



Activity: 9-10.15.2

Key Message

- It is important to recognise the complexities of potential situations and to act before situations get out of hand. The consumption of alcohol can adversely affect how people manage tricky situations.

Activity Details

Victorian Curriculum

Health & PE Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk VCHPEP144

Capabilities VCPSCSE049

Time 40 minutes

Levels 9 & 10

Equipment

- a *Party risk taking* hypothetical handout per group

Party risk taking

Purpose

To enable the students to develop a greater awareness of possible outcomes and consequences of decision-making.

Teaching notes

This activity aims to present real-life situations to the students to allow them to develop problem solving skills and to consider preventative strategies and possible ways of reacting to situations at parties. It is best presented at the end of a unit of work. Emphasise that each person has the right to make up their own minds about when they are ready to engage in any sexual activity and that they should come to that activity of their own free will.

Procedure

1. Divide the students into four to five groups and distribute a scenario to each group. Some groups will have the same scenarios.
2. Ask the students to read their scenario and to discuss the questions.
3. Invite each group to report back to the class.

Discussion

A class discussion could focus on some of the following points:

- Were the situations realistic or not? If not, what changes could you make so that they are realistic?
- What would have happened next in regards to feelings, self-esteem and friendships between each of the characters?
- What are the differences between male and female stereotypes in relationships and sexual activity?
- The pressures of saying yes/ no; why were these people un/able to withstand the pressures?
- The difficulty of communicating with friends about personal or sensitive issues.
- Brainstorm guidelines for dealing effectively with the pressures (i.e. the need to give clear messages, checking out each other's expectations and avoiding situations in which you are powerless to say no).
- Where/ who we can go to for help or information in these situations?





Hypothetical 1

Mark really likes Sarah, although he has always been too shy to tell her so. One night, they are both at a party, drinking heaps and having a great time. Later, they are talking and drinking with others in the kitchen. Everyone is getting pretty drunk.

After a while, the others leave the kitchen and Mark is alone with Sarah. He puts his arms around her and starts to kiss her. Sarah cuddles up to him. Mark leads Sarah off to one of the bedrooms. In the bedroom, they lie down and start kissing again. Sarah is confused, she feels sexy and wants to have sex with Mark, but feels it is not the right time or place. She starts to push him away. Mark feels angry and frustrated; he really wants to have sex with Sarah.



Hypothetical 1: Questions

1. Do you think that Mark and Sarah would have sex in this situation?
2. If they do, what are some of the possible consequences?
 3. Why is Sarah so confused?
 4. How does Sarah reach a decision?
 5. Why is Mark angry? What should he do?
6. What might Mark do if Sarah decides not to have sex with him?
 7. Is alcohol affecting Mark?
 8. Is alcohol affecting Sarah?
9. How could they be better prepared for situations like this in the future?



Hypothetical 2

Serena is 16 years old. She loves partying, drinking and dancing. Serena thinks she is more relaxed when she has had a couple of drinks, and it seems easier to talk to guys.

A lot of Serena's girlfriends drink, but Serena reckons that some of them drink way too much.

Serena hates seeing her friends really drunk and doing things they would never do when they were sober. She often has to look after them; they get a bad reputation and wake up the next morning worrying about what they have done.



Hypothetical 2: Questions

1. What is Serena's attitude to alcohol?
2. What is her attitude to her girlfriends' behaviour? Why?
3. Would her attitude be the same or different to boys she knew getting really drunk? Why do you think so?
 4. What do you think of girls getting really drunk?
 5. What do you think of boys getting really drunk?
 6. Is there a difference? If so, why?
7. What are some of the consequences for girls when they get really drunk?
8. What are some of the consequences for boys when they get really drunk?
 9. Are these consequences the same for both males and females?
If not, is this fair?
10. How could Serena talk with her friends about their use of alcohol?
11. How can you relax and enjoy yourself and not end up doing things you might later regret?