

PCSHE Booklet

Topic 4 – Equality and Discrimination

Topic 5 - Safety

Name: _____

Class: _____

Teacher: _____

Year 8 Curriculum

| Topic 1: Drugs and Alcohol | Topic 2: Relationships and the Law | Topic 3: Mental Health | Topic 4: Equality and Discrimination | Topic 5: Safety |
|---|---|--|---|------------------------------|
| Alcohol and drug misuse and pressures relating to alcohol use | Positive, healthy relationships, Contraception, Consent and Sexting | Influences on mental health, coping with bereavement, and digital resilience | Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia, and visual differences. | Water Safety and Road Safety |

Home/School: Parents, Friends, Safeguarding team – Mr Ogden, Mrs Jones, Mrs Loveridge. Pastoral Team – Miss Phelps, Miss Toulson.

- Action line – Expert and confidential support to young people suffering homophobic or transphobic bullying. Monday to Friday. 9am to 5pm. 0808 1000 143. <https://eachaction.org.uk/support>
- Antibullying alliance – <https://anti-bullyingalliance.org.uk>
- Bullying intervention group – <https://bullyinginterventiongroup.co.uk>
- Child Exploitation and Online Protection Centre – <https://ceop.police.uk>
- Equality of Human Rights Commission - equalityhumanrights.com
- Young Stonewall: <https://www.youngstonewall.org.uk/>
- The Proud Trust –Local Support groups: <https://www.theproudtrust.org>
- Friends and Family of Lesbians and Gays: <https://www.fflag.org.uk/>
- Anti-bullying alliance: a coalition of organisations working together to stop bullying (including that of people with learning disabilities and autism). <http://www.anti-bullyingalliance.org.uk/>
- #ImWithSam campaign: Dimensions’ campaign to end autism and learning disability hate crime. <https://www.dimensions-uk.org/campaign/imwithsam/>
- **True vision** – website for reporting hate crime and hate incidents to the police www.report-it.org.uk/your_police_force
- **Childline** – Childline is a free and confidential 24-hour helpline for children and young people in the UK. Calls do not show up on mobile phone or landline bills. 0800 1111 www.childline.org.uk
- **Stop LGBT Hate Crime** – Helpline offering advice and support to victims of LGBTQ+ hate crimes
0808 801 0661
- **Tell Mama** – record Hate Crimes against Muslims, or motivated by hostility or prejudice directed at Islam. <https://tellmamauk.org>

