

2020 NZ Teaching Resources

SMASHED
PROJECT

INTRODUCTION

These teaching resources have been designed to support teachers and other adults working with children and young people to follow up on the Smashed theatre performance and workshop and to explore the issues presented in more depth. This document contains four lesson plans that follow the New Zealand Curriculum, along with a range of other ideas to support you in teaching alcohol awareness education. The resource has been designed for students working at Level 5, specifically year 9, but they can easily be adapted to suit other year groups.

ABOUT THE SMASHED PROJECT

The key achievement objectives are as follows:

- PARTICIPATE IN A THEATRE PERFORMANCE AND WORKSHOP WHICH EXPLORES KEY THEMES OF THE ALCOHOL AWARENESS PROGRAMME IN A SAFE ENVIRONMENT.
- EXPLORE POTENTIAL RISKS OF UNDERAGE DRINKING SUCH AS PHYSICAL AND MENTAL HEALTH ISSUES, ANTI-SOCIAL BEHAVIOUR, ACCIDENTS AND INJURY, AS WELL AS IMPACTS ON RELATIONSHIPS AND SCHOOL.
- IDENTIFY SOME CAUSES OF UNDERAGE DRINKING BY YOUNG PEOPLE, INCLUDING SOCIAL INFLUENCE AND PEER PRESSURE.
- RAISE AWARENESS OF PERSONAL RESPONSIBILITY IN MAKING INFORMED DECISIONS ABOUT ALCOHOL IN THE FUTURE AND KEEPING SAFE FROM HARM.
- SIGNPOSTING LOCAL RESOURCES AND SERVICES AVAILABLE TO SUPPORT YOUNG PEOPLE IF THEY HAVE BEEN NEGATIVELY AFFECTED BY ALCOHOL.

The Smashed Project is dedicated to breaking the culture of underage drinking around the world. Through creative education, we can equip young people with the information, awareness and confidence to make responsible choices around alcohol.

Using Theatre-in-Education, the Smashed Project engages young people in a unique way, allowing them to explore the causes and consequences of underage drinking in a safe and motivational learning environment. We use emotive theatre, dialogic-based workshops and interactive teaching resources, all backed up with robust evaluation.

We believe passionately in social education as a tool for helping young people achieve their potential. While the legal age for purchasing alcohol in New Zealand is 18, 48.8% of those aged 15 years or under 'currently drink' and 21.4% report they have participated in binge drinking in the last four weeks (Youth 2000 series, Auckland University). Every year, the Smashed evaluation demonstrates a sharp increase in awareness amongst young people of underage drinking-related issues.

Smashed is being produced in New Zealand by the Life Education Trust, who have been operating in New Zealand's schools for more than 30 years. Smashed follows the best practice principles of the Alcohol and Drug Guidelines.



SMASHED STATISTICS

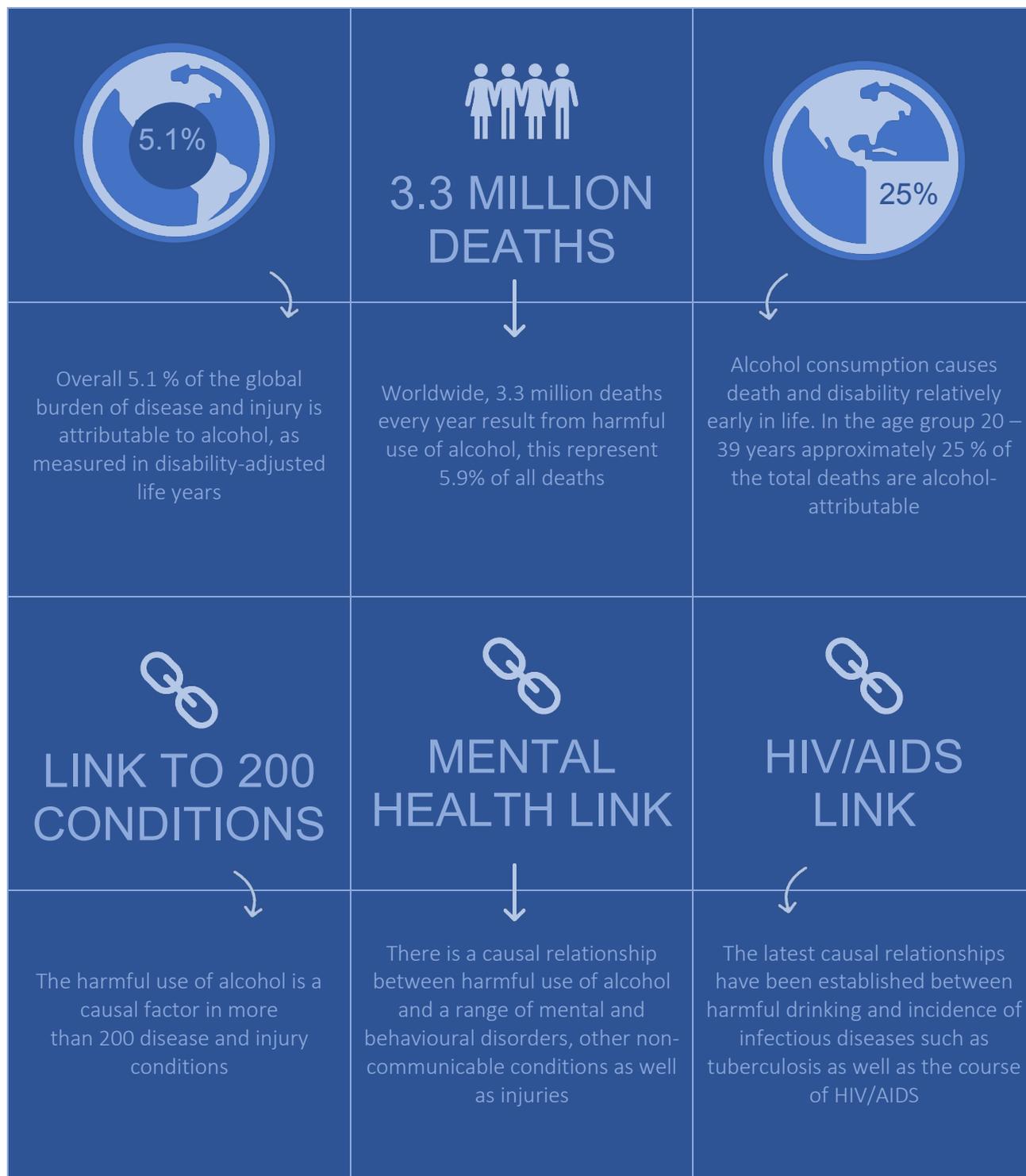
<p>89%</p> <p>of pupils accurately able to identify key risks associated with underage drinking after the performance</p>	<p></p> <p>Students much better able to describe the impact of underage drinking on physical & mental health, relationships & life chances</p>	<p> 24%</p> <p>increase in students who say they know a lot about the dangers of underage drinking (up from 48% to 72%)</p>
<p> 17%</p> <p>Increase in students who know the legal age for buying alcohol (up from 78% to 94%)</p>	<p>96%</p> <p>of teachers would like the programme back next year</p>	<p>95%</p> <p>of teachers say their students understand more about underage drinking than they did before</p>
<p> 33%</p> <p>Increase in students who knew who to go to for help with alcohol issues (up from 53% to 86%)</p>	<p></p> <p>Students much better able to describe strategies for resisting peer pressure around alcohol</p>	<p>91%</p> <p>of teachers say they feel more confident talking with young people about the dangers of underage drinking</p>

