



# Risk - Year 8



## 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:**

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## 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*



**Malalai Joya**

## *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?

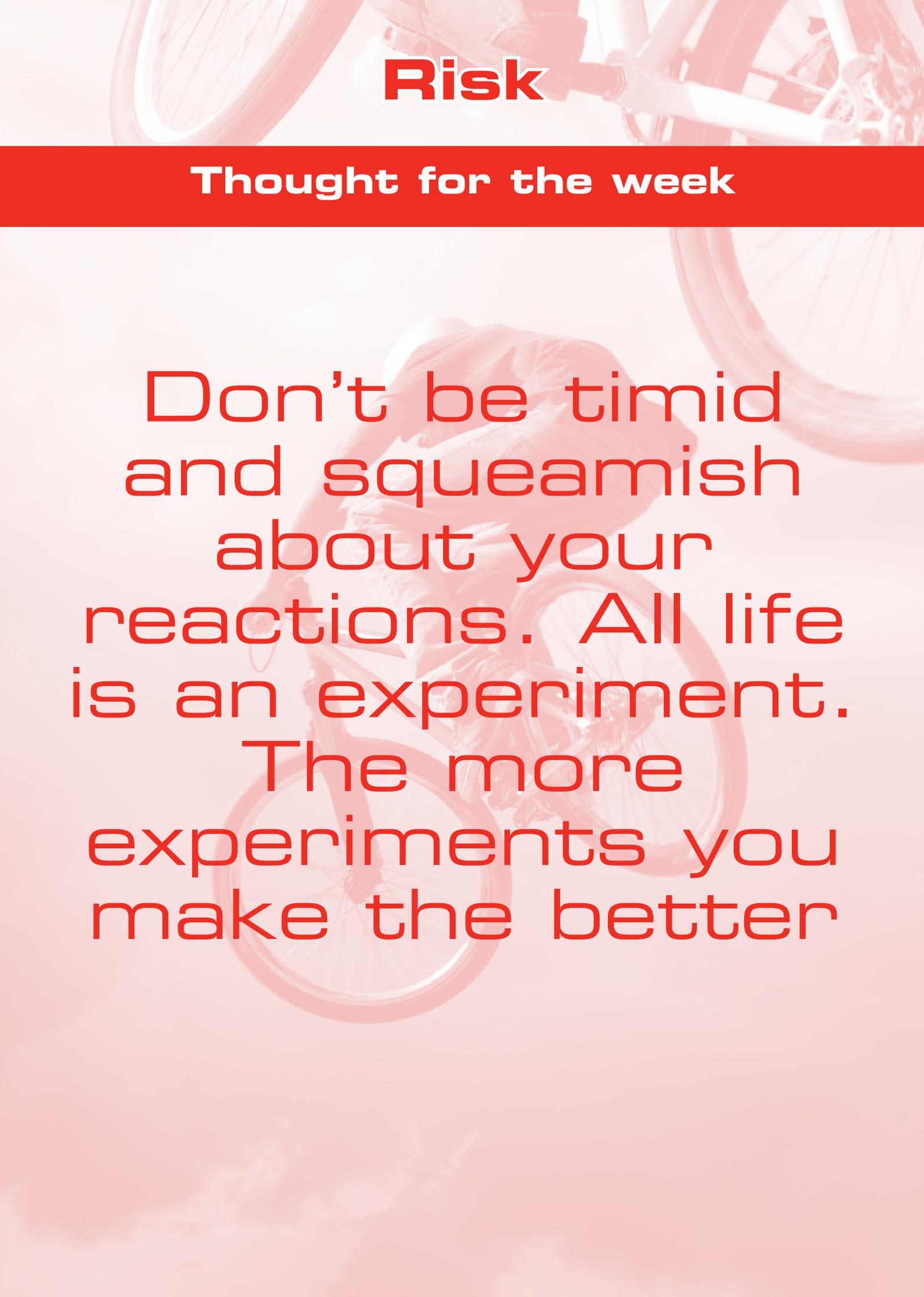
### Something to do

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

Don't be timid  
and squeamish  
about your  
reactions. All life  
is an experiment.

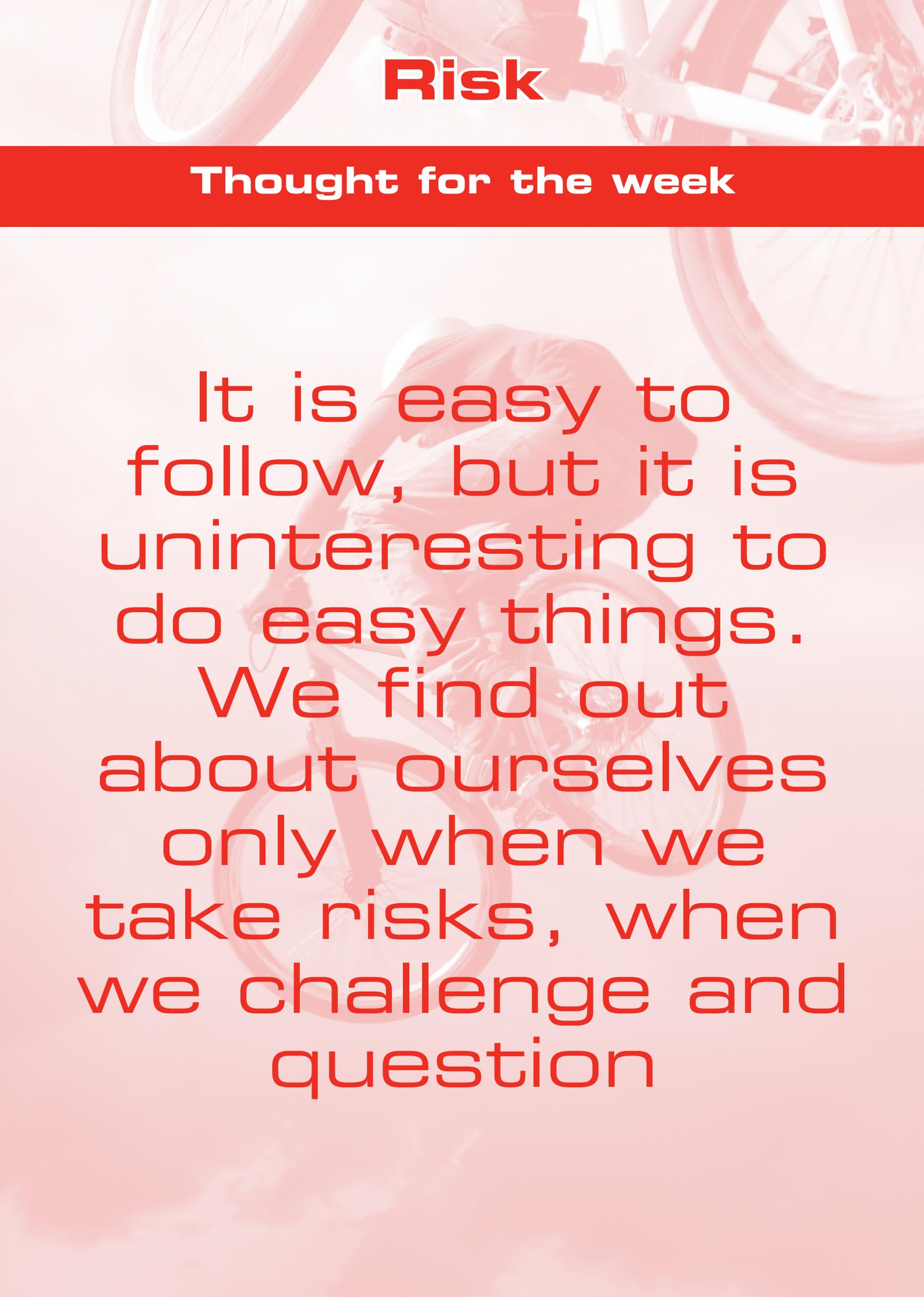
The more  
experiments you  
make the better