PCSH E – Year 8 Topic 4 – Equality and Discrimination

| | | |
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| <p>KP11: Key Terms</p> <ul style="list-style-type: none"> Bullying: Usually defined as repeated behaviour that is intended to hurt someone either physically or emotionally. Bullying can take many forms including physical assault, teasing, making threats, name-calling, spreading rumours, or writing offensive graffiti. Cyber bullying: Bullying that is conducted online via email, social networks, or messaging services or via mobile devices. Discrimination: Unfair treatment of a person or group because of negative ideas about that individual or group. Gay: An emotional, sexual and physical attraction to the same sex. This word can apply their either gender. Heterosexism: The assumption that everyone is heterosexual unless someone is 'obviously' gay or lesbian because they are 'out'. Homophobia: The resentment or fear of gay, lesbian or bisexual people. Prejudice: A judgment made about a person or group without knowing them. This is generally applied when the judgement is negative. Stereotype: The combination of emotional, sexual and physical attraction to someone of the opposite, same or either sex depending on that individual's sexual orientation. Transphobia: Resentment or fear of transgender people. Sexism: prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Racism: prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised. Equality: the state of being equal, especially in rights, status or opportunities. Race: race includes skin colour, ethnicity and ethnic or national origins. Disability: a person has a disability if they have a mental or physical impairment, and this has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. Sexual orientation: a person's sexual preference towards persons of the same sex, the opposite sex or either sex Gender: whether a person considers themselves male or female. It can also refer to a range of identities that do not correspond to male or female. | <p>KP12: The Equality Act</p> <p>The Equality Act 2010 aims to prevent discrimination or ill treatment. This act was introduced in 2010 to replace all previous equality laws. The new law was intended to help make equality law easier to understand and simpler to use. It is illegal to discriminate against anyone based on nine protected characteristics:</p> <ul style="list-style-type: none"> - Age - Disability - Gender reassignment - Marriage and civil partnership - Pregnancy and maternity - Race: can refer to colour, nationality, ethnic or national origins - Religion or belief: can refer to religious or philosophical beliefs, including a lack of belief - Sex: refers to a person's gender - Sexual orientation <p>Importance of the Equality Act:</p> <ul style="list-style-type: none"> • The Act makes it law that every private, public and voluntary organisation must not discriminate against their employees or the people that use their services because of their characteristics. • The Equalities Act has a huge impact on sentencing in courts. • It is used to help vulnerable groups feel safe. • It is used to help convince people to report crimes and know that the police must take them seriously. • The Equality Act 2010 allows Positive Action so that public bodies (such as schools) can provide additional benefits to some groups to help tackle disadvantage. <p>How to end discrimination?</p> <ul style="list-style-type: none"> - Education: Educating students about the problems raises awareness - Rallies: Public displays of support to show how many people are trying to fight discrimination - Law: Anti-discrimination laws have been passed to help those at risk - Charities: They do excellent work all over the world to help those effected. - Religion: They teach us that everyone is equal, made in God's image. They need to work together to continue spreading the message - Defend: If you see someone discriminating against someone else, speak up, explain how their actions are wrong. | <p>KP13: Further Support:</p> <ul style="list-style-type: none"> - Action line – Expert and confidential support to young people suffering homophobic or transphobic bullying. Monday to Friday. 9am to 5pm. 0808 1000 143. https://eachaction.org.uk/support - Antbullying alliance – https://anti-bullyingalliance.org.uk - Bullying intervention group – https://bullyinginterventiongroup.co.uk - Child Exploitation and Online Protection Centre – https://ceop.police.uk - Equality of Human Rights Commission - http://equalityhumandrighs.com - Young Stonewall: https://www.youngstonewall.org.uk/ - The Proud Trust –Local Support groups: https://www.theproudstust.org - Friends and Family of Lesbians and Gays: https://www.fflag.org.uk/ - Anti-bullying alliance: a coalition of organisations working together to stop bullying (including that of people with learning disabilities and autism) and create safer environments in which young people can live, grow, play & learn. http://www.anti-bullyingalliance.org.uk/ - #ImWithSam campaign: Dimensions' campaign to end autism and learning disability hate crime. https://www.dimensions-uk.org/campaign/imwithsam/ - True vision – website for reporting hate crime and hate incidents to the police www.report-it.org.uk/your-police-force - Childline – Childline is a free and confidential 24-hour helpline for children and young people in the UK. Calls do not show up on mobile phone or landline bills. 0800 1111 - www.childline.org.uk - Stop LGBT Hate Crime – Helpline offering advice and support to victims of LGBTQ+ hate crimes 0808 801 0661 - Tell Mama – record Hate Crimes against Muslims, or motivated by hostility or prejudice directed at Islam. https://tellmamauk.org |
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Knowledge Organiser

Low Stake Quiz

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Sliding Scale – Lesson 2

The Equality Act

Sliding Scales

To be able to describe how we tackle unacceptability of prejudice-based language and behaviour offline and online.



To be able to outline the Equality Act and the different protected characteristics within.



Key words: equality, law, protected characteristics, discrimination

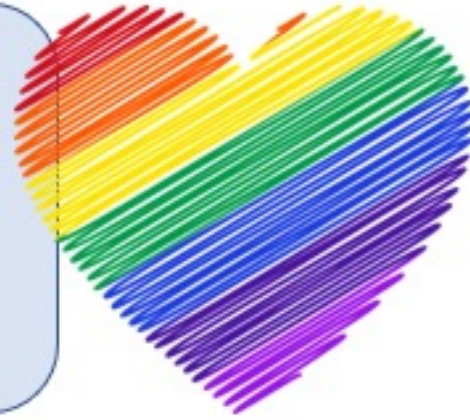
Task:

1. Read through the information sheets.
2. Read through the case studies on your sheet and state:
 - a. Whether a protected characteristic is being infringed upon.
 - b. Which protected characteristic you think is being infringed upon and why.

What are Protected Characteristics?

In the UK, it is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation



That's because these qualities are called 'protected characteristics'. You're protected from discrimination against any of these qualities when you are:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association



You're legally protected from discrimination by the Equality Act 2010. You're also protected from discrimination if you're associated with someone who has a protected characteristic, for example a family member or friend, if you've complained about discrimination or supported someone else's claim.

You can do something voluntarily to help people with a protected characteristic. This is called taking 'positive action'. Taking positive action is legal if people with a protected characteristic:

- are at a disadvantage
- have particular needs
- are under-represented in an activity or type of work



How could someone discriminate against someone else?

