



# Choices and Consequences

## Introduction

Introduce yourself and go through any housekeeping.

Explain how you want the learners to engage in the session and set ground rules –

- cameras should be off
- microphones should be put on mute unless asked to 'unmute'.
- Only the teacher should use the chat function to
  - highlight good responses/valid points
  - summarise a common consensus with their group
  - ask any questions

## Own Notes:

## Introduction

Think of the situation and  
follow the guidelines.

It's all about making the right choice!

### Introduction to virtual session – Coronavirus (Covid-19)

Explain that we would normally visit to do the session but under the circumstances it isn't possible at the moment.

Remind them that if we want to get 'back to normal' as soon as possible we all have to do our bit for each other.

Stress that –

“If you are allowed to go out, or when you can, remember to follow the Coronavirus guidelines. This is everyone's responsibility, including yours”.

Taking into account the audience and situation at the time, where appropriate, reinforce and expand on this at relevant parts of the presentation.

**Own Notes:**

## What we will talk about

### By the end of today's session you will:

- Understand that all of your choices have consequences
- Be aware that these choices and consequences can have serious short and long term effects for both you and others

### What we will talk about (Objectives)

Read out the objectives from the slide. Click to bring each one up in turn. Do not go into too much detail as the themes will be expanded on during the presentation.

At the start of the session do not refer to the anti-social behaviour theme or go into any detail about the film's contents - these will be expanded on during the presentation.

### Heat of the Moment

**"Heat of the Moment"** is a film about anti-social behaviour and its potential consequences.

It is split into 3 parts (4 individual film clips) which encourage discussion between the parts.

Total film length - 13:09 mins

Part 1 Introduction & Setting the Scene (2:57 mins)

Part 2 Story Development (3:42mins)

Part 3 Option A - Hoax Calls (2:45mins)

Part 3 Option B - Deliberate Fire Setting/Arson (3:45mins)

**Own Notes:**

## Heat of the Moment – Part 1 Introduction & Setting the Scene

### Heat of the Moment – Part 1 Introduction & Setting the Scene (2:57 mins)

#### Synopsis

The action starts as a group of friends gather during morning break at a secondary school.

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Before starting the film set the scene and state that it is based upon a true story.

Ask the learners to consider the following points while they are watching the film -

- consider the dynamics of the group as they are watching it - who is particularly friendly with who?
- listen carefully to the phone call - what is it all about?
- pay close attention to what happens at the end - is it deliberate?

The following points will be considered after Part 1 –

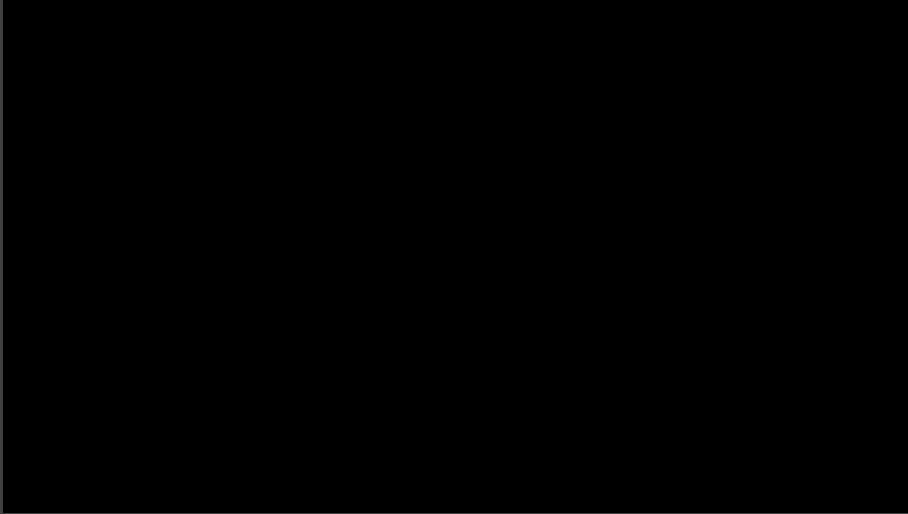
- Who appears to be the leader of the group?
- What appears to be Ashley's character/role in the group?
- How does Tanya react around Scott?
- Who are the strong/cool characters?
- Who appear to be the weaker characters?
- Was the bin fire deliberate/arson?
- Refer back to phone call - what was it about?
- What did Tanya say about the Science test?