# Risk

**Thought for the week**

Only those who  
dare to fail  
greatly can ever  
achieve greatly

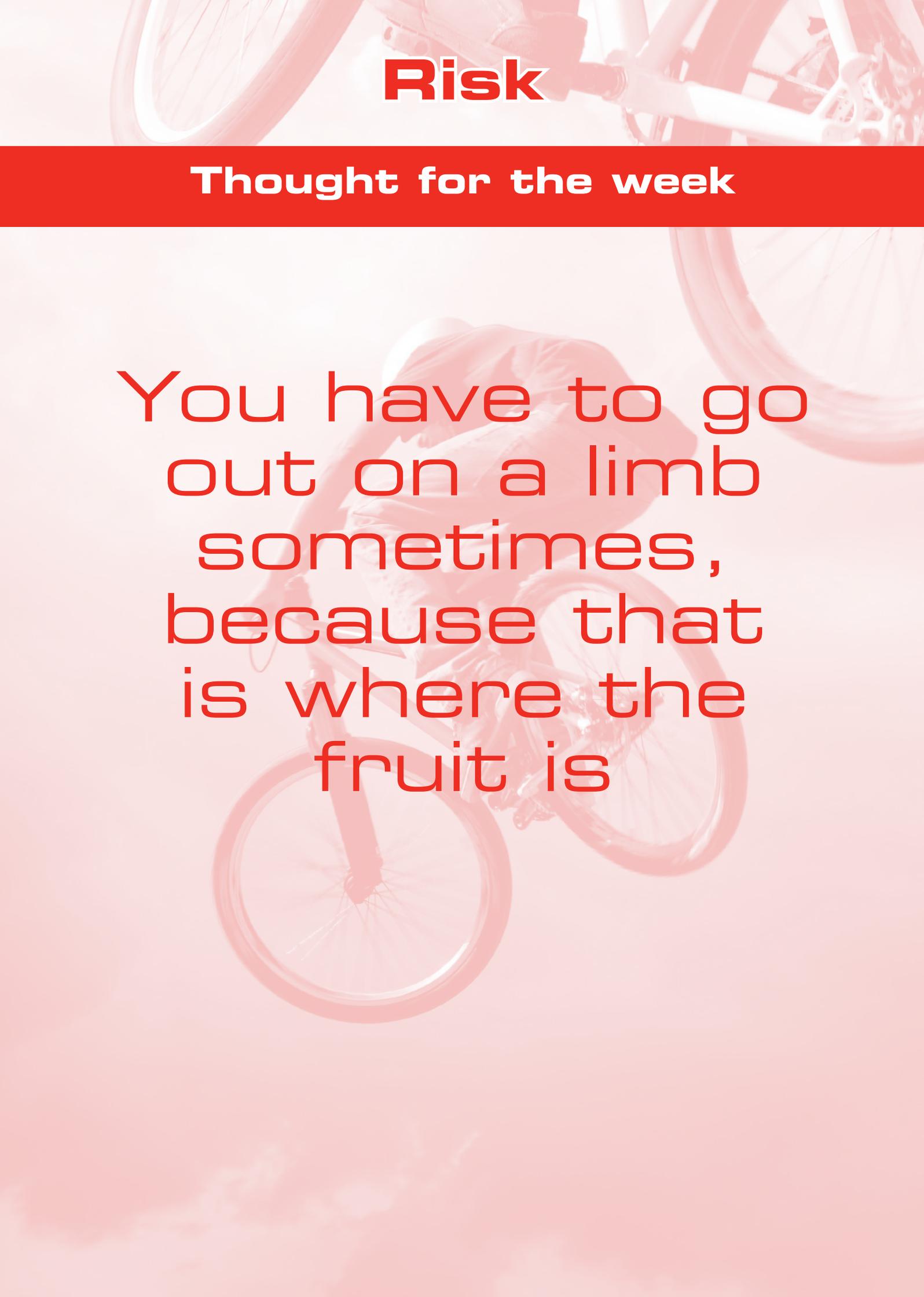


# Risk

## Thought for the week

It is easy to follow, but it is uninteresting to do easy things.

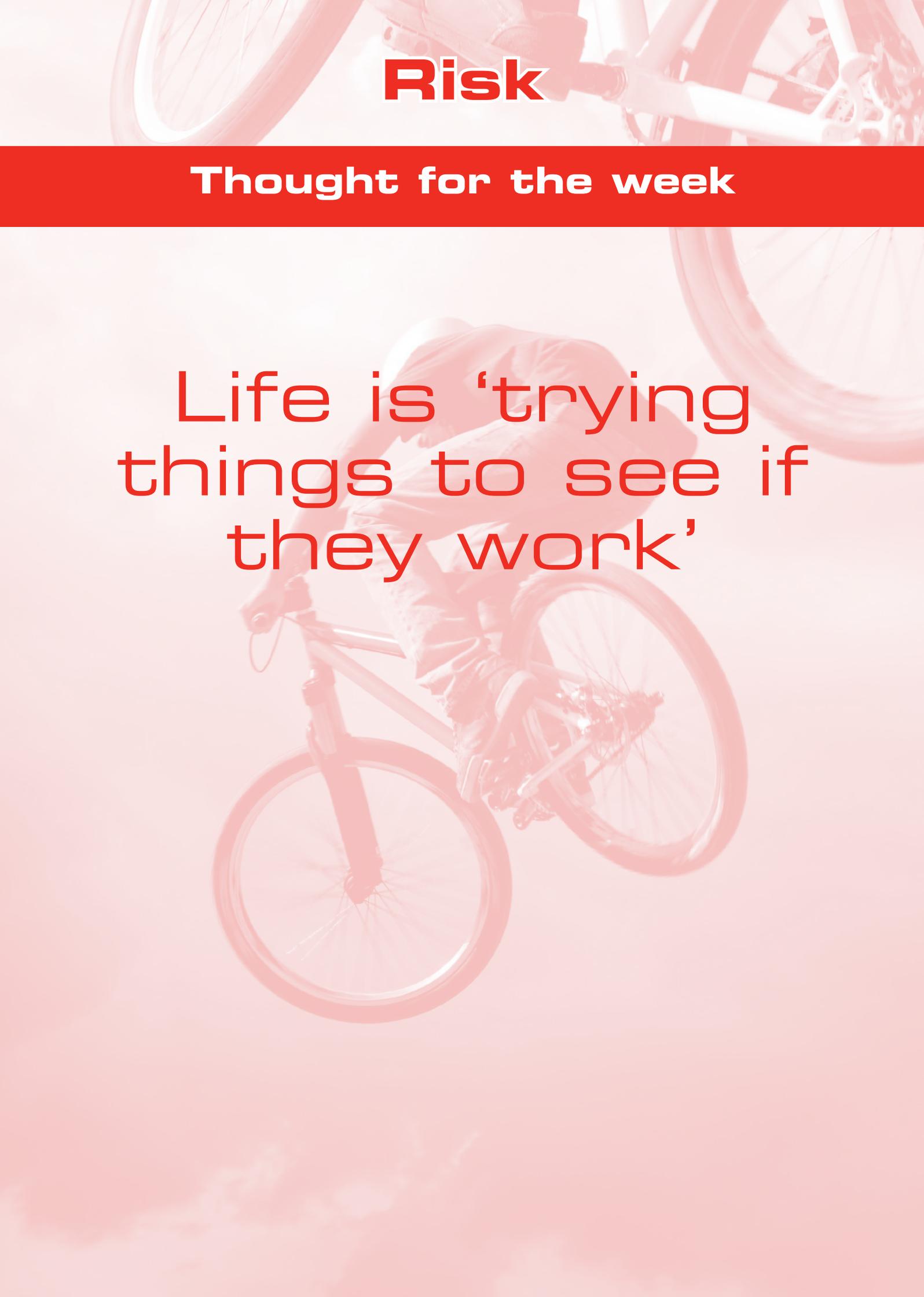
We find out about ourselves only when we take risks, when we challenge and question



# Risk

## Thought for the week

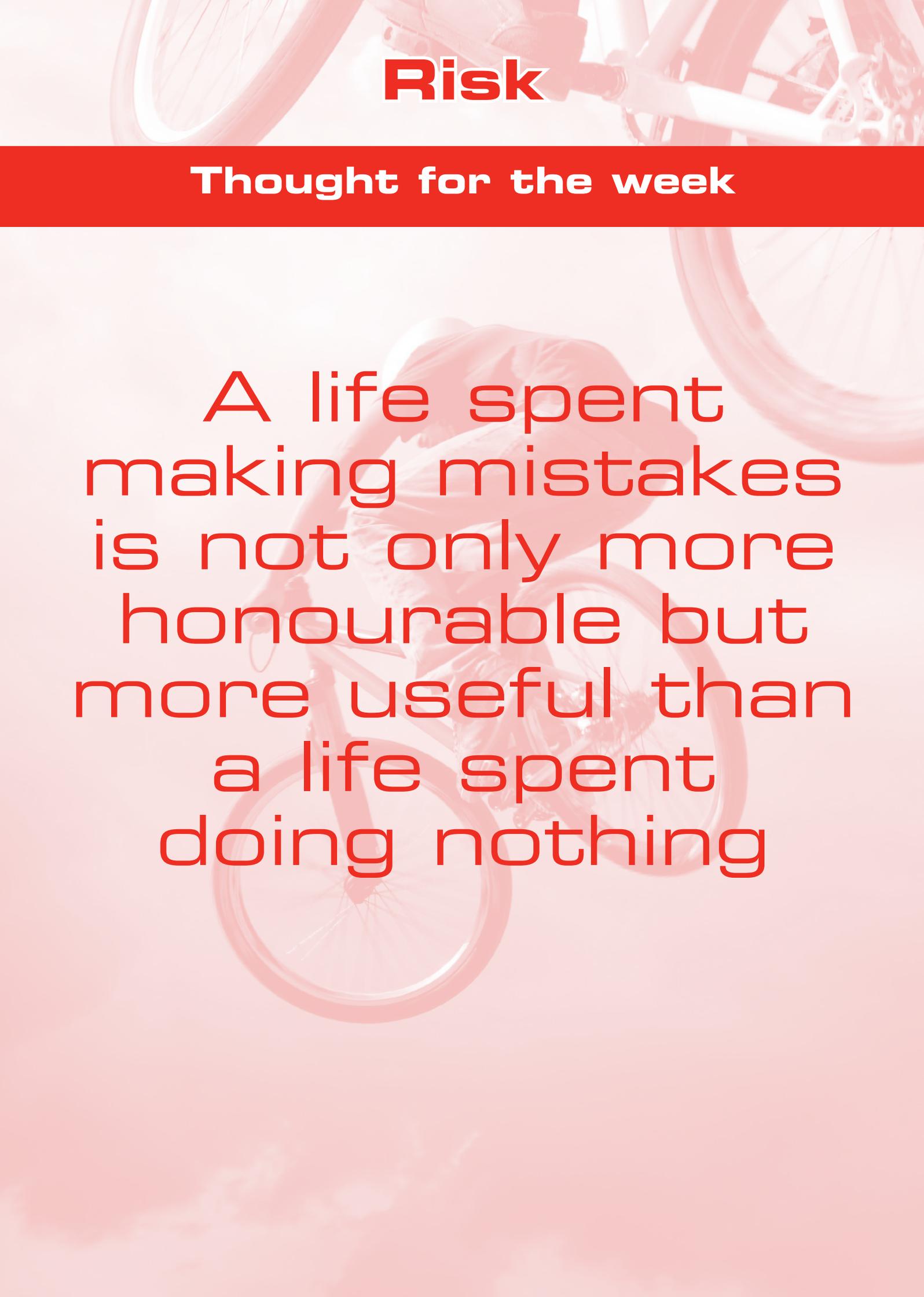
You have to go  
out on a limb  
sometimes,  
because that  
is where the  
fruit is



