



## Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Think carefully about the language you will use to talk about risk, consent and personal safety. For example;
  - a. Ensure that you are clear that sometimes we cannot stop bad things from happening to us and we are never to blame if someone else hurts us.
  - b. We all need to take risks sometimes so that we can try new things and to learn.



## Resources required

- Interactive whiteboard resource: Identifying risk.
- Worksheet M: Is it risky?
- Scenarios: cut into cards for group-work along with most risky and list risky headings for a continuum.



## Aim of lesson

- To begin to develop skills in assessing and managing risk.



## Learning outcomes

- I know what risky means and that some risks are good and for others I need to think carefully.
- I am beginning to understand how to take steps to assess risk and keep myself safe.
- I can say no to things I don't want to do.
- I can use 'Stop Think Go' to help me know what my options are if I start to feel unsafe.



## Key questions

- What is a risky situation?



## Differentiation

- Think about how pupils are grouped for the group work task so that the pupils support each other in their thinking.



## Introduction to lesson (and baseline assessment)

1. Remind the group of the *ground rules* and about taking care with what they share in a classroom situation.
2. Ask pupils what they think is meant if we say that something is a 'risk' or 'risky'. Take some feedback and give out some dictionaries for pupils to look the word up. For example, 'A situation involving exposure to danger' or 'The possibility that something unpleasant or unwelcome will happen.'
3. Explain that sometimes in life we need to take risks for new or good things to happen. For example, trying out for a football team is a risk as we might not get picked, but if we don't 'try out' we won't get into a team. But, we also need to learn how to keep ourselves safe in situations that can be risky.
4. As a baseline assessment of understanding, show the class the Interactive whiteboard with Tom eating a sweet; Yasmine telling someone a secret; and both of them crossing the road without looking. Ask pupils to write down a number from 1-5 for how risky these activities are and to write down the risks in each activity.



## Activities

5. Divide the class into small groups and give each a set of Is it risky? Scenario cards. These can be adapted to reflect the needs of the class.
6. Give the group each 2 labels: '*most risky*' and '*least risky*'
7. Ask them to look at each of the situations and put them in order of how risky they are to say 'yes' to or 'no' to.
8. When the groups have completed the task ask them to feedback one of the 'risks' explaining why the group decided it was high risk or low risk to say yes to. Encourage discussion about the different types of risk; i.e. risks to physical wellbeing and/or risks to personal safety.
9. Ask individual groups to focus on one scenario and encourage them to use 'stop, think, go'. Reflect that with any situation, which could be risky they need to stop and think about possible consequences and to think about either way to reduce the risk, or to say no to the activity if they think it is too risky. Pupils can practice saying 'no' or 'yes but...', or 'I need to think about it'. Remind pupils that they are the 'boss of their bodies' and can say no to physical contact they don't want it.
10. From the feedback make a list of useful strategies for managing risk and keeping safe.
11. Explore with the class who they can talk to if something happened to them that they didn't like.



## Plenary and assessment

- The teacher can observe discussion or even encourage pupils to role-play some of the scenarios providing opportunities to assess skills in saying no or responding appropriately.
- Or repeat the first activity to see if individuals have developed their understanding of risks. Pupils can self-assess their learning. For the 'telling a secret' scenario explore risks of telling someone something personal that they then share. Explain that if a secret is something that involves someone being hurt or harmed this is not a secret we should keep.



## Embedding learning

- This lesson could be further developed to look at assertiveness, saying no and standing up for others.



## Additional resources to support learning

Watch and discuss:

- Interactive whiteboard resource: Yasmine and Tom: photos of myself online.
- CEOP resources.\*

\* FPA referral does not mean external resources and links are approved by the PSHE Association.