



SMASHED

**ALCOHOL EDUCATION
TO EMPOWER
A GENERATION**

**TEACHER
RESOURCE PACK**

WHAT IS SMASHED?

Smashed is a live performance usually delivered to years 8 -10 by professional actors, along with a follow-up interactive workshop. It is designed to engage young people in a safe and motivational learning environment, enabling them to explore the dangers and consequences of underage drinking and binge drinking.

It also equips students with the facts, skills and confidence to make better choices and develop a responsible attitude towards alcohol. Smashed is designed to address the following learning objectives:

- THE DANGERS AND RISKS OF UNDERAGE DRINKING SUCH AS PHYSICAL AND MENTAL HEALTH ISSUES, ANTI-SOCIAL BEHAVIOR, ACCIDENTS AND INJURY, AS WELL AS IMPACTS ON RELATIONSHIPS AND SCHOOL ETC.
- THE CAUSES OF UNDERAGE DRINKING BY YOUNG PEOPLE, INCLUDING SOCIAL INFLUENCE AND PEER PRESSURE.
- HOW TO KEEP OURSELVES SAFE FROM HARM BY MAKING THE RIGHT CHOICES ABOUT ALCOHOL.
- SIGNPOSTING LOCAL RESOURCES AND SERVICES AVAILABLE TO YOUNG PEOPLE IF THEY HAVE BEEN NEGATIVELY AFFECTED BY ALCOHOL.

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HOW TO USE THESE TEACHING MATERIALS

These teaching materials are provided to support ongoing learning post Smashed Live. They have been designed for teachers and other adults working with young people in schools that have experienced the Smashed Live performance.

This resource contains four, hour long lesson plans that adhere to the current PDHPE curriculum. Stage 4 & 5 outcomes and content can be found on page 23;

STRANDS:
HEALTH, WELLBEING & RELATIONSHIPS
HEALTHY, SAFE & ACTIVE LIFESTYLES
SKILL DOMAINS:
SELF-MANAGEMENT, INTERPERSONAL

BUILDING STUDENTS KNOWLEDGE,
UNDERSTANDING, SKILLS & ATTITUDES
NEEDED TO ENHANCE THEIR OWN AND
OTHERS' HEALTH, SAFETY & WELLBEING IN
VARIED AND CHANGING CONTEXTS

ALCOHOL – PERSONAL IDENTITY – MENTAL HEALTH – WELLBEING – RELATIONSHIPS
SEXUAL HARASSMENT – PERSONAL SAFETY

As well as a range of other ideas which we hope will form a permanent resource for your school in teaching alcohol awareness education.

The focus for these materials is specifically years 8 and 9 but they can be easily adapted to be suitable for other year groups.

LEARNING AIMS:

- Raise awareness of key facts surrounding alcohol awareness.
- Identify and explore the causes for alcohol misuse.
- Explore potential outcomes for individuals and others when participating in risky behaviour involving alcohol.
- Explore peer pressure including the role of the media and social media.
- Explore what sexual harassment is and looks like.
- 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 program.
- Encourage the participants to think for themselves and make informed educated decisions.
- Provide a rehearsal for reality.
- Explore key themes in a safe environment.

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!

LESSON 1 – WHAT DO WE KNOW?

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p>Students explore negative effects of alcohol and gain an understanding of terms relating to alcohol awareness</p>	<p>All students will gain knowledge of key terms relating to alcohol awareness. All students will have an understanding of the negative effects of alcohol and alcohol misuse.</p>
STARTER ACTIVITY - 10 minutes	
Resources Required	Photocopy of Smashed Script Extract A
<p>Class reads the script extract or volunteers read/perform the extract in front of the class and encourage the rest of the class to recap the answers to the trivia that were highlighted in the performance. Did the characters understand the facts about alcohol? What did and didn't they know? What attitudes did they display towards it?</p>	
MAIN ACTIVITY - 40 minutes	
Resources Required	Lesson Resource 1 – Quiz questions Board and Marker
<p>Run a team quiz about alcohol using resource provided. Put the class into teams of two or four, 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 (trivia style) and allowing time for each team to discuss and write down an answer (15 mins)</p> <p>Run through the answers with each group marking another group's work. They then hand back their sheets to the original team, and you can compare marks and even create an award for the winning group (10 mins)</p> <p>On the quiz sheet there are also further discussion points relating to the questions. These refer to the play and act as catalyst for promoting further detailed discussion relating to the play and its content (10 mins)</p>	
REVIEW, REFLECT AND ASSES – 10 minutes	
Resources Required	Board and Marker
<p>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.</p>	
EXTENSION ACTIVITY	
<p>Students design a poster or leaflet aimed at young people highlighting the dangers of underage drinking. Students are expected to research salient facts and think about a design appropriate to their target audience. Students can share their designs via appropriate social media.</p>	

SCRIPT EXTRACT A

(Characters: Teacher, Jack & Bronte)

Jack How was cabin crew training?

