



**THE RIOT
ACT**

DEADLY DISTRACTION

SCHOOLS PACK FOR KEY STAGE 3 ROAD SAFETY



Contents

Introduction	2
Lesson 1: Causes of Collisions	4
Lesson 1: Plan	5
Lesson 1: Worksheets	7
Lesson 2: Risky Behaviour	8
Lesson 2: Plan	9
Lesson 2: Worksheets	12
Lesson 3: Distractions	14
Lesson 3: Plan	15
Lesson 3: Worksheets	17
Lesson 4: Who's to Blame?	19
Lesson 4: Plan	20
Lesson 4: Worksheets	23
Lesson 5: Consequences	26
Lesson 5: Plan	27
Lesson 5: Worksheets	29

Introduction

These teaching materials are designed to support The Riot Act's live presentation for KS3 'Deadly Distraction'. Following the presentation these activities can be delivered sequentially as part of a continuous scheme of work, or as individual one-off lessons. The timing and content of each lesson plan is flexible to allow teachers to adapt the activities to fit their own specific requirements.

'Deadly Distraction' promotes essential road safety information to KS3 students, equipping them with essential skills to stay safe when travelling on and around roads as pedestrians. The live presentation and this pack aim to contribute to a longer-term behaviour change that benefits individuals, communities and the wider environment with regards to staying safe around roads.

Pre-show Discussion

Theatre is a powerful tool that can be used effectively to engage young people on an emotional level, challenging perceptions and stimulating critical thinking and behaviour change. To that end, it is important for students not to have too much information with regards to what will happen in the 'Deadly Distraction' show and workshop. More importantly, students will need to understand what will be expected of them during the event; they will need to listen carefully and respectfully during the play and will be invited to participate in the following workshop which will include a range of activities and discussions focussing on the play, the characters and the issues raised.

It is important to be aware of any students who may have been affected by a road incident in case they find the show and workshop too upsetting or distressing and The Riot Act can provide copies of any scripts or workshop plans in advance to allow you to assess this.

Why Teach Road Safety?

Road incidents are a major cause of injury and death for young people across the UK. As young people get older and move from primary to secondary school, making more and more independent journeys, they become more at risk of being involved in a road incident. Adolescents between the ages of 12 – 16 are in one of the most vulnerable groups of road users accounting for 51% of all child road casualties (0 – 16 years).

Making young people aware of the risks and providing them with strategies to take positive actions to remain safer are important parts of their development. Walking and cycling should always be encouraged amongst young people as sustainable travel is an important part of staying healthy and active; teaching road safety alongside this helps them to become safer and more confident independent travellers as well.

Learning Objectives

The overall objective of these teaching materials is to introduce KS3 students to important road safety issues, including dangers surrounding distractions (from phones and friends etc), peer pressure and influence and behaviour when near roads.

This will facilitate greater understanding of the road safety dangers young people face and allow them to develop strategies to improve their safety around roads and motivate them to take personal responsibility for their own decisions and behaviour.

Following these activities students should have:

1. Greater awareness of the specific road safety dangers most likely to affect them and strategies to combat these risks and become safer travelers.
2. Stronger self-awareness of their own responsibility when it comes to behavior and personal safety.
3. Deeper understanding of the far-reaching impact of bad road safety choices and the associated consequences.

The lessons in this pack will comprise 5 separate plans as follows:

1. Causes of collisions.
2. Risky behavior.
3. Distractions.
4. Who's to blame?
5. Consequences.

Curriculum Links

National Curriculum: PSHE and Citizenship Key Stage 3
Key Concepts 1.2a, 1.2b, 1.3a, 1.3b
Key Processes 2.2a, 2.2c, 2.2d
Curriculum Opportunities 4a, 4b, 4c, 4d, 4e

Managing Sensitivities and Diversity

Before delivering any of these activities, awareness of any student who may have personal experience of a road traffic accident is essential and appropriate steps should be taken to protect the child from emotional distress. Whilst the activities have been designed for KS3 students, they can be simply adapted to suit students with specific learning needs or from diverse cultural backgrounds.

Further Resources

The following websites offer a wealth of information, activities and resources for schools to help teach road safety to all key stages:

www.talesoftheroad.direct.gov.uk
www.think.direct.gov.uk
www.brake.org.uk

If you have any questions about this pack please contact The Riot Act Ltd by email mail@theriotact.co.uk or telephone 01484 602060.

