



**TEACHER
RESOURCE PACK**

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1



**INTRODUCING
SMASHED**

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.

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

WELCOME TO SMASHED

Smashed has been developed to support the global need for effective alcohol education in schools. Designed for teenagers, Smashed uses powerful storytelling to explore the dangers of underage drinking, empowering them to make safe choices around alcohol.

Live or online, Smashed enables young people to ask themselves 'What would I do in that situation?' In doing this, they take control of their learning and identify the behaviours that will keep them safe from harm while underage.

Smashed doesn't shield young people from reality, or scare them with shock tactics. We provide a memorable and positive learning experience that shapes responsible attitudes towards alcohol.

Smashed is a global education programme, delivered as a live theatre tour or a video based e-learning experience. We have worked with a million young people to date and our goal is to reach five million young people by 2025.



WHAT IS SMASHED ONLINE?

E-Learning Experience

Fresh, fun and visually engaging, Smashed Online is an e-learning experience designed to reflect the communication and learning styles of today.

Interactive Film

Interactive film episodes combined with opportunities to influence the outcome of the story creates authentic engagement and promotes behavioural change around underage drinking.

Flexible Use

Working across multiple devices, Smashed Online can be completed at home or school by students individually. Teachers can also deliver it as a group activity via interactive whiteboard.

Localised Content

All of the content of Smashed Online has been filmed in-country to ensure it reflects the cultural requirements of young learners where you are.

Secure and Easy to Use

Hosted securely by Collingwood Learning, simple and anonymous student sign-in allows them to return to pick up where they finished last time.

WHO MAKES SMASHED?

Smashed is designed and owned by Collingwood Learning. We are based in Yorkshire, England, but we work around the world. Our mission is to use creative techniques such as theatre and drama-based e-learning to help empower learners to achieve their potential. We have won awards for the quality of our work, our impact, and the fantastic partnerships we create.

We created Smashed over 15 years ago and Smashed is now either a live or online experience in over 25 countries. We have travelled extensively and worked on the ground with our ever-growing network of delivery partners. It has been a life-changing experience for us, meeting extraordinary people to doing amazing work in arts and education, in all parts of the world.

Collingwood manage Smashed globally, quality assuring local projects and stringently evaluating them. We are delighted to receive sponsorship from Diageo, as part of their commitment to reduce alcohol related harm amongst young people. This makes Smashed free to schools.

Find out more about Smashed on our dedicated website.

LEARNING OBJECTIVES

Smashed delivers these essential learning objectives which underpin everything that we do:

INCREASE THE KNOWLEDGE AND UNDERSTANDING OF THE RISKS AND DANGERS ASSOCIATED WITH UNDERAGE DRINKING

INCREASE AWARENESS OF THE COMMUNICATION, PERSONAL, AND SOCIAL SKILLS REQUIRED TO KEEP SAFE FROM HARM, MAKE RESPONSIBLE CHOICES, AND RESIST SOCIAL INFLUENCE

INCREASE AVAILABLE AWARENESS OF LOCAL INFORMATION, ADVICE, AND GUIDANCE TO YOUNG PEOPLE

REDUCE THE NUMBER OF YOUNG PEOPLE WHO WOULD CONSIDER DRINKING ALCOHOL UNDERAGE

IDENTIFY STRATEGIES FOR KEEPING SAFE FROM UNDERAGE DRINKING PARTICULARLY IN SOCIAL, PEER GROUP ENVIRONMENTS



2



**USING THESE
RESOURCES**

EMBEDDING THE LEARNING

Smashed is a highly memorable, emotionally engaging experience. Students easily identify with the characters presented, their attitudes, motivations, backgrounds, and challenges. Audiences are fascinated by the story they are told and cannot wait to offer their views on what the characters should have said and done to have made better and safer decisions.

Smashed is a rounded learning experience in its own right. But to embed that learning further and sustain the change we want we need your help. Smashed can be a springboard into more detailed exploration of alcohol issues and will enable you to link the learning to a range of wider social development issues relevant to young people.

