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Genetic Disorders UK

# TEACHER'S NOTES

## DO A SOUND SURVEY

### OVERVIEW

Aimed at **Key Stage 2 pupils 9 – 11 years** (Prep time None/Class time 50 mins)  
After watching a film about a child with Treacher Collins syndrome who has hearing difficulties, learners consider how the boy would feel in their school. They develop a set of survey questions to assess the noisiest places in school and work in small groups to survey the school and map their findings.

### LEARNING OBJECTIVES

- 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 Activity

- Ideally, a map of your school for each group (but this is not essential)
- Paper and pens
- Internet access

- Explain that you want the class to watch a film about a little boy called Ashley. As they watch, ask learners to think about what it would be like to be Ashley. Watch Ashley's video story at: [www.genesareus.org/filmlibrary/ashleysstory](http://www.genesareus.org/filmlibrary/ashleysstory)
- Ask structured questions to draw out information about Ashley's condition and how it affects his life, for example:
  - What condition does Ashley have?  
*Ashley has a genetic disorder called Treacher Collins syndrome.*
  - What does it mean?  
*It means the bones and other structures in his head and neck did not form properly before he was born.*
  - What is different about Ashley's ears?  
*Ashley has very small ears and wears two hearing aids.*
  - How do his hearing difficulties affect him?  
*With his hearing aids in, Ashley can hear just like other children, but he can sometimes find it difficult in noisy places.*
- Ask the class to think about what it would be like if Ashley was a pupil at your school. Which places or objects might be particularly noisy: Where might he not be able to hear properly? Where might he miss hearing something important? Is there anywhere where he might be in danger if he couldn't hear properly?



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## DO A SOUND SURVEY

### Activity

continued

- Explain that you want the class to come up with five questions that could be used to test how noisy different places are. Collect the best questions from the group. Examples might be: Are there a lot of people there? Are there cars, buses or lorries? Is there machinery? Do people play or shout there? Is there music there? Does sound echo there?
- Split the class into groups of five learners. Ask each group to explore the school and mark places or things that might be particularly noisy on a map of the school (if you do not have a map of the school, they will have to draw this themselves!). 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 the places they marked for Ashley. How do they feel when they spend time in these noisy places? Do they think Ashley would feel the same way? Why/why not?

### EXTENSION

- Make a sound 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 sound map for Ashley.
- Make a feelings map for Ashley. Revisit the sound maps to consider where Ashley might feel happy, sad, scared or excited. They could use images and symbols (for example, smiley or sad emoticons) or words and phrases (for example, 'scary', 'fun', or 'good for singing'). How does Ashley's feelings map compare with their own?

### 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):  
[www.ordnancesurvey.co.uk/oswebsite/.opendata/viewer/](http://www.ordnancesurvey.co.uk/oswebsite/.opendata/viewer/)

FOR MORE RESOURCES GO TO [WWW.GENESAREUS.ORG](http://WWW.GENESAREUS.ORG)

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