

Safety Savvy!

Health and physical education, social sciences, level 4

The Learning Context:

This unit is about students keeping young people their own age safe. In this unit students will investigate a range of social and economic risks experienced by young people in their community. They will explore how intermediate aged students can be better prepared to deal with risk scenarios, and develop skills and strategies which support them in developing the key competency of “managing self”. Students will create a ‘Savvy Safety’ action plan for their chosen risk area and put their findings into practice to improve their and others’ well-being.

During the first inquiry stage of this learning, students will share their experiences of feeling at risk, or situations that put others at risk. They will discuss the need for personal strategies and or community strategies to keep themselves and others ‘safe’.

Students will brainstorm and identify a range of risks that impact negatively on students’ safety and well-being within their own community. Students’ thinking will be stimulated by classroom role plays around safety at school. Outside speakers such as youth workers and sports coaches will be invited to provide further examples of student actions that put them and others at risk.

Students will conduct an investigation to find out what are the more common safety problems faced by young people in their community. As a group, students will determine an ‘at risk’ area that they want to explore further and provide strategies and solutions to keep their peers safe.

During the last stage, students will

- communicate their safety strategies and action plan for one risk area through one or more of an educational video, digital slide show, live presentation, pamphlets that describe safety strategies,
- take group action to put in place and trial their Safety Savvy action plan for their peers, and
- take a personal action to better manage risks they themselves face.

Approximately 18 lessons

Achievement Objectives:

Health and physical education level 4

Interpersonal skills

- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Safety management

- Access and use information to make and action safe choices in a range of contexts.

Rights, responsibilities, and laws; people and the environment

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

Community resources

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

Social sciences level 4:

- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.

Enterprising attributes:

- Identifying, solving, and preventing problems.
- Identifying, assessing and managing risks.
- Using initiative and drive.
- Matching personal goals and capabilities to an undertaking.
- Collecting, organising, and analyzing information.
- Communicating and receiving ideas and information.
- Planning and organising.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource requirements:

- Actors for role plays
- Community advisor for at risk youth
- Decision making grid
- Internet sites,
<http://youthline.co.nz/>
<http://www.netsafe.org.nz/>
<http://www.teenhealth.co.nz/>
<http://www.police.govt.nz/service/yes/ /resources/violence/kos.html>
- ICT tools, e.g. digital cameral, video cameral, computers, etc.

Learning Outcomes:

Students will be able to:

1. Carry out an investigation to determine what are the most common 'at risk' problems facing their peers in their community.
2. Describe the consequences on people who take actions that put themselves and others at risk.
3. Identify ways in which people protect themselves and their peers against risks in their community.
4. Work co-operatively to develop and carry out a project that includes safety strategies and plans to keep people in their community safe.
5. Describe how they applied the enterprising attributes to support the tasks in this unit.

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Students will address a real social issue in their community, young people at risk. Students will explore what it is to be innovative and enterprising and apply this to developing strategies and actions to keep young people safe in their community. Through their enterprise, students will endeavour to bring benefits to themselves and their community; informed behaviours, informed actions, and new solutions to old problems.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Getting Started:</p> <p>Explain to the students the purpose of this learning; that in this unit students will investigate and find out which are the most common social and economic risks experienced by young people in their age group and in their environment. Students will explore how young people can be better prepared to deal with risks, supporting them to develop skills and strategies so they become competent at "managing self" and taking action. Students will create a 'Savvy Safety' action plan and put their findings into practice in the school community.</p> <p>The teacher asks students to identify the risks they face as intermediate aged students - times when they did not feel safe or their sense of well-being was diminishing. Being bullied, being ripped off by others - including theft, not having enough money to buy what they wanted, being unfit, peer pressure re sex, smoking and drugs, untreated injury, eating disorder, road safety, local environmental issues such as earthquake and flood, relationship issues such as loss of friends, family disputes, not coming to school, ill health, etc.</p> <p>If students are reluctant or unable to generate ideas, the teacher may consider framing the question within specific scenarios such as:</p> <ul style="list-style-type: none">• For students who like sport / dance / skateboarding consider:<ul style="list-style-type: none">○ Training / warming up routines / risk management such as physical safety / responding to criticism / expectations of the role models, etc.• For students who like technology / video games / cell phones / mp3 players, consider:	<p>LINKS TO BES Best Evidence Synthesis</p> <p><i>5. Quality teachers allow students to solve problems and link learning to real life experiences.</i></p> <p><i>8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.</i></p> <p><i>3. Quality teachers make links to students' prior knowledge.</i></p>
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- Downloading: what is legal and how do I know?
- Uploading: What happens to the stuff I upload to the net? Who owns it? What are the privacy laws?
- Cyber bullying: What is it? How do I deal with it?
- Time balance: How much is too much? How long should you spend playing video games / bebo / etc as opposed to playing / exercise
- Violence / censorship / ratings: What do you watch or play? Is this healthy? Do game ratings matter? Why are they rated?
- Internet truth and lies: How do I know what is on the internet is true? Validation of information.
- Creating content – How do I protect my digital property? Who owns the stuff I make online? Can other people make money from my ideas?

