

## Punch- Lesson Plan

**Duration of lesson:** 90min lesson and 30min film

**Theme to be explored: Violence**

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This lesson and activities provides pupils with opportunities to explore the acceptable and unacceptable form of violence in society, discuss problems of violence in pupil's own areas and possible solutions to violence which occurs locally.

### **Overview of the Film:**

“Punch” is the short story of a young girl by the name of Trish, a difficult teenager is involved in the wrong crowd, with an abusive father at home. Through Duffy, a kind and inspirational mentor, Trish learns to rid herself of a build-up of pressure and anger and uses her skills to help her family have the courage to leave their home for a fresh start.

### **Prior Learning**

- Democracy and the rule of Law
- Justice and fairness
- Human rights

### **Learning Intentions**

Pupils will be able to:

- Explore and describe the feelings associated violent abuse.
- Assess the consequences of violence in different contexts.
- Clearly communicate their views.
- Manage their emotions, use appropriate language and demonstrate sensitivity to others' views, when exploring sensitive or controversial issues.

| Activity  | Skills Development Focus  | Resources                     |
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| <p><b>Activity 1</b></p> <p>Watch the short film ‘Punch.’</p> <p><b>Activity</b></p> <p>Create a list of approximately 20 cards with a different feeling written on each one. For example:</p> <ul style="list-style-type: none"> <li>• Anger</li> <li>• Hurt</li> <li>• Love</li> <li>• Pain</li> <li>• Lonely</li> </ul> <p>In groups</p> <p>On flip chart paper draw a picture of each character from the film “Punch”.</p> <p>Ask each group to place one of the feelings cards beside each character.</p> <p>Ask pupils to explain their thinking.</p> | <p>Thinking skills, problem solving and decision making.</p> <p>Pupils analyse the behaviour of the characters in the film to provide evidence for their associated feelings.</p> | <p>Cards.</p> <p>Markers.</p> |

## Activity 2

In groups

Consequence wheel activity – see *CCEA Key Stage 3 Active Learning and Teaching Methods* pg. 17  
[http://ccea.org.uk/curriculum/key\\_stage\\_3/resources](http://ccea.org.uk/curriculum/key_stage_3/resources)

Centre question - What are the consequences of domestic abuse by the father on the family?

Discussion questions:

- Why do you think the father behaves this way towards his family?
- Do you think the father always behaved this way?
- Why were the family unable to do anything to avoid this abuse?
- How do think the father feels?
- What advice would you give to a friend in a similar situation?
- Where could someone go for support if they were in this situation?
- Is this type of behaviour acceptable in society?
- Would this type of behaviour be against the law?
- Would this type of behaviour be a violation of a person's human rights? Which ones?

Suggest providing some background in layman's terms about the law on domestic violence/abuse and provide example of human rights which are being abused.

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

- Article 2 Right to life.
- Article 3 Freedom from torture and inhuman or degrading treatment.
- Article 4 Freedom from slavery and forced labour.
- Article 5 Right to liberty and security.

Thinking skills,  
problem solving and  
decision making.

Pupils analyse the film  
to make reasoned  
judgments about the  
consequences of  
domestic abuse on  
the family.

### Activity 3 House-Child-Street

1. Allocate a number: one, two or three to each student. Put students into groups of one, two and threes.
2. Tell the number ones and twos that they are the houses. They must face each other during the activity and join hands up in the air to make a house.
3. Tell the number threes that they are the children and they must stand in a house.
4. Explain that when the teacher shouts 'House' all the houses should leave their children and quickly find a new child. When the teacher shouts 'Child' all the children should leave their houses and quickly find a new house. When the teacher shouts 'Street' everyone must move at once and keep moving until either 'House' or 'Child' is called out.
5. Carry out this exercise for at least 5mins.

#### Discussion questions after the exercise:

1. How did you feel when you didn't have a home and were trying to find one?
2. How did it feel when you had a home?
3. In life, what are the reasons that someone would want to leave home or stay away from it.
4. In 'Punch' why do you think the girl sometimes stayed away from home?

Communication skills-  
Pupils share and express their views about how they would feel if they were left out or felt isolated.

