

One Punch Ruins Lives

Extended Teacher Support Materials and Activities

The activities provide students with opportunities to achieve Post 16, KS5 learning outcomes from the PSE Framework for 7 - 19 year olds in Wales.

	Links with the PSE Framework for 7 to 19 year olds in Wales	
Activities	Skills	Range
1. One Punch Ruins Lives	<ul style="list-style-type: none"> • negotiate effectively in relationships with peers and adults • be assertive and resist unwanted peer and other influence • adapt readily to changing situations 	<ul style="list-style-type: none"> • understand the need to exercise responsibility for personal and group safety in social settings • understand how to critically evaluate personal life style choices in the context of physical health and emotional well being, considering the short and long term consequences of such decisions
2. Risky Drinking	<ul style="list-style-type: none"> • negotiate effectively in relationships with peers and adults • be assertive and resist unwanted peer and other influence • adapt readily to changing situations 	<ul style="list-style-type: none"> • understand the need to exercise responsibility for personal and group safety in social settings
3. Real Heroes Walk Away	<ul style="list-style-type: none"> • use prior knowledge to explain links between cause and effect • adapt readily to changing situations 	<ul style="list-style-type: none"> • accept responsibility for all aspects of personal and social development and well being • understand how to critically evaluate personal life style choices in the context of physical health and emotional well being, considering the short and long term consequences of



		<p>such decisions</p> <ul style="list-style-type: none"> understand the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
4. Each One Teach One	<ul style="list-style-type: none"> evaluate information and ideas 	<ul style="list-style-type: none"> understand how to critically evaluate personal life style choices in the context of physical health and emotional well-being, considering the short and long term consequences of such decisions
5. Better Safe Than Sorry	<ul style="list-style-type: none"> adapt readily to changing situations 	<ul style="list-style-type: none"> accept responsibility for all aspects of personal and social development and well being understand how to critically evaluate personal life style choices in the context of physical health and emotional well being, considering the short and long term consequences of such decisions understand the life experiences which enhance or damage self-esteem and explore how best to cope understand the need to exercise responsibility for personal and group safety in social settings
6. Anger and Assault	<ul style="list-style-type: none"> adapt readily to changing situations use prior knowledge to explain links between cause and effect 	<ul style="list-style-type: none"> accept responsibility for all aspects of personal and social development and well being

7. Plan a Campaign	<ul style="list-style-type: none"> • work independently and cooperatively to plan and complete a range of tasks • in more abstract situations, take several perspectives into account to inform opinions and decisions 	<ul style="list-style-type: none"> • be positive and resourceful in their approach to learning
8. Faking it!	<ul style="list-style-type: none"> • in more abstract situations, take several perspectives into account to inform opinions and decisions 	<ul style="list-style-type: none"> • understand the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations

1. One punch ruins lives

The following is presented as a 60 minute lesson. The activities within the lesson can be delivered independently.

Method	Activity	Resources
Group work 5mins	Ask the students to work together to plan a perfect night out. Divide the class into small groups and distribute a mind map (Resource 1a) to each group. Ask the groups to discuss and complete the mind map to show their perfect night out. (Getting ready with friends, visiting a beauty salon to get hair/nails done, playing music, drinking alcohol, clubbing, having a laugh, dancing, meeting new friends, etc.)	1a. Perfect Night Mind Map
Feedback 8mins	Ask each group to feedback their responses. Discuss the common features that all the groups agree on.	
Whole class board blast	Introduce the idea that some elements of a night out can be negative. Board blast 'What could ruin your perfect night out?' (Being left on your own, drunken behaviour, no money left for a taxi home,	



5mins	unwanted sexual advances, fights, spiked drinks, aggressive behaviour, personal items stolen e.g. phone, purse etc.)	
DVD extract 1 2mins	Show extract 1 of the DVD. This shows CCTV film of an unprovoked attack on Nicholas outside a nightclub.	DVD extract 1
Whole class discussion 5mins	Encourage the students to respond. Ask: What do you think happened? Why do you think it happened?	
DVD extract 2 6mins	Class to watch the DVD extract 2. The victim, called Nicholas and his father, Paul, tell the story of what happened the night Nicholas was attacked by the assailant or perpetrator.	DVD- extract 2 - One Punch Ruins Lives.
Group work 20mins	After viewing the DVD distribute a photo card (Resource 1b) to each group and ask them to discuss the question: What were the consequences of the punch for: <ul style="list-style-type: none"> • Nicholas, the victim • Nicholas' friends • Nicholas' father (Paul) and family • The assailant and his family and friends • The bystanders on the night it happened • The community in which Nicholas and his assailant live? Facilitate whole class feedback and discussion of the consequences.	Photo cards Resource 1b
Whole class 5mins	Explain to the class the outcome of the court case using power point (Resource 1c). Further teacher information is provided on resource 1d. The consequences for the assailant were also life changing and damaging. He was sent to prison for 9 years for Grievous Bodily Harm with Intent.	Judge's Comments Resource 1c (PPT) Resource 1d Judge's Comments - detailed
Plenary 2mins	Where to go for help www.dan247.org.uk/Drug_Alcohol.asp www.alcoholconcern.org.uk	Plenary