Ask the teacher to try and gather some of the responses, or a consensus of them, and enter them into the chat function.

**Click to start film**

**Own Notes:**

## Heat of the Moment – Part 1 Introduction & Setting the Scene



### Heat of the Moment – Part 1 Introduction & Setting the Scene (2:57 mins)

Once the action has finished, at the point of the fire starting in the waste bin, the questions and suggested responses below can be used to summarise what has happened so far.

Focus particularly on the characters and the relationships between them using any appropriate responses from the chat function.

#### **Who appears to be the leader of the group?**

Scott

#### **What appears to be Ashley's character/role in the group?**

A follower/joker of the group

#### **How does Tanya react around Scott?**

She seems to like him and possibly wants them to be together

#### **Who are the strong/cool characters?**

Answers will vary – but steer towards Scott, Ashley and Tanya

#### **Who appear to be the weaker characters?**

Answers will vary – but steer towards Cleo and Nisha

**Was the bin fire deliberate/arson?**

No – it was carelessness. Discuss if this is the same as accidental.

**Refer back to phone call - what was it about?**

A modelling audition for a shampoo advert. Tell the learners to remember this for the end.

**What did Tanya say about the Science test?**

“I won’t need Science when I am famous.” Tell learners to remember this for the end.

**Own Notes:**



## Heat of the Moment – Part 2 Story Development

### Heat of the Moment - Part 2 Story Development (3:42mins)

#### Synopsis

**(Do not go through this with the learners before they watch the film)**

Later that day at lunch time the group are together in a shop near to school. They hear about the fire on the radio, realise that it was started by the dis-guarded cigarette and talk about it. After annoying the shop owner they go to the park and start playing with a lighter and discuss making a 'hoax' call because they are bored.

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Introduce Part 2 of the story before showing the film. The action continues at lunchtime the same day. Explain that although it starts quietly and gets louder they will have to listen carefully.

Ask the learners to consider the following points while they are watching the film –

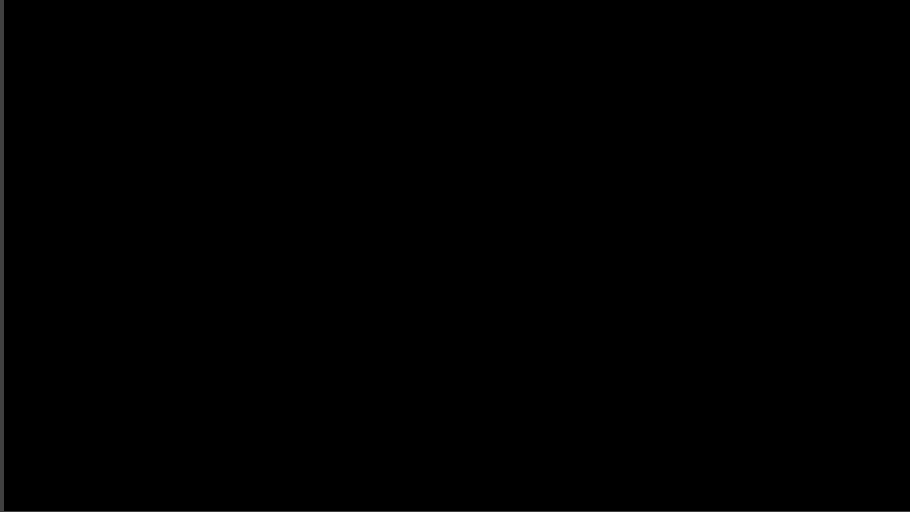
- **Why do Scott and Tanya blame Ashley?**
- **Are they bullying Ashley?**
- **Should Nisha / Cleo say something about the fire?**
- **Why didn't they tell someone?**

Ask the teacher to try and gather some of the responses, or a consensus of them, and enter them into the chat function.

**Click to start film**

**Own Notes:**

## Heat of the Moment – Part 2 Story Development



### Heat of the Moment - Part 2 Story Development (3:42mins)

Once the action has finished, at the point of making the 999 call, the questions and suggested responses below can be used to summarise what has happened.

