



Escola Secundária João Gonçalves Zarco Portugal

MODULE 4

SET PROFILING OF THE CONSUMER

REASONS FOR CLASSICAL AND NEW PSYCHOACTIVE SUBSTANCES

DU 1 – PROFILING OF THE CONSUMER

Part I

Title (DU title)	DU 1 – PROFILING OF THE CONSUMER
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	<ul style="list-style-type: none">• Drinking/ Drugs• Expectations (Positive and Negative)• Beliefs• Motivations (personal and social)• NPS CONSUMERS Who? Why?• Expectations on NPS effects• Motivations for• Consumption facilitating factors• Social environment (Temporal,Geographical, Cultural and Political factors)• Social issues (Poverty, Homelessness, Criminality and

	<p>Mental Health)</p> <ul style="list-style-type: none"> • Social responsibility
Learning objectives	<ul style="list-style-type: none"> • This Module aims to increase knowledge about the intrinsic and extrinsic motivations that lead people to engage in substance use; • To understand why people engage in psychoactive substances use (motives); • To know the complexity of the phenomenon and to intervene in NPS prevention and harm reduction activities. • Didactic Unit 3 aims to discuss the social causes of NPS consumption, through a lens of social responsibility and to use sociological imagination to reflect about potential solutions to the prevention and intervention in this phenomenon.
Times, materials, and spaces (physical/virtual)	<ul style="list-style-type: none"> • Meetings with students • Emails • Classrooms • Google Meets • Zarco Auditorium • Laptops

	<ul style="list-style-type: none"> • INES Moodle Platform
Teaching strategies	<ul style="list-style-type: none"> • Information from INES Moodle Platform (Comprehension) • Brainstorming • Roleplays • Mindmaps • Face-to-face Collaborative Work • 5 students working groups per Module of their choice. • Teamwork
Mediation tools	<ul style="list-style-type: none"> • 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-construction of the content/activity	<ul style="list-style-type: none"> • The students started out by doing the Formative Test and participate in the Forum • The students read all the information and watched the videos contained in Module 4 • They wrote the Mind map based on the information read • They created a KAHOOT with 5 questions based on DU3 from Module 4
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Part II

Describe the Teaching-learning sequence	<p>Lesson 1 (50 min)</p> <p>Teaching-learning sequence (micro-planning)</p> <p>20 min.-Topic overview with MINDMAP</p> <p>10 min.- Checking digitally with KAHOOT feedback</p> <p>15 min. - Debate</p> <p>5 min. – Remarks, assessment and conclusion</p>
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Part III

Teaching-learning Materials

MINDMAP

https://drive.google.com/file/d/1U6UOMzBOilmFFyDF_sevv3PJTGf4jYoo/view?usp=share_link

KAHOOT

<https://create.kahoot.it/share/meanings-of-consumption/f2698676-4800-46d2-b07d-1d630c1e9dce>

https://kahoot.it/challenge/04022814?challenge-id=0f98aa74-8fa7-42db-99f8-a89cbcfccabf_1679077892335

TIK TOK

<https://mail.google.com/mail/u/1?ui=2&ik=47eff645fb&attid=0.1&permmsgid=msg-a:r-2148800032327680602&th=186ec714f8e43334&view=att&disp=safe&realattid=186eac5ab3732c104281>