



TEACHER'S NOTES

MAKE A MAP
FOR TIANA & STAR

OVERVIEW

Aimed at **key stage 2 (7-9 years)**

(Prep time 20 mins/Class time 50 mins)

Learners consider how maps can be used to provide information to a range of audiences. After watching a video story about two children with brittle bone disease they discuss activities which might be dangerous for the girls, and work in small groups to create maps of the school that share information about places where the girls may need to take special care.

LEARNING OBJECTIVES

- ★ To consider how maps can be used to provide information for different audiences
- ★ To reflect on the experiences, needs and feelings of children who are different from themselves
- ★ To create a map of an area of school, designed for a specific audience
- ★ To work with others to produce, share and discuss creative pieces of work

CURRICULUM LINKS

- ★ Historical, geographical and social understanding: undertake investigations and enquiries, using various methods, media and sources
- ★ Understanding the arts: design and create images and artefacts, expressing ideas for clearly defined purposes
- ★ Understanding physical development, health and wellbeing: listen to, and show consideration for, other people's views

you will NEED

- ★ Paper, pencils, pens and clipboards
- ★ Internet access

PREPARATION

- ★ Draw scale outlines of key areas in the school – for instance the entrance hall, the playground, the dining hall and the cloakrooms – and make a large copy of each. You may want to obtain an aerial view of the school from the internet to help with this.

Activity

- ★ Start the activity by reminding learners that different maps can be made for different people. Ask questions to help draw out ideas, for example, Who might need a map of the school? (pupils, firemen, visitors ...), If you all drew a map of the school, would it be the same? Would teachers want the same information on a map as pupils?
- ★ Summarise that different people choose different things to put on maps, because different people want to know different information. Teachers may want to know where the staff room, toilets and photocopiers are, pupils may want to know where the children's cloakrooms and playground are. New pupils would need different information from people who have been at the school for a long time.
- ★ Some pupils may need other information. Explain that you want the class to watch a film about two 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>

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Activity

continued

- Ask questions to draw out information about Tiana and Star's condition and how the girls might hurt themselves, for example, 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 their school. Which places or objects might be dangerous, for example, Where might they trip up? Where could they fall? Where might they bump into other pupils?
- Split the class into small groups, giving each a clipboard, one of your school area outlines and some pens and pencils. Send each group to the location of their outline and ask them to draw a bird's eye view map of the area, using symbols to mark different areas and objects. They should design a special symbol for places or things that Tiana and Star might need to be careful around.
- When the groups return, end the activity by combining the different school area maps into one map of the entire school. Compare the symbols each group used and discuss how they decided whether something was a danger or not.

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 maps of the school made 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>
- Redesign your classroom for Tiana and Star by thinking about how you could change the layout to make the space safer. Learners then draw a map of their imagined new classroom.

FURTHER information

- These interactive classroom design tools could be used on a whiteboard to generate classroom designs:
http://teacher.scholastic.com/tools/class_setup/
<http://classroom.4teachers.org/>

FOR MORE RESOURCES LIKE THESE, AND TO SIGN UP FOR JEANS FOR GENES DAY,
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