|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Session** | **Themes/topics** | **Learning Objectives - Skills/knowledge/values** | **Activities** | **Film clips** | **Links** | **Stand alone** |
| Session 1  Introduction to Can full of Nothing | Explores the use of alcohol by celebrities and why some chose to drink and why some chose not to.  . | *SKILLS*   * *work together as a group/class on a project about a social or environmental issue* * *assess potential risks in relation to alcohol, drug misuse and sexual behaviour*   *KNOWLEDGE*   * *know how personal actions can affect other’s lives and what influences their own behaviour*   *ATTITUDES*   * *consider the benefits of a healthy lifestyle* * *consider how the media influence public opinion and promote different lifestyles* | Celebrity Quiz  PowerPoint with answers  Needs assessment questionnaire | none |  | Yes |
| Session 2  To drink or not to drink | explore and discuss the role peer influence / peer belonging has in relation to lifestyle choices focussing on young people's decisions to drink or not to drink | *SKILLS*   * *Demonstrate ways of resisting pressure which threaten safety* * *Be assertive in the face of pressure to take risks*   *KNOWLEDGE*   * *Have a sense of their own identity and know the roles they have and want to have* * *Know the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections*   *ATTITUDES*   * Respect the body * Consider the benefits and costs of using recreational drugs * Consider how feeling good about themselves affects their relationships | Prompt sheets for discussion activity about the clips from the film focussing on strategies for dealing with pressure to drink | 1-4 |  | Yes |
| Session 3  Crunch moments | Young people to consider  the impact of decisions on friendships and relationships  the influences of drugs and alcohol on making rational decisions | *SKILLS*   * *Recognise and manage positive influences and negative pressures* * *Recognise alternatives and both long and short term consequences when making decisions* * *Assess risks relating to sexual activity, drug misuse and drinking alcohol*   *KNOWLEDGE*   * *Know the basic facts about illegal substances and alcohol*   *ATTITUDES*   * Consider the personal cost of risk taking including the effects on other people's lives * Consider the benefits and costs of trusting other people | Card activity working in groups to reach a consensus about how characters choose to behave. Can be delivered in an active way. | 5-6 | Session 2 | no |
| Session 4  Having confidence, self esteem | Participants to consider how different levels of self esteem can affect how people feel, how they behave and how they are perceived. | SKILLS   * Assess risks related to sexual activity, drug misuse and drinking alcohol * Recognise when others are taking advantage and resist it * Challenge offending and unfair behaviour in others   KNOWLEDGE   * Know the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections   ATTITUDES & VALUES   * Be positive about the control they have over their own behaviour * Consider the importance on success on self esteem | Small group discussion on self esteem focussing on each character via a carousel of diagrammatic worksheets | 7,8 | Sessions 2 & 3 | Only if show clips 1-8 |
| **Session** | **Themes/topics** | **Skills/knowledge/values** | **Activities** | **Film clips** | **Links** | **Stand alone** |
| Session 5  Having fun, staying safe | Explore young people's attitudes to alcohol and identify the potential risks on a night out and explore strategies for managing these risks. | *SKILLS*   * *Recognise alternatives and long- and short-term consequences when making decisions* * *Counter and challenge unwanted pressure* * *Set and keep safe levels when drinking alcohol* * *Seek confidential health advice from advisory and support agencies confidently* * *Know how to find information related to health*   *KNOWLEDGE*   * *Know the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections* * *Know how personal action can affect others’ lives’ and what influences their own behaviour*   *ATTITUDES & VALUES*   * *Have concern for friends and others’ wellbeing* * *Think about how far they can and should be responsible for others* | Small groups devise an improvisation to show how to stay safe.  Includes lyrics of Rap for Can full of nothing which may be used | None |  | Yes |
| Session 6  You and the Law | To encourage young people to consider the consequences of breaking laws related to alcohol, illicit substances and sexual activity | *SKILLS*   * *Recognise alternatives and long-and short-term consequences when making decisions* * *Present opinions, values and beliefs confidently, clearly and concisely* * *Listen to, summarise and be able to add to an argument during group or class discussion*   *KNOWLEDGE*   * *Know the main laws which affect them and their families, understand the consequences of breaking the law and the impact it has on themselves and the community*   *ATTITUDES AND VALUES*   * *Be positive about the control they have over their own behaviour* * *Consider whether personal values and attitudes have to be the same as other people’s* * *Consider their attitude to the law in relation to drugs including licensing and retailing* | Card matching activity to learn about the law in relation to substances and sexual offences.  Using a continuum to consider the implications of being caught breaking the law | none |  | yes |
| Session 7  What's your risk of choice? | To raise awareness of the motivation of why people take the risks they do. | *SKILLS*   * *Recognise when others are taking advantage and resist it* * *Detect emotional nuances, from tone of voice and body language* * *Resist pressure to behave in a way which would make them feel uncomfortable*   *KNOWLEDGE*   * *Have a sense of their own identity and know the roles they have and want to have* * *Understand what exploitation in relationships means* * *Know how personal actions can affect others' lives and what influences their own behaviour*   *ATTITUDES AND VALUES*   * *Be positive about the control they have over their own behaviour* * *Consider whether personal values and attitudes have to be the same as other people’s* * *Consider benefits and costs of using recreational drugs* * *Have concern for friends and other's wellbeing* | Using hot seating to explore characters motivation | 4 & 5 |  | Yes is show clips 1-5 |
| **Session** | **Themes/topics** | **Skills/knowledge/values** | **Activities** | **Film clips** | **Links** | **Stand alone** |
