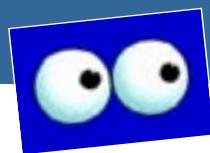




Scotland Learning



SEE YOU SEE ME

Spring 2009

Programme One: Monday 9 February

Programme Two: Friday 13 February

BBC2

Health – Risk

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.

See You See Me

Spring 2009

Health – Risk

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Risk

Introduction

Both programmes in this unit examine a variety of situations that children may have to deal with in their everyday lives and takes a look at the risks that can be involved and whether they are physical or emotional. The programmes also look at strategies that can be used to help work through a situation that may pose a risk.

Further support materials.

What's the Score? On Bullying, Primary Edition (ISBN 0 9536181 10)

Health for Life by Noreen Wetton and Trefor Williams (ISBN 0 17 423386 8)

A range of books and posters on safety themes is available from Kids Safetynet Ltd. For more information call 0161 480 2323 or visit <http://www.kids-safety-net.co.uk>

50 Activities for Teaching Emotional Intelligence (ISBN 1-56499-032-X)

The units on *Decision Making, Managing Feelings, Personal Responsibility* and *Conflict Resolution* contain activities that can be used to support the work covered through out the two programmes.

Quality Circle Time in the Primary Classroom by Jenny Mosley (ISBN 1 85503 229 5) (LDA) – especially Circle Meeting 3: *Feelings*

More Quality Circle Time, by Jenny Mosley (ISBN 1 85503 270 8) (LDA) includes puppet-based activities on the theme of bullying (<http://www.circle-time.co.uk>)

101 Games for Self esteem by Jenny Mosley and Helen Sonnet (ISBN 185503 351 8) (LDA) – particularly *Myself, my feelings*.

The Anger Alphabet: Understanding Anger – An emotional development programme for young children aged 6 to 11 by Tina Rae and Karen Simmons (ISBN 1 873 942 69 9).

What's This Got to do with Anything. A collection of group/class builders and energizers by Jim Craigen and Chris Ward (ISBN 1879097796)

A search on 'cooperative learning' provides examples and explanations of the theories and ideas of co-operative learning. The following websites also include useful material.

<http://www.galaxy-h.gov.uk>

<http://www.healthschools.gov.uk>

<http://www.healthscotland.com>

<http://www.healthpromotingschools.co.uk>

<http://www.scotland.gov.uk>

Before the programmes

Possible activities include the following.

- 1 Discuss the main areas of programme – physical and emotional risks, listening to your feelings (*50 Activities for Teaching Emotional Intelligence* is useful here) and body language.
- 2 *Quality Circle Time in the Primary Classroom*, Circle Meeting 3: *Feelings*, includes a story which is suitable for discussing risks and related feelings.
- 3 Ask the pupils to working in co-operative groups (Co-operative Learning) to identify and list areas and/or situations within the school day that could present risks. You could return to the list after the first programme, to sort it into 'physical' or 'emotional' risks.

Programme One **Living dangerously**

— Transmission date 9 February 2009

Programme content

The programme starts with two commentators introducing the Risky Races. At the trackside two teams, The Gung Ho Greens and The Mellow Yellows, are preparing to take part in the races. Throughout the programme both teams have to tackle several situations, dealing with different aspects of risk. As the races proceed it becomes clear that Flo from The Gun Ho Greens has no concept of her responsibility towards other people's safety and feelings. Programme One finishes with a cliffhanger. During a three-legged race, Max and Jen from The Mellow Yellows fall. Jen hurts her leg and Max's pride is hurt. Max storms off saying that he doesn't want to take part in the race any more.

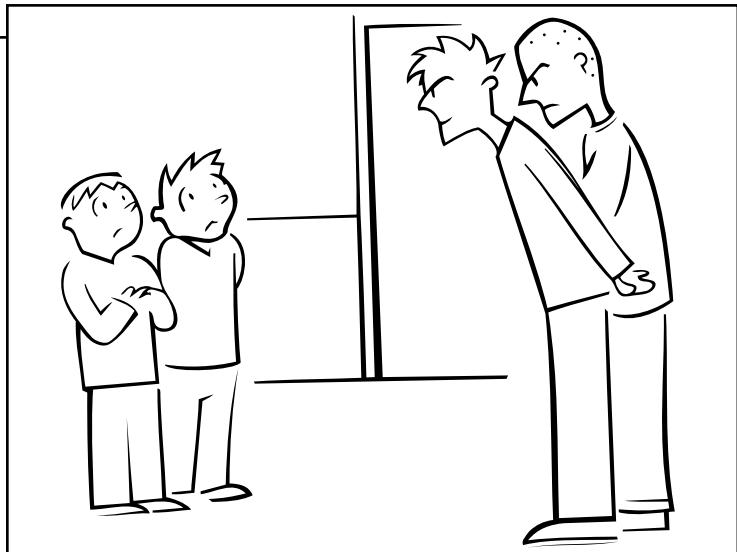
Follow-up activities

There are various suitable pause points throughout the programme – the following is only a guide. If preferred the programme can also be watched in its entirety and a selection of the activities completed after the programme. All follow-up tasks can be used for display purposes, such as collections of 'feelings masks', wordbanks or phrases showing children's understanding of risk, or personal writing.

