



# TEACHER EDUCATION RESOURCE PACK

Created by Immediate Theatre  
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# Introduction

## **Now You See Me, Now You Don't**

A play focusing on road safety issues for year 6 students about to make the transition to secondary school.

Welcome to the **Now You See Me, Now You Don't** teacher resource pack. This pack aims to provide you with resources to support the production and enable you to make full use of the learning points created by the drama.

This pack has been produced in consultation with Road Safety workers.

**Now You See Me, Now You Don't** engages young people through an original piece of drama which is interwoven with interactive work. The action is based on a real incident where an eleven year old boy was hit by a car. The young people are asked to engage with the performance to look at how the collision could have been prevented and to consider how they can protect themselves in the future. The production aims to improve young people's understanding of the fact that they have increasing control and influence over their own and other people's safety by:

- Increasing knowledge about key road safety messages (the importance of being seen, making eye contact, being focussed)
- Improving understanding of the different factors that converge in causing an 'accident'
- Improving young people's preparation for secondary school and the longer journeys that face them as they get older.
- Increasing young people's confidence in their own decisions and making them aware that "it's in a young person's power to make safe decisions as actions on the road will either protect you or lead to damage."
- Making young people aware of the need to be alert to other people's mistakes.

**Now You See Me, Now You Don't** was first developed by Immediate Theatre in partnership with Camden Road Safety Team in 2005 and is funded by Transport for London. The play was researched with Year 6 pupils from six primary schools and developed with BTEC drama students and Year 7 pupils at Hampstead Comprehensive. We continue to develop the play each year in response to student and teacher evaluations.

In 2010, **Now You See Me, Now You Don't** will tour to 22 London Boroughs reaching an estimated audience of 13,000 young people.

# Company Background

**Immediate Theatre's** vision is to ensure access for all to art that breaks down barriers and engages people in debate. Since 1996 we have been working in partnership to produce work that is:

**Inclusive:** working at the grassroots and celebrating diversity

**Interactive:** involving communities throughout the creative process

**Imaginative:** finding new ways to engage with vital issues.

Our aims are:

- to work in partnership to support the use of drama and other art forms as a tool for social engagement in all aspects of society
- to provide programmes that enable people at high risk of exclusion to participate in the arts
- to develop productions and performed workshops exploring a range of social issues pertinent to the experiences of specific communities that enable people to engage in the process of change
- to create pathways to employment in the arts industries for those traditionally not accessing these opportunities
- to produce high quality theatre projects that inspire everyone involved

Our current activities are delivered across East London with a focus on participatory activities for young people in Hackney. We run a variety of community projects across the borough, providing high quality drama activities for young people who would not necessarily access them otherwise. We also run education projects providing opportunities for excluded and hard-to-reach young people, aged 13 - 19, to develop life skills through the arts. These projects work with schools and alternative education providers as well as providing positive activities outside of school hours.

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## Theatre in Schools Partnership (TiSP)

The Theatre in Schools Partnership (TiSP) creates engaging and accessible issue-based theatre in partnership with schools; supporting the social, educational and creative development of all young people and helping them to lead active, healthy and positive lives.

TiSP brings together the expertise and resources of **Immediate Theatre**, **Face Front Inclusive Theatre**, and **Theatre Venture** to support the touring of professional theatre to schools.

Using our combined expertise and experience the Theatre in Schools Partnership aims to:

- Involve all young people in the creation of theatre for schools.
- Advocate the transformational impact of theatre and the arts to the lives of young people.
- Improve the artistic quality of professional theatre offered to schools.
- Establish a close working relationship with Healthy Schools teams across North East London to improve and increase the commissioning of new work around key education agendas.
- Promote the key role for theatre in schools in the delivery of the education curriculum.
- Develop positive relationships between education providers and theatre companies.
- Work inclusively to ensure access for all.

[www.tisp.org.uk](http://www.tisp.org.uk)

# Using These Resources

The majority of these resources provide post show activities. However, as some teachers have expressed a wish to introduce their students to the themes of the play we have designed Session 1 so that it can be used as a pre- or post-show activity.

