



SMASHED ONLINE TEACHERS GUIDE

OUR MANIFESTO

Our Manifesto embodies our beliefs on how we tackle underage drinking and the sense of empowerment we want to create in young people.

ALCOHOL & THE TEENAGE BRAIN

A teenager's brain will continue developing until their early 20s.

Critical areas that help them with learning, planning, emotional stability and memory are all still growing and forming. This means they are particularly vulnerable to long-term damage caused by underage drinking and the safest option for them is to abstain from drinking alcohol until they're at least 18.

SMASHED IS A LIFE-CHANGING EDUCATION

TACKLING UNDERAGE DRINKING WITH POSITIVE THINKING

TO CREATE A GENERATION PREPARED FOR PEER PRESSURE AND ARMED AGAINST NEGATIVE INFLUENCE

KNOWLEDGE IS POWER

WHEN YOU'RE STRUGGLING WITH DOUBT AND INDECISION BE PRIMED WITH INFORMATION AND UNDERSTANDING

AND WHEN THE WORLD INEVITABLY THROWS OUT CHOICES BE READY TO MAKE AN INFORMED ONE

SMASHED. ALCOHOL EDUCATION TO EMPOWER A GENERATION

THIS GUIDE INCLUDES

**WHAT IS
SMASHED ONLINE?**

**LEARNING
AIMS AND
OBJECTIVES**

**HOW
TO USE
SMASHED
ONLINE**

**FOLLOW-ON
LESSON PLANS**

**CURRICULUM
LINKS**

ALCOHOL

**MENTAL HEALTH
& WELLBEING**

RELATIONSHIPS

SAFETY

WHAT IS SMASHED ONLINE?

Fresh, fun and engaging, Smashed Online combines engaging drama and interactive learning tools. It tells a powerful and realistic story of young people and alcohol. Learners stop and ask, 'What if that was me?' in a 60 minute e-learning course.

Smashed Online is aligned to the current ACARA HPE curriculum. Year 8 & 9 links can be found on page 23;

STRANDS

- health, wellbeing & relationships
- healthy, safe & active lifestyles

SKILL DOMAINS

- self-management
- interpersonal
- Key Themes

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

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.

HOW TO USE SMASHED ONLINE

INDIVIDUAL STUDENTS

Total time - 45-60 minutes

- Email the course link to students
- Students sign up anonymously
- Students complete Smashed Online in their own time
- They will be prompted to answer simple questions so we can monitor student progress
- They can use helpful links for additional information, advice and guidance

Suggestion – before the students complete the course, Watch Film one – ‘The Incident’, together as a class and run a discussion around what they think has happened.

This film is also available via ClickView.

Suggestion

To ensure that your students have completed the program to the end, ask them to screenshot, email or print the completion certificate received at the end of the course.

HOW TO USE SMASHED ONLINE

WHOLE CLASS SESSIONS

Total time - 60-90 minutes

Use an interactive Whiteboard or projector to complete the course together as a group.

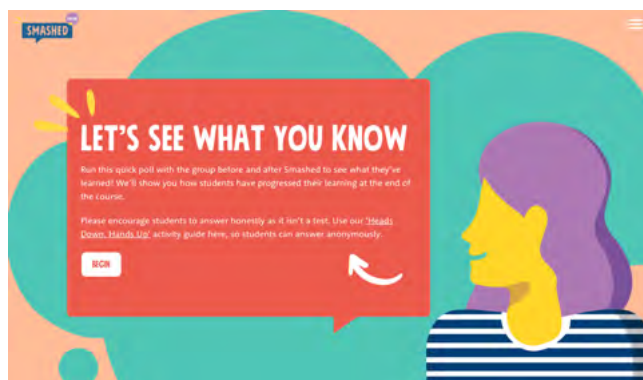
Sign in using the 'Are you a teacher?' button in advance and register the class size.

For us to monitor how many students are using Smashed online, please register each class separately.

