

**STARTER:**

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

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

DISCUSSION:

This should be a short discussion taking in pupils’ initial thoughts about Dad’s reactions and state of mind. This should really be a confirmation for the pupils that Road Traffic Collisions affect many different people in many ways.

TASK 1:

: Introduce the Task. Jerry Springer Shows normally have a semi-salacious title so the working title for this could be: ‘My boyfriend is in a wheelchair but I fancy his geeky mate!’ However the ‘show’ should concentrate on who is to blame for Daz’s collision and the opening statements in the script really focus on this. You will need to lay down careful ground rules about what the pupils can include in their speeches, arguments and questions. Obviously they should avoid personal insults!

The best way to organise this is to split the class into groups and give them a character to work on. Pupils can then plan out the key points they want their character to get across in the show. Each group can be given a copy of the script which will give them a starting point and a brief idea as to how it will work. They should then select who in the group is going to represent them. Alongside this the groups should work on the questions they can ask from the audience.

There is potential for conflict within the group when it comes to choosing who is going to represent them and their chosen character. You will need to monitor this or alternatively choose the pupils who will represent the characters yourself. Pupils can use the script for a base but will need to come up with extra ideas and things to say. Obviously a lot of what happens will be ‘off the cuff’ so the pupils playing the main characters should be confident at speaking and be able to argue their position clearly and succinctly. It is down to you as Jerry to control the debate and let everyone have a say. You will probably want to give the pupils at least one lesson to prepare.

TASK 2:

At some point in the lesson you should stop the pupils’ preparations and introduce Task 2 which can be completed in tandem with Task 1 for homework or in subsequent lessons. As a group, or individually, pupils should prepare a summary that can be read at the end of the ‘show’, it should include: A brief summary of what has happened. How each character has been affected? What each character could have done that may have prevented the collision. Lessons that can be learned from their experiences.

It should end with the words ‘...take care of yourselves and each other.’ You can share with the pupils the summary at the end of the script if you think this will help focus them.

At various points you may want to stop the class and brainstorm the ideas various groups have. This works, as it refocuses the pupils and also adds impetus to those groups with fewer ideas.

THE SHOW:

Once you feel the pupils have had enough preparation you can launch the ‘Jerry Springer Show’. You may want to show the drama again before you start, to refresh memories. Again, strict guidelines will have to be reiterated. As host you will have to introduce the characters, let each have their say, keeping them to the matter in hand and manage the audience, letting them ask questions. In other words: just because you have mutated into Jerry Springer, it should be no different than a regular lesson!

PLENARY:

Either summarise the events yourself using the script as a guide or you can ask the pupils to read their prepared summaries, which would be a good way for you to assess the impact of the drama and its associated materials. Has the message sunk in?

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