



# Living in Safety and Stability





## 3

**Purpose:** To highlight consequences in relation to engaging in risk taking behaviours.

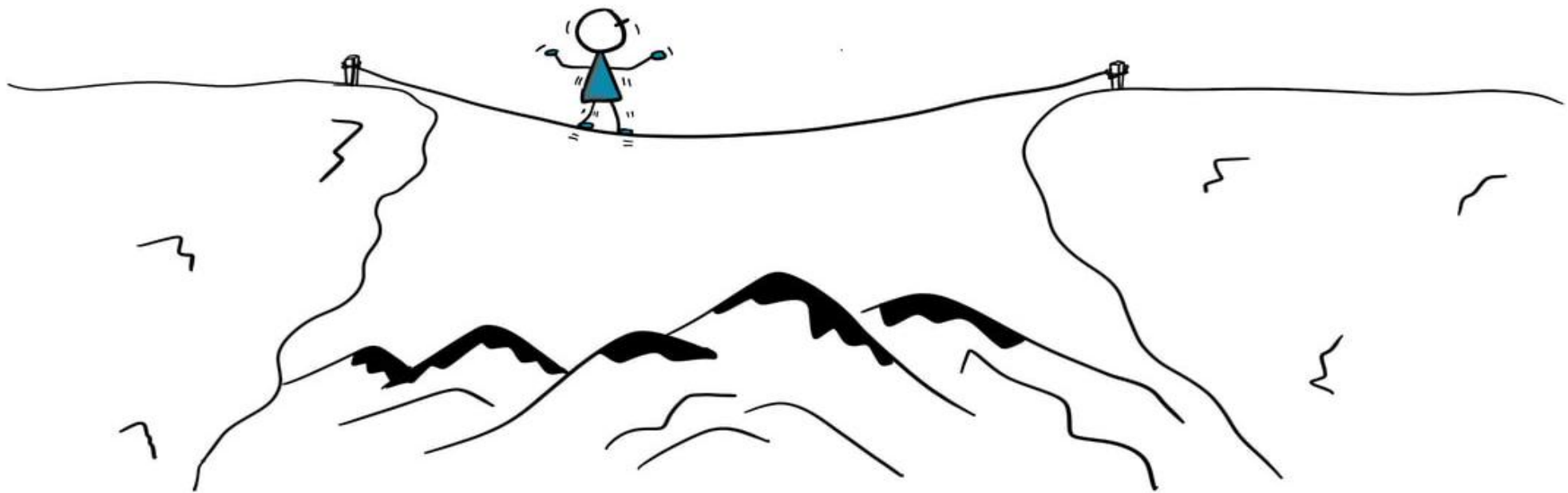
**Participant learning objectives:**

1. Understand the meaning of risk and the difference between good and bad risk
2. Recognise risky situations and the implications of these
3. Understand practical strategies to employ to keep themselves and others safe

CONTENT	METHODS/ RESOURCES <i>Slides 29-40 can assist with this session.</i>	APPROX. TIME
<p><b>Bucket List</b></p>	<p><b>Resources:</b>  <a href="#">Bucket List Templates</a>            Inform participants of the purpose of this session – to talk about risk taking behaviours and help participants to develop the skills, knowledge and confidence to make better decisions in relation to engaging in risk-taking behaviours.</p> <p>Ask participants to write a bucket list of the top 5 things they would like to achieve/do by the time they reach the age of 30. These may be things around family, children, jobs, travel, experiences, achievements etc. (If it helps – ask participants to imagine how they see themselves at age 30 – what are they doing, who are they with, where do they live etc.)</p> <p>As a group explore the items that participants have listed. Are there any common themes e.g., money, job, children etc.</p> <p>Ask participants what they will need to do to achieve the things on their bucket list. Highlight that working hard and taking risks are both equally important to achieve your dreams.</p>	<p>20 minutes</p> 

	<p><b>Debrief:</b> Taking risks is not always a bad thing – sometimes it is a necessary part of growing up. It is important we recognise our own feelings and assess our surroundings to weigh up whether the risk is a good or bad one.</p>	
<p><b>How Risky?</b></p>	<p><b>Resources:</b>  <a href="#">Scenario Cards</a>  <a href="#">Levels of Risk</a></p> <p>Provide participants with a copy of both the levels of risk and the scenario cards.</p> <p>Ask participants to think about the situations and ask them to place them into the category that best describes them. The aim here is to get an understanding of the young people’s perception of risk. As the facilitator it is essential that you ask the group to consider the implications of the said behaviour on the card. This will help them make an informed decision about the level of risk and help them become accustomed to thinking a situation through before acting. It will help to develop their perceptual skills and ability to risk-assess situations.</p> <p>Highlight that there is no right or wrong answer – it is about weighing up the risks.</p> <p><b>Debrief:</b> Ask them was there any debate amongst different scenarios within the group. Would they be confident dealing with these situations themselves? Which risks may be more difficult to spot than others?  Highlight the point that it is not necessarily about whom you are with, or how well you know them (even though that can be very reassuring), but it is about having control or influence over a situation.</p> <p><b>Tip:</b> This activity can be done as creatively as desired e.g. participants may want to act out their scenario through drama.</p>	<p>60 minutes</p> 
<p><b>Why Do We...?</b></p>	<p>Split participants into small groups of 3-5, depending on overall group size and ask participants to think of reasons why teenagers engage in risk taking behaviours.</p> <p>Once they have come up with some reasons bring them back for feedback into the larger group.</p> <p>It might be useful to provide participants with some celebrity examples as to why people engage in risk taking behaviours. Examples of celebrities and reasons for drinking alcohol are provided on slides 33-37. You can relate the reasons for celebrities drinking alcohol back to the reasons that young people drink e.g., lack of confidence, pressure or stress, depression, fun etc.</p>	<p>40 minutes</p>

	<p><b>Debrief:</b> The want or need to engage in risk taking behaviour is very natural, particularly in teenage years when our brain is still developing, and we are in a stage of exploration and trying out new things and new behaviours.</p> <p>Ask participants to critically reflect on their risk-taking behaviours and how they could possibly reduce the risk/ associated harm.</p> <p>This can be done as an individual exercise or as a group.</p>	
<b>Check-Out/ Evaluation</b>	<p><b>Resources:</b>  <a href="#">Informal evaluation ideas</a>  Choose an activity from the list provided.</p>	10 minutes



## Bucket List



## Risk Categories

**LOW RISK**



**MEDIUM RISK**



**HIGH RISK**

## Risk Scenarios ✂

Having unprotected sex with someone you know	Getting a taxi with friends	Skipping school without permission
Putting your contact details on a social networking site	Accepting alcohol from someone at a party	Telling your parents/carers where you are going
Staying out late without permission	Sneaking out to see your friends	Asking someone you have just met to buy you cigarettes/ e-cigs
Giving someone you have just met your phone number	Having unprotected sex with a stranger	Getting a taxi alone

## Risk Scenarios ✂

Sending a naked picture of yourself over WhatsApp	Getting drunk with family	Sharing your friend's details without their permission
Accepting a gift from someone you hardly know	Getting into a car, and you know the driver	Meeting up with an online 'friend'
Protected sex with your boyfriend/girlfriend	Getting into a stranger's car	Walking home alone in the dark, wearing dark clothes
Smoking marijuana for the first time	Jumping over the park fence when it is closed	Stealing chewing gum from the local shop