



Risk - Year 7



Theme Assembly

THEME: Risk

ASSEMBLY TITLE

The bravest woman in Afghanistan - Malalai Joya

INTENDED OUTCOMES

For students to consider the bravery of Malalai Joya, the Afghan MP and to consider the risk she places herself under due to her beliefs

For students to consider the risks that people might go to for what they believe in

RESOURCES

- Secondary assemblies for SEAL - 40 ready to deliver assemblies on inspirational people
- Brian Radcliffe - Optimus Education 2008 Pages 155-158
- Music
- UNCRC - Article 12 - a right to an opinion

ASSEMBLY PRESENTATION/DESCRIPTION

The assembly describes the bravery of Malalai Joya, how she places herself in danger in order to fight for what she believes in particularly the plight of women in Afghanistan.

The assembly invites students to think about what it might feel like to place yourself in a situation of risk to present your beliefs. It also encourages the students to think about things that they care enough about to warrant them getting involved and presenting their own opinions about human rights. It helps them to think about issues that matter to them within their own community such as bullying, vandalism.

REFLECTION

My voice is a quiet voice,
But if I join in with your voice it becomes louder
20 voices forms a chorus
100 voices form a crowd
And a crowd cannot be ignored
May I have the courage to be the first voice
Do you feel able to voice your own opinion?
What issues matter to you that you would risk speaking out?
Why might you not speak out - what are the risk factors involved?

The bravest woman in Afghanistan

Malalai Joya



Key Stage 4 and 5

SEAL Key Aspect: Motivation

Summary:

In this assembly students are encouraged to consider the bravery of Malalai Joya, the Afghan MP.

Resources:

- Two readers.

Taken by:

Date:

Given to:

Comments:

Engagement

Leader

Afghanistan is a country that's often in the news. Here are two sides of the story.

Reader 1

Afghanistan has a democratically elected government. The country's new constitution requires that two women are elected from each of its 34 provinces. They make up about a quarter of the country's parliament. Malalai Joya is one of these women MPs.

Reader 2

Malalai Joya is always accompanied by up to six heavily armed bodyguards. She wears a burqa in public, not simply because she is a Muslim but in order to conceal her identity. She never sleeps in the same house for more than one night and frequently has to borrow fresh clothes to attend

meetings. Her husband lives 600 miles away. She sees him infrequently and under conditions of great secrecy.

Malalai Joya has been physically attacked in the assembly, her home has been bombed and she's survived four assassination attempts. She's been called the bravest woman in Afghanistan.

Reflection

Leader

What has made Malalai Joya such a target? In simple terms it's her refusal to do anything other than tell the truth as she sees it about corruption and human rights in her country.

On 17 December 2003 she made her maiden speech in the embryonic national assembly. It wasn't a very long speech but it was received in stunned silence followed by violent uproar. What did she say that so enraged many of her fellow members? Her crime

The bravest woman in Afghanistan



The bravest woman in Afghanistan

was first of all to identify the fact that many members of Afghanistan's ruling assembly were in fact fundamentalist warlords, criminals and drug traffickers who had assumed power in their areas. She said that they had no right to take part in shaping the country's future. Her further point was that those people should in actual fact be tried as war criminals. The atmosphere turned ugly and, under pressure from many of those she'd accused, security guards threw her out.

Malalai's words struck a chord with many ordinary Afghans. In September 2005 she was elected as a member of parliament. She continued to be a fierce critic, stating that even though people wore suits and ties it didn't mean that they weren't the same, corrupt and murdering warlords that had ruined the country. For this she was banned from parliament until 2009.

What is it that motivates this woman to put herself in a situation of grave danger? It's primarily to do with the plight of Afghan women, even in the new democracy. Let's hear some facts and figures:

Reader 1

87% of Afghan women are illiterate.

Reader 2

Only 30% of girls have access to an education.

Reader 1

One in three Afghan women suffer physical, psychological or sexual violence, often in their own home.

Reader 2

As many as 80% of Afghan girls face the prospect of a forced marriage.

Leader

For Malalai Joya this is enough motivation. She cares deeply about the lives of ordinary women who've seen little difference to their experience since the new democracy began. Tirelessly she visits refuges and sanctuaries for women who are victims of violence and other abuses, speaking out for human rights and true justice in her country. She knows she's likely to be killed but asserts that nothing can silence her voice since it's the voice of all Afghan women. Her much-quoted cry is: 'You can cut the flower, but you cannot stop the coming of spring.'

Malalai Joya has made a huge personal sacrifice for the sake of others. She's even given up the hope of having children, not only because of the separate lives she and her husband have to live, but also because she's unwilling to sacrifice the nine months of pregnancy, because there's too much to do. She also states pragmatically that, since there are so many orphans in her country, they could adopt a child if the situation stabilised.

Response

How much do you care about what goes on in the world, in this country, in this community? Human rights are not simply an issue thousands of miles away. They are here among us. The right to personal security is about bullying. The right to own property is about petty theft. The right to a fair hearing is about victimisation. The right to free speech is about listening to one another's opinions without interrupting or ignoring.

Do you care enough to speak out for the human rights of others? There's just as much a sense of risk in voicing what you might truly think about

The bravest woman in Afghanistan

certain issues here in this school as out in the wider world. Take the brave way and speak out like Malalai Joya.

Meditation/prayer

Think about the words of this response.
Make it your own prayer if you wish.

*My voice is a quiet voice,
But if I join it with your voice it becomes louder.
20 voices form a chorus.
100 voices form a crowd.
And a crowd cannot be ignored.
May I have the courage to be the first voice.
Amen*

Leading questions

1. What does it take to stop you expressing your opinion:
 - Someone disagreeing with you in objective terms?
 - Sarcasm?
 - Rejection by your friends?
 - Vandalism of your property?
 - Physical violence?
2. Which countries are at present in the news because of the denial of human rights, particularly the right to freedom of speech?

Something to do

Plant a tub with a selection of seeds.

Attach a sign reading 'you can cut the flower, but you can't stop the coming of spring'.

Place the tub somewhere it can be easily seen.

Water it regularly. Each time you water it, check on the internet for up-to-date news about Malalai Joya.



Risk

Thought for the week

The only
person who
never makes
mistakes is the
person who
never does
anything



Risk

Thought for the week

The most important thing to remember is this: To be ready at any moment to give up what you are, for what you might become



Risk

Thought for the week

Don't be afraid
to go out on
a limb.
That's where
the fruit is



Risk

Thought for the week

It doesn't work
to leap a
twenty foot
chasm in two
ten foot leaps



Risk

Thought for the week

With courage
you will dare
to take risks,
have the
strength to be
compassionate,
and the wisdom
to be humble



Risk

Thought for the week

It is better to
have enough
ideas for some
of them to be
wrong, than to
always be right
and have no
ideas at all

Kaleidoscope - Related Aspects - Risk Year 7 - Summer Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
<p>P1.3.a Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.</p> <p>P1.3.b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.</p> <p>P2.2.b find information and support from a variety of sources</p> <p>P2.2.c assess and manage the element of risk in personal choices and situations</p> <p>P2.2.d use strategies for resisting unhelpful peer influence and pressure</p> <p>P2.2.e know when and how to get help</p>	<p>E 1.2.a Exploring what it means to be enterprising.</p> <p>E 1.3.a Understand-ing risk in both positive and negative terms.</p> <p>E 2.3.b assess, undertake and manage risk</p>	<p>Stay Safe Safe from accidental injury and death</p> <p>Be Healthy Choose not to take illegal drugs</p>	<p>1 PSHE 1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance</p>	<p>Empathy Self-awareness Social skills Managing feelings</p>	<p>6 . I can reflect on my actions and identify lessons to be learned from them.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, (including people who bully, people who are bullied and people who witness bullying, and others such as friends, family and the wider community) and can use appropriate strategies to support them.</p> <p>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome</p>	<p>I am aware of the expectations other people have of me.</p> <p>I can balance my expectations with the expectations of others.</p> <p>I can explain some reasons why learning is important for me now and in the future</p> <p>I know how to make other people feel at ease</p> <p>I understand that I can have many friends.</p> <p>I know everyone in my class and have worked with some people I had never worked with before.</p> <p>I recognise my personal strengths and can use them effectively in a group task.</p> <p>I know the roles that people can take in a group and take on different roles.</p>	<p>Article 13 – Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 33 – The government should provide ways of protecting children from dangerous drugs.</p> <p>Article 36 – Children should be protected from any activities that could harm their development</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
<p>P2.3.b use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences</p> <p>P3.e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others</p> <p>P3.g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations</p> <p>P3.h a knowledge of basic first aid</p>					<p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>50. I can be assertive when appropriate.</p>	<p>I understand why it is important for us to identify rights and responsibilities and can work with others to write a class charter.</p> <p>I understand what conflict is.</p> <p>I am able to reflect on how I deal with conflict.</p> <p>I can stand up for what I think is right.</p>	

Overview of Lessons

Theme: Risk		Year: 7
Lesson Title	Intended Learning Outcomes	
1. What is Risk?	<ul style="list-style-type: none">• I can identify risks and suggest how they might be improved (P1.3.a)• I can say why risk can be both good and bad (P3.e)• I can stand up for what I think is right (SEAL 36)	
2. Risk and Temptation - Recognising My Inner Voice	<ul style="list-style-type: none">• I can assess the risks involved in gambling (P1.3.b)• I can listen and react to positive peer pressure and understand why it might help me stay safe (E 1.3.a)• I can reflect on my actions and identify lessons to be learned from them (SEAL 6)	
3. Peer Pressure	<ul style="list-style-type: none">• I can balance my expectations with the expectations of others (P1.3b)• I can recognise peer pressure and react appropriately to it (P2.2d)• I can recognise risk and use strategies to minimise it (P2.2c) (SEAL 6)	
4. Reducing Risk	<ul style="list-style-type: none">• I can recognise the risks in a chosen activity (P2.2c)• I can reduce risk by producing and using a simple 'risk assessment' (P3.g)• I can stand up for what I think is right (SEAL 47)	
5. Emergency Response	<ul style="list-style-type: none">• I know when and how to get help (P3.g)• I can use basic First Aid (P3.h)• I am able to reflect on how I deal with conflict (SEAL 47)	
6. The Risk Awareness Guide (Assessment Opportunity)	<ul style="list-style-type: none">• I can recognise the risks in a chosen activity and suggest ways to reduce them (P1.3a)• I can evaluate risk reduction strategies (P3.g)• I know how to make other people feel at ease (SEAL 36)	
End of Theme Product/ Project Outcome:		
Students to produce individually or in small groups a 'Risk Awareness Guide' at their secondary school for incoming year 7 students.		

THEME: Risk: Having Fun, Staying Safe. What is Risk?**LEARNING INTENTION/'I'**

I can identify risks and suggest how they might be improved

I can say why risk can be both good and bad

I can stand up for what I think is right

VOCABULARY

Risk, danger, manage, identify, calculated risk, risk aversion.

