

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Danger, Risk Or Hazard?	<ul style="list-style-type: none"> ● Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them. ● Identify situations which are either dangerous, risky or hazardous. ● Suggest simple strategies for managing risk. 	<p>Discuss;</p> <ul style="list-style-type: none"> ● What is it like to feel safe? ● What does unsafe or uncertain feel like? ● What do we think that we have to keep safe from? <p>Share different situations and ask whether they are a high, medium or low risk? E.g. Crossing a busy road, talking to a stranger online. Children to explain why they have chosen the level of risk they have. Ask 'What is the difference between Danger, Hazard and Risk?' Children share their ideas. Explain the definitions - Danger – something which will definitely cause harm Hazard – something which could cause harm Risk – an action which is taken in a hazardous situation Children to think of other examples of dangers, hazards and risks. Activity- Complete the 'Danger, Hazard or Risk?' worksheet. Discuss whether the situations described on the sheet are dangers, hazards or risks and give a reason for each of the answer. Share ideas. Explain taking risks can have a positive result e.g., if someone feels very nervous about performing in front of others the risk to them is that of feeling embarrassed if things go wrong. But if they take the risk and things go fine then there are benefits to be gained. In this case, the benefit might be an increase in the person's confidence. Sometimes, anxiety about making mistakes prevents people from taking risks and discovering new things about themselves. Children share;</p> <ul style="list-style-type: none"> ● What risks they taken today? ● Why did they take those risks? ● How did they manage that risk so that it was safe? ● Who helped them manage that risk? <p>Share examples of something which is dangerous, hazardous and risky. Emphasizes the element of chance in risks and hazards. We all have to deal with chance events in our life and need to manage those in a way which helps us and keeps us safe.</p>	Danger Dangerous Risk Risky Hazard Hazardous

2	How Dare You!	<ul style="list-style-type: none"> • Define what is meant by the word 'dare'. • Identify from given scenarios which are dares and which are not. • Suggest strategies for managing dares. 	<p>'How dare you?' Ask the children if they have ever heard anyone say this? What does this mean? When might someone say this? How else can the word 'dare' be used? What do we mean by 'daring' someone to do something? Explain that we are going to think about what a dare actually is, whether it can ever be a positive thing and different ways of responding when someone dares another person to do something.</p> <p>Activity 1 – Children complete the 'How dare you?' activity sheets. Look at the scenarios and decide which ones they think are dares and why.</p> <p>Discuss which were dares. Come up with a class definition of what a dare is. E.g. 'When someone dares you to do something they are asking you to do something risky which you feel uncomfortable with and might get you into trouble or cause harm.'</p> <p>Define the scenarios that were not dares? Maybe they could be seen as challenges.</p> <p>Activity 2 - Look at the first scenario on the sheet again. Think about why a person asks someone to do something they are not prepared to do. What would the consequences be?</p> <p>Brainstorm some possible strategies of how to deal with a situation if someone dares you to do something e.g. tell your friend to do it themselves or say 'No'.</p> <p>Role-play a dare scene and practice what to say or do if someone dares you.</p> <p>Which strategies were the most effective? If a person is being dared felt really uncomfortable, who could they talk to about it? If you saw someone being dared to do something what could you do to help?</p> <p>Being able to stand up for yourself in a dare situation is very important. Remind children of the terms 'assertiveness' and 'self-respect'</p> <p>Ask children to rub their tummy and pat their head at the same time. Is this a dare or a challenge? Why?</p>	Dare Assertive
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3	Keeping ourselves safe	Describe stages of identifying and managing risk. Suggest people they can ask for help in managing risk.	<p>Activity - Look at scenarios and decided if they are safe or unsafe. Discuss people’s feelings and possible actions using question prompts to help.</p> <p>Share some Top Tips for keeping safe</p> <ul style="list-style-type: none"> ● Ask a trusted adult or a trusted friend for help ● It’s ok to say no to something if doing it would make you feel unsafe ● Listen to your feelings. They are there to tell you whether something is safe or not. What do we mean by feeling safe? ● How does someone feel when they are safe? ● What sort of places would someone feel safe in? ● How does someone feel when they are not safe? ● What can happen to someone’s body when they are not feeling safe? <p>Explain that in today’s lesson we are going to think about situations that might make someone feel unsafe, people that can help in those situations and ways of dealing with unsafe situations.</p>	
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<p>4</p>	<p>Raisin Challenge</p>	<p>Understand that we can be influenced both positively and negatively. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>Introduce the Raisin Challenge - where children have to decide what to do with a box of raisins. Will you eat them immediately or wait until the end of the lesson and then be rewarded with a second box of raisins. Discuss;</p> <ul style="list-style-type: none"> ● Who might want you to eat them? What sort of people? ● Who might want you to save them? <p>Explain that people sometimes put pressure on others or try to influence them to do certain things. Ask what does influence mean? Which people influence young people like you? Discuss if influences are good or bad? Think of examples and share with the class. How do adverts and social media influence people? Activity 1- As a class make a list of all the people, groups of people who could put pressure on you to eat a bag of crisps and drink a can of fizzy, sugary drink for a snack Think of a hard decision. Record all the people who might influence the decision. Underline those who were a good influence. Put a circle around those who were a bad influence. Some might be both. Activity 2 - Play the consequences game as a class. A child gives a scenario, children think of good and bad consequences which could happen. Decide on a conclusion. Some consequences of aggressive or anti-social behaviour can lead to bullying people - even whole communities. If one person bullies another, what do you think the consequences could be? What could the targeted person do to help themselves? If society bullies a group of people e.g. if obese people were told they eat too much and won't be treated by doctors until they lose weight (sometimes seen in newspaper headlines) what are the consequences? Who can help them? Children take turns to complete the sentence "If I do _____ then the consequences will be _____ and I can get help from _____." Conclude that all decisions have consequences - positive or negative; we are responsible for thinking things through before our own actions.</p>	<p>Influences Consequences</p>
<p>5</p>	<p>Picture Wise</p>	<p>Identify images that are safe/unsafe to share online. Know and explain strategies for safe online sharing. Understand and explain the implications of sharing</p>	<p>Ask; Who likes taking photos?</p> <ul style="list-style-type: none"> ● How do you take photos? ● Who do you share your photos with? ● How do you share your photos? <p>Explain that sharing photos online is a fun and easy way to let our friends and family know what is happening in our lives. Photos can be shared in different ways. However; Once a photo is posted online it can be copied (using a screenshot) and sent on to others.</p> <ul style="list-style-type: none"> ● Photos can be altered digitally to make fun of (usually in a very unkind way) ridicule or embarrass others. 	<p>Privacy Privacy Settings Security</p>

