SMASHED PROJECT
NEW ZEALAND

Evaluation
Executive Summary
2019
Introduction

Collingwood Learning are delighted to supply this evaluation report for The Smashed Project New Zealand, a specialist underage drinking initiative sponsored by Cheers, delivered by The Life Education Trust (New Zealand) and supported by Collingwood Learning.

The Smashed Project is an educational theatre programme dedicated to reducing alcohol consumption and alcohol related harm amongst young people around the world. The programme tours schools with a live theatre performance and interactive workshops delivered by professional actors, backed up by accompanying teaching resources and a comprehensive evaluation framework.

The Smashed Project is a preventative programme intended to help delay the onset of early alcohol use amongst young people by engaging participants in a safe and motivational learning environment. The project is designed to enable young people to explore the dangers and consequences of underage drinking and to equip them with the facts, skills and confidence to make responsible choices and develop a responsible attitude towards alcohol.

- Increase knowledge and understanding of the dangers of underage drinking (e.g. risks to physical and mental health, the risk of anti-social behavior, accidents and injury, as well as negative impacts on relationships, school and family life)
- Increase knowledge and understanding of the reasons why some young people drink alcohol underage, including social influence and peer pressure
- Improve understanding of how to keep safe from harm and develop strategies for resisting peer pressure and making responsible choices around alcohol
- Increase awareness of local resources and services available to young people (and/or people they can talk to) if they have been affected by alcohol
- Reduce the number of young people who believe drinking underage is acceptable and who would consider drinking alcohol underage.
Evaluation Methodology

We have developed an outcomes-based evaluation framework which enables us to measure the immediate impact of the programme on student knowledge, awareness, attitudes and intention. Essentially, we are interested in measuring whether there has been any increase in knowledge and awareness of the adverse effects of underage drinking and whether there has been any shift in students' values and attitudes towards underage drinking.

Our evaluation framework is based upon the Generic Learning Outcomes model pioneered by Arts Council England and used by numerous organisations delivering creative learning across the UK and beyond: (www.artscouncil.org.uk/resources#section-3)

The model is based on the rationale that a positive and effective learning experience needs to address each of the five generic learning outcomes shown in the diagram below. We have aligned this model with our own programme objectives, as outlined on the following page.

Wherever possible, we try to ensure that at least 20% of students complete surveys both before and immediately after taking part in Smashed, in order to gather a representative indication of the outcomes achieved. We then analyse the pre and post event data against each of the intended programme objectives. We also ask participating teachers and staff to complete a questionnaire about their experience of the programme and how they think their students responded.
Smashed Project Learning Outcomes

Increased knowledge and understanding of the dangers and risks of underage drinking
Improved understanding of how to keep safe from harm and how to make responsible choices around alcohol
Increased knowledge and awareness of local resources and services available to young people if they have been affected by alcohol

Development of the communication, personal and social skills required to develop strategies to resist social influence and peer pressure

Reduction in the number of young people who believe drinking underage is acceptable
Increased ability to challenge stereotypes around underage drinking as a ‘social norm’

Evidence of enjoyment of theatre production and engagement in interactive workshop session

Reduction in the number of young people who would consider drinking alcohol whilst underage
Reach and Engagement

20,463 Students Engaged  
135 Performances  
94 Schools

Average Age of Participating Students

Data Analysis

The findings in this report are based on the analysis of data gathered from 5,585 completed PRE-programme questionnaires and 3,155 completed POST-programme questionnaires. 145 surveys were also completed by teachers and support staff.

The PRE-programme questionnaires represent a 27% sample (5,585 students) and the POST-programme questionnaires represent a 15% sample (3,155 students) of the total number of students engaged in The Smashed Project across New Zealand (20,463 students) in 2019.
Executive Summary

Reach

In 2019 a total of 20,463 young people took part in the Smashed Project across New Zealand.

There were 135 performances in 94 secondary schools between 15 May and 26 September 2019.

The tour visited secondary schools across the following regions; Auckland, Gisborne, Hawkes Bay, Manawatu, New Plymouth, Hamilton, Waikato, Bay of Plenty, Wellington, Kapiti, Marlborough, Kaikoura, Christchurch, Canterbury, Dunedin and Otago.

Knowledge and Understanding

The proportion of students who say they know lots about the dangers of underage drinking increases from 37% before Smashed to 52% after taking part in Smashed (a 15% increase).

Students’ accuracy rate in correctly identifying the key dangers and risks associated with underage drinking increases from 78% before Smashed to 87% after taking part in Smashed (a 9% increase).

After taking part in Smashed there is a 16% increase in awareness of how alcohol can affect mood negatively, a 14% increase in awareness of the increased risk of posting inappropriately on social media, a 13% increase in awareness of how alcohol can impact mental health and a 10% increase in awareness of the increased risk of feeling aggressive or getting involved in a fight when under the influence of alcohol.

91% of students can accurately identify the legal purchase age in New Zealand after the Smashed performance and workshop (a 17% increase in accuracy).

The proportion of students able to demonstrate knowledge of how and where to get help with alcohol related issues locally increases from 45% to 62% after taking part in Smashed (a 17% increase).

35% of students say they know ‘lots’ and 55% say they know ‘some’ about the term ‘sexual harassment’ after taking part in Smashed.
Skills

84% of students say they feel equipped to make the right choices about drinking alcohol after taking part in Smashed.

95% of students say they understand the term ‘peer pressure’ after taking part in Smashed.

Attitudes and Values

Students are better able to describe a range of strategies to challenge and resist peer pressure to drink underage after taking part in Smashed.

Enjoyment, Inspiration & Creativity

79% of students said they enjoyed the Smashed performance and workshop and 82% thought the programme was a good way to learn about the dangers of underage drinking.

Behaviour and Progression

91% of students said they are less likely to drink alcohol underage after taking part in Smashed.

Teacher Responses

89% of teachers say the Smashed performance and workshop explored issues relevant to the targeted age group and 93% say their students have learnt more about the dangers of underage drinking than they knew before.

97% of teachers say the programme was well produced and presented and 98% say the team of actors were professional and competent.

79% of teachers say they now feel more confident talking with their students about underage drinking, 99% say it is important that programmes like this visit schools and 92% would like the programme to return to their school again next year.