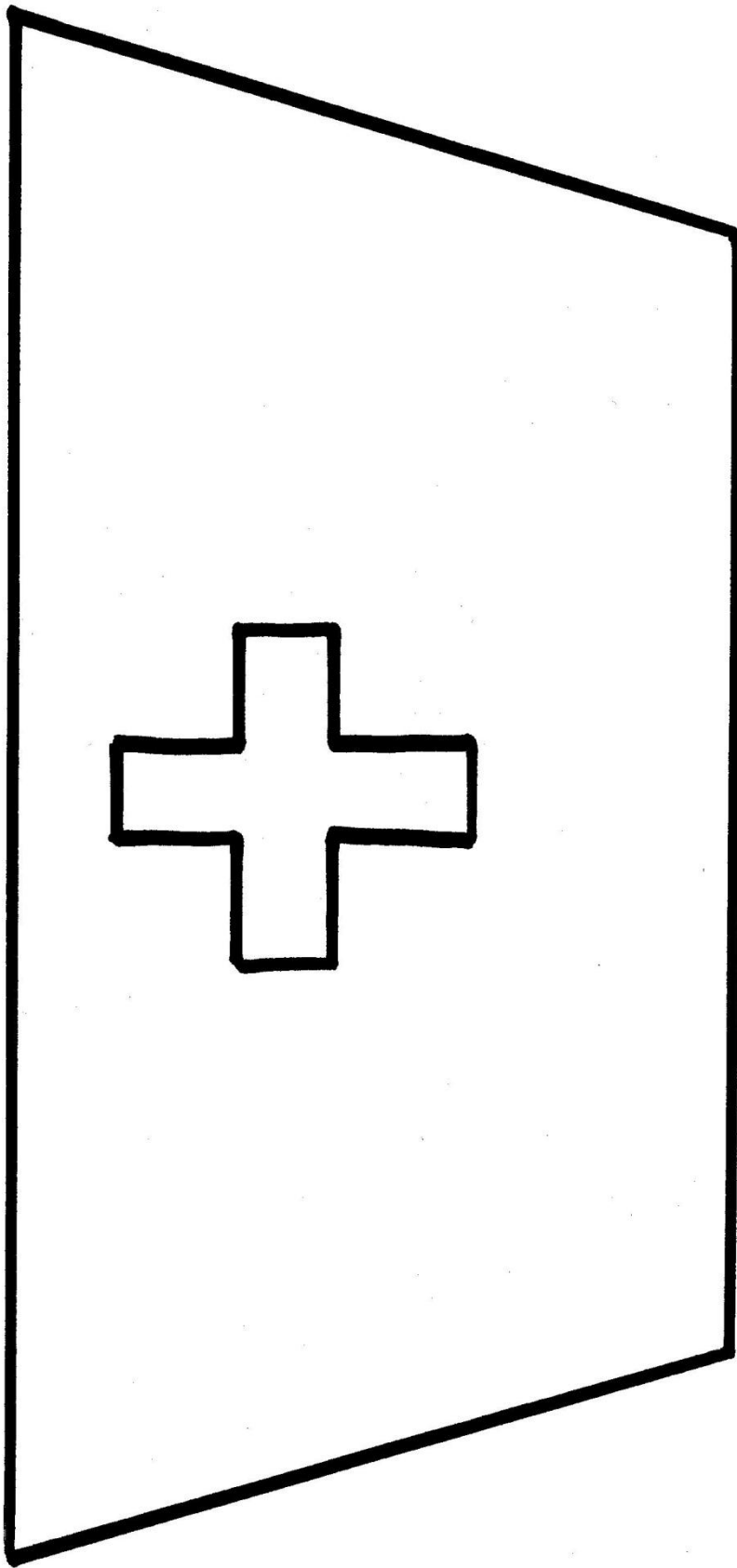
verband

masker

medisyne lepel

dokter

verpleegster



Nurse's hat and orderly band: Make these from white plastic lids such as the ice cream container

Weekly play area planning Theme: The hospital

Note: If you do not have the listed play materials, use any other suitable play materials which you have at your centre.