		<p>images online without consent.</p>	<ul style="list-style-type: none"> ● A photo shared in a public forum online can be downloaded and viewed or used by anyone in the world. ● Photos can be “geotagged” meaning that the exact location of the photo will be recorded and could be shared with others. ● Photos are often “captioned” by the person who took the photo. Other people – friends, family and strangers, may also be able to comment about the photo or the caption. Do not reveal anything personal or private in the photo or in the caption that accompanies it. ● Photos can be “tagged” on social networks. The “tag” identifies the name and identity of the person in the photo. It is good Cyber Ethics to always ask permission before “tagging” another person in a photo. ● In the future, <i>face recognition</i> software may be capable of searching out photos of individuals from many web sites. This means that photos we post now may be accessible in the years to come. What we may consider funny or cute now, may be embarrassing to us when we are older and applying for jobs etc. <p>Activity- Look at images on the board. In groups, determine which photo is safe/unsafe to post online by considering the following:</p> <ul style="list-style-type: none"> ● Who could this photo be shared with? Why? ● Who wouldn’t we share this photo with? Why? ● Would another person feel hurt, embarrassed or unsafe if this photo was posted to others e.g. friends, on online? Why? ● Is this photo safe to post on a public site? Why/Why not? E.g. does the photo show personal information such as the subject’s name, school or address from the photo? ● How could the photo be changed to make it safer? (e.g. not showing the logo on a school uniform, not showing street signs, not using “geo-tagging” options on the phone or camera setting.) 	
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6	Medicines Check The Label	<ul style="list-style-type: none"> • Understand that medicines are drugs. • Explain safety issues for medicine use. • Suggest alternatives to taking a medicine when unwell. • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	<p>Ask children some questions about living a healthy lifestyle e.g. what do we mean by a healthy lifestyle? What different types of food keep us healthy? What do we mean by illness? Does everyone get ill? What things can we do to prevent illness (e.g. from germs) spreading? If someone is ill what could they do to feel better? Does someone always need to take a medicine to feel better?</p> <p>Discuss the benefits and dangers of medicines.</p> <p>Explain that a medicine is a drug which has been designed to help the body by treating or preventing an illness or injury but that it can be harmful if not used properly (or even occasionally if it is used properly - if a person is allergic to it).</p> <p>Activity- Children complete the 'Give out the Medicines: check the label' activity sheet, by explaining why each piece of information is important for the person who is going to use it. Share the reasons given for the information displayed on a medicine label. What alternative strategies could someone use to feel better if they are unwell. Imagine that these strategies came with a label in the same way that medicines do. What would be the instructions that would accompany each of them?</p> <p>Children share their 'instructions' for different health strategies.</p>	Medicine Drugs
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7	<p>Know The Norms optional</p>	<ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol. • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 	<p>Discuss;</p> <ul style="list-style-type: none"> • What sort of choices are you allowed to make? [What we eat, who we play with, who our friends are etc.] • Do we always make the same choices as our friends? [No, there are times when we will want to do things that they may not like] • When might we make different choices to our friends? [Play a different game, eat different food, listen to different music etc.] • Who makes choices for us when we are young? [Parents, carers, teachers etc.] • What sort of choices will we be able to make when we are older? <p>Sometimes rules limit our choices, both as adults and children. Can anybody think of any rules or laws that limit people's choices? [e.g. 'no ball games' signs in some places, 'no smoking' laws in public buildings, 'no running' rules in swimming pools etc.]</p> <p>Explain that Professor Ozone has created a new android robot called Ed6 and he is teaching him to behave like a human being. Ed6 is programmed to learn about the world he lives in and is curious to know more about why some humans choose to drink alcohol or smoke cigarettes as he knows those things can be harmful to the human body. Ed6 has some questions about drinking alcohol and smoking cigarettes that he would like to know the answers to.</p> <p>Activity- Children write and answer questions for Ed6.e.g. Does everyone smoke? How old do you need to be to buy cigarettes? When do people drink alcohol? Why would alcohol affect a child's body more than an adult's body? What laws and rules are there to control the use of alcohol in this country?</p> <p>Share answers to the questions.</p> <p>As a class decide, on a healthy choice which Ed6 could make to help him live his life like a human. Using the sentence stem, 'As a human you can choose to...' finish with their own idea.</p>	<p>Choices Social norm</p>
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