Lesson 1: Causes of Collisions

Lesson Overview:

Students will gain an understanding of the key causes of road collisions involving pedestrians and be able to identify which people are most likely to be involved and why. The focus will be on examining why young people, such as themselves, are in a high-risk category for road collisions and what specific behaviours and actions contribute towards this.

Lesson Objectives:

- To highlight key groups of pedestrians most at risk of being involved in a road accident.
- To identify and examine the specific causes of road collisions amongst high risk groups.
- To demonstrate critical thinking and analytical skills with regards to linking unsafe behaviors and actions to road collisions.
- To enable students to identify key choices they can make when travelling in order to increase their personal safety around roads.

Resources:

Worksheet 1: Who's To Blame? (page7)
Computers / IT suite.
Paper and pens.

Lesson 1: Plan

Time	Activity	Resources
Starter		
10 mins	<p>Recap the show and facilitate a discussion with the students, focussing on what happened around Jo that contributed towards the incident, covering:</p> <ul style="list-style-type: none"> • What each character was doing? • How did Fran and Tom contribute to towards what happened to Jo? • What the main reason for the incident? 	Teacher led discussion.
Main		
15 mins	<p>Split the class into small groups and hand out Worksheet 1 and ask students to try and deduce who was mainly to blame for the accident; Jo, Tom or Fran.</p> <p>In their groups, students discuss each character from the play and their behaviour in the various scenes, examining the choices they made throughout the play and leading up to the accident, and come up with a 'case' or 'argument' as to why a certain character was primarily to blame.</p> <p>Groups then present their arguments back to the rest of the class.</p>	Group work. Worksheet 1: Who's To Blame? (page7)
20 mins	<p>Task students – in pairs or small groups – to research online facts and statistics relating to road safety incidents, both locally and nationally. Areas for research can include:</p> <ul style="list-style-type: none"> • Numbers of pedestrian collisions that occur daily/weekly/monthly/yearly. • The most common reasons or causes for pedestrians being involved in road traffic incidents. • Age group and gender of pedestrians most likely to be involved in a road traffic incident. 	Computers / IT suite. Paper and pens.
10 mins	<p>Once the students have collected the information ask them to analyse the data and put together an explanation – why is a particular age group or gender most likely to be at risk? Why would a particular time of day be the most dangerous?</p> <p>Students present their research and explanations back to the rest of the class.</p>	Paper and pens.

Review, reflect and assess		
5 min	Review and summary of the session with class comments. Highlight for students each individual's responsibility for their own personal safety, despite the distractions or dangers around them. Conclude by asking students to identify what Jo could have done in the play to avoid the accident and keep herself safe.	Teacher led discussion.

Homework		
Time	Activity	Resources
	Homework Using their research, students are to prepare a 200-word newspaper or magazine article reporting on the road safety dangers facing young people and the reasons for them, including potential strategies to improve the statistics.	

WORKSHEET 1: WHO'S TO BLAME?



JO:

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FRAN:

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TOM:

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Lesson 2: Risky Behaviour

Lesson Overview:

Students will explore the dangers of risk taking or thrill-seeking behaviour around roads and how peer pressure and influence can affect our behaviour. The focus will be on attitudes and false perceptions of safety, exploring personal responsibility and strategies when crossing or travelling near roads in order to remain safer.

Lesson Objectives:

- To highlight the dangers of risky or thrill-seeking behavior when near roads.
- To enable students to be able to identify peer pressure and influence and the affect it can have on their behaviour.
- To equip students with the strategies and coping mechanisms to deal with peer pressure and influence.
- To explore attitudes to road safety and be able to challenge false perceptions and safety.

Resources:

Worksheet 2: Statements (page 12).

Worksheet 3: Have You Ever... (page 13).