The experience generates great enthusiasm in school and provides a fantastic opportunity for educators to embed the learning further. Teachers constantly feedback that they feel more confident to talk with young people about alcohol because of Smashed.

OUR APPROACH

Smashed is not a traditional learning experience. You will notice from the core experience that we do not 'tell' young people what to think about alcohol. Our role is to provide an opportunity for them to learn. It enables young people to engage with the content, explore the issues raised, and reflect on their own attitudes and behaviours. This approach is proven to achieve great improvements in knowledge and awareness by young people about alcohol.

These resources have been designed to help you carry on that approach in the way you deliver alcohol education, with techniques and activities you can easily adapt for other social topics.



A MENU OF OPTIONS

These resources will help you deliver the central Smashed experience, and to follow up in a way that suits you. Whatever you choose, we know from experience that Smashed will help you have great conversations about alcohol with young people, bringing the learning into the classroom:

- **Delivering Smashed** gives you simple guidance on how to deliver Smashed Live or Online with your students
- **About Underage Drinking** provides you with essential information on alcohol and its dangers to young people
- The **Scheme of Work** is a formal set of lesson plans to allow you to top the programme up to a 5 lesson alcohol course
- The **Teachers Toolkit** provides a lighter, more flexible set of suggested activities to help you follow up in ways that appeal to different learning styles and across curricular topics





3



**DELIVERING
SMASHED ONLINE**

CHOOSE YOUR APPROACH

There are two ways Smashed Online can be delivered. A whole class session enables you to lead the learning, watching the video together as a group and discussing the

learning points. Individual student completion is great for homework, remote teaching during lockdown, or ICT time.

A WHOLE CLASS SESSION

- Just sign in using the 'Are You a Teacher?' button in advance and register the class size
- Using an interactive whiteboard or projector, you can watch the videos as a group
- Use the interactive activities to discuss the learning points as a group and input preferred answers
- Pre and post evaluation links (to online surveys) can be sent directly to student email addresses
- No student data will be received or recorded
- The course will take approximately 60 minutes

INDIVIDUAL STUDENT COMPLETION

- Email the course links to students via their school email address
- Students sign up anonymously using a made-up username and password
- Students can complete the Smashed Online in their own time watching the videos and completing the engaging activities
- They will be prompted to complete pre- and post-surveys so we can monitor student progression (anonymously)
- Students can download a certificate of completion at the end of the course. There are further links to recommended additional sources of IAG such as Childline on completion

CURRICULAR LINKS

We recommend Smashed Online as a great way of consolidating schemes of work on alcohol and drugs at key stage 3 but could be

equally appropriate for key stage 4 students. Curricular links are supplied in this set of resources.



4



**ABOUT
UNDERAGE
DRINKING**

GLOBAL FACTS

5.1% GLOBAL DEATHS

Overall 5.1 % of the global burden of disease and injury is attributable to alcohol, as measured in disability-adjusted life years

3.3 MILLION DEATHS

Worldwide, 3.3 million deaths every year result from harmful use of alcohol, this represent 5.9% of all deaths

25% AGE GROUP DEATHS

Alcohol consumption causes death and disability relatively early in life. In the age group 20 – 39 years approximately 25 % of the total deaths are alcohol- attributable



The harmful use of alcohol is a causal factor in more than 200 disease and injury conditions

CONDITION LINK

There is a causal relationship between harmful use of alcohol and a range of mental and behavioural disorders, other non-communicable conditions as well as injuries

MENTAL HEALTH

The latest causal relationships have been established between harmful drinking and incidence of infectious diseases such as tuberculosis as well as the course of HIV/AIDS

