## ROUSE HILL PUBLIC SCHOOL – BILINGUAL CHINESE

### Keeping Myself Safe Around Drugs

保护自己，远离毒品
Bǎohù zìjǐ, yuǎnlí dúpǐn

### Outcome/s:

<table>
<thead>
<tr>
<th>Content</th>
<th>Subject: HEALTH</th>
<th>Term: ONE</th>
<th>Weeks: 2-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS3.12 - Explains the consequences of personal lifestyle choices</td>
<td></td>
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<tr>
<td>SLS3.13 - Describes safe practices that are appropriate to a range of situations and environments</td>
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<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>DMS3.2 - Makes informed decisions and accepts responsibility for consequences</td>
<td></td>
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<tr>
<td>INS3.3 - Acts in ways that enhance the contribution of self and others in a range of co-operative situations</td>
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<table>
<thead>
<tr>
<th>Values</th>
<th></th>
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<tbody>
<tr>
<td>V3 - Enjoys a sense of belonging</td>
<td></td>
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</tbody>
</table>

## Quality Teaching

### Intellectual Quality

<table>
<thead>
<tr>
<th>Deep knowledge</th>
<th>Deep understanding</th>
<th>Problematic knowledge</th>
<th>Higher-order thinking</th>
<th>Metalanguage</th>
<th>Substantive communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background knowledge</td>
<td>Cultural knowledge</td>
<td>Narrative</td>
<td>Inclusivity</td>
<td>Connectedness</td>
<td>Knowledge Integration</td>
</tr>
</tbody>
</table>

### Quality Learning Environment

<table>
<thead>
<tr>
<th>Explicit quality criteria</th>
<th>Engagement</th>
<th>High expectations</th>
<th>Social support</th>
<th>Student self regulation</th>
<th>Student direction</th>
</tr>
</thead>
</table>

### Content Goals

As a result of this unit of study students will be able to:

- discusses why people use different products
- identifies the effects of their decisions on themselves, others and the environment e.g. smoking, alcohol
- describes ways to improve unsafe environments e.g. home
- derives strategies to respond to situations, such as where people may be smoking or consuming alcohol
- identifies factors that may cause harm e.g. passive smoking, smoking or consuming alcohol
- predicts the consequences of their choices e.g. use of tobacco and alcohol
- finds and analyses information upon which to make an informed decision
- evaluates personal decisions

### Language Goals

#### Socialising (Talking & Listening)

- Students interact with peers and familiar adults to organize shared experiences and vary speaking conventions according to formality and needs of a specific audience
- Students exchange correspondence and simple written material with known others to plan daily tasks, activities and events and apply knowledge of Chinese script sequences and compound characters

#### Informing

(Key concepts: sameness, difference; Key processes: comparing, collaborating, recording, identifying, describing; Key text types: informational and persuasive)

- Students identify how key words and phrases relating to number, times, places and people are chunked in spoken exchanges and apply this knowledge to select and sequence appropriate content for identified audiences
- Students identify the meaning of words and phrases used in information texts and use this information for different purposes such as posters, charts and maps
demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement
clarifies opinions and attitudes towards drug use
values the need to work cooperatively with peers

Creating – (Key concepts: personal, imagination, cultural; Key processes: connecting, expressing, responding; Key text types: narratives)
- Students identify characters, events and viewpoints in short imaginative texts and express personal opinions about them with peers
- Students describe imagined characters and sequences of events, using modelled texts or word lists for support.

Translating
- Interpret simple text about Drugs, identifying words and phrases that do not readily translate into English.
- Create bilingual continuum/displays to raise awareness about the effects of drugs, smoking and alcohol.

Reflecting
- Reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchange.
- Presenting short spoken texts (role play) to peers in other contexts via digital media, sharing culture-specific aspects of (own?)

CULTURE (Intercultural knowledge and awareness)
Demonstrates understanding of significant cultural values and practices in Chinese-speaking communities 3.MBC.2
Understands Chinese drinking culture, business culture and etiquette associated with drinking.

