

Know your risk

A RISK AWARENESS PROGRAM



BRINGING THE REAL WORLD INTO YOUR CLASSROOM.



CURRICULUM CONNECTIONS™
understanding how insurance works



KNOW YOUR RISK has earned the Certificate of Recommendation by Curriculum Services Canada.

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Career Connections, as a division of the Insurance Institute, promotes careers in insurance on behalf, and to meet the needs, of the industry. It works to improve the understanding of insurance, illustrate its role in society, and encourage career seekers to pursue one of the many skilled professions available in the insurance industry.

www.career-connections.info



The Insurance Institute of Canada is the educational arm of the industry educating insurance professionals since 1899.

www.insuranceinstitute.ca



KNOW YOUR RISK

The Insurance Institute of Canada

This resource has been developed by the Insurance Institute of Canada's Career and Curriculum Connections program. It was created to help Canadian educators achieve provincial curriculum outcomes with experiential activities that make learning about insurance more realistic and interesting. Concepts such as risk management, loss, ethics and responsibility are explored in an interactive way that speaks directly to students at their level.

The mandate of the Career and Curriculum Connections program is to improve the understanding of insurance, illustrate its role in society and encourage young adults and career seekers to pursue one of the many skilled professions available in the industry.

The Insurance Institute of Canada is a not-for-profit professional association of 35,000 individual members in the property and casualty insurance industry. General insurance (home, auto and business insurance) plays a crucial role in protecting individuals, families, communities, and businesses; this is why it is so important to help students understand how insurance works.

We wish to acknowledge the time and efforts of the teachers and industry professionals who participated in the making of **Know Your Risk**. Thank you for providing information and supporting material to further the development of this resource.

Why Learn About Risk?

As educators, you are constantly encouraging your students to take risks — to try to achieve things that are new and unfamiliar. You know that great achievement can only be found in taking these risks. Sitting safely on the fence never offers opportunities for students to reach out and realize their full potential.

The challenge for all of us is how to embrace risk while protecting ourselves from any possible negative consequences. All risks possess a level of danger for which we are fearful. It is therefore necessary for us to gauge the level of risk we are undertaking and to develop protective factors that keep us from harm's way.

This is the purpose of **Know Your Risk**. This resource aims to develop core transferable risk management skills in students. Risk is a relative phenomenon. To an advanced skier, the "black diamond" run may present a low to moderate risk. However, to a beginner, this same run can be life-threatening. Our goal is to help students to better understand the risks they take and to decide when a risk is not worth taking.

Knowing when to take a risk involves the ability to gauge your own level of skill or understanding. **Know Your Risk** offers many opportunities for students to practise vicarious risk-taking in the safety of the classroom.

To dare is to lose one's footing temporarily. To not dare is to lose oneself."
Soren Kierkegaard

Major themes in Know Your Risk:

- Decision Making
- Understanding Risk
- Managing Risk
- Safety
- Responsibility
- Societal Pressures/ Media Influences
- Personal Management

Recommended and applicable to the following Grade 7-12 subjects:

- Health Education
- Physical Education
- Outdoor Education
- Family Studies
- Life Skills
- Career Studies
- Guidance Education
- Sociology
- Psychology
- Cooperative Education
- Media Studies

This resource was developed using **provincial curriculum outcomes** across Canada. Visit www.career-connections.info and click on the teacher tab to find our curriculum matrix, which links our resources directly to the curriculum you teach.

How to Use this Resource:

Know Your Risk consists of nine lessons. Each lesson is designed for a time frame of 45-50 minutes. This should allow for the lesson, set-up, group activity and follow-up. The lessons may be used one at a time and out of order, but the resource can be used easily in sequence as the activities have a cumulative effect.

Lesson Format

Each lesson follows the same format:

1. **Set-up** – a teacher-led activity for the whole class that introduces concepts by engaging students in brainstorming or discussions
2. **Group Activity** – a small group activity that allows the students to explore the concepts and their applications in more detail
3. **Follow-up** – an opportunity for the small groups to present their findings and for the whole class to discuss how the activity has changed their attitudes
4. **Individual Activity** – a homework sheet for individual students to practise the skills developed in the lesson

The following grid summarizes the lessons.

NO.	TITLE	GROUP ACTIVITY	PERSONAL ACTIVITY
1.	What is Risk?	Groups play “Jenga” to demonstrate situational risk.	Students rank risk situations in their own lives.
2.	Taking Risks	Groups determine the external influences that affect their risk-taking.	Students identify the external influences and think about personal risk.
3.	The Fear Factor	Groups determine how to respond to controllable and uncontrollable risk situations.	Students write a story describing how they have used their protective or resiliency skills in a risk situation.
4.	Protect Yourself	Groups list the risk factors and protective factors in risk situations.	Students select a high and a low risk activity from their daily lives and identify protective factors for each.
5.	Responsible Risks	Groups complete a risk scenario to show the most responsible actions.	Students create a comic strip to show the use of responsible actions.
6.	The Risk of Loss	Groups discuss a “loss” scenario to decide how the loss should be compensated.	Students list their 10 most valuable items and determine their replacement costs.
7.	Manage Your Risk	Groups apply risk management strategies to identify risk situations at school.	Students apply risk management strategies to identify risk situations at home.
8.	Risk Skills	Groups play a game where teams answer questions about risk scenarios.	Students write a paragraph to explore what they have learned about risk.
9.	Careers in Insurance	Students brainstorm words, phrases and jobs associated with insurance.	Students write a paragraph after exploring the Career Connections Web site indicating what job they might be best suited for.

“Progress always involves risks. You can’t steal second base and keep your foot on first.”
Frederick B. Wilcox

As every lesson begins with a teacher-directed discussion, the following defines key terms that you will be using with your students to explore risk concepts.

Ethno-cultural Influences

Influences pertaining to a person's ethnic or cultural background.

Loss

The detriment or disadvantage of being deprived of a person, object or ability.

Protective Factor

A circumstance or condition that protects against a specified risk.

Resiliency

The ability to prevent or to recover, bounce back and learn from misfortune, change or pressure.

Responsibility

The ability to act independently and make decisions.

