

# The Journey

## Pre-Show Lesson 1

### *'To be able to assess and manage risk'*

Curriculum for Excellence experiences and outcomes covered.

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

**HWB 2-16a**

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

**HWB 2-19a**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

**LIT 2-02a**

**Organisation of Pupils:** Whole class, groups, individuals.

Learning Intentions	Success Criteria
<ul style="list-style-type: none"> <li>• To be able to assess and manage risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Say what risk means.</li> <li>• Identify different levels of risk.</li> <li>• How to protect myself from risks I may encounter in everyday life.</li> </ul>
<p><b>Key Learning and Teaching Points:</b></p>	
<ul style="list-style-type: none"> <li>• Definition of the word risk</li> <li>• We are exposed to risks everyday</li> <li>• How we determine how much risk is involved</li> <li>• What we can do to manage risks in everyday life</li> </ul>	

## **LESSON PROCEDURE - Interactions and Communications**

### **Introduction: C. 5-10 mins**

The teacher to introduce the learning intention and success criteria. IWB Powerpoint Presentation of activities that involve an element of risk (Resource 1).

Teacher then initiates discussion as to what these all have in common. They all involve an element of risk.

Teacher writes up the word risk on the board and invites the class to find a definition of the word risk.

Possible answers:

- The possibility that something bad or unpleasant (such as an injury or a loss) will happen
- Someone or something that may cause something bad or unpleasant to happen

### **Development: C.20-40 mins**

In small groups, the pupils will be given a list of ten different activities (Resource 2).

Working collaboratively in the groups they should decide where each activity should be placed on a scale of least to most risk involved; with 1 being the least and 10 being the most.

Using whiteboards, the teacher will write up each activity and ask the pupils to construct a human risk-o-meter. Discussing, exploring and giving justification for their choices.

Teacher then asks the pupils to construct mind map of examples of risks that they face in everyday life. For example:

- Crossing the road with earphones in
- Texting while crossing the road
- Riding a bike without a helmet

Using the answers the pupils returned, the teacher then asks the pupils to put each of these on a risk-o-meter from least to most risk.

Referring back to IWB presentation (Resource 1) teacher asks the pupils what the people in the pictures have/may have done to help protect themselves and minimise their level of risk. For example:

- Safety equipment
- Training

Pupils are then asked what things they can do to minimise risk on their lists.

### **Plenary C. 5-10 mins**

HOTS Questions:

- What can you remember about what we were learning today?
- How would you explain what we were learning today?
- Why do you think we were learning about it?
- Can you give me an example of how you met your success criteria?
- What conclusions could you make about what we were doing today?
- Where could you use what we have learned today elsewhere?

### **Significant Resources:**

- Resource 1 - IWB PowerPoint Presentation
- Resource 2 - Risk Activity List (below)

## Resource 2 - Risk Activity List

- Walking up a road with no pavement
- Tight rope walking
- Jumping out of an aeroplane
- Snowboarding
- Texting while driving
- Cycling without a helmet
- Crossing the road between parked cars
- Bungee jumping
- White water rafting
- Playing rugby
- Skateboarding
- Crossing the road late at night

This list is not prescriptive and can be altered to suit individual classes.