HIV & AIDS



UK FACTS

TRYING ALCOHOL

- In 2014, around two-fifths of pupils (38%) aged 11-15 in England had drunk alcohol at least once. Boys and girls were equally likely to have done so. This continues the downward trend since 2003, when 61% of pupils had drunk alcohol, and is the lowest since the survey began in 1988
- The proportion of pupils who have ever had an alcoholic drink increases with age from 8% of 11 year olds to 69% of 15 year olds

DRINKING IN THE LAST WEEK

- In 2014, one in twelve (8%) pupils aged 11-15 in England had drunk alcohol in the last week, compared to one in four (25%) in 2003. Two-thirds (63%) of those who drank in the last week had consumed alcohol only on one day in that week
- On average, English pupils who said they drank alcohol in the last week consumed 5.5 units (median); equivalent to just over 2 pints of 4% beer. This was the same for both girls and boys. 22% of pupils who drank in the last week had consumed 15 or more units of alcohol

ATTITUDES

- In 2014, about half (48%) of pupils aged 11-15 in England thought it was OK for someone of their age to try drinking alcohol, and about a quarter (26%) thought that it was OK to try smoking. Pupils were much less likely to approve of drug use: 9% thought it was OK for someone to try cannabis
- Pupils in England were most likely to remember lessons on drug use (59%), and less likely to recall lessons on smoking (55%) or alcohol (53%)

OBTAINING ALCOHOL

- In 2014, 28% of pupils aged 11-15 in England said that they had obtained alcohol in the last week. The most common ways of obtaining alcohol were to be given it by parents (17%), given it by friends (15%), to take it from home with permission (11%), or to ask someone else to buy it (9%)
- In 2014, 40% of 11-15 year old English pupils who drank alcohol said they bought it. Of these, 55% bought it from friends or relatives, 29% from someone else, 29% from an off-licence, and 27% from a shop or supermarket



UK FACTS

INFLUENCES

- Pupils aged 11-15 in England are more likely to drink if they live with other people who drink alcohol. 86% of pupils who did not live with anyone who drank alcohol had never drunk alcohol themselves, compared with 40% of pupils who lived with three or more drinkers
- There was a strong relationship between pupils' drinking behaviour and their parents' attitudes to their drinking. 77% of pupils who had never drunk alcohol said that their parents would not like them drinking. 84% of pupils who had drunk in the last week said that their parents did not mind them drinking as long as they didn't drink too much
- Pupils were most likely to think that people of their age drink to look cool in front of their friends (79%), to be more sociable with friends (67%), because it gives them a rush (66%), or because their friends pressure them into it (64%)

(Source: www.drinkaware.co.uk/research/data/consumption-underage)

IN ADDITION

- 193 males and 121 females between 15 and 34 years of age died from alcohol-related causes in 2011 in the UK
- The number of alcohol-related hospital admissions of 15 to 24-year-old male patients increased by 57%, from 18,265 to 28,747 from 2002 to 2010
- The number of hospital admissions of 15 to 24-year-old female patients increased at faster rate [76%], from 15,233 in 2002 to 26,908 in 2010
- In a sample of over 2000 15-16-year-olds from the UK, 11% had had sex under the influence of alcohol and regretted it
- Almost one in ten boys and around one in eight girls aged 15 to 16 have unsafe sex after drinking alcohol
- Every year in the UK, more than 10,000 fines for being drunk and disorderly are issued to young people aged 16 to 19

(Source: www.alcoholconcern.org.uk/help-and-advice/statistics-on-alcohol)



IMPLICATIONS OF DRINKING ALCOHOL

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.

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.

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

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)

The Smashed Project has been developed following extensive research of the issues surrounding alcohol misuse in young people and their attitudes towards alcohol, including work undertaken with focus groups of pupils aged between 12 and 13.





5



**SCHEME
OF WORK**

UNIT TITLE

Smashed – A Responsible Drinking Education Programme

LESSON TITLE

What Do We Know?

