

# Which Way

(Primary 7)

## What is Risk?: Lesson Plan

### Which Way? Activity key:



Individual  
activity



Group  
activity



Whole class  
activity

Theme	What is Risk?:
Learning intentions	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Identify risks in my everyday life both positive and negative.</li> <li>• Consider the impact my decisions may have on my health and wellbeing and the wellbeing of others.</li> <li>• Work well with others in a group, share my ideas and listen to the ideas of others.</li> <li>• Discuss both physical and psychological effects of risk.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>• I can give examples of the different types of risks I take in my daily life.</li> <li>• I can recognise the ways in which my decisions impact me and others around me.</li> <li>• I can share my ideas and listen to the ideas of others.</li> <li>• I can make links between physical and psychological effects of risk and recognise when they are different.</li> </ul>
Resources	<p>Which Way Curricular Resource - P7</p> <ul style="list-style-type: none"> <li>• Which Way P7 Worksheets                             <ul style="list-style-type: none"> <li>» Worksheet 1: Scenario grid.</li> <li>» Worksheet 2: Body outline.</li> <li>» Worksheet 3: Head, Heart, Bin, Bag (evaluation activity)</li> </ul> </li> <li>• What is Risk?: Activities and Scenarios.                             <ul style="list-style-type: none"> <li>» Scenarios 1-3.</li> </ul> </li> </ul> <p>HWB Education Website and App:</p> <ul style="list-style-type: none"> <li>• Information on <a href="#">health priorities and resources</a> for educators to support delivery of lessons.</li> </ul>
<p><b>Note to educator:</b> Inform learner/s that today's session will cover – What is Risk.</p>	



### Activity: Warm Up (10 minutes)

- Ask learners to gather in the middle of the room/space. Read out the statements 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.

**Note to educator/learners:** These statements are not exhaustive and can be adapted to suit the learners within the class.

- Only healthy food should be available in schools.
- Every child has the right to reliable information (UN Convention on the Rights of the Child).
- School learners should all wear uniforms.
- Reality shows shouldn't be on TV (many reality shows heavily emphasise physical appearance and promote unrealistic beauty standards).
- Living in the countryside is better for you than living in the city.
- Parents/carers should impose time limits on their children's screentime.
- Every child has the right to an education (UN Convention on the Rights of the Child).



### Activity: What is Risk? (15 minutes)

Ask the class what they think risk means and examples of risk.

Examples of risk:

- Getting involved in a fight.
- Substance use (smoking/vaping/alcohol/drugs).
- Getting a lift with someone who has been drinking.
- Jumping into the canal for a swim.
- Shoplifting.
- Skipping school.
- Crossing the road without looking.
- Setting off a fire alarm.
- Putting a firework through someone's door.
- Speaking to someone you don't know online.
- Excessive low quality screen time (TV, mobile phone, computer, gaming etc.)
- Drinking energy drinks.
- Not telling a trusted adult/friend where you are going.



### Activity: What is Risk? (continued)

Ask the class, what do you think multiple risk is and discuss examples. e.g., if you drink an alcoholic drink, smoke a cigarette, use a vape, take part in gambling/gaming (online or other), over-use of digital devices or social media.

**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).*

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 changed to this definition to ensure the language regarding substance use is defined appropriately)*

If required, please see notes within the introduction section to better inform learners understanding.



### Activity: Comparing Risk (30 minutes)

The following activity can be completed through discussion, hand-raising or asking learners to sit or stand as a whole class activity. Alternatively, this can be done in smaller groups asking learners to discuss and feedback to the class.

**Ask learners to compare the following risks, is it higher or lower?**

- Is cycling taking a higher risk than skateboarding?
- Is driving a car taking a higher risk than flying a plane?
- Is running upstairs taking a higher risk than running downstairs?
- Is writing a note taking a higher risk than posting a message on social media?
- Is sending a friend request taking a lower risk than accepting a friend request?

**Ask the learners the following:**

1. Why do you think this?
2. What makes this is a higher or lower risk?
3. What could change the level of risk? E.g., wear safety equipment or only accept friend requests from people you know.
4. Does the level of risk change with age or experience?



### Activity: Comparing Risk (continued)

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

- I take risks every day.
- Risks can also 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.

**Note to educator:** Positive risk taking is a process which starts with the identification of potential benefit or harm. The desired outcome is to encourage and support people in positive risk taking to achieve personal change or growth.



### Activity: Exploring Risk (40 minutes)

- Choose one or more of Scenarios 1-3.
- Read out the scenario to learners.
- Split the class into small groups and provide with Worksheet 1: Scenario grid and explore scenario prompts.
- Take feedback from the groups and discuss, referencing prompts.



### Activity: How Does Risk Taking Affect Us? (30 - 40 minutes)

Using Worksheet 2: Body Outline, ask learners to discuss whether the risk has a physical (BODY) effect or psychological (MIND) effect.

**Note to educator:** This activity can be done as an individual, group or as a whole class discussion. Learners should 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.

Ask learners to fill the inside of the body outline with internal impacts of risk-taking behaviours.

Ask learners to fill the outside of the body outline with external impacts of risk-taking behaviours.

For example: Drinking alcohol/taking drugs – it can make you feel sick (BODY), it may affect the way you think/act/behave/feel (MIND).



### Activity: How Does Risk Taking Affect Us? (continued)

**Note to learner's:** Some examples of risk-taking behaviours to support activity:

- Speaking to someone you don't know online.
- Excessive low quality screen time (TV, mobile phone, computer, gaming etc.)
- Drinking energy drinks.
- Not telling a trusted adult/friend where you are going.
- Taking drugs.
- Drinking alcohol.
- Tobacco smoking and/or vaping.
- Fighting.
- Truancy.