(Extracted from the Global 2017/18 Evaluation Report)



WHY IS THE SMASHED PROJECT SO IMPORTANT?

GLOBAL FACTS



NZ FACTS

A SNAPSHOT

ALCOHOL CONSUMPTION

While the legal age for purchasing alcohol in New Zealand is 18, we know drinking alcohol is common amongst young secondary school students:

- 48.8% of those aged 15 years or under 'currently drink' and 21.4% report they have participated in binge drinking in the last four weeks.

(Youth 2000 series, Auckland University)

OBTAINING ALCOHOL

Identifying causes of underage drinking by young people, including social influence and the ability to negate negative peer pressure is important. When asked how young people access alcohol:

- 43.5% of 14 year olds say friends supplied them with alcohol.

(Youth 2000 series, Auckland University)

ALCOHOL-RELATED HARM

Alcohol-related harm in New Zealand has been recently estimated to cost \$5.3 billion per year. This equates to a cost of \$14.5 million every day:

- Rates of hazardous drinking are highest in youth aged 18–24 years (33%).
(2016/17 NZ Health Survey, Ministry of Health)
- In 2011/2012, one in five (19%) New Zealanders aged 15 years or more who drank alcohol in the past year has a potentially hazardous drinking pattern.
(Ministry of Health, 2013)
- More than half (52%) of alcohol related deaths in males and one-quarter (25%) of alcohol-related deaths in females are estimated to be due to injuries.
(Connor et al, 2013)
- Every year about 1,000 New Zealanders die from alcohol-related causes.
(2016/17 NZ Health Survey, Ministry of Health)



THE IMPLICATIONS OF DRINKING ALCOHOL

HEALTH RISKS

Because young people's bodies are still growing, alcohol can interfere with their development. This makes young people particularly vulnerable to the long-term damage caused by alcohol.

This damage can include:

- Cancer of the mouth and throat
- Sexual and mental health problems, including depression and suicidal thoughts
- Liver cirrhosis and heart disease

Research also suggests that drinking alcohol in adolescence can harm the development of the brain.

Young people might think that any damage to their health caused by drinking lies so far in the future that it's not worth worrying about. However, young people are at a higher risk of harm from alcohol use than older adults due to the risk of injury and accidents related to alcohol. There is also an increased risk of dependence on alcohol than older adults. (Alcohol.org.nz / National Health and Medical Research Council, 2009)

OTHER RISKS

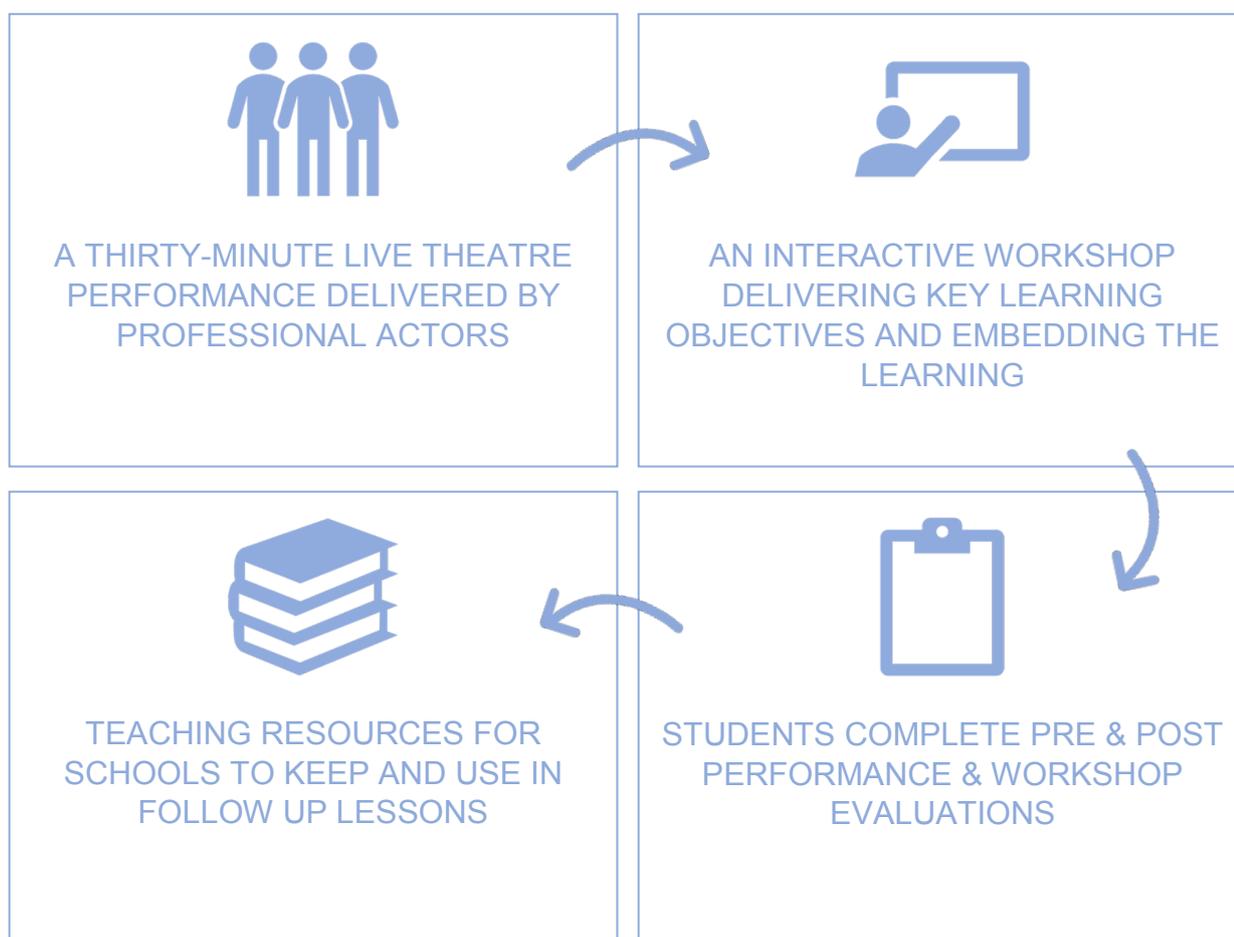
Alcohol can have these effects:

