|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Drug safety**  **Duration: 9 weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage**  **4 & 5** | *A student:*  4.6 A student describes the nature of health and analyses how health issues may impact on young people  4.7 A student identifies the consequences of risk behaviours and describes strategies to minimise harm  4.8 A student describes how to access and assess health information, products and services  5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people.  5.7 A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours.  5.8 A student critically analyses health information, products and services to promote health. | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Describe the short term and long term effects of   + Misuse of prescribed and non-prescribed medications   + Tobacco   + Alcohol   + Cannabis * Analyses influences and reasons why people choose to use or not use drugs * Identifies signs, symptoms and risk factors for health conditions common in young people * Examine their behaviours and language and recognise the potential impact of these on their own and others’ mental health | | | | | | | | **Students learn about:**   * Strategies to minimise harm * Short term and long-term effects of drugs on health and wellbeing * Reasons people use and do not use drugs (how the environment influences health eg. Medical conditions) * Effects of other people’s drug use | | | | | | | | |
| **Background and Key Ideas** | Links to K-6 PDHPE syllabus ‘Safe Living’ and ‘Personal Health Choices’.  Key ideas explored in this unit include exploring the concept of risk and analyse the factors that influence drug use.  Describe strategies to minimise harm and prevention.  Share stories and understand different perspectives, explore trauma and develop literacy skills in the aspects of writing and speaking.  Creating a link with white ribbon ands the link between drug abuse and violence. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| **Student:**  **Literacy Aspect:** Writing texts  **Element:** Cluster 9 Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience  **Student:**  **Literacy Aspect:** Writing texts  Element: Cluster 5 Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.  **Student:**  **Literacy Aspect:** Comprehension  **Element:** Cluster 10 Interprets text by inferring connections, causes and consequences during reading  **Student:**  Literacy Aspect: Comprehension  **Element:** Cluster 7 Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.  **Student:**  **Literacy Aspect:** Comprehension  **Element:** Cluster 2 beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion  **Teaching activities linked to program to increase learning:**  Students are required to comprehend fact file sheets, read tables and gather information/ Students are required to summarise information about the topic. Students are required to write interview questions and formulate written opinions about effects of drugs on the body. | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| **Student:**  **Numeracy Aspect:** Aspect 1 - Counting sequence: written labels  Aspect 2 - Counting as a problem solving process  **Element:** Aspect 1 Number identification– MA2 – 4NA identifies numerals in the range 1 – 10 000.  Aspect 2 Factile counting - MA1 -5NA uses known facts, number structure and other non-count by –one strategies to solve problems.  **Teaching activities linked to program to increase learning:**  Students are required to order statistics across a range of increments.  Students are required to use counting to problem solve in order to create a to scale time line. Students will give a ratio to each increment drawn on the timeline and will skip count by 5’s, 10’s and 50’s to sequence events.  prevalence of drugs in Australia 🡪 timeline | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1**  **Lesson 1: Drugs what are they? And why are they around?**  - What are drugs?  - How do we classify something as a drug? (It impairs normal function)/definition  - What are some drugs that you know the name of?  - How can drugs be taken or ingested?  - Statistics <http://www.druginfo.adf.org.au/topics/quick-statistics> for drug use  - What are the laws around drugs?  **Lesson 2: Effects of drugs**  Why do people use drugs?  Some effects of drugs short term on the body good feelings and bad effects  Introduce the idea of not being able to study the effects with a control group  Activity: Build glossary  Students contribute words to glossary  **Week 2**  **Lesson 1: Types of drugs**  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgName that drug game <http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm#act1>  (take out key words of hallucinogen stimulant etc.)  How many different types of drugs are there?  What are the common drugs – what can they look like?  <http://www.discoveryeducation.com/teachers/free-lesson-plans/deadly-highs.cfm>  <https://teens.drugabuse.gov/educators/lessonplans#/questions>  (very good resource)  Hand out 3 slips of paper. Students are to choose and write down three drugs they would like further knowledge on for each of the next three periods i.e alcohol, cannabis etc.) Students are given options to what they learn and can contribute to learn more about issues that affect them.    **Lesson 2: Alcohol - in depth study of fact sheet and dangers of alcohol**  What is alcohol?  What does it do to the body? <https://www.youtube.com/watch?v=zXjANz9r5F0>  Long term and short term effects of alcohol on the human body.  YouTube, government advertisements about drinking. What types of things are addressed in the advertisements and what issues are they really focusing on?    **Week 3**  **Lesson 1: First Drug chosen by students**  After students have picked a drug they would like to know more risks, and safety information about. Teacher provides lesson based on the following:  What is the drug  How is it taken  How prevalent is it in our society?  How does it affect the functioning’s of the body?  Affects to a person’s character or personality.  