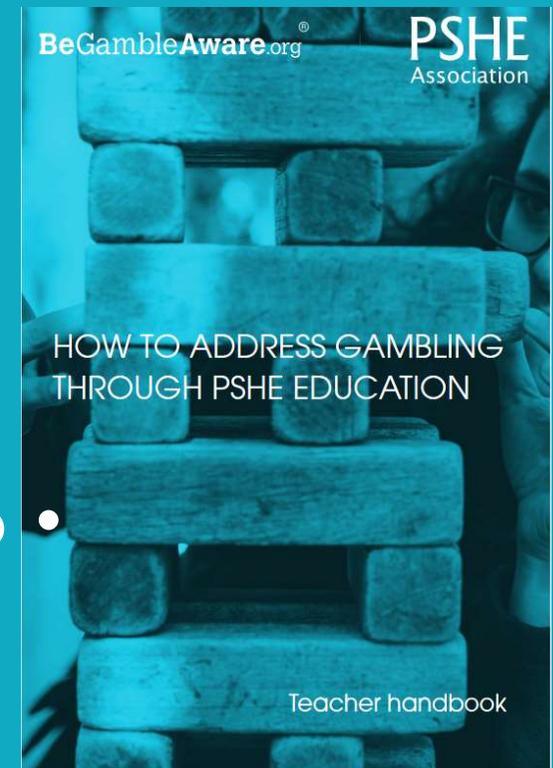


Exploring risk KS2

Ensure you read
the guidance
before teaching
the lesson



Using this PowerPoint

Teacher
slide

The slides in this presentation are divided into two sections:

- (i) **Teacher slides** (blue) – provide key information regarding lesson preparation
- (ii) **Pupil slides** (white) – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.

Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

Context

Teacher
slide

This KS2 lesson focuses on pupils' understanding and assessment of risk, and how to manage when risk arises. It enables pupils to talk about what is meant by risk and develop strategies for dealing with it. It provides a suitable starting point prior to exploring different types of risk in more detail, for example in relation to drug, alcohol and tobacco education or gambling education.

A follow-up lesson exploring risk in relation to gambling is provided for pupils in Year 5/6. This lesson is not designed to be taught in isolation and should form part of a planned, developmental programme for PSHE education. Timings provided are approximate – teachers are expected to adapt delivery according to the needs of their pupils and their previous learning on risk.

Learning objective

- To learn about risk in everyday situations

Learning outcomes

Pupils will be able to:

- assess how risky different everyday activities are
- describe how important it is to 'stop and think' before taking a risk
- explain what makes a risk worth taking and what makes it too risky

Preparing to teach

Teacher
slide

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson – for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

60

Duration

This has been designed to be taught as a sixty minute PSHE education lesson

Resources required

- Box/envelope for anonymous questions
- Paper
- Resource 1: Risky activities
- Resource 2: Risk scenarios
- Resource 3: Risk reflection sheet

Lesson summary

Teacher
slide

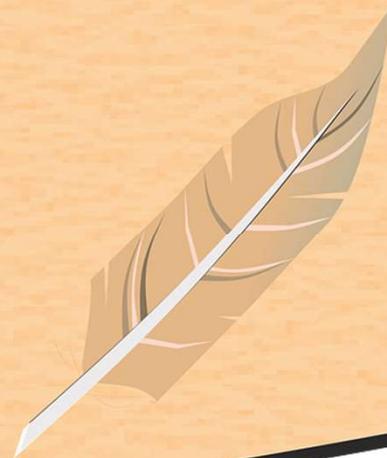
Activity	Description	Timing
1. Baseline assessment	Discuss what is meant by risk, types of risks and what makes something more or less risky	5-10 MINS
2. Risk continuum	Pupils draw an example of a risky activity then place them on a risk continuum - class feedback and discuss	15 MINS
3. Paired discussion	Pupils discuss why people take risks	5 MINS
4. In the moment	Class discuss how a character could manage a situation involving risk	10 MINS
5. Risk scenarios	Pairs of pupils assess levels of risk in different situations, potential consequences and suggest how to minimise the risk	15 MINS
6. Endpoint assessment	Pupils complete a self-evaluation sheet about their learning on risk	5 MINS
7. Extension activity	Pupils create a cartoon strip using the 'in the moment' scenario as stimulus, provide advice and depict a positive outcome	-

Exploring risk



Ground rules

[Add your class rules here]



Risk: What's our starting point?



Discuss as a class:

- What is meant by risk?
- What kinds of things are risky?
- What makes something more or less risky?