- It slows down your body and makes accidents more likely to happen
- You might become violent when drunk
- It can make you feel invincible which could lead to making bad decisions
- It can dull your sense of awareness
- People may pass out, choke on their own sick, overdose and even die
- Being drunk makes you vulnerable and someone could take advantage of you more easily
- Regular, heavy use can lead to alcoholism. People then feel they have to drink all the time to avoid feeling ill
- Regular, heavy alcohol use can damage your liver, heart, stomach and brain

The Smashed Project has been developed following extensive research of the issues surrounding alcohol misuse in young people and their attitudes towards alcohol. Focus group work was undertaken with pupils aged between 12 and 13.



THE FOUR KEY ELEMENTS OF THE SMASHED PROJECT



Live Theatre Performance - A highly engaging 30-minute theatre performance delivered by three experienced actors depicting the lives of three young people and how alcohol affects their lives, their health and their relationships.

Interactive Workshop - Using robust dialogic teaching methods, the three actors facilitate a 30-minute consolidation workshop for ALL audience members. Post-show discussion, hot seating and forum theatre interventions extend the issues raised in the show. Pupils are asked to consider the legal, health and social consequences of binge drinking as depicted through the three central characters in the performance.

Evaluation - Pupils are evaluated both pre and post theatre intervention with identical questionnaires. The “movement” shown by comparing the two sets of evaluations gives a good indication of whether the achievement objectives have been achieved.

Extended Learning through Teaching Resources - These teaching resources support and encourage extended learning around alcohol misuse using the Smashed performance and workshop as a springboard. They fully support the New Zealand Curriculum.



THE SMASHED PROJECT IN YOUR SCHOOL

The Smashed Project is designed to equip young people with the information, awareness and confidence to make responsible choices around alcohol by allowing them to explore the causes and consequences of underage drinking in a safe and motivational learning environment.

AIMS AND OBJECTIVES

Aims:

- Identify and explore the causes for alcohol misuse
- Explore potential outcomes for individuals and others when participating in what can be identified as risky behaviour involving alcohol
- Explore peer pressure including the role of the media and social media
- Raise awareness of personal responsibility in making decisions about alcohol
- Signpost support networks available in relation to alcohol awareness

Objectives:

- Involve participants in a fun and engaging participatory theatre and teaching experience
- Promote and facilitate discussion surrounding the key themes of the alcohol awareness programme
- Encourage the participants to think for themselves and make informed educated decisions in the future
- Provide a rehearsal for reality
- Explore key themes in a safe environment

WHY USE THEATRE-IN-EDUCATION?

Theatre-in-education (TIE) is a highly visual, interactive and dialogic method of communicating powerful messages. TIE encompasses two main elements – performance and interactive consolidation workshop – to create a powerful learning medium. Research and experience has proved that challenging subjects can be tackled more effectively through this medium whereby the audience can see a character’s journey played out. Furthermore, the workshop element extends learning by use of theatrical and educational devices that allow the audience to question and challenge characters and to change behavioural patterns in these characters. ‘Hot seating’ allows pupils to directly challenge characters and their behaviour in a safe learning environment; whilst forum theatre allows pupils to experiment with, and offer advice to characters which is then “played out”. In this way, learning objectives become much less arbitrary and take on a significance and a relevance through the pupil-character interaction.

HOW TO USE THESE TEACHING RESOURCES

These teaching materials are designed to support the theatre-in-education programme ‘Smashed’. They can be used before the event to raise awareness or afterwards to frame the learning. Each lesson plan is aligned to the New Zealand Curriculum.

Each lesson lasts up to 1 hour and there are 4 lessons in this pack. It is important to note that you don’t need to have seen the theatre presentation yourself to use the clips and resources, although it helps!



UNIT TITLE
Smashed – A Responsible Drinking Education Programme

LESSON TITLE	LESSON NUMBER
What Do We Know?	1

LEARNING OBJECTIVES Through the learning experiences:	LEARNING OUTCOMES By the end of the lesson: :
<ul style="list-style-type: none"> Students explore negative effects of alcohol and gain an understanding of terms relating to alcohol awareness 	<ul style="list-style-type: none"> Students will gain knowledge of key terms relating to alcohol awareness Students will have an understanding of the negative effects of alcohol and alcohol misuse

Health & PE CURRICULAR LINKS	Level	YEAR
A.1 Personal Growth and Development – Examine the effect alcohol has on the wellbeing of adolescents	5	9
D.3 Rights, responsibilities, policies and law – Identify law and legislation in relation to alcohol		



STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

Photocopy of Smashed Script Extract A

- Class reads the script extract or volunteers read/perform the extract in front of the class. Did the character understand the facts about alcohol? What did and didn't they know? What attitudes did they display towards it?

