

SECTION A: EXPLORE THE STORY

Question 1: Contributing factors

PLAY CHAPTER 2 ON DVD



Discuss what each character is dealing with that contributes to the tragic death of Mo.

ACTIVITIES TO EXPLORE THIS TASK FURTHER:

- DESK ACTIVITY:

Resources: *an outline of heads of Mo, Jas and Sophie, magazines/newspapers, scissors, glue, pens.*

Cut out pictures from magazines/newspapers and create a collage picture to show all the things that were going on in Mo, Sophie, or Jas's head to distract them when Mo was run over. Label your picture with each thought.

- GROUP ACTIVITY:

Resources: *sticky tape, flip chart paper (6 pieces per group), marker pens, access to the online resources.*

Ideal group number: 3-4

Before completing this activity remind yourself of the Green Cross Code:

http://www.doeni.gov.uk/roadsafety/index/pedestrians_and_cyclists/green_cross_code.htm

Use sticky tape to stick together six pieces of flip chart paper to make one large piece of paper. One of the group lies on the piece of paper and takes up the pose we see Mo in after he has been run over...



Draw around their outline and then divide the outline of the body into two; the line should run from head to feet not across the middle.

On one side of the body write all the things Mo was thinking about when he got run over. On the other side write in all the things he should have been thinking about to stop the accident happening.

- DRAMA ACTIVITY:

Resources: a chair.

Ideal group number: 3-5 young people.

Choose one person to play each character. Set up a chair for them to sit on in front of the rest of the group. Imagine it is the morning of the accident; the character does not yet know what will happen that day. Interview or “Hot Seat” each character, trying to find out what is going on in their lives on that morning. Take turns to ask questions. Some of the questions you might want to ask are:

What are things like at home for you?

How long have you known the other characters?

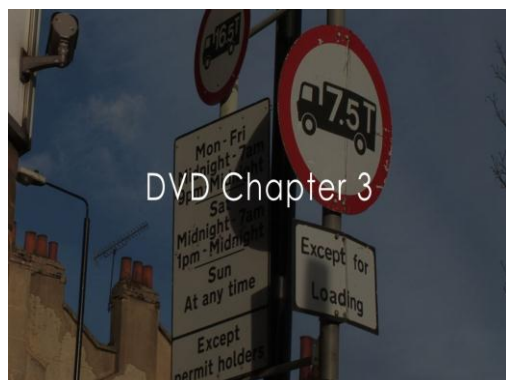
Are you having any problems at school?

What are your hopes and dreams?

Do you ever worry about staying safe while crossing roads?

Question 2: Responsibility

PLAY CHAPTER 3 ON DVD



Who is responsible for Mo's death?

ACTIVITIES TO EXPLORE THIS TASK FURTHER:

- **DESK ACTIVITY:**

Resources: paper and pens or a computer for writing.

Write an MSM conversation between Sophie and Jas where they both tell each other why they feel guilty.

- **GROUP ACTIVITY:**

Resources: paper and pens for the secret vote.

Ideal group number: 6-7

Imagine you are in a court. Choose three of the group to be the lawyers. One must argue that Jas and Sophie were responsible for causing Mo's death and say why. The second must argue that Mo was responsible for his own death and say why. The third must argue that none of them are responsible and say why. The rest of the group are the jury. Take 5 minutes to prepare your cases.

Lawyers: Make your cases to the jury. Speak for one minute each.

Jury members: Listen to the three lawyers making their cases. Discuss what you think of their arguments then vote in secret as to whether Jas and Sophie are 'guilty', Mo is 'guilty', or none of them are. Choose someone on the jury to count the votes and announce your verdict.

- DRAMA ACTIVITY:

Resources: a computer and projector, interactive white board, or individual computers. Paper and pens or a computer for the extension activity.

Ideal group number: 2

Look at the following image of Sophie and Jas putting flowers near where Mo died:



In pairs create a scene role-playing what they might have said to each other after having put the flowers on the railings. Remember this is the first time they have seen each other since Mo's death. What might they want to say to each other? Once you have rehearsed your scene, form an audience and watch back each other's work. Discuss whether you think each other's scenes seem believable.

