

OVERVIEW

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

(Prep time 5 mins/class time 40 mins plus break time)

Learners make plain white masks before wearing them during a school break period. When they return to class they discuss how other people treated them and how they felt, before watching and commenting on a video story about two children whose genetic condition means they are often stared at. Working in small groups they then create and perform a role play about the children, drawing on their own experiences.

CURRICULUM LINKS

- Understanding physical development, health and wellbeing: recognise how their behaviour and the behaviour of others may influence people both positively and negatively
- Understanding the arts: create roles and devise performances that sustain characters, plots and intentions

LEARNING OBJECTIVES

- To recognise and respect similarities and differences between one another
- To reflect on how their behaviour might impact others
- To work effectively in groups
- To create and perform a role play

you will NEED

- My mask** template (provided), one for each learner
- String or elastic, scissors and a hole punch
- Pencils and pens

PREPARATION

- Print off enough **My mask** templates for each learner

Activity

- Provide each learner with a **My mask** template, some string or elastic and a pair of scissors. Ask the class to follow the instructions to make their own plain white mask.
- At break time, the class should wear their masks around the school, paying attention to what happens.
- When the class returns, pose questions to find out what happened.

Activity

continued

For example;

How did other people treat you?

Why do you think they did that?

How did you feel?

Did you do anything different to normal?

- ★ Explain that you want the class to watch a film about two children, Carys and George. As they watch, ask learners to listen out for what upsets and annoys Carys and George. Watch Carys and George's video story at:

<http://www.genesareus.org/filmlibrary/carysandgeorge>

- ★ Based on their own experiences at break time, ask learners to work in small groups to list three reasons why people might stare at Carys and George and three words that express how Carys and George might feel.

- ★ Finally, ask the groups to create and perform a role play about what happens when Carys, George and their parents visit the local shopping centre. Learners can decorate and wear their masks to represent different characters and incorporate the reasons and feelings words they identified above.



EXTENSION

- ★ Learners identify people who might like being stared at and discuss why that is, before voting on whether they would want a job that encouraged people to stare at them. Answers might include actors, models, celebrities or people on reality TV shows (note, there are two US reality TV shows which feature people with the same genetic condition as Carys and George).

FURTHER information

You can watch extracts from the US reality TV show which features a family with achondroplasia here:

<http://tlc.discovery.com/tv/little-people-big-world>

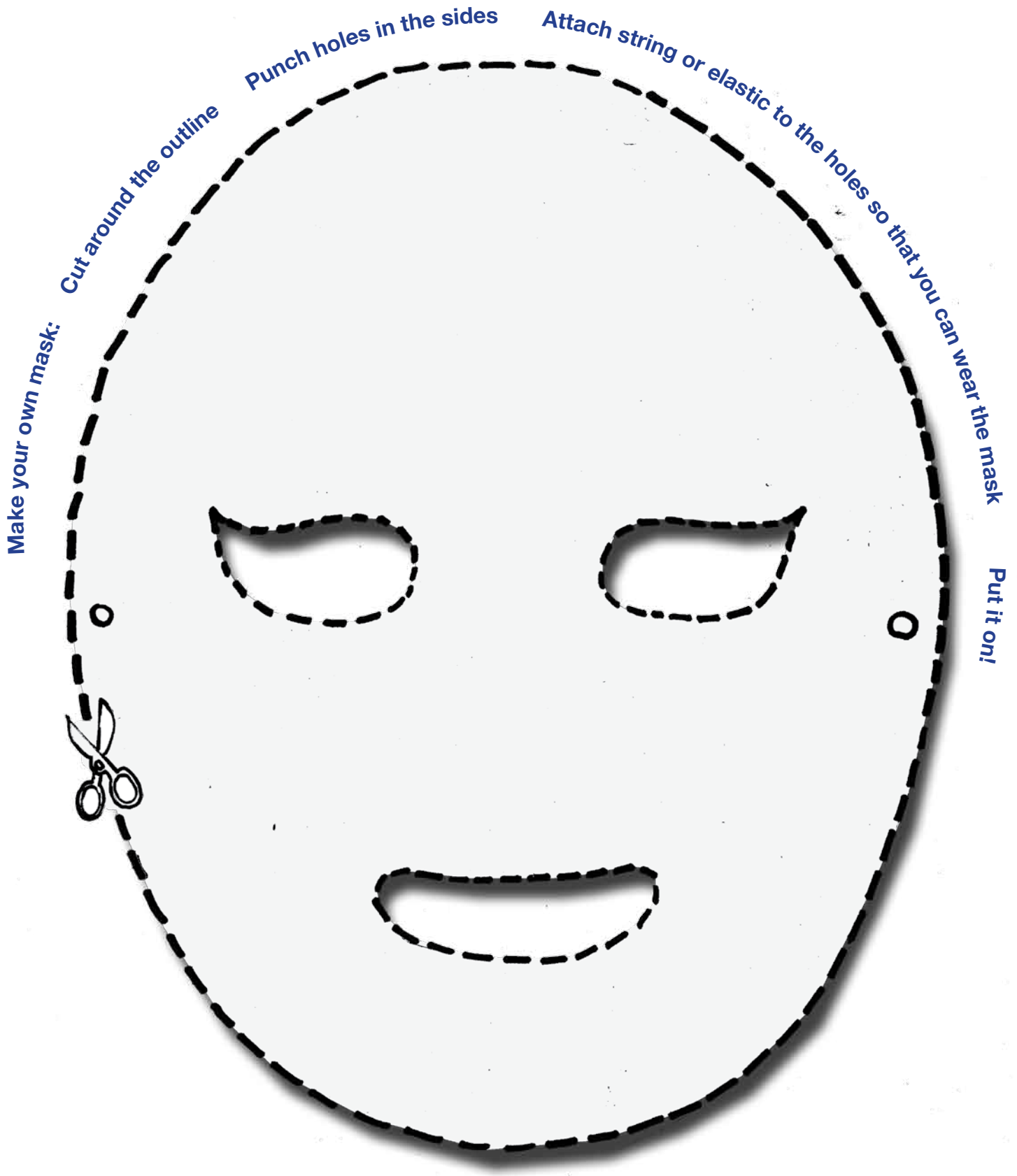
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MY MASK TEMPLATE



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