

# Lesson Plan: The Teddy Bear Clinic

## Materials Needed:

- A variety of stuffed animals or dolls (the "patients")
- A toy doctor kit (or homemade versions: a cardboard tube for a stethoscope, a craft stick for a tongue depressor)
- Band-aids or white masking tape for "bandages"
- A small paper bag and crayons/markers to create a doctor's bag
- A small notebook and a crayon for "writing prescriptions"
- Cotton balls
- A small blanket and pillow for the "exam table" (a couch or floor space)
- Optional: A white button-up shirt to use as a doctor's coat

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## Learning Objectives

By the end of this lesson, the student will be able to:

- Demonstrate care and empathy for others through pretend play.
- Identify and name 2-3 common doctor's tools (e.g., stethoscope, bandage).
- Practice fine motor skills by applying "bandages" and using "tools" on a stuffed animal.
- Use language to describe a simple problem (e.g., "The bear has a boo-boo") and a solution ("Needs a bandage").

## Alignment with Early Childhood Development Domains

- **Social-Emotional:** Fostering empathy, understanding feelings, and learning how to care for others.
- **Fine Motor Skills:** Manipulating small objects like toy instruments and applying tape/band-aids.
- **Language & Communication:** Using vocabulary related to health and asking/answering simple questions during play.
- **Cognitive Development:** Engaging in symbolic thought (pretend play) and simple problem-solving (figuring out what a patient needs).

## Lesson Activities (Approximately 30-45 minutes)

### 1. Warm-Up: Becoming the Doctor (5 minutes)

- **Activity:** Start by decorating a paper bag to create a personalized "Doctor's Bag." The child can draw a red cross or other symbols on it.
- **Teacher's Role:** Say, "Every great doctor needs a special doctor's bag! What should we put on yours?" Help them get dressed in their "doctor's coat" if you are using one. This step builds excitement and ownership.
- **Engagement:** This hands-on craft immediately engages the child's creativity and sets the stage for the role-play to come.

## 2. Main Activity: The Teddy Bear Check-Up (20 minutes)

- **Step 1 - Set Up the Clinic:** Help the child set up their "clinic." Lay a blanket down for an exam bed. Line up the stuffed animal "patients."
- **Teacher's Role:** Say, "Oh no! It looks like we have some patients waiting. Who should we see first? What seems to be the matter with Teddy?" Model the first check-up yourself. For example: "Hello, Teddy. I'm Dr. [Child's Name]. I hear you have a cough. Let me listen to your heart." Use the toy stethoscope on the bear's chest.
- **Step 2 - The Examination:** Encourage the child to take over as the doctor. Prompt them with questions to guide the play:
  - "Can you use your stethoscope to listen to the bunny's breathing?"
  - "It looks like the puppy has a scrape on its knee. What should we do?" (Guide them to use a cotton ball to "clean" it and a band-aid to "cover" it).
  - "Does the doll have a fever? Let's check her temperature."
- **Instructional Strategy:** This uses a "scaffolding" approach. You model the behavior first, then provide guided prompts, and finally allow the child to play more independently as they gain confidence. This caters to kinesthetic and auditory learning.

## 3. Cool-Down: Prescriptions and Rest (5-10 minutes)

- **Activity:** After the check-ups are complete, explain that sometimes patients need medicine or special instructions to get better.
- **Teacher's Role:** Give the child the small notebook and a crayon. Say, "Let's write a prescription for Teddy. What will help him feel better? Maybe lots of hugs and a nap?" Help the child make scribbles or drawings on the notepad.
- **Closure:** Tuck the "patients" into a cozy spot with their blanket to rest and get better. This provides a clear and calming end to the activity.

## Assessment (Formative & Observational)

Observe the child during play and note the following:

- **Empathy:** Did the child use a gentle voice or gentle hands with the "patients"? Did they try to comfort the toy (e.g., patting it, saying "it's okay")?
- **Tool Use:** Did the child attempt to use the toy tools for their intended purpose (e.g., stethoscope on the chest, bandage on a "boo-boo")?
- **Problem-Solving:** Did the child identify a "problem" (a cough, a scrape) and choose a "solution" (medicine, a bandage)?
- **Language:** Did the child use any doctor-related words? Could they communicate what the toy needed?

## Differentiation and Inclusivity

- **For Extra Support:** The parent/teacher can take on a more active role, playing the part of a "doctor's assistant." You can hand the child the correct tool and give very specific instructions: "Now, let's put the bandage right here on the bear's arm." Use simple, repetitive language.
- **For an Extra Challenge:** Encourage more complex scenarios. "Oh no, the giraffe has a tummy ache \*and\* a sore throat! What should we do first?" Introduce new materials, like having the child draw an "X-ray" on a piece of black paper with a white crayon to see "broken bones." They could also create a chart for each patient, drawing a picture of what was wrong.
- **Inclusivity:** The lesson uses the child's own toys, making it personally meaningful and culturally

relevant to their own home environment. The focus is on the universal concept of caring for others.