**Risk**

**Thought for the week**

Life is 'trying things to see if they work'



# Risk

## Thought for the week

A life spent  
making mistakes  
is not only more  
honourable but  
more useful than  
a life spent  
doing nothing

## Kaleidoscope - Related Aspects - Risk Year 8 - 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 8	Rights Respecting Schools
<p>P1.2b Understanding that physical, mental and sexual health, affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened</p> <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>P2.1a Reflect critically on their own and others' values.</p> <p>P2.1c recognize how others see them and give and receive feedback</p>	<p>E1.2a exploring what it means to be enterprising</p> <p>E 1.3.a Understanding risk in both positive and negative terms.</p> <p>E 2.3.b assess, undertake and manage risk</p>	<p><b>Stay Safe</b> Safe from accidental injury and death.</p> <p><b>Be Healthy</b> Choose not to take illegal drugs.</p>	<p><b>1 PSHE</b> 1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance</p>	<p>Self-awareness Motivation Empathy</p>	<p>6 . I can reflect on my actions and identify lessons to be learned from them. 30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices. 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. 41. I can assess risks and consider the issues involved before making decisions about my personal relationships. 43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome 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>I can identify what others do that is effective and apply this to my actions and understanding I can show respect for people from a wide variety of backgrounds. I can recognise that people with different skills, attitudes and values enhance my life experiences I can balance the needs of a few close friends with being part of a larger group I can break friends without falling out I am able to discuss the importance of rights and responsibilities and recognise why they are important. I can predict consequences of failing to meet responsibilities. I can take on and try out different roles in a team/group.</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. Article 33 - The government should provide ways of protecting children from dangerous drugs. 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 8	Rights Respecting Schools
<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>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.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>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 know how to select and form an effective team/group taking account of the feelings of others.</p> <p>I understand what it means for one person or group to have power over another. I know how to handle relationships of unequal power.</p> <p>I can take other people's thoughts and feelings into account when I make decisions</p>	

# Overview of Lessons

**Theme: Risk**

**Year: 8**

Lesson Title	Intended Learning Outcomes
1. What is Risk?	<ul style="list-style-type: none"> <li>I can define and understand what risk means to me (P2.2c)</li> <li>I understand there are levels of risks with varying outcomes (P1.3a)</li> <li>I understand that I may need to take risks to achieve my goals (SEAL 30)</li> </ul>
2. Why Do People Take Risks?	<ul style="list-style-type: none"> <li>I understand that all human beings need to take risks in order to meet their human needs (SEAL 41)</li> <li>I understand my own human hungers (SEAL 41)</li> <li>I can empathise with others whose hungers are different to mine (P2.1c)</li> </ul>
3. Risks Worth Taking?	<ul style="list-style-type: none"> <li>I can identify how my human hungers lead me and others to take risks (E1.3a)</li> <li>I understand what motivates people to take risks in order to gain human rights (SEAL 30)</li> <li>I understand that the declaration of Human Rights supports human needs (P1.2b)</li> </ul>
4. Risks and Rights	<ul style="list-style-type: none"> <li>I understand that there may be risks involved in standing up for something that you believe in (P1.3b)</li> <li>I can try to see things from other people's points of view (SEAL 33)</li> <li>I can respect people's right to hold their own beliefs (P2.1a)</li> </ul>
5. Reaching a Goal	<ul style="list-style-type: none"> <li>I understand that to reach my goal in life I may need to take some risks (P1.3a)</li> <li>I know how to weigh up risks (SEAL 6)</li> <li>I understand the negative consequences of some risk taking (P1.3a)</li> </ul>
6. Weighing Up the Risk	<ul style="list-style-type: none"> <li>I understand that I need to weigh up which risk to take and which to avoid (P2.2c)</li> <li>I can work well in groups, cooperating with my peers to achieve an outcome (SEAL 43)</li> <li>I believe that I can overcome obstacles in order to achieve my goals (SEAL 47)</li> </ul>

**End of Theme Product/ Project Outcome:**

This unit has no work to be kept each lesson for the final product. However in Lesson 6 the students will make a large snakes and ladders display thinking about the risks they need to take to be a successful adult. This will draw on the work from the previous five lessons.

**THEME:** Risk: What is risk?

**LEARNING INTENTION/'I'**

- I can define and understand what risk means to me
- I understand there are levels of risks with varying outcomes
- I understand that I may need to take risks to achieve my goals

**VOCABULARY**

Risk, adrenalin rush, agree, disagree, goal, perceive, risk.

**RESOURCES**

- Slips of paper or Post Its
- Handouts - Variety of pictures
- Resources to make their Risk-ometer - Card and a split pin enough to make a risk-ometer for one between two

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Give each student 5 pieces of paper and write down the 5 most risky things they can think of. This work is to be completed individually. This will give you a formative assessment of your students' concept of risk.

Ask the students to choose the one from their list that is the most risky and the students in turn read these out. The students keep this one piece of paper with them and ask them to organise themselves in a physical continuum of most risky to least risky.

- Was this easy to do?
- Did some people disagree on what is risky and what is not risky?
- What are the potential risks in some of these activities?

Using several examples of the risks that they have given. Ask your students:

- Why might people choose to take these risks?
- What is in it for them e.g. adrenalin rush, fitting in with your friends, excitement.

Teacher draws out the positive and negative outcomes of taking these risks.

**Core Activity**

In groups give each student 3 post its and they write down the three risks that they take themselves (NB that they actually take not what they might take) Then each group share its 'post its' (remembering the right to pass) using at least one post it from each student the group diamond nine this work.

Most risk at the top least risk at bottom

Feedback and discuss

Were there some risks that a lot of Year 8 take?

Have these risks changed as they have got older?

If mixed gender class - were these risks different for boys and girls?

In pairs make a risk-ometer using card; split pins. The card is cut in a semi-circle and the arrow cut out and fixed with a split pin. One side of the risk-ometer is labelled high risk the other side low risk.

One risk-ometer between two

Give each group the variety of pictures

In their groups of six they work in pairs. The whole group looks at the same picture and identifies the risk. Then in their pairs decide where on the risk-ometer their needle will point to - where would the arrow be pointing to - high risk or low risk?

Do the other pairs in the group agree?

Is their risk-ometer in the same position for each of the three pairs?

If not why?

Work through the pictures in turn.

**Plenary**

Teacher draws out from the work with the risk-ometer, that individuals will perceive risks in many ways, what might seem a high risk to one person does not seem a risk at all to another.

**Creative thinkers**

Connect their own and others' ideas and experiences in inventive ways

**KEY QUESTIONS**

Why do some people think one thing is a high risk and others see no risk at all?  
Have their high risks changed as they have got older?  
Do they think that they will take more risks the older they get?