**Activity 4 Violence: Think-Pair-Share**

Think: Ask students to think of an acceptable and an unacceptable form of violence in the community.

Pair: In pairs discuss your answers and the reasons for them.

Share: In pairs pupils could write on a post it one form of violence which they would find acceptable and another form of violence that they would not find acceptable.

**Discussion Notes:**

Possible answers for acceptable forms of violence

- Boxing, kickboxing, martial arts etc.
- The good guy in a film beating up the baddie.
- Soldiers shooting an enemy soldier.
- Acts during war.
- Riot police beating people up to break up a crowd/protest etc.
- Attacks on drug dealers by paramilitaries in NI.

Possible answers for unacceptable forms of violence

- Teacher hitting a student.
- Students fighting with each other.
- Domestic violence against men, women and/or children.
- Fighting outside a bar.
- A terrorist act of violence such as a shooting, bombing etc.

Thinking skills-Pupils evaluate different forms of physical force and ascertain if they are acceptable in society.

Post it notes.

- Someone hitting an animal.
- Attacks on drug dealers by paramilitaries in NI.

The Teacher should also mention that some people may find all types of violence to be wrong. Some people view contact sports as being violent whereby others view them as a way of getting fit.

**Violence in the community/society**

You could also give out short child friendly versions of the Universal Declaration of Human Rights (UNDHR) and see which rights are being violated.

Pupils can work in groups to complete the activity.

Pupils can discuss the following:

- What justification do paramilitaries give for their actions? Is this acceptable?
- What are the consequences of paramilitary violence on individuals, communities and wider society?
- Discuss how we think about and classify violence/crime e.g. anti-social behaviour, criminal damage, burglary, armed robbery. When someone has been attacked this could be Assault Occasioning Actual Bodily Harm (AOABH), Grievous Bodily Harm (GBH), Manslaughter, Murder or Attempted Murder. Conversational descriptions of this type of violence: someone got ‘beat up’, got a ‘hiding’, a fight ‘kicked off’.
- Some groups have tried to describe attacks on individuals as punishment beatings, is this an appropriate term for this type of crime? Use human rights to show that it is a form of physical/emotional abuse or child abuse. So why do people refer to this as a punishment beating?

Working with others.

Manage their emotions, use appropriate language and demonstrate sensitivity to others’ views, when exploring sensitive or controversial issues.

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| <p><b>Activity 5 Making our communities safe for everyone</b></p> <p><b>Group Task: Break students into small groups of 3-4</b></p> <p>Questions to be completed in small group:</p> <ol style="list-style-type: none"> <li>1. Where are the places in your community that you feel safe? Why?</li> <li>2. Where are the places in your community that you do not feel safe? Why?</li> <li>3. What do you think are the most serious types of violence in your community? Why?</li> <li>4. How can the community and PSNI work together to reduce violence in the community?</li> </ol> <p><b>Possible answer for places people feel safe:</b> Home, youth club, school, church, sports club etc.</p> <p><b>Possible answers for places people do not feel safe:</b> Other areas where people from a different religion live, sporting grounds belonging to a different team, shopping centres, school, home etc.</p> <p><b>Possible answers for the most serious types of violence in your community:</b> Domestic violence, sectarian attacks, racial attacks, homophobic attacks, child abuse, attacks on the elderly, attacks on emergency service vehicles/staff, paramilitary attacks.</p> <p><b>Possible solutions for stopping violence in your area:</b> community groups, more policing, more places where people can go if they are escaping violence, more money put into counselling, action taken against paramilitaries.</p> <p>Once the groups have discussed all four points ask them to rank the top three answers and to write them up in rank order on a large piece of paper.</p> <p>Each group reports back with their top three answers.</p> | <p>Thinking skills, problem solving and decision making.</p> <p>Pupils assess types and levels of violence in their community and suggest options to reduce violence.</p> <p>Communication skills.</p> <p>Pupils clearly explain their answers using appropriate vocabulary.</p> | <p>Flip chart paper.</p> <p>Pens.</p> <p>Large sheets of paper.</p> |
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**Circle Discussion**

1. Assign either number one or two to each student.
2. Have group one stand in an inner circle facing outwards and group two stand in an outer circle facing inwards so that students are facing each other.
3. Explain that they will be asked a question to discuss in relation to violence in their pair. After 1 minute the teacher will say 'move' and the outer circle will move one place to the left and then they will get a new statement to discuss.

