

# Talk about it

SECTION

5

## Research and report

**Objective:** To present information, with relevant details clearly sequenced and an effective ending.

**What you need:** Copies of *The Hundred-Mile-An-Hour Dog*, writing material, access to the internet and encyclopedias.

**Cross-curricular links:** Science, geography, history, art, ICT.

### What to do

- Create a class list of the references that Trevor uses to describe Streaker and her speed. Divide the list by subheadings: natural phenomena (*whirlwind, mini-meteorite*), man-made devices (*torpedo, rocket, Exocet Missile*), fiction and film (*King Kong, King Arthur and his sword*).
- Arrange the class into seven groups. Allocate one of the above subjects (for example, whirlwinds or King Kong) to each group and ask them to research it (using the internet and

books) and prepare a brief presentation for the rest of the class. They must make their report interesting, present facts in a logical order, and include an introduction and a closing statement or summary.

- Challenge the children to maximise their group talents, involving every child no matter what their strengths may be. Any children not presenting information might take notes or draw an illustration, diagram or other visual aid.

### Differentiation

**For older/more confident learners:** Encourage research in greater depth, enabling a question-and-answer session at the end of the presentations.

**For younger/less confident learners:** Provide the children with a list of useful websites and books. Help them to navigate sources of information, looking for key words, using an index.

## Accusation and defence

**Objective:** To create roles showing how behaviour can be interpreted from different viewpoints.

**What you need:** Copies of *The Hundred-Mile-An-Hour Dog*, an enlarged copy of Extract 3 (page 10), photocopiable page 23 and writing materials.

**Cross-curricular link:** Drama.

### What to do

- Read Extract 3 together. Ask why Streaker is *under sentence of death*. Make a list of all the people Streaker has upset, including how and when.
- How can Trevor defend himself and Streaker? Discuss any extenuating circumstances that might justify their behaviour and lessen the seriousness of any offence. For example, in Chapter 7: the cat attacked first, the house-owners left the window open and they had tried knocking on the door.
- Recall how, in Chapter 10, Trevor wonders if there is a European Court of Doggy Rights.

Imagine that there is. Hand out photocopiable page 23 and ask the children to discuss the evidence with a partner, first from Sergeant Smugg's point of view and then from Streaker's.

- Allocate the roles of Streaker's Defence and Accusation barristers to each pair, asking them to prepare a court case, based on their notes.
- Hold a class court, choosing one pair to role play opposing barristers. Invite them to call witnesses – the house owner, Sergeant Smugg, Dad – from members of the class. Have they decided on a verdict?

### Differentiation

**For older/more confident learners:** Challenge one child to act as judge, to sum up the evidence for and against Streaker's survival. Ask the class jury to vote on the outcome of the court hearing.

**For younger/less confident learners:** Concentrate on one episode only.

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