**AFL**

Students are encouraged to ask questions to find out about how others perceive risk

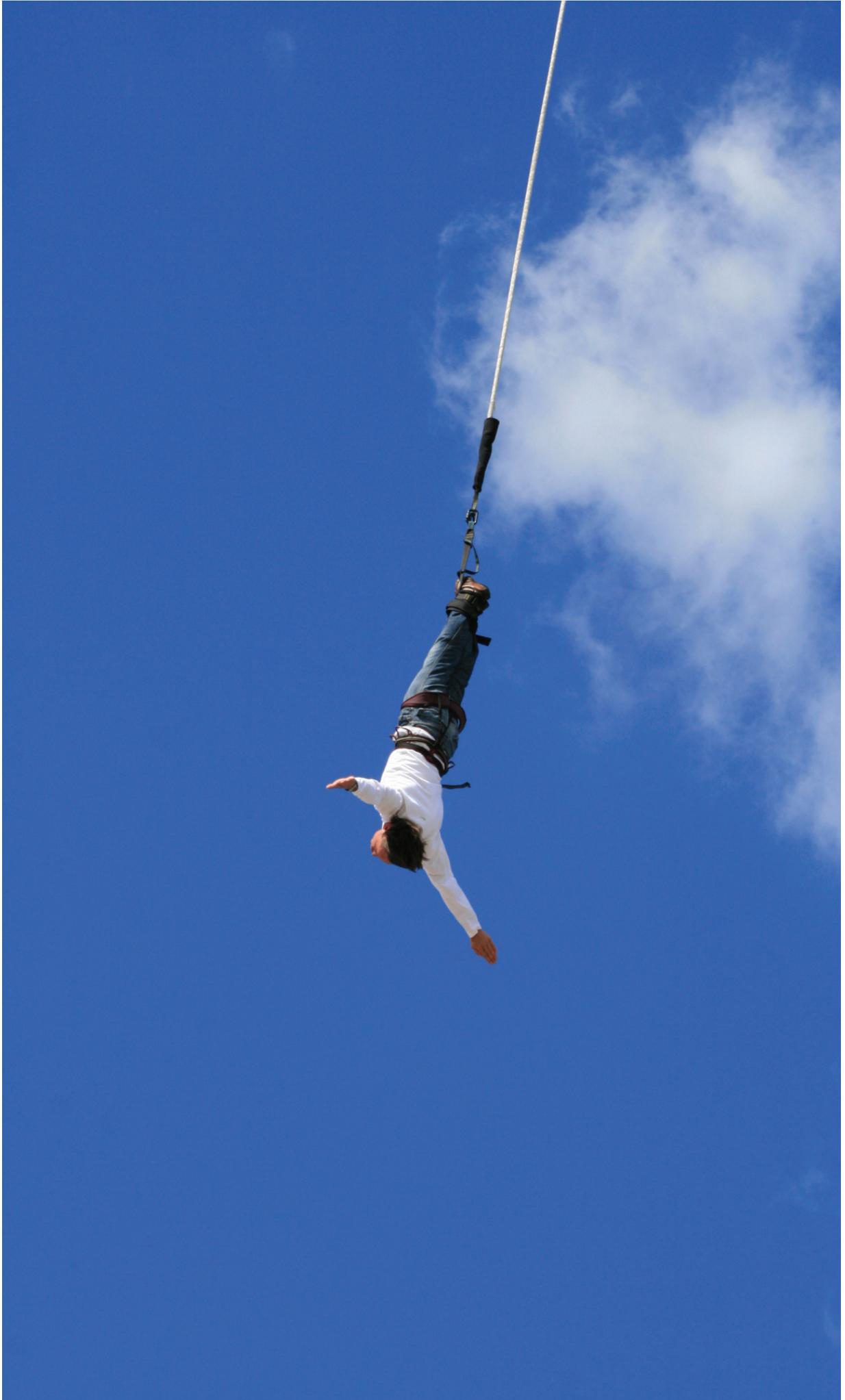
**DIFFERENTIATION**

By allocating the students to groups or being mindful of pairs in paired work the teacher can aim to achieve a suitable mix in which students can contribute to their own level.

**NOTES**





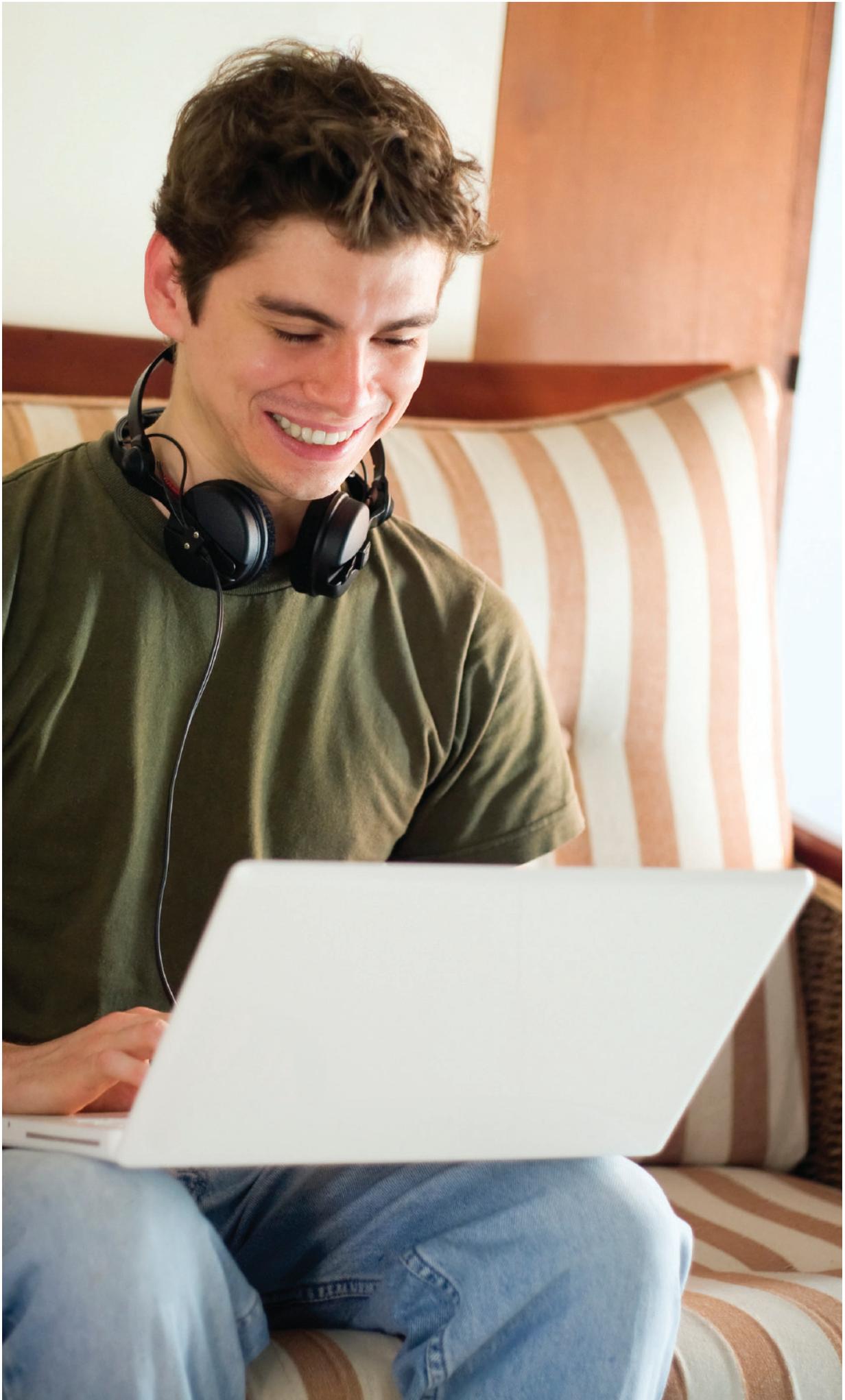




















**THEME:** Risk: Why Do People Take Risks?

**LEARNING INTENTION/'I'**

I understand that all human beings need to take risks in order to meet their human needs

I understand my own human hungers

I can empathise with others whose hungers are different to mine



**VOCABULARY**

Empathy, feelings, needs, impact, human needs, recognition, security, Excitement, contact.

**RESOURCES**

- Resource Sheet - Day in the Life.....
- Resource Sheet - Human Needs
- Handout - Human Needs Cards
- Bar of chocolate/bag of food
- Paper

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Big bar of chocolate/bag of food at the front. (And/or picture of food on the white board) Teacher explains that she is really hungry

Ask the students to imagine how they would feel if they had not had anything to eat for two days, while you are getting the responses show the pictures of food. The students need to understand the feelings of need and craving in every human being.

**Core Activity**

Tell the story of a day in the life of a person using the Resource Sheet, Day in the Life.....

In groups, each group takes ONE of the Human Needs (Use Human Needs Cards) and identifies when Sam has that need in the story.

How does she feel when that need is met?

How does she feel when that need is not met?

Does it make a difference to her behaviour when that need is not met?

Each group feed back to class.

Teacher then summarises all five of the Human Needs/Hungers.

Reinforce that ALL humans experience these needs and draw attention to the points in the 'Also Remember' section on the Resource Sheet

Then back in groups, students discuss:-

'Would Sam take any risks to get her human hungers/needs met?'

Think about what sort of risks she might take for each hunger

Which hunger might need the most risk taking?

Feedback and class discussion.

Summary:- We all have these hungers/needs and sometimes we will all take risks to get these needs met.

**Plenary**

Give each student a piece of paper to draw a pie chart on. The students then divide the circle up into sections of each of the hungers to show their own hungers and needs. If students would like to share their work then time can be given for this. This work needs to be kept or next lesson.

**KEY QUESTIONS**

How do the human hungers affect our day to day life?