RESOURCES

- Risk Quiz
- Scenarios sheet
- Traffic light sheets
- Class charter or PSHEe ground rules - (not included - use your class version)

TEACHING/LEARNING ACTIVITIES**Engagement**

Revisit Class charter/PSHEe ground rules

Students take part in Risk Quiz. Discuss results. What is the difference between a risk and a danger. Can risks be good or are they always bad. Talk about the influence of personality on the likelihood of taking risks and how risky an activity can become depending on who is doing it, are boys more likely to take risks? Talk about the dangers of risk aversion and about life being about getting the balance right. Introduce the concept of calculated risk etc.

Core Activity

Traffic light game. (Small group activity)

Students are given a series of activity cards which they place on a red (no), green (yes) or amber (maybe) traffic light in terms of how risky the activity is.

Once they have decided where the cards should be placed they need to be able to say why they have placed it on that particular traffic light and if there is anything that can be said or done to change that decision (red to green, green to red etc). Concentrate most on the methods of reducing risk in the activities. What risks would they be willing to take as an individual - why/why not? Would any of these decisions change if they were in a group - why?

The small groups feedback to the rest of the class the decisions that they made and why.

The rest of the class try and get them to change their mind by offering different viewpoints.

Students to take one risk from the activity cards and give three ways of reducing the risk.

Plenary

Each individual ranks the scenarios in order of risk - highest to lowest. Teacher gets feedback and records the top three or four results. Does the risk differ if the person involved is a girl or a boy.

Repeat the exercise this time asking them to think of the situation from the point of view of a twenty year old.

Repeat the exercise this time asking them to think of the situation from the point of view of a group of friends of their age.

Compare the results and discuss findings - do the top three risks change - how and why?

Explain to the students that during the last week of this unit of work they will be creating a Risk Awareness Guide for future year 7 students and need to collect information and ideas each week.

KEY QUESTIONS

Why is the activity safe/not safe?

Who can help you to decide what is safe/not safe?

Are some activities safer for some people and not others?

AFL

Traffic light game - feedback teacher or peer assessment

Student evidence on 3 ways to reduce risk at end of main activity

DIFFERENTIATION

Read quiz to class and pair up to tally results

Students can work in pairs to support written activity

NOTES**Independent enquirers**

Support conclusions using reasoned arguments and evidence to present a persuasive case for action

Risk Quiz

1) If you were invited to go camping you'd take ...

- A** Yourself - what else would you need?
- B** Tent, sleeping bag, secret stash of food, mobile phone, waterproofs etc.
- C** I prefer to camp out at home, in front of the TV

2) When you think holidays, you dream of ...

- A** Going back to a holiday you really enjoyed - it was great and you'd like to repeat it
- B** Going abroad on an organized trip
- C** Rock-climbing in the Himalayas

3) What does the term "bungee jumping" mean to you?

- A** An exhilarating sport I'm going to try as soon as I get the chance
- B** A dangerous sport that - you'd never catch me doing it
- C** A scary sport that I am secretly tempted to try

4) You're invited on a week-long scuba diving adventure. You...

- A** pretend you have an earache
- B** jump at the chance to learn a new skill
- C** bring snorkel gear in case you don't like diving

5) It's getting dark and you're late home. Do you...

- A** Take a short cut through the woods it will save you 10 minutes
- B** Phone home to let your parents know where you are and get a lift
- C** Get home as soon as you can, sticking to the main streets

6) You cycle up to a red light and no one is around. You...

- A** slow down but don't quite stop
- B** proclaim the red light is "stoptional"
- C** stop, and wait for the light to turn green

7) You're travelling and are offered some unknown food. You...

- A** say "no, thank you"
- B** eat a little and then claim you're full
- C** dive in and ask for a plate full

8) You're invited to a party where you'll only know one other person. You..

- A** Look forward to it as you'll get to meet lots of new people
- B** Say you can only go if you can bring some other friends along
- C** Make an excuse and say you have other plans that night

9) Your friends have called you up to the karaoke machine. You...

- A** quickly run out of the bar
- B** promptly begin belting out ABBA songs
- C** drag your friends up there with you

Risk Quiz Scores

	A	B	C
1	3	2	1
2	1	2	3
3	3	1	2
4	1	3	2
5	3	1	2
6	2	3	1
7	1	2	3
8	3	2	1
9	1	3	2

Everything in Moderation: 15 - 21

You are a level-headed, moderate person. People with these qualities often make good decisions. You are willing to try new things, and you tend to gravitate toward balance in your life, weighing your options and keeping an open mind. In other words, you have the courage to take calculated risks

Timid: 9-14

You are very cautious with your decisions and are loathe to try anything new which means you can sometimes miss out on experiences which would be good for you. Try looking to those around you for support and encouragement to take a few more risks.

Daredevil: 22 - 27

You are ready and willing to embark on any adventure without always thinking things through fully. You're up for anything and can put yourself into dangerous situations because you haven't thought about the consequences of your actions. Your life will be full of new experiences but slow down just a little to ensure you get to enjoy it!

Risk

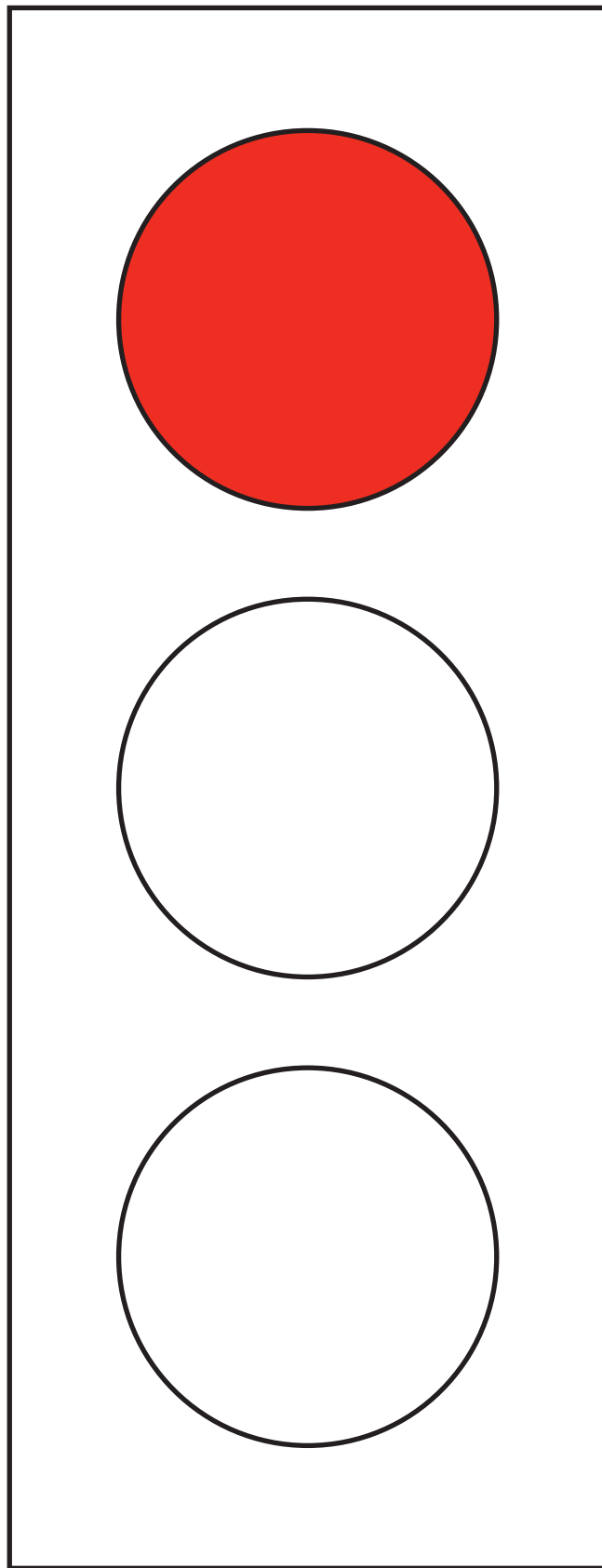
Someone you don't like asks to kiss you	Arranging to meet someone from an internet chat room
Getting a lift with someone you have just met	Chatting on an internet chat room
Walking home alone when it's dark	Being in the house with just your boyfriend/girlfriend
Stopping at your 16 year old friend's house when they have lots of friends over	Eating fatty foods

