Unit Title:	7.4 Recognising Risk	**Stage/Year:**	Stage 4 /Year 7
Strand(s):	Strand 1 Self and Relationships, Strand 3 Individual and Community Health	**Unit length:**	10 lessons

Unit description:	In this unit students will explore the concept of risk taking in relation to drugs, roads safety and child protection. They will recognise, assess and respond to risk situations and identify how positive health behaviours can protect health. Students will describe the interrelationship between the person, the drug/vehicle/wheeled device and the environment and the significance of using a range of protective strategies in different situations.

Major outcomes
A student:

- 4.3 - describes the qualities of positive relationships and strategies to address the abuse of power
- 4.7 – identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.12 – assesses risk and social influences and reflects on personal experience to make informed decisions
- 4.16 – clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

Contributing outcomes

- 4.6 – describes the nature of health and analyses how health issues may impact on young people

Evidence of Learning
A student:

- demonstrates an understanding of risk behaviour and strategies that can be used to minimise risk in a range of situations through work samples produced and the level of understanding demonstrated in relation to The mystery day out activity, Order! Order!, focus question discussion and stories. (4.6, 4.7, 4.12, 4.16)
- proposes actions that could be taken to protect personal safety in a range of situations as seen in the Speaking up and Is it okay to tell? Activities (4.7, 4.12, 4.16)
- participates in activities and discussion about the effects of drugs and the reasons people use drugs. (4.6, 4.7, 4.12, 4.16)
- discusses strategies to manage a power imbalance in a relationship (4.3, 4.12, 4.16)

Cross Curriculum Content	✓	**Key Competencies**	✓
ICT	✓	Collecting, Analysing	
Work & Employment		Communicating Ideas	✓
Aboriginal & Indigenous		Planning	✓
Civics & Citizenship		Working with others	✓
Difference & Diversity		Work mathematically	
Environment	✓	Solving problems	✓

Catholic Dimension:

Strand 1 - Self and Relationships: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships.
Strand 3 - Individual and Community Health: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that

Gender		Work with ICT applications	✓	health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.
Literacy	✓			
Multicultural				

Students learn about:	**Students learn to:**
• **Exploring risk** - positive and negative risk - settings or circumstances in which risk- taking occurs - factors influencing risk- taking - outcomes of risk behaviour	• explore the concept of risk by investigating the following: - what is a reasonable degree of risk? - why do people take risks? - influences of gender on risk behaviour
• **Strategies to minimise harm** - acquiring knowledge - safe attitudes - impunity, responsibility - developing personal skills -	• describe strategies to minimise harm in each of the following real life situations when: - as a pedestrian, passenger and user of wheeled devices
• **Recognising abuse** – what constitutes abuse – feelings and warning signals	• recognise forms of abuse and neglect that can affect children • understand the impact of abuse and neglect
• **Power in relationships** – abuse of power – impact of the use of power	• develop a commitment to, and skills for, challenging the abuse of power
• **Bullying and harassment** - recognising bullying and harassment - reasons for bullying and harassment - effects of bullying and harrassment	
• **Protective strategies** - recognising and assessing risk - responding in risk situations - reducing the risk	• propose and develop strategies to effectively manage personal safety, including: - trusting your feelings, thoughts and reading of the situation

- assertiveness - accessing help in the school and community • **Road safety** - defining risk factors in a range of road environments and situations - influences on pedestrian, passenger and wheeled device behaviours • **Drug Use** - the classification of drugs - reasons people do and do not use drugs - influences on drug use - short-term and long-term effects of drugs on health and well-being	- talking about it to someone - taking control and using your own plan for becoming comfortable and safe • devise and demonstrate a plan to assume responsibility for their road safety and that of other road users • examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour • describe the short- term and long- term effects of: - misuse of prescribed and non-prescribed medications - tobacco - alcohol - cannabis • analyse influences and reasons why people choose to use or not use drugs.