How do they make us take risks?

**AFL**

The core activity introduces a number of complex ideas about human hungers. Encourage the students to ask questions to extend their thinking

**DIFFERENTIATION**

Make sure the students are in mixed ability groups for the core activity to enable discussion.

**CROSS CURRICULAR OPPORTUNITIES**

**NOTES**

## Day in the Life of a Young Girl

One sunny morning Sam woke up early with the sun beaming through the bedroom window and birds singing like it was Spring .It was one of those mornings that made you feel alive and energised.

She could smell the coffee and toast that her big sister was making for a quick breakfast before she left for work.

Sam grabbed her dressing gown and rushed downstairs hoping to see her sister and tell her how she did at football yesterday after school, it was a stunning goal after all.

“Not now Sam , I’m in a rush to get to work...”

“Ah well” thought Sam, but felt a bit dejected as she went back upstairs to have a wash and clean her teeth...Oh No..Dad had bought that Tesco value toothpaste again... disgusting taste...made her feel a bit sick and put her off her breakfast.

She realised she had better get her skates on if she wanted to meet Alfi at the bus stop.”Where is that clean PE kit?”

“Where did she put her science book from last night?”

“Oh No..It is week 2 of the timetable and I should have got ingredients for Food Tech lesson..I’m supposed to be making a Healthy Pizza...”

“Why am I so disorganised this morning?”

“I hate starting the day like this!”

In a shambles, Sam raced up the road to meet Alfi, after shouting at the dog to get in his basket, even though he was sitting there eagerly waiting for a hug and a pat , tail wagging before she left..

Thankfully Alfi was there sitting on the wall chatting to one of the other girls from their class. Sam was so pleased to see him and the world started to feel like a much more organised place when he greeted her with his usual massive smile and his Alfi-style High 5.

On the bus, stuck in traffic, Sam was chatting to her mates and wishing she had remembered those cooking ingredients. “What would she have to do while the others were making their Healthy Pizzas?”

“Sit and be bored reading a Food Tech textbook on nutrition or something...”

What she would give for a bit of excitement...

# Human Needs

I'm human so I need...

## **MY SENSES**

To be able to use all my senses to hear, smell, taste, touch and see the world around me

## **CONTACT**

To be able to feel the touch of another human being or a warm-blooded animal...hugs etc

## **RECOGNITION**

Other people to want to bother with me, to let me know I am doing well and praise me when I achieve something

## **SECURITY**

My life to be well-organised so that I know where I stand and what is expected of me

## **EXCITEMENT**

To have exciting events to look forward to or to get my adrenaline pumping

(Based on Eric Berne's Human Hungers work)

## **Also remember...**

At some times of my life I will need some of these more than others

Some people's personality means they need some of these more than others

The way people are brought up makes some people need some of these more than others, eg some people might love hugs from friends and others might prefer less physical contact

## **Human Needs Cards**

### **MY SENSES**

**To be able to use all my senses to hear, smell, taste, touch and see the world around me**

### **CONTACT**

**To be able to feel the touch of another human being or a warm blooded animal.....hugs etc.**

### **RECOGNITION**

**Other people want to bother with me, to let me know I am doing well and praise when I achieve something**

### **SECURITY**

**My life to be well organised so that I know where I stand and what is expected of me**

### **EXCITEMENT**

**To have exciting events to look forward to or to get my adrenaline pumping**

**THEME:** Risk: Risks Worth Taking?

**LEARNING INTENTION/'I'**

- I can identify how my human hungers lead me and others to take risks
- I understand what motivates people to take risks in order to gain human rights
- I understand that the declaration of Human Rights supports human needs

**VOCABULARY**

Motivation, human needs, risks, support, rewards, identity.

**RESOURCES**

- Pictures that were used in Lesson One
- Assembly Story
- Declaration of Human Rights
- Students Pie Charts that they completed last week

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Look at the pictures that were used in lesson one, which human hunger was the person trying to meet by taking that risk.

Take their pie chart from last week and on each section identify any risks they might take to get that hunger met. This activity could be very sensitive for some students. Ask if any would like to share their ideas, but honour the right to pass.

**Core Activity**

Use the assembly story and read it again to the students. Put the picture of Malalai Joya on the whiteboard.

In pairs discuss the risks that she is taking and why she is prepared to take these risks?

Are there any human hungers that are driving her?

Are there any rewards to her?

Why is prepared to take these risks?

What does she hope to gain for herself and others?

Discuss this as a class.

Look at the resource sheet with the declaration of human rights and highlight which right she is standing up for.

**Plenary**

Feedback to the class and discuss are the risks she is taking, worth it?

**KEY QUESTIONS**

What are the risks that you would be prepared to take?

What part does pressure from other people play, in taking risks?

Which human rights would you be prepared to take risks for?

Are there some human rights that you think are more important than others?

**AFL**

The core activity introduces a number of complex ideas. Point this out to the students and encourage them to ask questions of you and their peers to find out more and to extend their thinking

**DIFFERENTIATION**

Teacher and TA support specific students who may find drawing out key points challenging. Be aware of use of questions to extend thinking.

**Cross Curricular Opportunities**

Literacy - Speaking and listening

Geography

History

RE



**NOTES**

This activity could be very sensitive for some students. Ask if any would like to share their ideas, but honour the right to pass.

# The Universal Declaration of Human Rights

## Article 1

We are all born free. We all have our own thoughts and ideas.  
We should all be treated in the same way.

## Article 2

These rights belong to everybody; whether we are rich or poor, whatever country we live in, whatever sex or whatever colour we are, whatever language we speak, whatever we think or whatever we believe.

## Article 3

We all have the right to life, and to live in freedom and safety.

## Article 4

Nobody has any right to make us a slave. We cannot make anyone else our slave.

## Article 5

Nobody has any right to hurt us or to torture us.

## Article 6

We all have the same right to use the law.

## Article 7

The law is the same for everyone. It must treat us all fairly.

## Article 8

We can all ask for the law to help us when we are not treated fairly.

## Article 9

Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.

## Article 10

If someone is accused of breaking the law they have the right to a fair and public trial.

#### **Article 11**

**Nobody should be blamed for doing something until it has been proved that they did it. If people say we did something bad, we have the right to show this was not true. Nobody should punish us for something that we did not do, or for doing something which was not against the law when we did it.**

#### **Article 12**

**Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a very good reason.**

#### **Article 13**

**We all have the right to go where we want to in our own country and to travel abroad as we wish.**

#### **Article 14**

**If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.**

#### **Article 15**

**We all have the right to belong to a country.**

#### **Article 16**

**Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.**

#### **Article 17**

**Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.**

#### **Article 18**

**We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.**

#### **Article 19**

**We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people wherever they live, through books, radio, television and in other ways.**

#### **Article 20**

**We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.**

#### **Article 21**

**We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders from time to time and should have a vote which should be made in secret.**

#### **Article 22**

**We all have the right to a home, to have enough money to live on and medical help if we are ill. We should all be allowed to enjoy music, art, craft, sport and to make use of our skills.**

#### **Article 23**

**Every grown up has the right to a job, to get a fair wage for their work, and to join a trade union.**

#### **Article 24**

**We all have the right to rest from work and relax.**

#### **Article 25**

**We all have the right to a good life, with enough food, clothing, housing, and healthcare. Mothers and children, people without work, old and disabled people all have the right to help.**

#### **Article 26**

**We all have the right to an education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills. We should learn about the United Nations and about how to get on with other people and respect their rights. Our parents have the right to choose how and what we will learn.**

#### **Article 27**

**We all have the right to our own way of life, and to enjoy the good things that science and learning bring.**

#### **Article 28**

**We have a right to peace and order so we can all enjoy rights and freedoms in our own country and all over the world.**

#### **Article 29**

**We have a duty to other people, and we should protect their rights and freedoms.**

#### **Article 30**

**Nobody can take away these rights and freedoms from us.**

**THEME:** Risk: Risks and Rights

**LEARNING INTENTION/’I’**

- I understand that there may be risks involved in standing up for something that you believe in
- I can try to see things from other people’s points of view
- I can respect people’s right to hold their own beliefs



**VOCABULARY**

Human rights, perspective, knowledge, tableau, declaration.

**RESOURCES**

- Universal declaration on Human Rights from Lesson 3
- Access to Computers and/or Library

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Give each group one of the human rights from the declaration and each group has to make a tableau while the rest of the class try to guess which human right they are portraying.

**Core Activity**

In groups or pairs take someone from history and research what risk that person has taken to stand up for what they believed to be right – people’s human rights. Pinpoint which particular human right or rights this person was standing up for and what risks they were prepared to take in order to do this.

This work will depend on the children’s knowledge of what they have studied or are studying in History/RE or other subjects E.g.

- Suffragettes
- Miep Gies (The lady who assisted The Frank Family during World War Two)
- A soldier in the 2nd World War
- A Conscientious Objector in the 2nd World War

OR

The teacher chooses a person so that the whole class (in groups or pairs) study that one person. The teacher could use a clip from a film to show how a particular individual stands up for human rights (Schindler’s List)

Write a poem about this person, their life, the rights they stood up for and risks and costs to them. Alternatively students could write new lyrics for a song they already know to express the above.

