

**STARTER:**

Pupils will watch the Time-Out Short –'Martin's Story'.

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

DISCUSSION:

The main discussion at this point is:

'Is Martin a geek?'

Obviously you can substitute the word 'geek' for equivalent colloquialisms used at your school. You may want to clarify with the pupils how they define a geek; making sure that individuals aren't picked out or picked on. The discussion can be progressed by enquiring whether the class' opinion of Martin has changed after watching the whole Drama. Do they think that Daz was cooler than Martin? Why? Do they still think he is cooler than Martin now? Why?

Pupil opinion often sides with Martin and actually some think that he is reasonably cool (see synopsis). Which begs the challenging question:

'Why then was Martin bullied?'

Obviously if this isn't the opinion of your pupils then this question will have to be framed differently, maybe along the lines of:

'If you agree that Martin is a geek, do you agree with the bullying he suffered?'

It is hoped that these questions provoke a positive response from the pupils and the bullying issue can be investigated further here, if you want. However, it is our intention to use the questions to get pupils to think about contradictions in their lifestyle and thought processes, and how a person's actual behaviour often conflicts with their desire to be safe. Road Safety examples include: Speeding or using a mobile phone whilst driving/crossing the road etc.

TASK:

List all different types of dangerous behaviour on the road by drivers and pedestrians, then underneath list the 'reasons' these people may behave like that.

E.g. A driver using a mobile phone

Is extremely busy

Doesn't know it's dangerous

Think they're good enough drivers...etc

Pupils can complete the tasks individually or as a group.

It can be run as a competition to see who can come up with the most examples. Remind them to include reasons.

Encourage pupils to use their own experiences and observations. Pupils can then feedback their answers. It may be worth talking through the task and explaining one or two examples and asking pupils to suggest their own before setting them off on task. This could be run as a competition to see who can get the most examples.

FEEDBACK:

Pupils should be encouraged to think whether any of the 'reasons' they gave for dangerous behaviour could be justified and whether there are safer ways around some of the dilemmas encountered. For example: instead of using a mobile phone whilst driving, record a voicemail message and get back to callers, or instead of eating crisps whilst cycling, chew some gum... As pupils feedback they can decide as a class whether the types of behaviour they have listed are more likely to be exhibited by Daz or Martin.

DIFFERENTIATION:

As you will want to avoid duplication in the feedback it may be better to use examples from lower ability pupils first. They can be encouraged in their task, as spelling and presentation is not a pre-requisite and may also benefit from some initial (one-to-one) guidance.

PLENARY:

Road Traffic Accidents are now known as RTCs (Road Traffic Collisions) and not RTAs as approximately 95% of all collisions are caused by some form of human error. You can share this with the pupils then ask; 'What causes accidents? They will feedback some of the examples from their task. Then ask them 'So who is responsible?' Hopefully you can draw the conclusion that individuals are responsible and that many tragic accidents can be avoided.

POSSIBLE EXTENSIONS:

Pupils could compose a mind map showing the impact of an 'accident' and all its effects. This may need lots of explaining, but these along with the task could be used for display.

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