



ACTIVITY THIRTEEN:

Risky Business

We all take risks in life. Some people consider it part of growing up. Part of growing up is also learning how to assess the consequences of the risk before we take action and reflecting on whether the end result is really worth the risk. This activity allows students to deconstruct scenarios played out at a train or bus station. They can evaluate the behaviour to decide why the action happened and whether people simply did not know the rules or had not thought about the consequences of their actions.

Student Outcomes

Health and Physical Education

Strand: Concepts for a Healthy Lifestyle

CHL 4 The student understands how factors influence personal behaviours and how to appraise their own and others health, safety and physical activity practices.

Purpose

- This activity will provide an opportunity for the student to:
- Develop an awareness of the need for self management skills
- Identify and avoid potential health risks
- Understand the need for assertive communication skills.

Preparation

- Teachers will need to decide whether they want to focus on bus or train scenarios or whether they want to divide the groups so both bus and train scenarios are deconstructed.
- Display *Student Resource Eight – Tracks are for Trains!* and/or *Student Resource Nine – On the Buses!* in a prominent position in the classroom.
- Teachers can copy the following example on to the blackboard:
- Photocopy *Resource Ten – Risky Business*.

| No | Action | Reason for Action | Outcome/s | Consequence to Self | Consequence to Others |
|----|--|--|-----------------------------|--|---|
| 6 | Woman climbs down on to the track to get her bag | <ul style="list-style-type: none"> • The woman was close to the track and she dropped her bag by accident • Someone grabbed her bag, took her purse and threw the bag on to the train tracks | She safely got her bag back | She was so shocked that she rushed on to the track to get her bag back. She had not thought of the consequences and simply acted out of anger. | <ul style="list-style-type: none"> • Children watching saw an adult role model behaving inappropriately. • The driver is too upset to continue driving the train. |



Procedure

1. As an introduction to this activity have the students review *Student Resource Eight – Tracks are for Trains!* and *Student Resource Nine – On the Buses!* Have students focus on number six in *Student Resource Eight – Tracks are for Trains!* where the woman is climbing on to the train track to retrieve her bag. Complete the table on the board.
2. Students can create a range of questions to explore the example:
 - How did the bag come to be on the tracks?
 - Why did the woman climb down on to the tracks?
 - What alternative action could the woman have taken?
 - How would this woman’s action have affected children who were observing her?
 - How would a train driver react to seeing a woman climb on to the tracks?
3. In groups, students can discuss the other actions shown in the colour illustrations. Distribute *Resource Ten – Risky Business*.
4. In groups, students can complete the *Resource Ten – Risky Business* table considering:
 - physical consequences that can occur to the people behaving irresponsibly
 - whether the actions would have life-long emotional, psychological or financial consequences for the people committing the behaviour or to the other passengers waiting for the train or bus.
5. After the brainstorming session students can share their ideas with the whole class. Discuss whether any of the risky actions are really worth taking? Are they mistakes that can be easily rectified?

Variation

Collect news reports of accidents and incidents on the train and bus system. Also include other incidents that occur that show a need for people to understand how actions have consequences. Set up a classroom display of incidents and discuss as they occur to highlight the need for safe practice in many areas of our lives i.e. swimming pool safety, road safety.

Fact File

Trespassing is when you go on to property that you are not supposed to, such as:

- Jumping on to the rail track (even to get something you dropped!)
- Going across the tracks instead of using the pedestrian gates, the overpasses or underpasses
- Pushing the automatic pedestrian gates open to cross the tracks when they are closing
- Walking along the rail track instead of being on the platform.

While the penalty for trespassing is \$200, there is a much more serious consequence to trespassing. Playing with trains can cost you your life.

