

# CAN FULL OF NOTHING

## CAN FULL OF NOTHING OVERVIEW

### Multiple Risk Behaviour Education

The Can Full of Nothing educational resource has been developed in partnership with young people to address multiple risk behaviours. The sessions encourage conversation and debate with young people and provide a range of stimulating activities.

Active participation in these sessions enables young people to:

- build assertiveness and confidence skills as they explore the issues
- make their own informed decisions and consider taking positive action on the issues explored

Complete with additional facts and information, these easy to use session plans enable practitioners to facilitate young people's learning with confidence, regardless of their own knowledge.

The pack has been specifically developed to be versatile and can be delivered in its entirety or tailored to individual sessions.

The short film and twelve workshop sessions link into the 5 PSHE curriculum key concepts and Young Peoples Service curriculum topics.

**Substance (alcohol, tobacco and illicit drug) use and sexual risk behaviour share some common underlying determinants. Different young people's 'problem' behaviours overlap and share causes, so it should make sense to implement programmes which affect several at once.**

Jackson C.A., Henderson M., Frank J.W. et al. Journal of Public Health: 2012, 34(S1), p. i31-i40.

SESSION	LEARNING OBJECTIVES
<b>1 - INTRODUCTORY SESSION</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>➤ Work together as a group/class on a project about a social or environmental issue</li><li>➤ Assess potential risks in relation to alcohol, drug misuse and sexual behaviour</li></ul> <b>KNOWLEDGE</b> <ul style="list-style-type: none"><li>➤ Know how personal actions can affect other's lives and what influences their own behaviour</li></ul> <b>ATTITUDES</b> <ul style="list-style-type: none"><li>➤ Consider the benefits of a healthy lifestyle</li><li>➤ Consider how the media influence public opinion and promote different lifestyles</li></ul>
<b>2 - TO DRINK OR NOT TO DRINK</b>	<b>SKILLS</b> <ul style="list-style-type: none"><li>➤ Demonstrate ways of resisting pressure which threaten safety</li><li>➤ Be assertive in the face of pressure to take risks</li></ul>



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	<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Have a sense of their own identity and know the roles they have and want to have</li> <li>➤ Know the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections</li> </ul> <p><b>ATTITUDES</b></p> <ul style="list-style-type: none"> <li>➤ Respect the body</li> <li>➤ Consider the benefits and costs of using recreational drugs</li> <li>➤ Consider how feeling good about themselves affects their relationships</li> </ul>
<p><b>3 - CRUNCH MOMENTS</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Recognise and manage positive influences and negative pressures</li> <li>➤ Recognise alternatives and both long and short term consequences when making decisions</li> <li>➤ Assess risks relating to sexual activity, drug misuse and drinking alcohol</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Know the basic facts about illegal substances and alcohol</li> </ul> <p><b>ATTITUDES</b></p> <ul style="list-style-type: none"> <li>➤ Consider the personal cost of risk taking including the effects on other people's lives</li> <li>➤ Consider the benefits and costs of trusting other people</li> </ul>
<p><b>4 - SELF ESTEEM</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Assess risks related to sexual activity, drug misuse and drinking alcohol</li> <li>➤ Recognise when others are taking advantage and resist it</li> <li>➤ Challenge offending and unfair behaviour in others</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Know the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections</li> </ul> <p><b>ATTITUDES &amp; VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Be positive about the control they have over their own behaviour</li> <li>➤ Consider the importance on success on self esteem</li> </ul>
<p><b>5 - HAVING FUN, KEEPING SAFE</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Recognise alternatives and long- and short-term consequences when making decisions</li> <li>➤ Counter and challenge unwanted pressure</li> <li>➤ Set and keep safe levels when drinking alcohol</li> <li>➤ Seek confidential health advice from advisory and support agencies confidently</li> <li>➤ Know how to find information related to health</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Know the specific dangers of misusing alcohol and drugs in relation to driving, pregnancy and sexually transmitted infections</li> <li>➤ Know how personal action can affect others' lives' and what influences their own behaviour</li> </ul> <p><b>ATTITUDES &amp; VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Have concern for friends and others' wellbeing</li> </ul>