2. Risky Drinking

A group activity to identify potential risks when making decisions about where to go for a night out.

Arrange the pupils into groups of 4 or 5 and provide each group with paper. Ask them to design a pub or night club where alcohol-fuelled violence *is more likely* to happen.

Ask each group to feedback two suggestions and gradually build-up a list of factors that make alcohol-related violence more likely.

Ask the pupils to critically evaluate their favourite places to go to for a night out against the list of high risk factors. Discuss how the risk factors can be reduced and/or avoided.

Background Information for teachers

High risk settings

Half of all incidents of alcohol-related violence in England and Wales take place in or around pubs and clubs. Specific factors that have been linked to a higher likelihood of aggression in public drinking settings include:

- over-crowding
- poor bar layout or inconvenient bar access
- poor traffic flow
- inadequate seating
- dim lighting
- excess noise
- poor ventilation or unclean conditions
- discount drinks and irresponsible drinks promotions that encourage heavy drinking e.g. 'happy hours'
- customers who binge drink
- bar workers who don't practice responsible serving
- establishments where drinking is an end in itself rather than an accompaniment to other activities such as having a meal while seated at a table.
- a 'permissive' environment in which staff turn a blind eye to anti-social behaviour
- customers with a history of aggression
- aggression / intimidation by security staff.

3. Real Heroes Walk Away

Most young people want to avoid conflict and violence on a night out. However, they can still be involved in alcohol-related violence as victims and bystanders.

Use the statements below (Resource 3a) as a diamond nine activity or ranking group activity to encourage discussion about peer support strategies - looking out for each

other to remain safe whilst still having a good time.

Stay in control

- Don't get drunk
- Don't drink in rounds
- Drink at your own pace
- Drink low alcohol drinks
- Eat before you go out
- Spot trouble early
- Trust your instincts

Walk Away

- Think about the consequences if you react
- Keep cool - take deep breaths

Plan ahead

- Leave the club early
- Stay with your friends
- Avoid known trouble areas
- Know how you are going to get home

Bystanders

- Think about the consequences for you and your family
- Defuse the situation
- Get help from the Police
- If you see an assault, don't leave the scene. Report what you have seen.

4. Each One - Teach One; Sobering Facts about Alcohol and Violence

This is an activity to share up-to-date statistics about alcohol and alcohol-related violence. Prepare a class set of 25 facts and stats cards (Resource 4a). Each card has a fact about alcohol-related violence. Give one fact card to each student and ask the pupils to spend a few moments reading the information on their fact card.

Check that the students understand the information on their cards. Tell the students that they have ten minutes to circulate around the room and to teach their fact to one person at a time. Their task is to teach at least five people, but only one at a time.



The aim is to share their fact and learn another one from the other student. The goal is not to memorise the facts, but to remember the most important, main ideas.

When they have completed the activity, invite volunteers to share one fact they learned from another student. If necessary, clarify facts that were misunderstood and answer questions that arise.

The following follow-up questions can be used to develop the topic:

- Which facts surprised you the most?
- What dangers do people face when they associate with people who drink?
- What dangers do people who drink face?
- Do these facts influence your thinking about the risks involved with the consumption of alcohol? If so, how?
- Why do you think violence is so closely associated with alcohol?
- Why do you think people are more likely to be violent when they have been drinking?
- Why do you think people are more likely to be victims of violence when they have been drinking?

5. Better safe than sorry

Arrange the class into small groups and give each group a scenario (Resource 5a). Ask the pupils to read the scenario and discuss the following questions:

- Where did things go wrong?
- What would you do to make things turn out differently?

Ask each group to feedback, describing their scenario and how trouble could have been prevented.