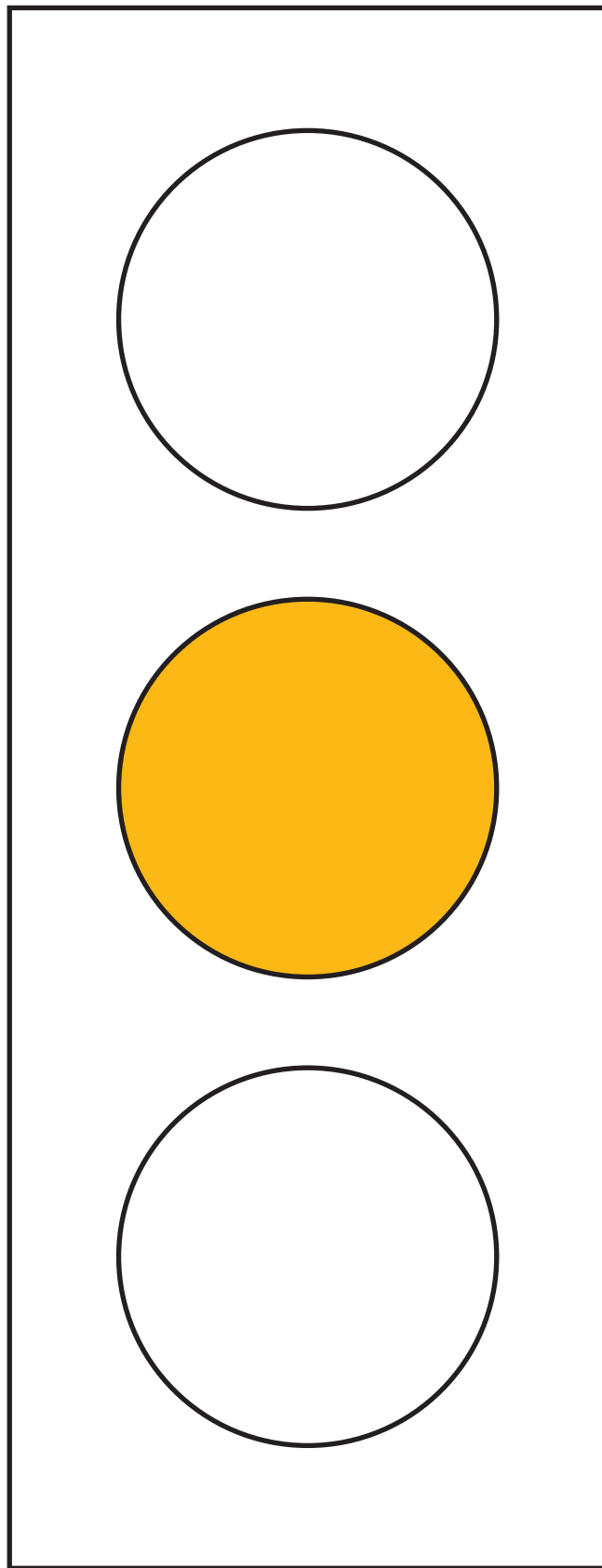
Risk

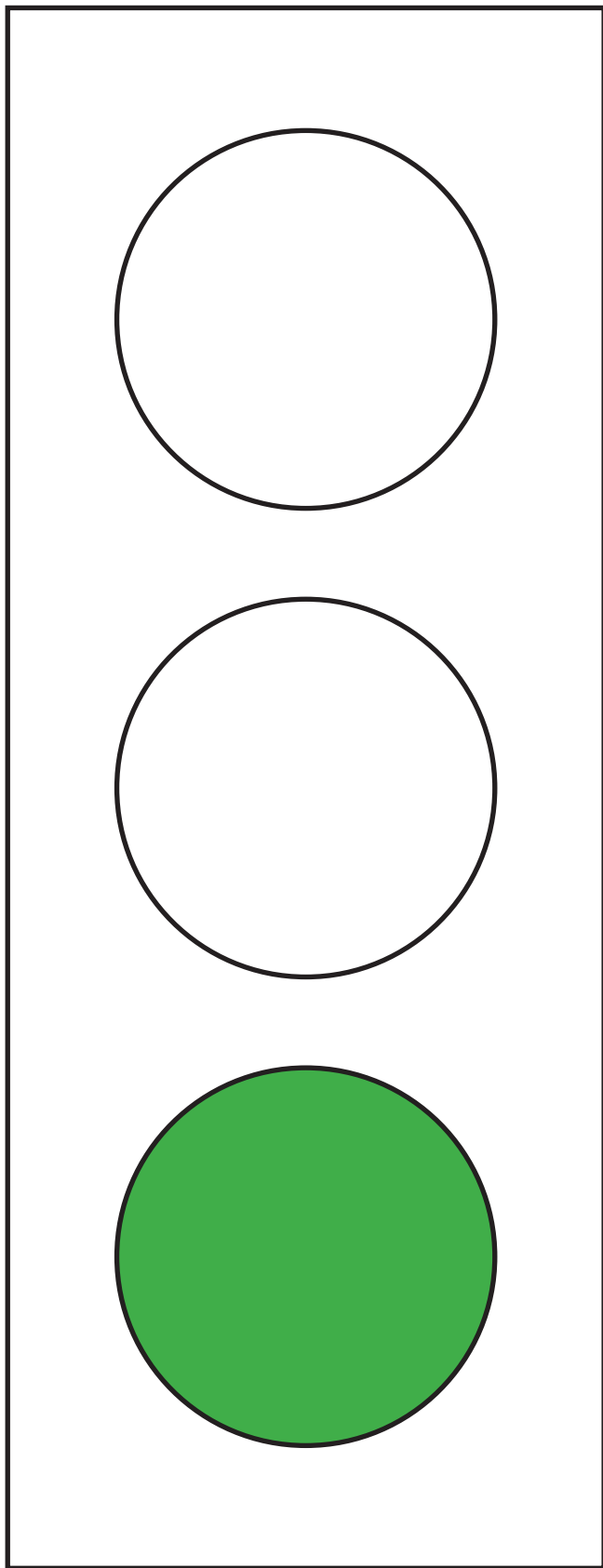
Drinking alcohol at a party	Walking home alone
Smoking	Having a girlfriend/ boyfriend
Crossing a busy road	Taking drugs
Talking to a female stranger	Talking to a male stranger
Sniffing solvents/glue	Crossing a busy road using a zebra crossing

Risk

Cycling on the path	Cycling in town
Sneaking out to meet up with someone	Going upstairs with your boyfriend/girlfriend at a party
Someone you don't like puts their arm around you	Going out with someone you have just met
Driving 90 miles an hour on a motorway	Driving 45 miles an hour around town
Going up to your bedroom with your boyfriend/girlfriend when your parents are out	Stopping at your 16 year old friend's house when they are drinking alcohol







THEME: Risk: Having Fun, Staying Safe. Risk and Temptation - Recognising My Inner Voice**LEARNING INTENTION/'I'**

I can assess the risks involved in gambling

I can listen and react to positive peer pressure and understand why it might help me stay safe

I can reflect on my actions and identify lessons to be learned from them

VOCABULARY

Peer pressure, positive, negative, resist, gambling.

RESOURCES

- Gambling Quiz power point
- Gambling Quiz answer sheet
- What are the odds student activity sheets
- What are the odds gambling case study scenarios
- Selection of coins and 'gambling chips'
- 6 packs of cards
- Plenary consequence sheets to be filled in with teacher's name

TEACHING/LEARNING ACTIVITIES**Engagement**

Show the Gambling Quiz PowerPoint and discuss the answers. Discuss what the pressures to gamble are (peer pressure, dream of winning, advertising, too good to miss, want to be rich and can't get there through work, odds, know winners etc) What would induce you to gamble - large prize? Small entry fee?

Ask to demonstrate by a show of hands:

If I gave you 10p how many of you would be willing to risk it all to double your money?

If I gave you £1.00 how many of you would be willing to risk it all to double your money?

If I gave you £10 how many of you would be willing to risk it all to double your money?

If I gave you £100 how many of you would be willing to risk it all to double your money?

Discuss results - how does our view of 'the risk' influence our decision? Do we have an inner voice that tells us when the risk is too much - how does this work? Does greed reduce our capacity to appreciate the risk?

Independent enquirers

Explore issues, events or problems from different perspectives

Core Activity

Explain basic gambling regarding odds and probability: for a single coin then Heads has one chance out of two ($1/2$) and is an even-money bet. In other words, you bet £1 to win £1. Card suits are one chance in four ($1/4$) therefore you would expect to win £3 for every £1 bet on the suit of a card selected at random from the pack (the banker would be laying 3/1 against your £1 bet giving you a return of £4 including your stake).

Ask them what they would get back from the bookmaker if they bet £1 on a horse at 2 to 1; 5 to 1; 7 to 1; 5 to 2, etc.

Single coin game: divide up the groups into pairs (student instructions included). Two students need to play this game, one is the banker and the other is the player, one coin per pair required. The bank receives 20 counters (chips), the player receives 5 counters (chips). The player tosses the coin and if it comes up 'heads' they win a counter

If the player tosses the coin and it comes up 'tails' they lose a counter Can the player take all of the counters off the banker? Tally the class results and discuss.

Card game: (Student instructions included). More than two people can play this game together. Pack of cards required for each group. This game may need an adjudicator if more than two are playing. One is the banker and the others are the players. The banker receives 20 counters (chips) for every player. Each player receives 10 counters (chips). The banker deals a card. If the suit of the card is a HEART the banker pays 3 times the bet If the suit of the card is NOT a HEART then the player loses his/her stake. The player can bet any stake. Who is winning after 10 minutes / 15 minutes?

It should be made apparent to the students that even if the odds seem to be in their favour or they have an 'even money chance' then the risks of them losing are still high. The banker usually wins eventually (but not always) because the odds are stacked against the player and the bank has a lot more money! Refer back to PowerPoint and gambling profits.

Gambling on horses is a combination of skill and luck. Distribute sets of the cards 'Skill or luck' and ask students to place the cards Skill, Luck, and Luck and Skill on the table. They then discuss each game or form of gambling to decide if gambling on the result is pure skill, pure luck or a mix of both. After this activity they should have a fairly comprehensive list of all the ways people can gamble and lose their money! There will be many gambling games relying on sheer luck. You might want to mention here that the odds of choosing 6 numbers at random in the national lottery are approximately 14,000,000 to one.

Using the real life case study scenarios ask students to consider the impact of gambling on the characters in small groups. Groups to answer the question/s at the end of their scenario and feedback to the class.

Discuss whether gambling can really be thought of as a 'calculated risk' and whether it should be made illegal, or ages changed in the law to make it harder to gamble. Talk about adverts for bingo which have become more popular - what do these adverts achieve - are they tempting? Can internet gambling make the problem worse?

Plenary

Ask who would like to take your 'end of the lesson gamble' Tell them that they can choose to take a piece of folded paper from you that has a selection of good and not so good consequences. They need not take a piece of paper from you but if they do they must follow the consequences. Students who take a piece of paper stand up so results are visible to all. Ask students to open their piece of paper and follow the instructions which will read 'You are at risk of becoming a gambler because you jumped at the chance of possible gain without considering the likely consequences. When I count 3 you must repeat - insert name of teacher - is the best teacher I've ever had!' Count to three and enjoy the experience! Ask students what they learnt about themselves and their friends during the exercise. Remind students that in gambling the only winner is 'the banker'

KEY QUESTIONS

What are the risks involved in gambling?
Who can help me and how?

AFL

Case study activity - peer assessment
Plenary activity - who chose to gamble - reflection on individual risk aversion

DIFFERENTIATION

Most activities can be arranged in small groups or pairs to support with reading.
Choose one scenario and go through as a whole class activity

CROSS CURRICULAR OPPORTUNITIES

Maths: probability and ratio - more lessons available from pfeg to support this www.pfeg.org

NOTES

Help can be found at: www.gamcare.org.uk Helpline 0845 6000 133 or
www.gamblersanonymous.org.uk

Support materials provided by pfeg from the free resource Spending Sense

RISK - Gambling Quiz



Personal Finance
Education Group



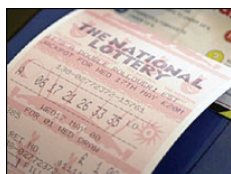
Personal Finance
Education Group

Gambling Quiz



At what age are young people allowed to buy a national lottery ticket?

- a) 14
- b) 15
- c) 16
- d) 18
- e) 21



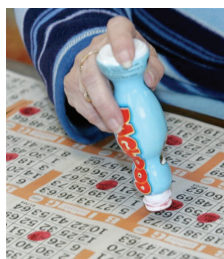
At what age are young people allowed to play gaming machines?

- a) Any age
- b) 15
- c) 16
- d) 18
- e) 21



At what age are young people allowed to play bingo in a bingo club?

- a) Any age
- b) 15
- c) 16
- d) 18
- e) 21



At what age are young people allowed to bet on the football pools?

- a) 14
- b) 15
- c) 16
- d) 18
- e) 21



RISK - Gambling Quiz



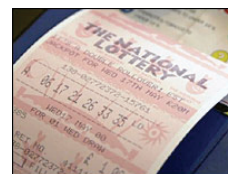
At what age are young people allowed to place a bet on the Grand National horse race at a betting office?

- a) 15
- b) 16
- c) 18
- d) 21



What are the chances of matching all 6 numbers in the national lottery?

- a) 1:1 million
- b) 1:2 million
- c) 1:5 million
- d) 1:12 million
- e) 1:14 million



What chance does a person have of getting a jackpot payout when playing a slot machine?

- a) 1:2
- b) 1:6
- c) 1:10
- d) 1:50
- e) 1:600
- f) 1:1 million



How much tax does the government make each year from gambling in the UK?