- 1 What is a risk? Discuss the various suggestions made by the audience, and possible scenarios.
- 2 Sometimes, a risk involves feelings being hurt. Elicit from the pupils some discussion about occasions when they have taken an emotional risk and what the result was.
- 3 STAR is a mnemonic for Stops, Thinks, Acts Responsibly. Ask pupils to form trios and work their way through a given scenario, possibly based on a previous activity, using STAR. (Teacher Helpsheet 1 can be used [here](#).)
- 4 What does 'body language' tell you? In pairs, role-play different scenarios examining the way we communicate our feelings through body language, facial expressions and tone of voice. (The book *50 Activities for Teaching Emotional Intelligence* may be useful [here](#).)
- 5 This is a follow-up to 'Before the programme' activity 3. Remind the pupils of the various risks that were highlighted during the programme, then give each group of pupils the list they compiled before listening to the programme. Ask them to add any other situations that they can think of that pose a risk during the school day. Then ask them to sort the lists into 'physical risks' and 'emotional risks'.
- 6 Organise a three-legged race. Emphasise that when working as part of a team, people have responsibilities to the team. Ask the pupils to work in trios to list all the responsibilities each team member will have in a given situation. You could begin by giving each child a responsibility such as time keeper, recorder or checker.
- 7 **Assessment**
A personal writing activity can be used for assessment. Individually pupils should write about finding themselves in a situation where they were at risk. They should write about how they handled the situation and what the result was. (Worksheet 1 will be useful [here](#)).

Risky situations

Think about a time you found yourself in a situation where there was an element of risk. The risk can be physical, emotional or both. Use the plan below to record, in phrases, ideas that will help you write your story.



Where were you? ▷

When did it happen? ▷

Who is in the story? ▷

Think of phrases to describe the type of person.

What happened?

First... ▷

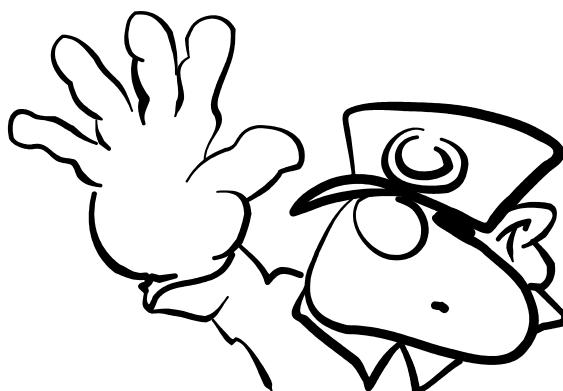
then... ▷

next... ▷

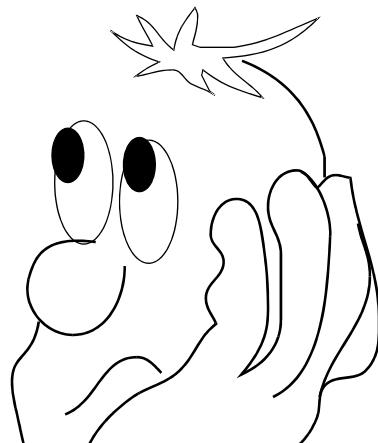
finally. ▷

Now write the story about a time where you found yourself dealing with elements of risk.

Stops



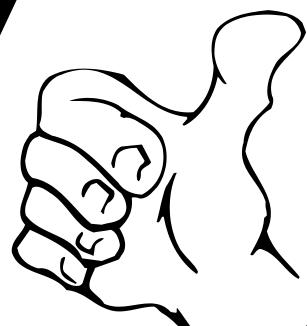
Thinks



Acts



Responsibly



Programme Two **Stick to your guns**

— Transmission date 13 February 2009

Programme content

This follows the same format as the previous programme, each race dealing with a different aspect of risk — especially emotional risk. The theme of responsibility to self and others is also explored further. The programme begins with the dilemma that faces The Mellow Yellows. Again, Jo is less than sensitive about her treatment of the members of the other team. The referee and Jen manage to convince Max to take part by thinking positively, and promoting positive self esteem. The Risky Races continues and once again each team has to explore different concepts of risk. The programme looks at body language and at the way we can read each others feelings and thoughts from body language, expression, what we say and the tone of voice we use. Finally, the teams look at what to do when presented with different situations: stop, think and make a plan. The programme finishes with a summary of what each team has learned about risk, and the result is that both teams are winners. Of course, Jo is not pleased with this one bit!