Background Information for teachers

Most young people when sober are unlikely to take part in violent conflicts. The disapproval of friends and family members and the possibility of getting a police record are considered to be the main negative consequences of violence.

Other young people have a fundamentally different relationship to violence. These young people, mainly young men, value violence as a way to obtain status; to them, the capacity to commit violence is a form of cultural capital, bolstering their reputation. They often go out expecting or looking for a fight.

Pre-loading involves groups of drinkers consuming alcohol - purchased from off-licenses - in private settings prior to attending nightlife venues.

One survey of 18 - 35 year olds found that those who had pre-loaded reported significantly higher total alcohol consumption over a night out; than those who waited to drink until reaching the bars and nightclubs. Pre-loaders were also more than twice as likely to have been involved in a fight.

6. Anger and Assault

Divide the class into small groups and distribute copies of the scenarios (Resource 6a) to each group. Ask the class to read the scenarios and consider the questions posed.

1. What were the trigger points for *the person's* violent outburst?
2. How might each *person* have responded in a better way?
3. What advice would you give *the person* to help him cope with his anger?

Feedback and discuss the issues raised. Direct pupils to local support agencies and services such as the school/college counsellor, GP, school/college nurse, School Community Police Officer and appropriate websites.

Helpful links and information can be found on www.schoolbeat.org .

7. Plan a Campaign

Your local community has decided that they would like to run a competition to highlight the impact of the problems caused by misusing alcohol in the area.

Their brief is to:

- Target 14 -19 year olds
- Highlight the risks of drinking underage and drinking to excess
- Discover the law around alcohol
- Raise awareness of the consequences
- Encourage making positive choices about alcohol

Divide the class into small groups. Ask students to create a powerful campaign using any media of their choice. Depending on the resources available students could prepare a pod cast, a mini film, a radio advertisement, a leaflet or poster.

Follow the link <http://www.youtube.com/watch?v=gtIBqe8fMGc> to see an example film created by young people in Merseyside.

To develop literacy with the group ask the students to consider:

1. Which adjectives were used to describe feelings?
2. How were bold words used?
3. Which words were used to create impact?
4. How was tone of voice used for creating impact and expressing emotion?
5. What was the main message?

Distribute the picture posters (Resource 7a) one to each group and the skim and scan instructions. (Resource 7b) Ask the students to follow the instructions given to enable them to read the poster effectively.

What is good about the poster? What stands out to you?

How did you feel when you first saw the picture on the poster?

Do you think people need to see this kind of poster?

Is it too shocking?

If anything, what would you change?

Do you think messages like this change peoples' behaviour?

Ask the groups to choose a method and create their own campaign based on the strap line/slogan 'One Punch Ruins Lives'. Feed back the results to the whole class.

Background Information for teachers

Alcohol and young people - the Law

If you're under 18 and drinking alcohol in public, you can be stopped, fined or arrested by police.

If you're under 18, it is against the law:

- for someone to sell you alcohol
- to buy or try to buy alcohol
- for an adult to buy or try to buy alcohol for you
- to drink alcohol in licensed premises (e.g. a pub or restaurant)

If you're 16 or 17 and accompanied by an adult, you can drink (but not buy) beer, wine or cider with a meal.

If you're 16 or under, you may be able to go to a pub (or premises primarily used to sell alcohol) if you're accompanied by an adult. However, this isn't always the case. It can also depend on:

- the specific conditions for that premises
- the licensable activities taking place there

It's illegal to give alcohol to children under 5.

8. Faking it!

In this activity students will have the opportunity to consider the consequences, both short and long term, of using fake identification (ID).

Divide the class into small groups and distribute a Faking It! scenario card (Resource 8a) to each group. Ask the students to consider the case study given and answer the questions set.

Nominate students to feed back and discuss the outcomes with the whole class.

Distribute the appropriate fall out card (Resource 8b) to each group. Ask the pupils to discuss the consequences listed and to decide which they think was the most serious outcome for the main character in their scenario. Feed back to the whole class.

Finish by summarising the consequences of using a fake ID for the door staff. If a door man/woman is found to have let a young person, who appears to have the appropriate ID, but is actually faking it, and is underage into an 18 and over club, they can be suspended from work or even sacked. It is also possible that the night club can be closed down for a period of time for breaking the conditions of their licence. Door staff feel that this is unfair. They are just doing their job. Ask the class to discuss what they think and feedback. There is a guidance document available published by the Home Office (Resource 8c) for further information on this topic.