Risk

A chance or possibility of danger, loss, injury, or other adverse consequences.

Risk Behaviours

Voluntary actions that threaten self-esteem, harm health and increase the likelihood of illness, injury and premature death.

Risk Factor

A circumstance or condition increasing a specified risk.

Risk Management

The act of controlling or mitigating against risk.

Risk Situations

Circumstances that increase the likelihood that something negative will happen to a person's health, safety and/or well-being.

SUMMARY

Students define risk and discuss how to rank relative levels of risk using scenarios and personal experiences.

Objectives

- to define the concept of risk
- to rank the level of risks
- to identify at what point risk is unacceptable

LESSON

Set-up

Ask students to brainstorm situations in their lives where they might encounter risk. Write these on the board or chart paper. Encourage students to give a range of examples from the extreme to the everyday in such areas as personal relationships, school, home, extra-curricular activities, sports, physical activities, community.

With students, develop a scale to rank the relative severity of risk in these situations. Write descriptors beside the scale to ensure that everyone agrees on the meaning of the ranking. Develop simple criteria for each ranking.

For instance you may use a five point scale - 1 being low risk and 5 being high risk. The descriptor explains the consequence that may occur. The criteria explains the possibility or chance that the consequence will be harmful.

Example:

Ranking	Descriptor	Criteria
1 Low risk	Harmful consequences	unlikely

Walking to school on a side street could receive a ranking of 1 because harmful consequences may occur but they are unlikely. Choose an activity on the board. Ask several students to apply a risk ranking to it.

Class Discussion:

- Why do these rankings apply?
- Would everybody agree with these rankings? Why or why not?

Discuss how risk rankings are relative to an individual's skills, attitudes, and response to challenges.

Discuss how, despite these differences, the level of risk of certain activities can become intolerable for them all.

Group Activity

Hand out "What is Risk? Group Activity Sheet." Ask the groups to choose five situations from the board or chart paper. Have each student in the group apply a ranking to each situation. Make sure students comment on their choice of ranking.

WHAT IS RISK?

Teacher's Notes

Follow-up

Once students have completed their worksheets, lead a whole class discussion using their findings:

Class Discussion:

- Were there some activities where most of the rankings were similar? Which activities? Why were they similar?
- Were there some activities where the rankings were very different? Why?
- What does this tell you about an individual's acceptance of risk?
- Are there situations where everyone can agree that the risk is too great? Give some examples and state why.
- What does this tell us about the nature of risk?

Additional Class Activity

If you would like to do another group activity to help students understand situational risk, play "Jenga" with the whole class or with smaller groups. It is meant to help students understand that all risks could lead to a major event.

1. Set up Jenga game (or any type of blocks of equal size that can be stacked).
2. Present participants with a hypothetical event (i.e. road trip, hosting a party, going skiing).
3. Ask participants to describe **in detail** all activities associated with the event, challenging them to think beyond the major components.
4. Explain the concept of risk including physical and emotional safety, property damage, financial security, reputation, etc.
5. Ask individual students to identify a single risk and then have that individual remove a block from the tower. If that individual deems that risk a high risk, a block must be taken from closer to the bottom of the tower, a low risk can be taken from higher up on the tower.
6. Repeat #5 until either
 - A. the tower falls, or
 - B. the students cannot think of any other reasonable risks.
7. If A, explain how the falling tower is like an event impacted by risk realization. Discuss the nature of risk associated with last block pulled, recognizing that it may have represented a major risk or a minor risk.
8. If B, explain how the standing tower is what we are used to, unrealized risks. However with each block pulled the risk of the tower falling grows greater, and a block pulled for even a minimal risk could cause it to fall.

Individual Activity

Hand out "What is Risk? Individual Activity Sheet." Students list activities important to their own lives, rank their level of risk, and comment on these levels. Then they determine the overall level of risk in their lives and how they think they should respond to it.

WHAT IS RISK?

Group Activity Sheet

List five activities. Each group member ranks the level of risk for each activity and comments on the choice of ranking.

NO.	ACTIVITIES	RISK RANKINGS (Group Members' Initials)				COMMENTS (Why the rankings were chosen).
1.						
2.						
3.						
4.						
5.						

Answer the following:

1) What activities were ranked similarly by group members? Explain why.

2) What activities were ranked very differently by group members? Explain why.

WHAT IS RISK?

Individual Activity Sheet

List five activities that are personally important to you, such as favourite sports you play, extra-curricular activities, shopping, surfing the Internet, hanging out with friends, etc. Rank their risk level and comment on the reasons for your rankings.

NO.	ACTIVITIES	RISK RANKINGS	COMMENTS
1.			
2.			
3.			
4.			
5.			

Answer the following:

1) What does this tell you about the overall level of risk in your life?

2) How can taking risks have a positive effect on you?

3) How can taking risks have a negative effect on you?

4) Why do you think you need to be aware of the risks you take and the level of each risk?

TAKING RISKS

Teacher's Notes

SUMMARY

Students will investigate the influences on their risk-taking and analyze these influences from a societal point of view.

Objectives

- to identify the influences on personal risk-taking such as the family, peers, the media and inherent levels of acceptable risk
- to examine the ethno-cultural differences that affect personal risk-taking

LESSON

Set-up

Divide the class into four groups (four corners). Ask each group to discuss and note on chart paper answers to the following questions. You may want to have some magazines on hand or pictures/images to explore various risks we take with our health/body image. Examples may include extreme sports, diet pills, or facebook status updates.

1. How does the media influence you to take risks?
2. How does your family influence you to take risks?
3. How do your peers influence you to take risks?
4. How does your ethno-cultural background influence you to take risks?

Ask a spokesperson from each group to present their findings. Allow students opportunities to question the different speakers.

Class Discussion:

1. How do these influences affect your personal risk-taking?
2. Do you think that gender influences risk-taking?

Group Activity

Have the groups brainstorm to complete the group activity sheet with their ideas about how four key influences affect their decisions to take more risks or fewer risks.

Follow-up

Have students present their brainstorming sheets. Discuss the range of influences within the different categories.

