

THE PARTY - TEACHER NOTES AND LESSON PLAN

TEACHER NOTES

The party (PSHE/PSD 11 - 14)

Lesson length: 30 - 40 min (adaptable to suit time frame)

Material and preparation: Make copies of [Student Material 1](#) for a number of small groups.

Purpose: The purpose of this exercise is to get students to discuss and reflect on what a successful party really entails. It is a rehearsal strategy that encourages pupils to think ahead, to plan and avoid unintended consequences. In an indirect manner, the students' attitudes to parties and alcohol will be discussed and debated.

Working methods: Group exercise, group discussion, oral presentation.

Just a few drinks BBC films

Target age group: Anna and Alan's story are suggested for KS3 and Jordan and Emily's stories for KS4.

Structure: 2 Lessons - Each film is 7 minutes long, so one or two can be shown per lesson.

Preparation: Download copies of the [Alcohol and you](#) leaflet or order them from kate@alcoholeducationtrust.org and go through them before showing the films. Check you are able to play the films via bbc.co.uk/programmes/b01qnr62/clips

Objectives

These four true stories involving teenagers and alcohol have been developed with BBC2 Learning Zone. Using a social norms approach, they feature articulate young people where things got out of hand. The objective is for pupils to apply real life situations to themselves and work out what they could have done differently, or how things could have been worse.

- o To show how usually sensible, engaged teenagers act out of character and do things they later regret.
- o To enable the pupils to make decisions to avoid the scenarios happening or to improve the outcomes encouraging personal responsibility and ownership of situations.

Good friends? (PSHE/PSD 11 - 14 worksheet 2)

Target age group: 11 - 14 year-olds

Structure: 1 or 2 lessons

Preparation: Download/photocopy [Good Friends?](#) sheet.

Objectives

- o To consider a range of situations that may arise for young people.
- o To consider what they could do and what they would do in these situations.
- o To consider their responsibilities towards their friends.
- o To consider how to resist peer pressure.

Notes

These situations could apply to boys or girls. They look at three situations from one person's point of view but, in groups, students could take on the roles of the different people and consider why they're doing what they're doing and what would be the best thing to do.

Students could each tackle one situation per group and then one person from each group explains to the rest of the class what their group decided were the answers.

What would you say? (PSHE/PSD 14 - 16 worksheet 3)

Target age group: 14 -16 year-olds

Structure: 1 lesson

Preparation: Download/photocopy [What would you say?](#) sheet.

Objectives

- o To help young people consider possible situations in which they may find themselves, before they encounter them.
- o To help them think of clever ways of avoiding problems or getting out of awkward situations.
- o To help give them confidence about strategies for avoiding problems.

Notes

This activity is designed for group work. Students should have the chance to discuss different people's answers and come to a group conclusion. This will help give them confidence that certain strategies may well work (which they won't get if they do the activity alone). Different groups could each take one of the situations and then share their ideas.

LESSON PLAN - THE PARTY

Introduction

What do young people feel to be a successful/ unsuccessful party? This lesson is intended to serve as a resource and basic platform for continued work with alcohol issues. In groups, students document their perceptions of:

- o a successful party – one that is remembered or one that people want to experience again!
- o an unsuccessful party – everything went wrong!

Discussing these issues not only increases student awareness, but also provides teachers with indirect insight into the leisure time of students. It will give you an understanding of how students view alcohol and what they consider 'having fun' to mean. Students need not be informed that this exercise is part of their alcohol education, but should instead be allowed to work on the assignment without restrictions or expectations. Alcohol may prove not to be an important ingredient in a successful or unsuccessful party.

Issues dealt with in the exercise

- o What do students define as a good party versus a failed party?
- o What is the connection between parties and amount of alcohol drunk?
- o Gain insight into the students' lives and free time.
- o Would it be better to have parents there, but out of sight?
- o Importance of letting neighbours know and having a finish time
- o Importance of not issuing open invites on facebook etc.

Implementation

- o Divide students into groups and ask them to describe a successful party and an unsuccessful party. The teacher support materials include aids and questions that you can use during the lesson. Student Material 1 includes material for the students' work.
- o Have the students orally present their reports and ask them to discuss and comment on each other's answers.
- o Conclude the lesson by discussing what is the best recipe for a successful party and describing the essential ingredients for the best party/ worst party.

Suggested examples:

A good party

- Nice venue, preferably in a big flat or house.
- Just the right amount of people.
- Good atmosphere and music.
- Good food and drink (alcohol?).
- Room to sit down and chat too.
- Meet up and get ready with friends first to get in the right mood (with alcohol?).
- Have alcohol, but without getting drunk or throwing up.
- Flirt, make out or hook up with a guy/girl.
- No fighting, vandalism or theft.
- Sleepover with friends afterwards (risks).

A bad party

- Uninvited guests show up and cause trouble.
- People (including yourself) throwing up.
- Everyone leaves early.
- The police show up.
- Bad atmosphere.
- Got off with someone you don't like because you'd drunk too much.
- Some people drank too much and totally flipped out.
- No music or bad music.
- Parents come back and throw everyone out for behaving badly.
- Wrecked the venue and you've been banned from ever having a party again.

Talk about the dangers of posting party invites on Facebook. Suggest setting the ground rules with your parents and friends. Discuss not feeling pressured by your friends into holding a house party if not comfortable. Discuss alternatives such as going to a film, out for a pizza and activity based parties such as skating, bowling, paint balling, etc.

Moving ahead

Once you have finished this exercise, it will be easier to adjust your lesson content to the students' experiences and particular situations.

Student Material 1 – The Party

You are going to have a parent-free party. Describe how you and your friends (who are the same age as you) get the chance to be on your own for an evening.

The assignment is for you to describe both a successful party and an unsuccessful party.

Use these questions and write down your answers.

A successful party – one that is remembered or one that people want to experience again!

How did you prepare for the party?

What happened?

Why was it so successful?

What is important for a party to be successful?

An unsuccessful party – everything went wrong!

How did you prepare for the party?

What happened?

Why was the party not successful?

Whose fault was it?

What should people think about to make sure that a party is not a failure?