MAIN ACTIVITY – 40 minutes

RESOURCES REQUIRED

Lesson 1 – Teacher Info Sheet 1, Paper and Pens

- Run a quiz about alcohol using the Teacher Info Sheet 1 - Quiz. Put the class into small teams of 2-4, with one student allocated to write the answers on behalf of their team. Each team must give itself a name written at the top of their answer paper. Run through all questions, reading out the questions (pub quiz style) and allowing time for each team to discuss and write down an answer (15 mins)
- Run through the answers with each group marking another group's work. They then hand back their sheets to the original team, to compare scores / chosen answers and possibly an award for the winning group (10 mins)
- On the quiz sheet there are also further discussion points relating to the questions. These refer back to the play and act as catalyst for promoting further detailed discussion relating to the play and its content (10 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

Board and Marker

- In pairs the students have three minutes to identify three key words, facts or other things they have learnt. Get feedback from as many pairs as possible. Write key points on the board

EXTENSION ACTIVITY

- Pupils design a poster or leaflet aimed at young people highlighting the dangers of underage drinking. As part of this, pupils are expected to research salient facts and to think about a design appropriate to their target audience. Pupils can share their designs via appropriate social media



LESSON 1 RESOURCE

SCRIPT EXTRACT A

(Characters: Teacher, Jack & Charlotte)

Teacher Right, now did you all do your homework?

Jack Yes, sir!

Charlotte No Sir [*giving Jack a look*]

Teacher Why not Charlotte?

Charlotte Well sir, I was going to do it but ... well I'm going to be a flight attendant for Air New Zealand when I leave school and you don't need science to do that.

Teacher Is that what you think? Well, see me after class. Work from Jack's notes then. [Jack looks pleased]. I have prepared a short quiz to test your awareness of alcohol misuse. I'll begin with an easy one. Everyone ready? Question 1: What is the legal age to buy alcohol in NZ?

Jack 18 Sir!

Charlotte But one of my mates bought some and he's not eighteen yet.

Teacher Well done Jack. Next Question. Name three health risks associated with excessive drinking.

Charlotte Making out with someone who isn't good looking...

Jack Cirrhosis of the liver...

Charlotte Being sick on your shoes...

Jack Dehydration...

Charlotte Having a fight...

Jack Alcohol poisoning...

Teacher Well done Jack. Next question. How can alcohol affect your brain?

Jack Memory loss

Charlotte What was the question?

Jack Depression

Charlotte I'm fed up with this

Jack Anxiety

Charlotte Sir, I'm not being funny, but if drinking's so bad for you why does everybody do it?

Teacher Charlotte, will you...

Jack This is about binge drinking, or alcohol misuse. Plenty of people drink responsibly...

Charlotte What? Like you the other night?

Jack: Shut up Charlotte...

[End of extract]Lesson 1 Resource



LESSON 1 RESOURCE

TEACHER INFO SHEET 1

QUIZ

1. True or False: Alcohol is a drug

Answer: True. Alcohol is a depressant that affects your body's central nervous system

2. What percentage of 15 - 17 year olds have consumed alcohol?

a) 15% b) 35% c) 57%

Answer: c 57% have had an alcoholic drink

3. True or False: All teenagers try alcohol at some stage during their adolescents.

Answer: False

4. How many deaths per year are alcohol related in NZ?

a) 1000 b) 100 c) 10

Answer: a) 1000

5. True or False: If you are 16 you can buy alcohol.

Answer: False. You have to be 18 to buy alcohol from a pub, off-license or supermarket

6. How many people fail an alcohol breath test each day in NZ?

a) 1 b) 10 c) 100

Answer: b) 100 Police estimate that each day in New Zealand, an average of 8,764 breath tests of drivers are undertaken and 100 people are charged with drink-driving.

7. True or False? Alcohol can affect important decision making skills.

Answer: True For example, people affected by alcohol are less likely to wear their safety belt.

8. True or False? 10% of crimes that are committed in NZ involve alcohol

Answer: False Around 1 in 3 of every crime committed in NZ involves alcohol (33%)

9. How much approximately do New Zealanders spend on retail alcohol sales each week?

a) \$85,000 b) \$850,000 c) \$85 million

Answer: \$85 million

10. Which is stronger?

a) 330ml (of a 4% beer) b) 100mls of wine (12.5%) c) 30mls spirits (40%) d) they are all about equal

Answer: d) These are all measures of a standard drink. The higher the alcohol is, the smaller the size of a standard drink.

11. True or False: All bottles, cans and casks of alcoholic drinks have to be labelled with how many standard drinks they contain.

Answer: True

12. True or False: You cannot overdose on alcohol



Answer: False. A hangover is an overdose. More serious overdoses can lead to unconsciousness.

13. True or False: The drink driving laws are the same for adults and teenagers in NZ.

Answer: False but drink driving is an issue for all ages. 20+ years the legal limit is 50 milligrams per 100 millilitres of blood.

14. True or False: Drinking coffee or having fresh air increases the rate at which a person's body gets rid of alcohol.

Answer: False The adult liver can process one standard drink per hour.

15. True or False: It is an offence to supply a minor (a person of 17 years of age, or younger) with alcohol.

Answer: True Unless the person supplying the alcohol is the parent or legal guardian and the alcohol is supplied in a responsible manner.

16. True or False: Alcohol is a depressant that causes the brain to slow down.

Answer: True

17. True or False: If a person has a bad memory they are drinking too much alcohol.

False There are many reasons why a person may be forgetful but alcohol can affect short and long term memory which causes teens stress when they are learning new information.

18. Which of the following can occur as a result of consuming alcohol?

- a) Talkativeness b) drowsiness c) aggressiveness d) dizziness e) impaired co-ordination f) slurred speech g) double vision h) all of the above

Answer H – all of the above

QUIZ REFERENCES

Question	Reference
2	www.alcohol.org.nz/resources-research
4	NZ Health survey, 20016/17
6	www.alcohol.org.nz/resources-research
7	www.transport.govt.nz
8	alcohol.org.nz
9	www.kidshealth.org.nz
12	www.alcohol.org.nz
15	www.police.govt.nz

FURTHER POINTS FOR DISCUSSION

- How were the characters judgements affected by alcohol in the play?
- When did an 'overdose' take place in the play and why?
- Did the characters understand all the facts about alcohol?
- Were the characters acting illegally in the play? If so, what were they doing?