Class Discussion:

1. Does the media encourage people to take more risks, or does it help them reduce their risk-taking? Give examples (such as extreme sports coverage, drinking and driving ads.)
2. Do certain ethno-cultural backgrounds or lifestyles encourage risk-taking? How?
3. Do certain ethno-cultural backgrounds or lifestyles make people more intimidated/uncomfortable when taking risks? Explain.
4. Do you think lifestyle or ethno-cultural backgrounds make people fear risk?
5. What influences can family members have on the way you take risks or don't take risks?
6. How does the behaviour of your peers influence your behaviour when it comes to taking risks?

Individual Activity

Hand out the two "Taking Risks" Individual Activity Sheets. Students will use a graphic organizer to guide them in identifying what influences their personal risk-taking.

TAKING RISKS

Group Activity Sheet

In your groups fill in each column with your ideas as to how these influences make you take more risks or fewer risks.

Media Influences		Lifestyle/Ethno-Cultural Influences	
Avoid/Limit Risks	Encourage Risks	Avoid/Limit Risks	Encourage Risks
Family Influences		Peer Influences	
Avoid/Limit Risks	Encourage Risks	Avoid/Limit Risks	Encourage Risks

Share these with your class.

TAKING RISKS

Individual Activity Sheet

Complete the following chart with the influences that most affect your personal risk-taking.

Media Influences		Lifestyle/Ethno-Cultural Influences	
Avoid/Limit Risks	Encourage Risks	Avoid/Limit Risks	Encourage Risks
Family Influences		Peer Influences	
Avoid/Limit Risks	Encourage Risks	Avoid/Limit Risks	Encourage Risks

Answer the following:

1. What influences are most significant on your personal risk-taking?

Handwriting lines for question 1

2. What can you do to manage the effect of these influences on your risk-taking?

Handwriting lines for question 2

3. How does knowing these influences help you understand your personal approach to risk-taking?

Handwriting lines for question 3

SUMMARY

Students will learn to distinguish what high-risk situations they can control from what they cannot, and apply protective skills and resiliency skills to the situations.

Objectives

- recognize how fear plays a role in the ability to recognize and respond to high-risk situations
• build protective skills to avoid high-risk situations they can control
• become aware of their own resiliency skills in a given situation
• apply their resiliency skills to situations which they cannot control or change

LESSON

Set-up

On the board or chart paper, create two columns, one headed "Protective Skills" and the other "Resiliency Skills."

Define the concept of resiliency with students. Resiliency is the ability to prevent, recover or bounce back and learn from misfortune, change or pressure. When you are resilient you bounce back when unexpected or difficult events occur in your life. You learn from your experiences and use what you have learned wisely.

Ask students:

- When you are in a high-risk situation that you feel you can control, what sorts of things can you do to protect yourself? Describe these. Write these in the column entitled Protective Skills.
• When you are in a situation clearly beyond your control, what can you do to cope? Write these ideas under Resiliency Skills.

When you have the lists of protective and resiliency skills on the board, discuss the following:

Class Discussion:

- What kinds of things make you aware that you are feeling fear? What is your body's reaction to fear? What does your mind do when confronted with fear?
• How do you know that you are in some sort of danger?
• Do you sometimes invite situations that make you feel fear (such as skiing down a steep hill, or jumping from high rocks into deep water)?
• Can you always control the situation? Give some examples of situations that you cannot control.
• What can you do if the situation is beyond your control?

THE FEAR FACTOR

Teacher's Notes

Fear

When confronted with a fear-inducing situation, your body has an automatic "flight or fight" response. Your heart starts to beat faster. Your eyes widen. Your brain releases the chemical adrenaline into your bloodstream, which makes you capable of faster reactions, makes you stronger and allows you to move more quickly. This is an inherited biological response.

Group Activity

Write two of the following situations on either side of cue cards or paper.

1. Going over to a car when a stranger stops to ask you a question.
2. Walking home alone late at night.
3. Confronting someone who is clearly under the influence of drugs or alcohol.
4. Getting in between two people involved in a fight.
5. Realizing that the parent of your friend who is driving you both home is an aggressive driver.
6. Going to a party at a stranger's house with your friend and being left by yourself.
7. Being followed home from a friend's place.
8. Being asked to use harmful chemicals for cleaning in your part-time job.

Divide the class into four groups. Hand out a cue card to each group.

Have each group answer the questions on the following activity sheet.

Follow-up

When you have all the lists of protective and resiliency skills on the board, discuss the following questions with the class:

Class Discussion:

- What is the difference between protective skills and resiliency skills?
- Which can be learned?
- Which do you already possess?
- What barriers could prevent you from using these skills?
- How could you overcome these barriers in order to use these skills?

Individual Activity

Hand out "The Fear Factor" Individual Activity Sheet. Students will write a three-paragraph descriptive story to describe how they have used their protective or resiliency skills in a situation where they felt at risk.

THE FEAR FACTOR

Group Activity Sheet

You have been presented with two risk situations. For each situation answer the questions in parts A and B.

Risk Situation 1

A. Provide details to show how you could control this situation.

What could you do in this situation to protect yourself?

B. How could this be a situation beyond your control?

What resiliency skills could you use to cope with this situation?

Risk Situation 2

A. Provide details to show how you could control this situation.

What could you do in this situation to protect yourself?

B. How could this be a situation beyond your control?

What resiliency skills could you use to cope with this situation?

When groups have finished the activity sheet, have the two groups with the same questions get together and compare their responses to the questions.

When they have finished, combine each of the two groups that are working on the same cards. Allow time for these larger groups to compare notes.

Have each larger group choose a spokesperson to present the scenarios and the various points of view to the class. After each presentation, list the protective skills and the resiliency skills identified by each group.

THE FEAR FACTOR

Individual Activity Sheet

Write a three-paragraph descriptive story to describe how you have used protective or resiliency skills in a situation where you have felt at risk.

Paragraph One

Describe the risk situation — how and why you felt fearful.

Paragraph Two

Describe how you protected yourself or coped with the situation.

Paragraph Three

Describe how much control you had in the situation, whether you used protective skills or resiliency skills and why.