Main issues that the drug causes in our society  General information fact sheets  <http://www.druginfo.adf.org.au/drug-facts/drug-facts>  Tobacco  Alcohol  Cannabis  <https://teens.drugabuse.gov/educators/lessonplans#/questions>    **Lesson 2: Second Drug chosen by students**  After students have picked a drug they would like to know more risks, and safety information about. Teacher provides lesson based on the following:  What is the drug  How is it taken  How prevalent is it in our society?  How does it affect the functioning’s of the body?  Affects to a person’s character or personality.  Main issues that the drug causes in our society  **Week 4**  **Lesson 1: Third Drug chosen by students**  After students have picked a drug they would like to know more risks, and safety information about. Teacher provides lesson based on the following:  What is the drug  How is it taken  How prevalent is it in our society?  How does it affect the functioning’s of the body?  Affects to a person’s character or personality.  Main issues that the drug causes in our society  **Lesson 2: Long term effects of drugs.**  Recap the affects that drugs have on the human body short term  Recap how drugs can be taken  What affects do drugs have on the body long term? Link to the types of drugs, how they can be taken and why they affect certain parts of the body. E.g. something inhaled like tobacco will corrode teeth because it passes them on its way down.    **Week 5**  **Lesson 1: Stimulant drugs and the body**  Recap why we think people use drugs  Classify game (demonstrate the act of classifying by putting things into groups) classify in way it is taken, colour, size, prevalence etc.  How do we classify drugs?  Introduce the concept of classifying the drugs in terms of their effect on the body. Demonstrate classification under 3 headings: stimulant, depressant, hallucinogens  Focus on what connection a stimulant drug has with the body  Build in connection to how drugs have certain effects (stimulant) and why people take them. Link, link, link  **Lesson 2: Depressant drugs and the body**  Recap why people use drugs and what stimulant drugs are.  Introduce notion that some drugs are the opposite of stimulants. They are called depressants.  What affect do depressant drugs have on the body?  What are short term (negative and good feelings) created by depressant drugs  **Week 6:**  **Lesson 1: Hallucinogens and the body**  Recap why people use drugs and what stimulant and depressant drugs are.  Introduce the term hallucinogens. What are they?  What does a Hallucinogen do to the body?  Short term and long term effects  Classify task. All drugs are to be classified into the three types of drugs. Using cut outs make a table to classify the different types of drugs.  **Lesson 2: graph of drugs usage/ prevalence in Australia**  Graph data based on prevalence of drugs in Australia. Creating a column graph, graph the drugs talked about in previous lessons. Once the column graph is created colour in the column based on the three categories of Hallucinogens. Stimulants and depressants. Colour using the three types in primary colours to see which type of drug is used more.  **Week 7:**  **Lesson 1: addiction and behaviour. What is it? Could it happen to me?**  What does addiction mean?  F:\Mock ups\Square elements\Numeracy.jpgWhy does addiction exist?  What behaviours suggest addiction?  How does decision making become impaired  <http://www.newbeginningsdrugrehab.org/addiction-prevention-lesson-plan-guide/#9-12-one>  **Addiction:**  teacher info: <https://science.education.nih.gov/supplements/nih2/Addiction/guide/guide_lessons_toc.html>  Student work: <https://science.education.nih.gov/supplements/nih2/Addiction/activities/activities_toc.html>  **Lesson 2: Recognizing the risks and paths to addiction**  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg <http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm#act1>  **Activity 1:**Students will recognize protective and risk factors associated with substance abuse and addiction and learn the importance of resilient factors. T-chart and group activity 15 mins  Why are some more prone to addiction than others?  Resiliency: The ability to become strong, healthy and successful after something bad happens to you ([www.merriam-webster.com](http://www.merriam-webster.com)2014).  Risk Factors: Factors that can lead to drug use.  Protective Factors: Factors that can shield from drug use.( <http://www.rcmp-grc.gc.ca/docas-ssdco/guide-kid-enf/page3-eng.htm>).  **Activity 2:** Students will discuss how addiction can impact a person’s lifestyle. Discussion and group activity, 10 minutes.  Make sure to include that both drugs and alcohol can be addictive.  Explain to students that addiction is an ongoing process. Addiction may present its challenges at different times over many years in a user’s life.  Write each stage on a different piece of paper. Ask for 5 volunteers to come to the front of the class and give each student a stage.  Have the student volunteers work together to arrange themselves in the order that they think the scale of addiction occurs in.    **Week 8:**  **Lesson 1: Addiction; what is happening in the brain?**  learn about the parts of the brain, and functions of the brain  <https://science.education.nih.gov/supplements/nih2/Addiction/guide/lesson1-1.html>  What is happening in the brain when addiction happening?  What are long and short-term effects of addiction?  Scale of addiction use. <http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm#act1>    **Lesson 2:** **Behaviours, decision making and action and consequences model affected by addiction.**  Are you in control? What happens to the decision making, action and consequences when someone is addicted?  How does addiction impact these actions?  Behaviour model booklet (3 pages)  **Week 9:**  **Lesson 1: Consequences of addiction.**  Students will examine the consequences of addiction on all facets of life. 5 corners activity and group discussion.  family, friends, school/job, health, financial  **Activity: developing questions for Mockumentary (assessment)**  **Lesson 2: Case study of drug users – written and photographic evidence.