Alcohol and violence: What would you do?

Suggested duration: 50 minutes

These activities are designed to follow on from the Crossroads activity King or Coward.

Crossroads outcomes

1.2 Critically analyse situations, attitudes and behaviours that influence health, safety and wellbeing in different contexts.

2.1 Formulate and reflect on strategies and personal actions that enhance health, safety and wellbeing relevant to their current situation.

2.2 Recognise and respond appropriately to situations which may be harmful to self and others.

2.3 Evaluate the skills and actions that could be used in various situations which promote the health, safety and wellbeing of self and others.

2.4 Develop and employ their own personal strengths and skills when practising a variety of responses to harmful situations.

4.3 Show respect for the ideas, feelings and contributions of others in various contexts.

What do we want students to know, understand or be able to do?

- Recognise the potential for situations to turn violent when alcohol has been consumed.
- Develop and apply skills to help prevent alcohol related violence.
- Apply personal strengths to diffuse or avoid violence when going out.
- Formulate strategies that will support friends who may be caught in potentially violent situations.

Required resources and materials for preparation

- Gender cards (one per student)
- Floor category posters (per group)
Crossroads content

<table>
<thead>
<tr>
<th>Learning context and focus area</th>
<th>Content</th>
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| Drugs and alcohol – Owning yourself | Use of drugs and alcohol  
• Identifying solutions and responding to situations which involve the use of drugs and alcohol  
• recognising risk  
• planning strategies to reduce harm in various situations  
• assessing and applying personal strengths to respond to situations  
• assertive behaviours  
• avoidance |
| Drugs and alcohol – Responding to others | Impact of drugs  
• Addressing drug related issues in the community  
Making safe and responsible choices - Responsible behaviour  
• protective strategies in drug and alcohol related situations  
• responsible drug and alcohol use  
• challenging socially acceptable behaviour and peer expectations  
• protecting self and others from aggression and violence |

Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

• Making students aware at the beginning of Crossroads sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.

• Being aware that some parts of Crossroads can be confronting and sensitive for some students.

• Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the Crossroads website.
Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

The resource review flowchart (PDF 276KB) helps you decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Crossroads may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Crossroads program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Crossroads program they are concerned about. A sample information letter is available on the Crossroads website.

Learning experiences

Activity one – Case study (20 minutes)

Action posters should be printed on A3 paper and posted around the room.

As a whole group, read the first half of the case study.

After hearing the story, students reflect on the course of action that they would take in the scenario. Students move to stand next to the action sheet that most closely reflects what their actions would be in this situation.

If students are unable to identify with one of the nominated actions, they may choose to stand next to the Think of your own strategy action poster. If students stand here, they must be able to develop their own action and explain it to the class during discussion time.

Once all students have taken their place near an action poster, begin a group discussion.

Facilitate a discussion by asking students in each location the reasons for choosing that action and the thoughts that they had in coming to their final position.
As a whole group, read the second half of the case study, outlining the action taken by the people involved and the final outcome of the situation.

Students reflect on their original action, and are asked to move to a different action if they have changed their mind on hearing the outcome of the situation and the thoughts and positions of other students.

As a group, discuss reasons for moving to new action posters.

Repeat this process for the remaining two case studies.

To conclude the activity, emphasise that in real life, there often isn't a second chance in this type of situation. It is important that people think about the actions that are most likely to diffuse or avoid violence.

Activity two – Skills and strategies (15 minutes)

1. Students work in small groups.
2. Each group chooses one of the case studies from Activity 1. For their chosen case study, each group will work together to:
   - identify the skills required by the people in the case study to ensure a non-violent outcome to the situation. (Examples of skills include assertiveness, patience, empathy, self-confidence and courage to walk away, ability to ignore minor issues, decision making, self-control, conflict resolution, seeking help)
   - identify strategies that the friends of the people in the case study could use to help ensure a non-violent outcome to the situation.

Activity three – Role Play (15 minutes)

In small groups, students use a role-play to demonstrate one of the options below.
   - The individuals in the case study using the skills identified above to change the final outcome.
   - The friends of the people in the case study using a strategy identified above to change the final outcome.
   - Students should be encouraged to keep their role plays short and simple, with the focus on applying the skills and strategies identified in the previous activity, such as assertive behaviours and avoidance techniques.
   - Allow time for each group to present their role play to the class. Discuss the effectiveness of the skills and strategies demonstrated in each role play.

Alternate task

- In learning environments where completing a role play is likely to be difficult, students could complete Activity 3 individually by either writing a script for a role play or by using a free animated video production website, such as Go Animate.
Case Study 1: Jacob

Jacob was out with his friends on a Saturday night. At the end of the night, the group left the venue and started walking to find a taxi. Around the corner from the venue, they passed a group of people. Jacob made a comment about what one of the girls in the group was wearing. The girl responded by shouting and swearing at Jacob.

One of the other members of her group stepped across and pushed Jacob. Jacob pushed him back, and a fight started. Other people in the group, including the girl, joined in hitting and kicking Jacob. The venue security staff came to separate the group. The other group ran off.

As a result of the fight Jacob had a broken nose, a split lip, and blood on his clothes. The police arrived shortly after, and placed Jacob on the ground assuming that he was the aggressor. He was arrested, but later released without charge after statements were taken from venue security staff. Police were unable to identify the people in the other group.

Case Study 2: Murat

Murat and his girlfriend had been at a music festival all day. They had a great day listening to some of their favourite artists, with a few alcoholic drinks. After the festival they decided to start making their way home. Near the festival exit they walked past a group who started making comments about Murat and his girlfriend.

Some verbal insults and threats were made between Murat and some of the males in the group. Murat’s girlfriend encouraged Murat to leave and they walked off quickly to avoid further contact with the group. The group chased Murat and his girlfriend. When they caught the couple, one of the males in the group threw a punch that knocked Murat over. Murat fell forward heavily and hit his head on the concrete path. Security and first aid staff from the festival provided first aid assistance, and an ambulance was called. When it arrived, the paramedics treated him and rushed him to the nearest hospital. He died in hospital later that evening.

Case Study 3: Lu

Lu and his friends went for a night out. They had been in one bar for a couple of hours when he got into an argument with another man. The other man pushed Lu, but before anything else could happen the security staff stepped in and removed the other man from the venue. He became angry after being kicked out, and called to Lu to come outside to sort it out.

Lu went outside to talk to the other man and sort it out peacefully. The other man was aggressive, and the situation escalated very quickly. Lu was hit in the head and was knocked over. The other man started to kick and stomp on his head before running off. Lu was taken to hospital unconscious, with severe injuries. As a consequence of the violence, Lu was hospitalised for more than six months with severe brain damage. His rehabilitation involved regaining his memory and building the skills to do simple tasks again, such as walk, cook, and make the bed.
ACTION STATEMENTS

These action statements can be printed onto A4 or A3 paper using the sheets on the following pages.
Talk to the person who is being aggressive and get them to see some sense
Release the tension by making a joke of the situation
Stand up for yourself. No-one should push you around.
Find your friends, and stay with them
Get your mates to help you sort out the problem
Ignore the other person and walk away
Find the security guards or call the police
Apologise
Quietly leave and find a taxi or other transport to get home
Think of your own strategy