PROTECT YOURSELF

Teacher's Notes

SUMMARY

Students explore how risks can be decreased or increased through the presence of risk and protective factors.

Objectives

- to identify the difference between risk and protective factors
- to determine ways to reduce risk by using protective factors
- to analyse risk and protective factors in real-life scenarios

LESSON

Set-Up

- Write on the blackboard: "snowboarding" and "crossing the street."

Ask students for ideas as to how each of these activities could be made more risky and less risky.

Examples:

- snowboarding:
 - more risky:* not checking weather conditions, not having proper training, not having proper gear, etc.
 - less risky:* getting training, wearing the gear, insuring conditions are optimal
- crossing the street:
 - more risky:* not looking both ways, not crossing at a cross-walk, being distracted by headphones
 - less risky:* being aware of traffic, using your senses, crossing at a designated cross-walk

Explain to students that in any given situation there are risk factors (things that make the situation potentially dangerous), and protective factors (things that protect you from the danger). Ask for some other examples of everyday situations. Have students identify the risk factors and the protective factors in these situations.

Class Discussion:

- What is the importance of knowing risk factors and protective factors when you are undertaking an activity?

Group Activity

Photocopy the scenarios on page 19. Cut them out and glue them to six pieces of different-coloured cardboard (these could be laminated).

Divide your class into six groups. Hand out a different scenario to each group, along with at least six sheets of lined paper. Ask the groups to divide each sheet of paper into half – writing "Risk Factors" as the heading of one column and "Protective Factors" as the heading of the other.

Another Option: You could also use the scenarios and have students create small skits to present at the end of class.

PROTECT YOURSELF

Teacher's Notes

Explain that you will give them exactly five minutes to work with each scenario, after which they will receive another scenario, and begin again. Tell them they are to read the scenario aloud, brainstorm and then list on a sheet of paper the risk and protective factors in each scenario.

Follow-up

Ask each group to present the factors they discovered for a scenario. Give each group a chance to present one scenario. Have other groups offer comments on their own findings, discuss the factors given and add to the list other risk and protective factors that they may have found.

Class Discussion:

- How does knowing risk factors and protective factors influence you in the way you plan to undertake activities?
- How can you apply what you have learned about determining risk and protective factors in your daily life?

Individual Activity

Hand out "Protect Yourself" Individual Activity Sheet. Students choose an activity that is relatively "high risk" in their daily life and one that is "low risk." They describe the activities and identify the risk and protective factors of each. They discuss how they can use this analysis to better conduct themselves in these activities.

PROTECT YOURSELF

Group Activity Sheet

List the evident and probable risk and protective factors in each of the following scenarios.

1. You are out with your friend's family in their boat. The dad is an experienced skipper. However, you notice that no one is wearing a life jacket and that no one has offered you one.

2. You are out with a group of five friends walking back from a concert. It starts to rain. A car horn honks and it is another friend wanting to offer you a ride home. You cannot leave your group of friends in the rain so you ask if they can come along. The driver says "sure, the more the merrier" and you all pile into her Honda Civic.

3. You and your buddy decide to rent bicycles on your vacation. The rental agent asks you each for a \$50 "loss or damage" deposit. He wants the money in cash.

4. You are on vacation and you and your friend are walking along the beach. A stranger approaches you and offers you a deal on a sightseeing package you and your friend wanted to purchase earlier from the hotel.

5. You are at the lake with your friend who is a very experienced swimmer. You decide to head out to a raft in deep water on a blustery day.

6. You have gone shopping with your friend to the local mall. You have decided to split up to finish your shopping, agreeing to meet in half-an-hour at a pre-arranged place. After ten minutes, the mall fire alarm starts to ring.

PROTECT YOURSELF

Individual Activity Sheet

Write down two activities that you do regularly — one with more risk than the other. List the risk and protective factors for each.

NO.	ACTIVITY	RISK FACTORS	PROTECTIVE FACTORS
1. More Risk			
2. Less Risk			

Complete the following:

1) How can you better plan for each of these activities now that you understand the risks involved? Does thinking about the risks involved make you feel differently about each activity? Why or why not?

RESPONSIBLE RISKS

Teacher's Notes

SUMMARY

Students create a graffiti wall to define "responsibility" and then complete scenarios to demonstrate their understanding of how to behave responsibly in dealing with risk.

Objectives

- to demonstrate an understanding of the concept of responsibility
- to recognize that a sense of responsibility stems from personal values or standards
- to acknowledge that they are responsible for their own actions

LESSON

Set-up

Put up a large sheet or sheets of chart paper along one wall. At the top, in large letters, write, "Responsibility is..."

When the class begins, invite the students to write or draw slogans, words, images, or graffiti to demonstrate their understanding of "responsibility." Give them ample time to complete this task.

When all students have had the opportunity to write something on the graffiti wall, lead a class discussion about what they have written.

Class Discussion:

- What are the "big ideas" about responsibility that stand out on the graffiti wall?
- Are there more ideas you can think of now that further define responsibility?
- How does this help us define "responsibility?"
- How do you know the right thing to do when faced with a dilemma?
- How do your personal standards help you act responsibly?

Group Activity

Hand out the Group Activity Sheet to each group. Ask the groups to complete the scenario on the sheet using the questions as a guideline. Separate the groups so that they are not overhearing one another. Explain to students that they will be presenting their sentence endings to the class and will need to be able to defend their ideas.

Follow-up

Have each group present their conclusion to the scenario. Invite the other students to ask questions and offer positive comments on the conclusions. Ask the class:

- Was this the most responsible conclusion? Why or why not?
- How did this ending deal with the risk in this story?

RESPONSIBLE RISKS

Teacher's Notes

After all the presentations have been heard, lead a whole class discussion.

Class Discussion:

- How do responsible actions help to protect you from risk?
- How do you know if you have acted responsibly?
- Where does your sense of responsibility come from?
- Why is it important to take responsibility for your own actions?

Individual Activity

Hand out "Responsible Risks" Individual Activity Sheet. Students will create a comic strip showing how a "risky" situation can be dealt with through the use of responsible actions.

RESPONSIBLE RISKS

Group Activity Sheet

Read this scenario out loud.

