

SAFETY THINKING FOR YOUNG PEOPLE (90 min.)

OBJECTIVES

- This lesson involves discussions on attitudes and the relationship between information and action. Pupils learn how their own attitudes and actions affect the environment and they learn to identify their own risky behaviour.
- Pupils reflect and discuss their understanding of the importance of safety in their own life. Pupils learn to observe the discrepancies between information, own thinking and actions.

SKILLS

Everyday skills and taking care of oneself, multiliteracy, learning to learn

IMPLEMENTATION

Health education, first language, form tutor's class, geography

EQUIPMENT

For successful lessons, the teacher needs a computer, video projector and sound system. Pupils need tablet computers, smartphones or computers and a network connection.

INFORMATION CONTENT

NouHätä! lesson 1 Preventing fires

ORIENTATION (10–15 MIN.):

To start the lesson, the following piece of news on forest fires is read:
<https://yle.fi/uutiset/3-10745220> (in finnish)

The news is discussed in the class.

- What thoughts did it evoke?
- Have you heard other news on wildfires and forest fires?
- What kind of news?
- Where can you find information on wildfire and forest fire warnings?

1. TASK (35–45 min.)

Safety often depends on little things. Even small actions and changes to methods can improve safety and effectively prevent accidents. Did you know that fires often start as a result of accidental or intentional acts of people?

The content of the NouHätä! lesson Preventing fires can be reviewed in pairs, small groups or as led by the teacher, and the answers to the following questions can be discussed based on the material:

1. Why does the NouHätä! campaign target young people?
2. How can fires and other accidents be prevented?
3. Why are carelessness and wrong actions the reasons for the majority of accidents even when information is available? Can you give other examples of this phenomenon?
4. Why can it be challenging to change your own behaviour? What factors can make it harder or easier to adopt new ways of acting?

Questions that support discussion:

- How does fatigue and haste affect the actions and attitudes of people?
- What is social pressure and how does it affect attitudes and actions?
- What are examples of situations in which people act against instructions and orders?
- Why do people take unnecessary risks?

The pupils' answers are written on the board and discussed together.

2. TASK: REFLECTION

Ask pupils to work in pairs or independently and answer the questions verbally or in writing.

1. Think about your own actions in everyday life. Consider how you could improve your own safety or the safety of others by doing something differently.
2. Why can it be difficult to change the way you act?
3. Give an example of an action that could be easy to change. Why?

FINAL DISCUSSION

Finally, summarise the answers and highlight concrete development proposals and tips on how to learn new ways of acting that promote safety, for example, through practice, repetitions, etc.

Please note! In this assignment, it is important to illustrate the connections between accidents, carelessness and the reasons contributing to the taking of wrong actions.