

	    
	<p align="center"> <b>LICEO DELLE SCIENZE UMANE E LINGUISTICO</b>  <b>"G. MAZZINI" LOCRI</b>  <i>(LINGUISTICO - SCIENZE UMANE - SCIENZE UMANE OPZIONE ECONOMICO SOCIALE )</i>            Corso G. Matteotti, 23 (89044) Locri (RC) - TEL. 0964 20439            e-mail: <a href="mailto:rcpm020001@istruzione.it">rcpm020001@istruzione.it</a> - pec: <a href="mailto:rcpm020001@pec.istruzione.it">rcpm020001@pec.istruzione.it</a>            Sito WEB : <a href="https://www.liceimazzinilocri.edu.it">https://www.liceimazzinilocri.edu.it</a> - CF 81001910801  <b>Codice Univoco Ufficio: UF2BR8 per Fattura Elettronica</b> </p>

## Progettazione dell'unità di apprendimento CLIL

Titolo: ADDICTIONS: Nicotine, Alcohol, Drugs

*Modulo elaborato da : Rita Palmieri (INGLESE) e Silvia Grasso (Scienze motorie )*

<b>Classe</b>	5D-LT
<b>Docenti</b>	R.Palmieri – Silvia Grasso
<b>Disciplina non-linguistica</b>	SCIENZE MOTORIE
<b>Lingua straniera</b>	INGLESE
<b>Competenza linguistica degli allievi in entrata secondo il Quadro Comune di Riferimento Europeo per le lingue</b>	Livello B1+/ B2
<b>Finalità generali del percorso CLIL</b>	<p>Consolidare e potenziare la competenza nella LS attraverso lo studio di contenuti disciplinari di una disciplina non linguistica.</p> <p>Creare occasioni di uso reale della LS.</p> <p>Educare a un approccio multiculturale e multidisciplinare all'apprendimento, sensibilizzando gli alunni alla consapevolezza dell'unitarietà del sapere.</p> <p>Stimolare una maggiore consapevolezza dei contenuti disciplinari attraverso l'apprendimento in LS.</p> <p>Promuovere strategie di apprendimento cooperativo e incentrate sullo studente.</p>
<b>Argomento disciplinare specifico</b>	<p>Cause e motivazioni che portano una persona a diventare dipendente da sostanze</p> <p>Introdurre le tematiche principali :ADDICTIONS</p>
<b>Pre-requisiti disciplinari</b>	Saper utilizzare il computer-lim e conoscenza generale del fenomeno a livello fisiologico e chimico

<b>Pre-requisiti linguistici</b>	Conoscere le principali strutture linguistiche di livello intermedio, in particolare l'uso corretto delle preposizioni di luogo, i tempi verbali ( <i>past simple - present and past continuous, conditionals</i> ).
<b>Obiettivi disciplinari di apprendimento (conoscenze, abilità...)</b>	<p><i>Conoscenze</i>: il rischio dell'assunzione delle sostanze tossiche che sono nocive per la salute e il benessere fisico</p> <p><i>Abilità</i>: Saper argomentare con correttezza, chiarezza, efficacia, sinteticità.</p> <p><i>Competenze</i>: saper riconoscere le conseguenze sul corpo umano in seguito all'assunzione delle sostanze tossiche</p>
<b>Obiettivi linguistici (ascolto, lettura, scrittura, parlato, interazione)</b>	<p><i>Reading</i>: lettura e comprensione di schede tecniche, testi descrittivi e critici inerenti al tema</p> <p><i>Listening</i>: svolgimento di esercizio di verifica della comprensione (vero/falso , completamento). Comprensione di materiale autentico: Comprensione di un video autentico.</p> <p><i>Speaking</i>: saper presentare e relazionare ad un pubblico su quanto appreso.</p> <p><i>Writing</i>: scrivere una corretta presentazione in Power Point o una relazione sull'argomento (report /discussion)</p>
<b>Obiettivi trasversali</b>	<p>Sapere:</p> <ul style="list-style-type: none"> <li>- Rinforzo delle competenze linguistiche e sintattiche.</li> <li>- Uso di terminologia specifica.</li> </ul> <p>Saper fare:</p> <ul style="list-style-type: none"> <li>- Comprendere, selezionare ed organizzare.</li> <li>- Trasferire informazioni da un tipo di codice ad un altro.</li> <li>- Usare sinonimi per riuscire a rendere più efficace il proprio intervento.</li> <li>- Dimostrare maggiore autonomia nel processo di apprendimento grazie all'elaborazione personale di Power Point /relazioni.</li> <li>- Migliorare le abilità di studio e di ricerca.</li> <li>- Dimostrare capacità di sintesi, di presentazione verbale e grafica.</li> </ul>
<b>Obiettivi inerenti le abilità digitali</b>	<p>Costruire e promuovere la cultura della responsabilità accademica e cittadinanza digitale.</p> <p>Utilizzare i più comuni strumenti e programmi di comunicazione e presentazione digitale.</p> <p>Produrre materiali di vario tipo (multimediali e non ) di presentazione dei lavori svolti.</p>
<b>Strategie metodologiche</b>	Poiché il progetto mira a promuovere la creatività, l'autonomia e la responsabilità degli studenti, si richiede un lavoro di presentazione individuale per incrementare la motivazione e la sicurezza di sé

