



# Expanded Learning Opportunities: Managing Risks

EC483

LEADER  
GUIDE

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## Lesson Goal

Children and youth in out-of-school settings reach their full potential as a result of positive youth/adult interactions, purposeful learning experiences, and safe environments.

## Nebraska School-Age and Youth Development Core Competencies

*Core Knowledge Area: Health, Safety, and Nutrition*

- **1.1** Recognizes and follows Nebraska State Law requiring the reporting of suspected child abuse, emotional abuse, sexual abuse, and neglect.
- **1.2** Is aware of the policies and procedures necessary to maintain a safe environment; to prevent and reduce the incidence of illnesses and injuries; and, when applicable, to meet licensing safety standards.
- **1.15** Examines indoor and outdoor environments to ensure they are healthy and safe for youth.

## Learner Objectives

*After completing this lesson, you will:*

- be aware of youth safety and protection.
- recognize the importance of risk management.
- identify and use risk management strategies.

## >> Before the Meeting

Read the leader and participant guides and review the leader resources.

## >> Additional Supplies

Paper and writing utensils for group activities.

## >> Risk and Risk Management

We often think of risk as a hazard or threat, something dangerous or unexpected, or a possibility that something might go wrong. Youth participate in activities each day in which risk factors exist or have the potential for risk. The process of identifying, evaluating, managing, and planning for these potential and future risks is risk management (4-H-3039A, Iowa State University, 2012).

## >> Estimated Lesson Time

60 minutes

## >> At the Meeting

### 1. Introduce yourself and the lesson topic.

- a. Ask participants, "What is risk?" (Risk is any hazard, danger of injury, or chance that something will go wrong). Discuss with participants any risks that they may have been exposed to today (for example: slipped on a wet floor,

close call with a car accident). What is the probability that the risk will occur again? What would they have done differently, if anything, to avoid, reduce, or manage the risk?

- b. Discuss why it is important to manage risks in youth programs (increase safety and security, protect youth and adults, reduce liability, preserve a youth program's reputation in the community, etc.).
  - c. Pass out the participant guide for *Out-of-School Programs: Managing Risks*. Introduce risk management strategies and the definition of each: retain, reduce, share, avoid. Have participants discuss each strategy and the risks they encountered today (from "a." on page 1). Which strategy is best for each example?
- 2. Share with participants that they will be practicing the steps to risk management with this activity. Divide participants into small groups.**
- a. **Identify risks.** Ask participants to explore the environment they are in for this meeting and identify risks for youth (assuming a youth program would be held at this site). Give participants about 10-15 minutes to make a list of potential risks to share with the larger group. What risks did they identify? What factors did they consider? Were the indoor and outdoor environments taken into consideration? Will the age of the youth participants affect the level of risk in the room? Is there an emergency plan posted for this room? List additional risks to consider that are related to youth and adult interactions in youth programs.
  - b. **Assess and evaluate the list of risks.** What is the probability of these risks occurring? Have the group discuss and determine which risks should be a priority.
  - c. **Manage the risks.** Discuss a risk management plan for this environment. Should they retain, reduce, share, or avoid the risks? What action will they need to take to reduce risks? Will new policies need to be put in place, additional training be provided for staff members, or should the risk be avoided?
  - d. **Monitor and evaluate.** Have participants

discuss how often risk management plans should be re-evaluated (continuous process, re-evaluate regularly).

3. **Encourage participants to share risks they face in their youth program and/or experiences related to risks in youth programs.** They might consider examples from youth programs their children have been involved with or a youth group they work with. Use these experiences as talking points for reviewing and evaluating appropriate risk management strategies. Additional scenarios could be added for discussion. For example, what happens if a young person in the program becomes a risk to other youth and or/leaders (brings a weapon, engages in inappropriate touching, etc.)? Discuss child abuse and neglect, and reporting. Share additional concerns or risk factors from the participant guide that may not have been discussed.

### Leader Resources

- Beich, D. et al. (2012). University of Wisconsin-Extension. *Risk Management for 4-H Youth Development Work*. <http://www.uwex.edu/ces/4h/resources/mgt/risk.cfm>
- Iowa State University (2012). *4-H Risk Management Checklist for Meetings and Events 4H-3039A*. <http://www.extension.iastate.edu/johnson/content/4-h-club-risk-management-resources-leaders>
- Nebraska Department of Health and Human Services (2013). *Title 391, Children's Services Licensing*. [http://dhhs.ne.gov/Pages/reg\\_t391.aspx](http://dhhs.ne.gov/Pages/reg_t391.aspx)
- Nebraska Department of Health and Human Services, *Child Abuse and Neglect*. [http://dhhs.ne.gov/children\\_family\\_services/Pages/cha\\_chaindex.aspx](http://dhhs.ne.gov/children_family_services/Pages/cha_chaindex.aspx)
- Nonprofit Risk Management Center, *Basic Risk Management*. <http://www.nonprofitrisk.org/tools/overview.asp>
- Olsen, H., Kowalski, C. (2010). *Enhancing Program Quality and Care Through Supervision*. [http://www.niost.org/pdf/afterschoolmatters/asm\\_2010\\_10\\_spring/asm\\_2010\\_10\\_spring-6.pdf](http://www.niost.org/pdf/afterschoolmatters/asm_2010_10_spring/asm_2010_10_spring-6.pdf)