



# STREET WISE

## TEACHING RESOURCE

### LESSON 9

#### Resources:

- Risk and consequence worksheet
- Risk and consequence (Teacher's copy)
- PowerPoint presentation

#### Curriculum links

- **PSHE:**  
1.3a & b  
4e
- **English:**  
1.2c & d  
2.1j & k  
3.1c
- **Drama**

## Risk and consequence

### Learning objectives

To briefly consider why we have rules (in lessons and in society).

To establish rules for drama activities.

To consider the consequences to a variety of risks which people take whether they seem 'serious' or not.

To explore the consequences of actions through drama.

### Learning outcomes

By the end of this session:

- All students will have taken part in the performance of a play focusing on the consequences of an action.
- Most students will have effectively taken part in the production and performance of a play focusing on the consequences of an action.
- Some students will have taken an active and effective role in the process of producing and improvising a play focusing on the consequences of an action.

### Teaching sequence

Starter      Ask students to discuss the rules needed in drama and ask one student to write them on the board. Some possibilities are listed below:      10 mins

- always watch and listen during a performance
- use the space sensibly
- speak loudly and clearly when performing
- co-operate with your group especially by listening to the opinions of others.

Ask why we need these rules – each rule could be discussed in turn. Introduce the idea that rules maintain a safe environment and 'protect' us as individuals and as members of community.

*Continued on next sheet ...*



# STREET WISE

## TEACHING RESOURCE

Main activities

Now the drama rules (and consequences if necessary) have been established, ask students to create tableaux for the consequences to these risks:

10 mins

- If you don't go to bed when you're tired...
- If you don't stop eating when you're full...
- If you play your games console too much...

Say 'one, two, three' and clap to signify that students need to make their tableaux. Clap again to signify that students can move out of their freeze frame.

Ask students to consider why we often take these risks when we know that we become moody when we're over-tired, feel sick if we eat too much and have stiff fingers if we play on a console too long.

Give students the **Risk and consequence** worksheet. In pairs, ask students to draw an arrow to the correct consequence of the action taken. Take feedback and ask the students if the risk only ever affects the person who takes it. For example, if you let off a firework in the street, are you the only person who could get injured?

10 mins

Now ask students to get into groups of four. Assign each group one of the risks from the worksheet (you could just focus on one action such as playing 'trick or treat' or only a few of the actions in order to support students further). Tell the students they can either use the given consequence or imagine one of their own.

10 mins

*Continued on next sheet ...*



# STREET WISE

## TEACHING RESOURCE

Each group must now improvise three events on a timeline for the given situation:

- The events leading up to the action.
- The consequences if the risk is taken.
- How the consequences will impact on family and friends of the characters.

These role plays may be very short.

**Slide 2** gives a brief overview of what their play may look like.

Ask some of the groups to perform. Take feedback from other students and/or ask questions to the students about the choices they have made in their performances.

15 mins

Plenary

Ask your students the question 'why do people take risks?' Ask students the difference between a 'serious' risk and one which does not seem to impact on anyone else.

5 mins

### Possible homework activities

Students could write a local newspaper article about a risk taken and its consequence.

### Suggestions for further activities

Students could imagine their own risks and consequences in order to produce a teaching and learning resource similar to the **Risk and consequence** worksheet.

Students could continue to dramatise actions and their consequences.



# STREET WISE

## TEACHING RESOURCE

## Risk and consequence

Draw an arrow to the possible consequence of each action, some of which are crimes and some of which involve serious risk-taking:

Action
Spitting
Being a passenger in a stolen car
Carrying a knife
Wearing a hoodie in the street
Playing 'trick or treat'
Stealing a mobile phone
Sitting on the wall outside someone's house
Playing truant
'Keying' (scratching a car with a key)
Drawing a tag on a railway bridge
Dropping litter
Letting off a firework in a street
Shop-lifting

Consequence
Syed's monthly insurance premium went up dramatically
Mr. Jeffries had to replace two broken windows and replant his flower beds
Tommy's mother grounded him
Charlotte can no longer go into three shops on the High Street
Gemma decided to walk home on her own after the party
Jordan slipped and broke his neck
Archie was stabbed
Jaslene slipped and twisted her ankle
Mrs Owen is too afraid to sit in her living room
Rachel's GCSE grades were not good enough to study the course she wanted to at college
Mark suffered third degree burns
Dylan was asked to move on and stop loitering
Mohammed suffered severe head injuries



# STREET WISE

## Risk and consequence (Teachers)

Draw an arrow to the possible consequence of each action, some of which are crimes and some of which involve serious risk-taking:

### TEACHING RESOURCE

Action	Consequence
Spitting	Syed's monthly insurance premium went up dramatically
Being a passenger in a stolen car	Mr. Jeffries had to replace two broken windows and replant his flower beds
Carrying a knife	Tommy's mother grounded him
Wearing a hoodie in the street	Charlotte can no longer go into three shops on the High Street
Playing 'trick or treat'	Gemma decided to walk home on her own after the party
Stealing a mobile phone	Jordan slipped and broke his neck
Sitting on the wall outside someone's house	Archie was stabbed
Playing truant	Jaslene slipped and twisted her ankle
'Keying' (scratching a car with a key)	Mrs Owen is too afraid to sit in her living room
Drawing a tag on a railway bridge	Rachel's GCSE grades were not good enough to study the course she wanted to at college
Dropping litter	Mark suffered third degree burns
Letting off a firework in a street	Dylan was asked to move on and stop loitering
Shop-lifting	Mohammed suffered severe head injuries