Fantasy area – The hospital – for the whole week using any of the items listed.

Day	Fantasy area	Educational toys	Block area	Book area	Outdoor	Water play	Sand play
Mon	White shirt with red cross (koki pen or ribbon) Healthy food plates Doctors set	Puzzles with a hospital picture	Cars and ambulance (make an ambulance from a box.✍)	Books about the body	White cardboard box ambulance	Pills bottles Medicine sponges	Yogurt cups Spades
Tues	Empty pill containers and boxes Dolls and beds Plastic medicine spoon Gloves Nurse aprons✍ Theatre clothes Empty drip	Threading according to a pattern Puzzles Ordering – pill bottles, medicine boxes, different size crosses Sequencing – story pictures✍	Hospital made from a box	Books about the doctor and hospital	Telephones	Pill bottles – some with holes Sponges	Medicine spoons
Wed	Telephone Doctor and Nurses “clothes” to hang around their neck✍	Peg boards - pill bottle shape and crosses filled with pegs Puzzles	Doctors and nurses pasted to toilet rolls	Story books about the hospital and the doctor	Bean bags	Syringes	Pill containers
Thurs	Nurse hats and orderly bands✍	Sorting pills by colour and number in pill bottles✍ Matching pill box outlines Peg board crosses Puzzles	Cars Ambulance	Story books about the hospital and the doctor	Hoola hoops	Pill bottles Sponges Medicine spoons or plastic spoons	Plastic milk bottles
Friday		Threading cards – pill bottles and plastic crosses✍ Look and listen transport puzzle	Play mat with cars and ambulance	Story books about the hospital and the doctor	Skipping ropes	Pill bottles Sponges	Pill containers and wet sand

Theme: The hospital


Weekly lesson planning

Ages: 3 – 6 y

Day	Language and theme discussion (use concept web)	Main creative activities	Side creative activities	Second ring	Story
Mon	Why you visit the clinic or hospital Clinic procedures Role play – phone the clinic, give your name and make an appointment	Cut and paste – healthy food plate using cut food pictures from magazines and paste on paper plate	<ul style="list-style-type: none"> • Collage – a cross using toilet paper squares • Painting – paint the cross red • Colour wash – paper with red food colouring for Wednesdays art 	Life skills: Beginning knowledge Rotten food makes you sick. (mouldy food) Keeping food cold kills germs. Germs are spread on hands and in the air. All children wash their hands correctly	Peter breaks his leg Visual aids Pictures 
Tues	The doctor Dress a child as a doctor Visual memory game: What's missing Set out some hospital items, remove one and ask which one is missing	Collage – a doctor using a toilet roll and toilet paper squares. Draw a face and suitcase with wax crayons	<ul style="list-style-type: none"> • Cutting – cut out a cross shape. • Printing – using red paint and medicine containers print the cross. • Collage and construction – a doctors suitcase 	Music – Rhymes and songs Miss Polly had a Dolly that was sick, sick, sick Five little children jumping on the bed There were five in the bed and the little one said, roll over Five little children playing in a tree	Lerato has measles Visual aids Paper plate faces
Wed	The nurse Dress a child as a nurse Listening activity Clap Syllables – use hospital words e.g. Hos-pi-tal	Collage – a nurse using a paper plate and cut and paste the nurse hat	<ul style="list-style-type: none"> • Red play dough – with matches to make crosses • Painting – paint the nurses face and hair • Drawing – with Jik and ear buds on colour washed paper (from Mondays art) 	Mathematics – group work Counting pills – according to pill bottles Sorting pills – according to pill bottle colour Shape – the cross – making a cross using logi shapes Sorting and shape - Peg boards – fill in cross shape using red pegs	Nurse Nelly Visual aids Paper plate nurse
Thurs	The hospital Hospital procedures Let the learners tell you about their visit to a hospital, clinic or doctor	Collage – get well card using egg boxes to make flowers	<ul style="list-style-type: none"> • Painting – paint egg box flower and stem • Red play dough – roll snakes and match them to the cross outline • Drawing (with cut and paste) – myself in a hospital bed using wax crayons and an egg box bed 	Mathematics – Data handling – graph Graph: Favourite activity to do when sick in bed – puzzles, drawing or books Measurement: Measure each other using pill boxes	Miffy goes to hospital Visual aids Rabbit pictures 
	Other people who work at the hospital Dress a child wearing theatre clothes Thinking and reasoning – what does not belong and why	Drawing X-ray of a hand – trace your hand using white wax crayon. Draw in the bones	<ul style="list-style-type: none"> • Colour wash – the hand with thin black paint. • Box construction – an ambulance using empty medicine boxes pasted onto firm paper. • Painting – ambulance white with a red cross and wheels 	Physical education: Games and movement Games: Hoops (beds) children group in hoops according to number called Doctor says – touch different body parts Doctor, doctor, nurse Song: Ring a ring a rosies	When I grow up Visual aids Toilet roll doctor Nurse face