UNIT TITLE
Smashed – A Responsible Drinking Education Programme

LESSON TITLE	LESSON NUMBER
What Influences Us?	2

LEARNING OBJECTIVES Through the learning experiences, pupils should learn:	LEARNING OUTCOMES By the end of the lesson pupils should be able to:
<ul style="list-style-type: none"> Students explore feelings and influences (including social media) involved in peer pressure 	<ul style="list-style-type: none"> Students will have an understanding of peer pressure Students will have an understanding of the importance of making informed, independent choice, and our responsibility to ourselves in making choices

Health & PE CURRICULAR LINKS	Level	YEAR
<p>A.3 Personal Health and Development – Examine strategies for minimising risks in social situations involving alcohol.</p> <p>C.1 ,C.2 & C.3 – Relationships with other People Describe the importance of family, friendships and communication in supporting their well-being. Demonstrate an understanding of how different attitudes and values relating to alcohol can influence safety in relationships. Demonstrate skills that help them to make safe choices for themselves and others.</p> <p>D.3 – Healthy Communities and Environments Identify rights and responsibilities for themselves and others in social situations involving alcohol.</p>	5	9



STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

Photocopy of Smashed Script Extract B

- Class reads the script extract or volunteer reads/performs the extract in front of the class. Teacher asks students to sit in groups of between 4 and 6. In groups, students write down a list of people and 'things' that influenced Jack in the play. The teacher then encourages broad thinking about what influences us as individuals – the weather, the news, an argument, friends, Facebook etc. Pupils should put into rank their order of importance. Discussion. Why do things influence us? Why and how are we influenced by Social Media? What is the word for when friends influence us?

MAIN ACTIVITY – 40 minutes

RESOURCES REQUIRED

Teacher Resource 2, 5 Biscuits

- Simple role play. Refer to the **Teacher Resource 2**. Ask for five volunteers and run the role play.
- Discussion. How did character 5 feel during the role play? How powerful can peer pressure be? What kind of person do we have to be to resist it and make our own informed decisions? Refer back to Jack. (20 mins)
- From biscuits to alcohol! Imagine the biscuits were alcohol. Divide pupils into A's and Bs. The As have to think of as many reasons that 'Jack' should drink, and B's all the reasons why it is a bad idea. Then with A's on one side and B's on the other, a volunteer as Jack walks the 'conscience alley' listening to an argument on each side for every step. The volunteer now walks the other way down the 'conscience alley' this time with everyone speaking their arguments at the same time. Pupils should think about how they persuade someone to do something which should be reflected in tone of voice in the exercise. How does the volunteer feel? What arguments stand out from either side (20 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

None

- Review the students' understanding of the power of peer pressure, and the importance of making our own informed decisions. What is our responsibility to ourselves and to others?

EXTENSION ACTIVITY

- Pupils write a script in which one person tries to peer pressure the other person into doing something the person is not entirely comfortable with. Pupils should think about peer pressure tactics. The script can be performed by pupils and/or filmed



LESSON 2 RESOURCE

SCRIPT EXTRACT B

(Character: Charlotte)

Charlotte I can't believe Jack's so drunk. I hate it when this happens. Jack's parents will kill him and we won't see him for ages. He just gets off his head sometimes. I suppose it's keeping up with Caleb, he kind of looks up to him. He's got a lot going on at the moment. Loads of pressure with school and stuff. They keep giving him a hard time but you've got to relax at some point haven't you? That's the problem with them – you know, parents and teachers. They don't understand us. They think we're like robots, can just do school work all the time, but we want to have fun. A drink can't hurt can it? He'll be fine in the morning, won't he?

[End of extract]



LESSON 2 RESOURCE

TEACHER RESOURCE 2

PEER PRESSURE EXERCISE

This simple and fun exercise will help students clearly identify with the power of peer pressure and how it can make us feel. Peer pressure is the most significant influence on young people's behaviours outside of the home. It is argued that it is in fact more powerful than parental influence entirely (in terms of teenage development).

PURPOSE

To identify how other people can influence our behaviour

DESCRIPTION

- Ask for five volunteers from the class prior to activity and explain the role play to the volunteers. Have them sit around a table upon which is placed a plate holding "wellness" biscuits. Distribute the instruction sheets (below) to the five students. Tell them not to show the instructions to anyone else
- Three of the volunteers (#1,#2,#3) will get instructions that read, "Take one wellness biscuit, eat it slowly, and try to persuade everyone else at the table to eat one."
- The fourth volunteer (#4) will get instructions that say "Wait two minutes, then take a biscuit."
- The last volunteer's (#5) instructions will read, "You aren't sure about the biscuits and what they might do to you. Do not take a biscuit, no matter what."

TIMING

Run the activity for 5 minutes maximum.

FEEDBACK

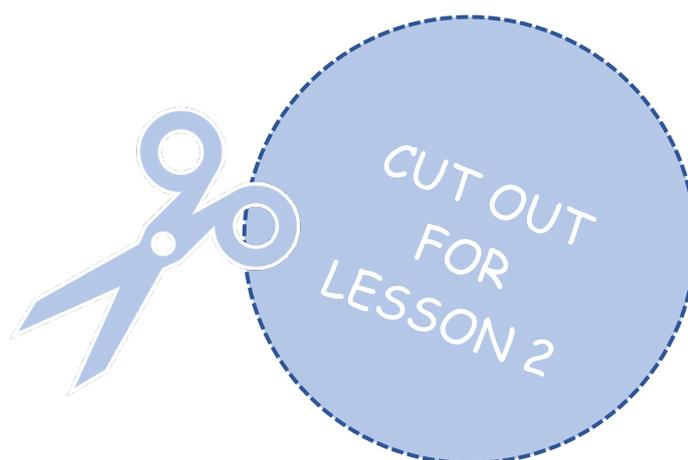
- Ask person #5: How did you feel being pressured to do something you were told not to do?
- Ask person #4: How did you feel about giving in?
- Ask person #5: How did you feel when the person gave in?
- Ask persons #1,#2,#3: How did you feel persuading others?
- Ask all: Who makes your decisions?