Bronte It was awesome – the uniform is so amazing, *she stands up as if a flight attendant and does a little mock presentation about emergency exits and removing shoe etc*

Teacher *Comedy teacher enters* Yeah, Yeah, Yeah, land your plane over there Bronte!

Bronte I wasn't doing anything sir!

Teacher I'm sure you weren't. *Looking at the audience.* Alright, who do we have here? A few new faces in the class today and don't I have a treat for you – Today's Trivia Quiz is all about, ALCOHOL MISUSE. *Class groans* Alright settle down the lot of you. The first thing we are gonna need are some team captains. Jack, can you stand there. Bronte over there! We're gonna split you right down the middle. Everyone on this side indicates half of the audience you have Jack as your team captain and everyone on this side indicates other half of the audience, you have Bronte. Hey, you, *points to someone on Bronte's team* less wooh hoohing and more thinking! Team captains your first duty is to come up with some buzzer sounds for your team so I'm gonna give you 10 seconds to talk to your team and see what you can come up with.

Jack /Bronte discuss what buzzer noise to use with their team.

Jack Ok, our buzzer is ... after 3 everyone on my team. 1,2,3...

Bronte Ours is better than that. Our buzzer is... after 3, 1,2,3...

Teacher Okay, first question is just for the team captains. I'm gonna say a statement and all I want you to do is to tell me if it's true or false. The legal age to buy alcohol in Australia is 18.

Jack Buzzes in True!

Teacher The answer is of course. True. Well done Jack.

Bronte: Wait sir! Unless you have a fake ID. Then you don't need to be 18.

Teacher Thank you Bronte. That brings me to my next slide, eyes on the board. Using a fake ID to buy alcohol in NSW can result in an on the spot fine of \$220 or if you go to court it could be up to \$2200 and you may also have 6 months added to your provisional licence. . So Sam, Sam, if that happens to you mate you won't have any money left to play on Fortnite now will you. Now for the whole class. Hands on your buzzers and eyes on the board for your next question.

Name a health risk associated with excessive alcohol consumption or in other words, if you drink a lot over a long period of time what are the health risks...?

Answers from the audience

How can alcohol affect the brain of a Young Person...?

Answers from the audience

You are a teenager, its Saturday night, you are at a party, and you are drinking underage.

What are the potential risks that can happen to you on that night?

Answers from the audience

If you or someone you know is having problems with alcohol, where can they go for help?

Answers from the audience

Ok class, it's the moment you've all been waiting for. The winners of Today's Trivia Test is...
Jacks team!

Bronte But sir that's not fair our team had some really good answers too.

Teacher Yeah they did, apologies, well done, excellent work by everyone.

School bell goes she walks away, Jack goes to follow her

Teacher Jack, can you stay back a minute please?

[End of extract]

LESSON 1 – RESOURCE

QUIZ QUESTIONS

1. True or False: More young people have tried cigarettes than have tried alcohol.
False. More young people try alcohol than cigarettes.

2. True or False: Alcohol is a drug.
True. Alcohol is a depressant that affects your body's central nervous system.

3. What percentage of teenagers (12-17) don't drink alcohol?
a) 12% b) 38% c) 82%

b) 82% of teenagers reported that they abstain from drinking alcohol.

4. What is the average age that Australian teenagers try alcohol for the first time?
16.1 years old

5. How many deaths per year in Australia are alcohol or illicit drugs related?
a) 600 b) 6,000 c) 6,600

c) In 2011, Alcohol and illicit drugs were responsible for 6,660 deaths (4.5% of all deaths) in Australia)

6. True or False: If you are 16 you can buy alcohol from a bottle shop.
False. You have to be 18 to buy alcohol anywhere in Australia.