LESSON NUMBER

1

LEARNING OBJECTIVES

- Students explore the 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

CURRICULAR LINKS

KS3 PSHE
1.ii/1.iv

KEY STAGE

3

YEAR

7 & 8

TEACHER NOTES

STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

Photocopy of Smashed Script Extract A

- Class reads the script extract or volunteers read/perform the extract in front of the class. Did the character understand the facts about alcohol? What did and didn't they know? What attitudes did they display towards it?

MAIN ACTIVITY - 40 minutes

RESOURCES REQUIRED

Lesson 1 – Teacher Info Sheet 1, Paper and Pens

- Run a quiz about alcohol using resource above. 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 (pub quiz style) and allowing time for each team to discuss and write down an answer (15 mins)
- Run through the answers with each group marking another group's work. They then hand back their sheets to the original team and you can compare marks and even create an award for the winning group (10 mins)
- On the quiz sheet there are also further discussion points relating to the questions. These refer back to the play and act as catalyst for promoting further detailed discussion relating to the play and its content (10 mins)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

Board and Marker

- In pairs the students have three minutes to identify three key words, facts or other things they have learnt. Get feedback from as many pairs as possible. Write key points on the board

EXTENSION ACTIVITY

- Pupils design a poster or leaflet aimed at young people highlighting the dangers of underage drinking. As part of this, pupils are expected to research salient facts and to think about a design appropriate to their target audience. Pupils can share their designs via appropriate social media

LESSON 1 RESOURCE

SCRIPT EXTRACT A

(Characters: Teacher, Malik & Georgia)

Teacher: Right, now did you all do your homework?

Malik: Yes, sir!

Georgia: No Sir. (Whisper to Malik). I thought you were going to let me copy?

Malik: Sorry. I was late getting to school. I was going to let you ...

Teacher: Why not Georgia?

Georgia: Right sir, it's cause I'm gonna be an athlete now, besides, I'm gonna be doing training. You don't need science to do that.

Teacher: Is that what you think? See me tomorrow lunchtime and we can discuss. Work From Malik's notes then. (Malik looks pleased).
For your homework you will recall – those of you that actually completed the task – that I asked you to answer a series of questions related to alcohol misuse. Let's go through the answers. Question 1: What is the legal age to buy alcohol in this country?

Malik: (Buzzes). 18 Sir!

Georgia: But one of my mates bought some and he's not yet eighteen.

Freddie: Well done Malik. Next Question. Name three health risks associated with excessive drinking.

Georgia: Getting off with someone who isn't fit...

Malik: It can lead to a variety of cancers including throat, mouth and bowel cancer. And is known to cause breast cancer as well.

Teacher: Good knowledge Malik.

Malik: Cirrhosis of the liver...

Georgia: Being sick on your shoes...

Malik: Dehydration...

Georgia: Having a fight...

Malik: Alcohol poisoning...

Teacher: Well done Malik. Next question. How can alcohol affect your brain?

Malik: Memory loss

Georgia: What was the question?

Malik: Depression. Anxiety.

Georgia: Sir, I'm not being funny, but if drinking's so bad for you why does everybody do it?

Teacher: Not everyone does it Georgia ...

Malik: This is about binge drinking, or alcohol misuse. Plenty of people drink responsibly...

Georgia: What? Like you the other night?

Malik: Shut up Georgia...

[End of extract]

