

Lesson Plan – ‘All About Risks’

Activities and Lesson Plan

Much of this lesson is based on exploring pupils’ perception of risk and their own attitude to it. It revolves around discussion and debate, with activities to highlight the important points. Adults are there to facilitate the discussion and join in as appropriate but should try to ‘guide’ it rather than ‘lead’ it!

Part 1: What does ‘risk’ mean? (Whole class activity)

To get an idea of your pupils’ attitudes to risk, class discussion on what they think ‘risk’ means.

Can they think of any risks they have taken or avoided?

If they are not sure, or are too shy to start the conversation, give them a suitable example from your own life.

Part 2: ‘Riskometer’ Exercise (Individually)

Give each pupil a personal ‘riskometer’ [8.8.8 Yr 8 (3)] and ask them to mark with ‘A’ where they think they should score as a risk-taker (0 = don’t take risks; 20 = high risk-taker).

Pupils should then ask 2 friends their opinion of their risk-taking – mark with ‘B’ and ‘C’.

Ask each pupil to complete the questionnaire [8.8.8 Yr 8 (3)] add up their score and then mark this on the riskometer with ‘D’.

ASK: “Are you a higher or lower risk-taker than you thought, or did you get it about right?”.

Discuss their results.

Part 3: ‘Accidents’ (Individual exercise followed by whole class discussion)

Many so-called ‘accidents’ are caused by taking risks. Ask pupils to write down any silly or dangerous things they have done to have, or nearly have an ‘accident’. They should give their reason for doing them. Would they do them again? Discuss as a class.

So, if an ‘accident’ happens because someone has been silly, or deliberately broken a rule and taken a risk – is it really an ‘accident’? (an unforeseen, non- preventable incident). Discuss the difference between a ‘crash’ or ‘collision’ and an ‘accident’.

Explain: On the road’s accidents don’t ‘just happen’ – someone is usually at fault. We can avoid most of them by correct behaviour. (The Police and road safety practitioners now refer to road accidents as RTCs – Road Traffic Collisions – instead of RTAs – Road Traffic Accidents).

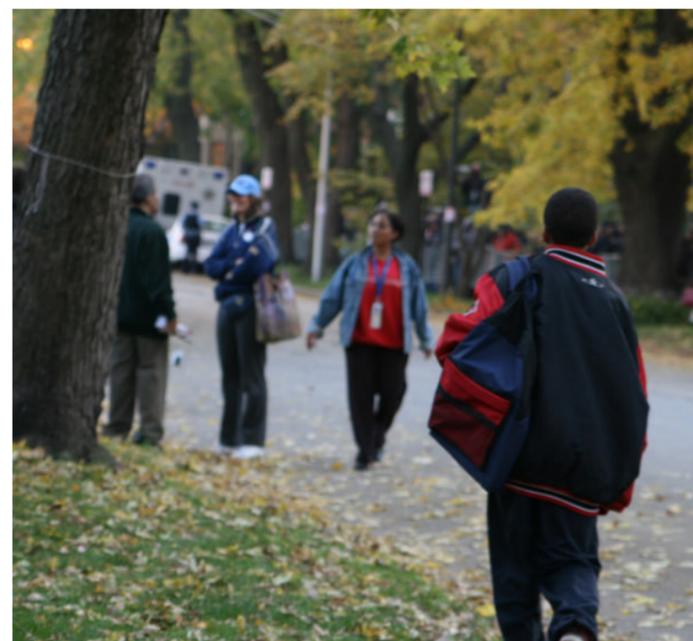
Explain: The consequences of irresponsible behaviour and RTCs can be far- reaching and long-term as well as immediate. They may be completely life- changing, not just for the victims but also for their families and friends, and often also for the ‘perpetrator’.

(This is covered in our Year 7 lesson – see below).

Discuss whether friends (or passengers in a vehicle) should take some responsibility and try to stop incorrect or irresponsible behaviour. Maybe in a ‘situation’ everyone involved bears some responsibility?

Part 4: Brief Revision of Year 7 (2) lesson – ‘Reactions, Concentration, Distractions’ (Whole Class)

An outline of the lesson is provided in your Teacher Guidance Notes.



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Part 5: Risks and Peer Pressure (Whole class then groupwork)

Read the following three scenarios out to the class and ask them what they think they would do in the same situation. Discuss. (Are they telling you what they should do, or what they really would do?).

My friend's older brother usually gives us a lift when we want to go into town. He's not long passed his test and wants to show off his car and his driving. To be honest he's quite a mad driver – I think he thinks he's a rally driver! My best friend won't get into the car with us, but I still want to get a lift, and although it's a bit scary sometimes I can't help finding it fun – a bit like a theme-park ride! But I do feel a bit guilty about my best mate taking the bus.



My friends and I like to go to the corner shop nearby, before going into school – it would be crazy to walk all the way up to the school crossing, then back to the shop, then back to school again, so we cross at a very busy junction where the school road meets the main road – it's a bit hairy sometimes but we usually manage to dodge the traffic. The other day, because a letter went home from the school, my Mum asked me where we crossed, and I lied. I suggested to the others we leave a bit earlier and cross at the crossing but all I got was “Sian, you're such a loser!”

I get a lift home from school from my friend's Mum. They don't bother much about seat-belts – her Mum wears her one under her arm because she says it rubs her neck and my friend and her brother never wear theirs. They laughed at me when I put mine on the first time – said did I think their Mum was a rubbish driver then – so I don't wear it any more. It feels odd though because I always wear one when travelling in any other cars. I'm 14 by the way.

In groups, ask your pupils to draft a set of guidelines for dealing with this type of pressure. Then come back together as a whole class and compare. They could submit the final draft as part of the school's Peer Pressure Policy.

Part 6: ‘Floor Riskometer’

Using the ‘floor riskometer’ described in the Teacher Guidance Notes, and using the scores from their personal riskometer, get the pupils to go and stand by score ‘A’ (their own assessment of their risk-taking).

Ask them to look around at the rest of the class – where do they fit in?

Ask: Would you have made a different decision if you could have seen what everyone else was doing?

Ask: If you are in a minority (not many others standing with or near you) how do you feel?

Next, ask them to stand by score ‘B’ (how a friend perceived them as a risk-taker) Finally, by score ‘D’ – the questionnaire assessment!

**Did you, as their teacher, see much change from the different perspectives?
Did their scores match your perception of individual pupils as risk-takers? Were there any surprises?**

IN SUMMARY:

**Reaching the right decision in any situation, including in the road environment, is based on assessing the risks using knowledge gained from both previous experience and remembering good advice.
Young people who understand risk, and their own attitudes to risk, are far more likely to make the right choices.**

Resources:

- Paper and pencils
- Personal ‘riskometer’
- Questionnaire
- ‘Floor’ riskometer