Develop and reinforce any appropriate responses from the chat function.

#### **Why do Scott and Tanya blame Ashley?**

To deflect blame away from Scott.

#### **Are they bullying Ashley?**

Yes – in particular through peer pressure

#### **Should Nisha / Cleo say something about the fire?**

Yes, the fire was not started deliberately

#### **Why didn't they tell someone?**

They probably thought they would get into trouble

**Own Notes:**

## Heat of the Moment – Part 3 (A) Hoax Calls

### Heat of the Moment – Part 3 Option A - Hoax Calls (2:45mins)

#### Synopsis

**(Do not go through this with the learners before they watch the film – just go straight into the film saying that the action picks up where it was left off.)**

Some members of the group make a hoax call as a joke against the local shop owner. Two of the girls want nothing to do with it, make their excuses and leave before the call is made. The call leads to the fire service being diverted from an incident where people died. The call is traced and the police 'catch up' with the group.

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Prior to watching Part 3(A) reinforce what a 'hoax call' is and what the possible consequences could be?

Ask the learners to consider the following points while they are watching the film –

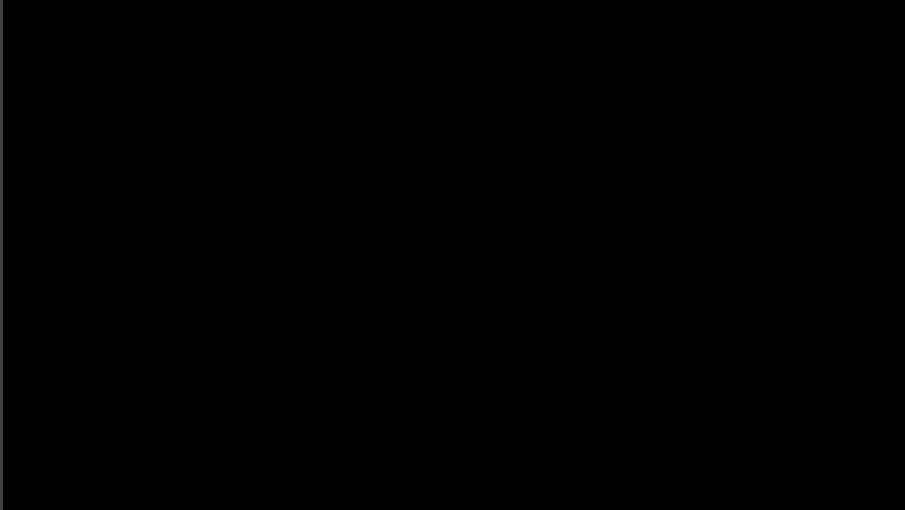
- Why do you think Nisha and Cleo left?
- Who do you think was guilty of making the hoax call?
- What relevance did the hoax call have with the deaths at the old people's home?

Ask the teacher to try and gather some of the responses, or a consensus of them, and enter them into the chat function.

**Click to start film**

**Own Notes:**

## Heat of the Moment – Part 3 (A) Hoax Calls



### Heat of the Moment – Part 3 Option A - Hoax Calls (2:45mins)

Once the action has finished, at the point of the police arriving at Tanya's house, the questions and suggested responses below can be used to summarise what has happened.

Develop and reinforce any appropriate responses from the chat function.

#### **Why do you think Nisha and Cleo left?**

They were uncomfortable with what was being suggested or knew it was wrong - talk about the difficulty of making excuses but stress that if that's what you have to do then do it!

#### **Who do you think was guilty of making the hoax call?**

All three (Ashley, Tanya, Scott) because they were all there – talk about the concept of "Guilty by Association".

#### **What relevance did the hoax call have with the deaths at the old people's home?**

The nearest fire appliances were attending the hoax call so were unavailable to attend the fire at the old people's home

**Own Notes:**

## **Heat of the Moment – Part 3 (B) Deliberate Fire Setting/Arson**

### **Heat of the Moment – Part 3 Option B - Deliberate Fire Setting/Arson (3:45mins)**

**Synopsis - This is an alternative ending and that the action goes back to the end of Part 2 when the group were in the park.**

Some of the group continue to mess about with the lighter. Two of the girls want nothing to do with what is going on it and so make their excuses and leave. Those left struggle to light a fire in the waste bin and so decide to start a fire in a skip next to the shop as 'pay-back' to the shop owner who told them to leave his shop. An explosion happens due to what can be assumed to be hidden aerosol cans in the skip and the baby, the shopkeeper is looking after, dies.