LESSON 1 RESOURCE

QUIZ

1. True or False: More young people have tried cigarettes than have tried alcohol?
Answer: False. More young people try alcohol than cigarettes
2. True or False: Alcohol is a drug?
Answer: True. Alcohol is a depressant that affects your body's central nervous system
3. What percentage of 15 year olds have used alcohol? a) 52% b) 81% c) 15%
Answer: b) 81% of young people have had an alcoholic drink by 15 years of age
4. How many deaths per year are alcohol related?
a) 10,000 b) 40,000 c) 150,000
Answer: b) 40,000
5. True or False: If you are 16 you can buy alcohol from an off-license?
Answer: False. You have to be 18 to buy alcohol from a pub, off-license or supermarket
6. How many people are convicted each year for drunkenness?
a) 10,000 b) 50,000 c) 100,000
Answer: c) 100,000
7. How many under 18 year olds are convicted each year for drunkenness?
a) 50 b) 1,000 c) 5,000
Answer: c) 5,000
8. Approximately how many road deaths each year are alcohol related?
a) 900 b) 1,500 c) 3,000
Answer: b) 1,500
9. True or False: More young men than women drink alcohol frequently and to excess?
Answer: False. In recent times there has been a significant growth in the number of young women who are drinking excessively and frequently
10. Which drug causes the most problems among young people in the UK today?
a) Alcohol b) Cannabis
Answer: a) Alcohol
11. Which is stronger?
a) A pint of ordinary lager b) a small glass of wine c) a single whisky
Answer: a) An ordinary pint of lager has two units of alcohol in it and the others have only one unit each

12. After drinking one pint of ordinary lager, how long will it take before the alcohol is completely burned up by the body?
a) 1 hour b) 2-3 hours c) 4 hours
Answer: b) The liver can process about one unit of alcohol per hour and starts approximately 20 minutes after the drink has been consumed
13. True or False: You cannot overdose on alcohol?
Answer: 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
14. The percentage of young people aged 16 – 24 dependent upon alcohol is;
a) 1% b) 50% c) 15%
Answer: c) 15%
15. True or False: A young person who drinks alcohol is more likely to smoke or take drugs?
Answer: True. More young drinkers smoke or take drugs than non-drinkers
16. True or False. Alcohol can contribute to the spread of sexually transmitted diseases like HIV/AIDS, Hepatitis C and Chlamydia?
Answer: True. Alcohol lowers people's inhibitions and affects their judgements. This leads to people having unprotected sex and the spread of sexually transmitted infections
17. In the last 4 years, how many students have been excluded for drug and alcohol related incidents?
a) 1,000 b) 5,000 c) 40,000
Answer: c) 40,000. Students misusing alcohol is a major cause for anti-social behaviour and crime

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?

UNIT TITLE

Smashed – A Responsible Drinking Education Programme

LESSON TITLE

What Influences Us?

LESSON NUMBER

2

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 will have an understanding of the importance of making informed, independent choices, and our responsibility to ourselves in making choices

CURRICULAR LINKS

KS3 PSHE
1.iv/2.i/2.ii/2.iii/2.iv

KEY STAGE

3

YEAR

7 & 8

TEACHER NOTES

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 Malik 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. Followed by...
- 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 Malik. (20 mins)
- From biscuits to alcohol! Imagine the biscuits were alcohol. Divide pupils into A's and B's. A's have to think of all the reasons that 'Malik' 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 Malik 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: Georgia)

Georgia: I can't believe he's so drunk. I hate it when this happens. Malik's parents will kill him and I.. er we, won't see him for ages. He just gets off his head sometimes. I suppose it's keeping up with Freddie, he kind of looks up to him. 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 'em— you know, parents and teachers and the like. 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 (overleaf) 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

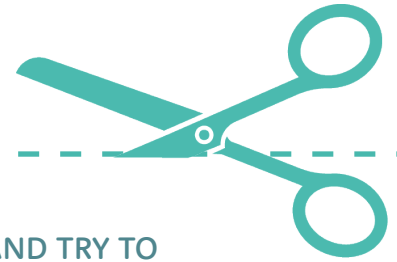
- Ask person #5: How did you feel being pressured to do something you were told not to do?
- Ask person #4: How did you feel about giving in?
- Ask person #5: How did you feel when the person gave in?
- Ask persons #1,#2,#3: How did you feel persuading others?
- Ask all: Who makes your decisions?

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?

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

UNIT TITLE

Smashed – A Responsible Drinking Education Programme

LESSON TITLE

What Could Happen To Me?