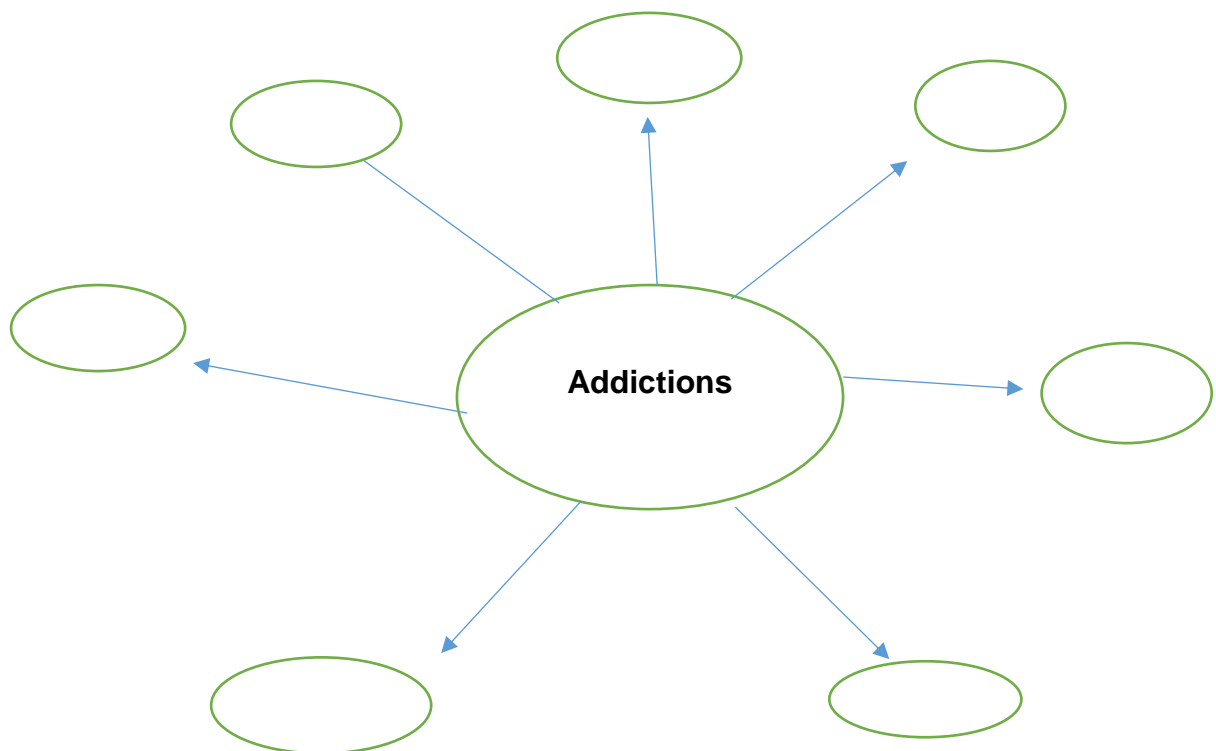
	<p>rispettando le competenze, abilità, conoscenze e attitudini personali di studenti con livelli linguistici differenti.</p> <p>Le metodologie includeranno attività di <i>brainstorming, learning by doing, problem solving</i>.</p>
<b>Strumenti e materiali da utilizzare</b>	<p>LIM, materiale reperito dal web (video, articoli, testi scientifici, filmati);</p> <p>Materiale adattato e didattizzato dai docenti.</p>
<b>Tempi</b>	<p>Presentazione contenuti e materiale didattico specifico, studio della microlingua di settore, ripasso delle strutture linguistiche: 6 ore nell'arco di un mese.</p> <p>Attività di verifica: 3 ore (a volte in copresenza).</p>
<b>Modalità di verifica e valutazione del percorso</b>	<p>Valutazione degli obiettivi linguistici, disciplinari e digitali mediante il lavoro prodotto in Power Point: test scritto; presentazione scritta ed orale dei materiali prodotti, con particolare attenzione alla comunicazione ed al saper stare davanti ad un pubblico.</p> <p><b>Prodotti finali:</b></p> <p>Presentazioni Power Point, relazioni</p>

