

# RISK

**Grade Level:** 7-12

**Time Required:**

- Approximately 20-30 minutes (to cover PowerPoint presentation and have a discussion)
- 3 optional activity plans are provided – these are to be completed after the PowerPoint presentation and their times are listed in the activities
- Possible follow-up lessons are also provided and will take various amounts of time, depending on number chosen, grade level, and the importance placed upon each

**Additional Resources, Materials, and Equipment Required:**

Kit includes:

- PowerPoint presentation
- Lesson Plan
- Activity Plans
- Master handouts for students
- Equipment as per the Activity Plans

**Main Objective:** To increase student knowledge about risks and to engage students to educate others.

**Learning Outcomes:**

Students will:

- increase knowledge and understanding of the risks associated with various activities
- engage other students in a school-based activity using what they've learned
- gain an understanding of the serious risks of some activities
- gain an understanding of how to weigh the risks and rewards of various activities

**Curriculum Connections** (throughout entire module and includes possible follow-up lessons):

**Grade 7**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
Health	Life Learning Choices - L-7.7	Determine and use knowledge and skills of the class to promote school and community health
Health	Life Learning Choices - L-7.8	Apply effective groups skills to design and implement a school-community health enhancement plan
Social Studies	7.S.1	Generate creative ideas and strategies in individual and group activities
Social Studies	7.S.6	Support and participate in activities and projects that promote the well-being and meet the particular needs of their community
Social Studies	7.S.8	<ul style="list-style-type: none"> <li>- Communicate information in a clear, persuasive and engaging manner, through written and oral means</li> <li>- Use skills of informal debate to persuasively express differing viewpoints regarding an issue</li> <li>- Listen to others in order to understand their perspectives</li> </ul>
Language Arts	2.4 Create Original Text - elaborate on the expression of ideas	Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
Language Arts	3.4 Share and Review - share ideas and information	Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations
ICT	C1-3.6	Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose

**Grade 8**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
Health	Wellness Choices - W-8.1	Examine the relationship between choices and resulting consequences
Health	Wellness Choices - W-8.8	Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk
Health	Life Learning Choices	Relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community
Social Studies	8.S.1	Generate creative ideas and strategies in individual and group activities
Social Studies	8.S.6	Volunteer with organizations, projects and activities that ensure the growth and vitality of their community
Social Studies	8.S.8	<ul style="list-style-type: none"> <li>- Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</li> <li>- Use skills of informal debate to persuasively express differing viewpoints regarding an issue</li> </ul>
Language Arts	2.4 Create Original Text - generate ideas	Create oral, print and other media texts related to issues encountered in texts and in own life
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to inform and engage the audience
ICT	C1-3.6	Communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose

### Grade 9

Subject Area	Outcomes	Specific Outcome
Health	Wellness Choices - W-9.1	Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
Health	Wellness Choices - W-9.8	Develop strategies to promote harm reduction/risk management
Social Studies	9.S.1	Generate creative ideas and strategies in individual and group activities
Social Studies	9.S.6	Develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within their community
Social Studies	9.S.8	- Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration - Use skills of informal debate to persuasively express differing viewpoints regarding an issue
Language Arts	2.2 Respond to Texts - construct meaning from texts	Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience
ICT	Processes for Productivity	P4-4.2: Apply principles of graphic design to enhance meaning and audience appeal P4-4.3: Use integrated software effectively and efficiently to reproduce work that incorporates date, graphics and text
ICT	Communicating, Inquiring, Decision Making and Problem Solving	C7-4.3: Use appropriate presentation software to demonstrate personal understandings

### High School

Subject Area	Outcomes	Specific Outcome
CALM	Personal Choices - P2	Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
CALM	Personal Choices - P6	Determine practices and behaviours that contribute to optimal physical well-being
CALM	Personal Choices - P4	Develop approaches/tactics for creative problem solving and decision making
Social Studies	S.6	Demonstrate leadership by engaging in actions that enhance personal and community well-being
Social Studies	S.8	Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
Language Arts	4.1 Develop and present a variety of print and non-print texts	Assess text creation context; Consider and address form, structure, and medium; Develop content; Use production, publication, and presentation strategies and technologies consistent with context
ICT	Processes for Productivity	P4-4.2: Apply principles of graphic design to enhance meaning and audience appeal P4-4.3: Use integrated software effectively and efficiently to reproduce work that incorporates date, graphics and text

<p style="text-align: center;"><b>Activity Plan #1 (Optional): DEBATING THE RISKS &amp; REWARDS (JIGSAW)</b></p>
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**Time Required:** 20-30 minutes

**Overview:** Students will brainstorm different risky situations and then try to convince each other why one may be riskier than another.

**Additional Materials and Equipment Required:**

- none

**Activity Instructions:**

1. Have the class brainstorm a list of 10-15 activities that Jr/Sr high students might take part in that involve risk.
2. Break the class into groups of four. Give each group member a number from #1-4.
3. Have each group choose one of the brainstormed activities that is different from all the other groups. (Activities could be drawn from a bucket, chosen from a list, or assigned by the teacher.)
4. The group is responsible for convincing everyone else that their activity's risks aren't worth the rewards. Encourage the groups to think of long-term consequences of each activity.
5. Have all the #1's get in a group together, all the #2's in a group together, and so on. (There will now be four groups, but with all new members being put together.)
6. Allow debate to go on in the groups as to which activity is riskiest and see if anyone changes their mind on which activity is the riskiest.

**Variations:**

- Allow each group to stay together. They can present to the class on why their activity would be the riskiest.
- See if the class is able to come to consensus about where each activity should be rated on a risk scale.

