



Session 1

What's Risk?

Session Content

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5 What is Risk?

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COVID -19 – Adapted Resources

These resources have been adapted where appropriate to reflect the impact and realities of the lockdown related to the global COVID-19 pandemic.

We have made some changes to programme content and provided additional guidance within the lesson plan where required.

We have done this for a number of reasons:

- We have removed the requirement to complete the survey with year 6 pupils. If you have chosen to not complete the survey please ensure you use the averages from last year that you were sent and use the appropriate introductory text which is provided.
- Due to the wording and structure of some activities the pandemic may become the focus, whilst this is appropriate in some activities it is not in others. Changes and guidance are provided to manage this where appropriate.
- Some changes have been made where the programme content references activities or situations which are no longer possible due to the lockdown.

Introduction / Welcome Statement

It's good practice to ensure you give children a brief overview of each Risk-Avert:Primary session. The following statement/s should be read to your pupils at the start of this first session.

"The Risk-Avert sessions, we are going to start today and continue over the next few weeks, are designed to help you understand more about why we might do things that can be harmful to us and the reasons for this.

"The sessions will also focus on how we can keep ourselves safe and will use information from the survey you completed online before today, do you remember completing this?

If you did not complete the survey please read this paragraph instead:

"The sessions will also focus on how we can keep ourselves safe and will use information from a survey completed by year 6 pupils like you across Essex last year.

"This first session we are doing is going to involve this box (see 'What's in the box' later in this lesson plan) but first, we are going to think about some rules to help keep us all safe during the sessions."

You can then move directly into the next part of the first session.

Segue

To introduce the next section / activity use the following statement:

“First up we are going to set the group rules for the group to be used in all sessions.”

“These are to be set by both students and teachers and everyone in the classroom owns the rules.”

RULES

- ① _____
- ② _____
- ③ _____
- ④ _____



ground rules

The setting of ground rules is hugely important in any group work session for children.

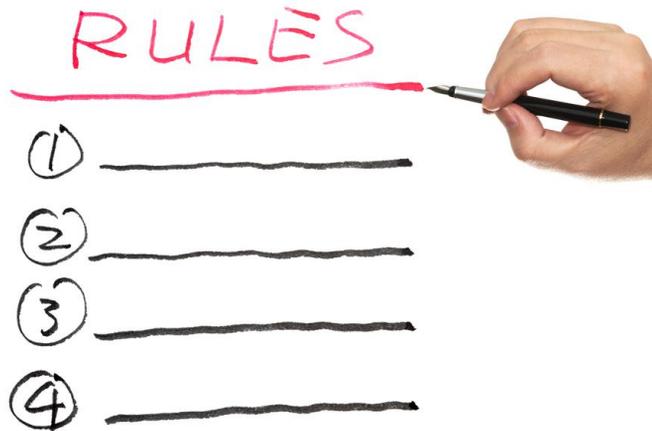
They can help children 'own' the rules within the group and can be useful to refer to if there are any infringements of the rules.

We recommend that you run the ground rules exercise as a discussion with your pupils.

You may want to start with a simple statement, such as:

"Before we start I just think it's a good idea if we think about some simple rules for the sessions we are going to be completing over the next few weeks. An example could be: 'No talking when others are speaking'. Can anyone else think of any other rules they would like included?"

You should record these on a flipchart, this is so you can have the ground rules visible in subsequent sessions.



ground rules

Some key points in relation to conducting a ground rules' exercise with children:

- Ensure everyone contributes.
- Ensure everyone agrees.
- Make it clear these are their rules, they 'own' them.
- Ensure they are visible to the group every session (it can help to record the rules on flipchart so you can put them up in each session).
- Ensure children keep themselves safe.

As the facilitator of the group:

- Ensure you challenge breaches of the rules.
- Revisit throughout the sessions and see if anything needs to be added.

Segue

To introduce the next section / activity use the following statement:

“We have now set the ground rules for the sessions.”