LESSON NUMBER

3

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

CURRICULAR LINKS

KS3 PSHE
1.ii/1.iv/2.i/2.ii/3.ii

KEY STAGE

3

YEAR

7 & 8

TEACHER NOTES

STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

Photocopy of Smashed Script Extracts C

- Class reads the script extract 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
- Thinking back to the play, specifically how did Freddie's attitude towards Georgia change, particularly after he drank alcohol? WHY do you think he behaved in this way? (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
- Was this behaviour heightened when Freddie was under the influence of alcohol? How did this make Georgia feel? Is this appropriate behaviour?
- In pairs, pupils should think of three sources of help available to Georgia if she felt intimidated/sexually harassed by Freddie. Answers are shared

MAIN ACTIVITY - 40 minutes

RESOURCES REQUIRED

Paper & Pens

- In pairs, pupils must decide on three key words that describe Malik'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 Malik to his cousin Jane 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)
- Pupils are asked to think about Malik's feelings at the end of the play. How had his attitude and feelings changed? Pupils are asked to write a letter from Malik at this point in the play to the Malik 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? How has alcohol impacted on his friends' lives? (eg Freddie's treatment of Georgia; Georgia's injury). Ask for a few examples to be read out (20 mins)

REVIEW, REFLECT AND ASSESS - 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

- Pupils 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

LESSON 3 RESOURCE

SCRIPT EXTRACTS C

Extract 1

(Characters: Georgia & Freddie)

Freddie: So when do I get my kiss then?

Georgia: What?

Freddie: Well now lover boy Malik is out the picture...

Georgia: We're not going out! We never were, and I don't fancy him.

Freddie: Yeah Yeah! Come on then, you know you want a real man. Not a Year 11 like him. .

(He tries to pull Georgia towards him as Malik enters. Georgia pushes Freddie away embarrassed).

[End of extract]

Extract 2

(Characters: Malik, Georgia & Freddie)

Georgia: I think I was unconscious for a little while. When I woke up there was blood all around me. I lifted my face off the floor and there were bits of glass stuck to my cheek, close to my eye. I knew then I had a bad injury. The doctor said it could affect my eyesight, maybe even my sports career. I was gonna have to cope with this for the rest of my life. Malik called the ambulance.

Malik: I knew I had to, whatever happened to me. I couldn't believe it. How had I got involved in a fight, then an accident like this? I just got so angry with Freddie, and I just couldn't take it anymore. It was the drink talking. Not me. What I didn't know was that someone else at the party had called the police too. Freddie ran away.

Freddie: I couldn't cope with it. I didn't want to be caught by the police. But of course they caught up with me. They questioned us all. We got cautioned – a criminal record. I never thought of that. Then there's the risk Georgia and her family might press charges – it's called Actual Bodily Harm – because she got hit by us as we fought. I could go to prison and Malik could end up in a young offender's place. All over a drunken fight? Malik failed his GCSE's and he's got to re-take some. I don't know what I will do. There's nothing left for me now, not even my mates. That's what they were.

Georgia: It was all fun. Just having a laugh

Malik: Until we got...

Together: ...smashed.

[End of extract]

UNIT TITLE

Smashed – A Responsible Drinking Education Programme

LESSON TITLE

What Do I Want to Achieve &
Who Can Help?

LESSON NUMBER

4

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 an understanding of 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

CURRICULAR LINKS

KS3 PSHE
1.ii/1.iv/1.v/2.i/2.vii/3.ii

KEY STAGE

3

YEAR

7 & 8

TEACHER NOTES

STARTER ACTIVITY - 10 minutes

RESOURCES REQUIRED

A4 Paper

- 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 under topics 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 - 40 minutes

RESOURCES REQUIRED

Photocopy Smashed script Extract D and E + Teacher Resource 3

- Class reads script extract D or volunteers read/perform the extract in front of the class. In pairs the students now consider the characters from the play, especially Georgia. How has alcohol misuse impacted on their futures? Allow for 5 minutes discussion and then detailed feedback (10 mins)
- Class reads script extract E or volunteers read/perform the extract in front of the class. Recap Malik'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 Malik could get help from? Parents, teachers, different friends, Childline etc – use Info Sheet 3 (Sources of Help) (10 mins)
- In pairs, students identify one famous person that they admire, and choose to work on that character (David Beckham, Dizzy Rascal, etc). 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)

