PERSONAL SOCIAL HEALTH ECONOMIC EDUCATION

PERSONAL WELL-BEING – DRUG EDUCATION

YEAR 7 LESSON 5 Risk

TITLE Assessing Risk and Recognising Good and Bad Risks

KEY CONCEPTS

- Understanding positive and negative risk
- Positive and negative pressure
- Developing confidence to face challenges safely

KEY PROCESSES

- Assess and manage risk
- Use strategies for resisting unhelpful peer influence & pressure
- Know when and how to get help

CONTENT

- Exploration of the kinds of risks taken by young people of their age and how to keep safe. Who can help in school?

LEARNING OUTCOMES

at the end of the lesson pupils will:

- Understand that risks are both positive and negative
- Have strategies to resist unwelcome influence / pressure
- Know where to get support in school

FUNCTIONAL SKILLS

- English – speaking/listening/communication

RESOURCES

- Scenarios
- Risky/safe cards

LESSON PLAN

Activity 1

- Put pupils into groups, each having a large sheet of paper. Use a group sorting activity to do this (e.g. line up in birthday order.) Consider and brainstorm the types of risk which young people of their age take.
- Underline positive risks in green, negative in red.
- Feedback – discuss reasons why young people take risks.

Activity 2

- Give pupils the cut up scenarios – ask them to place these on a risky/safe continuum. Discuss what would make the scenarios more risky/safe. This can also be done as a whole class circle-time activity, in which one scenario at a time is explored.

Activity 3

- In pairs get them to write a list of people in school who can help them. Ask them to put a C against anyone who they feel would offer a confidential service.
- It may be useful to make sure that the class are clear about what a confidential service is able to offer.