



SMASHED



EQUIPPING OUR RANGATAHI
TO MAKE SAFE DECISIONS
AROUND ALCOHOL

**NEW ZEALAND
TEACHING RESOURCES**

SMASHED PROJECT - LESSON THREE

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
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- 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.

MAIN ACTIVITY – 40 minutes

RESOURCES REQUIRED	Paper & Pens
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- 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 Charlotte's injury). Ask for a few examples to be read out (20 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED	None
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- 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: Jack, Charlotte & Ella)

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 firefighter. 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 she 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 Miss 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. Ella did a runner.

Ella 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*]





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THANK YOU!

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

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