**FACILITATORS NOTES**

**SESSION TWO: TO DRINK OR NOT TO DRINK**

Key Stages 3 and 4

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| OVERVIEW: | Participants will 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. |
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| LEARNING OBJECTIVES: | *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
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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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