- **Warming up (brainstorming by spidergram)**
- **Introduction to the topic**
- **Key words**
- **Listening – Video comprehension**
- **Reading and comprehension**
- **Vocabulary**
- **Production**
- **Evaluation (Feedback and assessment)**

### **ACTIVITY 1**

**What comes to your mind if you think about the word *addiction* ?**

Which kinds of addictions do you know ?



Addiction is a psychological and physical inability to stop consuming a chemical, drug, activity, or substance, even though it is causing psychological and physical harm.

## ACTIVITY 2

Drugs are chemicals that can affect and modify the way the body and brain work. Some are beneficial, while some are harmful. These photos show the main types of drugs, legal and illegal. Write their name



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### **ACTIVITY 3**

#### **Read the text to get more information**

For many individuals, consuming low or infrequent doses of substances is not uncommon. Sometimes individuals use substances experimentally or casually. If this is the case, serious negative effects should not occur.

If using substances starts to have a negative effect on life, it's a sign of possible addiction. There are many symptoms and warning signs of substance abuse and dependence including:

Continuously using drugs or alcohol even while experiencing negative side effects

Finding out that you are using more and more drugs or alcohol to get the same "good feeling"

Trying to stop by finding it very difficult

Emotionally feeling like you need to use drugs or drink to feel normal

Physically feeling like you need to use drugs or drink to feel normal

Finding that you're spending more and more time trying to find ways to get drugs or alcohol

Feeling sick (withdrawal symptoms) including - trembling, hallucinations, sweating and high blood pressure when you stop using drugs or drinking

When doing drugs or drinking interferes with work, school, and relationships

According to the American Psychiatric Association, addictive disorders are caused by 10 classes of substances which include (with common examples):

- Alcohol
- Caffeine
- Marijuana
- Hallucinogens (PCP or LSD)
- Inhalants (glue, paint thinner)
- Opioids (prescribed painkillers, heroin)
- Sedatives, hypnotics (sleeping pills), anxiolytics (Xanax or Valium)
- Stimulants (meth, amphetamines, cocaine)
- Tobacco
- Other - unknown or emerging drugs like K2 or bath salts.

The specific causes of substance abuse are unclear, though they seem to be a combination of hereditary, environmental and social factors.

## ACTIVITY 4 WEBQUEST

Surf on the internet to find more information and fill the chart below .

