

## Module 2: Lesson 4 - Theme Risks

### Main Theme: Ready *for* Independence

**Aim:** Young people develop awareness of different elements of risk in personal choices and situations in both positive and negative terms.

#### Learning Outcomes:


- Understand risk in both positive and negative terms
- Identify how managing feelings and emotions effectively supports decision making
- Understand that individuals need to manage risk to themselves and others in a range of situations
- Assess and manage the elements of risk in personal choices and situations

**Process:** Using key messages embedded in selected film clip or the film soundtrack, as a catalyst for debate, discussion, reflection and exploration, in helping young people to deal with difficult personal, social, emotional, economic and moral questions and dilemmas that arise in their lives and in society.

**Curriculum Link:** PSHE Key Stage 4, 4(d): Use case studies, simulations, scenarios and (*film*) drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviours; 4 (e): Take part in individual and group discussion to consider personal, social and moral dilemmas and choices and decisions relating to them. Citizenship Key Stage 4, 2.1 Encouraging critical thinking, personal enquiry and challenge.

**Duration: 45-60 minutes.** *Teachers can choose to split the materials over two or more lessons or cherry-pick activity that would be most suitable for their group.*

### 1<sup>st</sup> Activity

 **Play Film Clip Number 05 - Sequence focusing on unwelcomed peer pressure and negative influences.** This activity will help young people to recognise and talk about the different ways young people experience peer pressure to engage in risky behaviour. Peer pressure, positive or negative, is when someone of young own age try to get you to something. After viewing, young people split into equal groups, given flipchart paper and asked to discuss and scribes answers to the following questions, with feedback to the whole group:

#### Reflections and questions on theme of risks:

- What were the difference ways Michael used by to try and get Kelly's attention?
- What approaches would you have employed to resist Michael's enticements?
- Explain how you dealt with peer pressure and a negative situation in the past.
- What are the possible risks if Kelly was pressurised into accepting Michael's temptations?
- What is the difference is between peer influence and peer pressure?

## 2<sup>nd</sup> Activity

🎵 **Play Soundtrack Number 14 - 'You Know it's Hard'- Typah (featuring Tada)** - After listening, young people split into equal groups, given song lyrics, flip chart paper, maker pens and asked to discuss and write answers to the following questions, with feedback to whole group:

- What are the key issues and messages in the song?
- Using **Activity Sheet 4** ask young people to describe the range of emotions in the song.
- Which of the film character(s) the song most relates to and why?

## 3<sup>rd</sup> Activity

**Declaration of Independence:** Write **"Risks means....."** on the flip chart. What is risk? Taking risks is a basic part of everyday life. Having the confidence to take risks is important and can enable you to enjoy life and help you achieve success. But... and this is a very big but; taking the time and having the know-how to weigh things up, asserting yourselves and developing the confidence and skills to say 'NO' with confidence is crucial to deal with risky and unwelcomed peer pressure.

Hand out copies of **'Activity Sheet 6'** Declaration of Independence. Ask young people to write the word **'Risks'** in the centre, then coming from each of the spider legs write words that represent 'Risks' to them. As individuals ask young people to describe in one sentence what risks means to them in the form of a personal statement. Bring the full group back together to share and compare their Declaration of Independence personal statements.

## Points to make:

Sometimes you limit your options and choose to behave or act rashly or on impulse which can be very risky and make life more difficult.

Taking time to consider your decisions can help minimise risk in everyday life, and give you more control over how you respond to the emotions and feelings of others. The important thing to remember is your decisions do not have to be made alone – simply ask for help.