**Statements:**

1. Physical punishment such as slapping or hitting a child is okay if it helps children learn.
2. All violence is wrong.
3. Verbal punishments such as calling names don't hurt children as much as physical punishments such as hitting.
4. Children who are bullied or teased need to learn to defend themselves.
5. Violence is necessary sometimes.
6. The girl in 'Punch' could not control her violent behaviour towards people, she was just like her dad.
7. Boxing is a form of violence and just as bad as punching someone in a fight in the playground.
8. What do the boxing gloves represent in the film?
9. The Coach in 'Punch' was right to control her anger, it helped her.

Divide groups 1 and 2 into three small groups where pupils should discuss their views. This activity could last for ten minutes. An extension activity could be for pupils to fill in a detailed worksheet where they could express their views and the reasons why or why not they agree with above comments.

Creative skills- pupils are involved in a moving circle where they get to express their views on violence with a number of peers.

Resource 1: *Reasons for violence* handout as a reference.



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| <p><b>Evaluation:</b></p> <p><b>Option 1:</b> Students sit in a circle and reflect on learning by sharing answers to the questions below.</p> <p><b>Option 2:</b> Students write answers to the following questions on post it notes and place on flip chart paper:</p> <ol style="list-style-type: none"> <li>1. What have I learned?</li> <li>2. What is the cause of most violence in my area?</li> <li>3. How should violence be dealt with in my area?</li> <li>4. How would you define violence now? (To explore if opinions have in any way changed).</li> </ol> <p><b>Option 3:</b> Ask students to think of one thing they can do to stop violence of any kind. Working in small groups get the students to write on a ring on a part of the circle.</p> <p>A possible extension activity could be to imagine that pupils imagine they are suffering due to acts of violence in the local area. They need to write a letter to suggest how the violence is affecting them and changes would could be implemented to make young people feel safe.</p> | <p>Self-management.</p> <p>Pupils reflect on their learning.</p> | <p>Post it notes.</p> <p>Flip chart paper.</p> <p>Post it notes.</p> |
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## Resource 1

### Reasons for violence

What causes someone to punch, kick, stab or fire a gun at someone else or even him/herself?

There is never a simple answer to that question. But people often commit violence because of one or more of the following:

- **Expression.** Some people use violence to release feelings of anger or frustration. They think there are no answers to their problems and turn to violence to express their out of control emotions.
- **Manipulation.** Violence is used as a way to control others or get something they want.
- **Retaliation.** Violence is used to retaliate against those who have hurt them or someone they care about.
- **Violence is a learned behavior.** Like all learned behaviors, it can be changed. This isn't easy, though. Since there is no single cause of violence, there is no one simple solution. The best you can do is learn to recognize the warning signs of violence and to get help when you see them in your friends or yourself.

Some signs of potential for violence may be historical or static factors like:

- A history of violent or aggressive behavior
- Young age at first violent incident
- Having been a victim of bullying
- History of discipline problems or frequent conflicts with authority
- Early childhood abuse or neglect
- Having witnessed violence at home
- Family or parent condones use of violence
- A history of cruelty to animals
- Having a major mental illness
- Being callous or lacking empathy for others
- History of vandalism or property damage

Other signs of potential violence may be present over time and may escalate or contribute to the risk of violence given a certain event or activity. These might include:

- Serious drug or alcohol use
- Gang membership or strong desire to be in a gang
- Access to or fascination with weapons, especially guns
- Trouble controlling feelings like anger

- Withdrawal from friends and usual activities
- Regularly feeling rejected or alone
- Feeling constantly disrespected

Some signs of potential violence may be new or active signs. They might look like:

- Increased loss of temper
- Frequent physical fighting
- Increased use of alcohol or drugs
- Increased risk-taking behavior
- Declining school performance
- Acute episode of major mental illness
- Planning how to commit acts of violence
- Announcing threats or plans for hurting others
- Obtaining or carrying a weapon