

Safety First: Making Your Mind Up

<p>Aim: H38 How to predict, assess and manage risk in different situations</p> <p>R28 How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>I can confidently identify and manage pressure to get involved in risky situations.</p>	<p>The Big Questions: Will doing something risky or dangerous make others like or admire us?</p> <p>What can we do when we are under pressure to do something that makes us feel uncomfortable?</p>	<p>Resources: Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can identify and assess risky situations.</p> <p>I can name sources of pressure that entice me to behave in risky ways.</p> <p>I can understand what a dare is and know how to handle being dared to do something.</p>	<p>Key/New Words: safe, risk, danger, hazard, harm, action, responsible, decision, choice, dare, peer pressure, media, social media, help, advice, smart, brave, mature</p>	<p>Preparation: Big Questions Activity Poster – one per group (you may wish to enlarge these to A3)</p> <p>Under Pressure Scenario Cards – one set per pair</p> <p>Stand Up for Yourself Poster Activity Sheet – one per child</p>











Prior Learning

It would be helpful if the children are aware of what the phrase 'peer pressure' means.


Special Considerations



The nature of this lesson might lead to a child wishing to discuss a situation that they are in or have been in. Explain to children at the start of the lesson that they will not be naming any individuals in this lesson or discussing particular situations personal to them. Reassure them that if they do need to talk about something personal to them or seek advice that there will be an opportunity to do so at a later date.


Learning Sequence

	<p>Reconnecting – You Decide: Put the children into groups and share the Big Questions with the class. Give each group a Big Questions Poster. Ask them to discuss the questions and write down their initial thoughts. Share some ideas as a class. Next, explain to the children that they are going to be asked to respond to some statements about risks, dares and how others perceive us. If they agree with the statement when it appears on the Lesson Presentation, they can put their thumbs up. If they do not agree, then they should put their thumbs down.</p>	
	<p>Exploring – Under Pressure: Using the Lesson Presentation, explore where the pressures come from to behave in a certain way. Organise the children into pairs and ask each pair to sort the Under Pressure Cards into piles, according to where the pressure is coming from.</p>	
	<p>Exploring – Don't Be a Chicken! Discuss phrases the children might have heard that imply someone is too scared to do something. Read the scenario in the Lesson Presentation to the children and ask them to consider which action would be the bravest (and take the most courage) and which action would be the easiest (and the most cowardly). Explain to the class that it is actually the ability to think for yourself, weigh up the risks and potential danger to yourself and others and walk away from a dare that requires courage.</p>	
	<p>Exploring – What Would You Do? Ask children to think back to the scenarios on their Under Pressure Cards. Explain that each pair is going to join another pair, to form a small group. In their groups, the children are going to look back through the Under Pressure Cards and discuss what they would do in that scenario to bravely get themselves out of the risky situation.</p>	
	<p>Reflecting – Think Again! Ask the children to get back into the groups they were in at the start of the lesson and look again at the Big Questions. Ask the children to discuss whether any of their answers have changed or if they feel better equipped to answer these questions now. Distribute the Big Questions Posters used at the start of the lesson to the groups and ask them to add to their previous responses.</p>	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

	<p>Consolidating – Stand Up for Yourself! This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Children will all be given a Stand Up for Yourself Poster Activity Sheet and asked to create their own poster to show others how to be brave, stand up for themselves and avoid peer pressure, dares and pressure from the media. The children can choose to focus on a certain specific aspect of avoiding pressure or make a poster to send out the general message of knowing when to say 'no'.</p>
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	<p>Supporting: Ensure children are working in mixed-ability pairs or groups to provide each other with support.</p>
	<p>Extending: Children could have a go at creating their own set of scenario cards that include other situations, which children their age might face.</p>

	<p>Developing: Children could use one of the scenarios from the Under Pressure Scenario Cards to produce some creative writing with an important message. They could create a short story, thinking carefully about the setting, the characters, the dare or issue the main character faces and a satisfactory outcome.</p>
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Learning Environment:

Follow these guidelines to help you create a safe, supportive climate for learning when you are preparing to teach PSHE and Citizenship.

<p>Policies:</p>	<p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p>
<p>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</p>	<p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p>
<p>Procedures:</p>	<p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p>
<p>Ask:</p>	<p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p>
<p>Respond:</p>	<p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
<p>Enable:</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p>

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