Which Way »

Which Way? Activity key:

	Individual activity		Group activity		Whole class activity

Theme	Exploring Risk (2):
Learning intentions	• 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. • Create a story based on an image. • Identify the risks on social media.
Success Criteria	• 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 write a story based on an image including a beginning, middle and end. • I can recognise consequences of posting risky messages on social media.

Resources	Which Way Curricular Resource – S2:
	
	• Which Way S2 Worksheets
	  » Worksheet 1: Thumbs up/down (optional)
	  » Worksheet 2: Risk Statements
	  » Worksheet 4: Head, Heart, Bin, Bag
	  » Worksheet 5: What's the Story?
	• Exploring Risk (2): Activities and Scenarios
	  » Scenario 1: Social media
	
	HWB Education Website and App:
	
	• Information on **health priorities and resources** for educators to support delivery of lessons.

Note to educator: Inform learner/s that today's session will continue to Explore Risk.	

Activity - Warm up (5-10 minutes)

- Ask learners to gather in the middle of the room or stand up/hands up if they agree or disagree with the statements below. Alternatively, use Worksheet 1: Thumbs up/down to complete this activity.
- Ask learners after each statement if or why they were influenced by anyone else's views.

Statements:

- Taking risks is my decision.
- Risks will always have a negative outcome.
- Risks I take can harm other people.

Note to educator: Making decisions and understanding consequences are important life lessons that all learners need to learn. With an understanding of decisions and consequences comes greater responsibility for one's actions, which is essential for successful learning experiences both inside and outside the classroom.

Note to learner/s: Every day you make lots of decisions. Every decision you make has a consequence. These decisions can be positive or negative or somewhere in between. You can learn about how to make better decisions that are positive for you and for others.

Activity: Rank the Risk (25 minutes)

- Using the Worksheet 2: Risk Statements, split the class into smaller groups to discuss the risks.
- Rank the risk in a ladder formation from the lowest risk at the bottom to highest risk at the top. Before making their final decision, they should consider the positive, negative, physical and emotional effects.

Ask the learner/s the following:

- What things did you consider before placing the risk statement on the ladder?
- Did everyone agree where they were placed?
- Did everyone else have the same risk ladder formation?
- Why/why not?

Note to learner/s: Different levels of risk can be based on a range of factors: age, knowledge, experience, feelings and personal gain. This could also be based on positive and/or negative outcomes. Taking one negative risk could lead to multiple negative risks and harm (drinking alcohol, smoking, accidents).

Activity: Risk & Consequences - What's the Story? (30 minutes)

- Split the class into smaller groups. Using Worksheet 5: What's the Story? ask learners to create a story. Using one or more of the images explain what is taking place and consider the possible consequences.

Prompts for discussion:

- What clues from each image were used to create the story?
- What happened before the photograph was taken?
- How can risky situations/events be managed/reduced?
- Consider any multiple risks arising/that could arise in each image.

Note to educator: The images used in this activity may challenge individual perception on stereotyping and stigma. For guidance and to support further discussion see the stigma section within the **HWB Website**.

Activity: Scenario 1: Social Media

- Use Scenario 1: Social media. Read aloud to the class and in pairs or groups, learners will discuss and decide what are the risks posting certain messages online.
- Use prompts for Scenario 1 for discussion and feedback.

End of session

Summarise learning from today's session.

Evaluation: Head, heart, bin, bag (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:

🌐 **Citizens Advice:** Information on what to do if your intimate photos or videos are shared without your consent:
*Please note this includes advice for adults and those under 18.

🌐 **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.

🌐 **Aye 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.

Additional learning:

🌐 **Online Safety Quiz:** An online safety quiz from NSPCC that may be used as an extension activity for this lesson plan.

🌐 **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.

Scenario 1: Social Media

Rowan decided to take a nude picture and send it to their partner Jamie. Unfortunately, Rowan's partner's brother found the picture and sent it to all their friends. Rowan is part of a year group online chatting platform. Rowan has started receiving abusive and threatening language from those who have seen it, and Rowan is scared about where else it could be posted.

Ask the pupils to consider the following questions:

1. Who has taken a risk? (Rowan, partner, partner's brother.)

2. Who is seeing the message? (Anyone and everyone).

3. What is the digital footprint? (Picture could go online/difficult to get rid of it/used as blackmail.)

4. What are the implications for those involved? (It is illegal to share images of someone under the age of 18, there could be police involvement and charges could be brought as Rowan didn't consent to the image being shared.)

5. How would people in the scenario feel? (Nervous, worried, guilty, anxious, scared, embarrassed, happy, think it's funny.)