Activity extension: if there is time, turn your scene into a piece of script by writing down what you said to each other. To make it look like a proper script you should write it out like this:

Sophie: How are you feeling Jas?

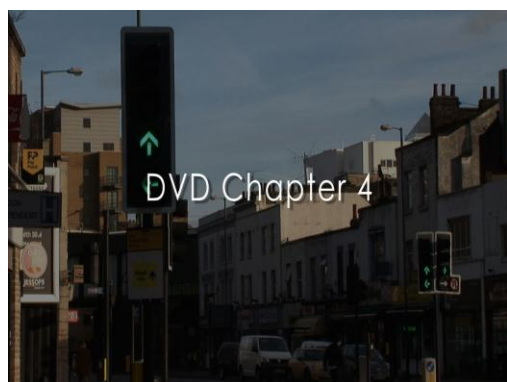
Jas: I can't stop thinking about him.

You may want to change things as you go or add new ideas. You could then try giving your script to another pair so that you perform each other's scripts.

Question 3: Changing the Outcome

Scene 1 – Mo is run over

PLAY CHAPTER 4 ON DVD



Look again at the following scene and suggest what could happen instead to change the outcome

Scene 1 – Mo is run over

ACTIVITIES TO EXPLORE THIS TASK FURTHER:

- **DESK ACTIVITY:**

Resources: *paper and coloured pens or pencils.*

Draw a cartoon strip to tell the story of this scene. Each event in the scene has its own box with a drawing and a caption at the bottom. Next, draw a second cartoon strip that changes the events so that Mo doesn't get run over.

- **GROUP ACTIVITY:**

Resources: *paper and pens.*

Ideal group number: 3-6

Make a list of the things that happen in the scene. As a group discuss which one you feel most distracted the young people from crossing the road safely. Discuss how that event could be prevented from happening.

To help you find out what causes most real road accidents in London involving young people look at the *MORE IMPORTANT THINGS - ROAD SAFETY FACTSHEET*.

- **DRAMA ACTIVITY:**

Ideal group number: 6

Choose three people to play Sophie, Jas, and Mo. Act out the scene roughly as it happens in the play.

Here's a quick reminder of the main events:

- *Gemma pushes Sophie and Jas tells her not to worry about it and that next time she'll stick up for her.*

- *Sophie's Mum texts her to say that she has to pick her brother up from school. She's annoyed because Jas is supposed to be coming to her house and will have to come later.*
- *Mo invites himself over to Sophie's house and asks to borrow her phone so he can text his Mum to tell her.*
- *Sophie and Jas run across the road to get away from Gemma. They see she is wearing funny socks and laugh at her. They call Mo to cross the road and see.*
- *Mo sets off to cross the road still texting his Mum and is hit by a car.*

The rest of the group watch the scene once the whole way through.

Then act it out once more. This time, the members of the group watching must shout 'FREEZE' when they see something happen that they could change to stop Mo being run over.

When you have shouted 'FREEZE', step into the scene to take over being the character that you think can make the change. So, for example, if you think Mo could change things by not crossing the road texting then you take on the part of Mo and act it out so he puts the phone away before crossing the road.

Those watching then need to decide if they think your change might help to save Mo's life. You could discuss this and then take a vote on it.

Scene 2 – Jas is nearly run over

PLAY CHAPTER 5 ON DVD



Look again at the following scene and suggest what could happen instead to change the outcome.

ACTIVITIES TO EXPLORE THIS TASK FURTHER:

- DESK ACTIVITY:

Resources: paper and coloured pens or pencils.

Draw a cartoon strip to tell the story of this scene. Each event in the scene has its own box with a drawing and a caption at the bottom. Create a second cartoon strip that changes the events so that Jas is not nearly run over.

- GROUP ACTIVITY:

Resources: paper and pens.

Ideal group number: 3-6

Make a list of the things that happen in the scene. As a group discuss which one you feel most distracted the young people from crossing the road safely. Discuss how that event could be prevented from happening.

To help you find out what causes most real road accidents in London involving young people look at the *MORE IMPORTANT THINGS - ROAD SAFETY FACTSHEET*.

- DRAMA ACTIVITY:

Ideal group number: 6

Choose three people to play Sophie, Jas, and Mo. Act out the scene roughly as it happens in the play.

Here's a quick reminder of the main events:

- *Mo steals Sophie's homework and tries to copy the numbers. Sophie and Jas try to stop him and get the homework back.*
- *Mo runs across the road with the homework to get away from them. Sophie runs across the road to go after him and try and get it.*

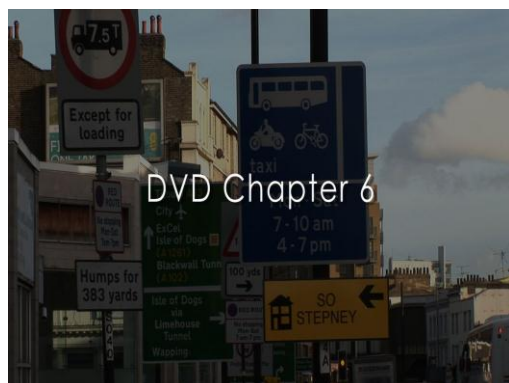
- *Mo throws the exercise book across the street to Jas, but it lands in the middle of the road. Jas goes into the road to pick it up. A car nearly hits her but stops just before it does.*

The rest of the group watch the scene once the whole way through. Then act it out once more. This time the members of the group watching must shout 'FREEZE' when they see something happen that they could change to stop Jas nearly being run over *AND* Mo being killed at the end of the play. When you have shouted 'FREEZE' step into the scene to take over being the character that you think can make the change. So, for example, if you think Mo could help things by not stealing Sophie's homework then step in to act it out in a different way.

Those watching then need to decide if they think your ideas to change the story might help to keep Jasmine out of danger *AND* save Mo's life at the end.

Scene 3 – Sophie is pushed by Gemma and Mo offers to ‘knock her out’

PLAY CHAPTER 6 ON DVD



Look again at the following scene and suggest what could happen instead to change the outcome.

ACTIVITIES TO EXPLORE THIS TASK FURTHER:

- DESK ACTIVITY:

Resources: paper and coloured pens or pencils.

Draw a cartoon strip to tell the story of this scene. Each event in the scene has its own box with a drawing and a caption at the bottom. Create another cartoon strip that shows what Sophie or Mo could do next to try to resolve the problems Sophie is having with Gemma bullying her.

- GROUP ACTIVITY:

Resources: paper and pens.

Ideal group number: 3-6

Make a list of the things you think Sophie could do to help herself and stop her being pushed by Gemma. Decide which action you think would be most effective?

- DRAMA ACTIVITY:

Ideal group number: 6

Choose three people to play Sophie, Mo, and Gemma. Act out the scene roughly as it happens in the play.

Here's a quick reminder of the main events:

- Gemma pushes Sophie and makes her drop Jas's maths book. Sophie apologises to her.
- Mo sees what happens and asks Sophie if it was Gemma who pushed her. Sophie denies it was Gemma.
- Mo offers to go and 'knock her out'. Sophie tells him to shut up and walks off.

The rest of the group watch the scene once the whole way through. Then act it out once more. This time the members of the group watching must shout 'FREEZE' when they see something happen that they could change to stop Sophie being bullied by Gemma *AND* Mo being killed at the end of the play. When you have shouted 'FREEZE' step into the scene to take over being the character that you think can make the change. So, for example, if you think Mo should go and confront Gemma then step in and act it out in that way.

Those watching then need to decide if they think your change might help to save Mo's life at the end.

SECTION B: THE WIDER WORLD

Question 1: The bus driver

PLAY CHAPTER 7 ON DVD



In the first scene the bus driver had knocked the child down. How might the driver have felt about this? Was the accident his fault?

ACTIVITIES TO EXPLORE THIS TASK FURTHER:

- **DESK ACTIVITY:**

Resources: *paper and pens or a computer for writing.*

Imagine you are the bus driver. It is the day of the accident. Write a short story about the bus driver's day, including the accident from his perspective. You might want to begin your story 'When I woke up I had no idea that today would be different from any other day.'

- **GROUP ACTIVITY:**

Resources: *flip chart paper, marker pens.*

Ideal group number: 4-6

Divide a piece of flip chart paper into two parts. Label one side 'At home' and one side 'At work'. Now brainstorm ideas on how the accident might make the bus driver feel in the following weeks when he is at home and at work. What might he be thinking about and worrying about?

- **DRAMA ACTIVITY:**

Ideal group number: 2

Work in pairs to create a scene between a police officer and the bus driver, where the officer asks him about what happened. Show your scenes back to the rest of the group.

Question 2: The wider impact upon others

PLAY CHAPTER 8 ON DVD



What effects does Mo's death have on this family, friends, and his school community?

ACTIVITIES TO EXPLORE THIS QUESTION FURTHER:

- **DESK ACTIVITY:**

Resources: *pen and paper*

Think about the many different people affected by Mo's death - a mother and child in the street, Mo's brother, Mo's teacher, a passing car driver, a lolly pop lady, a group of boys hanging out in the street - people who either knew Mo, witnessed his death, or were affected by it. Draw these people and others who you think might be there, and place comments of what they might have said in thought bubbles above their heads.

- **GROUP ACTIVITY:**

Ideal group number: 4-6

Resources: *pen and paper*

Create a news report on the death of Mo. Choose one person to be the reporter explaining what happened. Include interviews with some of the different people who have been affected by his death. These might include friends, family members, teachers, or people who witnessed the accident.

- **DRAMA ACTIVITY:**

Ideal group number: 4-6

Create a freeze frame to show the reaction of different people affected by Mo's death - a mother and child in the street, Mo's brother, Mo's teacher, a passing car driver, a lolly pop lady, a group of boys hanging out in the street - people who either knew Mo, witnessed his death, or were affected by it. One person in the group stays outside of the freeze frame. They then walk around and pat people on the shoulder. When they pat someone on the shoulder they come to life and say what the character would be feeling about Mo's death.

Here are some phrases to help you.

“Mo was a promising student. He mucked around a lot but I just knew he would have done well in the end. I can’t believe he’ll never reach his potential”

“Our family has been pulled apart”

“I never had a chance to tell him that he really was my best mate”

“My child has been so upset ever since we saw the accident. She keeps asking ‘did that boy die?’ and I don’t know what to say”

“They say it’s not my fault. There was no way I could have seen him. But I don’t believe them”

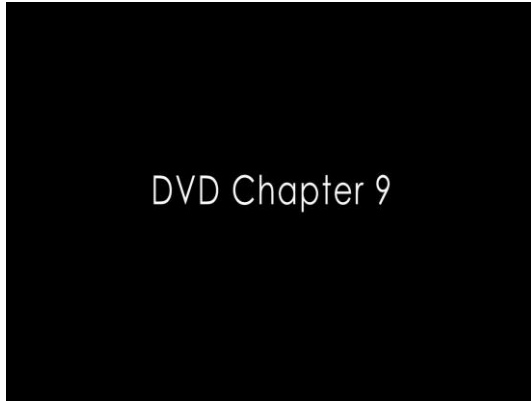
“When I saw Mo get run down the first thing I thought was that could have been me!”

“I help the little children cross the road. But the older boys they stop wanting my help”.

SECTION C: AND WHAT ABOUT YOU?

Question 1: Your journey

PLAY CHAPTER 9 ON DVD



Think about how you travel to and from school. Are you ever distracted? Do you ever take risks?

ACTIVITIES TO EXPLORE THIS QUESTION FURTHER:

- DESK ACTIVITY 1:

Resources: word search activity sheet and pens

Look at the word search and see how many of the things that cause young people to be involved in road accidents you can find. The words to look out for are in the box

texting, mobile phones, bullying, chatting, arguing, eating, girls, boys, homework, eating, not looking, alcohol, drugs, reckless driving, showing off, dark clothes.

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- DESK ACTIVITY 2:

Resources: *paper and pens.*

Think back to a time when you had a dangerous experience crossing a road or getting on or off a bus. Write a diary entry imagining it is the evening of the day that it happened on. Remember to include all the details of what happened, as well as how you felt at the time, and how you are feeling a few hours after the event.

- GROUP ACTIVITY 1:

Resources: *Quiz activity sheet (from Disc Two)*

Ideal group number: 7

Divide into two groups. Appoint a quiz master. Choose a name for your teams. The quiz master asks the questions and keeps the scores. One point is given for each question answered correctly, and 5 points for a bonus question.

- GROUP ACTIVITY 2:

Resources: *Quiz activity sheet*

Ideal group number: 2

Work in pairs for this activity. One of you will be the interviewer – imagine you are a chat show host or a reporter doing an investigation. Interview your partner about their experiences as a pedestrian, how safe they think they are, and whether they have ever had a dangerous experience on the road. Try to get as much detail from them as possible. Then swap over.

- DRAMA ACTIVITY 1:

Resources: *a computer and projector, interactive white board, or individual computers with an internet connection.*

Ideal group number: 3-5

First follow the link to remind yourself of the Green Cross Code:

<http://think.direct.gov.uk/education/early-years-and-primary/parents/7-to-11s/the-green-cross-code/>

Now watch this Public Information film about The Green Cross Code from 1975!

http://www.youtube.com/watch?v=CRUBMBi_lp4

One of you is a news reporter. Imagine you are reporting for the BBC Evening News. There is BREAKING NEWS! All young people have started crossing the road safely!

In the style of the 1975 film, make a comical report to show how young people are suddenly *ALL* crossing the road safely, interviewing people about their new skills. Use the Green Cross Code to give you ideas on how they might be doing this.

- DRAMA ACTIVITY 2:

Ideal group number: 3-5

Think of a story of a time that you had a dangerous experience crossing a road or getting on or off a bus. Tell it to the rest of the group. Remember of give your story a clear beginning, middle, and ending. Choose one of the stories that the group would like to work on. Turn the story into a scene, with each of the characters in the story acted out. If you have extra people in your group they could play passers by who see the incident.

Some things to try:

- *have a narrator for your scene.*
- *use moments where the action freezes and we hear the thoughts in the characters' heads out loud.*
- *add a rewind, replay, fast-forward, or slow motion section – these could help you make something in the story clearer.*

Question 2: Looking forward

PLAY CHAPTER 10 ON DVD

How has watching this film changed the way you think?

ACTIVITIES TO EXPLORE THIS QUESTION FURTHER:

- DESK ACTIVITY 1:

Resources: *pen and paper*

Write down:

- 3 dangerous ways of behaving that you saw in the play.
- 2 things the young people did that either you have done yourself or seen someone you know do.
- 1 thing you will do differently as a result of watching the play and thinking about the characters.

- DESK ACTIVITY 2:

Resources: *fact sheet, paper and coloured pens. A computer and projector, interactive white board, or individual computers with an internet connection.*

Imagine you work for an advertising agency that has to persuade young people to cross roads more safely. Using the factsheet about young people and road accidents, create a poster to do this. What image will you choose? What will your slogan be? What, if any, statistics do you want to use on the poster?

Before you start working, read the following information from the Department of Transport on how they plan their advertising campaigns:

<http://think.direct.gov.uk/education/secondary/docs/resource-bank/dft-advertising-campaigns-information-sheet-RBK4EL2a.pdf>

You could also watch some past road safety advertisements. You might want to discuss whether you think they are successful and whether you would like to do something similar or different. Do you think they are too hard hitting or not enough?

<http://think.direct.gov.uk/education/secondary/students/media-and-advertising/advertising-campaigns/>

<http://www.youtube.com/watch?v=3bGDV7p5lj4>

- GROUP ACTIVITY:

Resources: *MORE IMPORTANT THINGS - ROAD SAFETY FACTSHEET*

Ideal group number: 3-5

Read the factsheet. Discuss what statistics you think would most stick in young people's minds. If you had to create an advert to persuade young people your own age to cross the road what kind of message do you think would work? Imagine you work for an advertising agency and give a presentation on your ideas for the advert.

- DRAMA ACTIVITY:

Resources: *MORE IMPORTANT THINGS - ROAD SAFETY FACTSHEET*

Ideal group number: 4-5

Read the factsheet and watch the examples of previous road safety advertisements. First discuss what statistics you think would stick most in young people's minds and which adverts you think are most effective. Now create an advert for TV that persuades young people to cross the road more carefully. Act out all the parts and provide a voice over for any slogans or statistics you want to include. You could also use music in your advert.

End.