 Running dictation – risk taking

This teaching idea uses the running dictation strategy to interpret text and engage reading, writing, listening and speaking skills.

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PDHPE syllabus outcomes and content

4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm.

| Learn about | Learn to |
| --- | --- |
| Exploring risk* positive and negative risk
* settings or circumstances in which risk taking occurs
 | Explore the concept of risk by investigating the following:* what is a reasonable degree of risk?
* why do people take risks?
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| Strategies to minimise harm* safe attitudes
* developing personal skills
* safe and supportive environments
* recognising, assessing and responding to risk situations
 | Describe strategies to minimise harm in real life situations* being offered or using drugs
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4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations

Literacy continuum markers

Cluster 13 – Reading texts

* Selects and reads texts in ways that best meet requirements of a task.

Cluster 13 – Comprehension

* Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts.

Cluster 13 – Speaking

* Reflects on and refines own spoken language to suit purpose, audience and context.
* Asks relevant clarifying questions.

Purpose

To use reading, writing, listening and speaking skills to interpret and communicate key messages from a text. Students will review the risks within a scenario and consider the strengths they can call on to act in a way which would promote health, safety and wellbeing for themselves and others.

Procedure

Running dictation

1. Choose one or more texts, e.g. a recipe, an image, a short video, a paragraph of text, a poster. For this activity scenarios have been provided as the text.
2. Students work in pairs with a scenario. Make enough copies of each scenario for each pair of participants to get one.

Note: Each pair could have the same text or different texts. Texts should be similar in complexity.

1. Locate or post scenarios around the room at some distance from where the participants are sitting.
2. In pairs:
	1. Student 1 sits on a chair with a pencil and paper.
	2. Student 2 stands up and runs to their scenario.
	3. Student 2 reads the text (in small chunks), memorises it and runs back to their partner.
	4. Students describe it to their partner, who records what it described (dictation). Student 2 can help in any way they can without writing it. For example, “Actually, community has two ‘m’s”, and so on.
3. The winners are the first pair with the correct written version of the text.

Alternative: A visual or multimedia text could be used, such as a photograph, poster or video. In this instance the person must describe the text in terms of what they see. This could increase this activity to higher level hazard perception around risk.

1. After the activity, discuss the following questions:
	1. What skills are needed to successfully complete this activity?
	2. Does prior knowledge make this activity easier? How/why?

What would you do?

1. In pairs, students review their scenarios. Discuss the following questions.
	1. What thoughts might be racing through the person’s head in this moment?
	2. What could they do?
2. Choose one of the strengths and explain how they could draw on this to help them in this situation.

Sample texts

The following scenarios have been modified from the Get Ready, Research based education addressing drugs and youth, Year 7 student workbook, State of Victoria Department of Education and Early Childhood Development, 2013.

Scenario 1

Max, Joon and Mae are at the shop getting snacks. When they go to the counter to pay, they notice that the shopkeeper is outside, helping a customer with the petrol pump. Max suggests running off without paying–it will be easy for them to get away with it, as the shopkeeper is distracted. Joon smiles, shrugs and looks over to Mae. Mae feels really uncomfortable about stealing.

Scenario 2

Omar, Kai and Reina are skating at their local park, practising stunts and recording each other on their phone cameras. Omar describes an older guy he spotted a couple of weeks ago, travelling down the road, holding onto the back of a bike for a hundred metres to gain great speed. He dares Kai to have a go behind Reina’s bike while he films the stunt.

Scenario 3

Hannah, Reena and Genny are sleeping over at Lara’s house to celebrate her 13th birthday. They have just finished watching their second movie and Lara’s parents have gone off to bed. Lara says that her parents sometimes buy her older sister a few alcoholic drinks for when she attends parties. She suggests that they take one of the drinks and share it, just to see what it is like – there are six drinks in the cupboard and no one will notice just one missing. Hannah is unsure. She knows her parents would not approve and it doesn’t seem right. She also doesn’t know much about the effects of alcohol because her parents don’t drink.

Scenario 4

It is the school holidays and Livia and Petra are going to the movies with Petra’s older sister and some of her older friends. When they meet outside the cinema, one of the older girls pulls out a marijuana joint and begins offering it around the group. Livia has never smoked or used marijuana and has no desire to try it. Petra’s sister takes a joint and invites Petra and Livia to try one.

Strengths

Leadership

Can organise and encourage others to act

Courage

Takes action even when the situation is awkward, or they feel anxiety or fear

Empathy

Aware of the needs and feelings of others

Kindness

Shows generosity and a willingness to share and help others

Respect

Values the diversity in a person or group and challenges own personal beliefs and attitudes

Caution

Makes decisions carefully, considering all the options and needs of self and others

Self control

Can control actions and stick to decisions

Persistence

Keeps trying regardless of previous experiences or success

Honesty

Tells the truth regardless of the situation

Sense of purpose

Believes that they can contribute to the world in a meaningful way

Perspective

Comes up with good advice, considers the big picture, weighs up alternatives and outcomes before acting

Modesty

Doesn’t brag about achievements or show off

Humour

Sees the light side and helps people laugh

Creativity

Comes up with different ways to address situations

Enthusiasm

Brings energy and positivity to all situations

Optimism

Looks on the positive side of things

Forgiveness

Let’s go of anger and resentment and moves on without holding a grudge

Loyalty

Always there for others