



Title: Going out/Keeping Safe

Level: SENIOR

Code: S.3.0

Links to Curriculum for Excellence

In terms of Curriculum for Excellence, this level is concerned with extending or deepening what is described at Fourth Level.

Experiences and Outcomes	Benchmarks
<p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 4-47b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p>	<ul style="list-style-type: none"> • Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness. • Understands the rights and responsibilities required for safe and enjoyable sex. • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.

About this activity

This activity acknowledges the growing independence of young people and that they will find themselves in social situations where, as well as having fun, they need to consider personal safety and their own and other's behaviour. Activities encourage some planning and reflection at key points in any night out.

Resources to support this activity

- Slides
- Safe Night Out – prop and original poster
- Tracee Ellis Ross on sexual harassment <https://youtu.be/KXRYIfjIFLk> (duration 3 minutes 46)
- Check in with yourself: recording prop

Activity

1. Introduce the activities along these lines: acknowledge that the young people are now of an age where they are more independent and likely to be going out with friends, maybe to parties, and although maybe they shouldn't be going to pubs or clubs they may well be anyway. This session is about going out and keeping safe.
2. **Safe Night Out.** The first activity is the Safe Night Out poster. Share the prop with blanks/spaces for their own work. Working in small groups they are to use the poster to write their tips and advice under 3 columns – Plan Ahead, Stay in Control, Look after each other.
3. **Share the work, discuss and explore why the tips/advice have been chosen.** In discussion explore what similarities and differences there are between groups. Then share the original poster – compare, discuss, did the young people's advice differ or improve what is suggested?
4. **Discuss** – looking at your own posters and the original: what is easy and what is hard to follow as advice and why so?
5. **Two big things: violence and sexual harassment.** Explain that on any night out the reality is that some bad stuff has potential to happen, that probably the worst might be when fighting or violence happens, or when someone is sexually harassed.
6. Share the **As the temperature rises** poster on the slide. Explain that this is from an Australian campaign to try to stop violence on nights out. Get some feedback around the poster and why do young people think there is a risk of violence on a night out. Focus on asking for and developing some strategies to avoid this: *So, what do you do when it's looking like there might be some kind of violence near you?*
7. Share the **Good Night Out** image and text. Read the text that explains what this campaign is about – young people can check it out later. Ask: is sexual harassment an issue at parties or gigs or pubs?
8. Tell the young people that there will be other times in their RSHP learning to go into the topic of sexual harassment more (they may have already done this, this year?) but that you have a short clip to show them about sexual harassment. Explain that Tracee Ellis Ross is an American actor, on a US TV show she got a lot of media attention by talking about sexual harassment in a humorous way, by writing a pretend children's book. She starts with talking about how sexual harassment has got a lot of attention in the film/TV industry. <https://youtu.be/KXRYlfjFLk> (duration 3 minutes 46)
9. **Check-in with yourself.** Introduce the young people to another idea that will help them get the most out of a good night out and stay safe. It's the idea of just stopping for a few moments at points in the night just to check-in with how *you* are. So, the idea is you think of some questions just to ask yourself that will help make sure you are going to be okay and that you are okay. Again, working in their small group take a few minutes to use the prop/recording sheet to consider:
Before the night begins: *What would I ask myself?*
In the middle of the night out/party: *What would I ask myself?*
As the night winds down: *What would I ask myself?*
10. Get some feedback – then share the slide with some ideas for questions – explore and discuss.
11. Acknowledge the issues addressed are huge, that as young people there will be more opportunities to get out and have fun. Stress that you want them to be careful too and remember (draw on anything that has already been said about trusting instincts and being aware): share the last slide: **If it doesn't feel right, it probably isn't. Trust your instincts.**

Additional ideas

Point young people toward these sites/articles

- Good Night Out campaign: <http://www.goodnightoutcampaign.org/>
- How to stay safe during a night out: Tips for girls <https://www.collegefashion.net/college-life/how-to-stay-safe-during-a-night-out/>
- Preparing for safe and healthy travel abroad/UK Govt site: <https://travelaware.campaign.gov.uk/>

Practitioner Notes

