



SMASHED

**EQUIPPING OUR RANGATAHI
TO MAKE SAFE DECISIONS
AROUND ALCOHOL**

ABOUT THE SMASHED PROJECT

**TEACHING RESOURCES AVAILABLE AT:
WWW.SMASHED.ORG.NZ/RESOURCES**

INTRODUCTION

These teaching resources have been designed to support teachers and other adults working with 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 resources have been designed for students working at Level 5, specifically year 9, but they can easily be adapted to suit other year groups.

ABOUT SMASHED

The key achievement objectives are as follows:

- Increase the knowledge and understanding of the risks and dangers associated with underage drinking.
- Increase awareness of the communication, personal, and social skills required to keep safe from harm, make responsible choices, and resist social influence.
- Increase available awareness of the local information, advice, and guidance to young people.
- Reduce the number of young people who would consider drinking alcohol underage.
- Identify strategies for keeping safe from underage drinking particularly in social, peer group environments.




SMASHED 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, SMASHED 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.

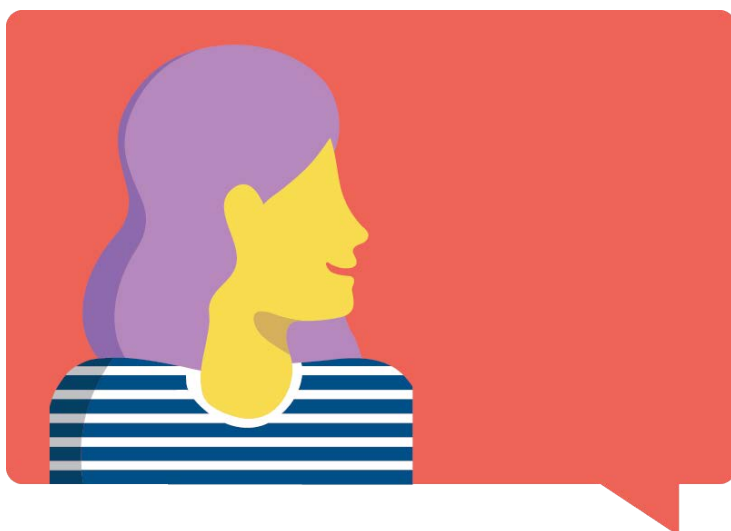
We believe passionately in social education as a tool for helping young people achieve their potential. While the legal age for purchasing alcohol in New Zealand is 18, 48.8% of those aged 15 years or under 'currently drink' and 21.4% report they have participated in binge drinking in the last four weeks (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







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

(Extracted from the Global 2017/18 Evaluation Report)



WHY IS SMASHED SO IMPORTANT?

GLOBAL FACTS

	 <p>3.3 MILLION DEATHS</p>	
<p>Overall 5.1 % of the global burden of disease and injury is attributable to alcohol, as measured in disability-adjusted life years</p>	<p>Worldwide, 3.3 million deaths every year result from harmful use of alcohol, this represent 5.9% of all deaths</p>	<p>Alcohol consumption causes death and disability relatively early in life. In the age group 20 – 39 years approximately 25 % of the total deaths are alcohol-attributable</p>
 <p>LINK TO 200 CONDITIONS</p>	 <p>MENTAL HEALTH LINK</p>	 <p>HIV/AIDS LINK</p>
<p>The harmful use of alcohol is a causal factor in more than 200 disease and injury conditions</p>	<p>There is a causal relationship between harmful use of alcohol and a range of mental and behavioural disorders, other non-communicable conditions as well as injuries</p>	<p>The latest causal relationships have been established between harmful drinking and incidence of infectious diseases such as tuberculosis as well as the course of HIV/AIDS</p>

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)
- 2019/2020 NZ Health Survey showed that 57.5% of 15-17 year olds reported drinking in the past year. The NZ low risk guidelines advise that for young people the safest option is to delay any drinking for as long as possible.