We are learning about risk



We will be able to:

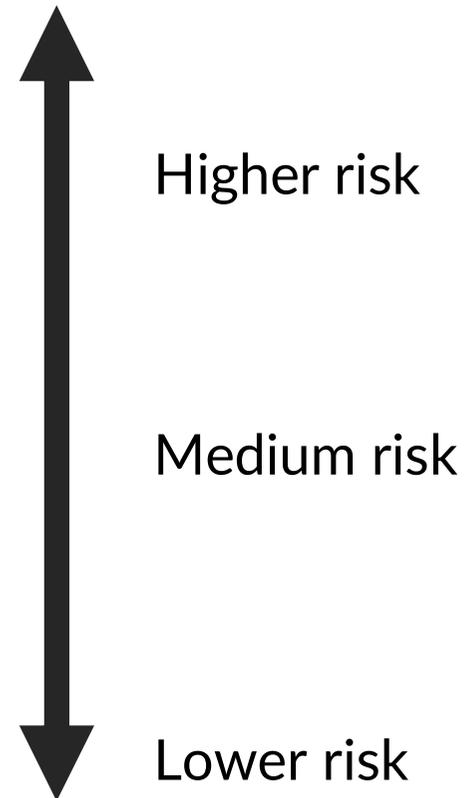
- assess how risky different everyday situations are
- describe how important it is to 'stop and think' before taking a risk
- explain what makes a risky worth taking and what makes it too risky

Risk continuum

Draw a risky activity...



Work in groups to rank the activities from lower to higher risk



Why do people take risks?

Discuss...

Why might someone want to take the risk?



Why do people take risks?

Jamie is skateboarding with a group of friends. They dare Jamie to do a skateboard trick on the road. Jamie does it, thinking it will be fun, without thinking of the risks.

Discuss...

- Why doesn't Jamie think about the risks?
- What could Jamie have done in this moment instead?



Exit strategies

Jamie could:

- Quickly assess the situation and say no...
- Give an alternative option...
- Providing a reason to leave the situation...
- Use humour...
- Ask for advice...

I'm not risking doing a trick like that on the road, no!

You must be joking - I've only just recovered from the last trick I tried!

I'm not sure, I might just check with (trusted adult e.g. parent/teacher) first.

I'll do the trick but not on the road - let's go to the skate park.

Actually, I need to get to the shop before it shuts.

Assessing risk

The level of risk in any situation depends on:

Where it is happening



The person



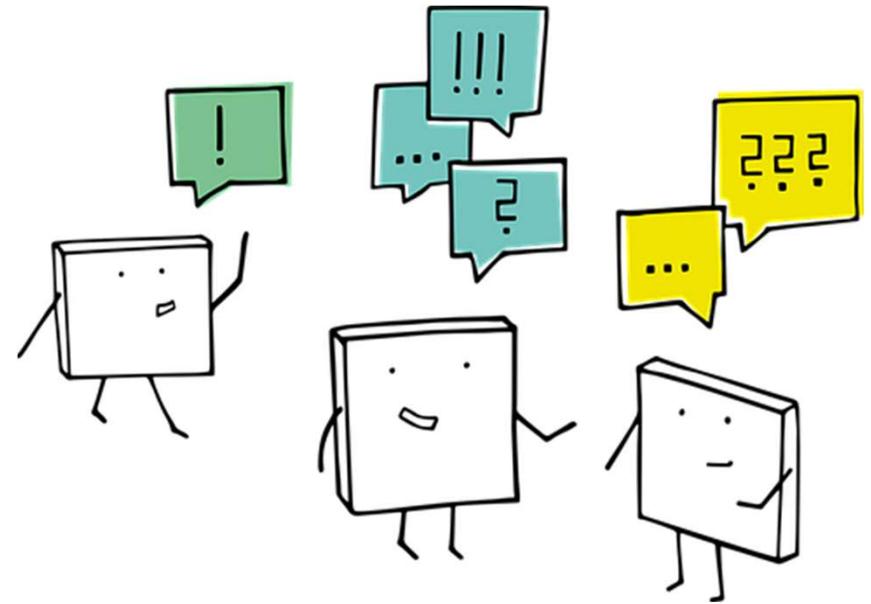
Who else is there



Risky scenarios

Work in pairs, read the scenario and consider:

- What are the potential dangers or consequences of taking the risk?
- How risky is the situation? Why?
- Is it worth them taking the risk?



Risky scenarios

The possible dangers or consequences of taking this risk are _____.

It is high / medium / low risk because _____.

OPTION 1: *Yes, they should take this risk.*

OPTION 2: *Yes, they should take the risk but only if... (are there things that would make this activity lower risk?)*

OPTION 3: *No, they should not take the risk, this activity is too risky because...*

Risk: Where are we now?



Answer these 3 questions for yourself...

- Before this lesson, I felt...
- This lesson about risk has made me think about...
- Before taking a risk people should...



More activities

Cartoon strip

Create a cartoon strip about Jamie and the skateboard trick... up to the point where Jamie is about to do the dare.

Add speech and thought bubbles for the characters. Include yourself (or another character) giving Jamie advice about what to do.