7. Approximately what percentage of roadside fatalities are attributed to drink driving each year?
a) 10% b) 20% c) 30%

c) 30%

8. Which drink has less alcohol?
a) A schooner of full-strength beer b) a glass of red wine c) a single serve (30ml) of vodka

a) A single serve (30ml) of vodka has 1 standard drink, whereas a schooner of full-strength beer has 1.6 standard drinks, and a glass of red wine has 1.5 standard drinks.

9. After drinking one schooner of full-strength beer, how long will it take before the alcohol is completely processed by the body?

a) Approx. 30 minutes b) Approx. 1 hour c) Approx. 1.5 hours

c) The liver can process about 1 standard drink per hour and starts approximately 20 minutes after the drink has been consumed. With 1.6 standard drinks in one schooner of full-strength beer, it will take over 1.5 hours to be processed by the body.

10. True or False: You cannot overdose on alcohol.

False. A hangover is an alcohol overdose when the body cannot cope with the alcohol in the system. More serious overdoses can lead people to lose consciousness and have to go to hospital.

11. True or False: A young person who drinks alcohol is more likely to smoke or take drugs.

True. More young drinkers smoke or take drugs than non-drinkers.

12. True or False. Alcohol can contribute to the spread of sexually transmitted diseases like HIV/AIDS, Hepatitis C and Chlamydia.

True. Alcohol lowers people's inhibitions and affects their judgements. This leads to people having unprotected sex and the spread of sexually transmitted infections.

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?

LESSON 2 – WHAT INFLUENCES US?

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p>Students explore feelings and influences (including social media) involved in peer pressure.</p>	<p>All students will have an understanding of peer pressure. All students have an understanding of the importance of making informed, independent choices, and our responsibility to ourselves in making choices.</p>
STARTER ACTIVITY - 10 minutes	
Resources Required	Photocopy of Smashed Script Extract B
<p>Class reads the script extract or volunteer reads/performs the extract in front of the class. Students work in groups of between 4 and 6 writing down a list of people and ‘things’ that influenced Jack in the play. The teacher encourages broad thinking about what influences us as individuals – the weather, the news, an argument, friends, social-media etc. Students should rank these in 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?</p>	
MAIN ACTIVITY - 40 minutes	
Resources Required	Lesson 2 Resource, 5 biscuits
<p>Simple role play. Refer to the Teacher Resource 2. Ask for five volunteers and run the role play. Discussion. How did volunteer #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? Imagine the biscuits were alcohol. Refer to Jack. (20 mins)</p> <p>Divide students into A’s / B’s. A’s have to think of as many reasons that ‘Jack’ should drink, and B’s all the reasons why he shouldn’t. Then with A’s on one side and B’s on the other, a volunteer 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. Students 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)</p>	
REVIEW, REFLECT AND ASSES – 10 minutes	
Resources Required	None
<p>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?</p>	
EXTENSION ACTIVITY	
<p>Students write a script in which one person tries to peer pressure the other person into doing something the person is not entirely comfortable with. Students should think about peer pressure tactics. The script can be performed by students and/or filmed.</p>	



SCRIPT EXTRACT B

(Character Bronte)

Bronte: I can't believe he's gotten so wasted. I hate it when this happens. I guess he's just trying to keep up with TJ. Jacks parents are gonna go off – he'll be grounded –and I won't get to see him for ages. They're proper stress heads. But a few drinks can't hurt can it? He'll be fine in the morning, won't he?

[End of extract]

LESSON 2 – RESOURCE

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 volunteer #5: How did you feel being pressured to do something you were told not to do?

Ask volunteer #4: How did you feel about giving in?

Ask volunteer #5: How did you feel when the person gave in?

Ask volunteers #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 give pressure to others. You can alternate roles and explore the strategies the 4 and 5 characters can use to resist. What could they say?

COPY & CUT OUT FOR LESSON 2



**TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO
PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE**

**TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO
PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE**

**TAKE ONE WELLNESS BISCUIT, EAT IT SLOWLY, AND TRY TO
PERSUADE EVERYONE ELSE AT THE TABLE TO EAT ONE**

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**

LESSON 3 – WHAT COULD HAPPEN TO ME?

