

Which Way? Activity key:



Individual activity



Group activity



Whole class activity

Theme	Exploring Risk (1):
Learning intentions	<p>I will be able to:</p> <ul style="list-style-type: none"> • Identify risks I may encounter in my everyday life. • Consider the impact my decisions may have on my own health and wellbeing as well as the wellbeing of others. • Work well with others in a group. • Discuss both physical and psychological effects of risks. • I understand that risks can be either positive or negative.
Success Criteria	<ul style="list-style-type: none"> • I can give examples of the different types of risks I take in my daily life. • I can recognise the ways in which my decisions impact me and others around me. • I can share my ideas and listen to the ideas of others. • I can make links between physical and psychological effects of risk and recognise when they are different.
Resources	<p>Which Way Curricular Resource – S2:</p> <ul style="list-style-type: none"> • Which Way S2 Worksheets: <ul style="list-style-type: none"> » Worksheet 1: Thumbs up/down (optional) » Worksheet 2: Risk Statements » Worksheet 3: Body outline » Worksheet 4: Head, Heart, Bin, Bag <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> • Information on health priorities and resources for educators to support delivery of lessons.
<p>Note to educator: Inform learner/s that today's session will cover – What is Risk?</p>	



Warm up (15 minutes)

- Ask learners to gather in the middle of the room/space. Alternatively, use Worksheet 1: Thumbs up/down.
- Read out the statement below.
- If learners agree with the statements, they will move to one side of the room and if they disagree with the statements they will move to the opposite side of the room.
- Ask learners why they agree or disagree with the statements and if/or why they were influenced by anyone else's views.

Note to educator: These are suggested statements and can be adapted to suit the learners within the class.

- Young people don't get stressed.
- Teenagers should be told what to do.
- Everyone must be socially responsible, both online and offline, and respect others.
- Everything I see/hear on social media is true.
- How you look is more important to how you feel.
- Young people should be active for at least an hour every day.



Activity: What is Risk? (15 minutes)

Note to educator: Ask the class what they think risk means and provide examples of risk-taking behaviours. See link to HWB Website for more information on risk-taking behaviours. See Worksheet 2: Risk Statements for additional examples of risks to support this activity.

Ask the learners if they agree or disagree with the following statements:

- I take risks every day.
- Risks can be positive.
- Risks will always cause me harm.
- Some risks are wrong to take.
- Risks I take can cause harm to others.
- Taking risks is my decision.
- Risks are always avoidable.

Ask the class, what do you think multiple risk is and discuss examples. e.g., if you drink an alcoholic drink and then smoke a cigarette.

Note to educator: Please see academic definition for information.

"Risk taking is any consciously or non-consciously controlled behaviour with a perceived uncertainty about its outcome, and/or about its possible benefits or costs for the physical, economic or psycho-social wellbeing of oneself or other" (Stelmach and Vroon, 1994).



Activity: What is Risk? (continued)

Please provide class with definition:

"Multiple risk is the clustering and accumulation of risk behaviours such as hazardous alcohol consumption, substance use and anti-social behaviour. Clustering of risky behaviours are associated with increased risk of poor health and wellbeing outcomes and, lower educational attainment. (Glasgow Council on Alcohol; please note adaptations have been made to this definition to ensure the language regarding 'substance use is defined appropriately)

If required, please refer to the HWB Website Mutiple Risk page to better inform learners understanding.



Activity: Exploring Risk (20 minutes)

Ask the class to think about their local community and choose an area within it for example: park, outside shops, underpass, canal, at your friend's house etc. Ask the learners to think about what potential risks they may face there? Identifying positive (hanging with friends, being sociable, making new friends, feel included) and negative risks (interactions with people you don't know and could be involved in risk taking behaviours, isolated areas that aren't well lit).

Learners are encouraged to consider the following:

- Why would young people want to go/hang out here?
- What is risky about this location?
- What risky decisions might young people face here?
- What risky behaviours might young people be involved in?

Note to educator: Prompts for discussion

- Who might you meet there? Could they put you at risk?
- What could young people be getting involved in?
- Are there dangers there?
- Does an adult know where you are?



Activity - How does risk taking affect us? (30 minutes)

Use Worksheet 2: Risk Statements and Worksheet 3: Body outline to explore impacts of risk. Discuss whether the risk has a physical (BODY) effect or psychological (MIND) effect and illustrate these impacts of risk-taking behaviours. For example: Drinking alcohol – it can make you feel sick (BODY), it may affect the way you think/act/behave/feel (MIND).

Note to educator: You can cut out the risk statements and ask learners to place them on the body outline where the risk might affect us (body/mind). This activity can be done as an individual, group or as a whole class discussion. Ask for feedback and discuss. Learners should also consider the following factors:

- Social: Isolation, fall out with friends.
- Financial: online gaming/gambling, substances (tobacco/vaping, alcohol/drugs, energy drinks can be expensive.
- Environmental: affects communities, crime rates, public spaces become inaccessible, impact on the environment (vaping/single plastic use).
- Legal/Illegal: if you're caught with an illegal drug, you risk getting a fine or you could go to prison. And a drug related criminal record can have serious consequences for your life and things you want to do i.e. getting a job.



End of session

Summarise learning from today's session.

Suggested Evaluation: Head, heart, bin, bag (see Worksheet 4).

- Head: something you learned.
- Heart: something you felt about the session.
- Bin: something you would change.
- Bag: something you will take away.

Option to ask for verbal feedback from learners on what they have learned e.g. exit ticket. This might be a helpful alternative for learners with different abilities in the classroom.

Useful websites:

- 🌐 [HWB Education Website – Multiple Risk](#): includes a range of quality assured information and resources from NHS GGC Health Improvement on multiple risk for children and young people.
- 🌐 [Online Harms – Useful helplines, websites, and reporting mechanisms](#): This document focuses on a variety of online harms, including cyberbullying, revenge porn, phishing etc. and includes a range of available supports and reporting mechanisms for each.
- 🌐 [Eye Mind](#): A resource for anyone who works with a young person who wants to improve their digital skills and knowledge of the online environment and how it can impact on children and young people's mental health. This includes a toolkit to support professionals on their digital journey to best support young people, professionals need a base level of understanding of their online lives, which this resource will support with developing.
- 🌐 [Get Safe Online](#): The UK's leading online safety advice resource
- 🌐 [Know the Score: Drugs and the Law](#): Frequently asked questions on Drugs and the Law in the UK.

Additional learning:

- 🌐 [Glasgow City HWB Education Website](#): Access a range of quality assured information, curricular resources and training opportunities from NHS GGC Health Improvement that cover priority health topics for children and young people in Glasgow. These include multiple risk, mental health and wellbeing, poverty, physical activity, nutrition, relationships, Sexual Health and Parenthood (RSHP), equalities and more.
- 🌐 [RSHP \(Third and Fourth Level\)](#): Relationships, Sexual Health and Parenthood Education. This resource includes lessons around positive relationships, social media and online harms, as well as other topics.
- 🌐 [NHS GGC Healthy Minds Resource](#): Includes Online Harms and Mental Health and Screen Time and Mental Health awareness-raising sessions. These sessions can be delivered by professionals and young people. Each session includes a PowerPoint, notes and a quiz.