- Smashed is split up into 4 chapters which all start with a short film.
- You can pause Smashed at any time for class discussion or to re-watch any sequences.
- Clicking on the 'menu' icon in the top right of the screen will show you how far through the program you are and enable you to revisit any parts already completed.
- If you want to split the course into more than one lesson, simply logout when you want to take a break. When you log back in Smashed online will continue from where you left off.
- You will receive a completion certificate at the end of the course to incentivise class participation and full course completion.

Survey Poll

Before you begin a session you need to follow the prompts and ask the class 3 questions. Once you have recorded the results you can move on to the first film.



We will ask these questions again at the end and you will be able to download the results to see how much your students have learnt.

It is important for us to evaluate the effectiveness of the program that you complete both the pre and post polls and accurately record the number of student responses to each question.

To keep their answers anonymous, follow [the link](#) to use our simple Heads Down Hands Up activity!

Once you have completed the student poll your class is ready to start their Smashed online eLearning journey. Just follow the prompts to continue.

CHAPTER 1

PART 1 - THE INCIDENT

CHOOSE A CHARACTER TO FOLLOW

Following the opening film you will be asked to choose one of the 3 characters. Selecting a character will play a short film focusing on the background of that characters journey.

You can ask the class to vote on which character(s) to watch or you can watch all 3.

SUGGESTION

For this first section it is a good idea to watch all 3 characters. This will give the students a good background for the whole story and help them decide which character they want to follow later on.

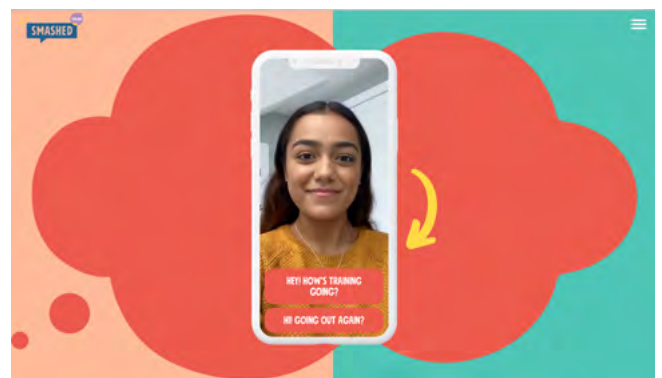
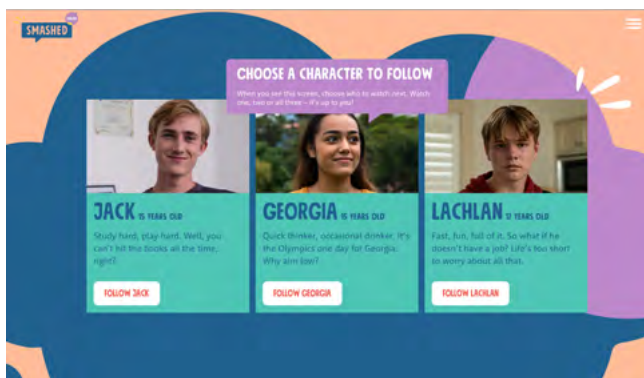
Please note following all 3 characters throughout the course will increase the duration to approx. 90 minutes.

INTERACTIVE PHONE CONVERSATIONS

Pressing continue at the end of each of these films will initiate a phone conversation with the featured character. To interact with the character you simply select a response to their questions or statements. There are several points of interaction in each phone conversation.

SUGGESTION

Suggestion – ask for a volunteer from the class who will decide on the response and interact with the character.



CHAPTER 1

PART 2 - THE PARK

Pressing continue at the end of the film will initiate 2 discussion questions.

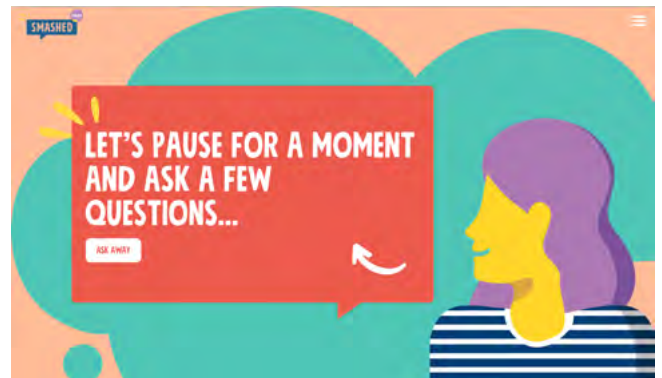
- Why do you think Jack drinks alcohol?
- Can you think of times when you have been pressured into doing something you didn't want to do by friends or family?

