**FACILITATORS NOTES**

**Session FIVE: HAVING FUN, KEEPING SAFE**

Key Stages 3 and 4

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| OVERVIEW: | The session includes uses role play and discussion to explore keeping safe on a night out.  Improvisation;  In a tableau, participants make [still images](http://dramaresource.com/strategies/still-images-a-freeze-frames) with their bodies to represent a scene. A tableau can be used to quickly establish a scene that involves a large number of characters. Because there is no movement, a tableau is easier to manage than a whole-group improvisation – yet can easily lead into extended drama activities. It can be used to explore a particular moment in a story or drama, or to replicate a photograph or artwork for deeper analysis.  How do you do it?  Students stand in a circle, or around the performance area and a theme is given.  One by one, they step into the space and establish still images in relation to one another until the tableau is complete. At this point, [thought tracking](http://dramaresource.com/strategies/thought-tracking) can be used to find out more about each of the characters.  The scene can also be brought to life through improvisation, with the teacher clapping her hands to signal the beginning and end of the action.  Once students are familiar with the technique, they can also work in small groups on different aspects of a theme.  The class can discuss each group’s tableau in turn, mentioning what they can see happening, what they would like to know more about and what they think could happen next. Afterwards, each group can comment on how these viewpoints compared with their initial intentions. |
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| LEARNING  OBJECTIVES: | *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 |
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| 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 |
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| 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** |
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