REVIEW, REFLECT AND ASSESS - 10 minutes

RESOURCES REQUIRED

None

- Either using an A&B role play as above, or class discussion, or with yourself taking the role of Malik and getting advice from the class to be hot-seated, run activity where the focus is now on Malik'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 Dragons Den style activity

LESSON 4 RESOURCE

SCRIPT EXTRACTS D & E

(Characters: Malik, Georgia & Freddie)

Script Extract D (All 'text messages' to be read aloud)

Georgia: Yeah Mum I'm doing it now. (Sending text message). SO EXCITED ABOUT TOMORROW. COUNTY TRIALS FOR ATHLETICS.

Malik: (Receiving message). YOU'LL BE AMAZING. (Shouting to Mum). No mum, I won't forget about my schoolwork. (Sending message to Georgia). MUM IS DOING MY HEAD IN. SHE IS STRESSING ME OUT.

Georgia: (Sending message). MINE TOO! ALWAYS ASKING WHAT I WANT TO DO AT COLLEGE (To audience). To be honest, I don't know exactly what I wanna do with my life. Something to do with sport. I could teach, I could coach, maybe I could even run myself. My coach did say if I train hard enough, I could qualify to be in the Olympics one day. That's what my head of year says too (impersonating teacher), "but you must take your schoolwork seriously". I can't wait for college. It's gonna be SO much better than school. I'll actually get treated like an adult for once. (Gets a text message). Text from Freddie. YOU'RE MISSING ALL THE FUN HERE. Yeah, right!

Freddie: (We see Freddie bored and sat on the bench). Right, time for another beer. Oh, they've all gone. Right, I'll phone Danny. Hiya mate, I'm in the park. Want to come down? Grab some beers from the shop for me if you are coming Freddie.... Freddie Walker ... Oh, ok. No worries. See you mate. (Pause. Freddie is obviously bored). Those two are right saddos. It's not even late. Running home every night. I don't know why I hang about with them. My Gran doesn't control me. I can come and go as I please. I don't have to be home for dinner, homework, and all that family stuff. Just be my own man. (Sits for a while getting cold. Gets a text). Text from Malik. SEE YOU IN THE PARK TOMORROW. Forget it, I'll go.

Georgia: (Texting Malik) YOU DONE SCIENCE HOMEWORK? CAN I BORROW? PLEASE.

Malik: (Responding to Georgia's text). JUST ABOUT TO START IT. YEAH YOU CAN COPY. BUT DON'T MAKE IT OBVIOUS. (Shouting to mum). Yes, I have been drinking! Periodically throughout the day to ensure maximum hydration. I've had eight glasses of water ... OK, I'm just saying. I was actually at Georgia's doing a project. Anyway I'm tired and I want to sleep. Right, where's my homework? (To audience). I'm sick of Mum and Dad. Like I can't have fun with my mates and do my work. I'm not a robot. I'm good at school but they just keep pushing me. Like my best isn't good enough. They want me to go to Uni. But what's the point in thinking about that if I don't even know what A-levels to take? I just want to be like my mates. Have a laugh. Like I do with Freddie. He's pretty cool. He's dead laid back about stuff. Most of the time. No parents to nag him. Just has a laugh. He's dead

confident too. Not like me. Ha, unless I've had a drink that is. Actually, I'll do the homework in the morning. Can't be bothered now. Think the cider's made me sleepy. Won't take long. Ah! Text from Georgia! (big excitement). THANKS BABE I OWE YOU ONE. Yes!

[End of extract]

Script Extract E

(Characters: Malik & Georgia)

Malik: What was that about?

Georgia: Oh nothing.

Malik: Didn't look like nothing.