The sessions are designed to give you the option of working towards a presentation, either as an assembly or to another class in the school.

We are aware that not all teachers will receive this resource pack before the performance – we can reassure you that pupils will not be at a disadvantage as the play can work as a stand alone activity.

**You can use the pictures and symbols created by Immediate Theatre for the production to aid your teaching. These can be downloaded from:**

[www.immediate-theatre.com/resources/downloads](http://www.immediate-theatre.com/resources/downloads)

Session 5 is an independent drama lesson looking at issues linked with making the transition to secondary school which is touched on in the play. It might be useful if the group has previous experience of this type of work (outlined in session 3).

## Summary of the Play

The action focuses on a crash in which Aaron, an 11 year old boy, is hit by a car. The crash creates a lasting impact on the audience through a striking and dramatic central incident. The play explores the events leading up to the collision for Aaron and his best friend Kali who have recently started secondary school. The audience are asked to become detectives in trying to establish who is to blame for the incident.

# Now You See Me, Now You Don't

## Pre show discussion.

<b>Aims</b>	<ul style="list-style-type: none"> <li>• To prepare students for watching 'Now You See Me, Now You Don't'.</li> <li>• To engage students in thinking about their new journey's to secondary school</li> </ul>
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Session Plan	
10 mins	<p>You are going to see a play which is based on a real incident where an eleven-year-old boy was hit by a car on his way home from school.</p> <p>The play focuses on two characters, Aaron and Kali, who are in their first term at secondary school. Aaron and Kali both have a much longer journey to their secondary school than they had to primary school. Their new journey involves walking, crossing main roads and catching a bus.</p> <p>Do you know what secondary school you will be attending?</p> <p>Do you know how you will be getting there?            Walking?            Catching the bus / train / tube?            Getting a lift?</p> <p>Will you be travelling on your own or with friends / siblings?</p> <p>Do you think you have good road safety awareness?</p>
5 mins	<p>(extra discussion point if required)            Why do you think the play is called '<u>Now You See Me, Now You Don't</u>' ?</p>

# Now You See Me, Now You Don't

## Session 1 – looking at new journeys

<b>Aims</b>	<ul style="list-style-type: none"> <li>To prepare students for watching 'Now You See Me, Now You Don't'.</li> <li>To engage students in thinking about their new journeys to secondary school</li> <li>To create a map of student's new journeys to school.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Sheets of paper and pens</li> <li>Copies of journey symbols for each child (optional - can be downloaded from website <a href="http://www.immediate-theatre.com/resources/downloads">www.immediate-theatre.com/resources/downloads</a> )</li> </ul>
<b>Student preparation</b>	<ul style="list-style-type: none"> <li>It may be useful to ask students to talk to their parents the night before about their new journeys to secondary school and how they will be travelling.</li> </ul>
<b>Room layout</b>	This session requires the class to work in pairs where they will need access to drawing materials. They will need enough space to feed back as a whole class.

Suggested time	Session Plan
10 mins	<p><u>Introduction if using as pre show preparation.</u></p> <p>You are going to see a play which is based on a real incident where an 11 year old boy was hit by a car on his way home from school.</p> <p>The play focuses on two characters, Aaron and Kali, who are in their first term at secondary school. Aaron and Kali both have a much longer journey to their secondary school than they had to primary school. Their new journey involves walking, crossing main roads and catching a bus.</p> <p>Do you know what secondary school you will be attending?</p> <p>Do you know how you will be getting there? Walking? Catching the bus / train / tube? Getting a lift?</p> <p>Will you be travelling on your own or with friends / siblings?</p>
10 mins	<p><u>Introduction if using as post-show session.</u></p> <p>Can you all remember seeing the play 'Now You See Me, Now You Don't', which looked at road safety awareness?</p> <p>What were the main messages of the play? Alternatively, if you did not see the full play you could ask them to tell you the story of Aaron and Kali.</p>