SUGGESTION

Ask the class to discuss the first question in small groups for a few minutes BEFORE you click 'Ask Away'.

Moving on from the discussion section you will once again be asked to:

Choose a character, watch the next part of their journey and take part in an interactive phone conversation.



CHAPTER 2

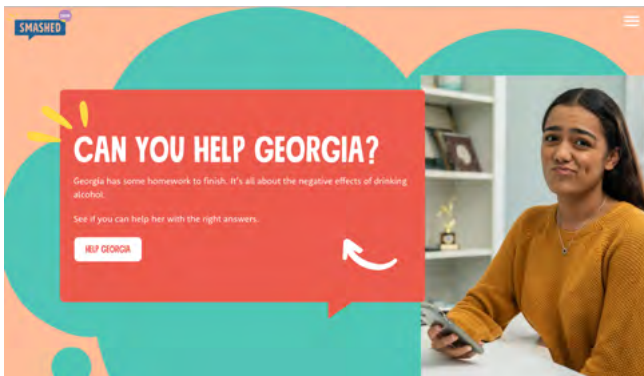
PART 1 - ROUGH DAY

Pressing continue will initiate an interactive quiz in the form of Georgia's homework.

There are 6 multiple choice questions and the results are revealed after all 6 questions have been answered.

SUGGESTION

You could either read the questions to the whole class and ask for a show of hands or split the class into teams and run the section as a trivia quiz.



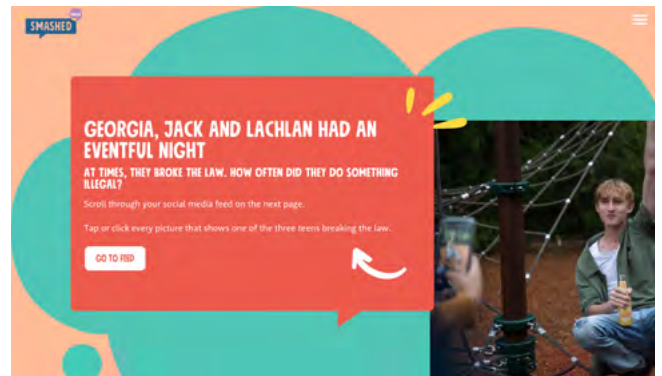
CHAPTER 2

PART 2 - BIG NIGHT, BIG CONSEQUENCES

Pressing continue will initiate a series of 6 social media images that the characters posted during their night out. Scrolling through the social media feed you are asked to click on the images that show illegal behaviour. The correct answers will be revealed when you click submit at the end of the news feed.

SUGGESTION

Ask someone to briefly describe what they see happening in each image and have a class discussion and vote on whether it is illegal or not.



CHAPTER 3

PART 1 - THE ARGUMENT

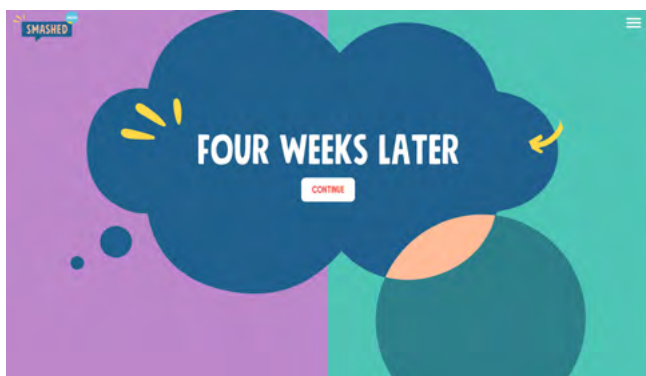
Pressing continue at the end of this film will initiate a phone conversation with Jack, followed by a phone conversation with Jack's Dad.

The end of this section is a chance to pause and reflect on the best ways to get support if you're worried about you or your friend's drinking.



