

OVERVIEW

Aimed at **key stage 2** (7-9 years)
(Prep time none/Class time 40 mins)

After watching a video story about two children with a genetic condition which affects their height, learners consider how different people experience the world. Working as a class, learners discuss the challenges the children might face, and their associated feelings, before writing and sharing individual poems about what it might be like living in a different world.

CURRICULUM LINKS

- Understanding physical development, health and wellbeing: listen to, reflect on and respect other people's views and feelings
- Understanding physical development, health and wellbeing: recognise and respect similarities and differences between people
- Understanding English, communication and languages: select form, content and vocabulary to suit particular purposes

LEARNING OBJECTIVES

- To recognise and respect the similarities and differences between themselves and others
- To identify and express feelings
- To plan and deliver a piece of creative writing on a specific topic

you will NEED

- Internet Access

Activity

- Explain that you want the class to watch a film about two children, Carys and George. As they watch, ask learners to pay attention to the special changes that have been made to Carys and George's house. Watch Carys and George's video story at:

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

Ask structured questions to draw out information about Carys and George and how they live, for example:

- **Carys and George have a genetic condition called Achondroplasia. How does this affect how they live?**

Achondroplasia means that Carys and George's arms and legs are shorter than many people's. This can make it difficult for them to reach things which we all take for granted, or even to see out of a window.

- **What special improvements have been made to Carys and George's house?**

The kitchen surfaces are lower than in most houses. The sink and windows are also lower.



Activity

continued

What do you think it would be like for Carys and George if they lived in a standard-sized house?

Carys has to stand on a stool to reach into her wardrobe, but her mum says that standing on things all the time can be very dangerous.

Ask learners to imagine that they wake up one morning in a world where everyone and everything has grown taller overnight. As a class, explore how they would have their breakfast, get to school or play their favourite games. Pose questions to draw out some of the challenges and benefits, and how learners might feel. For example,

What if you couldn't reach the cereal or the bowls?

What if the step onto the school bus was too high?

What might you be able to do that other people can't?

Write some of the key words on the board.

Ask each learner to write a poem starting with the line, **'When I woke up this morning everything was taller...'**. They may include some of the words you have written on the board if they like.

Learners share their work by reading their poems aloud at the end of the lesson.

EXTENSION

Learners work in pairs to design a gadget which could help them live in the giant world. They should consider:

What they want the gadget to be able to do (for example it could be designed to make them taller, to pick up things, or to help them see over walls)

How it will be used (for example, they could hold it in their hand, strap it to their body, or attach it to an object)

What it will be made of (what materials or other components they will use)

FURTHER INFORMATION

Learners can use this poem-making kit to help structure their work:

<http://www.poetryclass.net/lessonm.htm>

These activity packs include opportunities to design new gadgets and product logos:

http://www.crackingideas.com/teachers/activity_packs