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**Explain to the learners that this is an alternative ending and that the action goes back to the end of Part 2 when the group were in the park but do not go explain what will happen.**

Prior to watching the film ensure the learners know what 'arson' is, and what the



possible consequences could be?

Arson is

“The crime of intentionally starting a fire in order to damage or destroy something.”  
(Cambridge Dictionary)

Ask the learners to refer back to the very beginning of the story and the things they were asked to think about as they watch the film. Have their opinions changed and why?

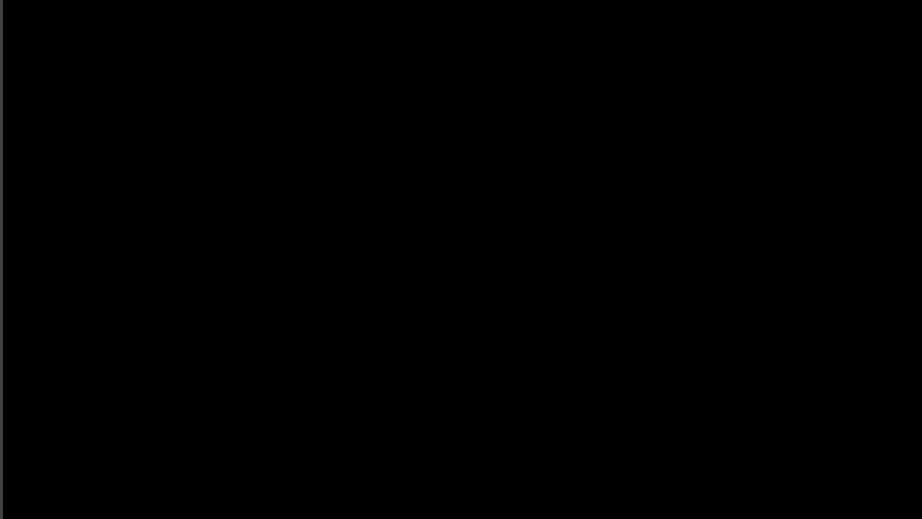
- The dynamics of the group – how have the characters developed and has this affected what has happened
- The phone call from the modelling agency – what will happen - what is it all about?
- What event happens at the end - is it deliberate and what are the consequences for all involved?

If possible, the learners may be able to provide responses. Ask the teacher to try and gather some of the responses, or a consensus of them, and enter them into the chat function.

**Click to start film**

**Own Notes:**

## Heat of the Moment – Part 3 (B) Deliberate Fire Setting/Arson



### Heat of the Moment – Part 3 Option B - Deliberate Fire Setting/Arson (3:45mins)

At the end as the film shows what is happening to each person involved in the explosion read out the statements on the screen. This help add extra emphasis to the situation and can assist learners who have difficulties with reading.

Use the questions and suggested responses below to consider the outcome of the film and consequences of the group's actions. Focus on those directly involved and then the wider community, including family and friends.

Discuss the injuries suffered by all, the criminal records the perpetrators received and how both can be life changing.

Refer back to the beginning of the whole film and who the strong/weaker characters were thought to be. Has this changed?

#### **Who was the “leader”?**

Answers may vary but Scott accepted answer.

#### **Who were the strong characters?**

Cleo and Nisha because they realised what the others were doing was wrong and they were strong enough to make excuses and walk away.

**Who were the weak characters?**

Tanya and Ashley because they know what they are doing is wrong but continue to be involved.

**Tanya** showed this by saying, “I’m just going to watch”

**Ashley**, when he says (in the hoax call), “my battery is flat” and “what shall I say”

They are both being led by Scott and in fear of not fitting in.

**Why didn’t Scott light the fire?**

Because he knows it’s wrong and believes that if he doesn’t do it he is not to blame.