There have been a series of robberies over the past few months at your school. Some people have had their lockers broken into; others have had wallets stolen out of the gym locker room during a basketball game. You have not been among the victims, although you know students who have been robbed.

One day, walking home from school, your friend tells you that she knows who is committing the crimes. It is someone you both know. You have a hard time believing the story as you know that your friend has disliked this person for a long time.

Complete the following:

1) List the risk factors and protective factors in the situation?

2) List possible conclusions to the scenario.

3) Select the conclusion that would be most responsible and write a paragraph to conclude the story.

4) Explain why you think this is the most responsible conclusion.

RESPONSIBLE RISKS

Individual Activity Sheet

Create a comic strip that demonstrates a situation where someone takes responsibility for their own actions in order to reduce a risk or risks.

Use the six cells as an outline for your comic strip. Choose a situation where there is a clearly identifiable risk, such as going on a back country skiing trip, dating a friend's "ex," witnessing a crime, dealing with a theft, etc.

Answer the following:

1) How does knowing the importance of accepting responsibility for your actions affect the way you intend to deal with risk in your life?

RISK OF LOSS

Teacher's Notes

SUMMARY

Students explore how all risks have the potential to result in a loss and how that loss can be protected against and possibly compensated.

Objectives

- to determine that all risk carries the possibility of "loss" which can be personal or property loss
- to identify that some kind of compensation or recovery may be possible for some kinds of loss
- to realize that the value of any loss may never be fully replaced

LESSON

Set-up

Tell the students that today's lesson is a discussion about what happens when something you own gets lost, broken or stolen.

Class Discussion:

- What do people put in their lockers or bring to class that would be hard to replace?
- How many of you have ever had something stolen or know someone who has?
- What was your/their reaction to the theft?
- Were you/they able to replace it? How?
- Did you feel that a loss can be fully replaced? Why or why not?
- How can "loss" be felt in different areas, such as relationships, health and safety?
- What are other areas of your life where you could feel a sense of "loss"?

Group Activity

Groups discuss a "loss" scenario on the activity sheet. They answer questions about who they think is responsible and how the loss should be dealt with.

Follow-up

Allow time for the class to discuss how each group answered the question on the sheet.

Ask the class:

- What would happen if Daniel exaggerated his insurance claim? How could this affect his insurance premiums?
- What would happen if all of us exaggerated our losses? How would that affect the cost of insurance generally?
- Is that a responsible way of dealing with the loss?

Class Discussion:

- How can you predict that you might suffer a loss?
- How can our risk ranking scale help us predict a loss?
- How can knowing the risk and protective factors help us predict a loss?
- How can we ensure that there might be some form of recovery from the loss?
- Do you feel that the loss can be fully replaced?

Individual Activity

Hand out "Risk of Loss" Individual Activity Sheet. Students list their 10 most valuable items and determine their replacement costs. They analyze how they might protect against their loss.

1. What is insurance?

A good way to understand insurance is to think of it as a pool. When an insurance company insures us, the money we pay in the form of insurance premiums goes into a big pool with money from other insurance consumers. Then, in the event that something happens, the money needed to recover from an insurance loss can be withdrawn from that pool. Most of us never pay enough money through our premiums to cover the amounts needed to pay for our own losses. By pooling all the money from all the consumers, the insurance company is able to spread the losses of the few among the premiums of the many.

2. What is an insurance premium?

A premium is the amount of money you pay for being insured. It is the price of insurance protection for a specific period of time, usually one year. Your premium is calculated using a number of criteria. First and foremost is the probability that a loss might occur. This is based on a thorough analysis of your risk. The second is the number of risks being insured. As more people pay for the same type of insurance, more money is going into the pool, and the amount each person is charged can be lowered. Insurance companies also have to take into account the cost of operating their business, including production costs, overhead and profit.

3. What is a claim?

A claim is a notification of a loss under an insurance policy. For example, if you have fire insurance on your house and contents, you would make a claim for the damage to the house and the loss of the contents after a fire occurs. The objective of the insurance company is to put you back into the same position you were in before the loss. In this case the policy will cover the costs of repairing the damage to the house and replacing the contents that were destroyed in the fire. An insurance claim is usually subject to a deductible. This is the portion of the loss that you agree to pay. Insurance companies use deductibles to control the cost of small claims and, by doing so, keep premiums affordable.

4. Must I always claim when something is stolen or damaged?

The insurance industry is based on the concept of “utmost good faith.” This means that it expects you to act in good faith, and it is expected to act in the same manner. When you apply for insurance, the insurance company expects that you are telling the truth about the items you wish to have insured, and about your level of risk. If you experience a loss, whether something is stolen or damaged, you are ethically bound to make a claim. You are expected to tell the truth about the circumstances around the loss. Only in this way can the insurance company accurately determine the risk involved in providing you with insurance.

5. What is an endorsement?

An endorsement is an attachment to a policy. It may also be called a “rider.” That means you do not take out a separate policy for each item being insured, rather, you attach it to a policy already in existence. For your first apartment, you will likely take out an insurance policy to protect your contents against various risks. Perhaps you will bring a bicycle from home. This could be added to your parents’ home policy on an endorsement for a slightly increased premium.

6. What is liability?

Liability is another word for legal responsibility. If, due to your carelessness, someone is injured or something is damaged, you are responsible for the consequences. Liability is a legal term. It means that people are responsible for their actions as defined by provincial or federal law.

Legal liability is to be taken very seriously. For example, if you do something that causes damage and you are over 18, you are considered liable for the consequences. If you are under 18, your parents are liable if they give you permission or tell you to do something. If you have a part-time job, your employer is liable if you are asked to do something unsafe or you are not properly trained. And if something bad happens at an event such as a concert, or in a building that is in some way unsafe or not properly secured, the owner of the event or the building is liable for the consequences – if it was the owner’s fault, that means the owner is legally responsible.

