Discussion Questions

Choose from the full-length video or any of the segments to show your group. Once you have made your selection, you can refer to the following questions to help you get started and generate a discussion.

Before the Screening

For younger audiences (under 12):

- Ask the group to look for any dangers they recognize from their own homes and/or neighbourhoods and to take note of the activities they see the children participating in with their artificial limbs.

For older audiences (12+):

- Ask the group to pay attention to what the children say about their artificial limbs and to listen for tips on how to PLAYSAFE.

After the Screening

For younger audiences (under 12):

- What are some examples of “mean machines?” In what kinds of places can you find “mean machines?” (i.e., in the country, in the city, by the water, on the road, etc.)
- What are some actions you can take to make sure that you PLAYSAFE? What does it mean to spot the danger before you play?
- What were the children doing when their accidents happened?
- Did you see any of the children participating in activities that you enjoy? (This will help to emphasize that while amputees may do things differently, they are no different than other children.)

For older audiences (12+):

- Was there anything in the video that surprised you? What was it and why? What did you learn from it?
- What are some actions you can take to make sure that you PLAYSAFE? How can you spot the danger before you play?
- What were the children doing when their accidents happened?
- Did you see any of the children participating in activities that you enjoy? (This will help to emphasize that while amputees may do things differently, they are no different than other children.)

SAFETY WALK™

To close the presentation, you can hand out the SAFETY WALK resources (available on our website) to your group. With the guidance of an adult, a SAFETY WALK can be a fun activity to help children identify dangers in their own neighbourhoods and prevent accidents from happening.