10Health Exploring Substances unit outline

Lesson	Learning Intention	Activities	Equipment & Resources
1	Students to begin thinking about the different types of drugs in NZ, and learning from their peers. An intro lesson to substances.	1. **Google Form** Formative assessment to determine students current knowledge. The questions are based off topics throughout the unit students will be exploring. Encourage students to try and complete on their own, then the results on the Sheet can be used to alter lessons. 2. **Lino-it** See example here. Each class will need to have a new Linno-it created for each, as this is a brainstorm activity. Students are to post on the Lino-it anything they know about any drug. Remind students what they post is anonymous, but is visible to their peers. Give prompts like affects, laws or types, to get them going. 3. **What would you like to learn** After reading through the Lino-it ask students to brainstorm individually what they would like to learn about, including one question they would like to have answered during the exploring substances unit.	★ Google Form link ★ Lino-it link (individually created for each student)

2	By the end of this lesson, students will be able to identify the classes of drugs and identify a law related to drugs in NZ.	1. **Research project** Students to make a copy of the Slides and complete their own research project answering the questions. This enables students to explore what drugs are, the classes and some laws in NZ. The teacher's role is to support with the research and have one on one with students. This is a great opportunity to determine students strengths and weaknesses, and have small group conversations.	★ Research project link
3	Students will be able to identify the types of drugs. Students will be able to explain some laws and consequences related to drugs in NZ.	1. **Classes and types of drugs** An intro into the classes and types of drugs, chalk and talk. Ask questions throughout as revision, and ask students for examples of the types of drugs (e.g. caffeine = energy drinks and coffee, nicotine is in tobacco/cigarettes etc). 2. **Laws post-its** Students are given two post it notes (preferably different colours). Students are to research any New Zealand laws related to any drug. Once they have their law written on ont of their post-its, they are to stick it onto the board. Once a law is on the board, students cannot 'post' the same law. Thus, the aim is to try and get 20+ different laws about drugs in New Zealand onto the board. After posting their	★ Classes/Types link ★ Post-it notes (two different colours, enough for one of each colour for each student)

		law, students are to find the consequence of breaking one of the other laws on the board - this is what their second post-it is for. Bring students together and discuss some of the major laws/consequences which relate to the students (such as the following:) - to purchase tobacco/alcohol you must be 18 or over - to consume alcohol under 18 you must have parental/guardians consent - drinking in public places is illegal - marijuana is illegal in NZ (any age)	
4	Students will be able to describe why there are three classes of drugs, and identify some effects tobacco has on the body.	1. **Mix and match** Print, laminate and cut out the classes with their risk level, examples and consequences. Mix them up and in small groups (2-3), students are to match everything up into the correct class. This is a revision activity from last lesson, new information and also for students who missed the previous lesson. Formative assessment, and provides opportunities to have discussions with students in their small groups. 2. **Effects of tobacco on Hāuora** Students are to make a copy of the Drawing. This is an	★ Mix and match (about 7 copies depending on class size) ★ Drawing link for effects of tobacco on Hāuora

		intro to tobacco. Students are to research the effects tobacco (either smoking or chewing tobacco) has on one's well being. As a guideline, students are to have three effects for each dimension, including both positive and negative examples. This activity ties back to the first unit and encourages students to think about the effects more holistically than just the physical body.	
5	Students will explore the long term effects of smoking cigarettes on the lungs.	1. **Smoking aerobics part 1** Ensure students have space to move (e.g. push chairs aside). This activity aims to show to students one of the effects of smoking cigarettes (reduced ability to breathe, build up in lungs). Before starting the movements, ask students to measure their resting heart rate (count bpm). Complete each of the following for 30 seconds; star jumps, running on the spot, squats, bum kicks, high knees - at the end measure their heart rate again 2. **Effects on Hāuora think, pair, share** Ask students to open up their Drawing from last lesson and give 5-10 minutes students to revise/finish off any last parts (think). Students then share their Drawing, focusing on one point from each dimension of well being (pair). Finally,	★ iPads (students need the Google Expedition app and so do you - can use smart phones) ★ Straws