Students share their stories and record the key idea that identifies the risk to their safety or well-being. These ideas are recorded on a 'Risk Ideas' sheet.

Teachers/students role play previously rehearsed risk / safety scenarios (drama group may prepare these). Role play scenarios might include being ripped off at the shop – faulty product, text bullying, stealing, etc. Or the school may simulate a 'lock down' situation, and students begin to problem solve.

Students discuss why these scenarios are risks to their and others safety and or wellbeing. Students identify 'wellbeing' consequences on themselves and others if these role play risks eventuate. Students discuss other choices the actors had and could have taken instead of the one acted out in the role play.

With further discussion, students begin to see these risks on wellbeing as individual risks, family risks, community risks, social risks, economic/financial risks, etc. Students take their ideas from paragraph 2- Getting Started and revisit these in terms of who is negatively impacted.

Pose the questions:

1. Are any of these risks that we have seen or heard about risks that you have some personal control over? Conclude:
 - for some risks young people need strategies like finding out more information, looking at more choices, making different decisions, to keep themselves and others safe, i.e. accepting self responsibility.
 - For other risks as individuals people have less control over them happening, so they need a different set of strategies and actions that involve the wider community; creating awareness for community responsibility.
2. What do you believe are the most prevalent risks for intermediate students' safety? (Learning Outcome 1)

Revisit the purpose of this learning, paragraph 1.

The class creates a timeline for the unit with key dates for critical actions. Explain that this timeline will be added to and or modified (monitoring and evaluating) as the unit progresses. The timeline will make the teaching sequence of the unit explicit to the students.

The teacher explains to the students what he/she is going to assess. Teachers should consider assessing students abilities to manage themselves and relate to others (key competencies) through this unit, i.e. identifying risks and problems, and preventing or solving them by using initiative and drive, and personal capabilities, being fair and responsible within their team work. (See the enterprising attributes)

1. Students identify a range of speakers from the community who support young people, including themselves. Speakers might be a youth group worker, sports coach, local constable, church worker, community health worker, counsellor, IT expert, etc. Students acknowledge that these people support their / their community's well-being.

Students contact these people and explain their topic of study and the action/s they will take at the end of their learning. Students invite guests into their school to talk about the work they do, why they have got involved in this work and strategies they employ in their work to achieve results.

2. Before the visit, students pose a range of questions to ask their guests for their context. Questions might include:
- What are some of the challenges / problems that you see are faced by young people? (L O 1)
 - Why do you think these young people experience these problems?
 - Did these young people have other choices that can keep them safe, and if so what are they?
 - For the challenges / problems you see, who do you think is responsible? Is it an individual, the community or both?
 - Who do you think should be trying to solve these problems?
 - What problems do you see that you think we could implement a plan to help our peers to keep themselves safe?

