

# 8

## Safety and Managing Risk

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

### Sub-theme 1

Examining Why We Have Rules

### Teaching Activity 1

Cool Rules!

### Sub-theme 2

Personal Boundaries in the School Context

### Teaching Activity 2

No Man is an Island

### Sub-theme 3

Personal Reflection on Risk Taking

### Teaching Activity 3

Risky Business

### Resources



## 8 Safety and Managing Risk

### Aim

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

### Sub-theme 1

Examining Why We Have Rules

# Teaching Activity 1

## Cool Rules!



### Learning Intentions

Pupils are learning:

- to develop an understanding for the need to have rules and the authority that makes them;
- to explore the application of rules in a variety of contexts e.g. Highway Code, sport, families, school, religion etc.;
- to experiment with ideas and questions by considering the rationale behind rules in various life situations.



**Opportunity for AFL** Sharing learning intentions and success criteria



### Skills and Capabilities

- Being Creative: experiment with ideas and questions by considering the rationale behind rules in various life situations;
- Working with Others: respect the views and opinions of others, reaching agreement using negotiation and compromise when categorising rules;
- Communication.



### Learning Experiences

- Relevant & enjoyable
- Challenging & engaging
- Ongoing reflection



### Attitudes and Dispositions

- Personal responsibility
- Respect
- Community spirit/concern for others



### Resources

- Markers and paper
- 'Why Have Rules?' (Resource 1)

### Methodologies

- Group discussion and feedback
- Brainstorm
- Categorising and ranking exercise

# 8 Safety and Managing Risk

## Aim

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

## Sub-theme 1

Examining Why We Have Rules

## Teaching Activity 1 Cool Rules!

### Teaching Notes

This lesson considers why rules exist. The key points to draw out are that:

- Rules are there to keep us safe.
- Rules are made because someone cares about our safety or well being.
- Others do care e.g. our parents care that we get enough sleep, eat well, keep safe, are happy and healthy, etc. Our teachers care that we do well in school to the best of our own ability. The Government cares about the number of deaths on our roads - so, for example, they bring in laws to keep us safe i.e. wearing seat belts or not drinking and driving.

**NB: rules are there for a reason - not just to spoil our fun!**

### Activity 1.1

- a Use 'Why Have Rules' (Resource 1) to encourage pupils to brainstorm reasons why rules are made, then hold a discussion on the rationale behind rules.



**Opportunity for AfL** Effective questioning

- b Ask pupils to suggest different areas of life where rules exist e.g. Highway Code, sport, family, religion, banks etc. List these as they are suggested, then allocate one area to groups of pupils. Ask each group to report back in the form of a presentation on the main rules, and why they think these rules are necessary, in each context.

### Activity 1.2

- a Imagine the class was stranded on a desert island - without the teacher - what basic rules would be needed for survival and to maintain order? Give each group two large sheets of paper. Categorise these rules under the headings, 'Rules necessary for survival' and 'Rules necessary for order'. Rank these rules in order of importance.
- b Display the rules around the room. Give pupils a chance to walk around reading other groups lists, then get whole class feedback on what they consider to be the most fundamental rules for survival and order, and why.



**Opportunity for AfL** Pupil reflection and evaluation

- c Continue discussion using the following questions:
- Who will make the rules?
  - Will you have punishments for those who break the rules?
  - Who will ensure the rules are kept?
  - Who will decide the punishments?

This should confirm the need for authorities to make and enforce rules.



**Opportunity for AfL** Effective questioning



## 8 Safety and Managing Risk

### Aim

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

### Sub-theme 2

Personal Boundaries in the School Context

# Teaching Activity 2

## No Man Is An Island

### Learning Intentions

Pupils are learning:

- to develop an understanding of the need for school rules;
- that school rules are based on protecting rights and producing responsibilities for each individual and that all members of the school need to buy into school rules;
- to make new connections between ideas and information, and between learning in different contexts, by linking rules with human rights covered in the Citizenship Curriculum.



**Opportunity for Afl** Sharing learning intentions and success criteria



### Skills and Capabilities

- Thinking, Problem Solving and Decision Making: Make connections between learning in different contexts by linking rules with human rights;
- Sequence, order, classify and make comparisons by ranking school rules;
- Being Creative: making new connections between ideas/information by linking rules with human rights covered in the Citizenship Curriculum;
- Communication.



### Learning Experiences

- Ongoing reflection
- Relevant & enjoyable
- Offers choice



### Attitudes and Dispositions

- Personal responsibility
- Community spirit
- Respect

### Resources

- Blank cards, blue-tack
- Pens, paper
- 'Which Rules Are Cool?' (Resource 2)
- The school rules on individual cards - 1 set per group
- Motto cards (possibly with school crest)

### Methodologies

- Group work
- Prioritising exercise
- Categorising activity
- Personal 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.