From the Kids

“Doing the drama was a bit embarrassing at first but then we all started thinking about the consequences of our actions and it made us realise all the different things that could have happened.” – Karen (16)

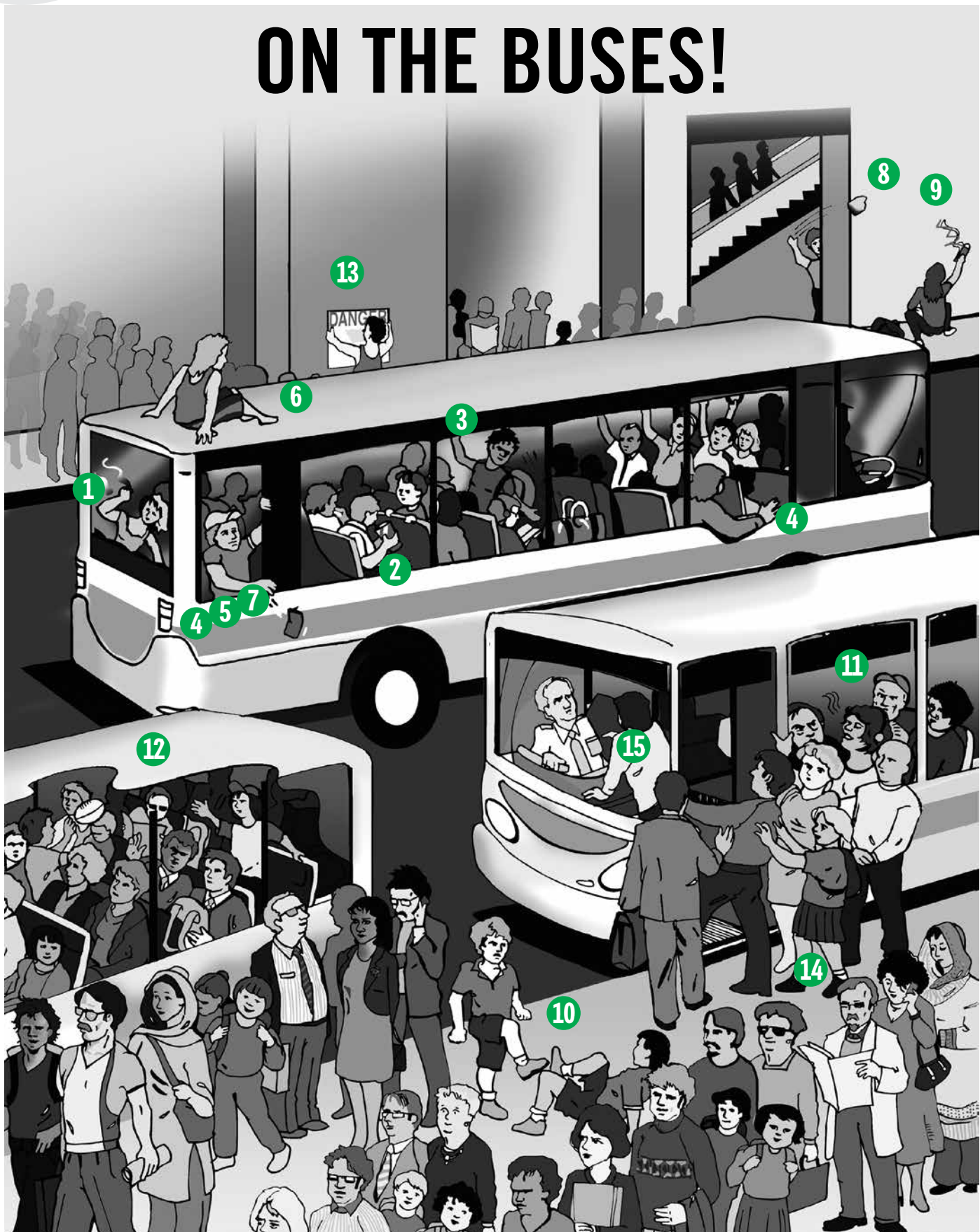


TRACKS ARE FOR TRAINS!





ON THE BUSES!





| No | Action | Reason for action | Outcome/s | Consequence to self | Consequence to others |
|----|--------|-------------------|-----------|---------------------|-----------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |