



? How to use this worksheet

- Each child will need a copy of the worksheet. They should read the story with a group in order to encourage them to share their feelings about it. You could mask the last three paragraphs and ask the children to predict what happens and to share their ideas and feelings. Then provide a copy of the entire story for the group.
- The children could complete the written activity individually or with a partner. Ask them what was irresponsible about Leanne's behaviour. It is useful to draw out the dangers of acting rashly to show off. The children might be able to come up with a safety prompt to use when deciding what to do when out playing with friends. For example, they could ask themselves: Am I doing this to show off? or Could it harm me?
- Peer pressure can lead children into behaviour that they know is wrong. It is useful to help them stop and think before doing anything out of the ordinary. In most cases like this, they experience hesitation beforehand. Learning not to ignore this feeling is vital.



⚡ Key Electricity Facts

- Overhead lines can be supported by wooden poles. They look similar to telephone poles. It is best to keep away from any poles that might carry electrical wires, as the voltage of any electrical wires is high enough to kill. High voltage electricity can jump across gaps.
- Most overhead lines and also very low overhead lines can be covered, making them dangerous for anyone to go near. Very low voltage cables can be covered, but it is impractical to do this for higher voltages due to the thickness required.
- Electricity is always trying to get to the ground and takes shortcuts whenever it can. If something that conducts electricity provides an easy path to the ground, electricity will take it. People are good conductors of electricity – our bodies are made up of 75% water.
- If anything gets caught on an electric wire, phone the number on the sign on one of the poles, so engineers can remove it.



Exercise Extension: Explore the school grounds, searching for hazardous signs or show images of them. Ask children what the danger could be? Why? What would they do if they came across a hazardous sign?

National Curriculum supporting information

PSHE/CITIZENSHIP

Developing a healthy, safer lifestyle:

3e) recognising risks in different situations and deciding how to behave responsibly

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

ENGLISH

En1 Speaking & listening:

2e) identify the gist of an account or key points in a discussion and evaluate what they hear

En2 Reading, Understanding texts

2c) make connections between different parts of a text (for example, how stories begin and end, what has been included and omitted in information writing)



Related Material

www.kidshelp.com.au/teens/get-info/hot-topics/peer-pressure.php



Working in a group, take it in turns to read a paragraph of the story out loud. At the end of each paragraph, make a note of how you felt.



The field

“Now!” called Leanne, pulling on the end of the kite string. She let out some more string as her friend Kyle let go of the kite. Leanne felt a tug as the wind caught the kite, lifting it high into the air! She loved playing in the field at the back of her house. The tug got stronger...

“Let go!” called Kyle. **“Or it’ll take you up with it!”** Leanne let the string slip through her fingers and watched as the kite flew upwards. Then, suddenly the kite stopped. It was caught on an overhead wire and the string was now dangling down above their heads. **“It’s too high to reach”**, said Leanne. **“But maybe if we climb that tree we can grab the string to get it back.”** Leanne moved towards the tree.

“No!” shouted Kyle. **“You might get an electric shock if you get too close to those wires.”** **“They’re only phone lines,”** said Leanne, pointing. **“Look! They’re on wooden poles.”** Then she noticed the warning sign. It read, DANGER OF DEATH. **“We’d better leave it up there then,”** she said and they started the walk home.

When Leanne arrived back home, her mum asked where her little brother Harry was. **“I don’t know,”** said Leanne, puzzled. **“I’ve been out playing in the field with Kyle.”** **“But Harry just went to meet you,”** her mum replied. Leanne looked out of the window and could just make out Harry at the far end of the field. She must have missed him when she used the short-cut through the trees to get back. Harry was now running towards the tree. He could easily grab the kite line if he climbed it...

“Oh no!” Leanne whispered. Her hand went over her mouth and she closed her eyes. Just then, her mum said: **“There’s Jack’s dad in the pick-up truck. Looks like he’s giving Harry a lift back.”** He’s touched it, thought Leanne. A few minutes later, the truck pulled up at the door and Leanne ran outside.

Harry jumped out of the vehicle. **“You’re ok!”** whispered Leanne, giving him a big hug. **“He was trying to reach that kite wrapped around the overhead cable. I hope whoever left it there has rung the electricity company so they can remove it before there’s an accident,”** said Jack’s dad, glancing at Leanne. **“Maybe we’d better do it now just in case...”**

Now try this!

- Discuss the story with your group.
- Write a summary of what you have learned from it.