Lesson 2: Plan

Time	Activity	Resources
Starter		
10 mins	<p>Recap the show and facilitate a discussion with the students, focussing on what overtly risky or dangerous behaviour was displayed by characters (rather than thoughtless behaviour such as using phones or listening to music), covering:</p> <ul style="list-style-type: none"> • Around the roads (Jo and Tom play fighting, Fran playing 'chicken' etc) • On the bus or in the car (Fran messing about with the emergency door or, again, Jo and Tom messing about, distracting the driver, not wearing seat-belts) <p>Ask students why somebody would take part in thrill seeking but highly dangerous and life-threatening behaviour around the roads? What might their thought process be? Why would they care so little about their personal safety?</p>	Teacher led discussion.
Main		
10 mins	<p>Refer back to the peer pressure / influence activity from the show in which the students sat down after 60 seconds. Discuss with students the difference between peer pressure and influence, such as:</p> <ul style="list-style-type: none"> • Peer pressure is when somebody is compelling us to do something we don't want to do. • Peer influence is when we do something because everybody else is doing it. <p>Split the students into groups and ask them to come up with a list of observations regarding the following points:</p> <ul style="list-style-type: none"> • Why did people sit down in friendship groups? • Why did people sit down when a member of The Riot Act sat down? • Why did people sit down way before or way after 60 seconds? <p>Groups share their observations with the rest of the class, focussing on how peer pressure or influence informed individual student's decisions. Back in their groups, students need to identify examples of both peer pressure and influence from the play (such as when Fran is trying to force Tom to run into the road or Jo to mess about on the bus). Again, the groups feed back their observations to the rest of the class for discussion.</p>	Teacher led discussion. Group work.

10 mins	<p>Split the class into groups and hand out Worksheet 2. Students are to examine two statements from characters in the play and discuss the reasons behind their attitudes to personal safety around roads and on the bus.</p> <p>They need to think about whether the character is making good or bad choices. Why would they make those choices? Why might they find it difficult to make better choices?</p> <p>Groups present their thoughts back to the rest of the class.</p>	Group work. Worksheet 2: Statements (page 12).
10 mins	<p>Hand out Worksheet 3 to students. Individually get the students to complete the 'Have You Ever' list as honestly as possible, ticking the relevant comments, in order to identify any unsafe choices they might have made by the road or on the bus in the past. A blank space is also provided for students to include their own suggestion.</p> <p>When finished, all the sheets should be compiled and examples selected at random and read aloud, asking for students to vote with a simple 'hand in the air' to gauge how common any particular behaviour might be.</p> <p>Get the students to discuss each example, asking them to make further connections between peer pressure and influence and how it can affect our behaviour.</p>	Worksheet 3: Have You Ever... (page 13)
15 mins	<p>Run the following forum activity with students in order to further challenge unsafe behaviour and create arguments and strategies for coping with peer pressure and influence.</p> <p>Students take it in turns to role-play the parts of Jo and Tom or Fran, where one is trying to convince the other to be safer around roads.</p> <p>The Tom or Fran character needs to try and defend their choices and actions as strongly as possible whilst the Jo character needs to try and suggest changes by explaining why it's unsafe, how peer pressure and influence is having an effect and how better decisions can be made.</p> <p>The rest of the class can offer to help either character with their argument by raising a hand and being selected by the teacher – they can also ask to 'swap' with one of the characters if they think they can make a more convincing or compelling argument.</p> <p>Allow the activity to continue once a number of issues have been addressed and a number of compelling arguments for safety have been made.</p>	Group activity.

Review, reflect and assess		
5 min	Review and summarise the session with class comments. Highlight for students how easily we can be influenced by those around us without even realising it and the need to check ourselves and the choices we make on a regular basis to ensure we're being safe. Conclude by asking students to try and identify one thing they could possibly do differently to improve their personal safety on roads or on public transport.	Teacher led discussion.

Homework		
Time	Activity	Resources
	Homework Students are to create a simple 4-point questionnaire to be completed by the people they live with to assess different attitudes and perceptions at different ages to road safety and how other people are affected by peer influence when crossing or travelling near roads.	

WORKSHEET 2: STATEMENTS



FRAN:

"People always goes on about being more careful around the road, but I'm not a baby! I don't need to put my phone away just because I'm crossing. I can do two things at once and what if I get an important message? Or I'm listening to a killer tune? I'm not going to 'stop, look and listen' am I – I'd look like an idiot in front of everybody! I'm pretty street-wise, I can look after myself. It's like when the teachers tell us we should be using the zebra crossing up the road from school – why do that when you can just cross right outside? Yeah, it's busy and there's loads of traffic, but that's what we all do and I'm not about to be the goody-goody who toddles off up the road, on my own, to use the crossing. Forget it."

TOM:

"Yeah, me and Jo muck about a bit on the way to school – it's just having a laugh, nobody gets hurt. What are we supposed to do; walk along in a straight line in silence? That'd be pretty boring. It's the only chance we get to have a laugh 'cause soon as we're at school it's all rules and detention if you mess about. Mum goes on about how I need to be safer – it's like when I don't wear my cycle helmet when I go out on my bike. I'm hardly going to get run over, am I? So I don't need to wear one, do I? I don't want to look stupid. People just need to chill out. I can tell when a car's coming, so what's the big deal if I'm on my phone or listening to music?"



