



TEACHER'S NOTES

DO A
SAFETY SURVEY

OVERVIEW

Aimed at **key stage 2 (9-11 years)**

(Prep time None/Class time 50 mins)

Learners consider issues of safety in the school and how they feel in different areas. After watching a video-story about two children with Brittle Bone Disease, learners consider how the girls would feel in their school. They develop a set of survey questions to assess how safe the school is for the girls and work in small groups to survey the school and map their findings.

LEARNING OBJECTIVES

- To consider issues of safety and relate them to their own feelings
- To reflect on the experiences, needs and feelings of children who are different from themselves
- To identify questions which could be used for investigating a research problem
- To work with others to produce, share and discuss a piece of creative work

CURRICULUM LINKS

- Historical, geographical and social understanding: undertake investigations and enquiries, using various methods, media and sources
- Understanding personal development, health and wellbeing: work independently and in groups, taking on different roles and collaborating towards common goals
- Understanding personal development, health and wellbeing: listen to and reflect on other people's views and feelings

you will NEED

- Feelings Maps of school.
- Internet access

Activity

- Start the activity by asking questions to encourage learners to think about where they feel safe or unsafe in school and why. For example, where is the safest place in school? Why? Can you name a place where someone has been hurt? Does that affect how you feel or behave in that part of school?
- Explain that you want the class to watch a film about two little girls, Tiana and Star. As they watch, ask learners to think about what it would be like to be Tiana or Star, and try to remember what their mum worries about. Watch Tiana and Star's video story at:
<http://www.genesareus.org/filmlibrary/tianaandstar>
- Ask questions to draw out information about Tiana and Star's condition and how the girls might hurt themselves, such as: What disease do Tiana and Star have? What does it mean? What does their mum worry about? Do you think Tiana and Star need to do anything differently when they go to school?
- Summarise that Tiana and Star have a genetic disorder called Brittle Bone Disease. It means it is very easy for them to break or fracture a bone. In the film, their mum worries about them going up and down stairs, being in the bath, sitting on the toilet, jumping on the bed or tripping over things. Their mum also says that Tiana and Star are just like other children, but that they need to be extra careful. NB: If you want to watch this section of the film again, start the video player at 01:50 minutes.
- Ask the class to think about what it would be like if Tiana and Star were pupils at your school. Which places or objects might be dangerous: Where might they trip up? Where could they fall? Where might they bump into other pupils?

Activity

- Explain that you want the class to come up with five questions that could be used to test how safe Tiana and Star would feel in a place. Collect the best questions from the group. Examples might be: Is there something sharp/hard there? Are there steps or stairs? Could the girls fall over/bump into someone? Are there usually lots of people there? Do people run there? Is the floor uneven? Is it dark? Do people leave things on the floor?
- Split the class into groups of five learners. Ask each group to explore the school and draw a map which shows places or things that Tiana and Star might need to be careful with. Each member of the group takes responsibility for asking one of the five questions, noting places where they think the answer is yes, and recording them on the group map.
- When the groups return, discuss how the places they marked for Tiana and Star compare with the learners' own feelings maps. Would Tiana and Star have different feelings in the same places?

EXTENSION

- Watch the other video stories on the Genes are Us site and consider what it is like living with other genetic disorders. How might safety surveys of the school for Connor or Tom differ?
- Watch Connor's story here:
<http://www.genesareus.org/filmlibrary/connorsstory>
- Watch Ellie and Tom's story here:
<http://www.genesareus.org/filmlibrary/ellieandtom>
- Write a letter to the Head, using persuasive language to ask them to make changes which would improve safety within school for children with genetic disorders.
- Make a safety survey of your local high street or shopping centre. Use Google Maps to obtain an aerial photograph of the area, or obtain an Ordnance Survey Map. Learners explore the area, asking the same five questions you identified above to generate a local map for Tiana and Star.

FURTHER INFORMATION

You can use Google maps to get a bird's eye view of your school, grounds and local area (just enter your postcode):

<http://maps.google.co.uk/>

You can view Ordnance Survey maps online (just enter your postcode):

<http://www.ordnancesurvey.co.uk/oswebsite/opendata/viewer/>

FEELINGS MAP

WORKSHEET

Maps are a great way to share information about places. But they're not just for telling people how to find something. You can make maps which show your friends the coolest places to hang out, or the really dull places where they wouldn't want to go.

Look at these two maps of the same school. What do they show? Who do you think drew each one?

