

8

Safety and Managing Risk

Aim: To understand and manage the balance between risk and safety in relation to physical and emotional well-being.

Emotional Safety

Activity 1
What Pushes My Buttons?

Activity 2
Looking After Myself

Personal Boundaries in Relation to Law

Activity 3
My Attitude To Laws

Abuse, Bullying and Physical Violence

Activity 4
Different Forms Of Abuse



8 Safety and Managing Risk

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Emotional Safety

Activity 1: What Pushes My Buttons?

Learning Intentions

Pupils are learning:

- to understand that people are emotional beings;
- to make the link between emotions and risk taking behaviour;
- to make ideas real by experimenting with different designs, actions, outcomes;
- to adapt language and behaviour to suit different people and situations.



Opportunity for AFL Sharing learning intentions and success criteria

Skills and Capabilities

- Being Creative: Make ideas real by experimenting with different designs, actions, and outcomes.
- Working with Others: Adapt language and behaviour to suit different people and situations.
- Communication

Learning Experiences

- Relevant and enjoyable
- Culturally diverse
- Offers choice

Attitudes and Dispositions

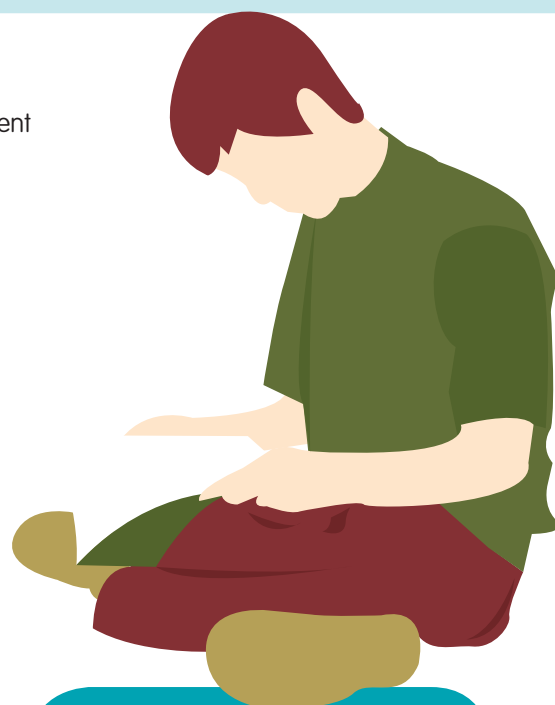
- Concern for others
- Respect
- Flexibility

Resources

- Large sheets of paper
- A selection of magazines and newspapers
- Scissors
- Glue
- Markers and colouring pencils
- Blu-tak

Methodologies

- Teacher led discussion
- Collage/poster making
- Circle time
- Self reflection



Emotional Safety

Activity 1: What Pushes My Buttons?

This activity looks at how every person has a range of emotions that can influence their behaviour and decisions they make. Being able to recognise and understand our emotions when they arise helps us to have more control over our lives. Developing a high level of self-awareness helps us know who we are and which emotions make us vulnerable to behaving negatively.

During group work, pupils will come up with actions that result from the four main emotion groups: Happy, Sad, Scared and Angry; they also consider boredom and loneliness. Remember that fear is often behind many emotions, especially anger. It is also important to note that different people respond differently to the same emotion. For example, when someone is sad they may behave in an aggressive, angry way, as opposed to crying and being quiet.

Before starting this activity, make sure you have a large collection of magazines and papers to help pupils make their collages.

1.1

Review the fact that looking after our health involves considering all five aspects of health that make up a human being: Social, Physical, Emotional, Cognitive and Spiritual. This is covered extensively each year in the Health and the Whole Person section.