Category	Effect on the body	Products
Depressant		Alcohol , _____
Hallucinogen		Cannabis, _____
Painkiller		Aspirin heroin
Performance enhancer		
Stimulant		Nicotine, caffeine, ecstasy

## ACTIVITY 5

Look at the picture and describe it



## ACTIVITY 6

Now watch the video and discuss in pairs or in group

*My Addiction Story | Drugs + Alcohol | Total Transparency*

<https://www.youtube.com/watch?v=-3G-5EzqCc>

When and how did Kate start to be addicted ?

Why and how was she able to quit ?

## Activity 7

### Reading and comprehension

#### *Definition of addiction*



Addiction can be defined as a brain disorder identified by compulsive engagement in rewarding stimuli despite unfavorable consequences. Two factors determine any type of addiction. These are the psychological and biological processes involved in the addictive behavior. The biological process is induced by repeated exposure to an addictive stimulus and is the core pathology that drives the development and maintenance of an addiction. At the psychological level, the *cognitive control*, and particularly *inhibitory control over behavior*, is impaired in addiction.

#### **Addiction mechanism**

Two properties are involved in all addictive stimuli. They are reinforcing and intrinsically rewarding. Addictive stimuli are reinforcing because they increase the likelihood that a person will seek repeated exposure to them. They are also intrinsically rewarding since they are perceived as being inherently positive, desirable, and pleasurable. The pleasure felt by addiction leads to a particularly powerful increase of *dopamine*. The latter is a neurotransmitter that sends signals to nerve cells in the brain. Addictive behavior provides a shortcut to the brain's reward system by flooding the brain with dopamine. This mechanism increases the likelihood of craving for the object of addiction and losing complete control over its use.

#### **Consequences**

As described by two groups of researchers, addiction causes an "astoundingly high financial and human toll" on individuals and society as a whole through the direct adverse effects of drugs, associated healthcare costs, long-term complications, the functional consequences of altered neural plasticity in the brain, and the consequent loss of productivity. Classic hallmarks of addiction include impaired control over substances or behavior, preoccupation with substance or behavior, and continued use despite consequences. Habits and patterns associated with addiction are typically characterized by immediate gratification (short-term reward), coupled with delayed deleterious effects (long-term costs).



## Types of addiction

Examples of drug and behavioral addictions include alcoholism, amphetamine addiction, cocaine addiction, nicotine addiction, opiate addiction, food addiction, gambling addiction, computer addiction, and sexual addiction.

## Treatment

In order to be effective, all pharmacological or biologically (i.e. medication) based treatments for addiction need to be integrated into other established forms of addiction rehabilitation, such as cognitive behavioral therapy and individual and group psychotherapy. Research suggests that cognitive behavioral therapy, motivational interviewing, and a community reinforcement approach were effective interventions with moderate effect sizes. Evidence also indicates that consistent aerobic exercise, especially endurance exercise such as marathon running, actually prevents the development of certain drug addictions

Source: [Wikipedia](#)

## Comprehension:

1. Addiction is caused by mainly psychological factors.
  - a. True
  - b. False
2. Pleasurable experience increases the likelihood of repeated exposure to addictive behavior.
  - a. True
  - b. False
3. Seeking addictive substances is the only form of addiction.
  - a. True
  - b. False
4. The treatment of addiction involves mainly medication.
  - a. True
  - b. False