Theme: The hospital

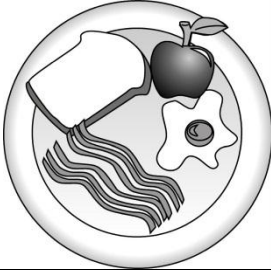


Day 1




First ring	Concept: Visiting the clinic or the hospital	Ages: 3 – 6y
Language discussion (Life skills integration)		
You will need: <ul style="list-style-type: none"> • Rotten or old food • Fresh food- fruit and vegetables – real items or pictures • Plastic gloves • Cotton wool and antiseptic, plaster 		
Introduction		
Ask the learners who has been sick and been to visit the doctor, clinic or hospital Allow plenty of time for the learners to tell you about their experiences.		
3 Year olds: Keep the discussion simple. Choose a few discussion points, especially healthy habits.		
Main body		
Discuss the following with the learners What makes you sick – germs, viruses, bacteria which are spread through; the air, on our hands and through drinking and using water from polluted rivers and dams Preventing the spread of germs – correct hand washing procedures, wash hands after toilet and playing outside and before eating, sneeze and cough away from others and into a tissue, bath or wash daily, don't share personal items such as toothbrushes, eat healthy fresh and washed food, fruit and vegetables. Don't drink water from rivers and dams. Stay home when you are sick. Have your immunisations done. Life orientation – LO 1 Health promotion – importance of eating fresh food, ways of ensuring personal hygiene, ways of preventing the spread of disease, hand washing Why we visit the clinic or hospital – illness, accident, vaccinations, broken bones, X-rays, cuts that need stitches, injections, operations, high temperature, sore throat, spots and rashes, pain, vomiting, ear ache. Clinic procedures – announce arrival at reception(admissions), complete forms or show clinic card, receive file or number, wait in waiting room, usually seen by a nurse first who takes your symptoms and asks you health questions. See the doctor when it is your turn. Collect your medicine or go for x rays or blood tests. What to do if you hurt yourself – call an adult to help you. Discuss universal blood precautions – wear rubber gloves. Use an anti – septic to clean the wound, cover all open wounds with a plaster or bandage, and never touch other children's blood. Demonstrate cleaning a wound: See below		
😊 Suggestions: If you have the resources, give each learner a piece of cotton wool and some antiseptic and let them pretend to clean a wound.		
Conclusion and activity		
Role play: Phoning the clinic to make an appointment The learners sit in pairs facing each other. One learner is the patient and the other learner is the receptionist at the doctor. Take turns to telephone the clinic- give your name and telephone number (if they know it) and say what is wrong with them. Change over and repeat.		
3 Year olds: The teacher phones each learner and asks their name and asks what is wrong with them.		