Georgia: Well, Freddie was just trying to kiss me.

Malik: Why?

Georgia: Why do you think?

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

Georgia: I don't fancy him. In fact I don't like him much at the moment. He keeps getting, you know, angry, like the other night. And he's smashed tonight already.

Malik: Why?

Georgia: Drowning his sorrows? Not got much going on in his life has he?

Malik: What do you mean?

Georgia: Don't be thick Malik. He's messed up at school, only got us as mates, no job, no girlfriend, I mean all he has to look forward to is this party.

Malik: Well he won't have anything going on for him if all he does is hang about in the park drinking. Buying booze for underage mates is hardly a great career is it?

Georgia: (Pointedly). You said it...

[End of extract]



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**FURTHER
ACTIVITY**

A FLEXIBLE APPROACH

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.

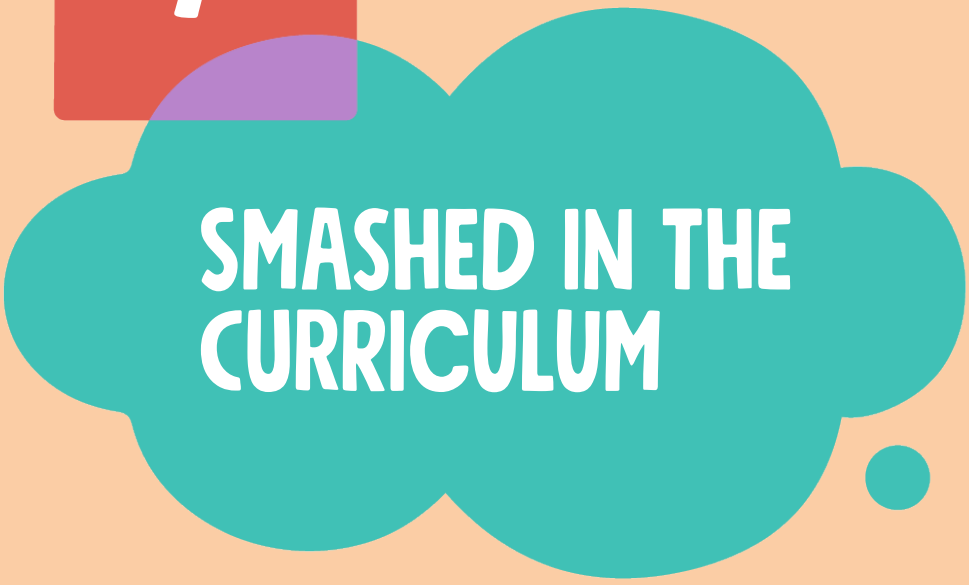
MEDIA

Students can re-create scenes from Smashed on film or make a documentary about the dangers of underage drinking.





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**SMASHED IN THE
CURRICULUM**

MAKING SMASHED WORK FOR YOU

Smashed is designed to integrate with the PSHE curriculum at key stage 3. Live and Online versions of Smashed are rapidly becoming a fixture within annual PSHE

provision and teachers can be assured of its relevance to alcohol and drugs specifically, as well as many wider social themes that affect young people today.

CURRICULAR LINKS

Based on the PHSE Association Suggested Scheme of Study at Key Stage 3.

H24	To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.
H25	Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.
H26	Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.
H27	The personal and social risks and consequences of substance use and misuse including occasional use.
H28	The law relating to the supply, use and misuse of legal and illegal substances.
H29	About the concepts of dependence and addiction including awareness of help to overcome addictions.
H30	How to identify risk and manage personal safety in increasingly independent situations, including online.
H31	Ways of assessing and reducing risk in relation to health, wellbeing, and personal safety.
R2	Indicators of positive, healthy relationships and unhealthy relationships, including online.
R20	To manage the influence of drugs and alcohol on decision-making within relationships and social situations.
R42	To recognise peer influence and to develop strategies for managing it, including online.
R43	The role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.

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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