



SMASHED

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

**NEW ZEALAND
TEACHING RESOURCES**

SMASHED PROJECT - LESSON TWO

UNIT TITLE
SMASHED – A Responsible Drinking Education Programme

LESSON TITLE	LESSON NUMBER
What Influences Us?	2

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 feelings and influences (including social media) involved in peer pressure 	<ul style="list-style-type: none"> Students will have an understanding of peer pressure Students will have an understanding of the importance of making informed, independent choice, and our responsibility to ourselves in making choices

Health & PE CURRICULAR LINKS	Level	YEAR
<p>A.3 Personal Health and Development – Examine strategies for minimising risks in social situations involving alcohol.</p> <p>C.1 ,C.2 & C.3 – Relationships with other People Describe the importance of family, friendships and communication in supporting their well-being. Demonstrate an understanding of how different attitudes and values relating to alcohol can influence safety in relationships. Demonstrate skills that help them to make safe choices for themselves and others.</p> <p>D.3 – Healthy Communities and Environments Identify rights and responsibilities for themselves and others in social situations involving alcohol.</p>	5	9

STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

Photocopy of SMASHED Script Extract B

- Class reads the script extract or volunteer reads/performs the extract in front of the class. Teacher asks students to sit in groups of between 4 and 6. In groups, students write down a list of people and 'things' that influenced Jack in the play. The teacher then encourages broad thinking about what influences us as individuals – the weather, the news, an argument, friends, Facebook etc. Pupils should put into rank their order of importance. Discussion. Why do things influence us? Why and how are we influenced by Social Media? What is the word for when friends influence us?

MAIN ACTIVITY – 40 minutes

RESOURCES REQUIRED

Teacher Resource 2, 5 Biscuits

- Simple role play. Refer to the **Teacher Resource 2**. Ask for five volunteers and run the role play.
- Discussion. How did character 5 feel during the role play? How powerful can peer pressure be? What kind of person do we have to be to resist it and make our own informed decisions? Refer back to Jack. (20 mins)
- From biscuits to alcohol! Imagine the biscuits were alcohol. Divide pupils into A's and Bs. The As have to think of as many reasons that 'Jack' should drink, and B's all the reasons why it is a bad idea. Then with A's on one side and B's on the other, a volunteer as Jack walks the 'conscience alley' listening to an argument on each side for every step. The volunteer now walks the other way down the 'conscience alley' this time with everyone speaking their arguments at the same time. Pupils should think about how they persuade someone to do something which should be reflected in tone of voice in the exercise. How does the volunteer feel? What arguments stand out from either side (20 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

None

- Review the students' understanding of the power of peer pressure, and the importance of making our own informed decisions. What is our responsibility to ourselves and to others?

EXTENSION ACTIVITY

- Pupils write a script in which one person tries to peer pressure the other person into doing something the person is not entirely comfortable with. Pupils should think about peer pressure tactics. The script can be performed by pupils and/or filmed

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

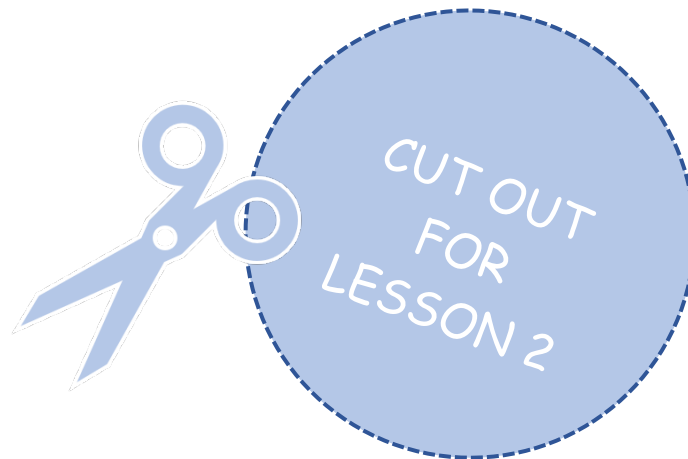
- Ask person #5: How did you feel being pressured to do something you were told not to do?
- Ask person #4: How did you feel about giving in?
- Ask person #5: How did you feel when the person gave in?
- Ask persons #1,#2,#3: How did you feel persuading others?
- Ask all: Who makes your decisions?

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

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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



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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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