CONTENT

Students learn:
- why people use different products
- the effects of their decisions on themselves, others and the environment e.g. smoking, alcohol
- ways to improve unsafe environments e.g. home
- strategies to respond to situations, such as where people may be smoking or consuming alcohol
- factors that may cause harm e.g. passive smoking, smoking or consuming alcohol
- the consequences of their choices e.g. use of tobacco and alcohol
- how to use information to make an informed decision
- strategies to evaluate personal decisions
- actions that support the rights and feelings of others e.g. consideration, encouragement
- opinions and attitudes towards drug use
- how to work cooperatively with peers

COGNITION/THINKING SKILLS

Remembering: Students will
- review types of medicines and where they are obtained
- identify appropriate use, administration and storage of medicines
- Label the substances in drugs and the effects of drugs on body.
- explain what drug is

Understanding: Students will
- compare definitions with definition given for medicine
- discuss classifications of the drugs on the list
- explain the meaning of the symbol ‘No Smoking’ and where it can be found

Applying: Students will:
- create an Opinion Continuum in the classroom for the ‘Effects of Smoking’
- role play to express their values and opinions assertively about passive smoking
- create a harm continuum for the ‘Effects of Alcohol’ (one end least harmful, one end most harmful)

Analysing: Students will:
- classify drugs into legal and illegal
- role play for the various scenarios about passive smoking

Evaluating: Students will:
- discuss either the fact sheet on ‘Alcohol’ or ‘Effects of Alcohol’
- express opinions concerning advertising about alcoholic drinks

Creating: Students will:
- In pairs have students joint construct a text about taking medicines suitable for a S1 class
Discuss and justify their opinions.
*(Refer to Learning Experiences)*

**Language for group work: negotiating order**

- 你第一, 我第二, 你是下一个
- 你在我后面, 你在我前面

- Nǐ dì yī, wǒ dì èr, nǐ shì xià yīgè/nǐ zài wǒ hòumiàn, nǐ zài wǒ qiánmiàn
- you're first, I'm second, you're next/ you're after me, you're before me

**Language for discussion:**

- 我 想 我 喜欢 请描述...

- Wǒ xiǎng wǒ xǐhuān Qǐng miáoshù...
- I think that … I like…. Please describe for me …

**Question words:**

- 为什么? 有 没有? 是 不是? 对 不对?

- Wèishénme? Yǒu méiyǒu? Shì bùshì? Duì bùduì?
- Why? Is that correct?

**Language for arguments and disagreements:**

- 同意 不同意? 对 不对? 你觉得呢?

- Tóngyì bù tóngyì Dui bùduì? Ni juédé ne?
- Do you agree? Is that correct? How/What do you think?

**Language for project work:**

- 我可以要___吗? 我可以借___吗? 你有___吗?

- Wǒ kěyǐ yào___ ma? Wǒ kěyǐ jiè___ ma? Ni yǒu___ ma?
- Can I have …? Can I borrow …? Do you have …?

- 因 此 / 所以

- Yīncǐ / Suǒyǐ
- Therefore

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**Language Of Learning**

**Vocabulary**

**Language For Learning**

**Language Through Learning**

Recycling of language, both new and known

Record, predict and learn new words which arise from activities

Dictionary skills – English to Chinese/ pinyin to Chinese

Presenting evidence

- Vocabulary extension
- Books
- Handouts
- Internet
- Software

- Strategies for reading and understanding a text.
- Strategies to improve classroom talk:
  - Encourage student questioning
  - Allow for student talk
  - Survey the class
  - Ask for summary to promote active listening and speaking.
  - Poster with instructions
  - Poster with discipline
  - Poster with equipment and materials

- Frames to facilitate discussion.
- Tasks and demands.
- Mini presentations

- Describing a sequence of events. (First, then, next, finally).

- Analysis and conclusion:
Zhuāng yào de róngqì yǒu:

- medicine containers could include:
  -瓶子 (bottles)
  -纸包 (packets)
  -糖浆 (syrups)
  -吸入器 喷雾剂 (Inhalers asthma sprays)
  -药片 药水 (Tablets pills, liquids)
  -软膏 霜剂 (Ointment creams)

**Defining:**

Zhè shì (this is)

**Pronouns:**

<table>
<thead>
<tr>
<th>我</th>
<th>我们</th>
<th>它</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wǒ</td>
<td>wǒmen</td>
<td>tā</td>
</tr>
</tbody>
</table>