30 mins	<p>Can anyone remember what time of day it was when Aaron was hit by the car? (3.42pm, Friday 5<sup>th</sup> October – i.e. on way home from secondary school)</p> <p>We are going to look at your new journeys to secondary school.</p> <p>(These questions are covered during the play but it might be useful to check back with the whole group before working in pairs)</p> <p>Do you know what secondary school you will be attending?</p> <p>Do you know how you will be getting there? Walking? Catching the bus / train / tube? Getting a lift?</p> <p>Will you be travelling on your own or with friends / siblings?</p> <p><b><u>Main Activity</u></b></p> <p>Divide the group into pairs</p> <p>In pairs, explain your journey to your new school to your partner. Explain how you travel - do you have to walk, do you have to cross any roads, do you use any crossings? etc.</p> <p>Create a map of your journey to school. Represent this using a set of symbols. Symbols: home, walking alone, walking with friends, bus, train, crossing (unmarked, zebra, pedestrian lights), school – or draw a representational map.</p> <p><b><i>Alternatively, if they do not know which school they are going to ask them to create a map of their current journey to school.</i></b></p>
10 mins	<p>Share back individual journeys in larger groups. (6 or 8) Each group to choose one or two interesting journeys to share back to whole class.</p>
15 mins.	<p>Share back as many stories as required with whole class. Display maps of the journeys so that the whole group can see them. (NB all maps will be required in Session 2).</p>
5 mins	<p>Working as a whole class, identify places on a few journeys which you think might be dangerous and explain why. (NB this discussion is extended in Session 2)</p>
<b>Reflection and Evaluation of Lesson</b>	
<p>What did they learn from making a map of their journey? Has the lesson helped them to think about staying safe on the roads?</p>	

# Now You See Me, Now You Don't

## Session 2 - looking at hazards

<b>Aims</b>	<ul style="list-style-type: none"> <li>To look in detail at the hazards we face on the roads</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Maps created in Session 1</li> <li>Wipe board and pens</li> <li>Blue, Red, Green and Yellow pens or stickers for each child.</li> <li>Photos representing the key places where hazards are encountered (optional - can be downloaded from website, particularly useful for SEN and ESOL students),</li> </ul>
<b>Student preparation</b>	<ul style="list-style-type: none"> <li>None (written exercise can be given as home work)</li> </ul>
<b>Room layout</b>	This is a flexible session involving whole class and small group work there are no particular requirements.

Suggested time	Session Plan
20 mins	<p><u>Introduction</u></p> <p>Can you remember what hazards were looked at in the performance?</p> <p>Divide wipe board or paper into four sections.</p> <p>- During the performance the students will have been in four groups which looked at the following areas:</p> <ul style="list-style-type: none"> <li>Along the pavement: roads works, drive ways, crossing between parked cars, bicycles. (Blue)</li> <li>Crossing the road: unmarked places to cross, different types of crossings, zebra and pedestrian. (Green)</li> <li>Catching busses; running for the bus, crossing behind a bus. (Red)</li> <li>Distractions: listening to an ipod, mobile phone, seeing friends, rushing. (Yellow).</li> </ul> <p>The group should be able to remember most of these points.</p>
10 mins	<p><u>Main Activity</u></p> <p>Working alone or in pairs Using map created in Session 1. Can you identify places on your own new journey to school that might be hazardous? Mark the map with different colours to show where you might encounter different hazards.</p> <p>You can either select interesting stories or ask the students to work in larger groups and select interesting stories themselves. It may be sensible to choose a common hazard to feed back on.</p> <p>Suggestions:</p>

30 mins	<ul style="list-style-type: none"> <li>- crossing between cars on side roads,</li> <li>- crossing busy roads</li> <li>- stepping out behind a bus</li> <li>- distractions – outside school is an obvious place</li> </ul> <p>Share a few interesting stories with the whole class. Focus on the places where the young person will face hazards.</p> <p>Writing exercise.</p> <p>Ask the students to write a description of their journey to school and where they will face hazards.</p>
<b>Reflection and Evaluation of Lesson</b>	
	<p>Has the lesson helped them to think about staying safe on the roads? If so why? What have they enjoyed about the session? What did they find challenging?</p>

# Now You See Me, Now You Don't

## Session 3 – creating a road safety drama.

<b>Aims</b>	<ul style="list-style-type: none"> <li>To create road safety dramas which demonstrate a road safety awareness issue.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Maps created in Sessions 1 &amp; 2</li> <li>Stickers or sheets to vote on hazards to use for drama.</li> <li>Copies of questions to consider for creating the drama for each group if required (provided as separate sheet at end of pack).</li> <li>Paper and pens to develop ideas</li> </ul>
<b>Student preparation</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Room layout</b>	This is an active session. The main activity involves working in small groups, planning and acting out a play. It is possible to do this in a classroom but noise levels will be high. The classroom will need to be set up to allow a clear performance space at the end so that the whole class can see the action.

Suggested time	Session Plan				
20 mins	<p><u>Introduction</u></p> <p>Place the maps from Sessions 1 and 2 on the wall, get the class to vote on the maps that best show a hazard they think is common, or would make a good drama or road safety message. They could vote by placing a sticker on the story or ticking a piece of paper under it, or just make suggestions.</p> <p>Read out some of the stories that were written in Session 2.</p> <p>Discuss why they think these moments would make good dramas.</p>				
45 mins	<p><u>Main Activity</u></p> <p>In groups of 4/5 look at each others maps and read out descriptions of each students journey to school. Select a scene for a drama from one person's journey to /from school – think about how you will use this to demonstrate a road safety issue.</p> <p>The table below provides questions that the group need to focus on - this can be printed out and given to each group if required.</p> <p>In groups of about 4/5 consider the following.</p> <table border="1"> <tr> <td>Where does the incident take place?</td> <td>It might be useful to sketch out a more detailed picture of the specific place where the incident takes place, mapping out roads, crossings, direction of travel of any vehicles</td> </tr> <tr> <td>What are the characters involved?</td> <td>Is the pedestrian travelling alone or with others? Do they know how they should behave on the roads? – Are they behaving properly, with caution? If they are with others how might this effect them? – peer pressure and distractions can be an important factor in road safety. Are they in a hurry?</td> </tr> </table>	Where does the incident take place?	It might be useful to sketch out a more detailed picture of the specific place where the incident takes place, mapping out roads, crossings, direction of travel of any vehicles	What are the characters involved?	Is the pedestrian travelling alone or with others? Do they know how they should behave on the roads? – Are they behaving properly, with caution? If they are with others how might this effect them? – peer pressure and distractions can be an important factor in road safety. Are they in a hurry?
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	<p>Are they concentrating? Is there anything else effecting them which might be relevant?</p> <p>Is it important to think about who is driving the vehicle or the type of vehicle? – The main focus should be on the pedestrian but you may want to highlight that drivers can make mistakes which pedestrians need to be aware of.</p>
<p>What time of day is it? Other factors</p>	<p>Is this place likely to be more hazardous on your way to or from school? What time of day would this be? Issues to think about – who is in a hurry and why? Are people tired? Are people relaxed and not concentrating? How good is the visibility? Are the roads slippery?</p>
<p>What road safety message will you be able to demonstrate through your drama?</p>	<p>Examples – Being seen Concentration Look - Make sure you can see the road clearly Using crossing places</p>
<p>What is the conclusion?</p>	<p>Does the pedestrian or driver get hurt? How badly? Or is it a near miss? Which would be most useful to convey your road safety message?</p>

Once you have outlined the main factors in your drama you also need to think about how you are going to communicate the important information to your audience. For example, they might need to know that it is set at a crossing but they probably don't need to know where the crossing is.

How will you represent: traffic lights, vehicles, etc.

You will need to decide on roles for everyone in the group. Some people may need to represent the traffic lights or vehicles. Someone may need to introduce the drama and clarify the road safety message at the end.

After all this planning it is now time to **practise the drama. You will find lots of new ideas when you try it out** – it might be useful if one member of the group watches the drama and then gives feedback about whether what is happening is clear and easy to understand.

