



**SMASHED**



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



**NEW ZEALAND  
TEACHING RESOURCES**

**SMASHED PROJECT - LESSON ONE**

| UNIT TITLE   |
|--|
| SMASHED – A Responsible Drinking Education Programme |

| LESSON TITLE     | LESSON NUMBER |
|------------------|---------------|
| What Do We Know? | 1             |

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

| Health & PE<br>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        | <a href="http://www.alcohol.org.nz/resources-research">www.alcohol.org.nz/resources-research</a> |
| 4        | NZ Health survey, 20016/17   |
| 6        | <a href="http://www.alcohol.org.nz/resources-research">www.alcohol.org.nz/resources-research</a> |
| 7        | <a href="http://www.transport.govt.nz">www.transport.govt.nz</a>                                 |
| 8        | <a href="http://alcohol.org.nz">alcohol.org.nz</a>   |
| 9        | <a href="http://www.kidshealth.org.nz">www.kidshealth.org.nz</a>                                 |
| 12       | <a href="http://www.alcohol.org.nz">www.alcohol.org.nz</a>                                       |
| 15       | <a href="http://www.police.govt.nz">www.police.govt.nz</a>                                       |

## 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?





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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](http://WWW.SMASHED.ORG.NZ)**



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EDUCATION  
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