**Was it fair that Tanya lit the fire but Scott and Ashley received the same sentence?**

Yes, because all three were there when the fire was lit (“Guilty by Association”).

**Refer back to Tanya’s phone call**

Remind the learners what it was about – a modelling audition for a shampoo advert. Stress that she almost certainly wouldn’t get a modelling job now, due to both her injuries and her custodial sentence. Her comment “I won’t need Science when I am famous,” seems to take on extra significance because of the wrong choice she made.

**Emphasis the following things****The skip wasn’t “just a bigger bin”?**

You don’t know what’s in it. It might contain highly flammable items. Aerosols and vapours from things like flammable liquids can build up in a skip and can create an explosion as happened in this case.

**Wheelie bin fires (and similar) are dangerous?**

A family of three in Sheffield was killed when someone set fire to a wheelie bin outside the front door. The fire spread to the property and killed the occupants. Again, highly combustible objects may be in it. Refer to local examples if appropriate to do so.

**Own Notes:**

## Heat of the Moment recap - Consequences

Think about how Arson (lighting malicious fires) and/or making Hoax Calls can ruin and risk lives of these people -

- You
- Your family and friends
- Your community
- Emergency Service workers

### Heat of the Moment recap - Consequences

Refer back to the “Heat of the Moment” film. Explain to the learners that the penalty for being convicted of arson or making hoax phone calls can result in a fine of up to £5000 and/or a prison sentence - this includes being “Guilty by Association”.

Go through some of the effects starting malicious fires or making hoax phone calls could have on -

#### **You/themselves**

- It could result in life-changing injuries.
- They could receive a criminal record which would hamper career hopes and can affect travel opportunities. Many countries restrict or don't allow access to people with a criminal record.

#### **Their Family and Friends**

- They would feel let down, embarrassed and ashamed.
- It could affect the way they are treated by neighbours, friends, work colleagues etc. and may even have to leave the area.

#### **Their Community**

- Similar to the above but also the cost and time wasted to the public, especially if buildings etc. are damaged and can't be used by the community, such as schools,

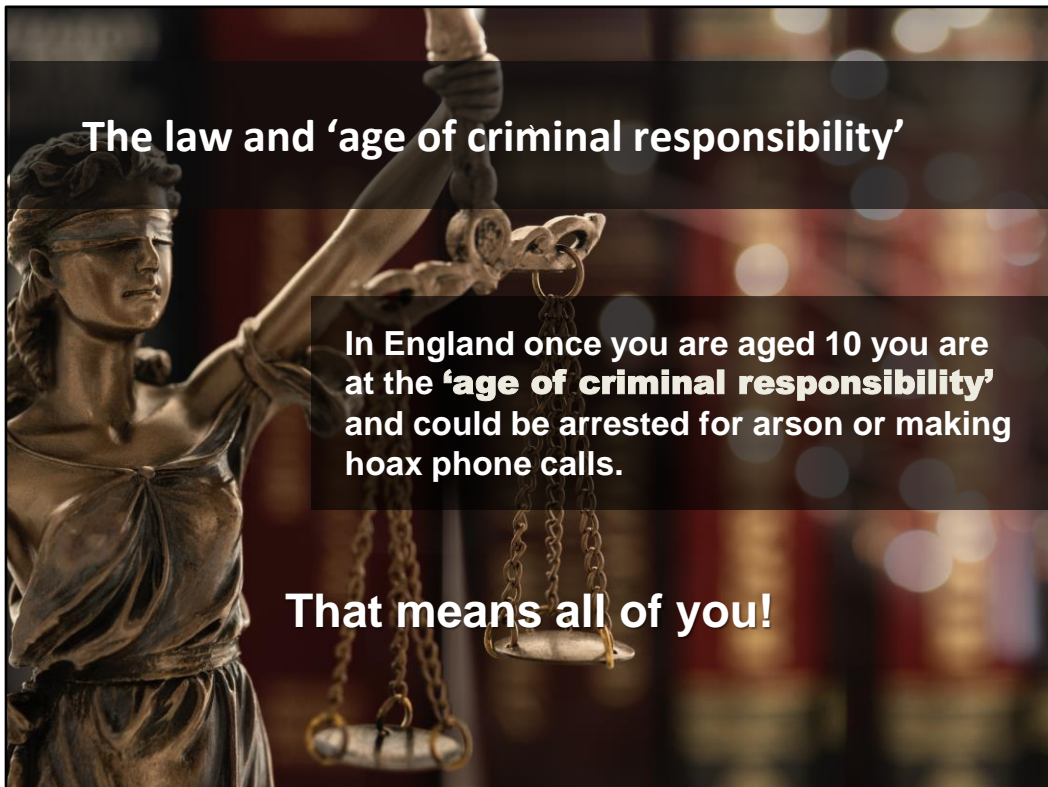
places of worship and community centres or facilities.

