

Keeping Ourselves Safe

Years 9–10

Focus area 2

This section of the KOS programme contains one of the following focus areas for students at years 9–10 (ages 13–14):

1. Identifying abuse
- 2. Recognising and avoiding risk**
3. Knowing what to do
4. Getting help
5. Safety in cyberspace
6. Anger and violence
7. Breaking the silence about family violence
8. What I think, what you think

Note: Research suggests that an effective KOS programme should include learning experiences from each of the focus areas.

Focus area 2: Recognising and avoiding risk

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Focus area 2: Recognising and avoiding risk

Notes for the teacher

1. Ensure that safety guidelines are in place. All school staff (not just the teachers concerned) must know what to do if a student discloses abuse to them during or after *Keeping Ourselves Safe*. Parents should also be made aware of what to do. See the Child Protection Guidelines available on the School Portal.
2. Students will often interpret photos in different ways according to their experiences. Some will easily identify the risk in a photo. Others will see it quite differently. The discussion that takes place around each photo will be important for helping all students identify risks that they may face one day.

Curriculum links

Key Competencies: Managing self; Relating to others; Participating and contributing

Learning areas: Level 4 Health and Physical Education – Strand A: Safety management; Strand C: Identity, sensitivity and respect; Strand D: Rights, responsibilities and laws

Underlying concepts:

- Well-being, Hauora (especially taha hinengaro and taha whānau) – talking about risk
- Attitudes and values – valuing personal safety

Resources

Copysheet: **Analysing the Risk**

Photopack: **Risk Situations** (available from your School Community Officer)

Learning intention

At the end of this focus area students will be able to recognise potentially risky situations and use strategies to keep safe.

Activities

Divide the class into 13 groups. Give each group one of the photographs and Copysheet: **Analysing the Risk**. They first decide what they think is happening in the photo and then record the answers to the following questions, in the appropriate place on the copysheet.

Who is at risk?

What is the risk?

What could the person do to keep themselves safer?

The groups swap photos and repeat the process until all groups have seen all 13 photos.

Each group cuts up Copysheet: **Analysing the Risk** into 13 sections. Give the results for each photo to a different group. Group 1 gets the results for photo 1 and so on. The group collates all the information for their photo. Each group reports back their findings.

Learning journal

Discuss the following questions with the class.

- Ask:
- Why do some young people take risks even though they are aware of the possible danger? (Thrill, to be staunch, drunk, due to peer pressure, scared, thinks nothing bad will happen to them ...)
 - What would you say to someone who is indulging in risk-taking behaviour? (Think and plan ahead, be prepared with cell phone and money to get home, think about the consequences ...)

Each student now writes their individual answers to the questions in their learning journal.

Copysheet: Analysing the Risk

Photo 1

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

Photo 2

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

Photo 3

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

Photo 4

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

Photo 5

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

— — — — —
Photo 6

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

— — — — —

Photo 7

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

— — — — —

Photo 8

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

— — — — —

Photo 9

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

— — — — —

Photo 10

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

— — — — —

Photo 11

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

Photo 12

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?

Photo 13

Who is at risk?

What is the risk?

What could the person do
to keep themselves safer?