CHOOSE A CHARACTER

You will once again be asked to choose a character. Selecting a character will play a short film focusing on the next part of the characters journey. You can ask the class to decide which character(s) to watch or you can watch all 3.



CHAPTER 4

PART 1 - THE PARTY

CHOOSE A CHARACTER

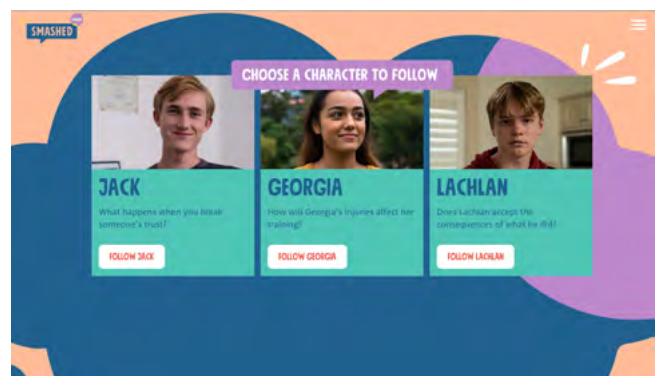
Choosing a character in this section will initiate a phone conversation to explore the consequences the incident at the party has had on the lives of the characters.

SUGGESTION
Whilst you can choose which character to interact with we would suggest exploring all 3.

The final part of the program is to repeat the student poll from the beginning and see what the students have learnt.

It is important for us to evaluate the effectiveness of the program that you complete this and accurately record the number of student responses to each question.

Remember, you will be able to download the results to see how much your students have learnt immediately after you enter the results of the poll.



FOLLOW-ON LESSON 1

WHAT DO WE KNOW?

Learning objectives	Students explore negative effects of alcohol and gain an understanding of terms relating to alcohol awareness
Learning outcomes	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.
STARTER ACTIVITY	
Duration	10 minutes
Resources	Nil
Activity	Did the characters in Smashed know or understand the facts about alcohol? What do you think they did and didn't they know? What attitudes did they display towards it?
MAIN ACTIVITY	
Duration	40 minutes
Resources	Lesson Resource 1 – Quiz questions Board and marker
Activity	<p>Run a team quiz about alcohol using the resource provided. Put the class into small teams 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 ASSESS	
Duration	10 minutes
Resources	Board and marker
Activity	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	
Activity	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.

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 story?
- When did an 'overdose' take place in the story and why?
- Did the characters understand all the facts about alcohol?
- Were the characters acting illegally in the story? If so, what were they doing?



FOLLOW-ON LESSON 2

WHAT INFLUENCES US?

Learning objectives	Students explore feelings and influences (including social media) involved in peer pressure.
Learning outcomes	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.
STARTER ACTIVITY	
Duration	10 minutes
Resources	Smashed Online Film- Chapter One Part II
Activity	Class re-watches the film. Students work in groups of between 4 and 6 writing down a list of people and 'things' that influenced Jack in the story. 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?
MAIN ACTIVITY	
Duration	40 minutes
Resources	Lesson 2 Resource, 5 biscuits
Activity	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) 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)
REVIEW, REFLECT AND ASSESS	
Duration	10 minutes
Resources	Nil
Activity	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	
Activity	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.

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?

LESSON 2 - RESOURCE

COPY AND CUT OUT FOR LESSON 2

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

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

YOU AREN'T SURE ABOUT THE BISCUITS
AND WHAT THEY MIGHT DO TO YOU, DO
NOT TAKE A BISCUIT, NO MATTER WHAT

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

FOLLOW-ON LESSON 3

WHAT COULD HAPPEN TO ME?