- You can expand on this point as much as you feel is appropriate. Refer to the cost to the community, the cost of rebuilding , the actual cost of being called out (approx. £750 - £1000 for one fire engine per hour) and anything else you feel relevant.

### **Emergency Service Workers**

- 'Call outs can cost lives' – Emergency Service Workers lives are put at risk. Also they won't be where they may really be needed and if tragedy occurs this will have a damaging effect on their mental welfare.

### **Own Notes:**



## The law and 'age of criminal responsibility'

In England once you are aged 10 you are at the '**age of criminal responsibility**' and could be arrested for arson or making hoax phone calls.

**That means all of you!**

### The law and 'age of criminal responsibility'

The Age of Criminal Responsibility in England is 10.

At this age The Law determines that you are old enough to know the difference between right and wrong and therefore can be prosecuted.

Stress to the learners that they don't actually have to make the hoax call or light the fire themselves to get into trouble - they will, in effect, be 'Guilty by Association'.

**Own Notes:**

## The law



**It is an offence to obstruct or attack Emergency Service Workers.**

**Doing so could result in you receiving a substantial fine or life imprisonment.**

### **The Law in relation to Emergency Service Workers**

Refer back to the implications of such punishments but also use this opportunity to refer to any local anecdotes you may have around anti-social behaviour issues and the emergency services.

If you have no local examples you could always talk about this topic more generally if time and circumstances permit.

Currently –

Obstructing an Emergency Service Worker undertaking their duty - the maximum penalty carries a fine of up to £5,000.

Attacking an Emergency Service Worker undertaking their duty - the maximum sentences range from six months imprisonment for common assault to life imprisonment for wounding with intent to do grievous bodily harm.

**Own Notes:**

## Summary

### Remember:

- All of your choices have consequences
- These choices and consequences can have serious short and long term effects for both you and others

**If you are not sure - don't do it or get involved!**

making Lancashire safer

## Summary

Summarise the session with reference to the objectives of the session.

### **Understand that all of your choices have consequences.**

Making a hoax call, including being present at the scene, and committing Arson (Deliberate Fire Setting) are types of anti-social behaviour. If aged 10 and above both can lead to being prosecuted, which can result in a fine and/or custodial sentence and a criminal record.

### **Be aware that these choices and consequences can have serious short and long-term effects for both you and others.**

In addition to the legal punishments there are potential serious consequences for - (these are examples - you or the learners may think of others).

### **You/themselves**

- Loss of liberty
- Criminal record - including a fine and/or custodial sentence
- Reduced opportunities for employment and travel - some countries refuse access to people with a criminal record, especially resulting from such serious crimes



- Serious and potentially life-changing injuries
- Letting your family, friends and community down
- Being responsible for someone else's injuries or loss of property

### **Family and Friends**

- Shame in the community
- Potentially having to become a 'carer' if serious injury occurs

### **Wider Community**

- People being injured or worse
- Damage to, or loss of, property
- Stopping an emergency vehicle attending an incident
- Putting others at risk - those directly affected, emergency service workers travelling to and attending the incident and members of the public who may be in their path
- Financial cost - damage to, or loss of, property. Cost to the tax payer of deploying the Emergency Services
- Disruption to someone's normal day - loss of time, and/or business

### **Own Notes:**

# What Choices Will You Make?



**End Slide**

**Any questions?**

Follow up any appropriate questions/comments in the chat function.

Remind the learners about the current Coronavirus situation and guidelines

Leave the slide up as the session finishes for the learners to consider.

**Own Notes:**