- a) £1 million
- b) £10 million
- c) £50 million
- d) £1.5 billion
- e) £2.5 billion



What is the turnover of the gambling industry in the UK each day?

- a) £5 million
- b) £50 million
- c) £100 million
- d) £110 million
- e) £115 million
- f) £120 million



Gambling is the most common way of becoming a millionaire in the UK

- a) True
- b) False



RISK - Gambling Quiz



Personal Finance
Education Group

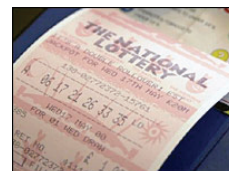
Gambling Quiz Answers



Personal Finance
Education Group

At what wage are young people allowed to buy a national lottery ticket?

- a) 14
- b) 15
- c) 16
- d) 18
- e) 21



Personal Finance
Education Group

At what wage are young people allowed to play gaming machines?

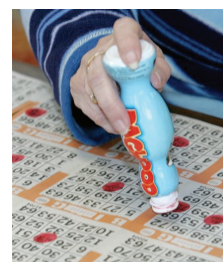
- a) Any age
- b) 15
- c) 16
- d) 18
- e) 21



Personal Finance
Education Group

At what wage are young people allowed to play bingo in a bingo club?

- a) Any age
- b) 15
- c) 16
- d) 18
- e) 21



Personal Finance
Education Group

At what wage are young people allowed to bet on the football pools?

- a) 14
- b) 15
- c) 16
- d) 18
- e) 21



Personal Finance
Education Group

At what wage are young people allowed to buy place a bet on the Grand National horse race at a betting office?

- a) 15
- b) 16
- c) 18
- d) 21

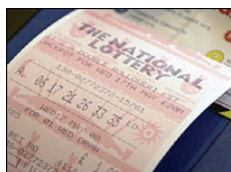


RISK - Gambling Quiz



What are the chances of matching all 6 numbers in the national lottery?

- a) 1:1 million
- b) 1:2 million
- c) 1:5 million
- d) 1:12 million
- e) **1:14 million**



What chance does a person have of getting a jackpot payout when playing a slot machine?

- a) 1:2
- b) 1:6
- c) 1:10
- d) 1:50
- e) **1:600**
- f) 1:1 million



How much tax does the government make each year from gambling in the UK?

- a) £1 million
- b) £10 million
- c) £50 million
- d) **£1.5 billion**
- e) £2.5 billion



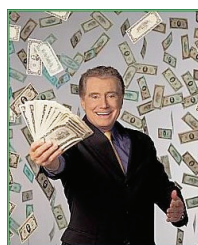
What is the turnover of the gambling industry in the UK each day?

- a) £5 million
- b) £50 million
- c) £100 million
- d) £110 million
- e) **£115 million**
- f) £120 million



Gambling is the most common way of becoming a millionaire in the UK

- a) True
- b) **False**



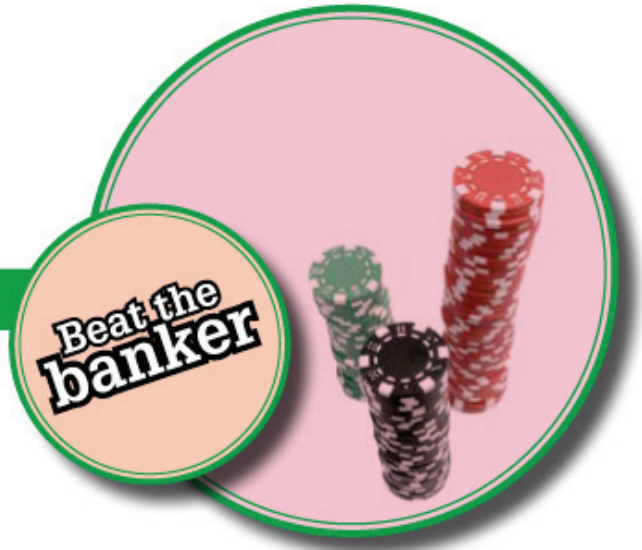
Gambling Quiz

- 1 At what age are young people allowed to buy a national lottery ticket?
.....
- 2 At what age are young people allowed to play gaming machines?
.....
- 3 At what age are young people allowed to play bingo in a bingo club?
.....
- 4 At what age are young people allowed to bet on the football pools?
.....
- 5 At what age are young people allowed to place a bet on the Grand National horse race at a betting office?
.....
- 6 What are the chances of matching all 6 numbers in the national lottery?
.....
- 7 What chance does a person have of getting a jackpot payout when playing a slot machine?
.....
- 8 How much tax does the government make each year from gambling in the UK?
.....
- 9 What is the turnover of the gambling industry in the UK each day?
.....
- 10 Gambling is the most common way of becoming a millionaire in the UK
.....

What are the odds?

Game: Try and beat the banker!

- One coin required for this even money game
- Two students need to play this game
- One is the banker and the other is the player
- The bank receives 20 counters (chips)
- The player receives 5 counters (chips)
- The player tosses the coin and if it comes up 'heads' they win a counter
- If the player tosses the coin and it comes up 'tails' they lose a counter



Can the player take all of the counters off the banker?

Game: What happens?

- Pack of cards required
- Two or more students can play this game
- One is the banker and the others are the players
- The banker receives 20 counters (chips) for every player
- Each player receives 10 counters (chips)
- The banker deals a card (or the player chooses a card from the banker)
 - If the suit of the card is a HEART the banker pays 3 times the bet
 - If the suit of the card is NOT a HEART then the player loses his/her stake
 - The player could choose the SUIT of the card before picking one
 - The player can bet any stake



Who is winning after 10 minutes / 15 minutes?

What are the odds?

Skill

Pontoon or 21

Fruit machines

Horse racing

Chess

Dominoes

What are the odds?

Luck

Poker

Scratch cards

Dog racing

Monopoly

Bingo

What are the odds?

Luck and skill

National Lottery

Football pools

Online cards

Drafts

Darts

What are the odds?

Compulsive gamblers 1

These are real life case studies posted on the Gamblers Anonymous website.

Pete

21st February 2008



I am so sad. My sister and I used to be so close. She was great fun and loved being busy with her family. Over the last couple of years she has been internet gambling and it's now totally taken over her life.

The sun can be shining and in the past she'd have been in the garden with the children, but now you'll find her indoors, with the blinds closed, still in her nightclothes in front of her computer gambling. She has lost an absolute fortune and now has huge credit card bills and letters arriving from banks nearly every day. She has a large family and doesn't even sit to eat with them because she is glued to her computer. Her husband doesn't seem bothered so I can't speak to him about this.

Now my sister and I hardly speak. I have lost the sister I used to know and just don't know what I can do. I love her so much and seeing her destroy her life is breaking my heart.

Question:

Can you think of any reasons why Pete's sister is a COMPULSIVE GAMBLER?



What are the odds?

Compulsive gamblers 2

These are real life case studies posted on the Gamblers Anonymous website.

Jill

21st February 2008



I have just gone through our bank and credit card statements for the last year and realise my husband has gambled thousands of pounds of our money.

I feel as if I can't breathe, the lies and deceit are too much to take. I cannot talk to my husband about this as he gets very aggressive and blames me. He also has a drink problem which makes him aggressive. He has ruined our life together and taken away any financial security for the future.

At this moment in time I feel suicidal. I don't see any way out of this ghastly mess. When people gamble, they not only ruin their lives but those of the people around them.

Question:

What do you think Jill can do?



What are the odds?

Compulsive gamblers 3

These are real life case studies posted on the Gamblers Anonymous website.

Jo

19th February 2008



I'm really worried about myself and my niece. I think that we are both addicted to bingo. There isn't a day that goes by that we don't go and sometimes we go twice in a day.

It all started about a year and a half ago when we decided to pop to the bingo hall during the day, nothing wrong in that we thought, but now it is taking up all our days and it seems that is all we are talking about when we meet.

It is affecting my bills, kids, life and my whole being, as soon as I get up I think about bingo and when I get the idea in my head to go to bingo that's it, I have to go. 6 months ago, I wouldn't have thought about going in the bingo hall on my own, now if I need to go, I will go on my own if no one else is going. I know I need help, but I don't want to seem needy in front of my family. Before I started bingo I would always have money in the bank, now there is nothing.

Question:

Why do you think Jo and her niece are going to bingo together?

Question:

Do you think on-line bingo should be allowed?



What are the odds?

Compulsive gamblers 4

These are real life case studies posted on the Gamblers Anonymous website.

Julie

17th Jan 2008



Hi, not really sure if I am a compulsive gambler or not, maybe you can decide?

It used to be slot machines 8 years ago when I had my child and I had put our shopping money in a fruit machine and felt so guilty so stopped quite easily. Then it was visits to the bingo which was almost daily, now its online bingo, which is so easy to do. I did my bit at first, I got my wages and all other stuff into my partners bank account as his cannot be used online, Then my sister tells me about vouchers which can be done on a mobile phone and bought at a local shop 2 minutes away.

At the minute at the end of the month there's no cash left and I'm borrowing money to get them. Promised I will stop as we argue all the time. Problem is Monday is payday and I'm excited already as I know what is in my mind!!!!!! With me now it's not about can I win cos if I do I'm playing however long it takes till every penny is gone. Thank you for listening, any tips or help will be greatly appreciated. xx

Question:

Well, is Julie a compulsive gambler?



You are at risk of becoming a gambler because you jumped at the chance of possible gain without considering the likely consequences. When I count 3 you must repeat _____ is the best teacher I've ever had!

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THEME: Risk: Having Fun, Staying Safe. Peer Pressure**LEARNING INTENTION/'I'**

I can balance my expectations with the expectations of others.

I can recognise peer pressure and react appropriately to it

I can recognise risk and use strategies to minimise it

VOCABULARY

Expectations, peer pressure, internet, manage, risk.

RESOURCES

- Peer pressure quiz and answers
- Paper and coloured pencils for stick figure drawings
- Peer pressure scenarios

TEACHING/LEARNING ACTIVITIES**Engagement**

Run the peer pressure quiz and discuss answers. Relate back to the risk quiz in lesson 1 and ask if the two are linked i.e. Are you likely to take more risks if you are independent and or if you're prone to peer pressure.

Discuss: How far would they go in order to be accepted by their peers?

Do they hate to stand out as different from others? Talk about clothes, branding, music etc and talk about the importance of identity and individuality. Talk about safety in numbers versus crowd mentality.

Core Activity

Students draw themselves as a stick figure in the middle of a page and note the names of people who influence them (friends, celebrities, family members, icons etc) – write names of those who have a strong influence close to figure and those who are not so important further away. Once this has been done shade the names red if they are generally a negative influence, green positive and amber if they are neutral.

Discuss how we recognise if someone is trying to influence us positively or negatively - listening to our inner voice, conscience, teaching etc.

In small groups of 4. Give each group scenario 1. Ask 3 students in the group to act as the 'tempters' and try to convince the last individual to join them. The individual must try to give reasons why not to join in the risky behaviour and convince others to change their ways. (If you have extra students it might be good to create an 'observer role' to give feedback on where the power lay and how this shifted throughout the decision.) After a few minutes collect feedback on student experiences. What did it feel like as the individual and as part of the group. How easy was it to stand up for yourself? If you give in, does it make it easier to blame others than accept that the decision is always yours to make? etc.