| Session 8  How much is too much? | Consider the local data relating to the supply of alcohol to young people alongside the UN Rights of the Child | *SKILLS*   * *Talk with and listen to peers and adults* * *Express rational arguments having researched social, moral and environmental issues* * *Challenge offending or unfair behaviour in others.*   *KNOWLEDGE*   * *Know that there are different cultural norms in society today in sexual relationships and family life* * *Know the roles and feelings of parents/carers*   *ATTITUDES & VALUES*   * *Consider their attitudes to drug users and suppliers* * *Respect the fact that families are different* * *Respect the fact that parents/carers have feelings and concerns about their children* * *Consider the responsibilities of parenthood and the value of family life.* * *Consider their attitude to the law in relation to drugs including licensing and retailing* | Groups produce a presentation using local data and information to create presentations on:  Supply of alcohol to young people; party houses and the role of Community Alcohol Networks. | none |  | yes |
| Session 9  Healthy Relationships | For participants to explore their personal views of a healthy relationship by examining the features of the relationships between Lee & Elisha and Harry and Beth | *SKILLS*   * *Talk about sexual relationships and associated feelings* * *Detect emotional nuances, from tone of voice and body language* * *Recognise when others are taking advantage and resist it* * *Resist pressure to behave in a way which would make them feel uncomfortable*   *KNOWLEDGE*   * *Know that there are different social norms in society today in sexual relationships and family life* * *Understand the pressures on relationships and the changing nature of them* * *Have a sense of their own identity and know the roles they have and want to have* * *Understand what exploitation in relationships means*   *ATTITUDES AND VALUES*   * *Have a sense of purpose about their future* * *Be positive about the control they have over their own behaviour* * *Consider whether personal values and attitudes have to be the same as other people’s* * *Respect that peoples have different needs in relationships* | Consider their values and what they look for in a partner. Structured group discussion looking at the relationships in the film. Identifying what is a healthy relationship. | 9 |  | Could be if you show clips 1-9 |
| Session 10  Online relationships | To have a clear understanding of what sexting and grooming are.  To explore the impact on relationships of chat rooms and electronic communications | *SKILLS*   * *Talk about sexual relationships and associated feelings* * *Detect emotional nuances, from tone of voice and body language* * *Recognise when others are taking advantage and resist it* * *Resist pressure to behave in a way which would make them feel uncomfortable*   *KNOWLEDGE*   * *Know that there are different social norms in society today in sexual relationships and family life* * *Understand the pressures on relationships and the changing nature of them* * *Have a sense of their own identity and know the roles they have and want to have* * *Understand what exploitation in relationships means*   *ATTITUDES AND VALUES*   * *Be positive about the control they have over their own behaviour* * *Consider whether personal values and attitudes have to be the same as other people’s* | Uses CEOPs film 'Exposed' about sexting and Sam's Story about online grooming. Worksheets help structure discussion in groups. | None |  | Yes |
| Session 11  To tell or not to tell | To understand the stages of an unhealthy relationship and how this can lead to exploitation | *SKILLS*   * *Counter and challenge unwanted pressure* * *Recognise the initial signs and symptoms of stress in themselves and others, and have strategies for preventing and reducing it* * *Recognise when others are taking advantage and resist it* * *Resist pressure to behave in a way which would make them feel uncomfortable* * *Challenge offending or unfair behaviour in others*   *KNOWLEDGE*   * *See themselves through other people's eyes* * *Know that there are different social norms in society today in sexual relationships and family life* * *Understand the pressures on relationships and the changing nature of them* * *Have a sense of their own identity and know the roles they have and want to have* * *Understand what exploitation in relationships means*   *ATTITUDES AND VALUES*   * *Be positive about the control they have over their own behaviour* * *Consider whether personal values and attitudes have to be the same as other people’s* * *Have concerns for friend's and other's wellbeing* * *Think about how far they can, and should, be responsible for others.* | Groups improvise the stages of Beth & Harry's relationship. Thought tracking is used to explore different perspectives of the relationship and when and how they can intervene | 10 |  | Yes if use clips 1-9 then clip 10 |
| Session 12  When is a sexual relationship offensive? | To clarify the offences committed in the storyline of the film within the context of the Sexual Offences Act, Child Sexual Exploitation, Trafficking and consent. | *SKILLS*   * *Talk about sexual relationships and associated feelings* * *Recognise when others are taking advantage and resist it* * *Resist pressure to behave in a way which would make them feel uncomfortable*   *KNOWLEDGE*   * *Have a sense of their own identity and know the roles they have and want to have* * *Understand what exploitation in relationships means*   *ATTITUDES AND VALUES*   * *Have a sense of purpose about their future* * *Be positive about the control they have over their own behaviour* * *Consider whether personal values and attitudes have to be the same as other people’s* * *Respect their body* * *Costs of early sexual activity* | Card matching activity linked to film clips. Includes definitions of Rape, Sexual assault and intent | 11 & 12 | Session 6 you & the law |  |

Training for the workforce to deliver this resource, particularly the drama based sessions, effectively or any aspect of PSHE is provided by the **Education Health & Wellbeing Team**. Please contact the team to discuss your organisations training requirements:

Barbara Booth or Kate Piercy

Teacher Adviser Teacher Adviser

[barbara.booth@lancashire.gov.uk](mailto:barbara.booth@lancashire.gov.uk) [kate.piercy@lancashire.gov.uk](mailto:kate.piercy@lancashire.gov.uk)

(All training is charged at the standard Lancashire Professional Development Service rates for schools and settings)