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p>Students explore potential attitudes and feelings of someone misusing alcohol.</p> <p>Students consider the impact alcohol misuse can have on many aspects of someone’s life</p>	<p>All students will have an understanding of the potential impact of alcohol misuse on individuals and those around them.</p> <p>All students will recognise the terms “sexual harassment” and “consent”.</p>
<p>STARTER ACTIVITY - 10 minutes</p>	
<p>Resources Required</p>	<p>Photocopy of Smashed Script Extract C & D</p>
<p>Class reads the script extract C 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.</p> <p>Read extract D – It may not be appropriate to act out this extract. Thinking back to the play, specifically how did TJ’s attitude towards Bronte change, particularly after he drank alcohol? WHY do you think he behaved in this way? Ideas of stereotypical masculinity and femininity - for example, men being expected to be able to drink a lot, and to have a sense of entitlement over a woman. And women being expected to comply with that. What do we call this type of behaviour? – Sexual Harassment (definition below).</p> <p>Was this behaviour heightened when TJ was under the influence of alcohol? How did this make Bronte feel? Is this appropriate behaviour? How could this situation have been avoided? TJ should have clearly asked for consent. What does that actually mean? What does it look like?</p> <p>Consent is giving permission for something to happen. When you consent, it is given freely and voluntarily by a person with the cognitive capacity to do so. BUT you are always able to change your mind.</p> <p>In pairs, students should think of three sources of help available to Bronte if she felt intimidated/sexually harassed by TJ. Answers are shared.</p> <p>Sexual Harassment Any form of unwelcome sexual behaviour that’s offensive, humiliating or intimidating. It can be written, verbal or physical and can happen in person or online. Both men and women can be victims. It is against the law. Source: reachout.com</p>	
<p>MAIN ACTIVITY - 40 minutes</p>	
<p>Resources Required</p>	<p>Paper & Pens</p>
<p>In pairs, students 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 must 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 Beth 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)</p>	

Students are asked to think about Jack’s feelings at the end of the play. How had his attitude and feelings changed? Students 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? Ask for a few examples to be read out (20 mins)

REVIEW, REFLECT AND ASSES – 10 minutes

Resources Required

None

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

Students 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.

SCRIPT EXTRACT C

(Characters: Bronte, Jack & TJ)

- Bronte: 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 a pool of 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. The doctor said it might improve but... you need good eyesight to be a flight attendant. It was Jack who called the ambulance.
- Jack: I had to, whatever happened to me I had to make sure Bronte was Ok. I can't believe I had a fight. I've never had a fight in my whole life. It happened so fast and it was so stupid. I didn't go to the party 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 get wasted. Me and TJ were just messing around, but he was having a go at me up and then... Well I just snapped. It was the drink that did it, I'm not like that. What I didn't know was that someone had called the police. TJ did a runner.
- TJ: I had to, I had to get out of there. I didn't know what was going on. Bronte was screaming there was blood on the floor and then someone said they'd called the police and... I just ran. I didn't get very far. I was pretty drunk, and the cops don't mess around.
- TJ / Jack They questioned us both and we both got cautioned.
- TJ They even spoke to my Nan you know, the police, about supplying alcohol to under 18s They told her she could get a fine of up to \$11,000. For what? She didn't know anything about it, she wasn't even there.
- Bronte My family want me to press charges.
- TJ It's called Actual Bodily Harm – cos Bronte got hurt by us while we were fighting.
- Jack You can go to prison for that.
- TJ I don't know what I'm going to do, no qualifications, a caution? I don't see Jack anymore.
- Jack I didn't do very well in my exams. I don't see Bronte anymore.
- Bronte After everything that happened, I don't see either of them anymore.
- [End of extract]

SCRIPT EXTRACT D

(Characters: Bronte & TJ)

Bronte: Has Jack text you? It sucks he's missing the party.

TJ: It's his own fault man.

Bronte: He didn't mean to get that drunk. It's not his fault his parents grounded him. They saw that video you posted of him you know.

TJ: I still can't believe he peed his pants!

Bronte: My parents would kill me if they saw me in that state.

TJ: You're both as bad as each other. I don't know why I hang around with either of you. You're just like little school kids.

Bronte: Well, we are school kids TJ and so would you be if you hadn't dropped out as soon as you could. Look at you, you're like an old grandpa. It isn't even 9 o'clock and you are already drunk.

TJ: It's a party Bronte, what do you expect. Hey why is that guy staring at me? What you looking at?