**Debrief:** Ask if any of the groups came to a common decision as to which activity was the riskiest. Explain that there doesn't need to be consensus on it. We may perceive risk at different levels for the same activity depending on our beliefs, thoughts, upbringing, and experiences.

<p style="text-align: center;"><b>Activity Plan #2 (Optional): HINDSIGHT IS 20/20</b></p>
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**Time Required:** 40-45 minutes

**Overview:** Students will go through newspapers and find an article that includes a risk that doesn't pay off (i.e. an article on street racing where a pedestrian was hit and seriously injured or killed). They will then write a personal letter to that person back in time before the event and explain some of the risks of making such a decision.

**Additional Materials and Equipment Required:**

- Current selection of newspapers – online or print
- Computer access

**Activity Instructions:**

1. Explain to the students what the saying 'hindsight is 20/20' means. Give some examples (i.e. If I had checked the road reports or called ahead, I would have known to give myself more time and then I could have travelled at a slower speed and not slid on the ice and into the ditch).
2. Choose a newspaper article that includes a risk that didn't pay off (i.e. an article on street racing where a pedestrian was hit and seriously injured or killed).
3. Read the article to the class. Discuss the activity and all the associated risks, including the risk that actually happened.
4. Ask the students how they would convince the risk-taker to make a different decision if they could go back in time. What kinds of things would you say to them?
5. Have each student find an article of their own that talks about an activity where risk didn't pay off. It might be a local event only including one person, or it might be a world event including many people.
6. Have students write a personal letter to that person, that includes the following: some of the associated risks for that particular behaviour, some long term effects if the activity doesn't go well, how they might feel if something goes wrong, etc. Write it from the standpoint of 'hindsight is 20/20' or being able to go back in time.

**Variations:**

- Post the article, along with the letter, throughout the school or on a "Risk" bulletin board.
- Have the students present their letters to other students.

**Debrief:** Did this activity change your ideas of risk? Why or why not? Will you think more about the potential risks of various activities now?

<b>Activity Plan #3 (Optional): SPOT THE RISKS</b>
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**Time Required:**

- Part One: 1.5-2.5 hours
- Part Two: 1 hour

**Overview:** Students will create a large poster mural with many day-to-day activities being shown that would be applicable to students in grades K-6. They will then work with groups of younger students to spot some of the risks, possible consequences, and ways to minimize risk.

**Additional Materials and Equipment Required:**

- Large poster paper
- Computer/online/printer access
- Supplies: scissors, markers, pencils, glue, etc.

**Activity Instructions:****PART ONE:**

1. Ask students if younger children (Gr. K-6) would have the same types of risks that teenagers and young adults have (It is up to you to decide if you will focus on a specific grade or not).
2. How would you explain what risk means to a younger child? Brainstorm a simplified definition.
3. Working together as a class, brainstorm at least 25 different ways in which younger children are exposed to risk (i.e. bicycle crash, not knowing how to escape in case of a fire, running out onto the street in front of a car, ATV crash, etc.). Talk about age appropriate situations/scenarios.
4. Working in groups of three or four, have students create a large "Spot the Risks" mural of many different activities/scenarios that involve risk for younger students. Each activity/scenario should be represented as a visual picture. Encourage groups to create more than 30 different risks.

**PART TWO:**

5. Have students visit an elementary class and work with a small group of students to do the following (this may be modeled in class beforehand):
  - Explain to students what risk is
  - Show the students the poster and ask them to find as many risks as they can. What could happen in each picture?
  - As each risk is pointed out, ask them why it is a risk and how the risk could be minimized (place importance on minimizing risks) SmartRisk messaging – Look First, Wear the Gear, Get Trained, Buckle Up, Drive Sober and Seek Help
  - Ask the students to find 5 really risky situations and explain why these are risky

- Ask the students to find 5 not so risky situations and explain why these are not risky
- Explain that everyone won't always agree on what is risky...and that's okay.

**Variations:**

- Allow students to create their poster using pictures and graphics found online and printed out.
- Place the posters in areas where young children are frequently at with quick instructions to look for things in the pictures that might put them at risk.
- Do the activity with many different classes.
- Consider having extra credit given to students who want to volunteer in even more classes to help educate about risk.
- Leave the posters at the school so that other classes can do the same activity.

**Debrief:** Have the students do a self-reflection on how well they taught the younger students about risk. Possible questions include:

- Did I do a good job of explaining what risk was? How do I know?
- How did I make sure that all students were taking part in the activity?
- When students pointed out a risk, did I ask about the possible outcomes? Did I ask about possible ways to reduce the risk?
- Was I enthusiastic about presenting? Did I make the activity fun for students?
- What did I learn from doing this activity?

## POSSIBLE FOLLOW-UP LESSONS AND ACTIVITIES

Below are some ideas on how to further extend the risk taking module.

- Have a group of students present one (or more) of the activities at a school wide or community event.
- Before starting the module, invite a guest speaker who has been adversely affected by a situation with too much risk and unfortunate consequences and have them tell their story. Have students share how it affected them.
- Have students create a public service announcement video/skit about risks, consequences, and ways to minimize risk. This can be presented/shown in class or at a school wide event (i.e. assembly). Consider presenting at a community event as well.
- Engage students in a discussion about risk in regards to drinking, drugs, and sex.

*Note: Provide or create an outline or performance rubric for each of the follow-up lessons based on the amount of time you wish to spend on it, as well as the grade level. This can be created with the class so they can help decide the criteria of an effective end product or it can simply be handed out to students and explained.*