



**Title: Going out/Keeping yourself and others safe (V3)**

**Level: SENIOR**

**Code: S.3**

**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 acknowledge their growing independence and exposure to different and difficult social situations.
- Young people consider personal safety, and that of friends.
- Young people reflect on their behaviour toward others.

**Success criteria**

- I can talk about my own safety and wellbeing in social situations.
- I can plan and respond in social situations in order to ensure my own safety and wellbeing and that of others.
- I am building understanding, skills and capacity to assert myself and express what I want and don’t want.
- I am aware of how my behaviour, both verbal and non-verbal, can impact on others.

**Resources to support this activity**

- PowerPoint slides
- Safe Night Out – prop and original poster
- Check in/How am I? How are my friends?: 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 while perhaps 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. Do young men and young women consider different things? Then share the original poster (hard copy and on slide) and compare, discuss, did the young people's advice differ or improve what is suggested? Does the poster reflect any gender differences? Looking at young people's own versions of the posters and the original: *What is easy and what is hard to follow as advice and why so?*
4. **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. First some consideration of violence.
5. 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 (pairs/small groups first) and developing some strategies to avoid this: **So, what do you do when it's looking like their might be some kind of violence near you?**
6. Moving on, share the **Good Night Out** image and text. This is a campaign and programme that started in London, and is also working in Canada and Australia. Read the text that explains what this campaign is about – young people can check it out later but ask/discuss: **Is sexual harassment an issue at parties or gigs or pubs here too?**

**NOTE:** Point 7 and associated 2 slides are an opportunity to assert the importance of consent. If young people are taking part in activity **S.2 Consent and the Law** immediately prior to or after this session you may want to just flag up the importance of consent to this discussion too – otherwise use the 2 slides and short film about consent to encourage consideration of the issues in this lesson.

7. **A reminder about consent.** Staying with the *Good Night Out* slide it also mentions assault, with this in mind state that young people always need to remember that anything sexual with another person needs to be with consent. So, how do you know if someone wants to have sex with you? Share the short film. Then the next slide that explains consent. Encourage discussion, clarify any misconceptions or misinformation.
8. **Check-in.** Share the slide, 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: **How am I? How are my friends?** So, the idea is you think of some questions just to ask yourself that will help make sure you are going to be okay, that you are okay, and that your friends are okay. Again, working in their small group 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?*

Get some feedback – then share the slide with some ideas for questions – explore and discuss. To what extent are young people thinking of both themselves and friends?

9. Acknowledge the issues addressed are huge, but that as young people there will be more opportunities to get out and have fun and so stress that you want them to be careful for themselves and also to think about how they treat others, 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/>
- Preparing for safe and healthy travel abroad/UK Govt site: <https://travelaware.campaign.gov.uk/>
- 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 <https://youtu.be/KXRYIfjFLk> (duration 3 minutes 46)

These online articles are for young people are directed at 18+ but will be of interest and are conversation starters:

- 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/>
- Tips for staying safe on a night out with the boys <https://www.bellanaija.com/2018/01/staying-safe-night-boys/>
- How to stay safe at Uni <https://www.drinkaware.co.uk/advice/staying-safe-while-drinking/how-to-stay-safe-at-uni/>

### Practitioner Notes