

Teacher's notes

Introduction.

These materials are to be used in the Science lessons, when pupils are working the Central Nervous System in Catalan, one lesson a week will be devoted to consider the aspects of Education for Health in English.

The photocopies will be given day by day and they pupils will keep them in the Science dossier. Pupils are already familiar with this kind of work because they have already worked this way in previous years.

They know that learning contents in English is a step forward, not only in terms of knowledge of the language but also in terms of learning abilities. They see it as a challenge.

The contents and aims are included in the index of the unit in Catalan. When teaching the Crosscurricular Contents the teacher has to point out the link between the general topic and the Crosscurricular contents. As an example the index of these in CLIL is:

1. Definition of drugs.
2. Origin of drugs.
3. Recognise drugs in everyday life.
4. Medicines:
 - 4.1 Use/abuse.
 - 4.2 Painkillers.
 - 4.3 Sedatives.
5. Alcohol
 - 5.1 Study case
 - 5.2 Role play
6. Tobacco
 - 6.1 Effects of tobacco in the body
 - 6.2 Poster asking for smoke-free areas

In terms of language we are going to learn:

Prediction.

Tick the column of the aims you think you are going to achieve:

	AIMS	YES	WITH HELP	I DON'T KNOW
1	Write a complete definition of drug.			
2	Write conclusions after analysing some facts.			
3	Talk, with a frame, about the origins of drugs.			
4	Collect statistics about common drugs in everyday life.			
5	Summarise information about medicines.			
6	Explain orally, with a model, effects of medicines.			
7	Perform a role-play about the consequences of the abuse of alcohol.			
8	Match the effects of tobacco.			
9	Make a poster asking for smoke-free areas.			

Activity 1.

Drugs

Group activity.

Each group is going to have a complete set of sentences, and the vocabulary to help them understand the definitions.

They have to read the partial definitions, find out the important information and try to write a complete definition.

Negotiate all the new definitions among the groups and the teacher writes the complete definition on the blackboard.

It's necessary to make clear that when dealing with drugs as teenagers nobody is going to tell them the whole information about drugs i.e.

Somebody is going to tell them that if they take ecstasy they are going to have great fun, but this person is not going to mention that ecstasy can damage your brain.

Activity 2.

Where drugs come from.

Page A/B

Pair work. Information gap.

The aim of the activity is to find out about the origin of some common drugs and also if they are used in its natural state or if they have been processed in laboratory.

As end of the activity they have to complete the conclusion proposed in the activity.

SOME DRUGS COME FROM PLANTS, MINERALS, EVEN ANIMALS BUT, OTHERS ARE ARTIFICIALLY MADE.

It is a very easy activity and it is aimed for pupils to gain confidence in their abilities in the language.

Activity 3.

Drugs in everyday life

It is a group and pair work activity. Pupils are going to make statistics about drugs in everyday life. For the teacher it is going to help to detect risks behaviour concerning drugs in the group.

The language necessary to develop this activity is:

What's your score for?

I see Coke everyday, then my score for Coke is ten.

I see Aspirin once a week, then my score for Aspirin is eight.

..... once a month,

..... once a year,

I've never seen, then my score is nil.

Now, it is time for the **statistics**.

Each person is in charge of two drugs.

Write in a spare paper all the figures concerning your drug.

Use the question:

What's your score for Coke? And yours? Can you repeat, please?

Add all the scores of each drug and divide it into the number of pupils in your group.

This is going to give you the mean.

Colour the column from your photocopy.

Negotiate the colour for each column.

Use the sentences:

I want to colour coke's column red, do you like it?

....., what do you think?

....., do you agree?

The spokesperson of the group is going to tell about the results when presenting them to the rest of the classroom.

The second part of the activity is to mention other products of the pupil's everyday life containing similar drugs to the ones described.

At the end of the activity pupils are going to complete a self-evaluation paper with this information.

IN ENGLISH...	YES	NO	SOMETIMES
I've asked for the scores			
I've answered with long answers			
I've answered with short answers			
I've negotiated the colours for the chart			
I've presented my group results			

Activity 4.

The first part of the activity is an individual activity. The teacher reads the text aloud meanwhile pupils follow the reading.

It is not a difficult text because pupils are already familiar with most of the vocabulary.

In groups have a set of cards with the essential information necessary to do a flow chart to summarise the initial text.

Language for interaction:

I think goes first.

No, I don't agree. I think the first card is because it's from where drugs come.

I think the second card is

The third card has to be

I think the fourth card is because it is what comes out of the

I think the fifth and sixth cards are because in the text says

I think then comes because it can end up in

The eighth card is

And finally can cause

Now explain orally the process of medicines from the starting point to its final consequences.

Follow the structure provided in the photocopy.

Activity 5.

Long term effects. Painkillers and sedatives.

Individual/ Whole class activity.

The aim of this activity is to find out about the long-term effects of common drugs as painkillers and sedatives.

Pupils read the information about the medicines organised in tables. They have vocabulary notes for the new words (painkiller, sedatives).

Then they match the medicine with the long-term effects related to its use. It is important to mention that very often a medicine can have more than one long-term effect.

Activity 6.

Exchange information about painkillers and sedatives.

Pair work activity.

