

**Title: Sex (+drugs + alcohol) V2**

**Level: SENIOR**

**Code: S.4.0**



**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"> <li>• Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness.</li> <li>• Understands the rights and responsibilities required for safe and enjoyable sex.</li> <li>• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li> </ul>

**Learning intentions**

- Young people understand the role and impact of alcohol and drugs in relationships and on choices and experiences of sex.
- Young people reflect on their behaviour toward others.

**Success criteria**

- I can talk about my own safety and wellbeing in relationships.
- I can talk about the impact that drugs and alcohol have on relationships.
- I know how to access information, help or support if I need to.

**Resources to support this activity**

- PowerPoint slides
- True/False quiz
- How do alcohol and drugs impact on sex and relationships? Discussion cards
- Ugly Truth images slides (source: <https://alcoholtruthproject.wordpress.com/images/>)
- Alcohol Truth: Film <https://vimeo.com/144344497> (duration 1 minute 26 seconds)

## Activity

1. Introduce the activities along these lines: The session is a chance to think a bit about how choices people make about alcohol and drugs affect their choices or experiences of sex and relationships. Highlight for young people that anything comes up makes them think they would like to talk to someone or find out more information, there will be a few places to go shared at the end.
2. **True or False.** To start a True/False quiz about alcohol and sex, hand out the blank response sheet and ask young people to work in pairs. Use the PowerPoint to put the questions, one-by-one. Pairs can keep their own sheets for marking – use the PowerPoint to go through question by question this time with the responses. As will become apparent all the statements are True. Find out how the paired teams got on. Put up the slide with all the statements on and ask for responses, surprises, things the young people were sure of.
3. Introduce the idea of the **ugly truth**. Use/read the slide, explain that all the True Facts from the quiz are ugly truths.

An **ugly truth** is something that is true, that you need to hear, but is probably something you don't want to know because it's not good news.

4. **Ugly Truth posters.** Explain that some young people in a Scottish school looked at some of these ugly truths about alcohol. They made these posters about one of the ugly truths in the quiz: 'Drinking as a teenager increases the likelihood of having unprotected sex'. Ask the young people what they think of the posters as a way to inform young people about the fact?  
<https://alcoholtruthproject.wordpress.com/images/> Get some feedback and show the short clip of the young people talking about their posters: film <https://vimeo.com/144344497> (1 minute 26)
5. As a quick fact (for any thoughts or comments) share this further ugly truth on the slide:  
**The alcohol industry spends over £800 million each year in the UK marketing and promoting alcohol – and a lot of it targets young adults.**
6. **How do alcohol and drugs impact on sex and relationships?** Explain that you would like the young people to talk more about how alcohol or other drugs can impact on relationships. To do this, explain that in a recent study with young people in Scotland they talked about all kinds of things to do with sex and relationships. This included considering alcohol and drugs. Introduce the set of 5 cards, on each card there is a different theme and a few quotes about the young people's views and experiences. Ask the young people to have a conversation in their small group about each – suggest there will be time for some feedback and class/group discussion after.
7. **Bring the class/group back together, use the SLIDE with all the themes listed.** Encourage some feedback, either one theme at a time or ask young people to go to the theme they were most interested in. As well as the theme, what did they think of the young people's comments?
  - Young people talked about using alcohol and drugs to feel more confident and feel free
  - Young people talked about alcohol and regret
  - Young people talked about alcohol and drugs causing problems in relationships.
  - Young people talked about taking risks.

- Young people talked about sexual violence.

8. **To end** the session take a few minutes to run through the slide with some of the people and places that are good sources of information and support about relationships, alcohol and drugs.

### Additional ideas

If young people are interested and like to discuss or debate or research the issues here are two quotes from researchers in the field to spark some interest:

- University Professor Mark Bellis has described the link between alcohol, drug use and young people's sexual behaviours as "fuel for a sexual health crisis"
- The UK Home Office has said that "Alcohol is an important dimension in sexual violence"

The quotes used in this activity are taken from research conducted in Tayside, more here:

<https://makeitgoodtayside.org>

### Practitioner Notes