Using initiative and drive

3. Students record the new knowledge about the risks young people face in the scenario presented by the speaker/s. Students acknowledge the contribution made by their speakers to the well-being of their community. Students consider
- the consequences on young people who take risks and compromise personal safety for themselves and others.
 - where responsibilities lie – on the individual i.e. self responsibility, or community responsibility, or both?
 - groups in their community that help young people
 - some tentative solutions that the community has in place to support young people.
 - some emerging ideas as to what they might do for their Savvy Safety plan and action.

(Learning Outcome 2) Collecting, organising and analysing information

4. Students establish a list of risks that compromise young people's safety within their community, with the purpose of determining from this list which are the most common ones. This step will support students in deciding which risks they might investigate further before establishing and implementing their Savvy Safety plan. The teacher and students discuss and record the steps they will take to carry out their investigation. Students are mindful that they are to access and use information to make and action safe choices. Identifying, assessing and managing risks

Students consider who they will interview, a class, school or community wide sample, and which age group. How many people do they need in their sample to gain a statistically relevant result? What information are they seeking from an individual and how to record it, e.g. ticking a category box indicating their top three safety issues? Students will also need to consider privacy issues and the law around privacy of information, and their survey form should make reference to privacy of information collected. Students make final decisions on how this information will be collated, displayed and reported.

In groups students prepare their investigations.

8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.

2. Quality teachers facilitate active learning in the classroom and in the community.

<p>5. Students in groups carry out their investigation. Students are mindful of the range of assertive communication skills and processes that enable them to interact appropriately with other people. (L O 1)</p> <p>6. Students collate, display and report their findings back to their class. Groups decide which Savvy Safety issues they would like to investigate further and determine strategies and actions to address these issues. (L O 1)</p> <p>7. In their groups, students brainstorm a range of ideas for their Savvy Safety plan. They also discuss what they want to achieved by the end of the activity. Students develop a set of success criteria for their Savvy Safety plan, e.g. Feedback for our service is positive, we improve the safety or well-being of at least three students, at least five students access our service, we provide a community service during three lunch times, we have an expert from the community on hand during the times the service is available, etc. Success criteria are record in their planning journal. Excellence</p> <p>8. The teacher demonstrates the decision making process students will work through to establish the best project for the group's interests and talents. First a set of criteria is developed that is relevant to distinguish between the merits of each possible choice. Criteria might include</p> <ul style="list-style-type: none"> • Is this a problem that is really a problem in our community? • Is this a problem that we are really interested in eliminating? • Is this a problem that we have the knowledge and skills to solve? • Do we have community resources that can help us implement our plan? • Do we have time to set up our action plan and implement it? • Is this the problem that will provide our peers with the most benefits? <p>The possible choices are listed in a decision grid. Each criteria is used to compare the merits of each choice. Students make the decision to provide a service and as a group commit to it.</p> <p>9. Within their groups, students carry out their planning. Students research, investigate and or access a range of community people and resources that can help them with their Savvy Safety plan.</p> <ul style="list-style-type: none"> • The first stage of the research will inform the group of the ways in which people with this problem keep themselves safe, and their peers and community. • The second planning phase will enable them to inform others of their findings. • The third planning phase will enable the group of students to provide this service to others. Identifying, solving and preventing problems. <p>During this phase students will specify individual responsibilities and take collective responsibility for the care and safety of other people in their group and school. Students will reflect on their ability to 'manage themselves' as they undertake this planning. During this phase teachers will observe students and provide them with formative feedback to ensure that the students stay focused on managing themselves while relating to others. Planning and organising Using initiative and drive. Matching personal goals and capabilities to an undertaking (Learning Outcome 3) (Learning Outcome 4) Integrity Innovation, inquiry, and curiosity</p> <p>10. Students share their findings with other people in their community. The presentation will outline the issue / risk / problem, who is at risk, the consequences if the problem is not solved, the consequences if the problem is solved and what are the benefits to a person's or peoples</p>	<p>5. Quality teachers make effective links between different learning areas.</p> <p>9. Quality teachers promote the recognition and use of thinking strategies.</p> <p>10. Quality teachers utilise assessment to improve learning.</p>
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<p>well-being, actions they will take to help others make and action safe choices. Communicating and receiving ideas and information.</p> <p>11. Students implement their plan. (Learning Outcome 4) Community and Participation</p> <p>12. Each student decides on an aspect in their own lives which they believe they can take responsibility for improving personal safety and well-being. The student sets a personal goal and determines the next steps to take.</p>	<p>2. Quality teachers allow students to help each other.</p>
<p>Sharing and Evaluating:</p> <p>13. Students carry out self assessment and/or group assessment using the success criteria listed at Step 7. Students review their presentation. Students identify the strengths within their plans, and areas for improvement. (L O 4)</p> <p>14. Students evaluate the success or otherwise of the actions they took to solve a classroom / school / community safety issue.</p> <p>15. Each student monitors and evaluates their personal progress to improve their own safety and well-being over the next term and reports these findings to their peers and or teacher.</p> <p>Reflective Questions:</p> <p>Exploring new knowledge and skills</p> <ul style="list-style-type: none"> • Personal skills are important if we are to practice Savvy Safety behaviours in our community. Provide two examples of when you applied these personal skills to interact appropriately with other people (interpersonal skills). • Give examples of risks than impact on peoples' safety which you explored in this learning that you believe are best solved by people accepting and actioning 'self responsibility'. Give examples of risks that you explored in this activity which you believe are best solved by people accepting and actioning 'community responsibility'. • Given the problem you identified, explain why your 'self management' behaviour and community resources worked together to provided a good solution. • Explain how your community visitors play a part in improving young peoples' lives, and contrast this with changes in your behaviour within this activity, determining how they and you effected peoples' lives (Formal and informal groups impact on peoples' lives.) <p>Exploring what it is to be innovative and enterprising</p> <ul style="list-style-type: none"> • Managing self to identify and prevent problems was a key learning outcome, what values and attributes were you using to keep you and others safe? • What step/s were you doing when you used each of the Enterprising Attributes listed in this activity? Break each attribute into its separate words and refine your answers. For example, identifying problems, preventing problems, solving problems, Identifying risks, assessing risks, managing risks, etc. Learning Outcome 5 • How could you improve on using the Enterprising Attribute/s for next time? LO 5 • Can you transfer this learning to your other topics? LO 5 <p>Exploring further future focus issues</p> <ul style="list-style-type: none"> • As citizens, how can we ensure that people in our class, home and community are kept safe? What are the consequences if people do not develop strategies that keep them and others safe? 	<p>10. Quality teachers allow students to participate in goal orientated assessment.</p> <p>Quality teachers know learning processes in each curriculum area.</p>