Bronte: Stop it TJ. It's only Davo, you invited him. He's not staring. You're just paranoid.

TJ: I'm not paranoid. That guy was checking you out...

Bronte: What?

TJ: I wonder how your little boyfriend will feel about that?

Bronte: Stop it TJ we're just mates.

TJ: oooh... you knew who I was talking about though?

Bronte: Shut up TJ we're just mates!

TJ: I told him you weren't interested in him, You need someone a bit older, a bit more mature. I've seen the way you've been looking at me...

TJ has completely misread the signs and tries to pull Bronte towards him for a kiss. She pushes him away embarrassed.

[End of extract]

LESSON 4 – WHAT DO I WANT TO ACHIEVE AND WHO CAN HELP?

LEARNING OBJECTIVES	LEARNING OUTCOMES
<p>Students explore positive goals and achieving positive goals.</p> <p>Students consider and self-assess the skills they need to identify and access help.</p> <p>Students explore how asking for help can overcome barriers.</p>	<p>All students will have understanding how alcohol misuse is a barrier to having a healthy, positive, and enjoyable life.</p> <p>All students will be able to identify how positive attitudes and behaviours can contribute towards a healthy lifestyle.</p> <p>All students can identify where to go for confidential help and advice.</p> <p>All students are able to identify strategies for asking for help.</p>
STARTER ACTIVITY - 10 minutes	
Resources Required	Paper & Pens
<p>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. Think about categories 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?</p>	
MAIN ACTIVITY - 40 minutes	
Resources Required	Photocopy of Smashed Script Extract E & F Lesson 4 Resource – Sources of help
<p>Class reads script extract E or volunteers read/perform the extract in front of the class. In pairs the students now consider the characters from the play, especially Bronte. How has alcohol misuse impacted on their futures? Allow for 5 minutes discussion and then detailed feedback (10 mins)</p> <p>Class reads script extract F 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, Kidshelpline etc – use Sources of Help info sheet (10 mins)</p> <p>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)</p>	
REVIEW, REFLECT AND ASSES – 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 'Shark Tank' style activity.

SCRIPT EXTRACT E

(Characters: Bronte, Jack & TJ)

Bronte Yes 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 vocational courses that I can do at TAFE. Man, she is always on my back! I'm definitely having a gap year when I finish year 12, go to Europe or somewhere else really exotic and then I'm going to be a flight attendant and travel the world. **Gets a Snapchat from TJ**

Bronte **Reads** "Heading to the oval if you want a goon" TJ, he's such a loser.

Jack: Yes mum, it's just me. Yes, I've done my homework. Yes, I have been drinking actually... To audience Periodically throughout the day to ensure maximum hydration. I've had the required eight glasses of water, a bit of orange juice some ice coffee... OK. Just saying. No, I wasn't down the oval with TJ. I was actually at Bronte's house doing a project for school. Now if you don't mind, I'm tired. Right, where's my maths homework? Shouldn't take long. **He looks at it and discards it.** To audience I've had enough of my Mum and Dad. Everyone's always bagging me out because they won't let me drink. Like I can't have a bit of fun with my mates and do my schoolwork. Everyone else does it! I'm good at school but I'm not a robot and I like hanging out with TJ. Yeah he can be a bit crazy- but he's a good laugh - so what if we have a few beers - there's no harm in it.

Gets a snapchat from Bronte

Jack **Reads** "Sorry about earlier TJ is such a gronk" Ahhhhh Bronte!

TJ: **It's obvious TJ has continued to drink on his own.**
Right, time for another beer. Everyone's gone... Hey, I'll text Damo see what he's up to **He texts Damo** "Shout me a 6 pack and I'll go halves with u when I get paid." Man, how boring are Jack and Bronte eh? It's not even late and look at them. Running home every night. I don't know why I hang out with them. No one tells me what to do. My Gran says I can come and go as I please, so long as I get myself a job and start earning some money. I know he's seen my text - totally ignoring me.
He gets up and stumbles off stage What a loser! **He exits.**

[End of extract]

SCRIPT EXTRACT F

(Characters: Bronte & Jack)

Jack: What was that about?

Bronte: Nothing.

Jack: Didn't look like nothing

Bronte: He was trying to kiss me.

Jack: Oh. It's just that I...