Learning objectives	Students explore potential attitudes and feelings of someone misusing alcohol. Students consider the impact alcohol misuse can have on many aspects of someone's life
Learning outcomes	All students will have an understanding of the potential impact of alcohol misuse on individuals and those around them. All students will recognise the term "sexual harassment".
STARTER ACTIVITY	
Duration	15 minutes
Resources	Smashed Online Film- Chapter Four – The Party
Activity	<p>Re watch the film. Ask the students to discuss each character, and the impact that alcohol misuse has had on them. How did they change throughout the story? Attitudes, behaviours, and emotions.</p> <p>Thinking back to the story, specifically how did Lachlan's attitude towards Georgia change, particularly after he drank alcohol? WHY do you think he behaved in this way?</p> <p>Ideas of 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 Lachlan was under the influence of alcohol? How did this make Georgia feel? Is this appropriate behaviour? What should Lachlan have done? If not mentioned, introduce 'consent' what it means and its importance.</p> <p>In pairs, students should think of three sources of help available to Georgia if she felt intimidated/sexually harassed by Lachlan. Answers are shared.</p> <p>SEXUAL HARASSMENT</p> <p><i>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. All genders can be victims. It is against the law. Source: reachout.com</i></p>

FOLLOW-ON LESSON 3 (CONT.)

MAIN ACTIVITY	
Duration	35 minutes
Resources	Paper and pens
Activity	<p>In pairs, students must decide on either Jack or Georgia and choose three key words that describe the characters feelings and attitudes at the start of the story. 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 their chosen character to their cousin Beth about how they felt at that point in time. They can be creative. What did they enjoy doing at school? Sports? What did they do with friends? Were they excited about their future? Ask for a few examples to be read out (20 mins)</p> <p>Students are asked to think about the same characters feelings at the end of the story. How had their attitudes and feelings changed? Students are asked to write a letter from Jack/Georgia at this point in the story to the Jack/Georgia at the start of the story. What would they say to their younger self? What advice might they give them? How has alcohol impacted on their life? Ask for a few examples to be read out (20 mins)</p>
REVIEW, REFLECT AND ASSESS	
Duration	10 minutes
Resources	Nil
Activity	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	
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.

FOLLOW-ON LESSON 4

WHAT DO I WANT TO ACHIEVE AND WHO CAN HELP?

Learning objectives	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.
Learning outcomes	All students will have understanding how alcohol misuse is a barrier to having a healthy, positive, and enjoyable life. All students will be able to identify how positive attitudes and behaviours can contribute towards a healthy lifestyle. All students can identify where to go for confidential help and advice. All students are able to identify strategies for asking for help.
STARTER ACTIVITY	
Duration	10 minutes
Resources	Paper and pens
Activity	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?
MAIN ACTIVITY	
Duration	40 minutes
Resources	Smashed Online - Chapter 4 – Choose a Character Resource – Sources of help
Activity	Class chooses a character to watch (or watch all 3). How has or will alcohol misuse impacted on their futures? Allow for 5 minutes discussion and then detailed feedback (10 mins) Due to alcohol misuse all of their lives have gone downhill. After what we have covered in previous lessons, who are the people they could get help from? Parents, teachers, different friends, Kidshelpline etc – use Sources of Help info sheet (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)

FOLLOW-ON LESSON 4 (CONT.)

WHAT DO I WANT TO ACHIEVE AND WHO CAN HELP?

REVIEW, REFLECT AND ASSESS	
Duration	10 minutes
Resources	Nil
Activity	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	
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.

LESSON 4 – RESOURCE

SOURCES OF HELP

Websites for students, teachers, and parents

[WWW.KIDSHELPLINE.COM.AU](http://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](http://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.REACHOUT.COM](http://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](http://www.alcohol.gov.au)

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

[WWW.DRINKWISE.ORG.AU](http://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 the time to deliver the Scheme of Work supplied but want to follow up by adding activities related to what the 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

AUSTRALIAN CURRICULUM HPE

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.
Strand	Personal, Social and Community Health
Sub-Strands	<ul style="list-style-type: none"> • Being Healthy, Safe and Active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities
General Capabilities	<ul style="list-style-type: none"> • Critical and creative thinking • Personal and social capability • Ethical understanding
Focus Areas	<ul style="list-style-type: none"> • Alcohol and other drugs • Mental health & wellbeing • Relationships and sexuality • Safety

