

# LOWER SECONDARY

AGE: 11-14

INTRODUCTION

DELIVERY



**STOP AND THINK**



**STAY TOGETHER**



**FLOAT**



**CALL 999/112**

## TAKING A RISK

**LEARNING OUTCOME:** **1** I recognise the impact of my behaviour on myself and others

Time: 30 mins | Format: Classroom activity | Maximum participation: Whole school



**Lifeboats**



# INTRODUCTION

This short activity gets students thinking about the reasons we take risks. It looks at the motivations for risky behaviour and the implications of this behaviour on other people if something goes wrong.

## DELIVERY

- Show slides 1 and 2 to your group and ask students why it is they think we take risks.
- Slide 3 runs through a few reasons for risk taking but add any additional suggestions to the board.
- Explain that risk taking is a normal and vital part of human behaviour but that it can have catastrophic effects on other people if someone they love takes a risk that causes them harm. Discuss the possibility that sometimes risks are not calculated well and that lack of previous experience, confidence etc. can impair a person's ability to calculate a safe outcome.
- Hand each student a sticky note or scrap of paper and ask them to draw a stick man version of the last risk they took on the paper. It could be something as everyday as crossing a road wearing headphones or something more obviously risky like somersaulting into a lake. Students should write their names on their drawings.
- Collect these in and select a few at random. Students will be entertained at the drawings chosen but ask the creator of the drawing to explain what he or she has drawn. What does the drawing show? When did this happen? Were there any consequences?
- Now discuss this risk as a group. Asking:
  - What could have gone wrong? (assuming nothing did)
  - How did you know that you would be safe?
  - Was there any information that you didn't know that could have put you at risk?
  - What have you done in the past to enable you to take this risk? For example, a front flip on a trampoline might make you feel prepared to take the calculated risk of performing a front flip into a swimming pool.

## RESOURCES REQUIRED

- ✓ Taking a risk slides
- ✓ Sticky notes

## LOW TECH OPTION

- ✓ Print outs of Taking a risk slides



# ***DELIVERY***

- How do you get to the point where taking a risk becomes something you feel safe doing? Is it understanding the mechanics of the action? Muscle memory? Confidence? Experience that it has always 'been ok in the past'?
- Now discuss what could have happened. Could they or someone else have been injured?
- How would they, their family, friends or bystanders feel if something had gone wrong?
- Discuss that as human beings we often make mistakes but it is important to learn from them and ensure we understand risks fully before making a decision, particularly around open water where we might not be as experienced or get a second chance.
- Conclude the session with the following statistics (slides 5–6):

## ***DID YOU KNOW?***

- 1.** Around 138 people drown accidentally each year around the UK and Ireland.
- 2.** Men have accounted for over three-quarters (75%) of coastal deaths.
- 3.** Around half of the people who drown at the coast each year never planned to enter the water or get wet. Many were involved in accidents while out walking, running or taking part in a leisure activity.