Discrimination can come in one of the following forms:

- **direct discrimination** - treating someone with a protected characteristic less favourably than others
- **indirect discrimination** - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- **harassment** - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- **victimisation** - treating someone unfairly because they've complained about discrimination or harassment

The law protects you against discrimination at work, including:

- **dismissal**
- **employment terms and conditions**
- **pay and benefits**
- **promotion and transfer opportunities**
- **training**
- **recruitment**
- **redundancy**



Some forms of discrimination are only allowed if they're needed for the way the organisation works, for example:

- **a Roman Catholic school restricting applications for admission of pupils to Catholics only**
- **employing only women in a health centre for Muslim women**



| Case Study: | Has the Equality Act 2010 been broken? | Which protected characteristic has been infringed? | What makes you think this? How do you know? |
|---|--|--|--|
| <p>Tara works for British Airways. She has been told that no religious artifacts can be worn at work. She has always worn her crucifix but her manager has asked her to remove it.</p> | | | |
| <p>At a bakery in Belfast, a gay couple asked a bakery to produce a cake picturing two men getting married on the top of it. The bakery refused on the grounds that gay marriage was against their religion.</p> | | | |
| <p>A college in Birmingham has stated that anyone who has more than 10 days off in a year will no longer be allowed to sit their A-levels in the college. Tom, who has an ongoing medical condition and needs frequent hospital treatment has been told this applies to him too.</p> | | | |
| <p>Male workers at a factory claimed that their employers discriminated against them, denying them the opportunity to take shared parental leave on full pay. The employers in both cases enhanced pay during maternity leave, but not during shared parental leave.</p> | | | |
| <p>At Samantha's work they have a 'no distractions' policy. Part of the policy states – 'no decorative flags in the office.' During the world cup, some employees were allowed to watch matches in the staffroom at breaktime. Sam complained that during Pride month, she was not allowed to celebrate in the same way by putting up a flag.</p> | | | |

Task 3: Read the four case studies in your booklet and answer the following questions:

1. Is this unlawful discrimination under the Equality Act of 2010?
2. What protected characteristic is the discrimination against?
3. What action could the person take?

Equality Act 2010 Case studies

Case study 1

"I use a wheelchair to get around and I'm finding it very hard to get a place at my local college. I want to study science and the labs are on the first floor. The college hasn't got a lift and they say they can't afford to have one put in just for me so I must go somewhere else. Travelling any distance is really difficult and expensive so I don't want to go to another college."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 2

"I was refused an apprenticeship at a local hairdresser's because I wear the hijab and they say that all staff must wear their hair in trendy styles to impress the customers. I'm not prepared to do this as it is against my beliefs."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 3

"I am at college and I'm pregnant. I am required to attend parenting classes at the same time as my science GCSE classes. Both classes are really important and it seems unfair that I can't attend them both."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Case study 4

"At the moment I am undergoing gender reassignment. The school has been informed that I am undergoing reassignment but does not seem to be willing to accept this, so won't change my registration details and keeps referring to me by my birth name rather than my new name."

What protected characteristic is potentially being discriminated against?

Could this be unlawful discrimination under the Equality Act 2010?

What action could the person take?

Low Stake Quiz

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Sliding Scale – Lesson 2

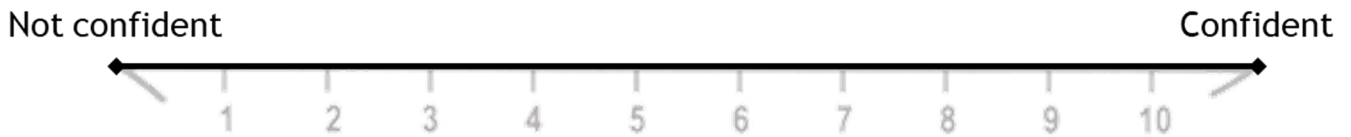
LGBTQ+ Prejudice and Discrimination

Sliding Scales

I can define casual homophobia and identify examples of it.



I can define homophobic bullying, harassment and hate crimes and identify examples of them.



I can explain the impact of homophobia.



I can explain how we can challenge homophobia in its different forms.