### Sub-theme 2

Personal Boundaries in the School Context

## Teaching Activity 2

### No Man Is An Island

#### Activity 2.1

- a** In groups, establish an agreed set of classroom rules. Write these on individual cards and stick them on the wall beside each group in order of priority. As a class decide on an agreed set of prioritised rules.



**Opportunity for AfL** Pupil reflection

- b** Consider the school rules and number them. Which of them should we obey? Each person reflects on their attitude to the rules using 'Which Rules Are Cool?' (Resource 2). The areas considered are:
- Those that suit me.
  - Those that I agree with.
  - Those that are best for everyone.
  - Those that my friends obey.
  - Those that most people obey.
  - Those that are enforced.
  - Those I like.
  - Those I don't like.

Put the number of the school rule in the first column and then tick the other columns as appropriate. Discuss results in groups.

- c** Challenge pupils by asking what they think might happen if the majority of the students in the school did not adhere to a certain rule. This should emphasise that all members of the school need to 'buy into' school rules.



**Opportunity for AfL** Effective questioning

#### Activity 2.2

#### Teaching Notes

The next part of the activity is to show that rules are to protect our basic human rights. It would be beneficial to do this lesson after the pupils have been taught human rights, which is a detailed part of the Citizenship Curriculum. One aim is to bring out the point that 'No man is an island' - as each person has their rights, so they also have a responsibility to the whole.



**Opportunity for AfL** Effective questioning

- a** Compare the school rules to the basic human rights (copies widely available through websites, or from Citizenship resources). Discuss if the school rules protect the rights of the individuals and what responsibilities this places on each individual. This should bring out the fact that each individual is a part of the whole and the whole has a responsibility to protect the rights of the individual.
- b** What does this mean for each member of the school community? Devise your own motto that would remind you of your responsibility as a member of the group. This can be written into the personal journal.



## 8 Safety and Managing Risk

### Aim

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

### Sub-theme 3

Personal Reflection on Risk Taking

# Teaching Activity 3

## Risky Business



### Learning Intentions

Pupils are learning:

- to understand the meaning of the word risk;
- to develop the skill of risk assessment and understand their own capacity for risk taking;
- to examine options and weigh up pros and cons through reflection of different types of outcomes to real life events.



**Opportunity for AfL** Sharing learning intentions and success criteria



### Skills and Capabilities

- Thinking, Problem Solving and Decision Making: examine options and weigh up pros and cons through reflection of different types of outcomes to real life events;
- Self Management: compare their approach with others and in different contexts by discussing attitudes to real life situations in groups;
- Communication.



### Learning Experiences

- Challenging and engaging
- Active and hands on
- Ongoing reflection



### Attitudes and Dispositions

- Personal responsibility
- Integrity - moral courage
- Openness to new ideas
- Self-belief - optimism - pragmatism

### Resources

- 'How Much Risk is Involved?' (Resource 3)
- 'Personal Reflection on Risk Taking' (Resource 4)

### Methodologies

- Brainstorm
- Individual work
- Group work
- Analysing
- Personal 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.

### Sub-theme 3

Personal Reflection on Risk Taking

## Teaching Activity 3

### Risky Business

#### Teaching Notes

This activity helps pupils to develop self-awareness about their attitude to situations involving risk. There may be an attitude within the group that taking risks is a positive, brave thing to do and the more risky one is, the 'stronger' a person they are. It is important for the teacher to challenge this and imply that safety and awareness of possible implications of behaviour is actually a 'stronger, braver' way to be, especially if it means standing up to peer pressure or teasing.

- a Individually, look at the activities identified in 'How Much Risk is Involved?' (Resource 3) and determine whether each activity is high, medium or low risk.
- b Individually, think of examples of positive and negative outcomes of risks in various contexts using 'Personal Reflection on Risk Taking' (Resource 4). For example in sport, in making new friends, in taking a cigarette or alcohol, in sticking up for your friend who is being bullied, in telling the teacher when someone has done something seriously wrong or dangerous.
- c In groups of four or five, pupils compare risk assessments. Possible questions to consider:
  - How do your assessments differ from others?
  - What does this show about yourself in terms of how you view a risk, your willingness to take a risk and how you view the outcome of risks?



**Opportunity for AfL** Effective questioning

- d In the personal journal, pupils reflect on their ability to deal with risk in their lives.



**Opportunity for AfL** Pupil reflection and evaluation