WORKSHEET 3: HAVE YOU EVER...

...used your phone whilst crossing the road?

...crossed the road without checking it first?

...not used a crossing because it was further away?

...crossed before waiting for the green man?

...played football or a similar game by the side of the road?

...crossed the road whilst listening to music?

...crossed the road when my friends did rather than checking it was clear yourself?

...messed around with a friend by the side of the road?

...messed about on the bus or encouraged a friend to?

...been rude to a bus driver or passenger on a bus?

...

...ran across the road to meet up with friends?

Lesson 3: Distractions

Lesson Overview:

Students will examine key distractions that can jeopardise safety when crossing or travelling near roads, such as mobile phones, music and friends. The focus will be on re-visiting the 'Stop, Look and Listen' process of crossing the road, but re-imagining it for older, more independent students more likely to be distracted, and making it more relevant.

Lesson Objectives:

- To identify key distractions that can jeopardise safety when crossing or travelling near roads.
- To establish simple actions and choices before crossing the road that can greatly improve safety.
- To explore 'Stop, Look and Listen' within the context of distractions and more independent travel.
- To motivate students to develop ways to promote simple road safety techniques to their peers.

Resources:

Worksheet 4: Distractions (page 17).

Worksheet 5: Stop, Look and Listen (page 18).

Whiteboard and on-line links to Road Safety adverts.

Flipchart paper and pens.






Lesson 3: Plan

Time	Activity	Resources
Starter		
10 mins	<p>Recap the show and facilitate a discussion with the students, focussing on the distractions the characters in the play had around them whilst they were crossing the road. These include:</p> <ul style="list-style-type: none"> • Phones / gadgets • Music • Friends <p>Ask students to identify the specific ways in which these different things distracted them from being safe – how it affected their ability to cross the road, look out and listen for vehicles, assess dangers etc.</p>	Teacher led discussion.
Main		
10 mins	<p>Split the students into groups and hand out Worksheet 4. Students complete the sheet, outlining the specific way in which different things affect our safety and add to the list any other distractions they can think of.</p> <p>Groups then feedback their observations to the rest of the class for further analysis and discussion.</p>	Group work. Worksheet 4: Distractions (page 17).
10 mins	<p>Still in their groups, ask students to think about what we are and are not prepared to do for the sake of our own safety. What would it take for us to put our phone away or take off our headphones just for the time it takes us to cross the road? Why are we all so reluctant to take these small actions if they make us significantly safer around the roads?</p> <p>Referring to their Worksheets, students discuss this in their groups and feedback to the rest of the class.</p>	Group work.
10 mins	<p>Hand out Worksheet 5 and ask students to re-visit and recap the 'Stop, Look and Listen' procedure for crossing the road that they were taught in primary school. If possible, show some Stop, Look and Listen road safety films to the class too (easily found with a Google or YouTube search).</p> <p>Facilitate a discussion with the class about why 'Stop, Look and Listen' might be relevant to an infant but not a teenager? What distractions do we have as older people that prevent us from following this simple procedure? What could 'Stop, Look, Listen, Think' take into account to make it more relevant to older people – teenagers and adults?</p>	<p>Group work.</p> <p>Worksheet 5: Stop, Look and Listen (page 18).</p> <p>Whiteboard and on-line links to Road Safety adverts.</p>

15 mins	<p>Back in their groups, students are to re-imagine 'Stop, Look, Listen, Think' to make it more relevant for their peers and to design a new poster that promotes this. Referring to their Worksheets they need to consider the following:</p> <ul style="list-style-type: none"> • How can distractions be incorporated into the 'Stop, Look, Listen, Think' process? • How can 'Stop, Look, Listen, Think' be presented to make it more relevant and attention-grabbing for an older audience? • How can 'Stop, Look, Listen, Think' be 'pitched' in order to make it more mature and engaging? <p>Groups present their ideas to the rest of the class for further comment and discussion.</p>	Group work. Flipchart paper and pens.
Review, reflect and assess		
5 min	Review and summary of the session with class comments. Highlight for students how basic road safety that we're taught from a young age may seem less essential when we're older but is still vitally important for safety. Simple actions – such as removing headphones, crossing at the safest possible point and putting your phone in your pocket for a few seconds – can make the difference between life and death.	Teacher led discussion.