**Question words:**

<table>
<thead>
<tr>
<th>为什么</th>
<th>你懂吗</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wèi shénme</td>
<td>Nǐ dǒng ma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>有没有</th>
<th>是不是</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yǒu méiyǒu</td>
<td>Shì bùshì</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>你觉得呢</th>
<th>在哪里</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nǐ juédé ne</td>
<td>Zài nǎlǐ</td>
</tr>
</tbody>
</table>

**Analysis and conclusion:**

- 我发现……
  - Wǒ fāxiàn……
    - I have found out…
- 我认为，……会发生
  - Wǒ rènwéi,  ....., Huì fāshēng
    - What I thought would happen was...
- 如果我……，图标显示……
  - Rúguǒ wǒ, Túbiāo xiǎnshì……
    - If I ..., My graph shows than ...

**Overview of lessons in this unit**

- 毒品是什么？ Dúpǐn shì shénme?
- 什么是药？ Yòngyào de guīzé shì shénme?
- 什么是药？ Yòngyào de guīzé shì shénme?
- 为什么吸烟？ Rénmen wèishéme xīyān?
- 为什么有吸烟区？ Wèishéme yǒu jìnyān qū?
- 怎样对吸烟说“不”？ Zěnyàng duì xīyān shuō “bù”?
- 酒精对身体有什么影响？ Jiǔjīng duì shēntǐ yǒu shé me yǐngxiǎng?
- 人们在哪里买酒？ Rénmen zài nǎlǐ mǎi jiǔ?
- 为什么喝酒？ Wèi shè yào hé jiǔ?
- 酒精对身体有什么影响？ Jiǔjīng duì shēntǐ yǒu shé me yǐngxiǎng?
- 人们在哪里买酒？ Rénmen zài nǎlǐ mǎi jiǔ?
- 为什么喝酒？ Wèi shè yào hé jiǔ?
<table>
<thead>
<tr>
<th>Explanations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>因为... 所以... 但是</td>
</tr>
<tr>
<td>Yinwèi... suǒyǐ... dànshì</td>
</tr>
<tr>
<td>Because..., therefore..., But...</td>
</tr>
</tbody>
</table>

- Present tense (Explain and affirmative, negative and questions sentences)
- Past Tense
- Future Tense (Predictions and hypothesis)
- Where, when, why, who, what, which, how?
- There is... and there are...
- Prepositions from, of, ...
- If...(then)...+ grammar of if–clauses
- Modal verb (instructions in the LAB)
# Keeping Myself safe around Drugs

## Week 2: Introduction

### Learning Experiences:

<table>
<thead>
<tr>
<th>Aim</th>
<th>Keys notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarise myself with the students and the student with myself. 2. Learning student’s names. 3. Developing and learning rules and expectations.</td>
<td>PBL posters, Health rules posters, noise level chart, conversation questions for Inside-Outside circle activity, Give Me 5! worksheet (optional for scribing), ‘Instagram’ worksheet</td>
</tr>
<tr>
<td>• Introduce myself to students. • Explain that I will be coming every week to teach Health. • Explain to students my rules and expectations for behaviour during Health lessons (raise your hand to speak, listen carefully when others are speaking, keep your hands, feet and body to yourself, follow directions the first time, always do your best). • Include references to PBL – Be a safe, respectful learner. • Complete Inside-Outside Circle activity with students, asking questions about their aims for this year, what they want to learn etc. (see conversation questions). • Discuss with students why we have these rules and how they will help everyone in the class. • Discuss being a cooperative, caring learner and how this will allow everyone to achieve success. • Have students complete ‘StandUp, HandUp, PairUp’. • With a partner students need to devise a list of five things they want their Health classroom to look like/sound like/feel like this year. If time permits have students independently complete the ‘Instagram’ activity, capturing a snapshot of what their classroom to be like this year. • To conclude the lesson, play a simple game with simple rules (highlight the importance of having rules) such as ‘Apple Pie’ or the ‘Shush Ball’.</td>
<td></td>
</tr>
</tbody>
</table>