Subjects, study areas, skills, content and integration	
Subject: Languages (home) Skill: Listening and speaking <ul style="list-style-type: none"> • Listens and responds to simple questions • Talks about pictures in posters, theme charts, books • Participates in discussions and asks questions 	Integration: Life Skills Beginning knowledge Topic: My body Who may or may not touch my body What my body needs to stay healthy Topic: Jobs people do Health e.g. doctor, nurse, ambulance driver Personal and Social Well-Being Staying healthy, AIDS/HIV, abuse, health services
Subject: Life skills: Creative arts: Performing arts Dramatise own life experiences – telephoning	

Theme: The hospital

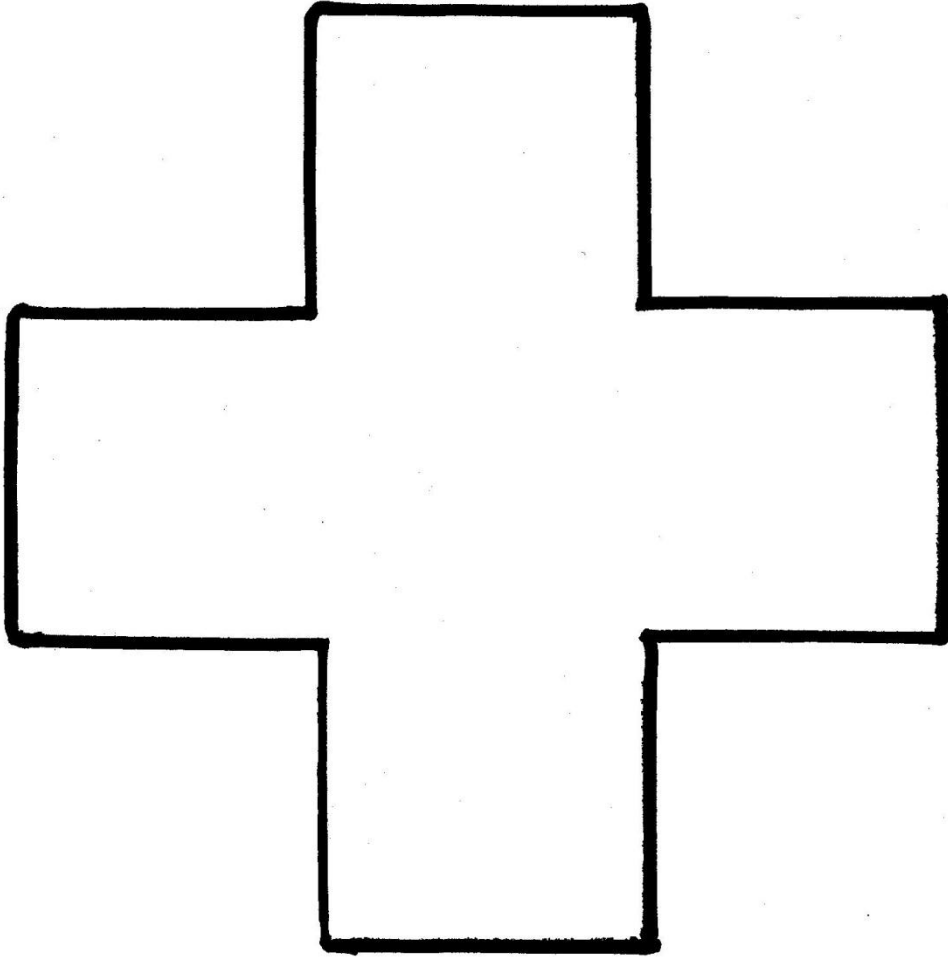
Day 1

Creative activities	Concept: Visiting the clinic or the hospital	Ages: 3 – 6y
Main activity: Cut and paste – a healthy food plate		
Skills: Eye-hand co-ordination, small muscles		
You will need: <ul style="list-style-type: none"> • Paper plate or circle • Food pictures – newspaper adverts are the best or magazines • Scissors • Glue and glue brushes 	Diagram: 	
The teacher will		The learners will
Set out newspaper adverts or magazines that have food pictures		Select healthy food pictures, cut them out neatly and paste onto the paper plate (or circle)
 Suggestions: If you do not have any newspaper adverts, allow the learners to draw food.		
 Year olds: They may struggle to cut out food pictures on the outlines. Allow them to “tear” the pictures. It is okay if they cut “through” the pictures – it’s the cutting practice that they need.		