**Plenary**

Students share the work that they have completed. Teacher draws out the rights and risks.

**KEY QUESTIONS**

- Which rights were your persons standing up for?
- How great were the risks?
- When they took these risks were the rewards/ benefits for themselves or others?
- Did religion play a part in this risk?

**AFL**

Encourage the students to give positive and constructive feedback against given success criteria

**DIFFERENTIATION**

The poems and song lyrics could be an extension activity. Other students may want to just write down key facts.

**CROSS CURRICULAR OPPORTUNITIES**

- History
- R.E.
- Literacy

**NOTES**

NOTES There is potential to make a display of this work or use it in an assembly  
A useful book for this lesson is called ‘Unsung Heroes’

**THEME:** Risk: Reaching a Goal

**LEARNING INTENTION/'I'**

I understand that to reach my goal in life I may need to take some risks

I know how to weigh up risks

I understand the negative consequences of some risk taking



**VOCABULARY**

Goals, obstacles, risk, aspirational, achieve, avoid, negative consequences, positive outcomes.

**RESOURCES**

- Post it notes or small pieces of paper
- Handout - Obstacle Course

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

Each student writes two goals that they have already achieved (this may not be known by their other class mates) and one that they may like to achieve - this could be aspirational or just put in for fun.

Collect these in and pick one out of the hat and read it out. The rest of the class guess whose goals they are and which is the fake one.

**Core Activity**

Several students remind the group of who they studied last week, their goal in life and the risks they took.

Each student completes this sentence 'One goal I have for when I leave school is.....'

They then write that goal on the Obstacle Course Worksheet.

When we have a goal in life sometimes we have to take risks in order to achieve it and sometimes we need to avoid risks in order to achieve our goal.

E.g. to become captain of the Athletics team-

I need to take the risk that my friends will stick with me even though I go training every night.

I need to avoid the risks of ill health by not smoking or misusing alcohol if I want to be Captain of the Athletics team

On the obstacle course worksheet each student-

1. Writes their own goal.
2. On three obstacles, write three risks you might need to take in order to reach your goal
3. On three other obstacles, in a different colour, write three risks you would need to avoid in order to reach your goal

**Plenary**

Share your goal and obstacle course with two other people.

Were the risks that you avoided, risks that your friends were prepared to take?

If so why?

**KEY QUESTIONS**

Were the risks that you avoided similar to that of your peers? If not why?

Were the risks that you were prepared to take similar to that of your peers? If not why?

**AFL**

Students consider the impact of what they say to each other and importance of giving positive feedback during the Plenary session to build self esteem

**DIFFERENTIATION**

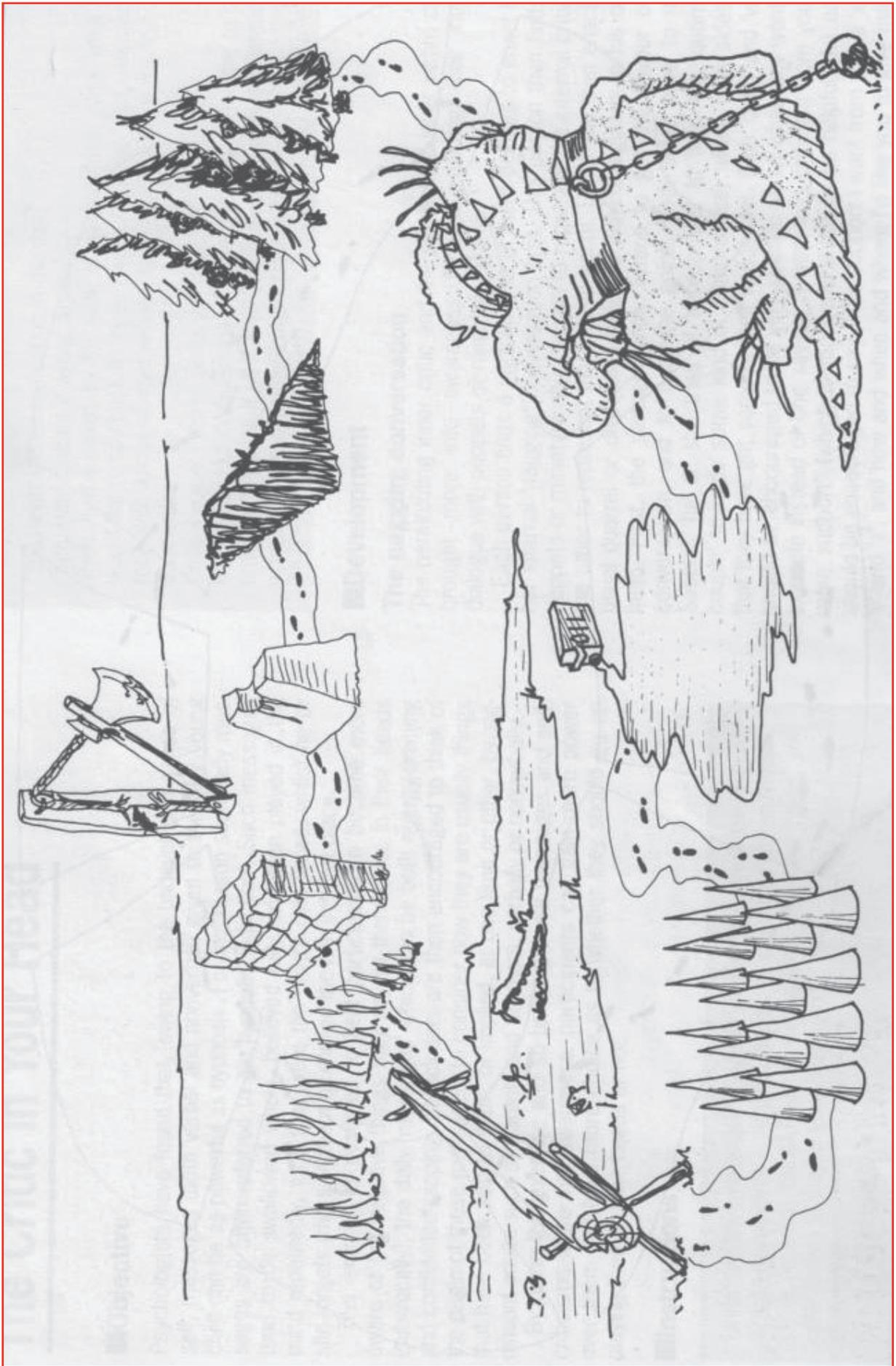
Students encouraged to work to their own level on the individual work (TA support where possible and appropriate). Those who are confident may like to share their work.

**CROSS CURRICULAR OPPORTUNITIES**

Literacy – Speaking and Listening

**NOTES**

Teachers to link the risks identified in this lesson with issues in the Health Matters unit e.g. drugs and alcohol.



**THEME:** Risk: Weighing Up the Risk?

**LEARNING INTENTION/'I'**

I understand that I need to weigh up which risk to take and which to avoid  
 I can work well in groups, cooperating with my peers to achieve an outcome  
 I believe that I can overcome obstacles in order to achieve my goal



**VOCABULARY**

Cooperation, human needs, avoid, risk takers, necessary, successful.

**RESOURCES**

- Before the lesson teacher engages several students to make a large grid filling a wall space. This will be the Snakes and Ladders Board
- One snake and one ladder per student. These may need to be enlarged from the ones given here OR your students design their own

**TEACHING/LEARNING ACTIVITIES**

**Engagement**

In groups of three give each group some challenges  
 Can the group, by working together, achieve the following-

1. Balance with only three feet on the floor
2. With two feet and two hands on the floor
3. Three feet and three hands

Etc. - Were you prepared to take any risks in this game?

**Core Activity**

Each student completes this sentence:-To be a happy and successful adult I need to take some risks. A risk I would take is..... and a risk I would avoid is.....  
 Students volunteer their answers to give a pool of ideas to the class.

Does money feature in this?

Does Health?

Friendship

Stability

Relationships etc

Teacher reinforces the idea that we always need to take some risks in life e.g. by starting a relationship or taking a certain job, but we also need to avoid some risks

Are the risks we try to avoid made harder by peer pressure? How?

Each student has one big snake and one big ladder On the ladder they write/illustrate a risk they are prepared to take in order to be a happy successful adult

On the snake they write a risk that they are not prepared to take etc

Put on board

Each student places his snake and ladder in the grid and explains to the class his reasons for his risks.

**Plenary**

Are some of the risks that the students are prepared to take similar?

Are some of the risks that the students are not prepared to take similar?

How do these relate to our human needs and hungers?

**KEY QUESTIONS**

What risks are necessary to be happy and successful?

What risks are definitely not worth taking? If so, why do people take these risks?

Are some people bigger risk takers than others?