Explain to the class they are going to look at how emotions influence their behaviour. Brainstorm feeling words and write these on one side of the board, grouping them into six categories: Happy, Sad, Scared, Angry, Bored and Lonely (be careful not to reveal the titles of the categories to the pupils). Then

write the titles on the other side of the board. Discuss which one of these best fits the groups of feeling words on the board. Explain that nearly all feeling words can be divided into these six categories - some feeling words may even fit into two or more groups. You may wish to challenge the class to find feeling words that do not fit into any of the categories. (See Year 9, Feelings and Emotions Activity 1, Resource 2 for more ideas.)



Opportunity for AfL Effective questioning

Emotional Safety

Activity 1: What Pushes My Buttons?



Opportunity for AfL

Formative feedback and peer-assessment

Hold a whole group discussion during circle time, to consider the behaviours that result from certain emotions. The following prompt questions may help:

- How did you like this activity?
- What surprised you/What did you learn?
- Was there any overlap? For example, did some groups attribute the same behaviour to different emotions? Why do you think this has happened? (See teaching notes.)
- Which emotions could lead to risky behaviours (emotionally as well as physically)? Can you give any examples?
- Which emotions appear to lead to the most negative behaviour for society in general?
- Which emotions/behaviours lead to a person hurting others emotionally?
- Can we generalise about all human beings? Why/why not?
- What other influences need to be taken into account?
- Is it easy to control our emotions and behaviour?
- Can anyone share any examples that trigger certain difficult emotions? (For example, a certain teasing nickname, a certain person criticising you but if someone else said it you wouldn't be bothered at all, losing/coming second, questions about your family, questions about an aspect of your appearance, your ability in a certain subject.)

Pupils reflect in their personal journals on the events or situations that trigger each of the six emotion categories discussed (Happy, Sad, Scared, Angry, Boredom and Lonely) and why.



Opportunity for AfL Pupil reflection



8 Safety and Managing Risk

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Emotional Safety

Activity 2: Looking After Myself

Learning Intentions

Pupils are learning:

- to identify risks to their emotional health and well being;
- to apply a risk assessment process to a range of emotional contexts;
- to develop routines of turn-taking, sharing and cooperating;
- to generate possible solutions, try out alternative approaches and evaluate outcomes.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Working with Others: Develop routines of turn-taking, sharing and cooperating.
- Thinking, Problem Solving, Decision Making: Generate possible solutions, try out alternative approaches, evaluate outcomes.
- Communication

Learning Experiences

- Challenging and engaging
- Enquiry based
- Supportive environment

Attitudes and Dispositions

- Concern for others
- Tolerance
- Community spirit

Resources

- 'Framework For Assessing And Managing Risk' (Resource 1)
- 'What Should You Do?' (Resource 2)

Methodologies

- Pair work
- Analysis of scenarios
- Whole class discussion
- Self reflection



Emotional Safety

Activity 2: Looking After Myself

In this activity, the pupils consider situations where they could be at risk. This raises issues such as smoking, solvent abuse, peer pressure and eating disorders. Be aware that this may highlight personal issues for pupils, so it is important to have the appropriate support systems in place if any pupil asks for advice or help. It is also important to remember that many people want to take risks and this may be necessary in order to achieve a goal.

2.1

Review the 'Framework for Assessing and Managing Risk' (Resource 1) and distribute Resource 2, 'What Should You Do?' In pairs or small groups, pupils apply the risk assessment model to the scenarios on Resource 2. Ask for specific feedback from groups on the scenarios they examined in order to highlight the lessons learned and the strategies and skills to avoid or manage risk-taking behaviours. Offer the opportunity for pupils to share any other risk situations from TV and/or real life.



Opportunity for AfL Formative feedback

In their personal journals, pupils apply the risk assessment model to a personal situation where they feel they may be at risk.