Note to educator: see [Multiple Risk Health and Wellbeing Information](#) for more risk-taking behaviours.

Ask for feedback and discuss.



### End of session

Summarise learning from today's session. Consider learning intentions and success criteria.

**Evaluation activity:** Head, heart, bin, bag (Worksheet 3).

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

Alternative 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:

- 🌐 [Aye mind: Equipping professionals to use digital tools to support children and young people's mental health & wellbeing](#)
- 🌐 [Internet Matters - Online challenges, are they harmless? Advice for Parents & Carers](#)
- 🌐 [Healthy Minds Resources - Online Harms & Screen Time Healthy Minds Resource - NHSGGC](#)
- 🌐 [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. The [Multiple Risk information and resources](#) will be particularly helpful in relation to this lesson plan.
- 🌐 **Online Harms- Useful helpline, websites, and reporting mechanisms:**  
[Online Harms - Helplines, Websites, Reporting - NHSGGC](#)
- 🌐 [UK Safer Internet Centre- Best practices for parents and Carers](#)

### Additional learning:

- 🌐 [NHSGGC Vaping and Young People Lesson Plan \(see Curricular Resources\)](#): This resource was created by the North West Health Improvement Team, on behalf of Glasgow City HSCP Health Improvement. It covers the health effects of vaping, peer pressure and environmental harms.

### What is Risk?: Activities and Scenarios

#### Scenario 1: Going into Town

Alex and Jamie have planned to go swimming this afternoon. After meeting up, Jamie suggests they should use their bus pass to go into town instead.

What should Alex do?

#### Worksheet 1 can be used alongside this activity

#### Question 1 - What if Alex says yes? (Identifying risks, decision making)

Encourage discussion around:

- What are the risks?
- What are the positives?
- Who does Alex need to ask or tell?
- Who knows where Alex is in an emergency?
- Is Alex safe?
- What if Alex and Jamie got separated?

#### Question 2 - What if Alex says No? (Peer pressure, decision making, consequences)

Encourage discussion around:

- Would Jamie be unhappy with their decision?
- Would the decision impact Alex's friendship with Jamie?
- Would Alex and Jamie be safer at swimming?
- Will Jamie go to town alone?

#### Question 3 - How might Alex feel? (Identifying feelings and emotions)

Encourage discussion around:

- Confused? Conflicted? Anxious? Excited?
- What could help Alex feel better?
- How could they communicate how they are feeling? Who could they speak to?

#### Question 4 -What advice would you give Alex? (Managing risk and Problem solving)

Encourage discussion around:

- Communicate their needs and feelings.
- Be confident in sharing opinions and decision making.
- Be resilient against peer pressure.
- Have a mobile phone and make sure it is charged.
- Contact their parent/carer and let them know where they are.
- Ensure they have a safe way of getting home.

### Scenario 2: Online Gaming

Jamie and Jordan like to play games online together after school. One day, Jamie comes home and logs on. Jordan has requested them to join a gaming party along with someone they don't know. Should Jamie accept?

### Worksheet 1 can be used alongside this activity

#### Question 1 - What if Jamie says yes? (Identifying risks, decision making)

Encourage discussion around:

- What are the risks?
- What are the positives?
- Who does Jamie need to ask or tell?
- Is Jamie safe?
- Is Jamie safer because this is happening online?

#### Question 2 - What if Jamie says no? (Peer pressure, decision making, consequences)

Encourage discussion around:

- Would Jamie be unhappy with their decision?
- Would it impact their friendship with Jordan?

#### Question 3 - How might Jamie feel? (Identifying feelings and emotions)

Encourage discussion around:

- Confused? Conflicted? Anxious? Excited? Curious?
- What could help Jamie feel better about their decision?

#### Question 4 - What advice would you give Jamie? (Managing risk and Problem solving)

Encourage discussion around:

- Speak to a parent/carer for advice about online friendships.
- Be mindful with personal information you are sharing online.
- Communicate their needs and feelings.
- Be confident in sharing opinions and decision making.
- Be resilient against peer pressure.



### Scenario 3: Online viral challenge

Jamie, Jordan and Alex like to take part in online viral dance challenges and post them to their social media. They are getting lots of likes and have been participating more in food and physical challenges. Challenges may at first appear to be safe but could result in harm to you and others.

Ask learners what online challenges they are aware of, take some examples from the class, these can be used as examples in the scenario e.g. consider safe challenges and challenges that may cause harm.

### Worksheet 1 can be used alongside this activity

**Question 1 - What are the positives and risks of participating in challenges and sharing them online? (Peer pressure, decision making, consequences, identifying risks, decision making)**

Encourage discussion around:

- Why do people participate in online challenges?
- What are the positives?
- What are the risks?
- What could the positive or negative consequences be?

**Question 2 - How can they keep themselves safe whilst participating in online challenges? (Identifying risks, decision making)**

Encourage discussion around:

- Is it safe? Could someone get hurt?
- Is it legal/illegal?
- Who do they need to ask or tell that they are posting videos?
- What are the age restrictions for social media platforms?

**Question 3 - How might they feel? (Identifying feelings and emotions)**

Encourage discussion around:

- Would it matter how many views or likes videos got?
- Would it impact their friendship with each other if one of them wanted to stop?

**Question 4 - What advice would you give the group of friends? (Managing risk and Problem solving)**

Encourage discussion around:

- Discussion around online 'footprint' (ensure there is resource/info to support facilitator with this).
- Awareness that interests and hobbies change as we grow up, but this video may still be accessible to others.
- Be aware of identifiable, private information being online – school uniform, being able to see where you live etc.