## Week 3: What is a drug?

### Learning Experiences:

<table>
<thead>
<tr>
<th>Aim</th>
<th>Keys notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can students devise an accurate definition of a drug? 2. Can students categorise drugs into legal and illegal drugs? 3. Can students appreciate that drugs can be both helpful and harmful?</td>
<td>S3 ‘Keeping Myself Safe Around Drugs’ notebook file, A4 blank paper, ‘Classification of Drugs’ worksheet</td>
</tr>
<tr>
<td>• On blank A4 paper have students independently complete a mind map on ‘drugs’ (see example from ‘S3 Keeping Myself Safe Around Drugs’ notebook file). • Explain that students will complete another mind map at the end of the unit where they will change/add any further knowledge (assessment activity). • In table groups have students Round Robin to devise their own definition of ‘a drug’ (allow groups think time, then time to all verbally give their answer and create a group response).</td>
<td></td>
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</tbody>
</table>
Choose a number/person from each group to share their definition with the class.

Compare definitions from the class with that of the World Health Organisation (‘S3 Keeping Myself Safe Around Drugs’ notebook file).

Have the class ‘StandUp, HandUp, PairUp’ then Rally Robin to answer the question ‘what drugs can you name?’

Discussing as table groups, have students complete the worksheet ‘Classification of Drugs’.

Students need to classify drugs into legal and illegal. Drugs may be placed in more than one category. The emphasis is on the legal drugs alcohol, caffeine, tobacco and ‘over the counter’ drugs. Drugs can be categorised into medicines, legal and illegal.

**Legal drugs**: alcohol, tobacco, caffeine, prescribed and over the counter drugs such as tranquillisers and analgesics. Paracetamol, tranquillisers, caffeine (all types), sleeping tablets, throat lozenges, aspirin, morphine, nicotine (cigarettes), alcohol, antiseptic cream, pethidine.

**Illegal drugs**: cannabis, heroin, amphetamines, barbiturates and cocaine.

It may be appropriate to broaden discussions to include illegal drugs e.g. alcohol is illegal in some countries. Marijuana, cocaine, heroin.

As a class discuss classifications of the drugs on the list and question ‘why do some drugs appear in more than one category?’ (It is illegal for under 18 year-olds to purchase/be sold alcohol or cigarettes, but adults can legally purchase them).

**ASSESSMENT**

- Assess student’s knowledge & their use of L2 (using the simplest form of language) which is appropriate for this purpose i.e. communicative competence (with a mix of both L1 & L2)
- Content knowledge – using the simplest form of L2 to discuss, identify & classify items/materials as solids, liquids or gases
- L2 - recognition of some Hanzi words as well as pronunciation when reading Pinyin.

**Listening**: Express opinion when creating dialogue (formative)

**Speaking**: 1. Use of L1 & L2 in group situations for discussions. (e.g. Use pictures to create conversation) (summative)
   2. use of cause-and-effect relationships to explain results (formative)

**Reading**: Read and discuss written dialogue e.g. students using a range of sources to elicit information (formative)

**Writing**: complete a mind map on drugs (summative)

- Checklist/rubrics
- worksheets
- portfolio

**Week 4: What are the rules for taking medicine?**

**Learning Experiences:**

Aim:
1. Can students identify where medicines are obtained?
2. Can students state clearly the procedures for taking medicines safely?
3. Can students appreciate the need for responsible behaviour?

- Have students ‘StandUp, HandUp, Pair Up’ then work together to create a definition for ‘medicine’.
- Have pairs share their definitions with the class.
- Compare definitions with the definition in the S3 ‘Keeping Myself Safe around Drugs’ notebook file.
- As a class review types of medicines and where they are obtained.
- Assessment activity: In pairs have students joint construct a text about taking medicines suitable for a Stage 1 class.

| S3 ‘Keeping Myself Safe Around Drugs’ notebook file, A4 blank paper, assessment rubric |
| Key notes & Resources |

1. Students must create a character and add the title e.g. ‘Sensible Sue/Responsible Ricky takes medicine safely’ (texts will be shared with
Stage 1 next term when they complete their Drug Education unit).
2. Students must write a narrative using the character to illustrate the rules for taking medicines safely.
3. The narrative should be from the viewpoint of students self-medicating with a parent present e.g. using asthma inhalers, taking cough lozenges etc.).
4. Students should include aspects of safety such as reading the instructions on medicine bottles/packets, ensuring the correct dose is taken and that it is taken at the right time, storing the medicine safely and making sure a responsible adult is present.