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<p><b>6 - TOO MUCH TOO YOUNG</b></p>	<ul style="list-style-type: none"> <li>➤ Think about how far they can and should be responsible for others</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Recognise alternatives and long and short-term consequences when making decisions</li> <li>➤ Present opinions, values and beliefs confidently, clearly and concisely</li> <li>➤ Listen to, summarise and be able to add to an argument during group or class discussion</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> </ul> <p><b>ATTITUDES AND VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Be positive about the control they have over their own behaviour</li> <li>➤ Consider whether personal values and attitudes have to be the same as other people's</li> <li>➤ Consider their attitude to the law in relation to drugs including licensing and retailing</li> </ul>
<p><b>7 - WHAT'S YOUR RISK OF CHOICE?</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Recognise when others are taking advantage and resist it</li> <li>➤ Detect emotional nuances, from tone of voice and body language</li> <li>➤ Resist pressure to behave in a way which would make them feel uncomfortable</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Have a sense of their own identity and know the roles they have and want to have</li> <li>➤ Understand what exploitation in relationships means</li> <li>➤ Know how personal actions can affect others' lives and what influences their own behaviour</li> </ul> <p><b>ATTITUDES AND VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Be positive about the control they have over their own behaviour</li> <li>➤ Consider whether personal values and attitudes have to be the same as other people's</li> <li>➤ Consider benefits and costs of using recreational drugs</li> <li>➤ Have concern for friends and other's wellbeing</li> </ul>
<p><b>8 - YOUNG PEOPLE'S DRINKING AND THE LANCASHIRE PICTURE</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Talk with and listen to peers and adults</li> <li>➤ Express rational arguments having researched social, moral and environmental issues</li> <li>➤ Challenge offending or unfair behaviour in others.</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Know that there are different cultural norms in society today in sexual relationships and family life</li> <li>➤ Know the roles and feelings of parents/carers</li> </ul> <p><b>ATTITUDES &amp; VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Consider their attitudes to drug users and suppliers</li> <li>➤ Respect the fact that families are different</li> </ul>



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	<ul style="list-style-type: none"> <li>➤ Respect the fact that parents/carers have feelings and concerns about their children</li> <li>➤ Consider the responsibilities of parenthood and the value of family life.</li> <li>➤ Consider their attitude to the law in relation to drugs including licensing and retailing</li> </ul>
<p><b>9 - HEALTHY RELATIONSHIPS</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Talk about sexual relationships and associated feelings</li> <li>➤ Detect emotional nuances, from tone of voice and body language</li> <li>➤ Recognise when others are taking advantage and resist it</li> <li>➤ Resist pressure to behave in a way which would make them feel uncomfortable</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Know that there are different social norms in society today in sexual relationships and family life</li> <li>➤ Understand the pressures on relationships and the changing nature of them</li> <li>➤ Have a sense of their own identity and know the roles they have and want to have</li> <li>➤ Understand what exploitation in relationships means</li> </ul> <p><b>ATTITUDES AND VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Have a sense of purpose about their future</li> <li>➤ Be positive about the control they have over their own behaviour</li> <li>➤ Consider whether personal values and attitudes have to be the same as other people's</li> <li>➤ Respect that peoples have different needs in relationships</li> </ul>
<p><b>10 - ONLINE RELATIONSHIPS</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Talk about sexual relationships and associated feelings</li> <li>➤ Detect emotional nuances, from tone of voice and body language</li> <li>➤ Recognise when others are taking advantage and resist it</li> <li>➤ Resist pressure to behave in a way which would make them feel uncomfortable</li> </ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>➤ Know that there are different social norms in society today in sexual relationships and family life</li> <li>➤ Understand the pressures on relationships and the changing nature of them</li> <li>➤ Have a sense of their own identity and know the roles they have and want to have</li> <li>➤ Understand what exploitation in relationships means</li> </ul> <p><b>ATTITUDES AND VALUES</b></p> <ul style="list-style-type: none"> <li>➤ Be positive about the control they have over their own behaviour</li> <li>➤ Consider whether personal values and attitudes have to be the same as other people's</li> </ul>
<p><b>11 - TO TELL OR NOT TO TELL</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Counter and challenge unwanted pressure</li> <li>➤ Recognise the initial signs and symptoms of stress in themselves and others, and have strategies for preventing and reducing it</li> </ul>