Side art activities	You will need	
1. Collage a cross shape – using toilet paper squares The learners will crumple the toilet paper squares and paste them onto the cross shape. Optional: Punch a hole in the top of the cross and thread red wool through. The learners can wear the cross as a necklace Note: older learners can cut out their own cross	<ul style="list-style-type: none"> • Cross outline • Toilet paper squares • Glue and glue brushes • Scissors • Optional: red wool 	
 Year olds: They may tire filling their crosses so they may only cover some of the cross. You could make bigger crosses and have 4 learners fill in one cross.		
2. Painting – the collaged cross red The learners will paint the collaged cross red. Show the learners how to dab the paint brush.	<ul style="list-style-type: none"> • Paint – red 	
3. Colour wash – paper for Wednesdays art The learners will colour wash an A4 paper using dark red food colouring in preparation for Jik painting on Wednesday	<ul style="list-style-type: none"> • Red food colouring • A 4 paper 	
 Suggestions: Colour-wash a few extra pages for absent learners. Keep the colour dark. Cut the pages into ½ or ¼ so the learners can each make several drawings		



Subjects, study areas, skills, content and integration	
Subject: Life Skills Study area: Creative arts Create in 2D <ul style="list-style-type: none"> • Drawing and painting using the week’s topic Create in 3D (constructing) <ul style="list-style-type: none"> • Fine-motor and sensory co-ordination: (eye-hand-mind) manipulation of scissors and other tools and equipment. • Craft skills and techniques: cutting, pasting, tearing • Create freely using a range of materials: small boxes, recyclable materials like used magazines 	Integration: Subject: Languages (Home) Skill: Handwriting <ul style="list-style-type: none"> • Develops small muscles and fine motor control skills • Develops eye- hand co-ordination through play e.g. drawing and painting

Cross shape



Theme: The hospital

Day 1

Second ring	Concept: Visiting the clinic or the hospital	Ages: 3 – 6y
Life Skills – Beginning knowledge and Personal and Social Well-Being		
3 Year olds: Keep your discussion simple. Focus on how to wash hands correctly.		
You will need: <ul style="list-style-type: none"> • Old food and fresh food • Soap, basins for water, towels • Rhyme: Washing  		
Introduction		
Show the learners the old mouldy rotting food on the theme table and ask if it looks nice to eat. What will happen to you if you eat this food? It will make you sick. Why will it make you sick? Because it has germs in it. Show the healthy fresh food and ask if that is a better choice. Can we see germs? Where do you find germs? (in the air, on hands, in food, in water)		
Main body		
Language discussion Discuss how you can kill germs? Cooking (heat), keeping food cold (fridge) washing hands with soap and boiling water will kill germs. Discuss coughing and sneezing – it spreads germs. Cover your mouth when you cough and cover your nose when you sneeze. Blow your nose when it is runny and throw away the used tissue. Don't share personal items such as hair brushes, combs and toothbrushes.		
		
Discuss when hands should be washed? After toilet, before eating, after playing Demonstrate how to wash hands correctly using soap and washing well for 15 seconds. To help the learners to understand how long 15 seconds is, ask them to sing Happy birthday. It takes exactly 15 seconds to sing.(Show them on a kitchen timer if you have one) Hand washing activity Divide the learners into groups and give each group a bowl of water, some soap and a towel. Ask the learners to all wet their hands, to rub soap onto their hands and then to keep “washing and spreading the soap” while the group all sing Happy birthday together. They rinse their hands and dry them on a towel.		
☺ Suggestions: You may want to teach the learners how to blow their noses in a hygienic way.		
Conclusion		
Languages: Rhyme: Washing Say the rhyme while the learners do the actions		

Subjects, study areas, skills, content and integration**Subject:** Life skills**Study area:** Beginning knowledge**Social science concepts:** Cause and effect – eating rotten food makes you sick**Study area:** Personal and Social Well-Being

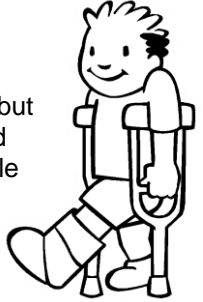
- Nutrition
- Environmental health

Integration: Subject: Languages (home)**Skill:** Listening and speaking

- Sings simple songs and does actions
- Listens and responds to simple questions

Theme: The hospital

Day 1

Story	Concept: Visiting the clinic or the hospital	Ages: 3 – 6y
Title: Peter breaks his leg		
You will need:		
<ul style="list-style-type: none"> • A plaster cast • 4 Pictures ✍(next page) (use as an educational activity) • X-ray of bones 		
Introduction		
Have you ever broken your arm or leg? What happened and did you get a plaster cast put on? Today's story is about Peter who did not listen to his teacher.		
Main body		
<p>Peter loved preschool. He couldn't wait to get to school each day so he could play with the other children.</p> <p>His favourite part of the day was outdoor play time. His teacher Mrs Jones was always telling Peter to be careful and to stop doing such dangerous things.</p> <p>At school Thabo had climbed a very high tree to look at a birds nest. Peter wanted to join him, but Mrs Jones told them to both get down from the tree before they have an accident. But Peter did not always listen to his teacher. When Mrs Jones went to help some other learners on the jungle gym, Peter climbed the tree.</p> <p>He was just about at the top of the tree when he noticed Mrs Jones returning to the playground. He got a fright and knew that he would be in trouble so he quickly scrambled to get down before Mrs Jones saw him.</p> <p>In his hurry to get down he slipped, lost his footing and he tumbled down out of the tree. He landed with a big bump on the hard ground below. He let out a loud wail as it was very painful. Mrs Jones rushed over to him to see how he was. She tried to help Peter to his feet but that was when he really started to cry. His leg was very, very sore and he could not stand on his leg. His knee was scraped but his leg was even worse.</p> <p>"Oh dear, I think you have broken your leg. We will have to call an ambulance to fetch you and take you to the hospital" said Mrs Jones.</p> <p>Mrs Jones phoned Peter's mother and the hospital. An ambulance with a nurse arrived at the same time as Peters mother arrived. They put Peter on a stretcher and carried him to the ambulance. His mother went with him to the hospital. At the hospital they X-rayed Peter's leg using a special machine that takes a photograph of your bones (show an X-ray) His ankle was broken. They took him to the preparation room. There they put Peter's leg into a plaster cast. They fetched some crutches and showed Peter how to hop along on one leg. Once the pain was better Peter thought this was a lot of fun. At school all the children drew pictures for him on the plaster cast. Peter could not run around so he had to sit on a chair next to Mrs Jones and help watch that the other children did not hurt themselves while they were playing. He had to keep the plaster on for 4 long weeks. Peter was very pleased to have the plaster off and to be able to play at outdoor time again. And now Peter always listens to Mrs Jones so that he will not get hurt again.</p>		
<p>Language activity: Sequence the pictures in the order of the story. Use these pictures as an educational activity</p>		
Conclusion and activity – Questions		
<p>Why did Peter climb the tree? Is it safe to climb high in trees? Why did Peter fall out of the tree? Why do you think you should listen to your teacher? How did Peter get to the hospital? How else could he have gotten there? How long did Peter have the plaster cast on? What did Peter have to do at playtime? What else could Peter have done? What would you do?</p>		
<p>3 Year olds: Keep your questions simple.</p>		

Subjects, study areas, skills, content and integration**Subject: Languages (home)****Skill: Listening and speaking**

- Listens and responds to simple questions
- Participates in discussions and asks questions

Skill: Reading and viewing

- Arranges a set of pictures in such a way that they form a story

Integration: Life Skills**Study area: Beginning knowledge****Topic: At school**

- Rules and routines at school

