



STARTER:

Pupils will watch the Time-Out Short –‘Sam’s Story’.

NB: You may want to show the full drama first as a ‘refresher’.

DISCUSSION:

The main discussion at this point is:

- ‘Will Sam stay with Daz?’

Pupils can get together in groups and draw up a list of pros and cons which can be fed back. This provides a gentle ‘human interest’ ‘real life dilemma’ introduction and allows pupils to think about consequences without the burden of conceptualising ideas. This could also form the title of a formal debate (see possible extensions)

TASK:

The task here is really a continuation of the discussion section and as such may grow organically from that. Therefore, feel free to stray from the suggestions here if the initial discussion has thrown up more immediate and pertinent concerns. Pupils may well work best if this is done as ‘circle time’ but of course this may not always be appropriate. If pupils do not work well in a discussion style of lesson then it could be done as a written exercise. However this may prove less inspiring for the pupils. Working as part of a group may counteract this.

TOPICS TO CONSIDER:

Really what we want to get over to the pupils is that their own personal safety is an individual’s responsibility, but that the ramifications of Daz’s experience are widespread and affect many people in many different ways.

- How has Sam’s life changed since Daz was injured?
- What has stayed the same?
- Do you think her attitudes (toward Road Safety or more generally) have changed?
- What emotions do you think she feels?
- How would you feel?
- Would you have reacted differently to Sam? How and Why?
- Do you think that Sam could have done anything to have prevented Daz’s injury?
- If so, do you think she feels guilty about what happened?

This could lead on to further exploration of guilt and what makes us feel guilty. This is an excellent way to get pupils to think about the consequences of their actions; what have they done that has made them feel guilty? This needs to be handled sensitively though and needs to be done without an air of accusation or recrimination, as such it should be kept to reasonably low level stuff. You may want to kick off with something from your own life – ‘I felt really guilty once because I forgot Valentine’s Day, etc. The discussion should combine:

What one did?

Why did one feel guilty?

How could it have been prevented?

How did one resolve it?

DIFFERENTIATION:

As this is a discussion based lesson graduated questioning can be used, to involve those who usually contribute less. The discussion can be held in a ‘circle time’ format to allow everyone to contribute. However, this may not allow you to use pupils’ feedback on the board.

PLENARY:

Pupils can vote on the original topic for discussion – ‘Should Sam stay with Daz?’ Pupils can offer opinions to go with their votes.

POSSIBLE EXTENSIONS:

Pupils could write a creative writing piece from the point of view of the boy/girlfriend of someone who has been seriously injured. They can use Sam’s Story as a template, but could also include many of the points discussed in this lesson.

The discussion topics could be organised into a formal debate and could involve other pupils outside the class. If it was taken on by the debating society then participants would need to see the drama in its entirety.

DISPLAY IDEAS:

The results of the vote can be posted on a general Time-Out display board along with selected quotes from the pupils.

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