Key words: homophobia, bullying, harassment, LGBTQ+, protected characteristics, HBT language

Task: Match the key word to the definition.

| Key words | | Definition |
|-----------------------|--|--|
| Discrimination | | The acronym referring to all gender identities, expressions, sexual orientations and variations in sex characteristics that are not cisgender or heterosexual, or don't fit within male/female biological binaries. |
| LGBTQ+ | | Dislike or hostility based on preconceived and unfounded opinions. |
| Prejudice | | An umbrella term for the prejudice and discrimination against people who identify as or are perceived to be LGBTQ+. Also more specifically refers to the prejudice and discrimination against people who are attracted to people of the same sex or gender. It is typically based on irrational hatred, intolerance and fear of people who identify as LGBTQ+. |
| Homophobia | | The unfair or prejudicial treatment of people and groups based on protected characteristics. |

Task 2: Read each statement carefully and decide whether it is an instance of homophobia or not, give a reason and a suggestion as to how they might behave more respectfully.

Consider:

- Is what is being asked 'dismissive'?
- How will it make that person feel?
- Is this statement making being gay seem negative?

| Statement | Homophobia? (/ or X) | Justification | If it is an example of homophobia, how might the individual act more respectfully? |
|---|----------------------|---------------|--|
| Asking someone if they are sure about their LGBTQ+ identity. | | | |
| Refusing to get changed in front of someone because they are rumoured to be gay/bisexual | | | |
| A homosexual female referring to herself as 'gay' to her friends | | | |
| Saying, "That's so gay!" about something that is perceived to be lame or uncool. | | | |
| Saying that bisexual people are "greedy" or that they "can't make up their minds". | | | |
| Accidentally referring to someone as "she" who uses "they/them" pronouns and apologising. | | | |
| Saying to someone who identifies as lesbian, gay, bisexual or asexual, "You just haven't met the right person yet." | | | |
| Asking a bisexual person, "If you haven't been with male <i>and</i> female partners, then how do you know?" | | | |
| Asking someone in private what their sexual orientation is, but not pressurising them into answering. | | | |

Task 3: Look at one of the scenarios and answer the following questions:

- How do you think the situation made them feel? How would you feel if this happened to you because of a part of your identity (e.g. where you are from, how you look)?
- If you saw this happen to someone, how could you show your support for them? If this happened to your friend, what advice might you give them?
- Can you think of anything that we can do to stop this kind of thing happening in future?

Amy has been thinking that she might be interested in people of the same gender, and is building herself up to tell her friend, Adam. However, the next day at school she finds Adam watching a video of a person explaining why 'God doesn't like gay people', saying that they are 'unnatural'. Amy didn't think that Adam held these kinds of views; she feels upset and is now reluctant to talk to him about her own sexual orientation.

Aran and Nick have become close. Yesterday when they were walking home from school, Aran asked if he could kiss Nick on the cheek. Nick said yes and then asked if he could kiss Aran on the lips, to which he also said yes. They kissed and then smiled and said bye to each other. Aran had butterflies the whole evening. On the following day, he walks up to his friends before school starts, but they go silent when he says hello. One of them says, "No queers allowed in this group!" and they all laugh and walk off.

Mark takes the bus everyday to school. Recently, he has heard people from the back of the bus shouting, "gay" and "homo" at him, and yesterday one of them threatened him as they were getting off, saying that if he took the bus again, they would beat him up. Mark feels scared and worried.

Ese has come out as non-binary to some of their friends at school. They have also decided to make their gender expression more neutral, by cutting their hair shorter and wearing more androgynous clothing. Ese's gender identity is something that they don't mind other people knowing about; they are proud to be themselves. However, they have noticed that their books and belongings have been going missing recently; they even found their pencil case in the bin the other day.

Amelia and Kiren are in a relationship and are walking down the street holding hands, when they hear a group of people shout 'lesbo' repeatedly. They try to ignore them but soon hear them shouting at them to kiss, saying that it's 'sexy'. They try to ignore them again but hear them running quickly towards them. Amelia and Kiren run too and eventually lose them, but feel scared to walk down the street holding hands now.



Task: Complete the gap fill task guessing the percentages.

- _____ of LGBT people said they've experienced depression in the last year.
- Almost one in _____ LGBT people have witnessed discriminatory or negative remarks against LGBT people by healthcare staff.
- _____ of LGBT staff have hidden that they are LGBT at work for fear of discrimination.
- Almost one in _____ LGBT people who were looking for work said they were discriminated against because of their identity while trying to get a job.
- _____ of black, Asian and minority ethnic LGBT people have experienced discrimination or poor treatment from others in their local LGBT community because of their ethnicity.
- Almost one in _____ LGBT people have experienced homelessness at some point in their lives.
- Only _____ of lesbian, gay and bi people and 47% of trans people feel able to be open about their sexual orientation or gender identity to everyone in their family.

