



Living in Safety and Stability

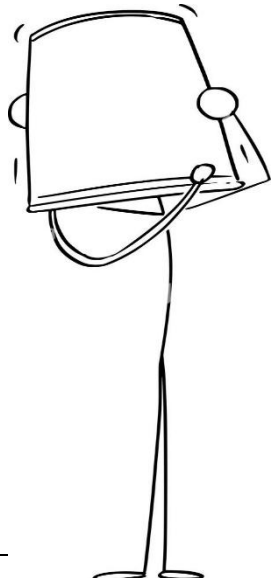


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Purpose: To provide participants with the skills, knowledge and confidence to make better decisions in relation to engaging in risk taking behaviours.

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 they can employ to keep themselves and others safe

CONTENT	METHODS/ RESOURCES <i>Slides 68-75 can assist with this session.</i>	APPROX. TIME
<p>Bucket List</p>	<p>Resources: Bucket List Templates</p> <p>Inform participants of the purpose of today’s session – to talk about risk taking behaviours and to provide participants with 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 their 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 surrounded by, where do they live etc.).</p> <p>Explore as a group the items that participants have listed. Are there any common themes e.g., money, job, children etc.</p> <p>Ask participants what they will have to do to achieve the things in their bucket list. Highlight that working hard and taking risks are both equally important to achieve your dreams.</p>	<p>20 minutes</p> 

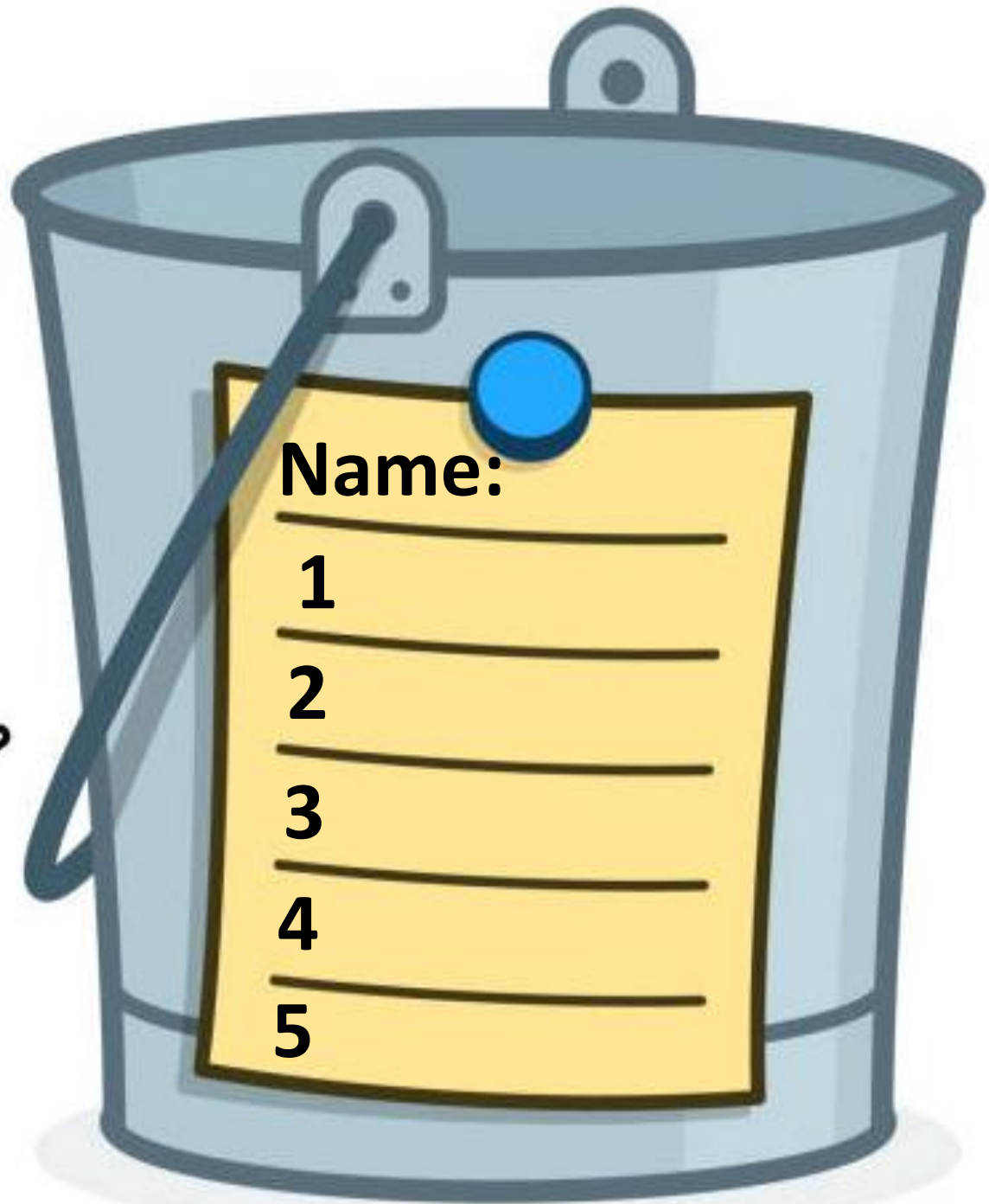
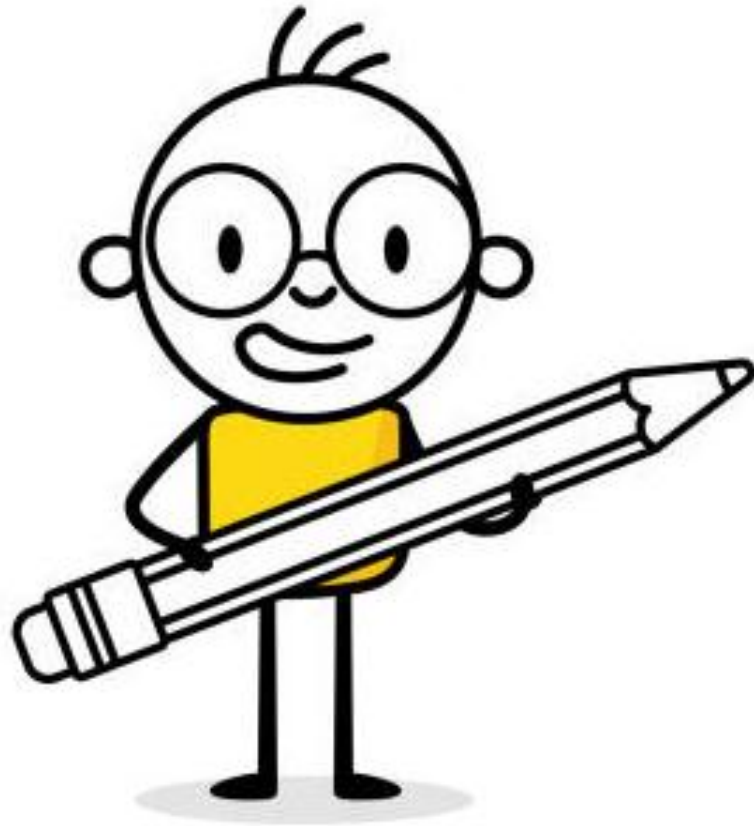
	<p>Debrief: Taking risks is not always a bad thing – sometimes it is a necessary part of growing up. It is important we recognise our own feelings and assess our surroundings to weigh-up whether a risk is good or bad.</p>	
<p>How Risky?</p>	<p>Resources: Scenario Cards Levels of Risk</p> <p>Provide participants 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.</p> <p>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>Debrief: Ask them was there any debate amongst different scenarios within the group. Would they be confident dealing with these situations? 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>Tip: This activity can be done as creatively as desired e.g., participants may want to role play/act out their scenario.</p>	<p>40-60 minutes</p>
<p>Why do we...?</p>	<p>Resources: Flip chart / Markers</p> <p>Split participants into small groups of 3-5, depending on overall group size and ask participants to think of reasons why young people engage in risk-taking behaviours? Once they have come up with some reasons bring them back to the larger group for feedback.</p>	<p>20 minutes</p>