Follow-up activities

There are various suitable pause points throughout the programme — the following is only a guide. If preferred the programme can also be watched in its entirety and a selection of the activities completed after the programme. All follow-up tasks can be used for display purposes, such as collections of 'feelings masks', wordbanks or phrases showing children's understanding of risk, or personal writing.

- 1 Mellow Yellow's dilemma: ask the pupils to discuss Jen and Max's responsibilities to each other and the other team. It will be useful for them to refer to the list which they worked on in activity 5 of the previous programme.
- 2 Positive attitude: in a 'circle time' lesson, explore the theme and the benefits of thinking positively. Ask children to talk about times when they felt they 'couldn't do' something. Why couldn't they do it? What could they do to change this? (Teacher Helpsheets 2 can be used here.)
- 3 As a follow-up to activity 2, ask the pupils to write a poem called 'See me I'm special'.
- 4 This activity, based on the book *50 Activities for Teaching Emotional Intelligence*, explores body language. Make 'feelings' masks and use them in role play, examining different risk situations. Teacher Helpsheet 3 can be printed out and laminated, and used in discussion before starting this activity. It could also be used as a reminder for pupils as they work through the activity.
- 5 Stop, make a plan: ask the pupils, using Worksheet 2 a-d and working in pairs or trios, to take each of the scenarios from the programme in turn and work it through. This activity promotes co-operative learning strategies, with each pupil having a responsibility within the group to complete the activity. A final Worksheet, 2e, has been included so that you can insert a risk situation particular to the school area or the class. Pupils are asked to think about the following specific questions.

— What is the situation?	— For each choice, what are the consequences?
— What are the choices?	— What decision(s) do they make and why?

Encourage children to think of all choices to be made, both positive and negative. This is an important step towards understanding the individual responsibility people have when choosing between right and wrong.
- 6 **Assessment**
Using the results from the above activity and the knowledge gained from the entire programme, ask the children to work co-operatively to produce a display showing some form of risk and what should be done to produce a positive outcome.

Your friends are going to play in the old disused mine or railway track but you are not allowed to go as you have been told that it is very dangerous.

What is the situation?

▷

▷

▷

▷

▷

▷

What are the choices?

▷

▷

▷

▷

▷

▷

For each choice what will be the consequences?

▷

▷

▷

▷

▷

▷

What have you decided to do?

▷

▷

▷

▷

▷

▷

You and your best pal have been chatting to different people in a chat room on the internet. One of the people, who you do not know, has asked to meet you on Saturday.

What is the situation?

▷

▷

▷

▷

▷

▷

What are the choices?

▷

▷

▷

▷

▷

▷

For each choice what will be the consequences?

▷

▷

▷

▷

▷

▷

What have you decided to do?

▷

▷

▷

▷

▷

▷

Your friend has a motorized scooter or quad. To prove that you are not a 'chicken' he tells you to drive up the street and without wearing a helmet.

What is the situation?

▷

▷

▷

▷

▷

▷

What are the choices?

▷

▷

▷

▷

▷

▷

For each choice what will be the consequences?

▷

▷

▷

▷

▷

▷

What have you decided to do?

▷

▷

▷

▷

▷

▷

You are out on a Saturday afternoon with one of your friends when you bump into two other kids from your school who are known to be bullies, and they start to threaten you.

What is the situation?

▷

▷

▷

▷

▷

▷

What are the choices?

▷

▷

▷

▷

▷

▷

For each choice what will be the consequences?

▷

▷

▷

▷

▷

▷

What have you decided to do?

▷

▷

▷

▷

▷

▷

What is the situation?



What are the choices?



For each choice what will be the consequences?



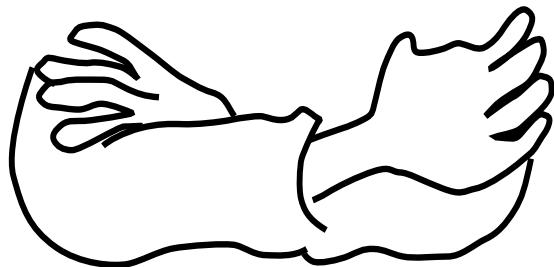
What have you decided to do?



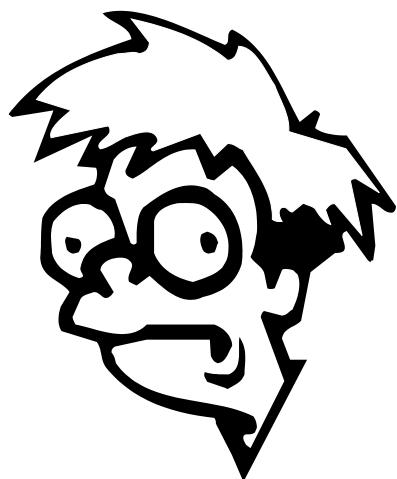
Proud
Hopeful
Strong
Sure

Weak
Disappointed
Hopeless
Sad

Think about
body
language



Think about
facial
expression



Think about
what is
being said



Think about
tone of
voice