Bronte: I don't like him like that. In fact, I don't even like him at all at the moment. He keeps getting, you know... You know he's drunk already tonight.

Jack: Why?

Bronte: Dunno. Drowning his sorrows? Not got much going on in his life has he?

Jack: What do you mean?

Bronte: He dropped out of school without any qualifications, can't get a job that pays more than 10 bucks an hour and this is his idea of a party?

Jack: It's not much of a life hanging out at the oval is it and buying beer with his fake ID is hardly a great career is it?

Bronte: You said it...

[End of extract]



LESSON 4 – RESOURCE

SOURCES OF HELP

Websites for students, teachers, and parents

www.kidshelpline.com.au

Kids Helpline is a free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25. It offers information, guidance and support on a range of topics, including drugs and alcohol.

www.headspace.org.au

Headspace is the National Youth Mental Health Foundation providing early intervention mental health services online and in person to 12–25-year-olds, along with assistance in promoting young peoples' wellbeing.

www.therightmix.gov.au

Government website including tips, tools and strategies that can reduce the impact of drinking on your lifestyle.

www.reachout.com

Offers general information on a variety of issues that affect young people with guidance for young people, parents, and schools.

www.alcohol.gov.au

Information on alcohol-related health issues and Australian Government policy.

www.drinkwise.org.au

Site focusing on alcohol and its effects on your body, underage drinking, facts and tips for parents, and tips for safe drinking.

SUGGESTIONS FOR FURTHER LEARNING ACTIVITIES

You may not have time to deliver the Scheme of Work supplied but want to follow up by adding activities related to what students have experienced as part of existing Schemes of Work. 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.





CURRICULUM LINKS OVERVIEW – PDHPE

LEARNING OBJECTIVES

- **Risks**
Increase knowledge and understanding of the dangers of underage drinking e.g. risks to physical and mental health, the risk of anti-social behaviour, accidents and injury, as well as negative impacts on relationships, school and family life.
- **Contextual factors**
Increase knowledge and understanding of the reasons why some people drink alcohol underage, including social influence and peer pressure.
- **Protective strategies and Interpersonal and self-management skills, including decision making**
Improve understanding of how to keep safe from harm and develop strategies for resisting peer pressure and making responsible choices around alcohol.
- **Help seeking**
Increase awareness of local resources and services available to young people and /or people they can talk to if they have been affected by alcohol.
- **Influence values and attitudes, challenge social norms**
Reduce the number of young people who believe drinking underage is acceptable and who would consider drinking alcohol underage.

Strands Health, Wellbeing and Relationships
 Healthy, Safe and Active Lifestyles

Outcomes Stage 4 PD4-1, PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10
 Stage 5 PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9

Health, Wellbeing and Relationships	
Stage 4	
Outcomes	Content
<p>examines and evaluates strategies to manage current and future challenges PD4-1</p> <p>examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2</p>	<p>What skills and strategies can be used to manage change, challenges and seek help?</p> <ul style="list-style-type: none"> practise and apply skills and strategies to seek help for themselves and others (ACPPS072) <ul style="list-style-type: none"> identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation S 🌟 🗨️ propose individual support networks and external support services S 🌟 🗨️ practise communication techniques to persuade someone to seek help in different situations, e.g. mental health concerns, drug use, relationship or family and domestic violence S I 🗨️ identify barriers to seeking help and propose strategies to overcome these barriers S 🌟 🗨️ <p>What skills and strategies can be used to promote inclusivity, equality and respectful relationships?</p> <ul style="list-style-type: none"> describe how rights and responsibilities contribute to respectful relationships <ul style="list-style-type: none"> explore the features of inclusive and equal relationships, e.g. rights, mutual respect, trust, honesty, support I 🗨️ discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, e.g. consent S I 🌟 🗨️ 🗨️
Stage 5	
<p>assesses their own and others' capacity to reflect on and respond positively to challenges PD5-1</p>	<p>How can I be the best version of me and support the identity of others?</p> <ul style="list-style-type: none"> evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089) <ul style="list-style-type: none"> reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours S plan, rehearse and evaluate strategies for supporting their own and others' identity and personal safety S I 🗨️ examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing demonstrate an assertive position on a situation, dilemma or decision by expressing thoughts, opinions and beliefs while acknowledging the feeling of others S I 🗨️ <p>How can people respond positively to life challenges?</p> <ul style="list-style-type: none"> predict future challenges and opportunities and the skills required to manage these in a positive way <ul style="list-style-type: none"> refine skills to manage challenges to respond or protect themselves and others from unsafe, abusive or violent situations, e.g. refusal skills, emergency plans, risk assessment, trust, talk, take control strategy I 🗨️ 🗨️