YEAR 7-8 - BEING HEALTHY SAFE AND ACTIVE

Changes and transitions (ACPPS071)	Evaluate strategies to manage personal, physical and social changes that occur as they grow older <ul style="list-style-type: none">• Accessing, assessing health information and services that support young people to effectively manage changes and transitions as they grow older• investigating the changing nature of peer and family relationships and proposing strategies to manage these changes• developing and evaluating strategies on use of social media, phones and the internet to remain safe and protect and respect the privacy of self and others
Help-seeking (ACPPS072)	Practise and apply strategies to seek help for themselves or others <ul style="list-style-type: none">• examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes• collaborating with peers to suggest strategies they could use in emergencies• practising different communication techniques to persuade someone to seek help• exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation
Making healthy and safe choices (ACPPS073)	Investigate and select strategies to promote health, safety and wellbeing. <ul style="list-style-type: none">• investigating reasons why young people choose to use or not use drugs, and proposing strategies to make informed choices• proposing and practising strategies for celebrating safely, including assertiveness, refusal skills, planning travel arrangements, contingency plans• examining strategies for safe practices in different environments

YEAR 7-8 - BEING HEALTHY SAFE AND ACTIVE

<p>Interacting with others (ACPPS074)</p>	<p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing</p> <ul style="list-style-type: none"> • examining how individuals, family and peer groups influence people's behaviours, decisions and actions • analysing how their relationships influence behaviours and actions • analysing how behaviours, actions, and responses to situations change depending on whether they are by themselves, with friends or with family • recognising the impact bullying and harassment can have on relationships, including online relationships • exploring skills and strategies needed to communicate and engage in relationships in respectful ways
<p>Understanding emotions (ACPPS075)</p>	<p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity</p> <ul style="list-style-type: none"> • investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations • exploring different viewpoints, practising being empathetic and considering alternative ways to respond • recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses • exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others
<p>Health literacy (ACPPS076)</p>	<p>Evaluate health information and communicate their own and others' health concerns</p> <ul style="list-style-type: none"> • analysing the credibility of health messages conveyed by different sources in terms of bias, reliability and validity and applying credible information to health-related decisions • proposing ways to support others who are going through a challenging time

YEAR 7-8 – CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

<p>Community health promotion (ACPPS077)</p>	<p>Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities</p> <ul style="list-style-type: none"> • investigating preventive health practices relevant to young people, and designing and implementing health promotion activities targeting these practices
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YEAR 9-10 - BEING HEALTHY SAFE AND ACTIVE

Identities (ACPPS089)	<p>Evaluate factors that shape identities and critically analyse how individuals impact the identities of others.</p> <ul style="list-style-type: none"> • analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/or risk-taking behaviours • analysing the role of family, friends and community in supporting an individual’s identities, and proposing strategies to enhance their own and others’ wellbeing
Changes and transitions (ACPPS090)	<p>Examine the impact of changes and transitions on relationships</p> <ul style="list-style-type: none"> • practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans • asserting their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others • assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
Help-seeking (ACPPS091)	<p>Plan, rehearse and evaluate options for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk</p> <ul style="list-style-type: none"> • proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks
Making healthy and safe choices (ACPPS092)	<p>Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices.</p> <ul style="list-style-type: none"> • exploring external influences on sexuality and sexual health behaviours, and recognising the impact that decisions and actions can have on own and others’ health and wellbeing • evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing

YEAR 9-10 - COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

<p>Interacting with others (ACPPS093)</p>	<p>Investigate how empathy and ethical decision making contribute to respectful relationships</p> <ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind
<p>Understanding emotions (ACPPS094)</p>	<p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses</p> <ul style="list-style-type: none"> proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved
<p>Health literacy (ACPPS095)</p>	<p>Critically analyse and apply health information from a range of sources to health decisions and situations</p> <ul style="list-style-type: none"> critiquing and selecting the most suitable and reliable sources of health information according to the decision that needs to be made examining actions to take greater responsibility in relation to their own health evaluating strategies and actions to increase personal safety and planning to promote these in the school and community

KEEP IN TOUCH

Thank you for having Smashed in school, and helping young people learn about underage drinking. We also hope Smashed has provided a unique, creative learning experience that enriches the curriculum. Please share your experience of Smashed with us and other educators too!

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