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| **Session** | **Themes/topics** | **Learning Objectives - Skills/knowledge/values** | **Activities** | **Film clips** | **Links** | **Stand alone** |
| Session 1Introduction 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 QuizPowerPoint with answersNeeds 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 relationshipsthe 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

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