



The Reading Bear Society

# A VISIT TO DR. BEAR MODULE: TEACHERS GUIDE

For children ages 3-5 years



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This module is an ongoing project by MD undergraduate students as part of Flexible Enhanced Learning in the Faculty of Medicine at the University of British Columbia. All materials associated with a Visit to Dr. Bear are subject to change.



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## Preface

This manual includes the information necessary for teachers to organize “A Visit to Dr. Bear” for students ranging in age from 3 to 5 years old. The purpose of A Visit to Dr. Bear is to help children engage in their own health, through the use of play-based learning, while also providing them with an opportunity to have fun and explore different health-related themes. The program utilizes teddybears to educate students about common childhood visits to the doctor, medical equipment, infection precautions, immunizations, and emotional regulation. For more information on the Reading Bear Society, please visit [www.thereadingbear.ca](http://www.thereadingbear.ca), or follow us on Instagram and Facebook.









## Materials

Please note that suggested medical materials may be replaced by alternatives. The use of common household items is encouraged, as students may use similar items found at home to practice with.

### 1. Hand Washing + Mask Station





|              |  |   |   |
|--------------|--|---|---|
| Materials    | Teddy Bear<br>    | Mask<br>               | Hand Sanitizer or Soap<br> |
| Alternatives | Stuffed Toy<br> | Scarf or Bandana<br> | Bar of Soap<br>           |

### 2. Check Up Station





|              |  |   |  |   |   |
|--------------|--|---|--|---|---|
| Materials    | Teddy Bear<br>  | Otoscope<br>                   | Reflex Hammer<br>           | Tongue Depressor<br> | Thermometer<br>    |
| Alternatives | Stuffed Toy<br> | Toilet Paper Roll or Hands<br> | Eraser + Popsicle Stick<br> | Spoon<br>            | Popsicle Stick<br> |



### 3. Heartbeat Station

|              |  |   |
|--------------|--|---|
| Materials    | <p>Teddy Bear</p>   | <p>Stethoscope</p>           |
| Alternatives | <p>Stuffed Toy</p>  | <p>Pipe Cleaner + Paper</p>  |

### 4. Vaccination Station

|              |  |   |   |   |
|--------------|--|---|---|---|
| Materials    | <p>Teddy Bear</p>    | <p>Syringe</p>  | <p>Band aid</p>  | <p>Cotton Ball</p>  |
| Alternatives | <p>Stuffed Toy</p>  | <p>Marker</p>  | <p>Tape</p>     | <p>Tissue</p>      |

## Introduction (5-10 minutes) & Storytime (15 minutes)

1. **Introduce the visit:** Introduce students to the idea of visiting a doctor. Perhaps ask students if they have ever been to the doctor, or what you might go to the doctor for.
2. **Introduce the teddy bears:** Present Dr. Bear and explain her role as a teddy bear doctor. Then, introduce Dr. Bear's friends, highlighting some of the reasons they will be visiting Dr. Bear, including fever, ear ache, sore throat or vaccination.
3. **Read *A Visit to Dr. Bear*, a children's book:** Please note that a video reading of this book can be found [here](#). Alternatively, a PDF version of the book can be printed and read to your class. See [here](#) for the printable version of this book. Suggested comments are on the back of each page within the book. Feel free to use these comments as a guide.



## Stations (5-10 minutes per station)

Run through each station using the instructions below. This guide is designed for stations to be presented in a sequential manner, with teachers demonstrating the station first, then allowing their students to practice with their own bear. The presentation of stations can be adapted, meaning you can select the stations that you wish to present. Suggested phrases are shown below in green text, however, feel free to improvise your script as your present.

### 1. Hand Washing + Mask Station

#### Materials:

- Teddy Bear
- Mask
- Hand Sanitizer or Soap



- Start by showing your students a video demonstration of proper handwashing, see [here](#).
- Explain to the students that to remove germs, we should wash our hands for 20 seconds, while singing the Happy birthday song.
  - Can you count to 20 with me?
- Next, demonstrate proper handwashing for your students, highlighting the important steps.
  - First, we turn on the sink and we'll get our hands wet. Next, we'll put some soap on our hands.
  - Can everyone help me sing Happy Birthday while I wash my hands?
  - Let's wash off the soap and dry our hands with a paper towel!
- Next, ask students why they might wear a mask. Put your mask on incorrectly and ask students if this is the proper way to wear one.
  - Why are masks important?
  - Can everyone show me how we properly wear a mask?
- Take some time to touch on sneezing. Ask students how they cover their mouths when they sneeze.
  - It's important we sneeze into our sleeves so that we don't spread our germs!
  - Can everyone show me how to sneeze safely?