“Now we’re going to start thinking about how we all make decisions.”





PLEASE NOTE – to effectively run this exercise you will need to find an empty cardboard box, this should hopefully be relatively easy to source!

Overview of the exercise

This exercise is used to start a conversation on the factors which can affect our decision making. It serves several purposes:

- It will give you insight as to what your children consider to be dangerous or could cause them harm.
- It will enable us to start a conversation about how we make decisions and how different factors affect our decision making.
- It ensures that the children understand what is meant by risk and can identify that there are positive and negative risks.

On the following page you will find the overview of the exercise, how to run the activity successfully and the statements to read to your pupils.

PLEASE NOTE - It is important that the children do not just focus on COVID-19 and the Pandemic in this exercise when talking about risk. You should ensure that the conversation is not just focused on this.



STEP 1 - After setting the box down in front of the the class, read the following statement. "On my way to school today I found this box. There is something *dangerous* in the box. What do you think it is? I can tell you its not a virus!"

(It's a good idea to keep it 'real', try and challenge unrealistic objects suggested by the class.)

STEP 2 - Next we want to discuss some additional ideas about the box with your pupils. The statements below should be read in turn, a worksheet is provided at the end of the lesson plan to support this activity.

"Who do you think lost the box?"

Discuss as a group. Children can also draw the person.

"What do you think that person was going to do with what was in the box?"

Write or draw your answer if you can.

STEP 3 - Now ask the following question to your pupils:

"Who wants to come and open the box?"

You will find most hands go up!

(This explanation for the exercise is continued on the next page.)



STEP 4 - After your pupils have been offered the chance to put their hands in the box (but don't actually let them! The element of mystery adds to the exercise) read the following statement to them.

"So, I've told you it's really dangerous, you don't know what's in there, and yet you all want to stick your hands in! Why is that?"

Someone generally identifies that you wouldn't have brought anything really dangerous into school and they know it's a game. If this isn't raised by your pupils, prompt them to come up with this answer, it's perfect for the exercise.

STEP 5 - Next read the following statement to your pupils.

"Now that's interesting isn't it? Even though I told you it was dangerous you had worked out a way to decide 'how' dangerous.

"What are the things that made you know that the box was safe to put your hands into?"

The 'things' that influenced their decision are factors which influence decision making, we are going to discuss these further as we complete this activity.

Some prompts to give to the class to start discussion can be found on the next page.



Supporting Information

Some prompts to give to the class to start a discussion:

- **Setting** (We are in school, it's a safe place, trust in our staff)
- **Boundaries** (Staff won't allow us to do something really dangerous)
- **Duty of care** (Staff can't allow us to do something dangerous)
- **Lots of people around** (Our decision making can be much different in the company of others)

Lead into an explanation around how they as children process all of these things in our surroundings in order to make a decision about what we do and whether it is safe – tell the children that it looks like they can work out safe and unsafe a little better than they probably thought!

We now want to have a discussion with our pupils about how in this activity the decision about whether or not to put our hand in the box was driven by factors which were positive (being in school, being with someone I trust etc.)

We now need to facilitate a discussion around other things which may influence our decisions, especially when children are outside of school and in situations where their peers are present.

Key factors we want pupils to identify include:

- Peers
- Older children
- Their 'Priorities' or 'Wants' - basically how wanting to be seen by others in a certain way, for example, can influence what we do.



Additional Session Ideas

A range of items can also be placed into the box and the children should be encouraged to choose an item.

The item is discussed focusing on what the children know about the item, what it is, what it does and the risks.

Discussion should also focus on other factors which may make each item more or less risky e.g. who you are with, how you are feeling.