Low Stake Quiz

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Sliding Scale – Lesson 3

Disability Discrimination

Sliding Scales

I am able to recognise disablist language and bullying.

Not confident

Confident



I am able to describe ways of challenging disablist language and bullying, discrimination and prejudice.

Not confident

Confident



I can identify and evaluate steps that have been taken or could be take in law and communities to change attitudes and support people with learning disabilities and autism.

Not confident

Confident

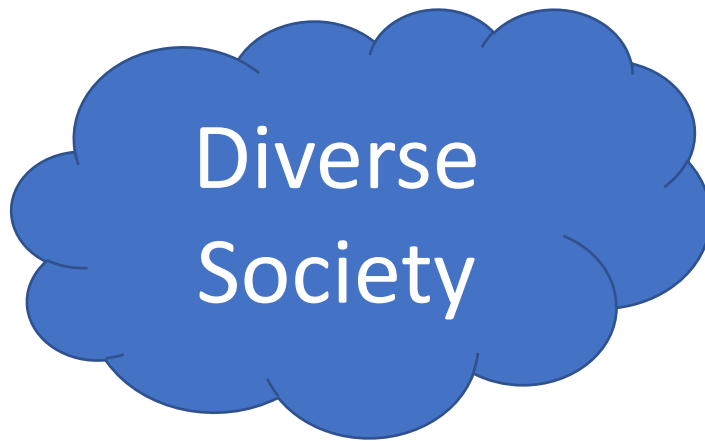


Key words: diversity, inclusion, equality, learning disability, autism, neurodiversity disablist; stereotype.

Task 1: Create a mind map for the words 'Diverse society'.

Consider:

1. What does the phrase mean?
2. Who is included?
3. What examples can you give?



Task 2: Fact or myth? In pairs, sort the Fact or Myth cards into three piles: 'Myth', 'Fact' and 'Not sure'.

| | | |
|--|---|---|
| A learning disability usually develops before or at birth. | People from all nationalities, cultural, social and racial backgrounds can be affected by learning disabilities and autism. | You can always tell if someone has a learning disability by the way they look and behave. |
| People with learning disabilities and autism think about and experience the world in different ways, and behave differently. | Autism affects about 1 in 100 people in the UK. | Autism affects more males than females. |
| People with learning disabilities have always been treated equally in society | Everyone with autism is affected in the same way | Autism is an illness that can be cured. |
| We still don't know for sure what causes autism. | People with disabilities and autism have the same human rights as everyone else in society | Many adults with learning disabilities have experienced hate crime. |

Task 3: Read, 'A Day in Sam's Life' –an adult with an unspecified learning disability.

Sam is someone they might see every day in their street, on a bus, in a shop.

1. Make a list of the feelings Sam might be experiencing at the different times in the day, and what might have made Sam feel this way.
2. Why do people speak to and treat Sam in the way they do?
3. What effects could the words 'weirdo' and 'retard' have on Sam?
4. Why do people use these sorts of words to describe Sam?
5. On what do people base their opinion of Sam?
6. Who showed Sam understanding and acceptance? How might these people have made Sam feel?
7. What stereotypes of people with learning disabilities are shown in the story?
8. Is there anything about Sam's day which surprises you, or that you didn't expect? Why?

| | |
|-------|--|
| 08:00 | Sam leaves the house in the morning to catch the bus to work. Walking down the street to the bus stop, Sam counts the houses and checks the colours of all the front doors to make sure that everything is the same as yesterday. |
| 08:10 | Sam waits at the bus stop for the #34 bus. Three buses arrive before the 34, and as they pull in Sam says their numbers and destinations out loud. Two teenagers in school uniform stare at Sam and start to laugh. |
| 08:15 | The bus arrives and Sam gets on it. "Hello Sam, how are you today?" asks the driver. Sam replies, "I'm fine thank you." The bus is busy. Sam doesn't like sitting next to strangers but takes a deep breath and sits in the last empty seat next to a man. "I am going to work," Sam says, but the man just turns away and looks out of the window. The man gets off at the next stop, but although there are still people standing up, no-one sits down next to Sam. |
| 08:30 | After a few miles there are some roadworks with one-way traffic signals. This delays the bus, which means Sam won't arrive at work at the usual time. "We're going to be late," he says to the woman standing up next to him. "Just ignore the weirdo," the woman says to her child. |
| 12:30 | Sam has made sandwiches for lunch, but walks to the supermarket close by. Sam walks around all the aisles but doesn't see anything else to buy. As Sam leaves the supermarket the security guard demands to see what is in Sam's bag. Sam doesn't want to open the bag but the security guard forces it open. Inside are the sandwiches Sam brought from home, a book and Sam's phone. The security guard says, "If you bring that bag in here again I'll have you for shoplifting." |
| 14:30 | Sam finishes work in the afternoon, and goes to catch the bus home. "The bus might be late because of the road works," Sam says to a lady with a pram. "That's ok," she says, "I'm not in a rush." There are plenty of empty seats on the bus so Sam doesn't have to sit next to anyone. The lady with the pram smiles at Sam as she gets on. |
| 15:00 | The bus drops Sam off in town. The teenagers from the morning are at the bus stop again. As Sam gets off the bus one of them shouts, "Retard." People have said that word to Sam before. |
| 15:05 | Walking back down the street to home, Sam thinks about the friend who is coming over later for a film night. Sam remembers that it is the friend's turn to choose the film this time. Sam's sister is waiting outside the house with her baby boy. She hands the baby |

