**SESSION PLAN**

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

Key Stages 3 and 4

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| Aim of Session : | Explore young people's attitudes to alcohol and identify the potential risks on a night out and explore strategies for managing these risks. |
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| You will need: Time: 50 minutes | * PowerPoint (optional)
* Flipchart/white board
* Worksheet One: Facilitator Information: Staying Safe on a Night Out
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| Introduction Activity | Short question and answer session to obtain ‘Top tips for staying safe on a night out’ (see facilitator information). Record responses on flip chart/whiteboard. Optional: Display the PowerPoint file ' A Can Full of Nothing ' film theme lyrics or provide lyrics as a handout. Discuss in groups whether you think the theme song accurately portrays a young person's night out. Ask the group to feedback. |
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| Main Activity:filmreel2  | In small groups, choose a particular focus of how to stay safe on a night out such as not drinking and driving or making practical preparations such as ensuring mobile telephone is in credit, planning journey home, staying with friends and not becoming isolated or stranded.Devise an improvisation to provoke teenagers to give this issue serious consideration. The piece may include the use of ;* tableaux, thought-tracking, (see facilitators notes)
* two versions of the same story with different endings,
* use may be made of the lyrics within the piece.

Each group to show their piece and the members of the audience to suggest titles for each one to capture the message of each improvisation. |
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| Plenarypeople (5 minutes)  | Review flipchart from introductory activity. Check out with group if anything needs adding or changing. Do a show of hands to indicate which tip is a young person’s first, second and third most important, keep a tally of responses. |
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| Extension activity | From the introductory activity ‘Top tips for staying safe on a night out’ ask young people to produce some publicity material for young people e.g. credit card size information leaflet, webpage, poster etc. |