**FACILITATORS NOTES**

**SESSION ONE: INTRODUCTION TO A CAN FULL OF NOTHING**

Key Stages 3 and 4

|  |  |
| --- | --- |
| OVERVIEW: | This first session explores numerous themes around young people's lifestyle choices; alcohol, drugs and healthy relationships including appropriate sexual relationships.  It is an interactive session that includes a short feedback questionnaire FOR YOU to use as a 'training needs analysis' which will allow you to prioritise the delivery of sessions if the resource cannot be delivered in its entirety.  Key point: Young people who choose to drink little or no alcohol do not fall into easy stereotypes; their lives are busy and varied. As alcohol does not tend to feature greatly in their lives they tend to prefer activities where drinking alcohol rarely plays a role.  There are an increasing number of young people in Lancashire stating that they DO NOT drink  Trading Standards North West Survey 2013 |
|  |  |
| LEARNING OBJECTIVES: | *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* |
|  |  |
| PSHE Key Concepts | **Personal Identities**   * Understanding that identity is affected by a range of factors, including a positive sense of self * Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self esteem * Understanding that self-esteem can change with personal circumstances such as those associated with family and friendships   **Healthy Lifestyles**   * Recognising that healthy lifestyles and the well being of self and others depend on information and making responsible choices * Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available when they are threatened * Dealing with growth and change as normal parts of growing up   **Risk**   * Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations. * Appreciating that pressure can be used positively or negatively to influence others in situations involving risk * Developing the confidence to try new ideas and face challenges safely individually and in groups   **Relationships**   * Understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised * Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups teams and communities is important. * Understanding that relationships cause strong feelings and emotions   **Diversity**   * Appreciating that in our communities there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation * Understanding that all forms of prejudice & discrimination must be challenged at every level in our lives |
|  |  |
| YOUNG PEOPLES SERVICE | **CURRICULUM TOPICS**   * Alcohol * Crime * Harm Reduction * Illegal drugs * Impact on relationships, sexual health * Impact on personal safety * Peer pressure and belonging * Physical health * Role of media * Law and consequences for young people |