7. Is insurance necessary?

Insurance is essential for most people and businesses. Most importantly, it provides peace-of-mind for the people and things we value. There are many forms of insurance and most of us have at least one type of policy. Many people have life insurance, which provides money to their loved ones in the event of their death. Automobile insurance is mandatory in Canada for all people who drive a motorized vehicle, such as a car, truck or motorcycle. Property insurance protects the owners of a property from the financial impact of damage or loss. In order to run a business, a sporting event or a concert, insurance must be obtained. There are many forms of insurance and it touches all our lives in many ways.

Discuss this scenario with your group. Use the sheet "FAQ About Insurance" to help you answer the questions.

Daniel has driven to school every day since he turned 16 and got a car. His car is a bit like his locker, jammed full of all of his stuff. He keeps his snowboarding equipment in the trunk, his CD collection in the glove compartment, his portable stereo plugged into the car sound system. He also has his gym clothes in the car, and has just purchased a new pair of running shoes, which he has left visible in the box on the back seat. Daniel always parks on school property in the students' parking lot and makes sure his car is locked.

After school one day, Daniel goes to his car and realizes to his horror that someone has smashed the window and broken in. All of his stuff has been stolen. Daniel is heartbroken. A close friend, who has since moved out of town, gave him some CD's of his own band. His snowboarding equipment was a gift from his family. And he worked at a part-time job to pay for the portable stereo.

When he returns home, he has to face his father with the news. Fortunately, his father took out an endorsement (or rider) to cover the contents in Daniel's car as part of his house insurance policy. However, making a claim could cause Daniel's car insurance premiums to increase substantially, especially as Daniel smashed into another car only three months ago. There is also a \$500 deductible on the endorsement to the house insurance policy and Daniel is going to have to pay this himself. He adds up his belongings and the cost to replace them is well over \$1 500. This is in addition to the damage to his car.

Answer the following:

1) Who do you believe is liable (legally responsible) for this loss? Explain why.

2) What were the risk factors involved in this situation?

3) What did Daniel do to protect himself?

4) What are the benefits to Daniel if he claims for the loss? Is he ethically bound to do so? Why or why not?

5) What is the benefit of having an endorsement to his father's house insurance in addition to the mandatory car insurance?

List your 10 favourite personal items. Estimate the cost of each. Add up the total replacement costs.

NO.	FAVOURITE PERSONAL ITEMS	ESTIMATED COSTS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Total Estimated Cost:		

1) How can you protect against the loss of these items?

2) Do you have insurance coverage that would ensure their replacement?

3) How could you prove that you own these items?

4) Could some of these items ever be truly replaced? Why or why not?

SUMMARY

Students analyze and investigate risks in their school and personal environment. They recommend ways to protect themselves and present their recommendations to the school administration. Students learn risk management strategies.

Objectives

- to identify risk management strategies and apply these to the school and home environment
- to determine how to analyze an environment for risk and protective factors
- to recommend ways to reduce the risks in their school and home environment

LESSON

Set-up

Brainstorm:

- What kinds of hazards or risky situations are you aware of in and around your school?

Write down all these comments on the board. They should include thoughts about risks in interactions between students, risks on the physical property, risks in the school neighbourhood, on the playground, in the gymnasium, etc. Have them think about safety issues including bullying and students roaming the halls during class time.

Write these three words on the board:

Avoid Transfer Reduce

Explain that the three key risk management strategies are:

1. Avoid the risk (take precautions, do not attempt something).
2. Transfer the risk to another party/person (buy/have insurance).
3. Remove or reduce exposure to identified hazards (take things away or put things in place).

For instance: You have fire insurance on your home so you can transfer the risk to the insurance company in case of a fire. That does not mean you are going to run around your home with matches, leave candles unattended and have camp fires in the living room if it is too cold to have one outside! You must avoid risk and remove hazards in order to be insured.

Have students apply these strategies to some of the risky situations they have just identified.

Use the following questions:

1. How can you avoid the risk?
2. How can you transfer the risk to another party (person)?
3. How can you reduce or remove the level of risk in this situation?

Ask students to write their names under the situation they would like to investigate further. Form groups of students with similar concerns. Ask them to look for ways of applying the three risk management strategies to their situations.

MANAGE YOUR RISK

Teacher's Notes

Group Activity

The groups investigate the risks they have identified and apply the three risk management strategies. They make recommendations about how to apply these strategies and present their recommendations to members of the school administration.

Follow-up

Have groups make their presentations to a member or members of the school administration. Have students discuss the potential implementation possibilities with the administration.

Class Discussion:

- What were some of the most effective recommendations? Why?
- How has this activity made you aware of the risk management possibilities in your school environment?
- How has completing this activity given you a sense of active participation in your school?

Individual Activity

Students investigate five risks in their personal environments. They apply risk management strategies to these risks.

MANAGE YOUR RISK

Group Activity Sheet

In your groups, discuss the school risks you have chosen to explore. Examine these risks for ways in which you can apply some or all of the risk management strategies.

Use the following questions:

1. Can I avoid this risk or risks? If yes, how?

2. If not, can I transfer this risk? To whom?

3. If I cannot transfer this risk, how can I reduce the risk?

List possible protective factors or strategies.

Discuss these ideas and decide on the most realistic and “doable” recommendations. Use these to form the basis of a presentation in which you suggest to your fellow students, teachers and the school administration practical ways in which your school could improve its protection against risk.

Use this outline for your presentation.

1. Identify the risk or risks.
2. Demonstrate how you have applied the three risk management strategies.
3. Recommend protective factors or strategies that you believe are necessary for improvement.
4. Describe how these protective factors or strategies could be realistically implemented.

MANAGE YOUR RISK

Individual Activity Sheet

Identify at least three risks in your personal environment. These could include going to and from school, risks in your neighbourhood, risks in your home and/or your room.

State the main risk factor or factors in each.

Apply the three risk management strategies to each risk identified. Propose protective factors to reduce your risk in each case.

NO.	RISKS	AVOID? TRANSFER? REDUCE?	MAIN RISK FACTORS	RECOMMENDED PROTECTIVE FACTORS
1.				
2.				
3.				

1) How has applying the three risk management strategies helped you better manage the risk in your personal environment?

RISK SKILLS

Teacher's Notes

SUMMARY

Students play a game in class to review aspects of risk they have previously explored.