- Ensure students understand that this will be an assessment activity by referring to the assessment rubric.

**Week 5: What are the rules for taking medicine?**

**Learning Experiences:**

<table>
<thead>
<tr>
<th>Aim:</th>
<th>Key notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can students identify where medicines are obtained?</td>
<td>A4 blank paper, assessment rubric</td>
</tr>
<tr>
<td>2. Can students state clearly the procedures for taking medicines safely?</td>
<td></td>
</tr>
<tr>
<td>3. Can students appreciate the need for responsible behaviour?</td>
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</tr>
</tbody>
</table>

- Allow students time to complete the assessment activity from the previous lesson:
- In pairs have students joint construct a text about taking medicines suitable for a Stage 1 class.
- Students must create a character and add the title e.g. 'Sensible Sue/Responsible Ricky takes medicine safely' (texts will be shared with Stage 1 next term when they complete their Drug Education unit).
- Students must write a narrative using the character to illustrate the rules for taking medicines safely.
- The narrative should be from the viewpoint of students self-medicating with a parent present e.g. using asthma inhalers, taking cough lozenges etc.).
- Students should include aspects of safety such as reading the instructions on medicine bottles/packets, ensuring the correct dose is taken and that it is taken at the right time, storing the medicine safely and making sure a responsible adult is present.
- Display the rubric for students to refer to while working. If time permits share narratives.

**ASSESSMENT**

- Assess student’s knowledge & their use of L2 (using the simplest form of language) which is appropriate for this purpose i.e. communicative competence (with a mix of both L1 & L2)
- Content knowledge – using the simplest form of L2 to discuss, identify & classify common radicals.
- L2 - recognition of some Hanzi words as well as pronunciation when reading Pinyin.
- Listening: Express opinion when creating dialogue (formative)
  Speaking: 1. Use of L1 & L2 in group situations for discussions. (e.g. Use pictures to create conversation) (summative)
  2. Use of cause-and-effect relationships to explain results (formative)
- Reading: Read and discuss written dialogue e.g. students using a range of sources to elicit information (formative)
- Writing: Write a narrative to illustrate the rules for taking medicines safely (summative)
- Use Hanzi (and/or) Pinyin to complete a range of written tasks

- Checklist/rubrics
- Portfolio
- Narrative writing
- Attachment D: Individual assessment for learning activity.
### Week 6: What effects can smoking have on us?

**Learning Experiences:**

<table>
<thead>
<tr>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can students identify the harmful effects of smoking?</td>
</tr>
<tr>
<td>2. Can students discuss the effects of smoking?</td>
</tr>
<tr>
<td>3. Can students appreciate that others may have different opinions and values?</td>
</tr>
</tbody>
</table>

- As a table team of four, have students read and discuss either the fact sheet on ‘Tobacco’ or ‘Effects of Smoking’.
- Have two teams then ‘Team Up’ with a table team who have read and discussed the other worksheet than their own (‘Team Up’ 1. Two teams unite. 2. Team A presents. 3. Team B members Round Robin positive feedback. 4. Teams switch roles. 5. Teams celebrate).
- As a class review the content and clarify any issues/questions that may have arisen.
- Have students individually or in pairs complete the ‘Tobacco’ cloze passage and ‘Quick Quiz’. Share answers as a class.
- Create an Opinion Continuum in the classroom (Strongly agree-Agree-No comment-Disagree-Strongly disagree).
- Ask students the following questions and have them position themselves along the continuum.

* ‘Do you think people look more attractive when they smoke?’

* ‘Do you think people worry about the health effects of smoking when they are –teenagers–older?’

<table>
<thead>
<tr>
<th>Key notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact sheets ‘Tobacco’ and ‘Effects of Smoking’, ‘Tobacco’ and ‘Quick Quiz’ worksheet’</td>
</tr>
</tbody>
</table>

### Week 7: Why do we have smoke-free places?

**Learning Experiences:**

<table>
<thead>
<tr>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can students identify parts of the body that are affected by smoking?</td>
</tr>
<tr>
<td>2. Can students indicate the effects of smoking on various body parts?</td>
</tr>
<tr>
<td>3. Can students express their values and opinions assertively?</td>
</tr>
</tbody>
</table>

Have students ‘StandUp, HandUp, PairUp’ then Rally Robin to identify and list smoke-free locations in the community.