**  The idea of the case study aspect of the program is to facilitate the Connection of the person in the case studies to real people. Trying to break down the barriers that cause terms like “junkie, drug \*\*\*\* “.  investigate what got the person to that stage in their life, what caused such debilitating addiction  build in empathy for students to build awareness of people around them and addictions as an illness.  <https://www.youtube.com/watch?v=LANc5GtFg1s&feature=youtu.be>  **Assessment: developing documentary**  **Students finalize interview questions; film and edit project**  **(This can be done individually or in groups, depending on student ability)**  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  **Week 10:**  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg**Lesson 1: Case study of addiction Jordan Hughes and ecstasy**  <https://au.news.yahoo.com/a/30181958/party-drugs-ruined-my-life-man-shares-confronting-video-showing-how-ecstasy-afected-his-body/>  How have drugs affected the life of this boy?  How does he feel about his life now?  What steps could you have taken to prevent this happening to someone you know?  Provide links to community programs and facilities in the Campbelltown, Liverpool region.  **Assessment: developing documentary**  **Students finalise interview questions; film and edit project**  **(This can be done individually or in groups, depending on student ability)**  **Week 10 lesson 2 and week Eleven:** Based on assessment of students in class, age appropriate and relevance to class student concerns.  Drugged high on Alcohol  <https://www.youtube.com/watch?v=CrTlI6seM0A>  Four corners ice Age documentary <https://www.youtube.com/watch?v=yxKst8BaPbc> | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| Use of personal whiteboard for making notes  One-to-one assistance  Scaffolded activities  Adjusted literacy activities | | | | | | | Inference of texts  Reading, comprehension and analysis of texts  Making connections between texts to self and texts to world | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| “Mockumentary”  Students take part in creating interview questions as a reflection of weekly/fortnightly lessons, and video record staff and students to piece together a film video survey/experience sharing. Students can also share statistics with their subject. To be completed throughout the term of the unit, finished by end of the unit.  For example:   * Have you been a smoker/ why did you start to smoke? * What do you think the most common drugs are * What are some names of drugs * How many people do you think smoke/drink/do drugs * What age do you think people have their first drink or drugs   Students can operate cameras or create their own video journal entry by using camera and tripod. | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| Before and after photos of drug users  https://www.youtube.com/watch?v=LANc5GtFg1s&feature=youtu.be  Four Corners Ice Age documentary:  <https://www.youtube.com/watch?v=yxKst8BaPbc>  Drugged High on Alcohol  <https://www.youtube.com/watch?v=_dJ97Vwoup4>  Jordan Hughes  https://au.news.yahoo.com/a/30181958/party-drugs-ruined-my-life-man-shares-confronting-video-showing-how-ecstasy-affected-his-body/ | | | | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| **Teacher Evaluation**  **Comments / Variations** | |
| **What worked well?**  The topic chosen for the unit of health was of high interest to students. Students often had insightful questions and meaningful discussions based on their high interest in the subject.  Discussions were a good way of communicating concepts and safety practices in this unit. Students have used language modelled in these discussions in other areas of learning.  The case studies used in the unit proved effective in that students were able to empathise with people their own age and connect with stories of people who were one time users but effected badly by unsafe behaviour.  Students engaged well with choosing their own drug’s to focus on in some lessons. This helped with student engagement.  **What needed to be changed?**  The types of drugs identification activity could be structured differently. Breaking the pictures and titles into three different groups would help scaffold the task for better accessibility for students.  Assessment task is too broad. A research task in which students create five slides on a chosen drug including the title and street names of the drug. Slide 2 – how the drug is injected and what form it takes. Slide 3 – effects short term of the drug. Slide 4 long-term effects of the drug. Slide 5 - prevalence in Australian society or a case study/news report on the drug use.  A discussion lesson around how much and what is shared in the unit would benefit the safety of students and staff.  **What do I think the students gained from this lesson?**  Students gained more knowledge about what drugs can actually do and how they’re different from each other. Students learnt that marijuana and synthetic marijuana are completely different and have a completely different effect on the body. Students learnt a lot about risk factors and safety information regarding drug taking.    **How well did this unit match the Elements of Learning and Achievement?**  The unit clearly linked with actions and choices, wellbeing, global citizenship. It also resonated with literacy and numeracy skills.    **What did I learn?**  I learnt how to differentiate the lessons based on subject matter not just ability. I also learnt that safety information in regards to what students will disclose and how to protect them and the students around them is important. This should be established before the commencement of the unit.    **How will I use this experience to extend my practice in the future?**  I will always teach discussion strategies and put in place safety strategies for discussions in the future. I know to be vigilant in confirming safety strategies before each discussion takes place. | |
| **Date Commenced**: Term 1, 2016 | **Date Finished**: Term 1, 2016 |
| **Teachers Signature**: | **Assistant Principals Signature**: Kate |