

**YEAR 7 LESSON 5 Risk**

**TITLE Assessing Risk and Recognising Good and Bad Risks**

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**KEY CONCEPTS**

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

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**KEY PROCESSES**

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

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**CONTENT**

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

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**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

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**FUNCTIONAL SKILLS**

- ◆ English – speaking/listening/communication

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**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.