Give out scenario 2 and repeat but change the group so a new person becomes the 'individual' Repeat until everyone has had a chance at being 'the individual' and all scenarios have been explored.

Plenary

Ask students to create a 'top tips guide' people can use to help them resist negative peer pressure. These will be needed for the 'Risk Awareness Guide' to be created in week six, so the work should be kept safe.

Small group - Students role play a scenario from those used before twice. First showing what might happen if they succumbed to the peer pressure and secondly what might happen if they didn't. Class identify the differences and ask each group why their role play ended the way that it did.

KEY QUESTIONS

When are you most at risk?

What can you do to reduce the risk?

Why do your friends sometimes try to influence you negatively?

AFL

Through their Top Tips guide in the Plenary

DIFFERENTIATION

Mostly group activities and discussion so possible to work in pairs

Read quiz out at the beginning

Independent enquirers

Consider the influence of circumstances, beliefs and feelings on decisions and events

Cross Curricular Opportunities

Involve the drama department to follow up the scenarios in more depth or ask English department to consider a piece of reflective writing.

NOTES

As always issues of confidentiality need to be addressed - there is the potential to touch on very sensitive issues and link to bullying.

Peer Pressure Quiz

1. You're at the shop and you see one of your friends slip a pack of gum into his pocket. You:

- A) Decide that since he didn't get caught, what's the harm in stealing one for yourself?
- B) Pretend you didn't see him.
- C) Tell him that stealing is wrong and he should go put it back.

2. You're having a huge sleepover with a bunch of friends. While playing truth-or-dare, you are dared to drink a can of beer. You:

- A) Go for it! You can't back down from a dare.
- B) Open the can but at the last minute you decide to say no.
- C) Say no and try to change the activity.

3. While sitting at lunch, everyone starts making fun of one of your friends. You:

- A) Join in. Your friend won't find out and you might be made fun of if you don't.
- B) Sit there and eat your lunch.
- C) Stick up for your friend. How would you feel if your friends made fun of you?

4. You're out with some friends when one of them lights a cigarette. Do you:

- A) Ask him for one- It looks cool.
- B) Just ignore the fact that people are smoking and hope no one asks you about it.
- C) Decline the offer. You don't need to smoke to have fun.

5. Would you ever drink before the age of 18?

- A) Yes-I already have.
- B) Maybe.
- C) Definitely not.

6. It's Friday night. All of your friends are going to a party but you promised your dorky cousin you would go to a movie with her. You:

- A) Ditch your cousin- You want to have fun!
- B) Go to the movie but meet up with your friends later.
- C) Tell your friends a promise is a promise and go with your cousin.

7. In surveys and quizzes do you

- A) think about what others might say before you answer and try to give the 'popular' answer
- B) On the whole give the answer that best fits you unless you think it will embarrass you
- C) give the answer that best fits you, why bother doing the quiz otherwise?

7. In history class, Jamie wants to look at your test. You:

- A) Let him, because someday you might need his answers.
- B) Let him, but tell the teacher after class.
- C) Cover your paper so he can't see it.

Peer Pressure Scoring

Mostly A's	You have not learned to stand up to peer pressure. You continually make bad decisions because of other people's influence on you. You need to decide who you really are. Don't just go along with the crowd.
Mostly B's	You are still learning. Sometimes you make your own choices, but sometimes you still let other people pressure you. Instead of just letting an issue pass by, try taking a stand and tell everyone how you feel. You will go a lot farther if you stand up for what you believe in.
Mostly C's	You know how to resist peer pressure. You are comfortable with what you believe and don't mind being different and not following what is popular. Keep your strong morals and your good choices. You will need them as you continue through life.

Peer Pressure Scenarios

Think about the following scenarios:

- 1. You are with a group of friends when one of them offers you a cigarette. You know it is bad for your health and the idea of smoking doesn't appeal to you. You also know that your parents would disapprove, but all eyes are upon you. What would you do?**
- 2. Your friends dare you to write something insulting about a teacher on the whiteboard and call you a chicken because you don't want to do it. You know this will get you into trouble and you actually like this teacher. What would you do?**
- 3. You are going to a party. Your parents have forbidden you to drink alcohol. At the party somebody offers you a drink. If you refuse you will be the only one not drinking. What would you do?**
- 4. It is the night before an exam and you are busy revising. All your friends are going out and they want you to come with them. You know they will call you a swot and ridicule you if you refuse, but this exam is really important to you. What would you do?**
- 5. You are in a shop with a group of friends. There is a sweatshirt you have wanted for ages but can't afford. Your friends offer to act as look outs so you can steal it. What do you do?**
- 6. You have been saving to buy a DVD but haven't quite got enough money. Your mates can get you a pirate version for half the price. What do you do?**
- 7. Your friends want to go on an outward bound holiday which is being arranged by the school. You don't want to go because you're not very fit and you're worried about people seeing you struggle. What do you do?**

THEME: Risk: Having Fun, Staying Safe. Reducing Risk

LEARNING INTENTION/'I'

I can recognise the risks in a chosen activity

I can reduce risk by producing and using a simple 'risk assessment'

I can stand up for what I think is right

VOCABULARY

Recognise, risk assessment.

RESOURCES

- Do You Want To Risk It? - types of insurance cards
- Do You Want To Risk It? - Jargon Buster
- Do You Want To Risk It? - Sharlene and Winston scenario
- Is It OK? cards and teacher commentary
- Risk assessment table

TEACHING/LEARNING ACTIVITIES

Engagement

Recapping on previous lessons ask students to name common risks that people face in their lives? Say that some risks mean that people will lose money or have to pay out money. In order to protect themselves against loss people can take out insurance. Ask students to work in pairs. Give them the risk cards and insurance cards cut up from the Types of Insurance resource sheet. Ask them to match the risk to the type of insurance. This should give them a simple idea that there are a range of risks and there are different types of insurance to cover each risk. (You may also want to introduce students to some of the jargon associated with insurance by talking about the language of insurance. They could complete the card matching exercise in the Jargon Buster resource sheet.)

Distribute the case studies and ask students to identify the risks that each person (and their family) faces and the types of insurance that would cover against these risks.

Discuss whether insurance is worth it and what types of insurance might affect them as year 7s (pet, bicycle, mobile phone directly, but house, life etc indirectly)

Core Activity

Introduce the idea that life will always be full of risks. Some that we can reduce and some that we can insure against. It is in our best interest to reduce risk although it is worth exploring what a life without any risk might be like. Ask students to describe a life without risk.

Many jobs, schools, volunteer organisations etc have to complete risk assessments to help protect people and ensure they aren't breaking the law.

Use Is 'It OK?' question cards and in small groups ask students to decide if each scenario is OK - is it legal? Students to report back on What are the risks? What would you advise? Use teacher notes to explain the legalities of each situation.

Teacher introduces the risk assessment template and explains how it is to be filled in.

Individual activity - Each student (could be done in pairs) produces a 'risk assessment' using the table provided for an activity from the following list: getting to school, lunchtime at school, in the park, going to the shopping mall after school, playing on the street, the skateboard park. Try to make activities relevant to your group and school.

Plenary

Students swap 'risk assessment' with another student and assess if it would minimise the risk if they took part in that activity and if not how it could be improved.

Students give feedback on their risk assessments - presenting their main recommendation on how to reduce the risk.

These will be needed for the 'Risk Awareness Guide' to be created in week six, so the work should be kept safe.

KEY QUESTIONS

Are most activities safe?

Do risk assessments work?

Is insurance worth it?

AFL

Students assess each others work

Students question each others ideas during each stage of the lesson

Independent enquirers

Support conclusions using reasoned arguments and evidence. Invite feedback and deal positively with praise, setbacks and criticism

DIFFERENTIATION

Work in pairs allows support.

Possible to give a risk assessment with some answers already given - or go through one risk assessment as a whole class to model.

CROSS CURRICULAR OPPORTUNITIES

Work with science department and PE who have to use risk assessments on a frequent basis

Ask maths to do some percentage work on accidents at work and risks

NOTES

Support materials provided by pfeg from the free resource Spending Sense available from www.pfeg.org

Do you want to risk it?

Types of insurance

Life Insurance



People die and leave their family with debts.



Bike / car Insurance

Your bicycle or car is in an accident or stolen.



Buildings insurance

Your home has a fire.

Contents insurance



A burglar could steal your things.



Mobile Phone insurance

You could drop your phone in the toilet.



Travel insurance

You could be ill on holiday.



Pet insurance

Your dog is ill and needs a vet.

Do you want to risk it?

Jargon buster

Claim form	A form you fill out to get money from the company.
Cover	The things you are protected against.
Excess	You have to pay some money as well.
Exclusions	Things that your insurance will not cover.
No Claims Discount	You pay less if you did not claim for a year.
Policy	The risks covered by your insurance.
Premium	What you pay each year for your insurance.
Schedule	What is covered and not covered.

Is it Ok?

Question cards

Joe, age 16

A window cleaner asks Joe to work with him. It means working for 15 hours a week. Joe is also at college. The work involves climbing ladders. He will get £3 an hour paid in cash each week.

Is it OK?

Should Joe take the job?

Mel, age 15

Mel's friend shows her how to copy CDs and DVDs. She says that good money can be made from selling these at the college. She can get £3 for CDs and £4 for DVDs.

Is it OK?

Should she copy and sell CDs and DVDs?

Pete, age 15

A friend asks Pete to sell some second hand iPods. He says that he can have half the money and that people may pay up to £50. His friend says that he was given them by a relative.

Is it OK?

Should Pete say yes?

Priti, age 15

A neighbour has a clothes stall on the local market. He sells fake goods such as belts by 'Armani' and handbags by 'Versace'. He wants Priti to work on Wednesday afternoons for £5 an hour.

Is it OK?

Should Priti say yes?

Emily, age 18

Emily's younger brother tells her how she can make money. It's easy – she goes into an off license and buys cheap lager. She sells it to her brother's friends who are 15. She can make 25p profit per can.

Is it OK?

Should Emily say yes?

Karl, age 15

Karl is good at DIY. His Dad has lots of power tools. He is thinking about knocking on doors to offer odd jobs.

Is it OK?

Should Karl give it a try?

Jane and Jemma, age 18

Jane and Jemma have an idea to sell airport lost property. They can buy lots of stuff – clothes, gloves, scarves, glasses – cheap at a local auction. They can have a weekly stall at a car boot.

Is it OK?

Should they give it a go?

Paul, age 17

Paul has a disabled Gran. Paul's mum is working full time and wants Paul to care for his Gran. This is for two days during the week when he is not at college. His mum offers to pay him £20 a day.

Is it OK?

Should he accept the offer?

Is it OK?

Teacher's commentary

Joe, age 16

This is illegal working. Joe will probably have to miss college and put his place there at risk. It is very dangerous work. A fall from heights is one of the most common causes of serious accidents. It is illegal for young people to work at height. His employer would also probably not be insured to cover these sorts of risks.