Low Stake Quiz

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Sliding Scale – Lesson 4

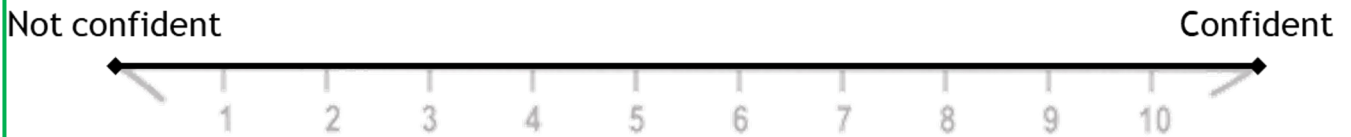
Racism

Sliding Scales

I am able to define racism.



I am able to explain the complex history of racism.



I am able to describe different incidences of racism.



I am able to explain how to challenge racism and report hate crimes.



Key words: Racism, hate crime, skin colour, religion, nationality, culture, history, pyramid of hate.

Task 1: In your booklet try to answer the following questions.

1. What is race?

2. What is racism?

3. How might an individual be treated if someone was going to be racist towards them?

4. What characteristics or traits would they pick on if they were going to be racist?

Task: Read the following text and then answer the reading comprehension questions.

Where Did Racism Come From?

Before Modern Racism

In ancient times, people sometimes disliked others from different cultures or countries, but the idea of “races” being biologically different or unequal came much later.

Slavery and the Transatlantic Slave Trade (1500s–1800s)

- During the 16th century, European countries like **Britain, Spain, Portugal** and **France** started the **Transatlantic Slave Trade**.
- Millions of African people were taken from their homes and forced to work on farms and plantations in the Americas.
- Europeans created racist beliefs that African people were less human, to justify slavery. These ideas became widespread and lasted for centuries.

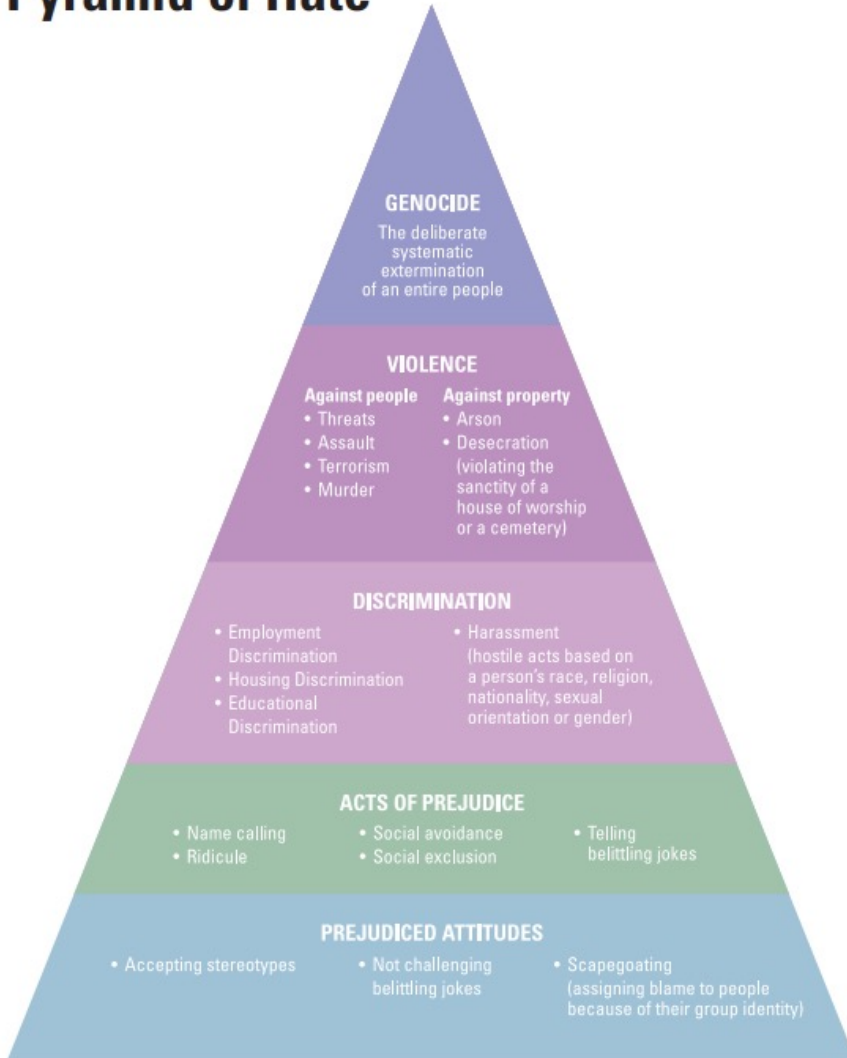
Empire and Colonialism (1600s–1900s)