How did peer pressure take place in the play? Was it obvious? Did it take place over time?

EXTENSION

This can be repeated with the whole class in groups to allow them all to either feel pressured or to pressure others. You can alternate roles and explore the strategies the 4 and 5 characters can use to resist. *What could they say?*





TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE

TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE

TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE

WAIT TWO MINUTES, THEN TAKE A BISCUIT

YOU AREN'T SURE ABOUT THE BISCUITS AND WHAT THEY MIGHT DO TO YOU. DO NOT TAKE A BISCUIT, NO MATTER WHAT



UNIT TITLE
Smashed – A Responsible Drinking Education Programme

LESSON TITLE	LESSON NUMBER
What Could Happen To Me?	3

LEARNING OBJECTIVES Through the learning experiences, pupils should learn:	LEARNING OUTCOMES By the end of the lesson pupils should be able to:
<ul style="list-style-type: none"> ▪ Students explore potential attitudes and feelings of someone misusing alcohol ▪ Students consider the impact alcohol misuse can have on many aspects of someone's life 	<ul style="list-style-type: none"> ▪ All students will have an understanding of the potential impact of alcohol misuse on individuals and those around them

Health & PE CURRICULAR LINKS	Level	YEAR
<p>A.1 & A.4 Personal Health and Development – Examine the effect alcohol has on the wellbeing of adolescents. Examine their own and others attitudes, values and behaviour in relation to alcohol and the consequences of choices people make.</p> <p>D.1 & D.2 – Healthy Communities and Environments Identify rights and responsibilities for themselves and others in social situations and those involving alcohol. Investigate societal influences on well-being of student communities.</p>	5	9



STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

Photocopy of Smashed Script Extract C

- Class reads the script extract or volunteers read/perform the extract in front of the class. Ask the students to discuss each character, and the impact that alcohol misuse had on them. How did they change throughout the play? Attitudes, behaviours, and emotions
- Thinking back to the play, specifically how did Caleb's attitude towards Charlotte change, particularly after he drank alcohol? WHY do you think he behaved in this way? (Ideas of masculinity and femininity - for example, men being expected to be able to drink a lot, and to have a sense of entitlement over a woman. And women being expected to comply with that).
- What do we call this type of behaviour? – Sexual Harassment
- Was this behaviour heightened when Caleb was under the influence of alcohol? How did this make Charlotte feel? Is this appropriate behaviour?
- In pairs, pupils should think of three sources of help available to Charlotte if she felt intimidated/sexually harassed by Caleb. Answers are shared.

MAIN ACTIVITY – 40 minutes

RESOURCES REQUIRED

Paper & Pens

- In pairs, pupils must decide on three key words that describe Jack's feelings and attitude at the start of the play. Prompt with questions about friends, school, parents, etc. Each pair can write these words up on the board. Then, using those words, the students have ten minutes to write a letter from Jack to his cousin Jane about how he felt at that point in time. They can be creative. What did he enjoy doing at school? Sports? What did he do with friends? Was he excited about his future? Ask for a few examples to be read out (20 mins)
- Pupils are asked to think about Jack's feelings at the end of the play. How had his attitude and feelings changed? Pupils are asked to write a letter from Jack at this point in the play to the Jack at the start of the play. What would he say to his younger self? What advice might he give him? How has alcohol impacted on his life? How has alcohol impacted on his friends' lives? (eg Caleb's treatment of Charlotte; Charlotte's injury). Ask for a few examples to be read out (20 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

None

- Review with the students the contrast between the two letters. How can alcohol misuse affect someone's life negatively? How can having a healthy lifestyle affect it positively? Consider the impact on health, relationships, family, school, attitude and emotions

EXTENSION ACTIVITY

- Pupils are asked to design a board game on the theme of healthy/unhealthy living. They should research the appropriate facts, and design and create the various components of the game. The game should in some way highlight healthy/unhealthy living including the effects of underage drinking. They should think of a title for the game



LESSON 3 RESOURCE

SCRIPT EXTRACTS C

Extract 1

(Characters: Charlotte & Caleb). *The party. Caleb is drunk.*

Caleb: So when do I get my kiss then?

Charlotte: What?

Caleb: Well now lover boy Jack is out the picture...

Charlotte: We're not going out! We never were, he's not my type.

Caleb: Yeah Yeah! Come on then, you know you want a real man. Not a Year 11 like him...

[He tries to pull Charlotte towards him and she pushes him away]

Extract 2

(Characters: Jack, Charlotte & Caleb)

Charlotte: I think I was unconscious for a while. I woke up and I lifted my head slowly off the floor not really sure what had happened and, and then I noticed blood around me and the side of my face started to hurt. When I rubbed my face I cut my hand on the bits of glass that were still stuck in my cheek. I screamed and then I passed out I think. They said the scarring might not be too bad and I suppose I can cover it up but the glass that went in my eye, well that caused some permanent damage and I still can't see properly out of that eye. They say it might improve but... you need good eyesight to be a flight attendant. It was Jack who called the ambulance.

Jack: I knew I had to, whatever happened to me I had to make sure Charlotte was Ok. I couldn't believe it. How did I get involved in a fight, I've never had a fight in my life. Then this happens. It was all so stupid, so quick, so, so pointless. I never went there to get drunk and I don't really know why I did but once I'd had one I just thought it would be ok as long as I didn't go stupid. We were having a laugh but he was winding me up and then... Well I just snapped. It was the drink that did it, I'm not like that. I wish I had listened to Mr Bradley and just waited, maybe this all would have never happened. I didn't know that someone else at the party had called the police too. Caleb did a runner.

