

**STARTER:**

Pupil's will watch the Time-Out Short –'Daz's Story'.

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

DISCUSSION 1:

The main discussion at this point is:

'Was Daz a Risk Taker?'

You may want to ask the pupils to define what a risk is and get examples from them of risky behaviour. This can then be extrapolated to Daz's situation – what sort of risks did Daz take? It may be worth taking some time to explore whether some risks are worth taking. Can we live life to the full without taking any risks? This should then lead into the first part of the task.

TASK 1:

Pupils should complete the risk quiz individually (it can be printed out from the website). Allow an appropriate amount of time for this, but not too long, they should give an instinctive response. Encourage the pupils that there are no right or wrong answers and not to tailor their responses to what they think you or we would like to see. Once completed, pupils can mark their own sheets and note their final score. There is no need to collect the sheets in as they will need them later.

DISCUSSION 2:

A straw poll can be taken at this point to see how many different types of risk takers there are in the class. An average score (A median score may be better because it would discount those that deliberately set out to subvert their answers!!) can be taken for the class as a whole and displayed on the board. The question should then be: 'Do you think Daz took unnecessary risks/Do you think they were calculated/acceptable risks?'

This can then move on organically to:

- Do you think Daz is a bad person?
- Did he deserve what happened?¹
- Was anyone else to blame other than Daz?

¹ ** Pupils may want to focus on this area in particular and may want to talk about the nature of disability. It can be a strong, emotive subject and pupils may have many misconceptions about disability that can be expounded. If you would like more information about disability and particularly tetraplegia and paraplegia then there are links in the weblog on our home page. A lesson based around disability, using Daz's experience as a starting point, can be extremely informative and rewarding. There is also room for pupils to investigate these issues further themselves and the Project planner on the Time-Out website can point them in the right direction.

TASK 2:

Pupils should create pen pictures of three characters of their choice from the drama. They should include:

- 3 positive characteristics
- 2 negative characteristics
- What type of risk taker they are and why.

It may take a little explanation as to what is required but it should be explained it is a short task and pupils can use bullet points and quick notes. Early finishers can create a pen picture of themselves using the same criteria.

Both tasks should be reasonably short and snappy though task 2 can be set as homework. Pupils should work individually on each task

DIFFERENTIATION:

As neither task has any right or wrong answers, lower ability pupils can be encouraged to participate fully. Weaker readers may need help so it may be advantageous to 'buddy' them up with stronger readers. Task 2 will be slightly more difficult and some pupils may require individual attention.

FEEDBACK:

Selected pupils can feedback some of their pen pics to the class and opinions discussed can be discussed.

PLENARY:

Can retake their risk quiz and feedback their results. Has there been a change in the average score? This can then be discussed. Why is the score lower? (or higher?) Is this what the pupils would have expected? Why?

POSSIBLE EXTENSIONS:

A fun extension that can be incorporated as part of the lesson is based on a popular parlour game. One selected pupil steps outside the classroom. The rest of the class then have to come up with 3 positive characteristics of the person 'outside'. On returning to class the pupil has to guess who has said what. This is an excellent game to boost self-esteem and would really benefit from the teacher hand picking selected pupils, who may benefit from this, the 'quiet' ones and the 'naughty' ones are prime candidates. Of course it must be reinforced to the rest of the class that comments should only be positive.

DISPLAY IDEAS:

Results of the risk quiz can be displayed along with the pupils' pen pics which could be further developed to include pictures