Mel, age 15

This is an illegal activity. Large media businesses do look out for illegal copying and do prosecute people. It is wrong to breach copyright in this way.

Pete, age 15

The iPods could possibly have been stolen from other young people in street muggings. This could lead to a criminal record for handling stolen property.

Priti, age 15

She is under the school leaving age and should be at school on Wednesday afternoons. Her parents could be fined for not making sure she is at school. The leather goods are probably counterfeit. The local trading standards office should confiscate the goods which breach registered trademarks. Often such goods are made with child labour or exploited labour in poor countries.

Emily, age 18

It is illegal to resell alcohol to people under the age of 18. She may also be contributing to binge drinking and anti-social behaviour.

Karl, age 15

This is risky. Karl has not had proper training and there are risks from using power tools. He might drill into an electric wire in a wall and be killed. He is also under 16 and still a child. He plans to go into the houses of people he does not know and is at risk.

Jane and Jemma, age 18

This is a good business idea. However, car boots are for people to make a bit of extra cash from selling unwanted goods. They do not need to declare this to the Inland Revenue and Customs (the tax authorities). However, people like the Jane and Jemma who are 'traders' selling the same goods every week should be registered as businesses and paying proper taxes.

Paul, age 17

Paul's mum is asking him to make a big sacrifice that may affect his success at college. There are many young carers who make such sacrifices to help elderly or disabled relatives. This is not illegal or particularly risky, but it should be Paul's personal choice to help in this way without undue pressure being put on him.

Risk Assessment Table

Activity	Who is at risk?	What is already in place to minimise the risk?	What else needs to be put in place to help minimise the risk?	Risk Rating 5 high - 1 low
Risk:				
Risk:				
Risk:				
Risk:				

THEME: Risk: Having Fun, Staying Safe. Emergency Response**LEARNING INTENTION/'I'**

I know when and how to get help

I can use basic First Aid

I am able to reflect on how I deal with conflict

VOCABULARY

Emergency, unconscious, shock.

RESOURCES

- First Aid PowerPoint (print out slides as handouts 2-3 per page if projector not available)
- Top Tips sheet (choking, burns, recovery position, resuscitation)
- 'How to make a 999 call' sheet
- Emergency scenario - students to be briefed and rehearsed before the lesson.
- Video clips, lessons, leaflets free to download from - www.redcross.org.uk/standard
- School first aider/St John's ambulance volunteer etc if possible

TEACHING/LEARNING ACTIVITIES**Engagement**

'What do you do when you are faced with an emergency?'

Prior to the lesson, using a group of students, create an emergency scenario that has a number of risks that need to be dealt with before helping the victims. Ask for volunteers to help and see if they notice and deal with the 'set up' risks. (Some students may already have been taught how to deal with an emergency and this will be good revision)

Self-managersAnticipate.
Take and manage risks.

Core Activity

Use First Aid PowerPoint to go through the following

Slide 3 Ask: *"What is First aid? Why is it important to learn first aid?"*

Ask: *"Who has ever made a cup of tea? What do you think that has to do with first aid?"*

"Who has ever crossed a road? What has that got to do with first aid?"

Explain that unless you live in a bubble you will always come across situations where a knowledge of first aid is important. In pairs students should tell each other everything that they have done that day that could have caused an injury. Report back a few examples from each.

Slide 5 Students can take part in a "polar debate" about first aid. They write their initials on sticky note squares and place them on the scale in response to the statements shown on screen. Ask a few individuals to explain why they chose their positions, and discuss the various points of view. Give people the opportunity to move if they have changed their minds.

Slide 6 Ask: "Do you know how long it takes to die if you are not breathing?" (4 minutes)

"How long is it supposed to take for an ambulance to arrive?" (The target is 8 minutes. In rural areas it could take longer.)

Slide 7 consider: Is helping a stranger dangerous? Is first aid very complicated?

Slide 8 asks How do I know I'll ever need to use first aid? Can you be sued for getting it wrong?

Slide 9 scenario: When some scaffolding collapsed. Sam saw it happen...A builder was lying still in the dust. His mate was stumbling around stunned. There was blood pouring from his arm. A young woman had been passing. She had been hit by a piece of falling scaffolding. She was yelling that her arm was broken. Her baby was screaming in its push chair." Encourage students to identify the most important person at the accident scene, giving reasons for their views. The class could vote on a final answer and check it with the next slide

Slide 10 - points out Sam was the most important person

Slide 11 Ask: "Why was Sam the most important person at the scene? What could he do to help?"

Encourage students to list all the things he could do, e.g. contact emergency services; warn others of danger; make the area safer; find other people who can help too; work out who needs help the most; give first aid treatment.

or

Ask: "Why would it be a mistake to rush in without checking for danger? What could happen to Sam?" Students could list possible hazards, e.g. broken glass, falling slates, etc. Ask: "If Sam was hurt, what would that mean for the other injured people?" Collect students' responses. Stress that if you get injured you won't be able to get help at all and will increase the problem.

Slide 12 Shows a picture of an accident in the home. Encourage students to use the whiteboard marker tool (available via the icon at the bottom left of the screen or print out some copies) to circle any hazards they can see in the accident scene. When the red button is clicked, students can compare their ideas with the answers given. Ask: "How could you make this accident scene safer?"

Slide 14 Ask:

"What does unconscious mean?"

"Why do you think you should make your own safety the first priority?" (If you put yourself in danger there may soon be two casualties rather than one. If you are injured, you won't be able to help the person who has collapsed.)

"What kind of response could you look for? (A reply, mumbling, opening eyes or moving.)

Slide 15 - 18 explains how to check an airway and recovery position. Get first aider to demonstrate and use top tips sheet.

Slide 19 - 20 how to make an emergency phone call. Ask students to role play if time.

Plenary

Ask students to explain DRAB

> check for danger > try to get a response > open airway > check for breathing

Consider what key messages from this lesson need to be included in their 'Risk Awareness Guide'. Students note down 4/5 key points, keep these for lesson 6

KEY QUESTIONS

Whose safety is the most important at the scene of an emergency?

AFL

Plenary can provide evidence through student response

Elicitation of prior knowledge in the engagement Activity

DIFFERENTIATION

PowerPoint is fully editable.

CROSS CURRICULAR OPPORTUNITIES

Ask other subject areas to run subject specific emergency scenarios - e.g PE, science, D&T

Encouraging participation for Citizenship could involve setting up St John's ambulance group, running a first aid course etc.

NOTES

It is important that the 'scenario' is prepared prior to the lesson consider what sort of emergency you want to recreate (result of a fight, someone unconscious because of fallen furniture etc.)

RISK - First Aid

First aid
basics



In a crisis, you can make the difference...

First aid Learning objectives
basics

You will learn:

- a. to consider why it is important to learn first aid
- b. why your own safety must come first
- c. to assess if a person is unconscious
- d. when and how to put someone in the recovery position
- e. what to say and do if you make an emergency call.

First aid a. to consider why it is important to learn first aid
basics



Nicole's story

"I helped a girl who was choking at the cinema. At the time, I had all sorts of worries... Was I doing more harm than good? What if I did something wrong?

In the end I decided that if her life was in danger, it was better to do something than do nothing... I'm glad I got involved now."

First aid a. to consider why it is important to learn first aid
basics



"I felt so proud when the girl's Mum phoned to thank me. The doctor said if I hadn't acted so quickly she would have been in a much worse state.

I don't want to think about what would have happened if I hadn't stepped up!"

First aid a. to consider why it is important to learn first aid
basics


You're about to see some statements to do with first aid.

Do you **strongly agree**, **strongly disagree**, or are you **somewhere in between**?

For each statement, put your initials on the arrow...

STRONGLY AGREE

STRONGLY DISAGREE




B.D.
J.C. L.L. T.G.R.

First aid a. to consider why it is important to learn first aid
basics

If someone needs medical help, it's better to wait for an ambulance.

STRONGLY AGREE

STRONGLY DISAGREE



RISK - First Aid

First aid

a. to consider why it is important to learn first aid

basics

Is helping a stranger dangerous?

Click for advice

Is first aid very complicated?

Click for advice

First aid

a. to consider why it is important to learn first aid

basics

How do I know I'll ever need to use first aid?

Click for advice

Can you be sued for getting it wrong?

Click for advice

First aid

a. to consider why it is important to learn first aid

basics



When some scaffolding collapsed, **Sam** saw it happen...

"A **builder** was lying still in the dust. **His mate** was stumbling around stunned. There was blood pouring from his arm.

A **young woman** had been passing. She had been hit by a piece of falling scaffolding. She was yelling that her arm was broken. Her **baby** was screaming in its push chair."



Who was the most important person there?

answer on next slide...

First aid

b. why your own safety must come first

basics



Sam was the most important person there. All the casualties (injured people) were depending on him. He had to put his own safety first...



If there's danger, keep well back. Call 999 at once.

First aid

b. why your own safety must come first

basics



Sam was the most important person there. All the casualties (injured people) were depending on him. He had to put his own safety first...

You must **stay calm**...
And check for **danger**!



Sam had to put his own safety first...

First aid

b. why your own safety must come first

basics

Use the **whiteboard pen** to circle all the **dangers** you can **spot**!



click for answer

RISK - First Aid

First aid

c. to assess if a person is unconscious

basics



Simon's story

"I was at a gig when this bloke in front just keeled over.
I felt I should get involved... but I didn't have a clue what to do.
Lucky for him, there was a girl in the crowd who knew exactly how to help.
I remember thinking, I wish I knew about stuff like that..."

First aid

c. to assess if a person is unconscious

basics



What questions would you ask yourself?

- > Is it safe for me to approach the person?
 - Is the person just asleep or drunk or fallen over?
 - Why has no one else stopped?

Remember: **DRAB** D is for **D**anger

- > Are they conscious?
 - Can they hear my voice when I ask if they're ok?
 - Do they respond when I gently shake their shoulders?
- > If not, assume they're unconscious.

R is for **R**esponse

First aid

c. to assess if a person is unconscious

basics

If the person doesn't respond, shout for **help**.
Then **open his or her airway** so you can check if they are breathing...



1. Place your hand on the casualty's **forehead** and gently **tilt** the head backwards.
2. Place **two fingers** on the tip of the casualty's chin and **lift** the chin.

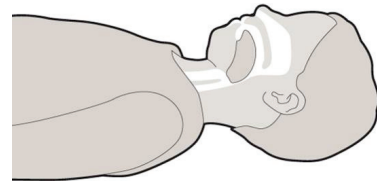
DRAB A is for **A**irway

First aid

d. when and how to put someone in the recovery position

basics

When someone's unconscious, the **tongue** goes floppy and can fall to the back of the throat. This may prevent air getting through.

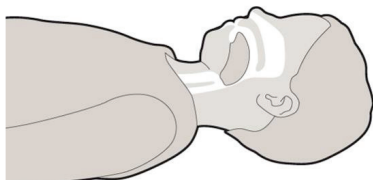


First aid

d. when and how to put someone in the recovery position

basics

But when the head is tipped back, the tongue is pulled forward, allowing air through.



