



Pre main lesson plan

Topic:	Bike safety and risk taking behaviours
Year level:	6
Title:	Mick Harte was here
Duration:	Depends on activities and time taken to read the book



Western Australian Curriculum links

Health and Physical Education

Strand: Personal, Social and Community Health

Sub-strand: Being healthy, safe and active

Content:

Strategies that promote a safe, healthy lifestyle

Sub- strand: Communicating and interacting for health and wellbeing

Content:

Situations in which emotions can influence decision making:

- In peer group

Sub- strand: Contributing to healthy and active communities

Content:

Preventive health measures that promote and maintain an individual's health, safety and wellbeing

English

Strand: Literacy

Sub-strand: Interacting with others

Content:

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience

Sub-strand: Interpreting, analysing and evaluating

Content:

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital text

Media Arts

Strand: Making

Sub-strand: Ideas

Content:

Exploration of how narrative structures and tension engage an audience



Note: The following activities are based around the novel *Mick Harte was here* by Barbara Park. However, the activities could be adopted to suit any novel relating to road trauma, risky behaviour or peer group pressure e.g. *The boy who lost his face* by Louis Sachar (discusses peer pressure).

Lesson Objectives:

- Students reflect on how actions have consequences
- Students express emotions of the characters through the use of art
- Students explore the impact of grief through story-telling
- Students reconstruct the novel into a visual movie trailer.

Materials / Equipment and Preparation:

- Class set of *Mick Harte was here* by Barbara Parks (or another novel that discusses risks and consequences, preferably with a bike safety undertone)
- **Silent Conversation** activity requirements: Paper or Workbook and pens
- **Fishbowl** activity requirements: Workbooks and pens
- **Character collage** activity requirements: paper, pencils, art materials (including paints, magazines, coloured pencils and other textile materials)
- **Time Travel** activity requirements: Workbook and pens
- **Life graph** activity requirements: Lined paper, ruler and pencil
- **Movie trailer** activity requirements: Computer access, pencil, workbook (storyboard outline), video/iPad camera, access to movie trailers (teacher could select and show to the class) etc.



Time	Content
2mins	<p>Introduction: <i>Today we are going to start reading 'Mick Harte was here' by Barbara Parks. As we read the novel I want you to think about risks we take, the consequences they might have and who may be affected because of the choices you make. Throughout the novel we will stop and complete some different activities which will include writing, group and paired work, creative flair and discussion. When we start reading the book, I would like you to write down in your workbooks any words that you might be unfamiliar with and the page number the word was on.</i></p> <p><i>At the end the novel we will research the definitions for each of the words that you have identified and create a cross word puzzle (get students to log onto http://www.puzzle-maker.com/crossword_Entry.cgi and create a cross word using the words and definitions). Students are to give their cross word to other students in the class and see if they can complete the worksheet.</i></p> <p>Teacher may want to include a warning about the content of the book: e.g. some offensive language and a brief mention of the birth control pill.</p>
15mins	<p>At the conclusion of Chapter 1 & 2 activity: Silent Conversation</p> <ol style="list-style-type: none"> 1. Students are separated into pairs. 2. Each pair is given a piece of paper (or this could be completed in a workbook). 3. Students are to write notes to each other e.g. what do you think of the story so far? Who is your favourite character? How do you feel about the events in the story so far? What do you think might happen in the story?
15mins	<p>At the conclusion of Chapter 3 & 4 activity: Fishbowl</p> <ol style="list-style-type: none"> 1. Select 5 students to sit in the middle of the class with the rest of the class around them (at their desks preferably). 2. The 5 student in the middle are to have a discussion about the book so far (what are their thoughts, feelings likes, dislikes etc.). 3. While the 5 students are having a discussion in the middle of the classroom the other students are to listen to the dialogue, while making notes in their books on whose opinion do they agree with and why, who they disagreed with and why or other comments about what is being discussed.
60mins	<p>At the conclusion of Chapter 5 and 6 activity: Character collage</p> <ol style="list-style-type: none"> 1. Students are to select two characters from the book. 2. Students are to describe three characteristics that make their characters unique. 3. Students are to express the emotions that their character might be feeling after the loss of Mick Harte. They are to use colours associated with these emotions e.g. dark blue might reflect sadness, red might reflect anger etc. 4. Students are to reflect on their own personal experiences so they can connect to the story better e.g. students have an older sister, students had acted unsafe while riding a bike before, students may have lost a loved one etc. 5. Students are to use descriptions, colours and objects to create a collage that expresses the impact that Mick Harte's decision has now had on their own lives.
15mins	<p>At the conclusion of Chapter 7 & 8 activity: Time Travel</p> <ol style="list-style-type: none"> 1. Students are to think of a time that they would like to travel back to in the story. What would they change that might affect the outcome of the book?



20mins	<p>2. Students are to write the passage that would change the outcome of the novel e.g. someone telling Mick to put on his helmet, a guest speaker at Mick's school presenting the importance of wearing a helmet or when Phoebe was at school someone said they were sad Mick was gone.</p> <p>At the conclusion of Chapter 9 activity: Life graph</p> <ol style="list-style-type: none"> 1. Students are to complete a life graph for Phoebe Harte including stories and events that happened in her life. 2. Place on a vertical axis 'rating of happiness' from -5 to (+) 5. Then at the 0 point draw a horizontal axis and number years 1 – 13. Rather than 13 years along the horizontal axis you may want to break it down into 12 months or 7 days possibly. 3. Students are to note significant events in Phoebe's life. Including some that were good and some that were sad.
60mins set up time (more time maybe required)	<p>Completion of the book activity: Movie trailer</p> <ol style="list-style-type: none"> 1. Research with students, what makes a good movie trailer? Is it the music, special effects, mystery (leaving you wanting more), the narration, the short sharp images, the writing on the screen. This activity could include students watching a number of movie trailers and noting what they like or dislike. 2. Teacher separates the students into group of three or four and they are to work on creating a storyboard for a 'Mick Harte was here' movie trailer. The movie trailer could be a video, still shot photos (put into moviemaker or PowerPoint), a life performance or animation.
10mins	<p>Conclusion:</p> <p>Students are to use the list of unfamiliar words they have been compiling throughout the novel to create the crossword puzzle using http://www.puzzle-maker.com/crossword_Entry.cgi. Have other students complete the crossword puzzles.</p>

Extension activity:

- Why did Phoebe say a speech at the assembly?
- If you were in the same position as Phoebe what would you say at an assembly?

For further road safety activities refer to the Year 5 'Challenges and Choices' resources by School Drug Education and Road Aware (SDERA). These should be located in your library, if not, contact SDERA for a copy:

- Focus Area 3: Passenger Safety page 99
- Focus Area 4: Pedestrian Safety page 129
- Focus Area 5: Safety on Wheels page 161