- European empires, including the British Empire, took control of many countries in **Africa, Asia** and the **Caribbean**.
- Colonisers claimed they were “civilising” the people they ruled, but they often used violence, took land and resources, and treated people as inferior.
- These ideas were built into education, politics and science – and became known as **white supremacy** (the belief that white people are superior).

Scientific Racism and Segregation

- In the 18th and 19th centuries, false “scientific” ideas were used to divide people into “races” and rank them.
- These beliefs supported things like:
 - **Segregation** in the United States (separating Black and white people).
 - **Apartheid** in South Africa (legal racism against Black people).
 - Discrimination in Britain, especially against people from Commonwealth countries.

Pyramid of Hate



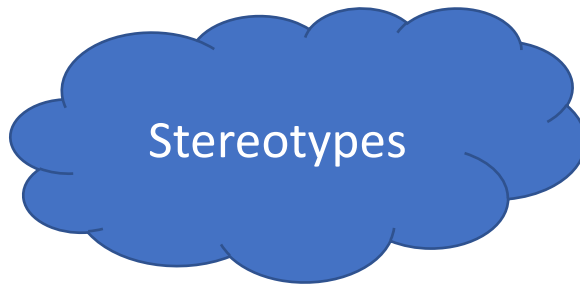
Task: Answer the following questions.

1. What factors can cause hate to escalate?
2. Is the escalation clear?
3. Can any of the sections of the pyramid happen in isolation?
4. How can an individual stop the escalation? How can communities stop the escalation?
5. Looking at the pyramid, where are the points that young people could effectively challenge some of the behaviours?

Task: Complete the following mindmap in your booklet to demonstrate what you already know about stereotypes.

What is a stereotype?

Are all stereotypes negative?



How might stereotypical views make people feel?

A stereotype is...



Low Stake Quiz

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Sliding Scale – Lesson 1

Water Safety

Sliding Scales

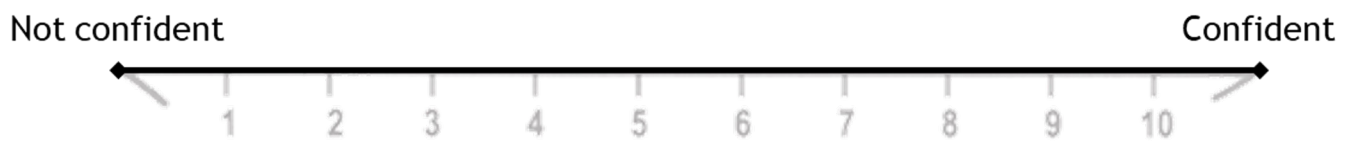
I can assess risk in situations involving inland bodies of water



I can explain how to keep safe or reduce risks around waterways



I can describe or demonstrate how to manage peer influence and exit risky situations safely



Task: Answer the following questions in your resource booklet.

1. What are some of the risks that young people might come across near water?
2. How can we keep ourselves and others safe near water?

Task: Read the scenarios in your resource booklet, answer the following questions for each.

1. What are the potential risks in this situation?
2. What might make the situation safer?

Scenario 1: Carly and Eddy

Carly and Eddy have just finished their end of year exams. They've heard everyone is meeting up at the canal to celebrate! Everyone has been working so hard it will be great to just hang out and relax.