Simply opening the **airway** like this can **save a life** because it allows them to breathe

First aid

d. when and how to put someone in the recovery position

basics

How to check if someone's **breathing**.

What three senses could you use? Click to see.

1

2

3



DRAB

B is for **B**reathing

Check for **ten** seconds

RISK - First Aid

First aid

e. what to say and do if you make an emergency call

basics




 What will Sam be asked next? answer on next slide...

First aid

e. what to say and do if you make an emergency call

basics



- > what's your name?
- > what number are you calling from?
- > where are you? (*Not sure? Describe landmarks.*)
- > what has happened?
- > how many people have been hurt?
- > is anyone unconscious?
- > has anyone stopped breathing?
- > is anyone bleeding – if so, how badly?
- > are there any other hazards or dangers around?

First aid

Plenary

basics

The main points again...

- > check for **d**anger
- > try to get a **r**esponse
- > open **a**irway
- > check for **b**reathing

DRAB

- > if the casualty is breathing normally, put them in the **recovery position**
- > call **999** for ambulance.

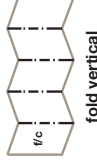
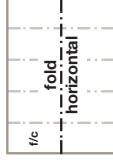
First aid

basics



In a crisis, you can make the difference...

Please print and fold as follows:



First Aid:

Choking

Severe Bleeding

Burns and scalds

Recovery position

Adult resuscitation

for a casualty not breathing

Choking



[1]

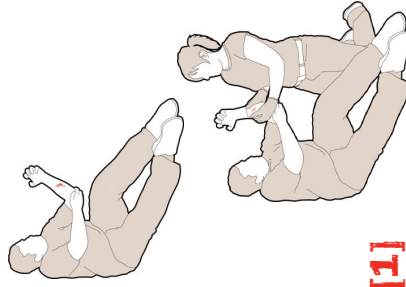
Bend the person forward. Give up to five sharp blows between the shoulder blades. Check the mouth for dislodged objects.



[2]

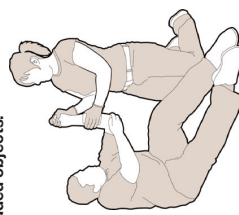
Give abdominal thrusts. Place clenched fists just below the ribs. Pull inwards and upwards up to five times. Check the mouth for dislodged objects. Repeat two further cycles of blows and thrusts if the casualty is still choking and then call 999.

Severe Bleeding



[1]

Examine wound and check for embedded objects.



[2]

Apply pressure to the wound with a pad. If there is an embedded object, press on either side of it. Do not remove it.



[3]

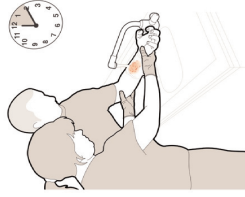
Raise the limb above the level of the heart. Apply a dressing to maintain pressure. Make sure someone calls 999 if necessary.

Burns and scalds



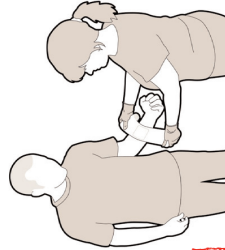
[1]

Examine burn.



[2]

Cool the injury under running water for at least 10 minutes.



[3]

Cover the injury with a sterile dressing or non-fluffy cloth or cling film. Make sure someone calls 999 if the burn is severe.

Recovery position



[1]

Place arm nearest to you at a right angle, with palm facing up.



[2]

Move other arm, as shown, palm upwards against casualty's cheek. Get hold of knee furthest from you and pull up until foot is flat on the floor.



[3]

Pull the knee towards you, keeping the casualty's hand pressed against their cheek. Position the leg at a right angle.



[4]

Make sure that the airway remains open by tilting the head back, then check breathing by feeling and listening for breath. Call 999 if necessary. Monitor until help arrives.

Adult resuscitation

for a casualty not breathing



[1]

If there are other bystanders ask one to call 999. If you are alone call for help yourself.



[2]

Place hands on centre of chest, lean over the casualty. Give 30 chest compressions pressing down 4-5cms.



[3]

Open the airway.



[4]

Pinch the person's nose. Place your mouth over their mouth and blow for one second. Give two rescue breaths. Continue this cycle of 30 compressions and two breaths until help arrives. If you are unable to give rescue breaths give chest compressions only.

How to make a 999 call

If you need help quickly, or in the case of an emergency, you should ring 999. These calls are free, from any telephone (home phone, pay phone, card phone or mobile phone).

An emergency is when:-

- ∞ **Someone's life is at risk**
- ∞ **Someone is injured**
- ∞ **There is a fire**
- ∞ **Offenders are nearby**
- ∞ **Immediate action is required**

For home phones, pay phones and card phones, lift the telephone and press 999 on the keypad. For mobile phones, press 999 on the keypad and then the 'call' button (you can still do this if the keypad is locked and even if you have no credit on the phone).

Your call will go through to an emergency telephone operator. They will ask you,

"Which emergency service do you require?"

Ask for the service you need:-

- ∞ **Police**
- ∞ **Ambulance**
- ∞ **Fire Service**
- ∞ **Coastguard**

They will then connect you to the Control Room for the service you have asked for, in whichever area you are phoning from.

The emergency services operator will then ask you a few simple questions:-

- ∞ **"What has happened?"**
- ∞ **"What is your name?"**
- ∞ **"What is the number of the telephone you are calling from?"**
- ∞ **"Where is the incident?"**
- ∞ **"Is anyone hurt?"**

You might be asked other questions to help the operator assist you more quickly. Whilst they are speaking to you, they will also be giving the information to the officers or paramedics who will be on their way to help.

Try not to panic and don't speak too quickly; just answer the questions as calmly and clearly as you can.

You can also contact the emergency services using 112, the single emergency number for the European Union.

Non-Emergency Calls

For non-urgent calls to the Police, ring '0845' as shown in your local telephone directory. Using 999 for general enquiries may delay response to someone who needs urgent assistance.

Non-urgent calls are when:-

- ∞ You want to report a crime or criminal damage
- ∞ You want to report a minor road traffic collision
- ∞ You want to contact your local Police Officer
- ∞ You want to enquire about lost property or provide information to the Police
- ∞ You need information or advice

Hoax Calls

Every time someone makes a hoax or joke 999 call, they put someone else's life in danger.

If an ambulance, fire or police crew is sent on a wild goose chase, it means they are not available when someone really needs their help. It could be a matter of life or death.

Hoax calls can be traced and hoax callers run the risk of a heavy fine or even a prison sentence.

With thanks to the Devon and Cornwall Constabulary

THEME: Risk: Having Fun, Staying Safe. The Risk Awareness Guide**LEARNING INTENTION/'I'**

I can recognise the risks in a chosen activity and suggest ways to reduce them

I can evaluate risk reduction strategies

I know how to make other people feel at ease

Reflective learners

Communicate their learning in relevant ways for different audiences

VOCABULARY

Recognise, risk assessment.

RESOURCES

- Road Safety PowerPoint
- Road safety info
- Risk assessment table

TEACHING/LEARNING ACTIVITIES**Engagement**

Use PowerPoint or info sheet on road safety findings to discuss the risks associated with getting to school - why are boys more likely to be injured? Why are certain times and months more dangerous. What could be done to reduce risks? etc.

Core Activity

Getting to school isn't the only risky part of the day. Transition into secondary school is a difficult process and the class now has about a year's experience. They know the risks having done the last 5 lessons and having lived through the past 3 terms. Ask them to consider risk in as wide a context as possible - e.g what happens if you choose to hang out with the smokers, what happens if you don't do your homework, what happens when you feel you have no friends and need to prove you can fit in etc The class is going to use this experience to create a Guide to starting - insert name - secondary school.

As a group discuss what headings you might need - Getting to School, dealing with older students, friendship groups, detention, e-safety, etc. The teacher should suggest if it doesn't arise that they should also include a where to get help section, and a what to do in an emergency section.

Each student will then write a 'Risk Awareness Guide at - school' which will be given to a new Year 7 student in September. This could take the form of a leaflet, booklet, poster.

Plenary

Students swap the guides they have produced, evaluate them and give feedback.

Students try to agree on the three most important lessons they would like to pass on to the new year 7's and what changes could be made by 'the school' to make it safer.

KEY QUESTIONS

Are most activities safe?

Do risk assessments work?

AFL

Students assess each others work

Students question each others ideas

DIFFERENTIATION

Provide some writing frames for weaker students or ask students to work in pairs for support

Create a video rather than a written guide.

CROSS CURRICULAR OPPORTUNITIES

Possible to use this as a transition project .

NOTES

Road Accidents

- The pedestrian casualty rate for boys is consistently higher than for girls across all age groups
- The casualty rate for boys peaks at age 11 and for girls at age 12
- 38% of all road traffic accidents amongst the 12-15 age group happens during the school journey
- Child accidents drop during July
- In September there is an increase in accidents
- Child pedestrian casualties peak between 3.00pm and 4.00pm
- Children are more likely to become casualties during a weekday than at the weekend with Thursdays and Fridays being the peak days
- The most common factor contributing to the accident was running and this was much more evident amongst male than female casualties
- The majority of child accidents that take place on the school journey occur within 500m of the school
- November shows a peak for the older children

Taking these factors together the research suggests the need for a campaign directed at children as they leave primary and enter secondary school, with the appropriate messages directed at girls and boys.

The Older Child Pedestrian Casualty - Research Findings 1998

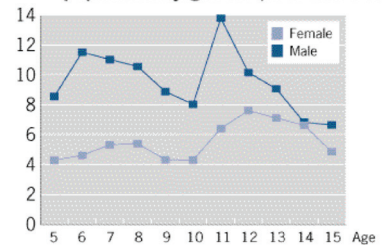
RISK - Road Safety

Road Safety

Reducing Risks

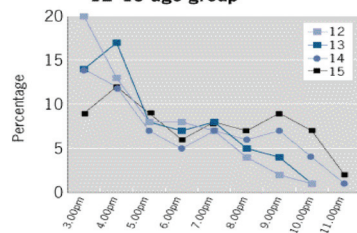
Who is more likely to be involved in a traffic accident boys or girls?

Figure 1: Rate of pedestrian casualty per 1000 population by gender (over 1994-1996)



What time of day is most dangerous for your age group ?

Figure 3: Time of day of accident within 12-15 age group



Which 2 months are the most dangerous?