As a class revise the effects of smoking on the body from the previous lesson.

Display the ‘No Smoking’ sign “禁止吸烟”标志“Jìnzhǐ xīyān” biāozhì and have students explain the meaning of the symbol and where it can be found.

Using ‘Timed Pair Share’

1. Teacher announces a topic, states how long each student will share, and provides think time.

<table>
<thead>
<tr>
<th>Key notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3 ‘Keeping Myself Safe Around Drugs’ notebook file</td>
</tr>
</tbody>
</table>
2. In pairs, partner A shares; partner B listens.
3. Partner B gives a positive response. 4. Partners switch roles.

Have students answer the questions - 什么 是被动吸烟?

• What is passive smoking?

• 被动吸烟有什么影响?

• What are the effects of passive smoking?

As a class discuss the definition of passive smoking.
Break students into groups to devise role plays for the following scenarios.
Ensure that students do not take on the role of the person smoking so as not to practice negative roles (the teacher may play this part if necessary).

* Four students being driven to sport on the weekend. The driver is smoking. What would you do?
* A family is eating lunch at an outdoor restaurant and someone is smoking at the table next to them. What would you do?
* You are waiting to catch a bus and the person next to you lights a cigarette. What would you do?

Inappropriate responses are discouraged by the teacher by posing questions such as:

如果你这样做可能会怎样?

Rúguǒ nǐ zhèyàng zuò kěnéng huì zěnyàng?

1. What might happen if you do that?

2. Would that be the best action?

3. What else would you do?

ASSESSMENT

• Assess student’s knowledge & their use of L2 (using the simplest form of language) which is appropriate for this purpose i.e. communicative competence (with a mix of both L1 & L2)

• Content knowledge – using the simplest form of L2 to discuss, identify & classify common radicals.

L2 - recognition of some Hanzi words as well as pronunciation when reading Pinyin.

• Checklist/rubrics

• Portfolio

• Procedure writing

Listening: Express opinion when creating dialogue (formative)

Speaking:

1. Use of L1 & L2 in group situations for discussions.
(e.g. Use pictures to create conversation) (summative)

2. use of cause-and-effect relationships to explain the effects of ‘passive smoking’ (formative)

• Reading: Read and discuss written dialogue e.g. students using a range of sources to elicit information (formative)

• Writing: Create an Opinion Continuum for the ‘effects of smoking’ (summative)

• Use Hanzi (and/or) Pinyin to complete a range of written tasks
### Week 8: How can we say 'no' to smoking?

**Learning Experiences:**

<table>
<thead>
<tr>
<th>Aim</th>
<th>Key notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can students analyse situations when harm may occur?</td>
<td>Scenarios activity sheet, Decision Making proforma, S3 ‘Keeping Myself Safe Around Drugs’ notebook file, Scenarios for groups</td>
</tr>
<tr>
<td>2. Can students appreciate the consequences of their decision making?</td>
<td></td>
</tr>
<tr>
<td>3. Can students use decision making skills to make informed choices?</td>
<td></td>
</tr>
</tbody>
</table>

- Read students Scenario 1 from the Scenarios activity sheet.
- As a class discuss the scenario.
- Model to the class during the discussion how to complete the Decision Making proforma, or show an example from the S3 ‘Keeping Myself Safe Around Drugs’ notebook file.
- Break students into small groups and distribute the remaining scenarios and copies of the Decision Making proforma.
- Have groups complete the activity using Round Table.
- To conclude the lesson, have a leader from each group report on the decisions made.