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| <ul style="list-style-type: none">• What is the link between community safety and well-being, socially and economically? Can you give examples which illustrate social and economic consequences where rules and laws do not protect people? | |
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Possible Assessment Activities (Teacher):

Teachers observe and provide formative feedback on positive actions students take for the care and safety of themselves and others in their classroom and in school, and create dialogue and feedback on the negative actions that compromise classroom safety for themselves and for other students.

Teacher could monitor students' ability to manage themselves during the unit as they plan and action this learning.

Handy Hints:

- Some areas of personal safety will need to be handled outside of this unit. If these are identified during discussions and are a problem of a student, the teacher will need to put in place support outside this unit.
- Evaluate other safety programmes in your school and consider how much content can be included in this study.

Savvy Safety Planning Journal

Names of people in our group:

(Relating to others: Working with others and in teams)

Our commitment to each other

Some key words: fair, responsible,

Our group goal:

Some key words: Investigate, initiative, drive, solving problems, assertive communication, collective responsibility, well-being, safety

Our group commitment to each other:

(Managing self – using initiative and drive, matching personal goals and capabilities to an undertaking)

Some key words: Interpersonal skills, fair, individual responsibility, group (collective) responsibility, role, work with others, negotiate, flexible

Shared success criteria for our Savvy Safety plan

How will we know we have been successful in keeping someone safe?

Our brainstorm of ideas for our Savvy Safety plan

Deciding our best action plan

Decision Grid

Choices Criteria						Total

Our job responsibilities

Managing self – Using initiative and drive, Matching personal goals and capabilities to an undertaking.

Our actions and time line