**AFL**

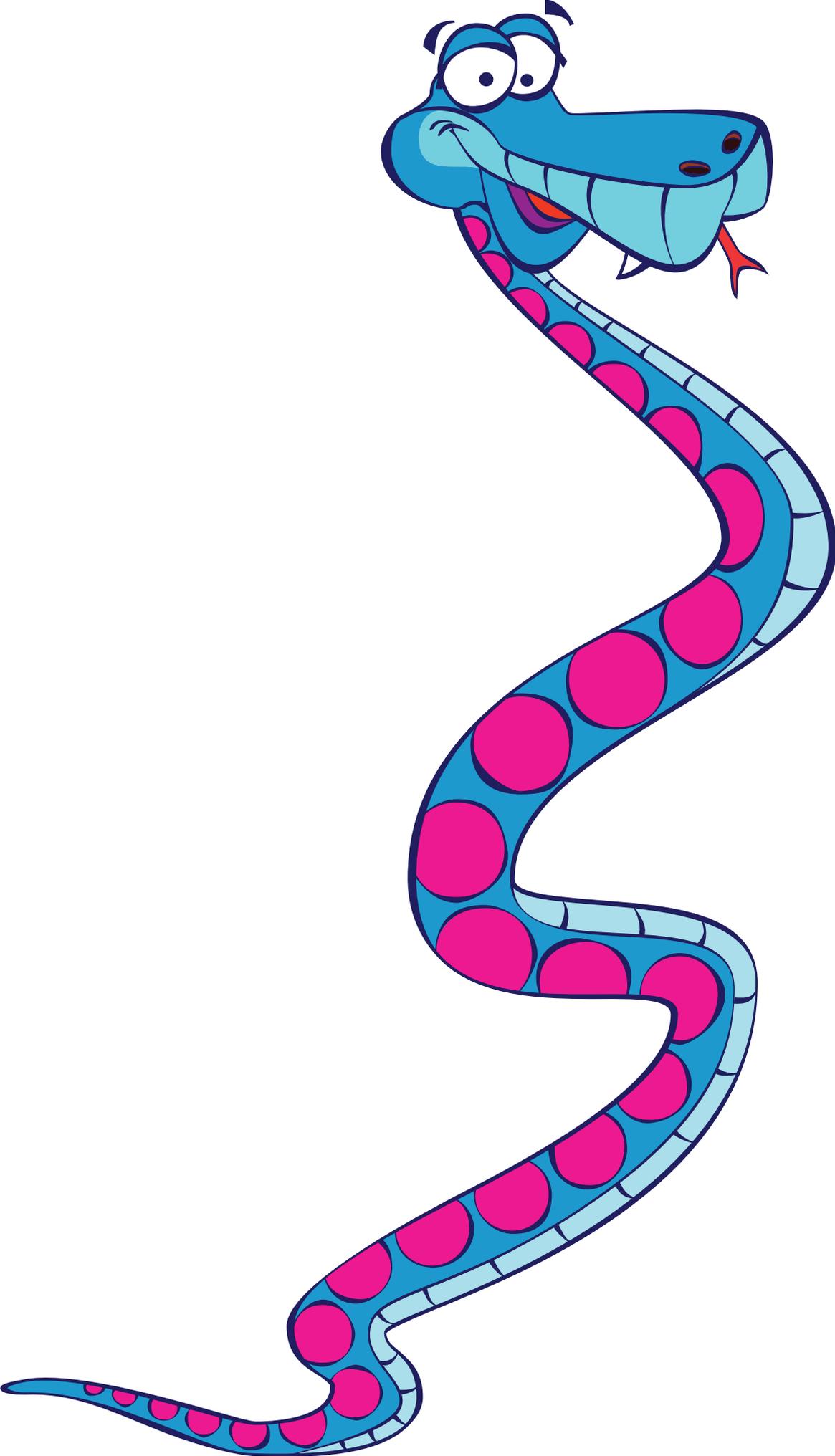
The teachers positive feedback throughout the lesson especially those who are perhaps worried about sharing their work

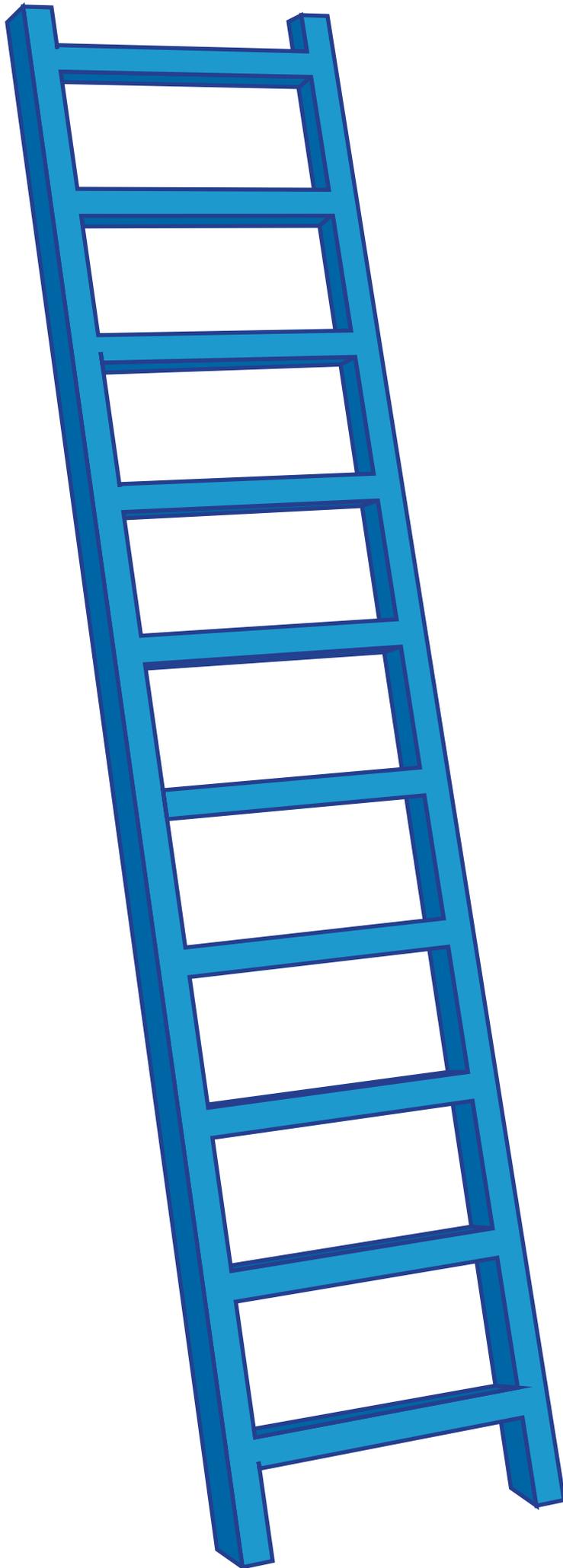
**DIFFERENTIATION**

This activity involves collaborative working and mutual support. Ensure that where necessary students are helped to understand the difference between risks that we need to take and other risks that may cause us harm.

**CROSS CURRICULAR OPPORTUNITIES**

**NOTES**





# KALEIDOSCOPE

## SS3

### Certificate of Achievement

#### Risk Year 8

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

**signed**

**date**

Photocopy/print, then cut here



## Risk Resources

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

Organisation	Contact Details	Resource
<b>A Chance to Talk</b>	<a href="http://www.achance2talk.com">www.achance2talk.com</a>	Childline website covering Bullying; Neglect; Alcohol; Family relationships; School Gangs; Racism; School; Puberty; Relationships; Sex; Drugs; Pregnancy
<b>Alcohol Concern</b>	<a href="http://www.alcoholconcern.org.uk">www.alcoholconcern.org.uk</a> 020 7928 7377 <a href="mailto:contact@alcoholconcern.org.uk">contact@alcoholconcern.org.uk</a> <a href="http://www.avert.org">www.avert.org</a>	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. An international HIV and AIDS charity based in the UK.
<b>AVERT</b>	<a href="http://www.avert.org">www.avert.org</a>	
<b>BBC</b>	<a href="http://www.bbc.co.uk/one/first_aid">www.bbc.co.uk/one/first_aid</a>	Young people's web pages and First Aid information.
<b>British Red Cross</b> Life. Live it.	<a href="http://www.redcross.org.uk">www.redcross.org.uk</a>	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.
<b>Brook</b>	<a href="http://www.brook.org.uk">www.brook.org.uk</a> 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.
<b>BT Better World</b>	<a href="http://www.btbetterworld.com">www.btbetterworld.com</a>	Resources include the Internet Green x Code, and communication resources.
<b>Centre for HIV and Sexual Health</b>	<a href="http://www.sexualhealthsheffield.nhs.uk">www.sexualhealthsheffield.nhs.uk</a> 0114 226 1900	Sheffield based service that operates nationally offering training and publications around sexual health, self esteem.
<b>Channel 4 PHSE Resources</b>	<a href="http://www.channel4.com/learning">www.channel4.com/learning</a> <a href="http://www.4learningshop.co.uk/C4Shop">www.4learningshop.co.uk/C4Shop</a>	Educational DVDs and CD-Roms
<b>Children First - Great Ormond Street Website</b>	<a href="http://www.childrenfirst.nhs.uk/teens">www.childrenfirst.nhs.uk/teens</a>	Nutrition and food safety information. Links to publications, teaching material.

