

Stand Against Violence

Session Plan

Suitable for year 10 and 11 students, can also be used with year 9 pupils if you feel it is appropriate. This session is suitable for delivery in PSHE or Citizenship lessons. The unit can also be used as the basis for a non-curriculum day.

Aim

Understand how people can be influenced by alcohol and how drinking too much alcohol can make people take risks.

Objectives:

- Understand and recognise feelings and emotions and how alcohol can influence these
- Understand how to avoid risky situations
- Understand some facts about alcohol
- Recognise your rights and responsibilities and the consequences of actions

Step One

5 minutes

Whole Group

Bring in some groundrules written on large sheet of paper. The ground rules could include:

1. We will give each other time and respect
2. It's okay to stop the group and ask for explanation
3. We will speak, one at a time
4. We will not judge one another
5. We will support each other.

Ask the group if there are anything missing from the list, or if any need changing. Leave the amended sheet up for all to see through the session.

Step Two

Explain that the students are going to watch a DVD and explain the situation in advance as the students may be very sensitive to the material.

Individually

5 minutes

Give out some pre-watching questions and go through them so they have a focus while they watch:

1. Where is the scene set?
2. What night of the week is it?
3. Where had Lloyd been with his friends?
4. How old was Lloyd?
6. How many of the public services did you see attending the incident?
7. Was alcohol a factor in the film? What made you think this and at what point was it mentioned?
8. List the relationship to Lloyd of the people who spoke during the film – e.g. mother, friend
9. What words did they use to describe how they felt?

Step Three

12 minutes

Whole Group

Run the DVD – the content is quite graphic and support will need to be on hand if people dissolve into tears, as well they might.

Pairs or Groups of Three

10 minutes

Ask students for immediate reactions to the DVD. Give out postcards and ask students to write any comments they have on the postcard, anonymously. Collect in the cards and read out a few.

Step Four

Groups of 4/5 depending on size of whole group

10 minutes

Highlight the fact that in the film there is mention of how alcohol can influence the behaviour of everyone, from young people to older people.

In groups give out the quiz and ask them to consider whether the statements are true or false:

	False	True
1. Alcohol is a stimulant drug.	<input type="radio"/>	<input type="radio"/>
2. Drinking alcohol always makes you feel relaxed.	<input type="radio"/>	<input type="radio"/>
3. If you drink alcohol regularly you may find you rely on it to solve problems.	<input type="radio"/>	<input type="radio"/>
4. Drinking a lot of alcohol makes you feel more confident and happy on a night out.	<input type="radio"/>	<input type="radio"/>
5. Drinking alcohol can lead to long-term mental health problems.	<input type="radio"/>	<input type="radio"/>
6. Drinking alcohol helps you get on better with friends.	<input type="radio"/>	<input type="radio"/>

(Taken from the Drink aware website: www.drinkaware.co.uk)

Step Five

Consequences

20 minutes

Groups of 4/5

The DVD focuses on a very extreme example of how alcohol can influence behaviour.

Ask the group about what other risks people face when they drink alcohol. They write the ideas on large postits or A5 paper with a marker pen in large letters.

They may come up with:

Physical effects

- Nausea
- Having a hangover
- Memory loss
- Alcohol poisoning

Alcohol and accidents

- Falling over or passing out in the street
- Being run over as crossing the street

- Ripping favourite clothes
- Vulnerability

General effects

- Losing a mobile, school bag, wallet or other valuables
- Fighting with friends
- Getting in trouble with the police/parents for underage drinking
- Accepting a lift from a stranger or drunk driver
- Making their parents mad and getting grounded.
- Losing inhibitions and rational thought

On a large area of wall or a board ask groups to come and put their ideas under the appropriate headings:

Physical

Accidents

General

Some ideas may be duplicate, others may be different. Discuss the ideas that have been put forward and ask them to consider what they themselves can do to avoid getting into that situation or helping a member of their group who has too much to drink.

Although the Stand Against Violence film is an extreme example of how alcohol can affect people's behaviour, alcohol is becoming a major factor in violent assault. Students should consider how they feel about alcohol and what they would do if they found themselves vulnerable or even aggressive.

The Drink Aware website has some fantastic resources, facts and figures that have been used with groups from 11-16.