### Week 9: What does alcohol do to the body? / Where and why do people consume alcohol?

**Learning Experiences:**

<table>
<thead>
<tr>
<th>Aim</th>
<th>Key notes &amp; Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Can students understand what alcohol is?</td>
<td></td>
</tr>
<tr>
<td>3. Can students identify where and when people may consume alcohol?</td>
<td></td>
</tr>
<tr>
<td>4. Can students identify why people may or may not consume alcohol?</td>
<td></td>
</tr>
<tr>
<td>5. Can students discuss situations involving alcohol and possible harm?</td>
<td></td>
</tr>
<tr>
<td>6. Can students express opinions about harms associated with drinking alcohol?</td>
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</tbody>
</table>

- As a table team have students complete a mind map for ‘What does the word alcohol mean to us?’
- As a table team of four, have students read and discuss either the fact sheet on ‘Alcohol’ or ‘Effects of Alcohol’.
- Have two teams then ‘Team Up’ with a table team who have read and discussed the other worksheet than their own (‘Team Up’ 1. Two teams unite. 2. Team A presents. 3. Team B members Round Robin positive feedback. 4. Teams switch roles. 5. Teams celebrate).
- As a class review the content and clarify any issues/questions that may have arisen.
- In original table teams have students add or make any changes to their mindmap after reading about/learning about alcohol facts.
- Complete Inside-Outside Circle activity with students, asking the following questions:

> 人们在什么时候喜欢喝酒？
> Rènmen zài shénme shíhòu xǐhuān hējiǔ?
> *At what events do people sometimes drink alcohol?*
At what events do people usually not drink alcohol? (The teacher should make it clear that alcohol does not have to be involved in social situations)

What reasons may people give for drinking alcohol?

What reasons may people give for not drinking alcohol?

As a class discuss the statements, ensuring no stereotypical or incorrect responses are reinforced. Highlight to students that sometimes there may be harms to other people when alcohol is consumed. Clarify the term ‘harm’ and have students provide synonyms for the word (e.g. injure, damage, hurt, wound etc.). Create a harm continuum across the classroom (one end least harmful, one end most harmful).

A 12 year-old crossing the road

A 12 year-old being a passenger in a car with a person who has been drinking alcohol

A 12 year-old at his/her parent’s party and tasting an alcoholic drink

A 12 year-old at his/her friend’s party and tasting an alcoholic drink without parental permission

Students may be asked to give a reason for why they are standing at a particular spot on the continuum but should be allowed to ‘pass’ if they feel uncomfortable about answering.
### ASSESSMENT

- **Assess student’s knowledge & their use of L2 (using the simplest form of language) which is appropriate for this purpose i.e. communicative competence (with a mix of both L1 & L2)**
- **Content knowledge – using the simplest form of L2 to discuss, identify & classify common radicals.**
  - L2 - recognition of some Hanzi words as well as pronunciation when reading Pinyin.

<table>
<thead>
<tr>
<th><strong>Listening:</strong></th>
<th>Express opinion when creating dialogue (<strong>formative</strong>)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong></td>
<td>1. Use of L1 &amp; L2 in group situations for discussions. (e.g. Use pictures to create conversation) (<strong>summative</strong>)</td>
</tr>
<tr>
<td></td>
<td>2. use of cause-and-effect relationships to explain results (<strong>formative</strong>)</td>
</tr>
</tbody>
</table>

- **Reading:** Read and discuss written dialogue e.g. students using a range of sources to elicit information (**formative**) |
- **Writing:** create a harm continuum for ‘Effects of Alcohol’ (**summative**) |
- Use Hanzi (and/or) Pinyin to complete a range of written tasks

- Checklist/rubrics
- Portfolio
- Procedure writing

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### Week 10: What is a drug?

<table>
<thead>
<tr>
<th><strong>Learning Experiences:</strong></th>
<th><strong>Key notes &amp; Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
<td>S3 ‘Keeping Myself Safe Around Drugs’ notebook file, A4 blank paper</td>
</tr>
</tbody>
</table>
  1. Can students devise an accurate definition of a drug? |
  2. Can students categorise drugs into legal and illegal drugs? |
  3. Can students appreciate that drugs can be both helpful and harmful? |
| **The aim of this lesson is for students to, on blank A4 paper, independently complete a mind map on ‘drugs’ (see example from ‘S3 Keeping Myself Safe Around Drugs’ notebook file) to complete their assessment for this term.** |
| **Look for students adding/changing knowledge from their mind map created during the lesson in Week 3.** |
| **Addition lesson time can be used to catch up on any missed lesson components this term or to complete class building activities.** |
| **Differentiation** | |
| **Extension:** | |
| Have students move into small groups for discussion and to complete independent work. |

**Core:** Teach program as specified.