Item Theme	Possible Item(s)
Internet Safety	Mobile Phone
Smoking	Empty cigarette packet
Drugs	Cigarette papers
Alcohol	Empty bottles or cans
Medicines	Medicine packaging
Risks in the home	Empty cleaning products
Energy Drinks	Empty cans or bottles

Segue

To introduce the next section / activity if you completed the survey use the following statement:

"We have learnt about how we make decisions and that different factors can influence our decision making. Now we are going to look at the results from the online survey you completed before this session. I'm going to ask you a few questions about what we found out from the survey, there are no right or wrong answers I just want your opinions."

If you are using the Averages Data please read the following statement:

"We have learnt about how we make decisions and that different factors can influence our decision making. Now we are going to look at the results from an online survey that was completed by year 6 pupils last year about risk-taking. I'm going to ask you a few questions about what we found out from the survey, there are no right or wrong answers I just want your opinions."

Personal Information Questions - Online Survey





Overview of Activity

For this activity we are going to use some of the data from the online survey that your children will have completed prior to session delivery or the average data from the survey completed by pupils in year 6 last year.

Specifically we are going to use the information related to their use of the internet and if they did share the personal information that was requested.

You will be provided with the statistics for the preceding questions (in terms of % of children who felt they knew they shouldn't share personal data online and related questions).

This should show a clear discrepancy between those children who stated they had received internet safety sessions, knew how to stay safe online and not to share personal information online and those who subsequently *did share* personal information.

This will reinforce the message of the previous activity, namely that our knowledge (knowing what we should do online / being told there is something dangerous in the box) will be affected by other factors.

If this is true in the classroom environment from a positive perspective (e.g. I trust my teachers, they have asked me to do it) and we then ignore the knowledge we have and act in a way contrary to how we know we should.

Details on running this activity, intended outcomes and key messages are explained in detail on the following page.



If your school completed the survey please follow **STEP 1A** and then **STEP 2**. If your school did not complete the survey please follow **STEP 1B** and then **STEP 2**.

STEP 1A - To successfully deliver this short programme element we firstly need to ask the following questions / statements:

Q1: Do you remember when we completed the online survey for Risk-Avert:Primary? (you may need to remind your children at this point!)

Q2: We asked you some questions related to your experience of the internet, do you remember? I'm now going to give you the answers.

Q3: You were asked if you had had lessons on internet safety, how many of you, as a percentage, said they had? Actually X% of you said you had. Great!

Q4: You were asked if you knew you shouldn't share information about yourself on the internet, how many of you, as a percentage, said they knew this? Actually X% of you said you knew this. Great!

Q5: You were then asked for some (INSERT YOUR CHOSEN PERSONAL INFORMATION QUESTION HERE), how many of you, as a percentage, gave this out? Actually X% of you said this.....

We expect that there will exist a discrepancy between those who answered that they had received internet safety lessons and knew they should not share personal information and those who gave out the information.

In the initial trialling of the survey around 95% of children answered that they had received internet safety lessons and knew not to share personal information but around 75% did answer the personal information question.

(continued on next page)



If your school completed the survey please follow **STEP 1A** and then **STEP 2**. If your school did not complete the survey Please follow **STEP 1B** and then **STEP 2**.

STEP 1B - To successfully deliver this short programme element we firstly need to read the following statement:

“ Last year all year 6 pupils in Essex who were having these lessons, completed a short online survey before having the lessons.

“We asked some questions related to their experience of the internet.

“We asked them if they had had lessons on internet safety, how many of them, as a percentage, do you think said they had? Actually 96% of them said they had. Great!

“We then asked them if they knew they shouldn't share information about themselves on the internet, how many of them, as a percentage, said they knew this? Actually 96% of them said they knew this. Great!

“They were then asked for some personal information such as 'what is the name of your road', how many of them, as a percentage, gave this out? Actually 88% of them said this.....”

We expect that there will exist a discrepancy between those who answered that they had received internet safety lessons and knew they should not share personal information and those who gave out the information.

In the initial trialling of the survey around 95% of children answered that they had received internet safety lessons and knew not to share personal information but around 75% did answer the personal information question.