Homework		
Time	Activity	Resources
	<p>Homework</p> <p>Students are to complete their posters and present them to the class with the best one being reproduced and displayed around the school.</p>	

WORKSHEET 4: DISTRACTIONS

DISTRACTION	STOP	LOOK	LISTEN
Phone 			
Friends 			
Music 			
Football 			
Gadgets 			

WORKSHEET 5: STOP, LOOK AND LISTEN



STOP!

Find the safest place to cross then stop.

Stand on the pavement near the kerb or the edge if there is no kerb.

LOOK!

Give yourself lots of time to have a good look all around. Make sure you can see if anything is coming and drivers can see you.



LISTEN!

Listen carefully because you can sometimes hear traffic before you can see it.

CROSS

When it is safe to cross, walk straight across the road. Do not walk diagonally. Keep looking and listening for traffic while you cross.



Lesson 4: Who's To Blame

Lesson Overview:

Students will explore issues of responsibility around road safety in order to establish which road users are most responsible for road collisions and how easy or difficult they are for drivers to avoid. The focus will be on establishing the realities of 'good' and 'bad' driving and what affects a driver's ability to stop in time, whilst highlighting the importance of pedestrians taking ultimate responsibility for their own safety and choices around roads.

Lesson Objectives:

- To explore and challenge different perspectives of who is responsible for road collisions with regards to pedestrians and drivers.
- To explore notions of 'good' and 'bad' drivers and what can affect a driver's ability to avoid a road accident.
- To highlight the realities of stopping distances and perceptions of a driver's ability to brake in time to avoid a road accident.
- To raise awareness of the importance of personal responsibility with regards to safety when crossing or travelling near roads.

Resources:

Paper and pens.

Whiteboard.

Worksheet 6: Driver's View (page 23).

Worksheet 7: Stopping Distances (page 24).

Worksheet 8: Storyboard (page 25).