They head down to the canal lock where they meet their friends most weekends. They like chatting, sitting with their legs dangling on the lock gate, watching the boats go by. Sometimes one of them will jump up to help open the lock. But mostly they're left alone to do what they want there.

When Carly and Eddy arrive, a few of their friends have bought beers, and are passing them round. Someone has a Bluetooth speaker and is playing loud music so they can dance around. Carly is so happy and excited the exams are finished and summer holidays are around the corner. The beer is making her feel a bit wobbly and fuzzy.

Eddy elbows her and says, "Do you dare me to balance over the lock gates to the other side?"

Scenario 2: Gav, Danny, Jakub and Ahmed

Gav, Danny, Jakub and Ahmed have been friends since they started secondary school. They first met on the basketball team and have always been risk-takers and like pulling pranks to make each other laugh.

It's a really hot day today, so they are all going to the riverside to cool off. Gav and Danny are good swimmers and know a great shady spot to hang out by the bridge. They're all laughing and joking on the way there, teasing each other about who is the bravest in the water.

When they get to the river, the banks are more slippery than usual, but they find a spot and are sunbathing in their shorts. They start running in and out of the water, leaping between rocks, splashing each other and trying to push each other in.

Jakub tells the others he's jumped off the bridge before, and it was a real rush. Gav and Ahmed don't believe him.

"You're gonna have to prove it, mate," jokes Danny.

Low Stake Quiz

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Sliding Scale – Lesson 1

Water Safety

Sliding Scales

I can describe the responsibilities of being a pedestrian, passenger or driver.



I can identify different types of behaviour that could increase the chances of having an accident on the road.



I can assess the impact of taking risks and explain the different strategies to manage these risks.



| Statement | Level of risk 1 to 10 (1 is the lowest and 10 the highest) | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Crossing the road when a green man is not showing. | | | | | | | | | | |
| Not wearing a seatbelt in a car. | | | | | | | | | | |
| Getting into a car with a driver who has had an alcoholic drink or taken drugs. | | | | | | | | | | |
| Listening to music when crossing the road. | | | | | | | | | | |
| Using a phone (eg texting) when crossing the road. | | | | | | | | | | |
| Not crossing the road at a designated crossing point. | | | | | | | | | | |
| Cycling on a pavement. | | | | | | | | | | |
| Walking in a big group when crossing the road. | | | | | | | | | | |

What might the impact of taking these risks be?

What are the risks?

What can you see?



Responsibilities

| | Driver, passenger or pedestrian? (Please tick icons below) | | |
|--|---|---|---|
| 1 Being aware of and alert to the surrounding environment. |  |  |  |
| 2 Checking for other road users before opening a car door. |  |  |  |
| 3 Looking before crossing the road. |  |  |  |
| 4 Being aware of road conditions (eg icy roads). |  |  |  |
| 5 Being aware of cyclists. |  |  |  |
| 6 Keeping to the right-hand side on a road. |  |  |  |
| 7 Keeping to the left-hand side on a road. |  |  |  |
| 8 Helping other road users see them. |  |  |  |
| 9 Giving way to emergency vehicles. |  |  |  |
| 10 Wearing a seatbelt. |  |  |  |

Being a responsible driver

Complete the mind map, noting down everything you can about being a responsible driver.



Turn and Talk: Discuss the risks involved in the scenarios. Create three strategies that will help to tackle the risk.

1

A group of 10 students are walking together after school, talking and joking around as they go. They are going to the town centre and have to cross a few busy roads and several smaller side roads in order to get there.

2

A young person is wearing earphones and selecting music on their phone as they walk to a friend's. It's a really bright, sunny day and they have to cross several quiet, residential roads.

3

A large number of students get off the bus outside school. They have to cross the road to go through the school gates. Parents are parked up and down the road, dropping their children off at school.

4

Two people are kicking a ball down the road as they go to football training. Most of the journey is through residential streets with lots of parked cars, and the training ground is next to a main road.

5

Two friends walk to school on a very icy day. They cut down a road with no pavement, as it's a quicker route on such a cold morning.

6

A group of friends are walking down a really busy main road. One dares another to run across the road as quickly as they can. Everyone is watching and giving encouragement.

7

A young person is offered a lift home by their friend's older sister. They know that she has been to the pub that evening, but as they are in an area they don't know well and with no transport links to get home, the sister seems like the best option. If they don't take the lift, they are worried they might have to walk home alone.