Please note: Game cards are found on pages 39-42. Photocopy the pages back to back and cut them out accordingly.

Objectives

- to practise risk analysis skills
- to identify risk management skills
- to determine the importance of applying these skills

LESSON

Set-up

1. Divide the class into three teams. Explain that the class is going to play the game "Risk Skills" and that the teacher is going to be the "game show host." Pull three desks to the front of the class to represent each team.
2. The objective of the game is to earn the most points by answering the questions correctly. There are four categories of questions– **Risk, Protection, Loss, Responsibility**.
3. Pull a card from the pile or have students take turns pulling the cards. Read the category and scenario to the students. The answers are found below the scenario on the card. You may want to tell your students how many answers you are looking for.
4. The students get about a minute to discuss their answers with the group. When they feel they have come up with their best answer, a group representative must make their way to their team's front desk. Whichever team reaches the desk first has the chance to answer the question.
5. If the first team is incorrect the next team to make their way to the front has the chance to steal.
6. Continue to change the team representative with each new question and keep score as the game progresses.

Group Activity

When students are better acquainted with the concepts of risk, have them invent their own game cards. They can then take the game and introduce it to their classmates or another class.

Follow-up

After the game, lead a final class discussion.

Class Discussion:

- How did playing the game contribute to your knowledge about risk?
- How did it help you use risk management skills?
- How has your attitude to risk changed through completing these activities?

Individual Activity

Hand out "Risk Skills" Individual Activity Sheet. Students will write three paragraphs discussing what they personally have learned about risk; what skills they have developed to deal with risk issues; and how the activities have affected their attitudes about risk.

Write a paragraph to answer each of the following:

1) What have you learned about the risks in your life from completing these activities?

2) What can you do to better manage these risks?

3) How has this affected your attitudes to the risks you take?

Photocopy the following four pages back-to-back and cut them out accordingly.

<p>Risk Card 1: Identify and rank the risks in this scenario.</p>	<p>Risk Card 2: Identify and rank the risks in this scenario.</p>
<p>Risk Card 3: Identify and rank the risks in this scenario.</p>	<p>Risk Card 4: Identify and rank the risks in this scenario.</p>
<p>Protection Card 1: Name the protective factors in this scenario.</p>	<p>Protection Card 2: Name the protective factors in this scenario.</p>
<p>Protection Card 3: Name the protective factors in this scenario.</p>	<p>Protection Card 4: Name the protective factors in this scenario.</p>

Risk Card 2:

You are working over the summer months and are responsible for opening in the morning and closing up at night. A friend asks you to borrow something from work for his personal use overnight.

1. Your friend could not return it and you could be accused of stealing.
2. The owner could find out you were lending his property and you could be fired.
3. You could get a bad reputation, making it difficult to get another job.

Risk Card 1:

You are asked to a family dinner with your friend on a special occasion. You have never eaten with this friend's family before. You have severe food allergies.

1. You could die from an allergic reaction.
2. You could alienate your friend by not eating what every one else is eating.
3. You could leave a bad impression with the host family.

Risk Card 4:

Your mom has agreed to drive some of your hockey team to the arena across town. There are too many kids for all the seat belts so you decide not to use them.

1. Your mom could be involved in a car crash and someone could be seriously injured or killed because they were not wearing a seatbelt.
2. The hockey equipment could become a projectile and someone could be injured or killed by it.
3. Your mother could be stopped by the police and charged for having passengers without seatbelts and having too many passengers for the capacity of the car.

Risk Card 3:

You have invited your class of 30 students over to your apartment for an end-of-year pool party. There is no qualified lifeguard on duty as you and your parents are all good swimmers. You don't worry as your apartment's pool is only two metres deep.

1. Someone could drown while swimming in the pool.
2. Someone could be seriously injured from diving or horseplay.
3. Your parents could be sued for personal damages if someone was killed or injured.

Protective Card 2:

You want to earn extra money and decide to set up a babysitting business. You take a course and earn the appropriate certification. You decide on which night you would be available with your parents. Your parents help to interview the possible clients.

1. You are certified and know how to handle possible risk situations.
2. Your parents are screening the potential clients, helping to reduce your risk.

Protective Card 1:

You are at a sleep-over at a friend's house. You are both invited to a party and decide to go. You call your parents but they are not home. Your friend's parents give you permission to go to the party on the understanding that you be home at a certain time.

1. Your friend's parents know where you are.
2. Your friends parents have given you a curfew.
3. You are going to the party with a friend.

Protective Card 4:

You are going on a class trip to a local farm. The farmer also keeps bees and makes honey. You are highly allergic to bee stings. Your parents have signed a permission form to allow the teacher on duty to administer an epi-pen in case of an emergency. You have brought along your own protective hood.

1. You have an epi-pen.
2. Your teacher knows how to use the epi-pen.
3. You have given the teacher permission to use the epi-pen.

Protective Card 3:

You are staying with your family at a hotel. You smell smoke. A fire alarm goes off. An announcement comes over the loudspeaker for you to put wet towels under your door.

1. The hotel has an alarm system.
2. You have your sense of smell.
3. You know how to best deal with the fire.

Loss Card 1:
Identify the possible losses in this scenario.

Loss Card 2:
Identify the possible losses in this scenario.

Loss Card 3:
Identify the possible losses in this scenario.

Loss Card 4:
Identify the possible losses in this scenario.

Responsibility Card 1:
What is the most responsible action you can take?

Responsibility Card 2:
What is the most responsible action you can take?

Responsibility Card 3:
What is the most responsible action you can take?

Responsibility Card 4:
What is the most responsible action you can take?

Loss Card 2:

A film crew is renting your local community centre to make a Hollywood movie. The centre is allowing the crew inside so that it can make extra money for new equipment but all activities are stopped while the filming takes place. The movie lights set off the sprinklers and cause water damage to the set and to the building.

1. Loss of activities
2. Loss of property/facilities
3. Loss of income

Loss Card 1:

A fire has gutted your mother's business premises. She has to work at home, but your father comes down with the flu at the same time. Hockey season is in full flight and your practice and game schedule take up evenings and weekends.