Lesson 4: Plan

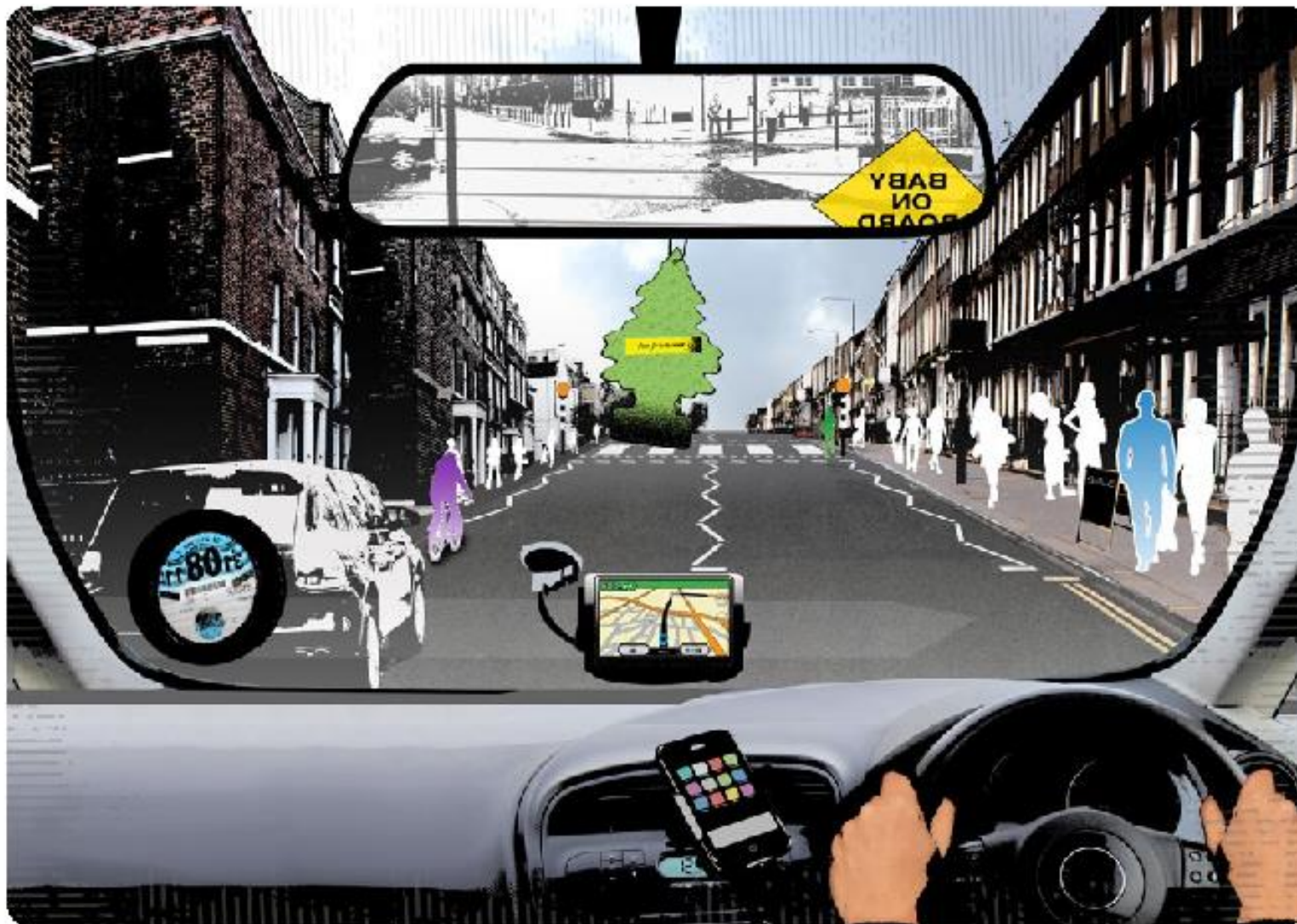
Time	Activity	Resources
Starter		
10 mins	<p>Recap the show and facilitate a discussion with the students, focussing on whether anybody was to blame for Jo's accident and if so, why? Not just the characters in the play but move the discussion onto the driver. What do we know of them? Who do we think causes more collisions – drivers or pedestrians?</p> <p>Encourage students to play Devil's advocate – imagine they were Jo's Mum who blamed Fran or the driver, what might she say? Even if not directly involved how might others have contributed to the accident?</p> <p>Ask the students if they think the driver was good or bad at driving. Can a good driver be involved in an accident? What makes a bad driver (speeding, driving drunk/on drugs, using mobile phones etc).</p>	Teacher led discussion.
Main		
15 mins	<p>Split the students into groups and tell them that they're going to be focussing on the driver of the car that hit Jo. As we know very little about them, we're going to create a 'profile' or 'identity' for them to make them more real. Start off with some simple information such as:</p> <ul style="list-style-type: none"> • Gender • Name • Age <p>Next, we're going to assume this person is a 'good' driver – ie; they were not speeding, driving whilst drunk /on drugs, using their phone etc. But based on the identity the student's have created, what distractions might they have had around them? For instance, might they have had children in the car? Might they have had the radio on or a Sat Nav on their dashboard?</p> <p>Hand out Worksheet 6 to help students identify other potential distractions (it is handy to put this image up on the whiteboard to make it larger). What generic distractions on the road might affect the driver's ability? What distractions in the car might do the same?</p> <p>In their groups, students continue to develop their driver's 'profile' adding the distractions they might have had at the time of the accident. The groups share their work with the rest of the class for discussion, focussing on how much blame the driver could have had regarding Jo's accident.</p>	<p>Group work. Paper and pens. Worksheet 6: Driver's View (page 23) or Whiteboard.</p>
15 mins	Moving the discussion on, ask students to identify any other elements that can affect a driver's ability to	Teacher led discussion.

	<p>avoid an accident. What about the weather? How might rain affect a driver's ability, for example by making the road slippery? What about sunshine causing glare through the windscreen? Do we always expect 'good' drivers to be able to stop in time, no matter what?</p> <p>Hand out Worksheet 7 (it is handy to put this image up on the whiteboard to make it larger). Ask students to discuss their observations, reminding them that the distances on the chart refer to optimum conditions (no difficult weather or distractions).</p> <p>Presuming that the road Jo was on had a 30mph speed limit, get students to line up with their arms outstretched, each student 'representing' 1 metre of the approx 32 metres thinking and braking distance that would have been required for the driver to stop before hitting Jo. (NOTE: the aim is to create an 'impression' or 'illustration' of the approximate distance a driver would need to brake in time).</p> <p>Ask students how many more metres you would need to add on for bad weather conditions, distractions and the time it would take for the driver to actually spot Jo in the road. Use this to facilitate a discussion around how easy or likely it is for a good driver to avoid an accident if a pedestrian unexpectedly stepped out in front of them within this approximate distance.</p>	<p>Worksheet 7: Stopping Distances (page 24) or Whiteboard.</p> <p>Group activity.</p>
15 mins	<p>Split students into groups and hand out Worksheet 8. Students are to design a storyboard for a road safety advert, using the information discussed in the session, aimed at either a pedestrian or a driver to raise awareness of the realities of a driver being able to brake in time and avoid an accident.</p> <p>Students present or 'pitch' their advert to the rest of the class for further discussion and comments.</p>	Worksheet 8: Storyboard (page 25).
Review, reflect and assess		
5 min	<p>Review and summary of the session with class comments. Highlight for the students that assigning blame for the accident is only useful in terms of identifying what the characters could have done differently to achieve a less tragic outcome. In terms of personal responsibility, in this circumstance, it is vital to look at what Jo did to cause the accident and what we can take away from that and apply to our own behaviour in order to keep ourselves safe.</p>	Teacher led discussion.

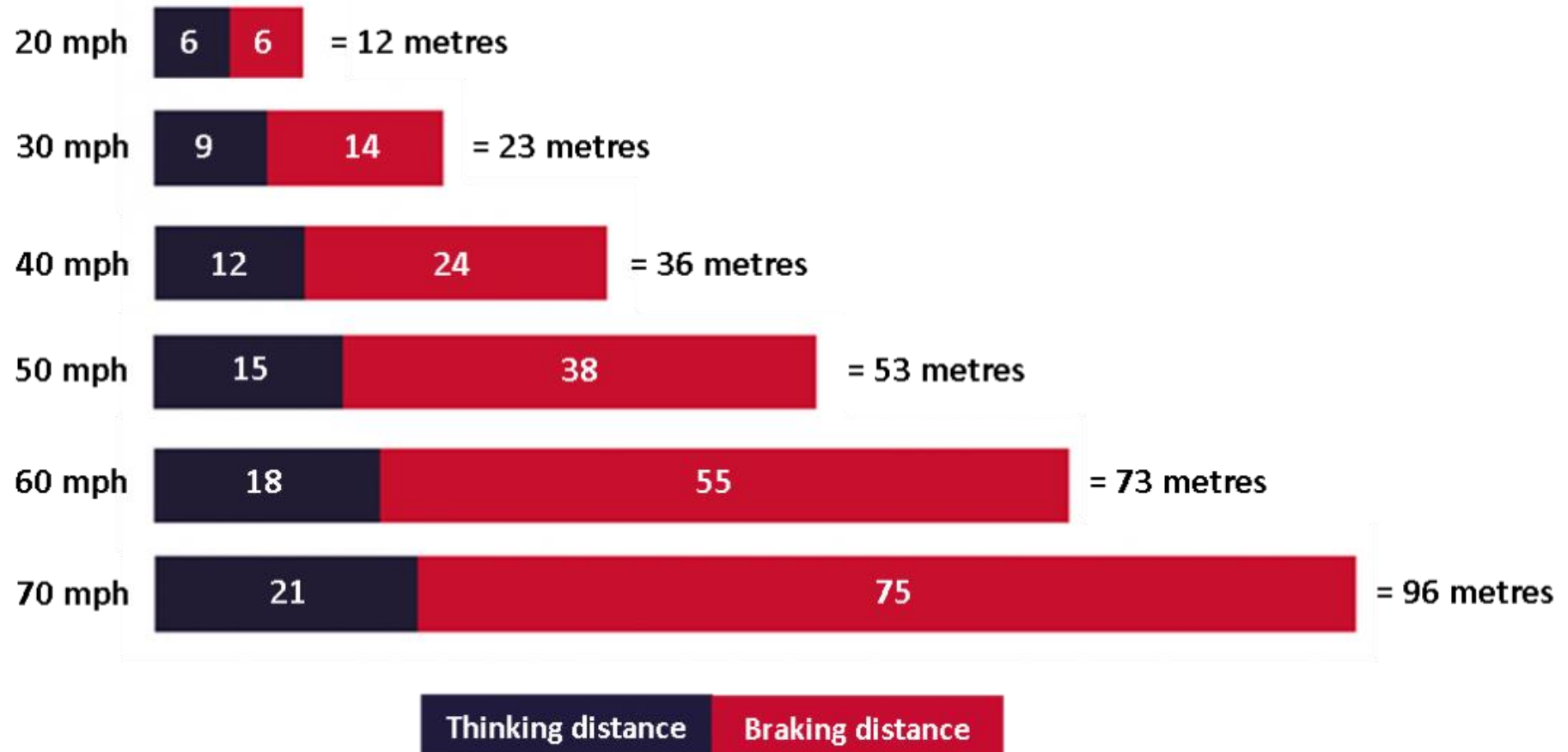
Homework

Time	Activity	Resources
	Homework Students to further develop their storyboards, including extra panels if necessary, complete with a synopsis outlining the story (think of a description for a TV show that you might see in a TV guide or on the back of a DVD).	