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STEP 2 - After asking the questions we want to discuss the outcome with the children and leave them with the key messages:

“So what have we just learned from the survey answers we just looked at? Why do you think there was a difference between knowing what we should do and what we actually did?”

We can then relate this example back to the mystery box exercise and the factors discussed that led children to want to put their hand in the box even though they had been told that there was something dangerous inside.

STEP 3 – Make sure you cover these key messages with your students as part of this activity. You may want to just read each of them to begin to close the activity.

- Even when we have the knowledge that something is risky or dangerous other factors can influence our behaviour.
- In these examples the additional factors encouraged us to think it was ok to ignore our knowledge. This was because we trust our teachers and they were asking us. But what about other people we trust like our friends, do you think we could do things that were unsafe, that we knew were wrong, if our friends encouraged us?
- We need to start thinking about the other factors that may mean we do things we know are risky, this is key in helping us stay safe.
- You may also wish to relate this to the pandemic if appropriate e.g. why do people know they should stay 2 metres apart but don't always do this.

Segue

To introduce the next section / activity use the following statement:

"We have learnt about how we make decisions and our knowledge can be affected by other factors.

"When we make decisions sometimes we are taking a 'Risk'.

"Now we are going to close today's session by thinking about what 'Risk' means and trying to come up with our own definition of what 'Risk' is."

What is Risk?

What is Risk?

STEP 1 - To close the session it's a good idea to ask children what they believe 'Risk' is and to come up with a definition themselves.

Read the following statement to your pupils:

"We just looked at things that might be dangerous in the box, we talked about seeing what's in the box and we talked about sharing things online, these are all a 'Risk'. We are now going to try and come up with a definition of what risk is."

Here is a definition of Risk from the Oxford Dictionary:

Situation involving exposure to danger.

The possibility that something unpleasant or unwelcome will happen.

We find it useful to add a further dimension to the definition:

Any situation or behaviour where you can't be sure of the outcomes or consequences.

PLEASE NOTE – As before please ensure that the conversation about Risk is not dominated only by discussion of the pandemic.

STEP 2 - Ask the children to work in a group to discuss what they think the word actually means and to come up with their own definition. (A worksheet is provided)

Remind the children that there is no right or wrong answer to this question, it is their opinion we are seeking.

What is Risk?

STEP 3 - After the children have come up with a definition and / or discussed what they think risk is, ensure you use the following discussion points to close the session.

- 1.** So we have learnt that risk can often be negative, but can you think of what a positive risk might be? (you should refer back to the definition on the previous page and give examples of positive risk taking examples might include; sports, putting your hand up in class etc.)
- 2.** So we want to avoid negative risks as this helps us to stay safe but taking positive or 'good' risks is really important as it helps us learn about ourselves and the world around us.
- 3.** We have also seen that other factors might influence what we do, like when we were going to put our hands in the box even though we knew it had something dangerous in it! This shows that we have a lot to think about when it comes to staying safe as even if we know (or have been told) that something is risky we might do it anyway!
- 4.** Thank the children for their participation and briefly introduce what you will be doing in session 2. (Explained on the next page)

Introduction to the next session

You can come up with your own introduction to the next session but we have come up with an example for you to use:

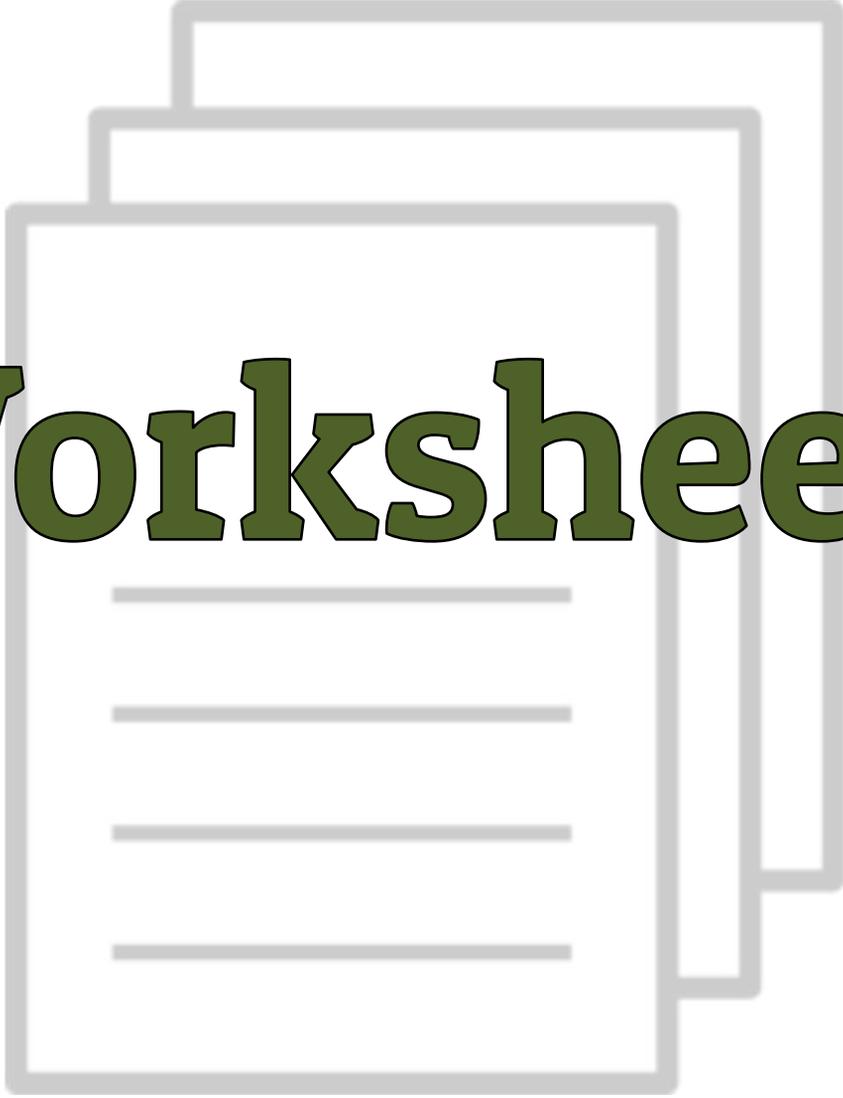
“The next session is called ‘What’s True’. While in this session we looked at the idea of a risk (both positive and negative risks) we also started to understand that a lot of things influence how we behave and what we do. The next session will look into whether or not as many people as we might think are taking risks. Also we will start to think about how we can avoid risky situations.”

Key points to emphasise in your statement:

- Recap on what was covered in this session
- In the next session we will be:
 - Looking at perception versus reality, basically how many people we think are taking risks and how many actually are
 - How to avoid / manage risky situations that we don't want to be involved in

**At the end of this session children
should be able to:**

- Identify factors which affect decisions
- Understand what risk is
- Identify positive and negative risk
- Be able to identify other factors which can increase risk in situations



