



Bad Vibes

Taking a Chance?

Timetable

Teacher: Lesson:

Group: SEN students:

Date: Support Staff:

Room:

Focus

In this activity students are introduced to key ideas of risk in the context of sound and hearing loss.

Objectives

Students will learn about:

- Likelihood and consequence as components of risk.

Outcomes

All students will be able to:

- Describe likelihood and consequence as two components of risk.

Most students will also be able to:

- Give an example of a risk that people may take with their hearing, and explain why they might take this risk.

Some students will also:

- Distinguish the difference between perceived and actual risk.

Resources

- 'Bad Vibes in the classroom' programme
- internet access is useful for Extension activity
- cards *Taking a Chance?* (one set per group)
- glossary card (one per group)
- worksheet *Taking a Chance?* (one per pair/per student)

Starter (15mins)

1. Provide groups (3-4 students) with a set of *Taking a Chance?* cards. The group should agree on a ranking of each outcome from greatest to least.
2. One student in each group then picks out the three risk cards which they are personally most concerned about and explain their choices to the class or group, for example:
 - A student pulls out 'Dying from an asteroid collision' card. They explain that although it's very unlikely to happen the outcome is serious. The teacher draws from this the concept of consequence of an activity.
 - A student pulls out the 'Catching a cold' card. They explain that although getting a cold is not that serious, some of their friends have colds at the moment, so they think they are quite likely to catch one. The teacher draws from this the likelihood (or frequency) of an outcome happening.

As more students explain their choices, the two components of risk become reinforced.



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Main (40mins)

1. Use student responses to 'Losing your hearing' card to introduce main activity, narrowing focus to risk behaviour associated with hearing.
2. Ask students to suggest where they would use ear defenders (i.e. ear plugs). Alternatively list on board activities from *Taking a Chance?* worksheet and ask students to vote for those they would use ear defenders for.
3. Students complete *Taking a Chance?* worksheet in pairs (or individually if preferred). Circulate to reinforce idea that hearing damage is caused by loud noise over a prolonged period of time – the louder the sound, the shorter the length of time required to cause damage (hence threshold level).
4. Show video clip of Professor Trevor Cox describing why he wore earplugs as a student whenever he went to a loud concert or nightclub. Ask students to vote again on which activities they would wear ear defenders for, considering the reasons for their willingness (or reluctance) to take particular risks.

Plenary (5 mins)

- In their original groups students write short paragraphs to summarise their understanding of risk. They should include key terminology (likelihood, consequence, and if extension activity has been covered - perceived risk, actual risk) and everyday examples.

Answers to questions

1. deciBels
2. Sound is too loud if you have to shout to make yourself heard by someone who is standing less than a metre away.
3. Noises that are loud enough to damage your hearing immediately. They cause pain in your ears as soon as you hear them.
4. How loud it is (sound intensity) and how long you are exposed to it.
5. If a person standing next to you can hear the music from your personal stereo when you have headphones on the volume is too loud.
6. Going to a heavy rock concert, going to a nightclub, driving a speedboat.
7. Accept any sensible answers backed up by explanations or evidence.

As an extension activity provide students with actual data for some of the given risks, for example:

Outcome	Risk
Dying as result of head hit by falling coconut	1 in 250,000,000
Dying as result of shark attack	1 in 300,000,000
Dying from heart attack or stroke	1 in 2.5
Dying from an asteroid collision	1 in 500,000
Catching avian 'flu'	1 in 100,000

Each group should identify one risk which they under or over-estimated, and are given three minutes to consider why their judgement was inaccurate, before explaining this to a neighbouring group.

Key points which may emerge from this include:

- Likelihood (or frequency) of a some risks varies between individuals. For example, the risk of eventually dying of a heart-attack or stroke for any individual in the population is 1 in 2.5, but the risk for a fourteen year-old boy of this happening in the near future is far less than for a fifty year-old man.
- Perceived risk may be significantly different to actual risk. For example, some people perceive flying as a highly risky mode of transport, although the risk of death from taking a short flight is lower than taking a car journey of the same length.

Background websites:

Starting points for students' further research:

http://www.rnid.org.uk/information_resources/aboutdeafness/causes/noise/

<http://www.abelard.org/hear/hear.htm>

<http://www.deafnessresearch.org.uk/Noise-induced%20hearing%20loss%201640.twl>

Bad Vibes
Taking a chance?

**Killed by a
falling coconut**

Bad Vibes
Taking a chance?

**Killed by a
shark attack**

Bad Vibes
Taking a chance?

**Dying from a heart
attack or stroke**

Bad Vibes
Taking a chance?

Catching a cold

Bad Vibes
Taking a chance?

**Losing your
school bag**

Bad Vibes
Taking a chance?

**Being in a major
car accident**

Bad Vibes
Taking a chance?

**Catching
influenza**

Bad Vibes
Taking a chance?

**Dying from an
asteroid collision**

Bad Vibes
Taking a chance?

Catching avian flu

Bad Vibes
Taking a chance?

**Being in a minor
car accident**

Bad Vibes
Taking a chance?

**Being in a
plane crash**

Bad Vibes
Taking a chance?

**Losing your
hearing**