### 2. Check Up Station

#### Materials:

- Teddy Bear
- Otoscope
- Tongue Depressor
- Reflex Hammer
- Thermometer

- Start by introducing why someone might go to the doctors for a check-up.
  - Sometimes we don't feel well, so we need to go to the doctors to find out why. Doctors don't always know what's wrong just by looking at you, so they need special tools.
- The otoscope is used to look inside the ears. Show students how to look inside our bears ears. Encourage them to practise on their teddy bear. Ask them what they see.
  - Can everyone say otoscope? Repeat after me:





### O-TO-SCOPE.

- A tongue depressor is used for looking in your mouth. Illustrate the use of the tongue depressor on the bear and encourage students to practise on their teddy bear.
- Show your students the reflex hammer. Illustrate its use on the bear's arms and legs. Encourage students to follow your action and say "tap, tap, tap" as they do so.
  - Can everyone say "tap, tap, tap"?
- Show the class the thermometer and illustrate its use by checking your teddy bears temperature. Show students that it can be placed in the mouth or armpit.
  - Can you say thermometer?

### 3. Heartbeat Station

#### Materials:

- Teddy Bear
- Stethoscope



- Ask students to point (on their body) to the location of their heart.
- Explain to your students that the heart makes a sound. Place a hand on your heart and encourage them to feel their own heartbeat, while repeating "lub-dub".
  - Sometimes you can feel your heartbeat! Do you feel it?
  - Your heartbeat sounds like this: "lub-dub, lub-dub". Can you repeat me after?
- See [here](#) for some real heart sounds to play for your students!
- Make a fist and place it over the heart; encourage the children to do the same.
  - Did you know that the heart is about the size of a fist? Let's make a fist. This is how big your heart is – isn't that amazing?

### 4. Vaccination Station

#### Materials:

- Teddy Bear
- Syringe
- Band aid
- Cotton Ball

- Ask students to raise their hand if they have ever had a shot before.
  - Why might we have to get a shot? What do you think is inside the shot or needle?
  - Needles or shots are what we call vaccines. Vaccines have medicine inside of them that stays in our body so that when we get sick, we already have the medicine to help us feel better!
- Sanitize hands prior to giving the vaccine, explaining to students the importance of having clean hands when giving shots.







- Before proceeding with the vaccination, encourage students to take 3 bear breaths.
- Demonstrate giving a vaccine to the teddy bear with the syringe and ask students to follow along. Swab the teddy bear's arm with a tissue or cotton ball and give the vaccine on the count of 3. When finished, place a band aid on the teddy's arm and give them a big hug!

## Conclusion (10 minutes)

1. **Summary:** This time is used to summarize the visit. First, consider beginning with some bear breathing:

"Let's take 3 more bear breaths together. Breathe in 1... and out... Breathe in 2... and out... Breathe in 3... and out."

Listen to Dr. Bear:

"Dr. Bear would like to thank you and your teacher. She would like for each of you to know that you are each special. There is only one of you and that is what makes you unique. Let's go over what we learned today. What can we do to stay healthy?"

2. **Singing:** Finish the session by singing along to "Head, Shoulders, Knees and Toes" with your students. See [here](#) for the tune and accompanying actions.

"Let's stand up and finish with a song about our growing bodies."

3. **Parent Resources:** Please see [here](#) for a letter to parents and guardians outlining the nature of the Dr. Bear Module, as well as a link to a copy of *A Visit to Dr. Bear*. For more information on various early childhood topics, please visit [www.thereadingbear.ca](http://www.thereadingbear.ca).

Thank you for participating in The Reading Bear Society's  
A Visit to Dr. Bear Module



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## Appendix A: Curricular Competencies

The following is a list of some of the BC curricular competencies that are met, in part, by A Visit to Dr. Bear sessions. For more information, please visit [www.curriculum.gov.bc.ca/competencies](http://www.curriculum.gov.bc.ca/competencies).

### Curricular Competencies – Kindergarten to Grade 3

#### Comprehend and Connect (reading, listening, viewing)

- Use sources of information and prior knowledge to make meaning
- Use appropriate reading, listening, and viewing strategies to make meaning
- Explore foundational concepts of print, oral, and visual texts
- Engage actively to develop understanding of self, identity, and community
- Recognize the importance of story in personal, family, and community identity
- Use personal experience and knowledge to connect to stories to make meaning
- Recognize the structure of story

#### Create and Communicate (writing, speaking, representing)

- Exchange ideas and perspectives to build shared understanding
- Use language to identify, create, and share ideas, feelings, opinions, and preferences
- Create stories and other texts to deepen awareness of self, family, and community
- Plan and create stories and other texts for different purposes and audiences
- Explore oral storytelling processes

#### Physical Literacy

- Demonstrate fundamental movement skills in a variety of physical activities and environments
- Describe the body's reaction to participating in physical activity in a variety of environments
- Develop and demonstrate safety, fair play, and leadership in physical activities

#### Healthy and Active Living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify opportunities to be physically active at school, at home, and in the community
- Identify and explore a variety of foods and describe how they contribute to health
- Identify opportunities to make choices that contribute to health and well-being
- Identify sources of health information

#### Social and Community Health

- Identify and describe a variety of unsafe and/or uncomfortable situations
- Develop and demonstrate respectful behaviour when participating in activities with others
- Identify caring behaviours among classmates and within families

#### Mental Well-Being

- Identify and describe practices that promote mental well-being
- Identify and describe feelings and worries
- Identify personal skills, interests, and preferences

#### Identity and Families

- Explain the significance of personal or local events, objects, people, or places (significance)
- Ask questions and draw conclusions about the content and features of different types of sources
- Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)
- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)
- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)
- Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)