Would it be useful to repeat the drama with someone acting out how the pedestrian could have prevented the accident? Will you do it yourselves or ask the audience to give suggestions as we did in 'Now You See Me, Now You Don't'.

30 mins

In the dialogue (characters talking during the drama) can you give information about – time of day, who the characters are, what is happening?

Sharing

In whole class group. Allow each group to show their scene and receive feedback about how it could be improved.

<b>Reflection and Evaluation of Lesson</b>	
15 mins	<p>Reflecting on the key road safety messages that have been presented. We have provided a brief list, but they may have identified other messages.</p> <p style="padding-left: 40px;">           Look left, look right, if all's clear then cross.            Making eye contact with drivers.            Be alert to driver's mistakes.            Using crossings properly.            Not rushing. Taking your time.            Being aware of distractions.            Not talking on mobiles / using ipods.            Being focused / concentrating.            THINK before you cross.            BEING SEEN.         </p> <p>What did they enjoy about the session, what did they find challenging?</p>

# Now You See Me, Now You Don't

## Session 4 – making a presentation for another class or assembly

<b>Aims</b>	<ul style="list-style-type: none"> <li>To create a presentation promoting road safety awareness.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>Resources from Sessions 1,2 &amp; 3</li> </ul>
<b>Student preparation</b>	<ul style="list-style-type: none"> <li>None. (They will need to practise work in their own time after the session)</li> </ul>
<b>Room layout</b>	Performance space and display areas will be required.

Suggested time	Session Plan
10 mins	<p><u>Introduction</u></p> <p>Reflect on the work that has been achieved in Sessions 1, 2, &amp; 3 and propose that they make a presentation to other students.</p> <p>What do they think is important to cover in the presentation? What do they want to be the main message?</p> <p>Who will the audience be? Will any messages need to be altered for a different age group?</p> <p>Perhaps they could invite the borough road safety officer to the presentation who might help by giving out stickers and emphasising key issues?</p>
(Flexible)	<p><u>Main Activity</u></p> <p>Below we have provided an outline of a presentation drawing on all the activities from each session. Of course, how you develop this will depend on you and your group.</p> <p>An additional activity could be created to make a poster for the presentation focussing on the road safety message the class wish to communicate.</p> <p>Good luck!</p> <p>Introduction – i.e. Class X have been looking at staying safe on the roads. They have been particularly looking at how they will stay safe during their journey to their new secondary schools.</p> <p>(Facts might be useful depending on age group for presentation) In London last year (876) pedestrians aged 11-14 were involved in a collision. (128) young people were seriously injured and (6) died.</p> <p>1. Hazards.</p> <p>Individuals or small groups to present each of the colour coded hazard areas – see Session 2.</p>

	<p>2. Journeys to school. One or more students to show map created in Session 1 and/or read out the written descriptions and highlight the hazards they may encounter.</p> <p>3. Drama Show one or more of the dramas and the road safety message. If the group have a confident leader they might be able to invite members of the audience to say what the pedestrian did wrong and how they should have behaved.</p> <p>4. Road safety message Conclude with key road safety messages that the group have identified.</p>
	<b>Reflection and Evaluation of Lesson</b>
15 mins	<p>After the presentation allow the class to discuss what went well and what went badly and whether they feel they communicated the road safety message effectively.</p> <p>We would very much like feedback on how presentations were received. Perhaps members of the group could write us a report on their presentation?</p>

# Now You See Me, Now You Don't

## Session 5 – transition to secondary school

<b>Aims</b>	<ul style="list-style-type: none"> <li>To explore what the students are looking forward to and /or may find challenging</li> <li>To create short dramas to explore challenges they might face.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Student preparation</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>Room layout</b>	<ul style="list-style-type: none"> <li>This session requires space for groups of 4/5 to prepare dramas and act them out to the rest of the class.</li> </ul>

