

# Risk Factor

## Teacher Notes

### Description

Risk is part and parcel of everyday life. Even the most basic daily situations have some level of risk attached. So what do we do? This interactive allows students to explore the idea of risk and evaluate which risks are worth taking - and which definitely aren't.

What was the level of risk amongst pupils? Did their decision come from their head or their heart, or both?

### Time to complete

Interactive game: About 10 minutes

Paper alternative: 10 minutes

### How to use

- Answer the questions to determine how risky you are.
- You'll be graded at the end - from cautious to dangerous, depending on your answers.
- If individual computer access is not available complete the game on interactive whiteboards in teams or individually.
- The paper alternative can be used if no computer equipment is available. These can be downloaded from the "Your Call" website.

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### Discussion points

#### 1. Explore the idea of risk. What makes something 'risky'?

- Is risk something that can hurt us in some way?
- Can you ever eliminate risk?
- When might your ability to assess risk be affected?  
*Drinking/drugs, tired, peer pressure, visibility/bad weather*

#### 2. What sort of things might we find risky?

- Going home from a party with someone you don't know?
- Cutting through the park in the dark?
- Running across the road?
- Smoking, drinking, taking drugs?
- Not wearing a seatbelt?
- Staking everything you own on a new business venture?
- Cycling without a helmet?
- Cycling through a red light?
- Texting as you walk across the road?
- Trying an extreme sport?
- Doing a bungee jump?
- Jumping onto a train as the doors are about to close?
- Keeping your home unlocked?

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### 3. Why do we have differing opinions about levels of risk?

- Gender, family, religion, past experience, age.

### 4. If you saw someone your own age doing something risky in a road environment, what would you do or say to help?

## Additional exercise:



1. Using sticky notes create a paper version of a social media thread. The original 'post' will present a situation. The class then write comments, offering 'advice' on what the person should do.

*Example: Start the discussion with the post: Had the best night ever. Amazing party. Met a couple of guys who are a great fun. Going back to theirs. #partyallnightlong.*

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### Additional exercise:



2. Ask the class to create a short character synopsis and write a short risk they took.

*Example: Davey, aged 19. Brilliant at sport. At college and DJs part time at the weekend. Loves Indian food and his girlfriend, Zoe. Went out cycling in the dark with no lights or helmet.*

Once they have their person and situation outlined, they take on the role of reporter and write up what happened - tabloid style.

Finish by asking the class to think about the consequences and how the risk could have been avoided. Encourage pupils to imagine people's motives and 'excuses' for behaving in this way *ie. crossing a busy road not at a pedestrian crossing, it was raining and running late* - what was the consequence and how could you reduce the risk?