



SMASHED

EQUIPPING OUR RANGATAHI
TO MAKE SAFE DECISIONS
AROUND ALCOHOL

**NEW ZEALAND
TEACHING RESOURCES**

SMASHED PROJECT - LESSON TWO

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 Ella, he kind of looks up to her. 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

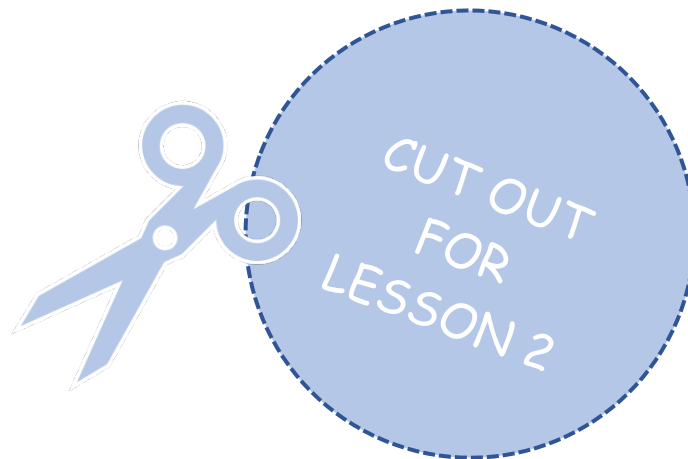
- Ask person #5: How did you feel being pressured to do something you were told not to do?
- Ask person #4: How did you feel about giving in?
- Ask person #5: How did you feel when the person gave in?
- Ask persons #1,#2,#3: How did you feel persuading others?
- Ask all: Who makes your decisions?

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



SMASHED



EQUIPPING OUR RANGATAHI
TO MAKE SAFE DECISIONS
AROUND ALCOHOL

THANK YOU!

Thank you for supporting your students to have the information, awareness and confidence to make responsible choices around alcohol.

WWW.SMASHED.ORG.NZ



**LIFE
EDUCATION
TRUST** ^{NZ}