

Crash Magnets – News Suitable for S3

There are 20 A5 Crash Magnets News Cards for this activity, each with its own news story. Before distributing them, make a selection on the basis of the range of ability within the class. All names have been removed but other than that each news story is entirely true. There is a sample headline and examples of serious points with each story to help those who find it difficult to come up with ideas quickly. The Highway Code penalty table (page 26) can be copied to inform opinion.

The class can work in groups of twos or threes to make up their own news feature from the short story outline. Encourage them to be creative and imaginative in the way that they develop their headline and news item. They can mimic the style of a particular tabloid if they want. Using clichés such as ‘shock horror’ and ‘outrage’ are good for dramatic effect but the point of the activity is to draw out a serious message from the story.

rp If they are going to broadcast their story suggest a role play interview with a witness or relative.

This activity has strong links to citizenship and futures education asking, as it does, that each group thinks about a serious point it wants to make about the incident that it is reporting.

This activity can be done at tables with paper and pen or on PCs/laptops. Illustrations can be encouraged either clip art, photo montage or freehand drawing. Make colour available for a bright eye-catching headline.

At the end of the activity, ask each group to present their story in any way that they want to the class. They can read it out as if it is a news bulletin at a local radio station and role play interviews with witnesses at the scene. Did the class spot the serious point that was made for the reader/listener to think about?

Is there another serious point that could be made about this news item?

DISCUSS

Should the media have a responsibility to promote road safety?

Do stories about crashes sell better than stories about road safety?

Any issues touched on that require follow up can be directed to www.getinlane.com

Links Across Learning

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.

I can make appropriate and responsible use of sources and acknowledge these appropriately.

**Responsibility of all LIT 4-25a*

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. [HWB 3-41a/HWB 4-41a](#)

I can evaluate the role of the media in a democracy, assess its importance in informing and influencing citizens, and explain decisions made by those in power. [SOC 4-17b](#)



Headline News
Student Card



Crash Magnets news

All the events are true to life. Names of individuals have been removed.

Working in pairs or threes read the short news item.

You are working at a news desk in a press office or local radio station preparing a story for the next bulletin:

1. Think up a catchy or sensational headline that will attract attention. You might find a good picture to illustrate it.
2. Write your story in a style that will keep the reader or listener interested. Add to it and illustrate it with interviews with witnesses or relatives.
3. Make what you consider to be, **at least one, serious point in the report.** Speculate as to what might happen next.



The Headline News cards can be found inside the Crash Magnets Toolbox.