Caleb: I had to get out of there. I didn't know what was going on. Charlotte was screaming, there was blood on the floor and then someone told me they'd called the police and I just ran. I didn't get very far. I was pretty drunk and the police don't mess around. They questioned us all and we got cautioned. They even spoke to my Gran you know, the police, about supplying alcohol to under 18s. They said she could have got a fine but she didn't know anything about



it, she wasn't even there. Charlotte's family might press charges – it's called assault – cos she got hit by us while we were fighting. You can go to prison for that. I don't see Jack anymore, I know he didn't do very well in his mock exams but if he stays away from me I'm sure he'll be ok **(tries to laugh)** I don't know what I'm gonna do. No qualifications, a criminal record and not even my mates want to talk to me. Cos that's what they were, mates.

Charlotte: It was all fun. Just having a laugh.

Jack: Until we got...

Together: ...smashed. [*End of extract*]



UNIT TITLE
Smashed – A Responsible Drinking Education Programme

LESSON TITLE	LESSON NUMBER
What Do I Want to Achieve & Who Can Help?	4

LEARNING OBJECTIVES Through the learning experiences, pupils should learn:	LEARNING OUTCOMES By the end of the lesson pupils should be able to:
<ul style="list-style-type: none"> ▪ Students explore positive goals and achieving positive goals ▪ Students consider and self-assess the skills they need to identify and access help ▪ Students explore how asking for help can overcome barriers 	<ul style="list-style-type: none"> ▪ Students will have understanding how alcohol misuse is a barrier to having a healthy, positive and enjoyable life ▪ Students will be able to identify how positive attitudes and behaviours can contribute towards a healthy lifestyle ▪ Students can identify where to go for confidential help and advice ▪ Students are able to identify strategies for asking for help

Health & PE CURRICULAR LINKS	Level	YEAR
C.1 & C.3 Relationships with other people – Describe the importance of family, friendships and communication in supporting well-being.	5	9
D2 Healthy Communities and Environments – Investigate community services that promote and support people’s well-being		



STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

A4 Paper

- Image of Me. Students draw an image of themselves, and around that either draw or write key words or pictures that describe where they would like to see themselves in 10 years time under topics such as friends, feelings, sports, hobbies, job, family, house, etc. Discussion. What can stop us achieving goals? How easy is it to achieve goals? What do we have to do to achieve goals?

MAIN ACTIVITY – 40 minutes

RESOURCES REQUIRED

Photocopy Smashed script Extract D and E + Teacher Resource 3

- Class reads script extract D or volunteers read/perform the extract in front of the class. In pairs the students now consider the characters from the play, especially Charlotte. How has alcohol misuse impacted on their futures? Allow for 5 minutes discussion and then detailed feedback (10 mins)
- Class reads script extract E or volunteers read/perform the extract in front of the class. Re-cap Jack's situation from the play. Due to alcohol misuse, his life has gone downhill. After what we have covered in previous lessons, who are the people Jack could get help from? Parents, teachers, different friends, 0800 What's Up etc – use Info Sheet 3 (Sources of Help) (10 mins)
- In pairs, students identify one famous person that they admire, and chose to work on that character. They mind-map all the people that could have helped them achieve their success (you might need to run one example with the whole group on the board). Label the pairs A and B. A is the interviewer (TV or radio) and B is the role model. The pairs have to rehearse an interview about how they achieved their success and all the people who helped them (they can be creative here). One question that they must incorporate is 'if someone loses their way, what advice can you give them'. Review and summarise that everyone achieves their goals by actually getting help from others. It's a positive thing (20 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

None

- Either using an A&B role play as above, or class discussion, or with yourself taking the role of Jack and getting advice from the class to be hot-seated, run activity where the focus is now on Jack's situation. What advice would you give him now? Who can help him? How can he get his life back on track?

EXTENSION ACTIVITY

- Design the concept for a website that is aimed specifically at teenagers offering help and guidance on alcohol. What would you want to include on the website – helpline, advice, case studies, legal implications etc. Pupils should pitch their website design as a Dragons Den style activity.



LESSON 4 RESOURCE

SCRIPT EXTRACT D

(Characters: Jack, Charlotte & Caleb)

Script Extract D

- Charlotte Yeah Mum, I'm doing it now. No, I won't forget about school... yes I will still do Maths, but Mrs Newby said there's courses that I can do at tech. Oh, she's always having a go! I'm definitely having a gap year after year 13, I want to travel overseas to like Europe or somewhere exotic - I'm going to be a flight attendant and travel the world.
- Jack Yeah, it's just me. Yes, I've done my homework. Yes, I have been drinking! Periodically throughout the day to ensure maximum hydration. In fact I have had the required eight glasses of water, plus a selection of hot beverages such as tea, coffee and... OK. Just saying. No, I wasn't drinking in the park with Caleb. I was actually at Charlotte's doing a project. Now if you don't mind, I'm tired, and I want to sleep. Right, where's my maths homework? Won't take long. Shouldn't take long. **He looks at it realises it's quite a task and discards it.** I've had enough of my Mum and Dad. Everyone's always hassling me because they won't let me drink. Like I can't have a bit of fun with my mates and do my school work. Everyone else does it! I'm good at school but I'm not a robot and I like hanging out with Caleb – yeah he's a bit crazy at times – but he's a good laugh – so what if we have a few beers – there's no harm in it?
- Caleb Right, time for another beer. Oh, they've all gone... I'll text Danny *'drinking with the flies at the park. Shout me a 6 pack and I'll go halves with you when I get paid. Cheers mate.'* Jack and Charlotte are so boring. It's not even late. Running home every night. I don't know why I even hang out with them. Nobody controls me. My Gran says I can come and go as I please - so long as I get a job, earn some money and start paying my way. **Sits for a while. He slaps the sand-fly that has been pestering him throughout the scene.** I know Danny's seen my text - totally ignoring me - loser!



SCRIPT EXTRACT E

Jack What was that about?

Charlotte Oh nothing.

Jack Didn't look like nothing.

Charlotte He wanted me to go to the park.

Jack Why?

Charlotte Why do you think?

Jack Oh. It's just that I...

Charlotte I don't like him like that. In fact I don't like him much at all at the moment. He keeps getting, you know, angry, like the other night. And he's smashed tonight already.

Jack Why?

Charlotte Drowning his sorrows? Not got much going on in his life has he?