Organisation	Contact Details	Resource
<b>Children with Aids Charity</b>	<a href="http://www.cwacc.org">www.cwacc.org</a>	Portal to organisations sites around internet safety and cyber bullying such as Chat Danger.
<b>Chilnet International</b>	<a href="http://www.chilnet-int.org">www.chilnet-int.org</a>	Teenage website about potential dangers of interactive services online.
<b>Chat Danger</b>	<a href="http://www.chatdanger.com">www.chatdanger.com</a>	Range of resources for sale to promote good food, fitness, health and activity.
<b>Comic Company</b>	<a href="http://www.comiccompany.co.uk">www.comiccompany.co.uk</a> 0208 5 168 168	New one stop website with information for dads about pregnancy, birth, money, relationships, parenting, including Dads Booklet.
<b>Dad Info</b>	<a href="http://www.dad.info">www.dad.info</a>	Resources and information about alcohol consumption. * Under 18s website- for teenagers.
<b>Drink Aware</b>	<a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a> <a href="http://www.drinkawaretrust.org.uk">www.drinkawaretrust.org.uk</a> * <a href="http://www.truthaboutbooze.co.uk">www.truthaboutbooze.co.uk</a>	SRE Publications and teaching packs.
<b>Family Planning Association</b>	<a href="http://www.fpa.org.uk">www.fpa.org.uk</a>	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.
<b>Gasp</b>	<a href="http://www.gasp.org.uk">www.gasp.org.uk</a> 0117 955 0101	NHS website to support people to stop smoking. Information about second hand smoke and leaflets.
<b>Go Smoke Free</b>	<a href="http://www.gosmokefree.nhs.uk">www.gosmokefree.nhs.uk</a>	Healthy lifestyles leaflets for sale produced by NHS Primary Care Trust.
<b>Hastings and Rother Health Promotion Resources</b>	<a href="http://www.harhealthpromotion.co.uk">www.harhealthpromotion.co.uk</a> 01424 735678	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.
<b>Kidscape</b>	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	

Organisation	Contact Details	Resource
<b>Live life Safe</b>	<a href="http://www.livelifesafe.org.uk">www.livelifesafe.org.uk</a>	Suzy Lamplugh Trust youth safety website.
<b>Like it is</b>	<a href="http://www.likeitis.org.uk">www.likeitis.org.uk</a>	Marie Stopes Website for 11-15 year olds, providing advice on issues such as contraception, periods, teenage pregnancy, sex and sexuality.
<b>Health Promotion Resources and Information - Milton Keynes PCT</b>	<a href="http://www.hp-publications.nhs.uk">www.hp-publications.nhs.uk</a> 01908 217121	Health promotion and health education leaflets and posters for sale.
<b>National Domestic Violence helpline</b>	24 hours a day on 0870 599 5443	
<b>Need2know</b>	<a href="http://www.need2know.co.uk">www.need2know.co.uk</a>	
<b>NHS Choices</b>	<a href="http://www.nhs.uk">www.nhs.uk</a>	Interactive quizzes, videos, advice on healthy lifestyles, First Aid, pregnancy and holidays.
<b>No Smoking Day</b>	<a href="http://www.nosmokingday.org">www.nosmokingday.org</a>	Information and downloadable resources.
<b>Sex Education Forum</b>	<a href="http://www.ncb.org.uk/sef">www.ncb.org.uk/sef</a>	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.
<b>St John's Ambulance</b>	<a href="http://www.sja.org.uk">www.sja.org.uk</a>	Resources and online First Aid advice.
<b>Suzy Lamplugh Trust</b>	<a href="http://www.suzylamplugh.org">www.suzylamplugh.org</a>	Personal safety advice.
<b>Tacade</b>	<a href="http://www.facade.com">www.facade.com</a> 0161 836 6850	Publisher of PSHE resources including drug, alcohol, tobacco and sexual health issues, risk taking, gambling.
<b>Teachers TV</b>	<a href="http://www.teachers.tv">www.teachers.tv</a> 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
<b>Teenage Health Website</b>	<a href="http://www.teenagehealthfreak.org">www.teenagehealthfreak.org</a> <a href="http://www.doctorann.org">www.doctorann.org</a>	
<b>Terrence Higgins Trust</b>	<a href="http://www.tht.org.uk">www.tht.org.uk</a> 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.
<b>Think U Know Child Exploitation and Online Protection (CEOP) Centre</b>	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>	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.
<b>Viewtech</b>	<a href="http://www.viewtech.co.uk">www.viewtech.co.uk</a>	Distributor of educational and training programme material on videocassette, DVD and CD-ROM.
<b>Young Minds</b>	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>	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.
<b>Young Fathers Initiative</b>	<a href="http://www.young-fathers.org.uk">www.young-fathers.org.uk</a>	Working with Men's site to support young fathers
<b>Working with Men</b>	<a href="http://www.workingwithmen.org.uk">www.workingwithmen.org.uk</a>	Working with boys and men on a variety of issues relating to health, education, crime, underachievement, fatherhood and homelessness.
Local Organisations	Contact Details	Resource
<b>Butterfly Foundation</b>	<a href="http://www.thebutterflyfoundation.org.uk">www.thebutterflyfoundation.org.uk</a>	The Butterfly Foundation works with male and female survivors towards raising awareness of domestic abuse.
<b>Bournemouth Theatre in Education</b>	<a href="http://www.bournemouth.gov.uk/Education">www.bournemouth.gov.uk/Education</a> 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
<b>Domestic Violence Helpline</b>	01202 547755	
<b>Drug &amp; Alcohol Advisory Service</b>	East Dorset <a href="http://www.eddaas.org.uk">www.eddaas.org.uk</a> 01202 311600 Parentline: 01202 311600	Advice and information for adults around drugs and alcohol for people in East Dorset.
<b>Fire and Rescue Service Community Safety</b>	Tess Cross Dorset Community Safety Education Officer 01305 755066 Email: <a href="mailto:tess.cross@dorsetfire.gov.uk">tess.cross@dorsetfire.gov.uk</a> <a href="http://www.dorsetfire.co.uk">www.dorsetfire.co.uk</a> Wiltshire Fire and Rescue Service <a href="http://www.wfb.org.uk/">www.wfb.org.uk/</a>	Partner in Fire and Road Safety Initiatives.
<b>F risky</b>	<a href="http://www.F-risky.co.uk">www.F-risky.co.uk</a> 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.
<b>The Junction</b>	235, Holdenhurst Road, Bournemouth 01202 396009	Young People's Advice Centre
<b>Ladders</b>	45 Bargates, Christchurch, BH23 1QD 01202 477354	Young People's Advice Centre
<b>Life Education Wessex</b>	<a href="http://www.lifeeducationdorset.org.uk">www.lifeeducationdorset.org.uk</a> 01305 871050 Email: <a href="mailto:info@lifeeducationdorset.org.uk">info@lifeeducationdorset.org.uk</a>	Provide drug prevention and health education to primary school children.
<b>LV Streetwise Interactive Safety Centre</b>	LV Streetwise Safety Centre, Unit 1 Roundways, Elliott Road, Bournemouth, Dorset BH11 8JJ <a href="http://www.streetwise.org.uk">www.streetwise.org.uk</a> 01202 591330 <a href="http://www.homesafetygame.com">www.homesafetygame.com</a>	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
<b>NHS Sexual Health Team</b>	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
<b>NHS School Nursing Teams</b>	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	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.
<b>Quay Advice Centre Poole</b>		Partner in Fire and Road Safety Initiatives.
<b>Road Safety Team</b>	Bournemouth: 01202 454654 Poole: 01202 262017 Dorset: 01305 224558 Wiltshire: 01225 701970	
<b>Safe Schools and Communities Team Dorset</b>	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.
<b>Safer Schools Wiltshire</b>	saferschools@wiltshire.gov.uk	
<b>ShADOWS Dorset</b>	01258 488486 shadows.admin@eddaas.org.uk	Drugs and Alcohol Outreach Service for under 18s
<b>Solomon Associates</b>	www.solomonassociates.co.uk 01725 518760 forest@solomonassociates.co.uk	Theatre in education

Local Organisations	Contact Details	Resource
<b>Space Youth Project</b>	www.spaceyouthproject.co.uk	The Space Youth Project is a group for young Lesbian, Gay and Bisexual, Transgender and questioning people based in Dorset.
<b>Speak Out Wiltshire</b>	www.speakoutwiltshire.com	An informative site for victims, perpetrators and friends and family of those affected by domestic abuse.
<b>Sussed - Advice and Information for Young People. Bournemouth</b>	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.
<b>Teenage Pregnancy Reduction</b>	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	
<b>Vita Nova</b>	www.vitanova.co.uk 01202 309999	Workshops and Drama around social issues
<b>Wiltshire Pathways</b>	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
<b>Waves</b>	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.
<b>Yadaas</b>	Bournemouth 01202 319191 Poole 01202 741414 www.eddaas.fsnet.co.uk	Young persons drug and alcohol advice for Bournemouth and Poole