	<p>Debrief: 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. Ask participants to critically reflect on their risk-taking behaviours and how they could possibly reduce the risk and associated harm. This can be done as an individual exercise or as a group.</p>	
Dealing with Difficult Emotions	<p>Introduce participants to the concept of dealing with difficult emotions. If we have the skills to deal with our emotions better, we may also be better at decision making i.e. making less risky decisions!</p> <p>Ask participants to think of a time when they felt a strong negative emotion e.g. fear, anger, frustration, loneliness. Ask them to think about how they felt/reacted/dealt with that emotion. How could they have handled the situation better?</p> <p>Inform participants of the three steps to managing emotions and inform them that we will delve deeper into managing emotions next week. Ask them to try and follow these three steps the next time they feel a powerful negative emotion.</p> <p>Three steps:</p> <ol style="list-style-type: none"> 1. Identify the emotion (How do I feel? Where do I feel the emotion in my body? Label and accept the emotion). 2. Take action (decide if you need to express your emotion. Think about how best to deal with this emotion). 3. Get Help (Seek support of a trusted adult or friend if you don't feel like you can manage the emotion on your own). 	15 minutes
Check-Out/ Evaluation	<p>Resources: Informal evaluation ideas Choose an activity from the list provided.</p>	10 minutes

Bucket List

What 5 things are really, really important for me to do or to experience?



Risk Categories

LOW RISK



MEDIUM RISK



HIGH RISK



Risk Scenarios



Talking to a stranger on the street	Getting a taxi with friends	Skipping school without permission
Putting your contact details on a social networking site	Getting a bus on my own during the day	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	Kissing someone you don't know	Getting a taxi alone

Putting a picture of your face as your profile picture	Coming into school on time	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	An adult asking you to keep a secret
An adult giving you a kiss and a hug	Getting into a stranger's car	Walking home alone in the dark, wearing dark clothes
Scoring your name into the swings at the local park	Jumping over the park fence when it is closed	Stealing a packet of chewing gum from the local shop