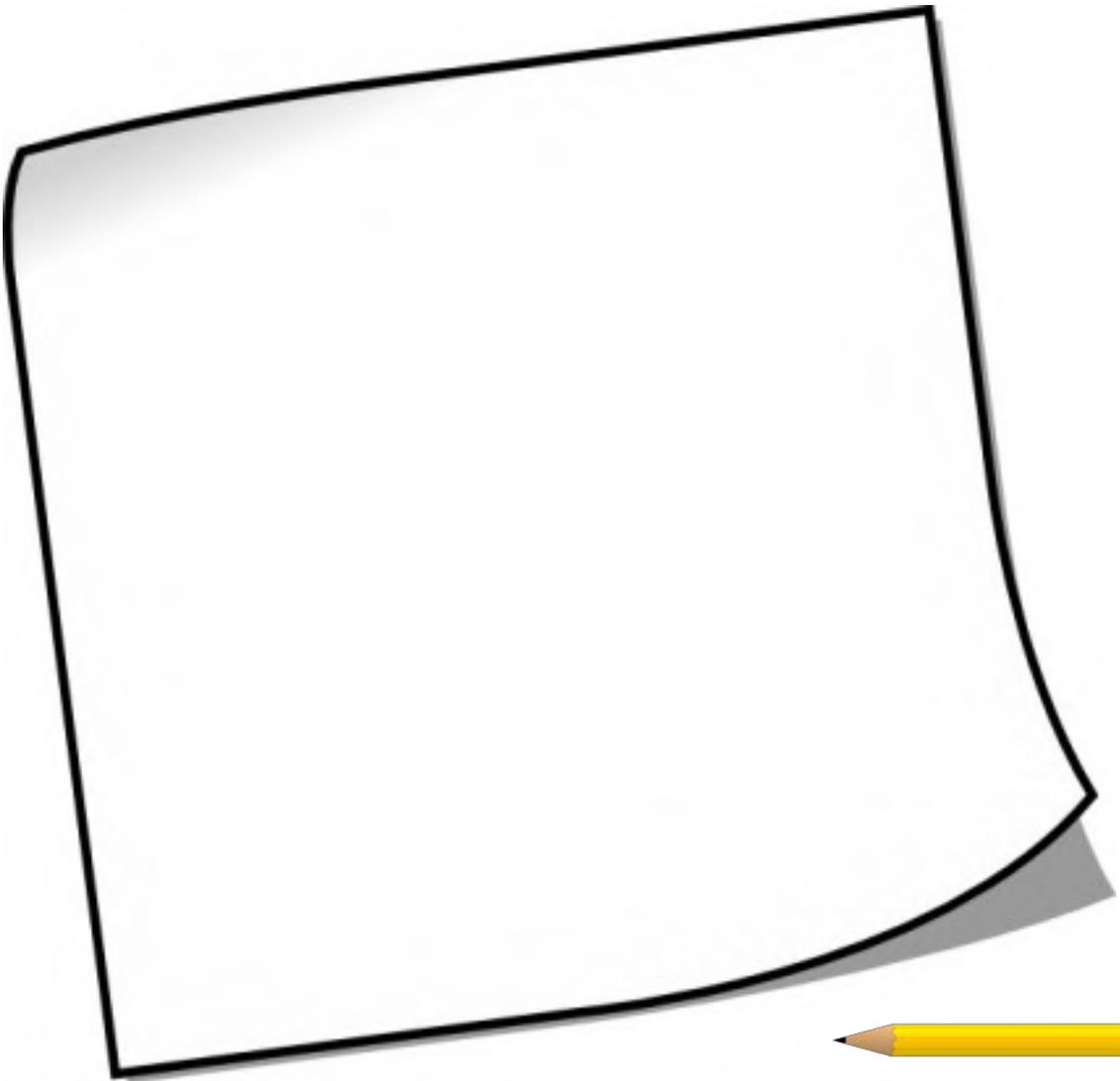
Worksheets



Worksheet 1

**What's
Risk?**

Who do you think lost the box?



What do you think that person was going to do with what was in the box?



Worksheet 2

**What's
Risk?**

You can use this worksheet to record all the things that made you think it would be ok to put your hand in the box even though you knew there was something dangerous in inside.

Just write each of the things in the thought bubbles below, you can put more than one thing in each one.





Worksheet 3

What's Risk?

You can use this worksheet to record all the things that could make us do something that we know is not a good thing to do.

This could include our friends or family, or seeing something on TV. Just put what you think in the thought bubbles below.



What is Risk?

What's
Risk?

Use this box to write down your ideas and to record your definition of what is risk.