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	<ul style="list-style-type: none"><li>➤ Recognise when others are taking advantage and resist it</li><li>➤ Resist pressure to behave in a way which would make them feel uncomfortable</li><li>➤ Challenge offending or unfair behaviour in others</li></ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>➤ See themselves through other people's eyes</li><li>➤ Know that there are different social norms in society today in sexual relationships and family life</li><li>➤ Understand the pressures on relationships and the changing nature of them</li><li>➤ Have a sense of their own identity and know the roles they have and want to have</li><li>➤ Understand what exploitation in relationships means</li></ul> <p><b>ATTITUDES AND VALUES</b></p> <ul style="list-style-type: none"><li>➤ Be positive about the control they have over their own behaviour</li><li>➤ Consider whether personal values and attitudes have to be the same as other people's</li><li>➤ Have concerns for friend's and other's wellbeing</li><li>➤ Think about how far they can, and should, be responsible for others.</li></ul>
<p><b>12 - WHEN IS A SEXUAL RELATIONSHIP OFFENSIVE?</b></p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>➤ Talk about sexual relationships and associated feelings</li><li>➤ Recognise when others are taking advantage and resist it</li><li>➤ Resist pressure to behave in a way which would make them feel uncomfortable</li></ul> <p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"><li>➤ Have a sense of their own identity and know the roles they have and want to have</li><li>➤ Understand what exploitation in relationships means</li></ul> <p><b>ATTITUDES AND VALUES</b></p> <ul style="list-style-type: none"><li>➤ Have a sense of purpose about their future</li><li>➤ Be positive about the control they have over their own behaviour</li><li>➤ Consider whether personal values and attitudes have to be the same as other people's</li><li>➤ Respect their body</li><li>➤ Costs of early sexual activity</li></ul>



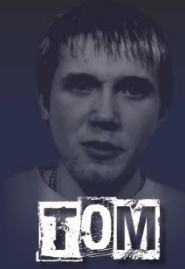
**NICK**



**ELISHA**



**BETH**



**TOM**



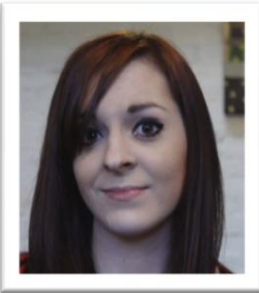
**HARRY**

# CAN FULL OF NOTHING

## A Can Full of Nothing Educational Resource and Film

### Summary of Main Characters

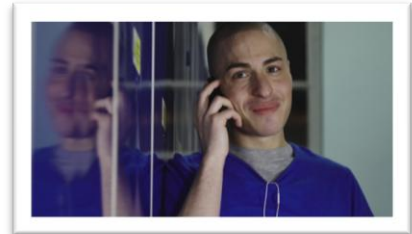
Elisha is 16 years old and chooses to drink very little alcohol. She's a keen judo player and when she's made an effort to get dressed up to go out ...she likes to stay looking good!



Beth, aged 15, is Elisha's friend and regularly goes out drinking booze at weekends where she often ends up drunk, with little recollection of events. She encourages Elisha to do the same and this often ends in disagreements between them.



Nick is 17 years old and works as an apprentice engineer. He likes to maintain a good level of fitness and is a regular at the gym. Nick chooses not to drink alcohol as he's a confident lad who likes to stay in control; he says he has more fun that way.

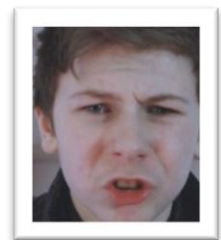


Tom and Steve are both aged 17 and went to school with Nick; the three of them are extremely close friends.



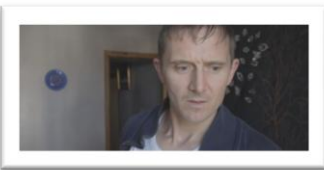
Tom is a real worrier and people have taken advantage of him in the past. He relies on Nick for advice and support and Nick is extremely protective of him.

The joker of the group is Steve, always up for a laugh, is extremely popular and he's always the centre of attention.



Harry is 27 years old and has been in and out of trouble since his early teens, mainly for getting drunk, fighting and smoking cannabis.

He struggles to make friends of his own age and has started to hang around younger people where he lives. Nick dislikes Harry as he thinks he's dangerous but not everyone feels the same way.



**There's a Facebook party on Friday night and everyone's going....**



NICK



ELISHA



BETH



TOM



HARRY