



## Lesson 4: Martin's Story

**TARGET AUDIENCE:** KEY STAGE 3

**Syllabus Links:** Citizenship Programme of Study

1g 2a 2b 2c 3a

**Syllabus Links:** PSHE Non-Statutory Guidelines

1b 1c 1d 2b 2d 2f 2g

3a 3b 3e 3i 3j 3k

### SYNOPSIS:

This lesson is intended for use within the Citizenship or PSHE programmes of Study. It can be used as a one-off lesson in conjunction with the Timeout DVD or can be combined with the other lessons on this website. This lesson is designed to let pupils debate whether being safe is 'cool', and whether the pressures of peers and perceived non-conformity, outweigh the instinctive desire to be safe. The pupils should come to a natural conclusion, and whilst we don't want to influence that too much, it is hoped that the drama, drama shorts, and previous lessons will have had a significant enough impact to lead them to a - 'Safety first' opinion. Of course pupils will often express what they think we want to hear, so we hope we have included enough challenging questions and propositions to draw out their true opinions. Feel free of course to add your own questions and challenge the pupils to set their own agenda.

Again, there are many sub-issues that can be explored either within this lesson or as an off-shoot from it. One of the strongest issues is that of bullying. Exploring why Martin is bullied after the initial discussion question 'Is Martin a Geek?' may expose many contradictions of opinion. We have found that after the original discussion many pupils come to the conclusion that Martin is not a geek, and in fact can be perceived as quite cool because he doesn't follow the crowd and perhaps 'gets the girl' in the end. Juxtaposing these opinions with the question: 'So why was Martin bullied?' challenges pupils to think about their attitudes to those that are different from the crowd. These issues can be explored more fully at this point or at a later date. The lesson plan chooses to move on from this to address Road Safety issues, but do not feel that you cannot stray from the plan, if other themes seem more pertinent or urgent.

To think about what motivates people to act in a dangerous way.

### DESIRED LEARNING OUTCOMES

#### Knowledge and Understanding:

Pupils should:

Begin to understand the factors that influence people to behave in an unsafe way.

Begin to understand ways in which they can stop unsafe situations from developing.

Begin to understand that one can be cool and be safe.

#### Skills.

Pupils should:

Be able to work successfully as part of a group.

Be able to present their own opinions to their peers.

#### Values and Attitudes.

Pupils should:

Think about the differences in Martin's and Daz's character and why Daz was more likely to be involved in a collision'.

Think about the dynamics of bullying, why some people are bullied, some people are bullies and what this says about a persons character.

Begin to think about possible contradictions between what one says and what one does, and contradictions in their own thoughts and actions. They should understand that this is a natural part of life.

### KEYS TO SUCCESS

By the end of the lesson pupils will have:

Contributed to class discussions.

Formed and challenged their opinions about the issues raised.

### REQUIRED RESOURCES

Time-Out Short – 'Martin's Story'

Note Paper

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