(www.actionpoint.org.nz)

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)
- More than one in five (22%) students reported binge drinking in the last four weeks.
(Youth 2000 series, Auckland University)
- Binge drinking is associated with harm both from the drinking itself and from associated behaviours such as drink driving, violence, risky or unwanted sex and suicidal behaviours.
(Youth 2000 series, Auckland University)
- 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, throat, voicebox, oesophagus, large bowel, rectum, breast and liver
- 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)

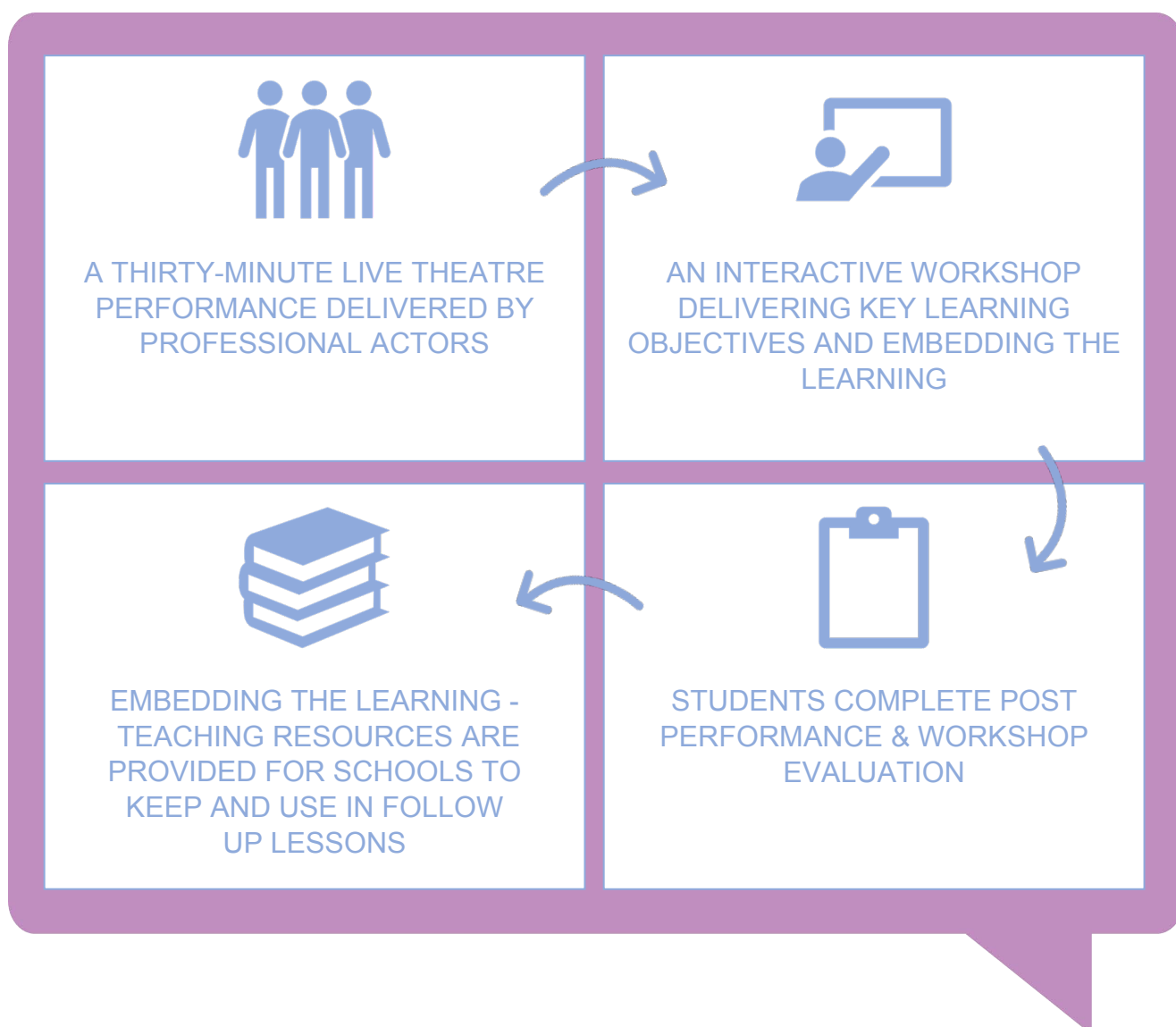
OTHER RISKS

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

SMASHED 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 SMASHED



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 25-minute consolidation workshop for ALL audience members. Post-show discussion 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 post theatre intervention.

Extended Learning through Teaching Resources - The SMASHED experience generates enthusiasm and provides a fantastic opportunity for teachers to embed the learning further. Teaching resources are provided to support and encourage extended learning around alcohol misuse using the SMASHED performance and workshop as a springboard. Resources can be followed in a way that suits teachers. They fully support the New Zealand Curriculum.

SMASHED IN YOUR SCHOOL

SMASHED 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. 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!

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

**HOW DO I SAY NO,
WITHOUT LOSING
MY FRIENDS?**

**A LITTLE BIT
CAN'T HURT,
CAN IT?**

**WHAT'S WRONG
WITH A FEW DRINKS?**

SMASHED