Opportunity for AfL Pupil reflection



8 Safety and Managing Risk

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Personal Boundaries in Relation to Law

Activity 3: My Attitude To Laws

Learning Intentions

Pupils are learning:

- to understand that all societies need laws and there are consequences if they are disobeyed;
- to explore how they view laws in terms of their own value judgements;
- to understand how actions and words affect others;
- to justify methods, opinions and conclusions.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

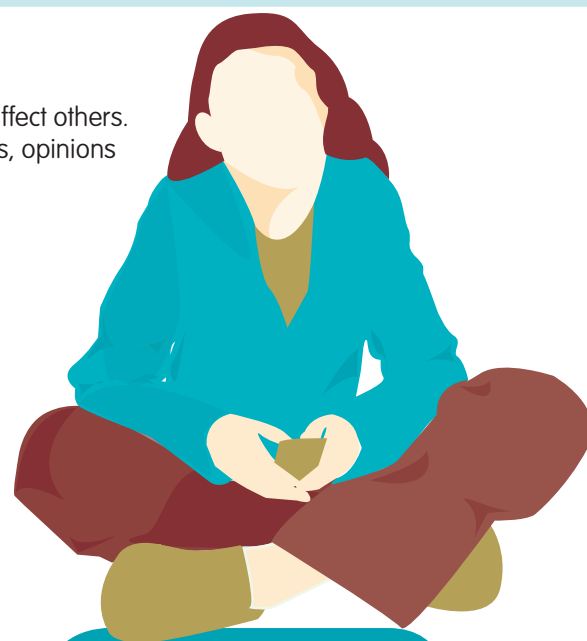
- Working with Others: Understand how actions and words affect others.
- Thinking, Problem Solving, Decision Making: Justify methods, opinions and conclusions.
- Communication

Learning Experiences

- Challenging and engaging
- Enquiry based
- Ongoing reflection

Attitudes and Dispositions

- Community spirit
- Integrity, moral courage
- Respect



Resources

- 'Attitudes To Laws' (Resource 3)

Methodologies

- Personal quiz
- Group work
- Class discussion
- Self reflection

Personal Boundaries in Relation to Law

Activity 3: My Attitude To Laws

This activity encourages pupils to become more aware of their opinions regarding laws. There is a danger that pupils may edit their true opinion to comply with the more dominant attitudes in the class. Therefore, there needs to be strict ground rules on respecting each other's opinions. You may find it useful to put pupils into groups where the effects of negative peer pressure may be less prevalent.

It is important to foster an environment where pupils feel that they can truly speak their mind and challenge each other (respectfully). However, they should be clear about the importance of having and upholding laws and should not condone breaking the law.

3.1

Give each pupil a copy of Resource 3, 'Attitudes to Laws', which they complete individually.



Opportunity for AfL Self assessment

In groups of five or six, pupils debate each law on the sheet using the prompt questions provided. Pupils take turns starting the discussion of each law. They give their opinion in turn, with no interruptions, and only then does the discussion open up to a free debate amongst the group.

Hold a whole class discussion, using the prompt questions in Resource 3, if necessary. Throughout the debate, ensure pupils keep coming back to the reasons behind laws and the consequences of them not being obeyed. Emphasise the consequences of breaking the law and of living in a society that picks and chooses which laws to keep and which laws to break.



Opportunity for AfL Effective questioning

Pupils reflect in their personal journals on this activity using the following prompt questions:

- How do you feel after today's activities?
- Which opinions of others do you agree/disagree with, and why?
- Which laws do you feel it is important not to break, and why?
- Which laws do you think it is okay to break, and why?
- Which personal morals, values and beliefs do you think most influence your attitude to laws?



Opportunity for AfL Pupil reflection



8 Safety and Managing Risk

Aim: To understand and manage the balance between risk and safety in relation to physical and emotional well-being.