		pairs are to join with another pair and discuss their drawings. By sharing with one another, this enable learning from their peers, rather than from the teacher. 3. **Google Expedition**: *Human Anatomy - Respiratory System (Smoking and Your Lungs)* **Teacher is the guide, students are the explorers** Show students this video, which shows the inside of a lung straight after smoking a cigarette. Then complete the Google Expedition. NOTE: You will need to have a play on this first, to get your head around it - this is a Virtual Reality application, and this shows tar build up in the lungs. There are short questions and stories to accompany the pictures from a non-smokers lung, to a regular smokers lung. Students will be 'looking at the lungs' listening to the facts/answering the questions. 4. **Smoking aerobics part 2** Students are to complete the same movements as earlier but this time with a straw in their mouth, while holding their nose. The straw has a smaller airway, showing how difficult it can be for smokers to breathe. Students are to measure their heart rates at the end - they are likely to rise due to an increased effort to inhale oxygen.	

6	Students will research a drug and present to their peers.	1. **Jigsaw substances** Students are in groups of 3 or 4 depending on the class size. Their activity is to create a 2-3 minute presentation (in 15 minutes) about one drug, to share with the class (teacher to give to groups - e.g. methamphetamine, cannabis, synthetic cannabis, cocaine, ecstasy, heroin, magic mushrooms). Their presentation is to include - forms of the substance, - class of drug, - consequences of possession/manufacture of drug, - and effects of the drug on Hāuora 2. **Cannabis continuum** Have the cannabis continuum in the middle to break up the presentations, the continuum is an opportunity to share opinions and have short discussions. One end of the room is 'strongly disagree' and the other end of the room is 'strongly agree'. The facilitator says one of the statements, and the students move themselves along the 'continuum' depending on their opinion. NOTE: important to remind students that their opinions matter and there is no right answer (therefore not to put others down for their opinions). After each statement ask a person from each	★ Continuum statements (either create your own, or from NZHEA alcohol and drugs resource p. 39) Slides needed ★ Kahoot link

		end to express their opinion/why they have put themselves where they are on the continuum. 3. **Kahoot substances revision** To engage learners, revise learning from students presentations and assessment of students knowledge.	
7	Students will be able to identify facts and myths related to multiple substances in NZ, and explain what a standard drink is.	1. **True false statements** (common drugs including tobacco, cannabis and alcohol) The facilitator is to say a statement, and students are to stand up if they think the statement is true, or sit down if they think it is false. After each statement, there are facts/ laws related to the answer to share with the class. 2. **Alcohol continuums and discussion** The same setup and the cannabis continuum. Statements are said by the teacher, students move along the continuum and then classroom discussion. NOTE: some may be similar to true/false statements, so ensure not doubling up, or rewording so the questions are a flow between activities or revision from previous lessons. 3. **Can you pour a standard drink?** A standard drink has 10g of pure alcohol in it (ethanol). Students are to 'pour' drinks, to see how many standard	★ True/false statements (NZHEA p. 55 & 56) ★ Continuum questions (NZHEA p. 38) ★ Standard drinks link

		drinks are in various alcoholic beverages.	
8	Students will be able to explain the effects alcohol has on the body.	**1. Alcohol Clock Game** Following on from standard drinks - the game is based around heading to a party and making decisions. The game shows how much alcohol the person has consumed and gives suggestions and facts based on their decisions. 2. **What alcohol does to the body** Short clip to link the two activities **3. Alcohol effects on body** Students are to explore and read about the effects of consuming alcohol on the body at the link. They are then to copy this Drawing, and complete using the alcohol.org resource or other research. There are some clips linked in for extra information.	★ Alcohol Clock Game link ★ YouTube link ★ Effects on body link ★ Effects Google Drawing
9	Students will share and discuss opinions about various alcohol scenarios.	1. **Post-its - Alcohol Questions** Choose some of the statements/questions from the NZHEA resource and put the questions around the room. Students are given multiple post-it notes (one for each question), and are to 'post' their answers by the questions. Students are then separated into small groups, each given	★ Post-it notes ★ Questions from NZHEA p43 for post-its ★ Google Form to assess learning ★ Google Form for feedback

		a question and the posts. Each group will share back to the class the common comments/opinions posted from students for each question. Whilst students are presenting back to class, inform students of some laws related to that question. 2. **Summative Assessment and Feedback** Forms to determine what students have learnt throughout the unit, and a Form for students to give feedback about the teaching and learning in preparation for next year and next unit.	