



BritishRedCross

STORY OF A NIGHT OUT

First aid education resource from
the British Red Cross



Photo © Steve Hall / UNP

Refusing to ignore people in crisis

– Overview

- > **Health and wellbeing**
- > **Personal and social development**
- > **Effects and consequences of alcohol misuse**

This 50 minute lesson plan is designed to be delivered before the 20 minute practical lesson plan, also available online.

– Learning outcomes

By the end of this lesson we will:

- > be able to identify some of the risks associated with a house party and drinking alcohol
- > begin to understand that peer pressure can be used positively or negatively to influence others; and begin to identify the social barriers that might stop people from helping others
- > be able to identify the risks for an unresponsive and breathing person who is lying on their back. Have the knowledge of how to move them on to their side and tilt their head back to help them continue to breathe.

We are learning this because it will:

- > help us to make informed decisions
- > give us ways of reducing risk and minimising harm in risky situations, through knowledge of first aid and being able to keep ourselves safe.

We will know we are successful when:

- > we are developing skills to enable us to be confident, willing and able to help a person who is unresponsive and breathing.

Lesson plan



You may want to extend the lesson to 60 minutes to allow for more discussion time.

Phase	Timings	Delivery
Lesson starter	Allow 5 min	Ice-breaker Write the following sentence on a board: “An unresponsive friend could choke to death.” Then, either ask questions or write on the board: > What does it mean? > Is it obvious? > Is it true? > Is anything unclear about it? > What does it make you think of? > Is it something you know but never think about? > In what scenarios might someone become unresponsive and be at risk of choking to death? This can be done as a whole class or by grouping students into pairs for discussion.
Main activity	25:19 min total running time	Watch the film. It is intended that you pause the film for the discussion questions screens. Four minutes is the suggested length for each discussion, if you are following a 50 minute lesson plan.
	Starts at 0:00	Section one: In this section we are introduced to the characters and the scene is set, ready for the events to unfold.
	05:35 [add an extra three minutes to discussion period if you are coordinating a 60 minute lesson]	Group work or class discussion 1 Pause the film: Discuss ‘risk’ using the questions on the film and repeated below. Give students a copy of the ‘Character profiles’ – if you are using them.

Resources needed

Flip chart, board pens,

Resources needed

Story of a night out film, computer/laptop

Flip chart with pens, Copies of ‘Character profiles’ (optional), pens and paper



Phase	Timings	Delivery
Main activity continued		<p>1. What could go wrong at a house party? There might be lots of responses from the group. Look out for, or prompt, these key ones:</p> <p>Accidents</p> <ul style="list-style-type: none">> Kaya mentions someone playing with the cooker and the fact that they could burn themselves.> James mentions someone appearing as if they've had 'one too many' to drink.> Niall references broken glass that could result in someone cutting themselves.> Jess talks about spilling her drink all over the sound system, which could result in slipping, or an electric shock. <p>Other</p> <ul style="list-style-type: none">> The party could get gate crashed.> A fight could break out.> Someone could break something valuable.> Someone could fall over and break a bone. <p>2. Which character is most at risk? There may be lots of responses from the group. Look out for, or prompt, these key ones:</p> <ul style="list-style-type: none">> Hannah – She has been drinking and is at risk of having an accident or someone taking advantage of her.> Jess – She spilt her drink and she or someone else could slip over.> Keisha – She is being quite confrontational and could end up in a fight.> All of the characters taking part in the drinking game.
	05:47	<p>Section two: Here we explore the relationship between Hannah, her friends, and other partygoers, as she gets progressively more drunk.</p>
	12:13	<p>Group work or class discussion 2 Pause the film and discuss the events that have unfolded using the discussion questions below.</p>



Phase	Timings	Delivery
<p>Main activity continued</p>		<p>3. Why is Alice having trouble helping Hannah? There may be lots of responses from the group. Look out for, or prompt, these key ones:</p> <ul style="list-style-type: none"> > Alice doesn't want to ruin her own night by having to get help for Hannah. > Alice doesn't want to look un-cool. > Hannah isn't listening or responding to Alice's concerns. > Alice doesn't know how to handle the situation and communicate with Hannah effectively. > Hannah doesn't want to be helped in this situation because she doesn't acknowledge she needs help. <p>4. What are Alice's options to help Hannah?</p> <ul style="list-style-type: none"> > Convince Hannah not to drink any more alcohol because of the effect it is having on her body and behaviour. > Call Hannah's parents and ask them to take her home. > Ask Mark for support as it is his house party. > Stay with Hannah for the rest of the evening to support her in the decisions she makes.
	12:27	<p>Section three: In this section of the film the party becomes increasingly wild. Upstairs, Hannah becomes unresponsive. Alice eventually finds her and looks for Mark to get help.</p>
	16:46	<p>Pause the film: Invite students to work individually and write down, in one sentence, a description of what they would do to help Hannah if they were Mark in this situation. This could be done as a class discussion.</p>
	16:59	<p>Section four: Now we see Mark and Alice leave Hannah. Mark and Alice continue to party. Hannah is lying on her back and chokes. NB: The scene ends with Hannah dying.</p>
	21:54	<p>Group work or class discussion 3 Pause the film: discuss the events that have unfolded using the discussion questions below.</p>



