

Key Stage 3

English Career Resources

(Career Education Guidance Objective 12)

Consequences / Options

CONSEQUENCES 1

(Suitable for Years 7-9 – all ability levels – not text specific.)

The idea of this game is to allow children to think about the options they have, the decisions they make and the subsequent consequences of those decisions. You can fit it into any scheme of work where a character has a decision to make. This could be in a novel, play, poem or even your Shakespeare text. I have used this as a speaking and listening task and so have included an En1 grade sheet so you can grade your students formally if you wish. You can, of course, do this as an informal and enjoyable task to engage students with issues surrounding texts.

Students should be placed in mixed sex, mixed ability groups (even within a set), preferably not friendship groups (as many students will bow to the pressure of their peers in a friendship context and this task is meant to allow them to explore their ideas comfortably). Groups of three or four are best depending upon class size and ability levels. If you think students will choose not to take part then use threes; if you believe they will engage then groups of four often allows a better discussion to take place. You will have to judge it depending on your class and context.

Choose the text you wish to use with the class. The teacher instructions are the same as for Consequences 2 where Shakespeare's Macbeth is used as an example.

CONSEQUENCES 2

(Suitable for Years 7-9 all ability levels – using Shakespeare's Macbeth.)

This resource is a starter activity before you start the play. It is designed to align students with characters before they start reading the text, but also requires them to make decisions about situations found in the play (though they will not have encountered them until they read the play) and provide intrigue about the characters in the play before you start reading. It is an individual task that students complete before being given the answers, which can lead to an initial discussion if you wish, or can be used to provide interest in how these characters will be shown in the play.

TEACHER INSTRUCTIONS

- Give out Worksheet 1 and Student Instruction Sheet (if preferred you can do the whole of this with pure aural teacher instruction).
- Give students 5-10 minutes (depending on your lesson timings) to rank order on a piece of paper which situation they think is the worst they could get themselves into, right down to which they think is the least serious.
- Give out Student Answer Sheet 1 and get students to write their rank order number next to the corresponding letter from the original worksheet (this is also explained on the Student Instruction Sheet). This sheet can either be filled in by each individual student or as a group.

- Students should then fill in column 3 on their Student Answer Sheet 1 (WHY?). This is a big box so students can explain their thoughts in detail rather than writing next to each letter. The aim of this is to get students to consider why they believe certain things are worse than others so I advise letting students write in notes or bullet points, but you could get them to write in formal paragraphs if you wish.
- The teacher should then lead a short discussion with the whole class, inviting students to give their views on their rank order and providing details of how and why they made those decisions. The teacher can then draw together similarities and differences in the ways groups chose to address the task.
- Now give out Worksheet 2. On it there is extra information about each situation they addressed earlier. They must now decide if they want to change their mind and this will help them to address how they make decisions – whether they are quick to make assumptions or if receiving the full facts about a situation has no bearing on their initial ideas.
- Students then fill in column 5 of their Student Answer Sheet 1 (NEW RANK ORDER) to show their revised order after considering the news facts.
- The ‘NOW WHY?’ column can then be filled in with detailed reasons as to why groups have changed their minds. What new factors were particularly important?
- The teacher should now lead a whole class discussion on why groups changed their minds and why.
- Give out Student Answer Sheet 2 and get groups to decide the CONSEQUENCES of this situation. There is one idea in each box to get them started, but most will be able to add 2 or 3 ideas of their own. These ideas can be general or related to their future careers, but students should try to think as widely as possible. You might want to lead this section from the front if you have a particularly low ability group, but most groups should be able to cope without problems.
- The final part of this task will be a formal presentation to the class by each group. They must choose 3 situations where they feel a better decision could have been made earlier and how that would have helped the final outcome (i.e. not truanting and accepting the punishment for not doing homework so they could pass that particular examination). This will be graded for En1 and there are no ‘right’ answers as students are expressing a clear opinion based on several ideas (of course one must here reinforce how important it is to behave sensibly and give reasoned opinions, etc). You will notice I have not put a column for this on the answer sheets, as we do not want students merely to read their answers from the front. Instead have cue cards or post it notes available so they can make notes from which to speak. I have included an En1 grid to help you formulate your final level for this task. This can be shared with students and you could even get them to peer-assess each other’s work if you wish.