WORKSHEET 6: DRIVER'S VIEW



WORKSHEET 7: STOPPING DISTANCES



WORKSHEET 8: STORYBOARD

SHOT 1 DESCRIPTION:	SHOT 2 DESCRIPTION:	SHOT 3 DESCRIPTION:	SHOT 4 DESCRIPTION:

SHOT 5 DESCRIPTION:	SHOT 6 DESCRIPTION:	SHOT 7 DESCRIPTION:	SHOT 8 DESCRIPTION:

Lesson 5: Consequences

Lesson Overview:

Students will explore the far-reaching consequences of poor road safety choices and the effect road collisions can have on individuals and broader communities. The focus will be on the broad and diverse range of effects a road accident can have, both physical and emotional, in the immediate aftermath and continuing into the future.

Lesson Objectives:

- To highlight the consequences a road safety accident can have on the pedestrian directly involved.
- To highlight the wider impact a road safety accident can have on others directly or indirectly connected to a road accident.
- To enable students to develop understanding and empathy for both the physical and emotional repercussions of a road accident.
- To explore the personal impact a road accident could have on individual students and their future ambitions.

Resources:

Whiteboard.

Paper and pens.

Worksheet 9: Email (page 29).

Lesson 5: Plan

Time	Activity	Resources
Starter		
10 mins	<p>Recap the show and facilitate a discussion with the students, focussing on what the individual consequences of the accident might be for the different characters in the play, including characters not seen, such as:</p> <ul style="list-style-type: none"> • The driver of the car • Family and friends of everybody involved • Witnesses • School • The emergency services <p>Make a note of all the characters on the whiteboard for reference. Ask students to suggest approximate numbers for each group affected by the accident to build up an idea of how many people bear a consequence and how far reaching the repercussions could potentially be.</p>	Teacher led discussion. Whiteboard.
Main		
15 mins	<p>Split the students into groups and ask them to pick two or three of the characters just discussed. In their groups they are to work up a furthermore detailed list of consequences, both minor and major, emotional and practical. Think about how the accident might affect:</p> <ul style="list-style-type: none"> • Their relationships with family and friends • Their daily lives, jobs, interests or hobbies • Their confidence as a pedestrian or driver <p>Groups share their lists with the rest of the class for further discussion.</p>	Group work. Paper and pens.
15 mins	<p>Referring to the consequences identified for Jo, ask students to create their own list of things that are important to them in their lives. This can include:</p> <ul style="list-style-type: none"> • People • Items • Ambitions • Activities 	Paper and pens. Group work.

Main Continued		
	Next, ask them to identify how each of these things could be specifically affected by a road accident, similar to the one Jo was involved with. In small groups, students share and discuss their observations and thoughts.	Paper and pens. Group work.
15 mins	<p>Referring back to the list of characters on the whiteboard, hand out Worksheet 9 and ask students to pick a character from the list. Putting themselves in that character's shoes, the students write an email to a loved one or friend describing how the accident has affected them. Encourage students to be as open and detailed as possible – the email is being sent to somebody the character trusts so can be as frank and honest as possible.</p> <p>Collect the Worksheets and ask for volunteers to read examples selected at random, using each piece as a stimulus for further class comments and discussion.</p>	Worksheet 9: Email. (page 29)
Review, reflect and assess		
5 min	Review and summary of the session with class comments. Highlight for the students how far reaching and destructive the consequences of an accident can be beyond the initial people involved. Referring back to the play, discuss how a single bad choice (made by Jo) can have such a vast impact across a whole community.	Teacher led discussion.

Homework		
Time	Activity	Resources
	<p>Homework</p> <p>Students to create a 'pledge' or 'promise' for other students to sign up to which contains three key points which will make them safer around roads, both now and in the future.</p>	

WORKSHEET 9: EMAIL



TO:

FROM:

SUBJECT: