

COW

Teacher Follow-up Activities

The COW follow-up activities provide pupils with opportunities to achieve Key Stage 4 learning outcomes from the PSE Framework for 7 to 19 olds in Wales.

COW Follow-up Activity	Links with the PSE Framework for 7 to 19 year olds in Wales	
	Skills	Range
1. Introductory activity to review officer lesson Safer Driver Quiz.	<ul style="list-style-type: none"> Access numerical data from written and graphical sources 	<ul style="list-style-type: none"> To understand the short and longer term consequences when making decisions about personal health
2.a. Accident Report Activity	<ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect, and make predictions Take different perspectives in to account when making informed decisions and choices effectively Appreciate, reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> Accept personal responsibility for keeping the mind and body safe To understand the factors involved in making moral judgments
2.b Group Debate Activity	<ul style="list-style-type: none"> Take different perspectives in to account when making informed decisions and choices effectively Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods 	<ul style="list-style-type: none"> Understand the factors involved in making moral judgments

3.Coping with Consequences	<ul style="list-style-type: none"> ▪ To appreciate and reflect on and critically evaluate other points of view. ▪ To reflect on the role played in group situations including leadership 	<ul style="list-style-type: none"> ▪ To understand the short and longer term consequences when making decisions about personal health
4.Being a Witness	<ul style="list-style-type: none"> ▪ To take different perspectives into account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> ▪ To accept personal responsibility for keeping the mind and body safe and healthy.
5.Website Activity	<ul style="list-style-type: none"> ▪ Use prior knowledge to explain links between cause and effect, and make predictions ▪ Find and develop information and ideas ▪ Be assertive and resist unwanted peer and other influence 	<ul style="list-style-type: none"> ▪ Accept personal responsibility for keeping the mind and body safe and healthy ▪ Understand the range of values and principles by which live
6. How safe a driver will you be?	<ul style="list-style-type: none"> ▪ Use prior knowledge to explain the links between cause and effect and make predictions 	<ul style="list-style-type: none"> ▪ Accept personal responsibility for keeping the mind and body safe and healthy
7.Survey	<ul style="list-style-type: none"> ▪ Use a range of techniques for personal reflection 	<ul style="list-style-type: none"> ▪ Accept personal responsibility for keeping the mind and body safe and healthy

1. Introductory Safer Driving Quiz Activity

Review the content of the officer's lesson. Ask the group to recap the main points of the COW lesson.

Hand out /display copies of the statistics activity sheet (1a). Discuss the issues raised. Follow with a PowerPoint presentation (1b Safer Driving Quiz). The answers to the questions are included in the presentation.

2.a. Accident Report Activity

The aim of this activity (activity 2.a. and 2.b.) is to examine whether this crash is accidental or not. Consider if the term "accident" is correct when someone is killed or injured.



- Ask pupils to read the accident report activity sheet(resource 2.a)
- In pairs discuss the report with a partner
- Ask the class to take a vote on the following options:
 - A) Is it an accident?
 - B) Has a crime has been committed?

Tally the result and display on the board. Continue with activity 2.b. below

2.b. Group Debate Activity

Divide the class into two debating teams a "crime" group and an "accident" group. For each group allocate a chair, a spokesperson, timekeeper and a summariser.

Ask each group to prepare to defend their viewpoint and to make a list of at least 3 points in support of their argument. Organise the class to debate the issue.

After the debate hold a final vote and summarise the key points

3. Coping with the Consequences

Divide the class into groups electing a spokesperson for each. Give each group a photo worksheet of one of the characters in the car: Cassie, Emma and Jules. (resource 3.a.). Each group must consider and discuss the crash from their nominated character's perspective.

- Make a list of factors that contributed to the crash.
- Write brief notes of the accident from your character's perspective.
- What decisions does your character make that influences the tragic chain of events within the film?
- In groups discuss what or who you feel is responsible for the crash? (if the group is not all in agreement then the majority vote will represent the group's decision)

Ask the group spokesperson to feedback the responses. Discuss whether each group is giving a true picture of the accident.

Would a police officer be able to get a true picture of the accident from the different accounts?

Who or what did each group feel was responsible for the crash? List the responses as a spider gram on the board.

Car crashes can have social, environmental, economic, legal, physical, and emotional consequences. In this case Cassie is the central character of the film; she has obviously been affected both physically and emotionally. Return to the initial groups and focus on Cassie. (resource 3.b) Discuss the possible consequences of this crash for Cassie. How would they think she would feel after the crash? Consider short term and long term consequences. Consider such issues as

- Self-esteem (how you feel about yourself).
- Self-image (how you see yourself).
- Self-confidence (your belief in yourself to succeed).
- Self-talk (how you speak to yourself - as seen in the final scene of the film).

How does the accident affect each of these characteristics? What quality of life can Cassie expect in the future? If she becomes a parent, how would she advise her children about driving? Allow the group time to develop their ideas then review with class feedback.

Working within the same groups, develop a short role play based on the story showing the consequences of the crash for the Cassie. The group can introduce additional characters and use dialogue to make it more interesting. Each group to enact their play for the class and the class can ask questions of the group afterwards using the principle of hot seating.

4. Being a Witness

The Cow DVD tells the story of a group of girls out in the car enjoying themselves. They stop so Emma can buy some alcohol. They drive on through a car park to eye up the boys. They are seen speeding by a police officer and stopped. Cassie is breathalysed due to the smell of alcohol in the car, but fortunately she hasn't been drinking. They then drive recklessly along the roads chatting and laughing as they go and therefore are not concentrating on the road. Cassie and Emma decide to tease Jules about a boy she likes, and Cassie threatens to text him and starts to do so. As a consequence she does not realize that she has veered across the road into the other lane. By the time she does realize it is too late to prevent an accident as her reactions are too slow. The car had drifted across the road and crashes headlong into the oncoming vehicle. The impact swings Cassie's car around so that it comes to a stop at right angles across the lane. The car has just become stationary when another oncoming car ploughs into its side spinning it around again onto the verge. Cassie is dazed and frightened, but for the other two girls the accident was fatal. The adults in the other car are also fatally injured the only survivors being the children in the back seat.

Divide the class into groups. Give each group a copy of resource 4.a. and 4.b. Explain to the class that at some point they may witness an accident, a crash or emergency



where they may need to act immediately. Using their memory of the incident portrayed in the DVD ask each group to discuss what would they do to help. Using the worksheet (resource 4.b) each group should write a list of things that could be done (column a), then consider the dangers to themselves and others (column b). Ask the class to feedback their answers and discuss the feasibility of each suggestion. Return the class to their groups to complete column c by deciding on their final actions.

Pointers

- Deal with the immediate dangers first - make sure you keep yourself out of danger. If possible warn other traffic. Don't let anyone smoke. Do not approach the crashed vehicle.
- Go get help quickly - call the emergency services or ask a bystander to do it for you.
- Reassure those involved - keeping a safe distance, let casualties know that help is on the way.

5. Website Activity

The 'Deadly Mates' website provides a variety of interactive activities for the pupils.

Ask the pupils to visit the site:- www.deadlymates.com

Divide the class into 6 groups and ask each group to try out one activity from the following list. When they have all completed their task, ask the pupils to report back on the activity.



Home

- [Who are Deadly Mates?](#)
- [Who are yours?](#)
- [Test track](#)
- [Do something about them](#)
- [Driving safely](#)
- [The facts](#)

6. How safe a driver will you be?

Distribute the 'How safe a driver will you be?' question sheet (resource 6.a) to each pupil. Pupils are asked to record their immediate reaction to each of the statements included and to find their score for each section.

When the pupils have completed the task divide the class into small groups and give them a copy of the score sheet (resource 6.b). Ask the group to discuss their scores and to create a fact sheet for prospective new drivers listing what they consider to be key safety messages. Feedback to the class.

Ask the pupils to consider the consequences of being an unsafe driver:

- Who would be affected by the actions of an unsafe driver?
- In what ways?

This activity will raise a number of important issues. Teachers should be aware that some pupils may have had unpleasant experiences and should be prepared to deal with their responses.

7. Survey

In pairs ask pupils to complete the survey (resource 7.a). Pupils could ask each other or if time and resources allow they could ask other pupils in school. Collate the result by using a survey sheet to collect the data (resource 7.a is also available as a PowerPoint slide 7.b). Feedback the overall results to the class.

Divide the class into small groups and ask them to discuss the findings.

a. Ask them to identify the behaviours that are unsafe:

- for the driver
- for the passengers

b. Ask them to decide which group of people is at most risk:

- the drivers
- the passengers?

c. Allocate one of the following to each group to mind map their responses:

- Ways to stay safe as a passenger
- Ways to stay safe as a driver/rider
- Ways to stay safe as a pedestrian

Feedback to the class.