Consequences Pack

How do I achieve a good level in Speaking and Listening?

Level 2	<ul style="list-style-type: none">• I show some confidence when speaking and listening about topics that interest me.• Sometimes I consider the listener and try and change what I am saying to suit them.• I explain some of my ideas clearly.• I have a growing vocabulary.• I try and listen carefully and sometimes am able to respond appropriately.• I know that some situations require more formal ways of talking and vocabulary than others do.
Level 3	<ul style="list-style-type: none">• I talk and listen in some different situations,• I communicate and explore ideas verbally.• I generally understand the main points of a discussion.• I show that I have listened carefully through making comments or asking questions.• I sometimes change the way I speak in order to suit my listener.• I know what Standard English is and when it should be used.
Level 4	<ul style="list-style-type: none">• I talk and listen in a range of different situations.• I usually think about my audience and make sure that what I'm saying is appropriate.• I develop my ideas when I'm speaking.• I listen carefully in discussions and sometimes ask questions.• I sometimes use Standard English vocabulary and grammar where necessary.
Level 5	<ul style="list-style-type: none">• I talk and listen confidently in many different situations, including some formal situations.• I think carefully about who I am speaking and make sure what I am saying is appropriate.• I am able to interest my listeners by varying my expression and vocabulary.• When others are speaking I listen carefully and ask questions to help develop their ideas.• I often use Standard English in formal situations.
Level 6	<ul style="list-style-type: none">• I change the way I talk in a wide variety of different situations to ensure that what I say is always appropriate.• My vocabulary and expression is varied and lively when I speak.• I take an active part in discussions and can take on different roles.• I understand others' ideas and respond sensitively.• I use Standard English fluently in formal situations.
Level 7	<ul style="list-style-type: none">• I am confident speaking in all situations, even those that are unfamiliar.• I use vocabulary creatively and precisely to interest my listeners.• I communicate clearly by carefully organising my speech.• I make significant contributions to discussions and am able to evaluate other people's ideas.• I use Standard English confidently in situations that require it.
Level 8	<ul style="list-style-type: none">• I maintain and develop my talk purposefully in a range of contexts.• I structure my speech carefully and use a wide range of appropriate vocabulary, intonation and emphasis.• I constantly listen perceptively and can follow how discussions develop.• I adopt Standard English confidently in a range of situations.

Consequences

INSTRUCTION SHEET











When we're reading texts characters often face difficult decisions. What about you? Do you have difficult decisions to make? How do you choose what you think is right or what you should do in a certain situation? Do you 'jump in' and make judgements before you know the full facts or do you stand back and consider each choice you make?

IN YOUR GROUPS

- Look at worksheet one. On it are 10 choices someone might make at some point in their life. Your group must order them from 1-10 in terms of which you think is the worst thing to do to the least bad thing. Remember this is a group decision and everyone must discuss why they have made that choice. On your answer sheet write this ranking number next to the letter of the situation. (If you think being homeless and begging on the streets is the worst thing you can do then you would put 1 next to A. If you thought it was the least bad thing you could do then put the number 10 next to A, etc.)
- In column 3 (WHY?) summarise why you have put your choices in that order. You will notice that there are no columns for you to put why you have ranked your ideas in a particular order so you have the freedom to explain in detail what your group thought in the full class discussion.
- Now look at worksheet two. Next to your initial 10 choices is extra information about that situation. You need to decide if that makes you think differently as to how 'bad' that situation is now. (If you think that being homeless and begging on the streets is not the worst thing that you can do because your whole family was made homeless after a parent lost their job, then you might put its ranking to 2 or 3, for example.) You must then fill in column 4 (NEW RANK ORDER).
- In column 5 (NOW WHY?) you should fill in your ideas as to why you have changed your mind. Remember to use detail and be ready to report back in the discussion.
- Now look at Student Answer Sheet 2. You must decide what you think the consequences might be in each situation. There is one idea in each, but try to think of 2 or 3 ideas in your group and write those down too.
- You and your group will now be assessed on your ability to speak to the rest of the class. You need to choose 3 situations where you feel a better decision could have been made earlier to create a better outcome. For example, with letter F, if you did not truant and accepted the punishment for not doing homework, you could pass that particular examination. If you had truanted it could mean you did not have enough examination passes to get a good job. This is only part of the answer as you'd have to think about your consequences - you might, for example, want to discuss parents not being sent to jail for their children truanting, etc. Think carefully about how you want to explain these ideas to the rest of the group. Use Standard English where possible and use details to help you get your point across.