Pupils have to exchange information about the two groups of medicines using the language model provided in the photocopy.

Language for the activity:

Can you repeat the short term effects of....., please?

Where does the work on?

What are the short term effects of

Which medicine	can cause dependence? affects your digestive system? can have depressant effects? affects your circulatory system?
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Activity 7.

Alcohol.

Pupils read the study case 1 and 2. The vocabulary is not difficult and pupils are supposed to understand it without difficulties.

Then we are going to analyse the two situations to find out common points and differences.

Teacher should answer question in this sense:

What fact is common to both situations? (People drink alcohol.)

What is/are the difference/s between both situations?

- a) Quantity of alcohol.
- b) Problems it causes.
- c) Social acceptance/ social problem.

How old do you think Peter is?

Can you suggest any other activities Peter can do with his friends instead of drinking?

Role-play.

The activity is going to be performed and prepared in the Oral English lesson. Pupils work in two groups of 13 pupils. This allows the teacher to devote more time to each situation.

In teams pupils are going to prepare the role-plays. They are going to decide if they are going to use dialogues or only body language. Teachers are going to encourage them to use short dialogues and help them to produce the language needed.

They can also look for models in English books.

In groups pupils are going to role-play the situation when having different levels of alcohol in blood.

The groups are going to perform the situation not in "quantity order", they are going to have a letter and the rest of the class is going to place the letter in the grid.

BLOOD ALCOHOL (mg/100ml)	EFFECT ON A MODERATE DRINKER.
20	Usually feel relaxed and able to 'let go' slightly. B
60	Unable to make sensible decisions. D
100	Tend to be clumsy and unable to walk straight. F
180	Very drunk and unmanageable; may later not be able to remember what has happened. A
300	Often spontaneously incontinent. Possibly in coma. C
500	Likely to die without medical help. E

Write the conclusion.

Use the language provided to write a conclusion related to alcohol use.
Activity 8.

Effects of tobacco

Pupils read the short text as introduction to the topic. Pupils are already aware of the effects of tobacco because it is a very common issue. They have vocabulary support for two difficult words: nicotine and tar.

Teacher lists on the blackboard the effects of drugs in the body. In pairs pupils decide which part of the body is affected.

bronchitis, stomach ulcer, heart disease, fats deposits in arteries, poor blood circulation, asthma, irritation of nose, irritation of eye, irritation of throat, raises blood pressure, carbon monoxide reduce the levels of oxygen in blood,

In groups of 4/5 pupils are going to create a poster asking for smoke-free areas for babies and children. They have to use positive language; they have already studied in Catalan the effects of using positive language to reinforce the behaviour you want to promote.

They also need to choose nice images to catch the public's attention. As final part they have to present the poster to the class.
The language support for this final activity is:

We have written because it is important

If the air is polluted because an adult has smoked then we

I would like adults

This picture means

This poster means

I'm going to put this poster in my because I want my

mother/father/big brother-sister to stop

Bibliography.

G:\We in the world\BBC - GCSE Bitesize - Science Biology Humans as organisms Smoking.htm

G:\We in the world\BBC - GCSE Bitesize - Science Biology Humans as organisms Drugs and health.htm

Haughton, Emma. How do drink and drugs affect me? Health and fitness. Wayland

LANGUAGE FRAMES.

Activity 3

What's your score for?
I see Coke everyday, then my score for Coke is ten.
I see Aspirin once a week, then my score for Aspirin is eight.
..... once a month,
..... once a year,
I've never seen, then my score is nil.

What's your score for Coke? And yours?
Can you repeat, please?

I want to colour coke's column red, do you like it?
....., what do you think?
....., do you agree?

Activity 4.

I think goes 1st.

No, I don't agree. I think the 1st is because it's from where drugs come.

I think the 2nd is

The 3rd card has to be ...

I think the 4th card is because it is what comes out of the

I think the 5th and 6th cards are because in the text says

I think then comes because it can end up in

The 8th card is

And finally can cause

Activity 6.

Which medicine	can cause dependence? affects your digestive system? can have depressant effects? affects your circulatory system?
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Can you repeat the short term effects of....., please?

Where does the work on?

What are the short term effects of?

Activity 8.

Presentation.

We have written because it is important

If the air is polluted because an adult has smoked then we

I would like adults

This picture means

This poster means

I'm going to put this poster in my

because I want my mother/father/big brother-sister to stop

SELF ASSESSMENT

Activity 3

Complete the chart.

IN ENGLISH...	YES	NO	SOMETIMES
I've asked for the scores			
I've answered with long answers			
I've answered with short answers			
I've negotiated the colours for the chart			
I've presented my group results			

Final assessment.

	AGREE	DISAGREE	I DON'T KNOW
All drugs are bad.			
Only criminals take drugs.			
Some drugs are very dangerous.			
In alcohol the quantity is an important factor.			
Only illegal drugs are dangerous for your health			

WHAT I'VE DONE	Exc.	Good	Not so good	Absent
Written a complete definition of drug.				
Written conclusions.				
Asked /answered questions.				
Collected statistics.				
Summarised information.				
Performed a role play of the abuse of alcohol.				
Matched the effects of tobacco.				
Made a poster				
Presented the poster				