Jack What do you mean?

Charlotte He's left school, didn't finish year 12, can't get a job that pays more than 15 bucks an hour and this is his idea of a party?

Jack Well he won't have anything going on for him if all he does is hang out in the park drinking. Buying beer with his fake ID for his underage mates is hardly a great career is it?

Charlotte You said it mate...

[End of extract]



LESSON 4 RESOURCE

TEACHER RESOURCE 3 - SOURCES OF HELP

Websites for students and parents (NZ)

www.whatsup.co.nz

Free counselling helpline and web-chat service for children and teenagers. It's staffed by trained counsellors – available from early afternoon to 11pm 365 days a year.

www.youthline.co.nz

Free phone or text service for young people, their families and those supporting young people. The organisation is made up of volunteers and paid staff members at centres based around NZ.

www.alcohol.org.nz

Health Promotion Agency: The HPA alcohol website provides helpful advice as well as interactive tools that young people can use.

alcoholdrughelp.org.nz

Free phone or text service for adults and young people operated by Homecare Medical. Operated 24/7.

www.buzzed.co.nz

Buzzed is an online story telling campaign aimed at starting conversation about the harms of alcohol and other drugs for young people.

www.thelowdown.co.nz

Information on anxiety, depression, relationships, identity, school life and a space to share experiences.

If you choose to call a helpline, the counsellor or volunteer will introduce themselves and ask you a little about yourself and how they can help. You can say anything you want, you don't even have to use your real name.

If you decide to call again, you may get someone different but you can ask if the person you spoke to last time is available.



Websites for teachers (NZ)

www.drugfoundation.org.nz

Access free printed resources aimed at young people to explore alcohol use and encourage discussion.

www.brainwave.org.nz

A non-profit organisation that provides informative articles and information on areas such as alcohol and the adolescent brain that will be of interest to teachers.

www.alcohol.org.nz

Health Promotion Agency: The HPA alcohol website provides helpful advice as well as interactive tools that young people can use.

www.healthnavigator.org.nz

This website provides facts, statistics and information about alcohol including the immediate and long term effects on body parts.



SUGGESTIONS FOR FURTHER LEARNING ACTIVITIES

The following ideas and suggestions have been made as ways in which the principles and learning objectives of Smashed can be further embedded in schools to achieve a Smashed legacy.

 <p>Design Technology</p> <p>Pupils are asked to design a board game on the theme of underage drinking. They should research the appropriate facts, and design and create the various components of the game</p>	 <p>Graphic Design</p> <p>Pupils design a poster or leaflet aimed at young people highlighting the dangers of underage drinking. As part of this, pupils are expected to research salient facts and to think about a design appropriate to their target audience. Pupils can share their designs via appropriate social media</p>
 <p>Non-fiction Writing</p> <p>Pupils research and prepare a newspaper report about the dangers of underage drinking. Language should be appropriate to the medium. Reports might include headlines, facts and opinion</p>	 <p>Drama</p> <p>In small groups pupils create an advert to highlight the dangers of underage drinking. This might include jingles, taglines, live action and appropriate statistics</p>
 <p>Media</p> <p>In small groups pupils create an advert appropriate to young people to highlight the dangers of underage drinking. Pupils should consider their target audience</p>	 <p>Competition</p> <p>Showcase some of the above ideas as part of an assembly or school event. An award could be given for the piece deemed the most effective for highlighting the dangers of underage drinking</p>



CURRICULAR LINKS OVERVIEW (NZ)

Health & PE (Level 5)

The curriculum links have been integrated with the four underlying concepts of health and physical education: Hauora (H), Attitudes and values (AV), A socio-ecological perspective (SEP), Health promotion (HP).

Effects on well-being

- Examine the affect alcohol has on the wellbeing of adolescents H (A1) (A3)
- Examine their own and others' attitudes, values and behaviour in relation to alcohol and the consequences of choices people make. AV H (A4) (C2)

Communication and relationships

- Demonstrate an understanding of how different attitudes and values relating to alcohol can influence safety in relationships. AV H (C3) (C2)
- Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and others in relation to alcohol use. HP (C3)
- Describe the importance of family, friendships and communication in supporting their well-being. H AV (C1) (C3)

Problem solving: Strategies to support and protect self and others

- Examine strategies for minimising risks in social situations involving alcohol. HP (A3) (C1)
- Investigate community services that support and promote people's well-being. HP (D2)

Rights, responsibilities, policies and laws

- Identify rights and responsibilities for themselves and others in social situations involving alcohol. HP SEP (D3) (A1)
- Identify laws and legislation in relation to alcohol. SEP HP (D3)

Critical thinking about societal issues and social action

- Investigate how societal attitudes, values and practices influence the well-being of student communities in relation to alcohol use. SEP AV (D1) (A4)

Social Sciences (Level 5)

- Understand how NZ's drinking culture impacts on cultures (student / teen culture) and societies by examining their own and others' attitudes, values and behaviour in relation to alcohol.

English (Level 5)

Listening, reading and viewing

- Use sources of information confidently and purposefully to think critically about each characters point of view and how this affects their own position as a viewer.
- Evaluates the reliability and usefulness of the performance for the purpose it is intended.
- Makes connections with the views presented in the performance and explores the ideas within it.



- Makes and supports inferences within the performance independently.

Speaking, Writing and Presenting

- Communicates comprehensive ideas which demonstrates an understanding of each character's viewpoint and the decisions they are faced with.

The Arts – Drama

Understanding the Arts in context

- Describe the purpose and function of the performance and the impact it may have had on the audience within the context of an alcohol education programme.

Developing practical knowledge

- Describe techniques, conventions and technologies used within the performance that were effective for the purpose intended.

Communicating and interpreting

- Respond to the performance and describe how it contributes to the understanding they have about conveying educational messages in their own and others work.

Smashed follows the best practice principles of the Alcohol and Drugs Guidelines, which includes ...

1. Building knowledge, skills and enabling students to critically analyse messages about alcohol use
2. Providing clearly described goals and objectives
3. Designing content that is relevant to the targeted age level
4. Using strategies that promote participation and retention
5. Evaluating the programme in relation to the feedback from staff and students

