



# **Escola Secundária João Gonçalves Zarco Portugal**

## **MODULE 5**

### **REPRESENTATIONS OF SUBSTANCES ABUSE IN MAINSTREAM CHANNELS**

#### **DU 1 – MEDIA & REPRESENTATIONS**

## Part I

Title (DU title)	<b>DU 1 – MEDIA &amp; REPRESENTATIONS: Meanings; Mechanism; Prejudices; Audiences; Media</b>
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"> <li>• This module introduces an educational perspective on the topic of the substance of abuse. Specifically, we will focus on the representation of such substances by analyzing, first of all, what are meanings and mechanisms (prejudices and stereotypes) bring users closer to the consumption of such substances.</li> <li>• It will briefly trace the historical evolution of the phenomenon of substance abuse taking into account the role of the mass media both in the 1900 century and in the new Millennium.</li> </ul>
Learning objectives	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• perceive what is the Media and its effects on NPs</li> </ul>

	<p>abuse</p> <ul style="list-style-type: none"> <li>• acknowledge media effects on NPS abuse</li> <li>• understand how online communication channels where communities interact, share content, and collaborate.</li> <li>• understand how people perceive media</li> <li>• see how media can affect our behaviour concerning NPS abuse</li> </ul>
Times, materials, and spaces (physical/virtual)	<ul style="list-style-type: none"> <li>• Meetings with students</li> <li>• Emails</li> <li>• Classrooms</li> <li>• Google Meets</li> <li>• Zarco Auditorium</li> <li>• Laptops</li> <li>• INES Moodle Platform</li> </ul>
Teaching strategies	<ul style="list-style-type: none"> <li>• Information from INES Moodle Platform (Comprehension)</li> <li>• Brainstorming</li> <li>• Roleplays</li> <li>• Mindmaps</li> <li>• Face-to-face Collaborative Work</li> </ul>

	<ul style="list-style-type: none"> <li>• 5 students working groups per Module of their choice.</li> <li>• Teamwork</li> </ul>
Mediation tools	<ul style="list-style-type: none"> <li>• Mindmaps</li> <li>• Blended Learning Process</li> <li>• Collaborative Teaching</li> <li>• Debates</li> <li>• Feedback exchange</li> <li>• Group discussion</li> <li>• Project-Based Learning</li> <li>• Learning videos</li> <li>• Mentoring, Coaching and Counselling</li> <li>• Peer to peer discussion</li> <li>• Work in Teams</li> </ul>
Activity involving students in the process of co-construction of the content/activity	<ul style="list-style-type: none"> <li>• The students started out by doing the Formative Test and participate in the Forum</li> <li>• The students read all the information and watched the videos contained in Module 2</li> <li>• They wrote the Mind map based on the information read</li> <li>• They created .....with 5 questions based on DU 1 from Module 5</li> </ul>

## Part II

<b>Describe the Teaching-learning sequence</b>	<p>Lesson 1 (50 min)</p> <p>Teaching-learning sequence (micro-planning)</p> <p>20 min.-Topic overview with the MINDMAP</p> <p>10 min.- Checking digitally with ..... 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



MINDMAP MODULE  
5.pdf

[https://www.canva.com/design/DAFdWuJoyzw/YCLRV2EMwIGmheycPluAw/edit?utm\\_content=DAFdWuJoyzw&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFdWuJoyzw/YCLRV2EMwIGmheycPluAw/edit?utm_content=DAFdWuJoyzw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## GOOGLE FORM

[https://docs.google.com/forms/d/1gYRtk8aw\\_7g6lITvsHXaCz73uZtozG2wxpm00RkS4/edit?ts=642227ec](https://docs.google.com/forms/d/1gYRtk8aw_7g6lITvsHXaCz73uZtozG2wxpm00RkS4/edit?ts=642227ec)

## KAHOOT

<https://create.kahoot.it/share/drugs/d1596c1e-c4fe-469f-80a0-2b56108d04d6>