1. Loss of income
2. Loss of time/opportunity
3. Loss of business records and property

Loss Card 4:

You have a part-time job in a restaurant and are responsible for cleaning the kitchen. After a particularly busy night you leave early and do not clean the grease off the stove. The next night the stove catches fire.

1. Loss of job
2. Loss of property and income
3. Loss of reputation

Loss Card 3:

Recent flooding has forced the evacuation of your entire town. The mill where your dad works is under water. Your school has been turned into a temporary shelter.

1. Loss of property
2. Loss of income
3. Loss of education

Responsibility Card 2:

At summer camp, you are on a five-day canoeing out-trip. You get separated from your counsellor in some rapids. The canoe behind you capsizes. You are not a strong swimmer, but your friend in the other canoe is even weaker.

1. Use available life preserver to rescue friends/sound alarm for counsellor

Responsibility Card 1:

You are late for school one day and happen to see a stranger talking with your student council class representative by his locker. The stranger looks unwell and unkempt. When they see you, they both look at you with hostility.

1. Report the stranger

Responsibility Card 4:

Your friend's bicycle has been stolen from your garage, along with your own. Your friend decides to claim the insurance on his bicycle, but insists on claiming a greater value than you know he paid for it.

1. Ensure you claim for your bicycle honestly/encourage your friend to do the same.

Responsibility Card 3:

Every night after your part-time job at the pizza parlour, your friends ask you to make them pizzas with the left over dough and toppings. They do not want to pay for these as they say you would just be throwing them out anyway.

1. Ask the owner for permission before you use the leftovers

SUMMARY

There are a variety of jobs in the insurance industry, catering to a variety of interests. No matter what a person is passionate about it is very likely they can use that passion to create a career in the insurance industry. Students will be given the opportunity to discover what some of these careers are.

Objectives

- to demonstrate an understanding of the various careers in insurance

LESSON**Set-up**

On the board have students list all the words, phrases or jobs that they associate with the insurance industry. Keep this list on the board while students complete the activity.

Individual Activity

Have students visit the 'High School' section of the Career Connections web site at www.career-connections.info. Here students can watch a career video and video clips of insurance professionals talking about their careers. Give them time to look at each of the jobs available within the insurance industry. Have students write a paragraph describing which job they feel is most suited to their interests and personality traits and why.

Follow-Up

Have students share some of the jobs that interested them and why they interested them. Refer back to the list of words, phrases and jobs on the board. Ask the class:

- Are there any new words, phrases or jobs that they would like to add now?
- Would they like to remove any of the words or phrases that they associated with insurance before this activity?
- If yes, why?

If you would like to give students another opportunity to learn more about the insurance industry, contact us to invite an ambassador to your classroom.

DID YOU KNOW?

Teachers can also pre-order our free 'Careers in Insurance' Teacher's Resource with a career DVD and class set of career brochures. Teachers can also invite an insurance professional (where available) into the classroom to give a career presentation. Visit our 'Teachers Section' on the Career Connections Web site at www.career-connections.info to place an order for free resources and/or to request an ambassador presentation; or call toll-free **1-866-362-8585 ext. 2252**.

Insurance affects virtually everything we do in life which is why it is fundamental to the study of life skills, guidance education, physical and outdoor education, economics, entrepreneurial studies and math. Students in career and business, family studies, social studies, science, law, geography and media studies have a connection to insurance as well. Learning about insurance helps us to better understand the world in which we live.

Know Your Risk is one of several free resources from the Insurance Institute's Career and Curriculum Connections Program. Other free resources include:

Risk Responsibility Reality

Based on three humorous vignettes, this classroom resource enables teachers of law, family studies and life skills to introduce students to concepts of personal and social responsibility, legal liability and ethical behaviour. For grades 9-12 (includes 18-minute DVD).

You're IN Business

In order for students to gain a realistic perspective on what is to be expected of them in business and the workplace, this resource looks at topics such as ethics, planning and marketing. Students are given an opportunity to design their own business model while gaining insight into the role insurance plays in a successful business. For grades 9-12.

The Forces of Nature: How Extreme Weather Impacts our Daily Lives

This resource explores natural hazards; their impact on communities and how insurance can help in recovery and restoration. This resource contains a DVD that examines four natural hazards that have occurred in Canada (Quebec ice storm, Peterborough flood, Hurricane Juan, and Kelowna fires) and makes connections between risk and insurance through the science and geography curriculum. For grades 9-12.

Math Works Everyday in Insurance

This resource has been created for teachers and students to transfer the real world knowledge of the insurance industry directly into the math classroom. It looks at automobile insurance, homeowners insurance, finance, and probability and calculating risk among other topics. For grades 9-12.

Careers in Insurance - Teacher's Resource and Career Kit

Created to help students learn about careers in insurance, the kit comes with a DVD explaining seven careers in insurance and brochures to help students learn about skill sets required for each job. This resource helps students to explore careers they may never have had the chance to consider.

Career Talks by Industry Ambassadors

Free classroom presentations by industry professionals help students to understand insurance and learn what it is like to work in this field. Ambassadors will explain how insurance works, why it is important, and the skills and education needed to pursue a career in the industry.

Online Resources

For Power Point presentations, quick and easy lessons plans and interactive activities please visit the Career Connections Web site. These downloadable lessons are created for various subjects and grade levels. Check out the Web site today at www.career-connections.info.



Career Connections, as a Division of the Insurance Institute of Canada, promotes careers in insurance on behalf of, and to meet the needs of, the industry. Curriculum Connections is a program under the Career Connections banner that helps to improve the understanding of how insurance works.

Through our Career and Curriculum Connections programs, we are dedicated to providing quality resources for teachers to use in the classroom. Through both our print resources and our Web site, we aim to deliver informative, up-to-date, and relevant information about insurance and the variety of careers within the industry.

As one educator to another, we recognize the philosophy of there is always room for improvement. We welcome any and all feedback from those who have had the opportunity to use our resources. To give feedback, please e-mail cconnections@insuranceinstitute.ca. To find out more about the Insurance Institute of Canada, the Career Connections program or any of our free resources, please visit our Web site at www.career-connections.info.





www.career-connections.info

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