Teaching, learning and assessment activities	**Resources**
• **(A) Mystery day out:** in groups of five students play a game that enables them to explore the concept of risk-taking. One group member is the card dealer. He / she shuffles then distribute cards from the following sets: (1) the character - card depicts and gives information about a young person, male or female, (2) the type of day out eg: card with a group of friends at the beach, or using skateboards in a skate park (3) the social context and dynamics – eg: card with one person who is a bully, or a person out to impress others, or a person getting a feeling things aren't right (4) the physical setting and prevailing circumstances – eg: a card showing a storm is brewing, a hot stuffy place or a footpath and curb are overcrowded with people leaving the grand final (5) the risk taken (6) the outcome and effects of the risk taken Students order their cards along a grid and then negotiate with group members if cards which they have received are better suited to a different day out. After settling on a series of cards group members describe the factors involved that influenced risk-taking behaviour, possible other strategies that could minimise harm, the reasons the risks may have been taken and whether they regard the risks taken as serious. These points are recorded for further discussion at the end of the activity.	Pre-made game card sets. One set needed per group of 5 students and one grid sheet per group.

FEEDBACK – peer commentary and reflection at the end of the activity. Teacher comments about the way in which the game mirrors real life and how students' insights about the game would diminish or increase the level of risk. Comments are made informally as groups are in progress and as a whole group discussion at the end.	
• **Focus question: What are some risks that you wouldn't want to miss out on?** Think - Pair – Share. During the sharing phase ask three students to act as scribes. Ask students to think about the types of issues that have made their way to the board. It could be issues such as get a girl / boy friend, host a party, represent the school in sport. Start to classify the issues based on consensus with the students. At the end go back through the categories and identify opportunities where there may be a positive risk verus a negative risk and what are the benefits of positive risk taking versus the consequences of negative risk taking behaviours.	*Jump into PDHPE* Book 1 (second edition) Chapter 6 p 126 – 142
• **(A) My Story:** after reading *My story* as per resource list, discuss with students the attitudes and values associated with those in the story. Ask students to reflect on their own behaviour and what this shows about their own attitudes and values in relation to safety. *FEEDBACK – self –assessment through reflection activity.*	*Jump into PDHPE* Book 1 (second edition) Chapter 6 p 128
• **Order! Order!** Ask students to rank themselves on a continuum between 1 (not safety conscious) – 10 (very safety conscious). This is a follow on from the activity above. Using CD-ROM 2, in pairs students create a comic strip of up to 6 tiles demonstrating safe behaviours. As an alternative use 'Sturtville' which is not ICT based, or use it to complement Order! Order! activity Students share the comic strips created / routes selected and discuss the personal skills which would be helpful across the range of situations in which they could find themselves, involving road safety education.	*Road Risks – Your Choice* RTA (2004), Activity 16: Order! Order! Page 163 and CD-ROM 2 *Jump into PDHPE* Book 1 (second edition) Chapter 6 p 133 & p 132
• **(A) Safety jeopardy**: students examine the relationship between risk factors, environments and laws and rules in determining road-user behaviour. For background information students read and discuss current laws about safety on wheels or visit the RTA website to obtain information. Relate this to the immediate school environment and the laws that keep young people safe. As a class discuss other road safety signs and rules beyond those in the school vicinity. In pairs or a group of 4, students complete the CD-ROM activity. This can also be completed as a paper-based activity pending access to ICT resources. Students select two categories of questions from passenger, pedestrian, safety on wheels and future driver to complete. Based on what was done students develop a safety plan individually for one category of road user, based on a scenario they create. This may be done as a poster, through a rap or a poem. *FEEDBACK – students demonstrate their plan to their peers in small groups. Peers provide written comments and the plans are then submitted for marking. Teacher provides written comments and suggestions for how to further*	RTA website http://www.rta.nsw.gov.au/ *Road Risks – Your Choice* RTA (2004) Activity 14 Safety jeopardy p. 147 and CD-ROM 1

