Escola Secundária João Gonçalves Zarco
Portugal

MODULE 1
CLASSIFICATION AND CATEGORIZATION

DU 2 – ANALOGS OF CATHINONES

Part I

Title (DU title)	DU 2 − ANALOGS OF CATHINONES
Author/s (name of the teachers involved)	Ana Fernandes, Ana Moura, Isabel Fernandes, Manuela Galante, Olívia Rodrigues
Discipline/s involved	Physics & Chemistry, Portuguese and English
Index of contents	● classification and categorization of the phenomenon of substance abuse, synthetic cannabinoids, analogs of cathinones, and phenethylamines. ● Mechanistic, Descriptive and Regulatory Toxicology ● Types of intoxications: acute/chronic, accidental/intentional ● Additive, synergic, potentiation and antagonism ● Tolerance ● Maximum effect and potency

Learning objectives	● To understand the main and overall concepts related to Toxicology; ● To share a basic common acknowledgment between students, that will be important to understand the following modules; ● To create the learning environment of the course that will help the students to finish it with success. ● Recognize the main denominations that are common in Toxicology; ● Explain the main areas in Toxicology field and the classification and categorization of substances and its abuse
Times, materials, and spaces (physical/virtual)	- Meetings with students - Emails - Classrooms - Google Meets - Zarco Auditorium - Laptops - INES Moodle Platform
Teaching strategies (e.g. brainstorming, cooperative	Information from INES Moodle Platform (Comprehension)

learning (Jigsaw), role-playing etc)*	- Brainstorming - Roleplays - Mindmaps - Face-to-face Collaborative Work - 5 students working groups per Module of their choice. - Teamwork
Mediation tools	- Mindmaps - Blended Learning Process - Collaborative Teaching - Debates - Feedback exchange - Group discussion - Project-Based Learning - Learning videos - Mentoring, Coaching and Counselling - Peer to peer discussion - Work in Teams
Activity involving students in the process of co-	- The students started out by doing the Formative Test and participate in the Forum

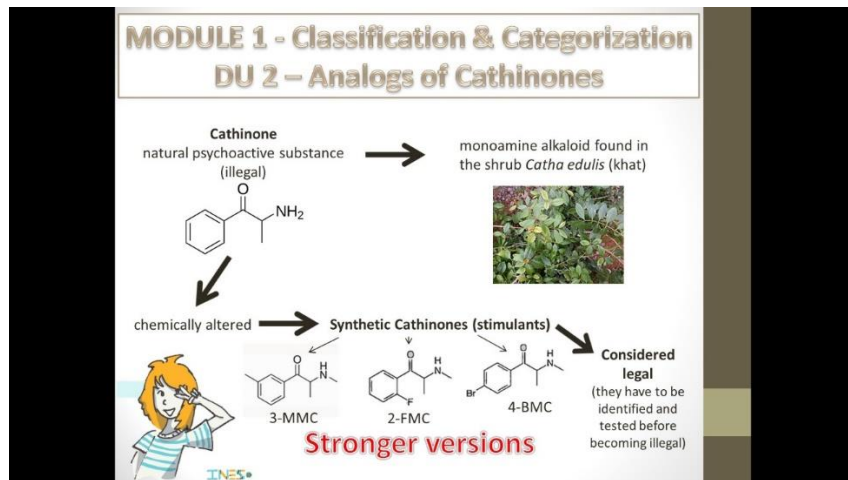| construction of the content/activity	- The students read all the information and watched the videos contained in Module 1 - The wrote the Mind map based on the information read - They created the TikTok with 5 questions based on DU 2 from Module 1

Part II

Describe the Teaching-learning sequence	Lesson 1 (50 min) Teaching-learning sequence (micro-planning) 20 min.-Topic overview with MINDMAP 10 min.- Checking digitally with TikTok feedback

	15 min. - Debate
	5 min. – Remarks, assessment and conclusion

Part III

Teaching-learning Materials

MINDMAP

TIKTOK