Healthy, Safe and Active Lifestyles Stage 4

Outcomes	Content
<p>examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2</p> <p>recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6</p> <p>investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7</p> <p>plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8</p> <p>demonstrates self-management skills to effectively manage complex situations PD4-9</p> <p>applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10</p>	<p>What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?</p> <ul style="list-style-type: none"> • examine factors that influence health and wellbeing <ul style="list-style-type: none"> ☞ examine how contextual factors influence attitudes and behaviours towards health and wellbeing I ⚡ ☞ investigate reasons why young people choose to engage in positive and negative risk-taking behaviour I ⚡ ☞ examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting I ⚡ • recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations. <ul style="list-style-type: none"> ☞ propose strategies individuals and others can use to make safe and informed decisions S I ⚡ ☞ recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others I ⚡ ☞ classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing I ☞ examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed S ⚡ <p>How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> • propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) <ul style="list-style-type: none"> ☞ recognise the importance of trusting their own feelings, thoughts and reading of different situations S ⚡ ☞ analyse how emotions, strengths and decision-making can affect outcomes in different scenarios S ⚡ ☞ explore the impact of stress and coping on mental health ⚡ ☞ practise ways to communicate concerns about health, safety and wellbeing to a variety of support people I ⚡ <p>Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?</p> <ul style="list-style-type: none"> • examine influences on peoples' behaviours, decisions and actions (ACPPS074) <ul style="list-style-type: none"> ☞ discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices I ⚡ ☞ examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use S I ⚡ • explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community <ul style="list-style-type: none"> ☞ assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, e.g. sexual decisions, road user behaviours S ⚡

Strand – Healthy, Safe and Active Lifestyles Stage 5

Outcomes	Content
<p>researches and appraises the effectiveness of health information and support services available in the community PD5-2</p> <p>critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6</p> <p>plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7</p> <p>designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD5-8</p> <p>assesses and applies self-management skills to effectively manage complex situations PD5-9</p>	<p>What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?</p> <ul style="list-style-type: none"> • plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091) <ul style="list-style-type: none"> ☞ practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, e.g. sexual relationships S I 🗳️ ☞ formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice for their own health, safety or wellbeing S I 🗳️ 🗳️ ☞ propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, e.g. drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use S I 🗳️ 🗳️ <p>How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?</p> <ul style="list-style-type: none"> • evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community <ul style="list-style-type: none"> ☞ assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, e.g. responsible service of alcohol, random breath testing, mobile drug testing. <p>Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?</p> <ul style="list-style-type: none"> • analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) <ul style="list-style-type: none"> ☞ describe pro-social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions S I 🗳️ 🗳️ 🗳️ ☞ investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, e.g. drug use, road safety, physical activity, personal safety, pregnancy S 🗳️ • analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples <ul style="list-style-type: none"> ☞ examine how contextual factors influence sense of self and assess the impact this has on individual health, safety, wellbeing and participation in physical activity I 🗳️ ☞ analyse how changing norms, stereotypes and expectations influence the way young people think, behave and act in relation to their own and others' health, safety and wellbeing, e.g. LGBTI people, people from culturally and linguistically diverse (CALD) backgrounds, people with disability S I 🗳️ 🗳️ ☞ investigate community action initiatives implemented by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities S



SKILL DOMAIN CODES

S Self-management Skills

I Interpersonal skills

Learning Across Curriculum Icons:

GENERAL CAPABILITIES:

 Critical and creative thinking

 Ethical understanding

 Personal and social capability

OTHER LEARNING ACROSS THE CURRICULUM AREAS:

 Civics and citizenship

 Difference and diversity

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 and throat
- 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, there has been a sharp increase in the number of people in their twenties dying from liver disease as a result of drinking heavily in their teens. Young people who drink are also much more likely to be involved in an accident and end up in hospital.

(Source: Alcohol Concern)

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.

(Source: Childline)