Abuse, Bullying and Physical Violence

Activity 4: Different Forms Of Abuse

Learning Intentions

Pupils are learning:

- to understand the meaning of physical, emotional and sexual abuse, neglect and bullying;
- to suggest strategies to deal with unsafe situations;
- to manage emotions and behaviour in a range of situations;
- to examine options and weigh up pros and cons.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Self Management: Manage emotions and behaviour in a range of situations.
- Thinking, Problem Solving, Decision Making: Examine options, weigh up pros and cons.
- Communication

Learning Experiences

- Supportive environment
- Positive reinforcement
- Active and hands-on

Attitudes and Dispositions

- Concern for others
- Self belief, optimism, pragmatism
- Commitment, determination, resourcefulness

Resources

- 'Types Of Abuse' card match (Resource 4)
- 'The Boy Who Lost His Temper And A Bag Of Nails' (Resource 5)
- Large sheets of paper
- Pens

Methodologies

- Brainstorm
- Card match
- Class discussion
- Group work
- Self-reflection

Abuse, Bullying and Physical Violence

Activity 4: Different Forms Of Abuse

This activity looks at different types of abuse. It is important to note that in reality, it is difficult to split abuse into categories because they do not tend to happen in isolation. Someone who is physically abused may also be emotionally abused at the same time - each case is unique.

As a result, some of the signs will be the same for different types of abuse. When identifying abuse, it is important to build up a whole picture of various factors that could indicate abuse, rather than assuming that one sign means that abuse is occurring. The main general indicator of all types of abuse is when a person appears to be unhappy for no obvious reason. This could be demonstrated through low self-esteem, social withdrawal (or overly social and attention seeking), under-achievement academically, difficulty concentrating, self-harm or eating disorders.

Neglect is a common form of abuse and can often overlap with other forms of abuse. Bullying is a form of emotional abuse, but is in a separate category here, due to the prevalence of bullying amongst teenagers.

Obviously, all the usual support systems need to be in place before this activity is carried out because it is likely that at least one pupil will have experience of abuse. Also, some pupils may have witnessed domestic violence or aggressive behaviour because of alcohol abuse. The more avenues of support available increase the chances that pupils who need help will be able to access it.

ChildLine have excellent support resources for teaching about abuse and bullying, all available to download free from their website www.childline.org.uk. Their helpline number is 0800 1111.



Abuse, Bullying and Physical Violence

Activity 4: Different Forms Of Abuse

4.1

Explain to the class that they are going to talk about different forms of abuse – reminding them that it is important to be sensitive and mature in a discussion about this topic. Also, remind pupils of the support systems in place within and outside of school. It is important to tell pupils that if they disclose any information, which shows them to be at risk, then the school is legally obliged to break confidentiality in order to protect the pupil.

Brainstorm what 'abuse' actually means. Here is one definition:

"Treating another person in such a way that it causes injury or harm physically, emotionally, psychologically or intellectually."

Distribute Resource 4, 'Types of Abuse' cards to pairs of pupils. Ask them to line up the 'Types of Abuse', 'Definition', 'Examples' and 'Signs' cards in a line on their desk. Ask them to match the cards and afterwards go through the answers as a class to ensure everyone has the correct information.

Hold a class discussion on the different types of abuse, using the prompt questions:

- How did it feel doing this activity?
- Which types of abuse may be happening to someone at the same time?
- What general effects occur due to abuse, regardless of the type?
- Which type of abuse is most damaging in the long-term?
- Do we all emotionally abuse people?

Read or distribute Resource 5, 'The Boy who Lost his Temper and a Bag of Nails', to add to the discussion of the effect of our words and actions on others.

4.2

Split the class into five groups and assign each one an area of abuse from the 'Types of Abuse' cards (Resource 4). Distribute large sheets of paper and pens to each group and ask them to write their area of abuse along the top.

Ask each group to come up with:

1. Ways to reduce the risk of this happening.
2. Ways to cope whilst it is happening.
3. Where to go to get help.

Each group then feeds back to the class, taking comments from the other groups on their findings.

It is important that by the end of the activity, pupils understand that help is available, either through people they know or from social services. The key point is 'don't suffer in silence'. People facing abuse should tell someone they trust, e.g., teachers, peers, clergy, youth leaders, police, social workers.

Allow pupils time to write freely in their personal journals if they wish.



Opportunity for Afl Pupil reflection

