

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 to recognise and respond to potentially violent situations.

Objectives:

- Understand and recognise feelings and emotions about violence
- Understand the possible causes that underline violent behaviour
- Explore ideas to respond to potentially violent situations
- 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. List the relationship to Lloyd of the people who spoke during the film – e.g. mother, friend
8. What words did they use to describe how they felt?

Step Three

(20 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.

Discuss the answers to the pre-watching questions.

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

(25 minutes)

Introduce the next activity by asking: 'What do you think were the contributing factors to the violence?' Divide whole group into:

Groups of 4/5 depending on size of whole group

Step Five

In their groups, participants discuss the possible causes for young people to behave in a violent way. The handout at Appendix A spells out some possible causes, but the participants may have their own ideas.

Bring the whole group back together and make a list of their ideas and add in any that are missing.

What would you do?

(20 minutes)

Groups of 4/5

The DVD focuses on a very extreme example of what can happen when behaviour gets violent. Ask about what they would do in the situations described below. The group must **agree** on a strategy. If the participants and you are confident about using role play, the scenarios can be played out prior to the discussions.

Scenarios

1. You are walking through the school field on your way home and you witness a fellow student being bullied by an older student. What do you do?
2. You are on a bus and a member of the public who smells of drink starts to make fun of you and your friend, calling you names and reaching out to touch you. What do you do?
3. A female friend is having problems with her boyfriend, who hits her occasionally. She says nothing but you have noticed some bruises on her arms. What do you do?
4. Each group to add in one scenario of their own.

Step Six

(10 minutes)

Whole Group

Groups feedback about their decisions and what influenced their choices. The discussion can broaden out by prompts:

- Have they experienced anything similar?
- What did they do?
- How they feel?
- What could they have done differently?

Appendix A

10 Causes of youth violence

Peer pressure: Young people who are involved in violent activities usually do not perform them alone but in a group of friends.

Parental violence: If a young person's parents are abusive, violent or portray hostile behaviour to each other, to the young person or to others outside the family, there is a likely chance the young person will display similar or worse behaviour.

Being bullied or victimised: Young people who are victims of bullying or teasing are more likely to become violent as a last resort, cry for help or as revenge.

Access to weapons: Young people who have easy access to weapons, especially guns, will find it easier to act out violent fantasies or vengeful feelings.

Neighbourhood violence: If young people witness violent crimes or frequent neighbourhood violence, they are more likely to copy that behaviour.

The media: The media plays a role in contributing to violence. If young people frequently or obsessively watch movies with violence, play video games containing highly violent content or listen to music with violent lyrics, they may be more susceptible to behaving violently themselves.

Poor Mental Health: Poor mental health can be a contributing factor or a cause of violence. Mental health contributors include low self esteem, depression, history of abuse, post traumatic stress disorder, conduct disorder and anxiety.

Substance abuse: If a young person abuses substances, they are more likely to act violently while under the influence.

Prenatal causes: Prenatal exposure to drugs, alcohol and lead can cause damage to the brain and create difficulty in controlling violent, aggressive or hostile behaviour later in life, including teen years or even earlier.

School failure: Young people who fail in school or have high pressure in school are more likely to act out violently or aggressively.

Reference

[10 Causes of Youth Violence | eHow.co.uk](http://www.ehow.co.uk)

http://www.ehow.co.uk/list_6543205_10-causes-youth-violence.html#ixzz0x8TxPoGW