refine the safety plan for the future.	
• **Protective strategies**: students read the scenario and discuss with a partner the likely risk strategy and other dangers in this type of situation. Use the scenario as a lead into other types of situations that students may experience. In groups students are allocated one of the following aspects about responding in risk situations: **(1)** trusting your feelings **(2)** thoughts and reading of the situation **(3)** talking about it to someone **(4)** taking control **(5)** using your own plan for becoming comfortable and safe For each situation students examine the aspect allocated for their group and write comments about how it applies. After completing up to 6 situations, share each aspect as a whole class. Discuss the importance of effective communication, taking action and identify the importance of seeking help at school.	*Child Protection Education Stage 5* DET (1998) p. 52 Activity 6: Too good to be true – Worksheet 1.8
• **Bodymapping:** students recall past experiences, when they were a lot younger based on name-calling, teasing or a time when they have been excluded. Discuss the feelings and warning signals associated with these experiences. In a group of 4 students record the sorts of behaviours that they call bullying, ranging from mild to extreme, around the outline of a body. Eg: shove, tease and push. Within the inside of the body students brainstorm and record the reasons people bully. Students identify by underlining the two worst forms of bullying. Teacher checks each groups' list and clarifies the difference between bully, harass and violence. Investigate the most common forms of bullying in Year 7. Ask what would be worse: being totally ignored or being teased? What are the common effects of being bullied?	*MindMatters* Commonwealth of Australia (2000) Dealing with Bullying and Harassment p 23 – 47
• **Is it okay to tell?** In pairs students complete the worksheet Is it okay to tell? Examine what students identified as times when it is ok versus times when it's not. Use some of the questions below to follow up: - What usually happens in this school? - What do people fear most in telling? - Will ignoring it always lead to it going away? - How could bullying affect what you feel, say, do and think about yourself and others? - How do people cope when they are bullied? - Why do people harass and bully others?	
• **Brainstorm speaking up:** in small groups students brainstorm what a victim of bullying can do. List strategies on the board and evaluate the usefulness of the strategy. Identify the skills needed to enable the best strategies to be successful. Students explain why bullying is an abuse of power and identify the common barriers to not reporting incidents of bullying.	

• **Role play, sticking up for yourself & apologising:** in pairs students take turns to try and get their own way. Explain the importance to students of being able to stick up for themselves. Students try different techniques such as hinting, pleading, ordering and requesting. In turn, pairs practise making an apology ensuring that key ingredients are present. Some of these include acknowledging what was done, saying what was intended by the action and stating the future intention. Students discuss how speaking out against bullies is everyone's responsibility. Identify strategies for how others can challenge bullies to support the victim. • **Clozed passage:** students read a closed passage about the effects and classification of drugs. Then students identify the correct word or term and fill in the blanks. • **Mix and match:** upon completion of the closed passage students apply the knowledge to a mix and match exercise, where there are cards with clues about the type of drug, the effects and what the drug is. In groups students undergo a team challenge to match the cards correctly for prescribed and non-prescribed medications**,** tobacco**,** alcohol and cannabis. • **Research:** in the same groups students visit a number of websites to find out information about the effects of the drugs included above. Students make notes from each website and compare and contrast the available information using a notes scaffold. • **(A) Dramatisation:** based on new information researched students develop a script for one selected drug, whereby they take on characters, one of which is the drug in question. Other members of the class need to guess the drug involved. Students submit the notes pages and script for a copy of the best 3 to be distributed to the class. *FEEDBACK – students vote for the best script based on the usefulness of the information and the level of interest it prompted. Self-reflection: students rate their contribution to the group and understanding of the effects of the different drugs.* • **Drug use scenario:** use a scenario to demonstrate the continuum of drug use from abstinence to addiction. Draw the continuum on the whiteboard. Students identify reasons why the character/s use drugs at various stages in the scenario from a range of flashcards. Students may also nominate other reasons not listed on the flashcards. Discuss with students why reasons change over time.	Australian drug foundation website http://www.adf.org.au/ Australian drug information service website http://www.adin.com.au/ Resilience education and drug information website http://www.redi.gov.au/