

Makutano Junction

A Kenyan TV soap opera



Activity

Helping you develop the **Global Dimension** across the **curriculum**

11 Alcohol

Activity description

- This activity encourages students to think about the role of alcohol in various communities.
- It also highlights action the community can take against alcoholism and its consequences.

What you need?

- Alcohol edit (MJ Series 1, end of episode 2, episodes 7,9,10)
- Images of alcohol consumption in the UK and Kenya (from MJ or elsewhere)
- Art materials (for poster-making)

Aims

- To make students aware that alcohol plays a role in cultures across the world.
- To examine the effects of alcohol and alcoholism on a community.

Curriculum links

- PSHE – Wellbeing, Healthy Lifestyles
- Citizenship – identity and culture

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see www.globaldimension.org.uk

Top Tips

awaiting copy

GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**.

The following four are covered by this activity:



Social Justice – understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.



Interdependence – understanding how people, places and environments are all inextricably interrelated and that events have repercussions on a global scale.



Conflict Resolution – understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.



Human Rights – knowing about human rights and understanding their breadth and universality.

The other four key concepts which can be explored using other Makutano Junction activities are :

Citizenship

Sustainable Development

Diversity

Values and Perceptions

Find out more: www.globaldimension.org.uk

Top Tips

- Encourage students to think about similarities between the impact alcohol has on the lives of families in the UK and in other countries, e.g. Kenya.
- Erasmus is a very stereotyped drunk - there are many that alcohol problems are manifested.

What you do

- 1 Quick brainstorm, using the images as starting points. Ask the students to consider the role alcohol plays in their family/social group/community. Where do people drink? When? (on a night out, special occasions/events, after work) Why? (to relax, to combat stress). How can you tell when someone's drunk?
- 2 Watch the Alcohol edit about Erasmus.
- 3 Divide the class into two groups. Group 1 should discuss the possible reasons for his drinking. Group 2 should discuss the consequences for him, his family (Mama Mboga, Peggy, Joni) and the community.
- 4 Ask the groups to present their findings (this could be done in a spider diagram or mindmap).
- 5 Discuss (or watch again) Mama Mpima's illegal alcohol shop. How easy is it to get hold of alcohol in Makutano? (Erasmus gets alcohol on credit when he has no money, Mama Mpima brews it illegally.) As a class, compare this to the situation in the UK. (Some preparatory work on UK alcohol laws, such as the under-21 policy, may be useful.)
- 6 Discuss how the community took action against Mama Mpima. The women chased her away but there is no real solution to alcoholism offered in Makutano Junction. Ask students where people in the UK can get help for alcohol problems.
- 7 Divide the class into groups of 3 or 4. Ask them to make alcohol awareness posters. The posters should be eye-catching (they could use pictures from magazines) and include facts about alcohol (in Kenya and the UK). Students should focus on one aspect of alcohol consumption such as:
 - The signs of alcoholism and how to spot them in others
 - Drinking laws in the UK and Kenya
 - The dangers of unregulated/illegal alcohol
 - The consequences of alcoholism on families
 - How the community can take action.
 - How to get help for alcoholism
- 8 If possible, display the posters in the classroom or elsewhere.

Variations

- Compare UK/Kenyan advertisements for alcohol (Guinness?). How do they differ? What message about alcohol do the advertisers want to convey?
 - In Makutano Junction, it is only the male characters who seem to get drunk/ have alcohol problems. Explore reasons for this. Is it culturally unacceptable for women to drink in Kenya? Compare this to the situation in the UK.
 - In Series 3, PP and Dodgy experiment with drink and drugs. Write a letter/perform a role-play, explaining the dangers of alcohol to them and suggesting how they can get help.

Follow-up/Research Questions

- What links are there between alcohol and poverty?
- What is the legal drinking age in Kenya?
- What are the most popular alcoholic drinks in Kenya?
- Consider alcohol and domestic violence. What percentage of incidents of domestic violence (in Kenya and the UK) involve alcohol?
- Are there organisations in Kenya or other African countries promoting responsible drinking and alcohol awareness?
- Are there any differences in the way that alcohol is consumed by, and affects the lives of, men and women?

Useful resources

<http://news.bbc.co.uk/1/hi/world/africa/1039582.stm>
Illegal alcohol in Kenya

<http://www.units.nhs.uk/>
NHS - Know Your Units

http://www.who.int/substance_abuse/publications/policy_kenya.pdf
WHO information on alcohol in Kenya

<http://www.drinkaware.co.uk>
Drinkaware Trust

TAKE ACTION

- There are professionals who can help people with alcohol problems. Find out more from the Drinkaware Trust.