Phase	Timings	Delivery
Main activity continued		<p data-bbox="692 353 1273 461">5. If you had known what was going to happen, what would you have done differently?</p> <p data-bbox="692 470 1310 539">Students can refer back to the sentence that they wrote within section three if they want.</p> <p data-bbox="692 584 1350 654">There may be lots of responses from the group. Look out for, or prompt, these key ones:</p> <ul data-bbox="692 663 1362 1182" style="list-style-type: none"><li data-bbox="692 663 1350 766">> Some students may have put Hannah on her side, but did they remember to tilt her head back?<li data-bbox="692 775 1362 920">> Others may not have known what to do. If so, do they now know how to put an unresponsive person, who is breathing, on their side?<li data-bbox="692 929 1310 958">> Did they feel it was necessary to call 999?<li data-bbox="692 967 1362 1113">> Did anyone refer to CPR (cardiopulmonary resuscitation)? If so, explain that CPR is only for people who are unresponsive and not breathing.<li data-bbox="692 1122 1362 1182">> Did people say they wouldn't have helped her because she was just drunk? <p data-bbox="692 1200 1326 1270">6. Pick a character: What could they have done differently?</p> <p data-bbox="692 1279 1350 1348">There may be lots of responses from the group. Look out for, or prompt, these key ones:</p> <ul data-bbox="692 1357 1350 1877" style="list-style-type: none"><li data-bbox="692 1357 1302 1426">> Could Alice have got Hannah to go home earlier?<li data-bbox="692 1435 1310 1505">> Did people say they wouldn't have helped her because she was just drunk?<li data-bbox="692 1514 1326 1617">> Did James need to take a photo of Hannah unresponsive on the floor, or could he have helped her instead?<li data-bbox="692 1626 1350 1729">> When Jess is heard saying "look at the state of that!" could she have told Alice to go and look after her friend?<li data-bbox="692 1738 1289 1807">> Could Keisha have stopped arguing with Hannah?<li data-bbox="692 1816 1350 1877">> Could Mark have encouraged Hannah not to drink so much?
	22:17	Section five: Play the last part of the film, which shows an alternative ending, including Hannah looking back over the events of the evening.



Phase	Timings	Delivery
Plenary	Allow 5 min	<p>Invite discussion on how individuals within the class would react if this scenario was presented to them in real life, for example in the context of their own house party.</p> <p>Peer assessment and self-assessment can take place about what has been done. If students do not return to the learning outcomes at this stage, the teacher should recap over them.</p>
Homework and extension activities		<p>There are some useful extension questions within the teaching notes below, which can be done within the lesson if you have time, or set as homework for further development.</p> <p>Make plans to follow on from this lesson with a practical session – for students to practise the ‘pushover’. A 20 minute practical lesson plan is provided online.</p>





1

This 50 minute lesson plan is designed to be delivered before the 20 minute practical lesson plan, also provided online. The practical session is best undertaken afterwards in a separate lesson, allowing students to practise the ‘pushover’. By doing this, students will develop greater confidence, willingness and ability to help a person who is unresponsive and breathing.

2

Some students may find some of the scenes unsettling. For example, in order to illustrate why it is important to move an unresponsive person who is breathing on to their side, one character in the film doesn’t get helped when she becomes unresponsive. She is left lying on her back and is later shown dying as a result of choking on vomit.

3

A period of four minutes is suggested for each pause for class discussion, but this can be extended if required.

4

Differentiation

Some ideas include:

- > classroom assistant support
- > create mixed ability friendship groups to encourage positive behaviour and support
- > use extension questions below for gifted and talented students.

5

Assessment methods

This will depend upon your class and their learning styles or needs. Ideas include:

- > formative assessment throughout by teacher checking with students
- > peer assessment by students
- > self-assessment by students
- > students evaluate the lesson as an extension activity
- > practical demonstration of ‘pushover’ by students.



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The following extension questions can be used to explore issues within the film further, if time allows:

Section 1: Extension questions

- > How could characters minimise risks?
- > Is risk affected by your personality and actions? Give examples from the film.
- > In groups, can you agree on three main risks?
 - > Which of the three do you think is most likely to happen?
 - > Which one do you think is most serious?

Section 2: Extension questions

- > Why is Hannah not accepting help?
- > Why don't other characters at the party intervene to help?

Section 4: Extension questions

- > Why didn't someone help Hannah when they saw her on the floor? Was it because of their personality, their skills, or the circumstances of the party?
 - > How might the outcome be different if:
 - > someone knew what to do and gave you instructions?
 - > you were the only person there to help?
 - > it was your best friend?
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No prior knowledge of first aid is required.

Some common questions are included below.

Why do I have to tilt their head back to check for breathing?

When a person is unresponsive, their muscles relax and their tongue can block their airway. Tilting their head backwards opens the airway by pulling the tongue forward.

Is it sometimes called the ‘recovery position’ when you move a person on to their side and tilt their head back?

Yes, ‘recovery position’ is the commonly used term to describe how an unresponsive and breathing person should be placed so their airway stays open. In this resource it is also referred to as the ‘pushover’.

Should I try to talk with the unresponsive person?

Yes, talk to the person and reassure them. Even though they might not respond to you, they may still be able to hear what is going on.

What should I do if the person is unresponsive and not breathing?

If they are not breathing, call 999 and give chest compressions until help arrives.

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Learn more: First aid learning for young people

We've created a range of free, interactive teaching resources to help you teach first aid to 11 – 19 year olds. Find out more at: **[redcross.org.uk/youngpeoplefirstaid](https://www.redcross.org.uk/youngpeoplefirstaid)**