Consequences Pack

WORKSHEET 1

A		Being homeless and having to beg on the streets.
B		Leaving your family to get a better life.
C		Dropping out of examinations because you find the work difficult.
D		Taking illegal drugs.
E		Bullying another member of the school.
F		Truantiing from school.
G		Disrupting the teacher instead of working in class.
H		Stealing from someone.
I		Drinking below the legal age limit.
J		Disobeying parents.











Consequences Pack

Student Answer sheet 1

Situation	Rank Order	WHY?	New Rank Order	Now Why?
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				

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WORKSHEET 2







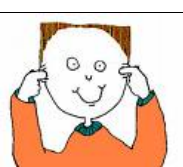



A		Being homeless and having to beg on the streets.	The reason for being homeless is that your parent lost their job and could no longer pay the mortgage/ rent.
B		Leaving your family to get a better life.	You are going to university for at least 3 years to get further qualifications.
C		Dropping out of examinations because you find the work difficult.	You can do the work, but want to go out with your friends instead, so you do not study properly.
D		Taking illegal drugs.	Your friends are all doing it and you do not want to feel left out.
E		Bullying another member of the school.	You are being bullied by someone else and it makes you feel better to have someone on which to take out your frustration.
F		Truancing from school.	You have a lesson you do not like and you have not done the homework so truancing seems to be the best option.
G		Disrupting the teacher instead of working in class.	All your friends call you a 'swot' as you want to get on, so you think disrupting the teacher will make you 'cool'.
H		Stealing from someone.	You have no money and you want to go to the cinema with friends.
I		Drinking below the legal age limit.	Everyone else drinks every weekend and you do not want to be left out.
J		Disobeying parents.	You do not think your parents should have the right to tell you what to do and so you do what you want instead.

ANSWER SHEET 2

NAME:

DATE:

What are the possible consequences of these actions? Try to think of the positive and negative things that might happen in these situations. There has been one idea filled in for each.

A		Being homeless having to live on the streets.	The reason for being homeless is that your parent lost their job and could no longer pay the mortgage/ rent.	<ul style="list-style-type: none"> You will be dirty and scruffy and so will not be able to get a job.
B		Leaving your family to get a better life.	You are going to university for at least 3 years to get further qualifications.	<ul style="list-style-type: none"> You will be able to get a better job once you have good qualifications.
C		Dropping out of examinations because you find the work difficult.	You can do the work, but want to go out with your friends instead, so you do not study properly.	<ul style="list-style-type: none"> You might not get your dream job because you needed that particular GCSE grade.
D		Taking illegal drugs.	Your friends are all doing it and you do not want to feel left out.	<ul style="list-style-type: none"> You could be put in prison.
E		Bullying another member of the school.	You are being bullied by someone else and it makes you feel better to have someone on which to take out your frustration.	<ul style="list-style-type: none"> You could be excluded from school.
F		Truanting from school.	You have a lesson you do not like and you have not done the homework so truanting seems to be the best option.	<ul style="list-style-type: none"> Your parents could be taken to court.
G		Disrupting the teacher instead of working in class.	All your friends call you a 'swot' as you want to get on, so you think disrupting the teacher will make you 'cool'.	<ul style="list-style-type: none"> You could impede the progress of all students in that class.
H		Stealing from someone.	You have no money and you want to go to the cinema with friends.	<ul style="list-style-type: none"> You could be arrested and prosecuted.
I		Drinking below the legal age limit.	Everyone else drinks every weekend and you do not want to be left out.	<ul style="list-style-type: none"> You could get drunk and hurt yourself.
J		Disobeying parents.	You do not think your parents should have the right to tell you what to do and so you do what you want instead.	<ul style="list-style-type: none"> You could end up in a dangerous situation from ignoring advice.