



SMASHED

EQUIPPING OUR RANGATAHI
TO MAKE SAFE DECISIONS
AROUND ALCOHOL

**NEW ZEALAND
TEACHING RESOURCES**

SMASHED PROJECT - LESSON FOUR

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 & Ella)

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 firefighter when I get back too.
- 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 Ella. 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 Ella – yeah she's a bit crazy at times – but she's a good laugh – so what if we have a few beers – there's no harm in it?
- Ella 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 awhile. She 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 He aha rate mate? (What's wrong?)

Charlotte Oh nothing.

Jack Didn't look like nothing.

Charlotte She keeps getting, you know, angry, like the other night. She's smashed tonight already.

Jack Why?

Charlotte Dunno, drowning her sorrows? Not got much going on in her life has she?

Jack What do you mean?

Charlotte She's left school, didn't finish year 12, can't hold onto a job and this is her idea of a party?

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

Charlotte Pointedly Kaina te korero. (You said it).

[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.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.

A FLEXIBLE APPROACH

You may not have the time to deliver the teaching ideas supplied but want to follow up by adding activities related to what the students have experienced as part of your existing teaching plan. Here is a selection of ideas:

QUIZ	Help young people learn the facts about alcohol by using the quiz from Lesson 1 of the Scheme of Work. It's easy to deliver in form time or as an assembly activity.
GRAPHIC DESIGN / ART	Students can champion the dangers of underage drinking by creating posters or online adverts. Encourage them to use the challenges and dilemmas the characters faced in the play.
DRAMA	Use the scripts from the Scheme of Work, or the play as inspiration for students to create their own scenes, adverts, and plays around underage drinking. Help them to explore peer pressure and create alternative endings to SMASHED!
CREATIVE WRITING	Students imagine they are a friend or relative of a character at a point in the play. What might they advise them in an email or letter? Or they can write a newspaper article about the incident at the end of the play.
COMPETITION	Young people often have the best ideas. Run a competition where they compete to create campaigns on the dangers of underage drinking, showcasing the best projects.
MEDIA	Students can re-create scenes from SMASHED on film or make a documentary about the dangers of underage drinking.





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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.

WWW.SMASHED.ORG.NZ