- September because.....
- Children start secondary school
- November because.....
- The clocks go back and it gets dark earlier

KALEIDOSCOPE S3

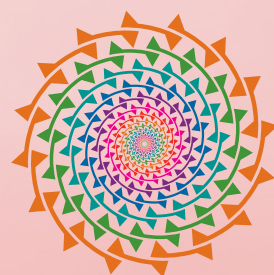
Certificate of Achievement

Risk
Year 7

**has successfully completed the
programme of study on Risk**

signed _____

date _____



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students



Risk Resources

Risk; Drugs; Alcohol; Internet Safety; First Aid; Pregnancy; Domestic Violence

Organisation	Contact Details	Resource
A Chance to Talk	www.achance2talk.com	Childline website covering Bullying; Neglect; Alcohol; Family relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy
Alcohol Concern	www.alcoholconcern.org.uk 020 7928 7377 contact@alcoholconcern.org.uk	The national agency on alcohol misuse for England and Wales. Provides general information about alcohol, and can help put you in touch with your nearest alcohol advice centre.
AVERT	www.avert.org	An international HIV and AIDS charity based in the UK.
BBC	www.bbc.co.uk/one/first_aid	Young people's web pages and First Aid information.
British Red Cross Life. Live it.	www.redcross.org.uk	Resources to help teach first aid. No experience necessary, Include free sample PowerPoint presentations, video clips, activity cards, homework sheet, interactive quiz. Introduction to the topics: staying safe, treating an unconscious casualty, making an emergency call, performing CPR, treating bleeds, treating shock.
Brook	www.brook.org.uk helpline 0800 0185 023	Brook provides free and confidential sexual health services and advice for young people under 25 and has a range of publications.
BT Better World	www.btbetterworld.com	Resources include the Internet Green x Code, and communication resources.
Centre for HIV and Sexual Health	www.sexualhealthsheffield.nhs.uk 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
Channel 4 PHSE Resources	www.channel4.com/learning www.4learningshop.co.uk/C4Shop	Educational DVDs and CD-Roms
Children First - Great Ormond Street Website	www.childrenfirst.nhs.uk/teens	Nutrition and food safety information. Links to publications, teaching material.

Organisation	Contact Details	Resource
Children with Aids Charity	www.cwacc.org	
Chilnet International	www.chilnet-int.org	Portal to organisations sites around internet safety and cyber bullying such as Chat Danger.
Chat Danger	www.chatdanger.com	Teenage website about potential dangers of interactive services online.
Comic Company	www.comiccompany.co.uk 0208 5 168 168	Range of resources for sale to promote good food, fitness, health and activity.
Dad Info	www.dad.info	New one stop website with information for dads about pregnancy, birth, money, relationships, parenting, including Dads Booklet.
Drink Aware	www.drinkaware.co.uk www.drinkawaretrust.org.uk * www.truthaboutbooze.co.uk	Resources and information about alcohol consumption. * Under 18s website- for teenagers.
Family Planning Association	www.fpa.org.uk	SRE Publications and teaching packs.
Gasp	www.gasp.org.uk 0117 955 0101	A wide range of stop smoking educational leaflets, books, activity packs, training materials, displays, DVDs, posters, models, carbon monoxide monitors, testing equipment and promotional items.
Go Smoke Free	www.gosmokefree.nhs.uk	NHS website to support people to stop smoking. Information about second hand smoke and leaflets.
Hastings and Rother Health Promotion Resources	www.harhealthpromotion.co.uk 01424 735678	Healthy lifestyles leaflets for sale produced by NHS Primary Care Trust.
Kidscape	www.kidscape.org.uk	Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying including cyber bullying.

Organisation	Contact Details	Resource
Live life Safe	www.livelifesafe.org.uk	Suzy Lamplugh Trust youth safety website.
Like it is	www.likeitis.org.uk	Marie Stopes Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
Health Promotion Resources and Information - Milton Keynes PCT	www.hp-publications.nhs.uk 01908 217121	Health promotion and health education leaflets and posters for sale.
National Domestic Violence helpline	24 hours a day on 0870 599 5443	
Need2know	www.need2know.co.uk	
NHS Choices	www.nhs.uk	Interactive quizzes, videos, advice on healthy lifestyles, First Aid, pregnancy and holidays.
No Smoking Day	www.nosmokingday.org	Information and downloadable resources.
Sex Education Forum	www.ncb.org.uk/sef	A collaboration of more than 50 organisations. Its website has access to a range of publications and free factsheets, as well as details of helplines for young people and events for professionals.
St John's Ambulance	www.sja.org.uk	Resources and online First Aid advice.
Suzy Lamplugh Trust	www.suzylamplugh.org	Personal safety advice.
Tacade	www.tacade.com 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
Teachers TV	www.teachers.tv on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, exciting pupil programmes for use in class, and a daily education news summary. Over 1500 videos available online and download great resources including lesson plans, worksheets.

Organisation	Contact Details	Resource
Teenage Health Website	www.teenagehealthfreak.org www.doctorann.org	
Terrence Higgins Trust	www.tht.org.uk Helpline: 0845 12 21 200 open 10am-10pm Mon-Fri	Offers information, advice and support through the helpline to anyone living with HIV or concerned about any sexual health issues.
Think U Know Child Exploitation and Online Protection (CEOP) Centre	www.thinkuknow.co.uk	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives information on the IT sites mobiles and new technology- areas for young people and teachers.
Viewtech	www.viewtech.co.uk	Distributor of educational and training programme material on videocassette, DVD and CD-ROM.
Young Minds	www.youngminds.org.uk	National charity committed to improving the mental health of children and young people, the site provides access to downloadable booklets aimed at young people. The subjects include bullying, depression, mental illness in the family, self-injury, and sexual abuse.
Young Fathers Initiative	www.young-fathers.org.uk	Working with Men's site to support young fathers
Working with Men	www.workingwithmen.org.uk	Working with boys and men on a variety of issues relating to health, education, crime, underachievement, fatherhood and homelessness.

Local Organisations	Contact Details	Resource
Butterfly Foundation	www.thebutterflyfoundation.org.uk	The Butterfly Foundation works with male and female survivors towards raising awareness of domestic abuse.
Bournemouth Theatre in Education	www.bournemouth.gov.uk/Education Bournemouth Theatre in Education Oakmead College of Technology Duck Lane, Bournemouth BH11 9JJ Phone: 01202 774660 e-mail: tie@oakmead.bournemouth.sch.uk	Programmes of live performance and participatory drama, storytelling, forum theatre, community plays, publications, courses, workshops and training courses for pupils, students and teachers . Wide range of topics such as child protection, drugs awareness, tackling racism, homophobia and bullying. Promoting positive attitudes and behaviour; - enabling understanding and awareness of sensitive citizenship issues such as anti-racism and multi-cultural understanding;

Local Organisations	Contact Details	Resource
Domestic Violence Helpline	01202 547755	
Drug & Alcohol Advisory Service	East Dorset www.eddaas.org.uk 01202 311600 Parentline: 01202 311600	Advice and information for adults around drugs and alcohol for people in East Dorset.
Fire and Rescue Service Community Safety	Tess Cross Dorset Community Safety Education Officer 01305 755066 Email: tess.cross@dorsetfire.gov.uk www.dorsetfire.co.uk Wiltshire Fire and Rescue Service www.wfb.org.uk/	Partner in Fire and Road Safety Initiatives.
F Risky	www.F-risky.co.uk 07770 266366	NHS Bournemouth and Poole website for information on all aspects of sexual health. Text or phone for confidential advice and information on sexual health, or email from website.
The Junction	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre
Ladders	45 Bargates, Christchurch, BH23 1QD 01202 477354	Young People's Advice Centre
Life Education Wessex	www.lifeeducationdorset.org.uk 01305 871050 Email: info@lifeeducationdorset.org.uk	Provide drug prevention and health education to primary school children.
LV Streetwise Interactive Safety Centre	LV Streetwise Safety Centre, Unit 1 Roundways, Elliott Road, Bournemouth, Dorset BH11 8JJ www.streetwise.org.uk 01202 591330 www.homesafetygame.com	Interactive safety centre in Bournemouth and website focussing primarily on year 2 and year 5 children from Bournemouth, Poole and Dorset schools. Comprehensive teachers pack allows follow up work. Hosts Internet safety website
NHS Sexual Health Team	Bournemouth and Poole: The Junction, 266 Holdenhurst Road, Bournemouth BH8 8DD. 01202 729219 Dorset: Jimmy Dean, Public Health Promoter (Sexual Health) Tel 01305 361362 Wiltshire:	Support and advice for teachers around SRE.

Local Organisations	Contact Details	Resource
NHS School Nursing Teams	Bournemouth: 01202 443035 Dorset: Poole: 01202 711538 Salisbury Area: 01722 425154 Kennet, West Wiltshire and North Wiltshire Areas: 01249 812821 www.quayadvice.co.uk 01202 262291	
Quay Advice Centre Poole		For young people aged 11- 25 Information and advice centre providing counselling and support in the following areas: Relationships, education, benefits, contraception, alcohol/ drugs, housing, employment, health, and family problems. Contraceptive/sexual health.
Road Safety Team	Bournemouth: 01202 454654 Poole: 01202 262017 Dorset: 01305 224558 Wiltshire: 01225 701970	Partner in Fire and Road Safety Initiatives.
Safe Schools and Communities Team Dorset	Dorset 01202 222844 ssct@dorset.pnn.police.uk	Pan Dorset partnership between Dorset Police and the three local authorities with the aim of preventing/reducing anti-social behaviour, crime and wrong doing. It provides advice, support and interventions in the areas of alcohol and drug misuse, anti social behaviour, offensive weapons, personal safety, internet safety and bullying.
Safer Schools Wiltshire	saferschools@wiltshire.gov.uk	
ShADOWS Dorset	01258 488486 shadows.admin@eddaas.org.uk	Drugs and Alcohol Outreach Service for under 18s
Solomon Associates	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education

Local Organisations	Contact Details	Resource
Space Youth Project	www.spaceyouthproject.co.uk	The Space Youth Project is a group for young Lesbian, Gay and Bisexual, Transgender and questioning people based in Dorset.
Speak Out Wiltshire	www.speakoutwiltshire.com	An informative site for victims, perpetrators and friends and family of those affected by domestic abuse.
Sussed - Advice and Information for Young People. Bournemouth	01202 574308 (advice/info) 01202 575096 (health)	For young people 11- 25. Information and advice centre providing counselling and support in the following areas: Health, relationships, contraception, sexual health, alcohol/ drugs, housing, employment, benefits, and family.
Teenage Pregnancy Reduction	Bournemouth Lisa Cousins email: lisa.cousins@bournemouth.gov.uk 01202 456206/ 07736853723 Dorset Claire Shiels Poole Gail Eaton 07979754959 email:g.eaton@poole.gov.uk Wiltshire	
Vita Nova	www.vitanova.co.uk 01202 309999	Workshops and Drama around social issues
Wiltshire Pathways	www.wiltshirepathways.org 01225 713504 pathways@wiltshire.gov.uk	Website for Wiltshire Children and Young People's Trust . Helping children & young people get the help they need in Wiltshire
Waves	Waves Project, 52 St Mary Street, Weymouth, Dorset DT4 8BJ 01305 768 768	Information, Advice and Guidance for under 20's on relationship difficulties, problems at home, bullying, drug and alcohol issues, applying for benefits, finding safe accommodation.
Yadaas	Bournemouth 01202 319191 Poole 01202 741414 www.eddaas.fsnet.co.uk	Young persons drug and alcohol advice for Bournemouth and Poole