Suggested time	Session Plan
15 mins	<p><u>Introduction</u></p> <p>Can you all remember seeing the play 'Now You See Me, Now You Don't', which looked at road safety awareness for young people as they start making new journeys to secondary school?</p> <p>Can you remember what was different about Kali and Aaron's school day?</p> <p>eg. Bigger school, having to change class room, different teachers, different subjects etc.</p> <p>Can you remember what Kali and Aaron liked and didn't like about going to secondary school?</p> <p>What are they looking forward to / what they are not looking forward to at secondary school?</p>
45 mins	<p><u>Main Activity</u></p> <p>In groups of 4 or 5.</p> <p>In the group reflect on what was said in the class discussion and identify the main challenges they think they will face at secondary school.</p> <p>Create a frozen image using the whole group if possible to represent these challenges. Choose one or two to share back with the whole class.</p> <p>Share back and discuss the issues they face. Who would they turn to for help in a different situation? – friends, family, teachers, school nurses etc</p> <p>Return to small groups. Create a short scene about someone who is facing a challenge at secondary school and act out how their friends, family and teachers might help them.</p> <p>Share back and discuss.</p> <p>Repeat exercise. In the group reflect on what was said in the class discussion and identify what are the main things that they are looking forward to about secondary school.</p>

	<p>Create a frozen image using the whole group if possible to represent what they are looking forward to. Choose one or two to share back with the whole class.</p> <p>Share back and discuss.</p> <p>What will they miss about primary school?</p> <p>If young people had concerns you could encourage them to look at school websites to identify school policies around bullying etc.</p>
<b>Reflection and Evaluation of Lesson</b>	
15 mins	<p>What did they enjoy about the session, what did they find challenging?</p> <p>Did it make people think about things they had not thought about before?</p>

# Now You See Me, Now You Don't

## Resource for Session 3

### Creating a road safety drama

In groups of about 4 / 5 consider the following:

Where does the incident take place?	It might be useful to sketch out a more detailed picture of the specific place where the incident takes place, mapping out roads, crossings, direction of travel of any vehicles
What are the characters involved?	<p>Is the pedestrian travelling alone or with others? Do they know how they should behave on the roads? – Are they behaving properly, with caution?</p> <p>If they are with others how might this effect them? – peer pressure and distractions can be an important factor in road safety.</p> <p>Are they in a hurry?</p> <p>Are they concentrating?</p> <p>Is there anything else effecting them which might be relevant?</p> <p>Is it important to think about who is driving the vehicle or the type of vehicle? – The main focus should be on the pedestrian but you may want to highlight that drivers can make mistakes which pedestrians need to be aware of.</p>
What time of day is it? Other factors	<p>Is this place likely to be more hazardous on your way to or from school? What time of day would this be?</p> <p>Issues to think about – who is in a hurry and why?</p> <p>Are people tired?</p> <p>Are people relaxed and not concentrating?</p> <p>How good is the visibility?</p> <p>Are the roads slippery?</p>
What road safety message will you be able to demonstrate through your drama?	<p>Examples –</p> <p>Being seen,</p> <p>Concentration</p> <p>Look - Make sure you can see the road clearly</p> <p>Using crossing places</p>
What is the conclusion?	Does the pedestrian or driver get hurt? How badly? Or is it a near miss? Which would be most useful to convey your road safety message?

Once you have outlined the main factors in your drama you also need to think about how you are going to communicate the important information to your audience. For example, they might need to know that it is set at a crossing but they probably don't need to know where the crossing is.

How will you represent: traffic lights, vehicles, etc.

You will need to decide on roles for everyone in the group. Some people may need to represent the traffic lights or vehicles. Someone may need to introduce the drama and clarify the road safety message at the end.

After all this planning it is now time to **practise the drama. You will find lots of new ideas when you try it out** – it might be useful if one member of the group watches the drama and then gives feedback about whether what is happening is clear and easy to understand.

Would it be useful to repeat the drama with someone acting out how the pedestrian could have prevented the accident? Will you do it yourselves or ask the audience to give suggestions as we did in 'Now You See Me, Now You Don't'

In the dialogue (characters talking during the drama) can you give information about – time of day, who the characters are, what is happening?