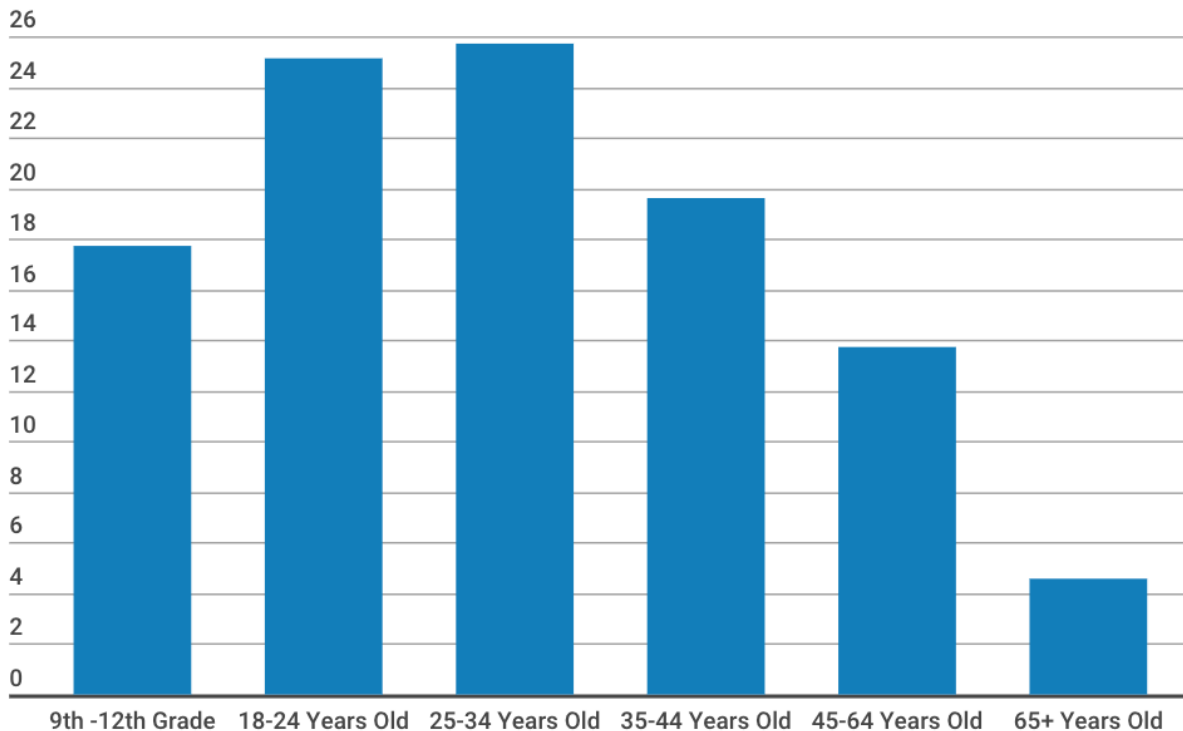
**Now read the following paragraph and answer the questions :**

## Understanding Binge Drinking

A subset of problem drinkers, binge drinkers are men who consume five or more alcoholic drinks or women who consume four or more over a two-hour period. An infrequent binge drinker may be able to stop on his or her own. Someone addicted to alcohol, however, may want to stop drinking and not be able to without help. In many cases, prolonged binge drinking can develop into alcoholism.

- How can you translate “binge drinking “ in Italian ?
- What do you think are the immediate tragic consequences of “binge drinking “?
- Comment on the following diagram

## Who binge drinks the most?



Source: 2015 Youth Risk Behavior Survey and Behavioral Risk Factor Surveillance System

### ACTIVITY 8

Research shows that girls are more likely than boys to experience “dating violence”, an act of violence that takes place at a date and that drug or alcohol use can contribute to the violence. What do you know about drug addiction? Discuss, while bearing in mind the following points.

- In most countries drugs are not legal, except for medical purposes.
- Where do teenagers take drugs ?
- What are depressants and why do they become harmful ?
- What are the consequences of drug addiction ?

### ACTIVITY 9

Read the following story and fill in the gaps using the words below.

a. paced back and forth

b. count on

c. stop

d. addiction

e. cop

## How I Overcame My Drug Addiction

My name is Michael. I have had a difficult life. I don't know my real father. The only person I have ever even called dad passed away when I was eight years old. My mum is a drug addict and is in prison now as she was pretty much my whole life. I only have maybe one or two friends I can really **1** ....., and I have always lived with my grandmother since birth.

On my 14th birthday, I was at a house. Now I knew that he and his family **smoked pot**, but I had never tried it and then my friend asked me if I wanted to try it. I classmate's was hesitant, but I said sure and so started my **2**..... with drugs. I knew I was already **hooked** right after the first hit. I fell in love with it, but little did I know how much trouble it would cause me later down the road.

So, I went home the next day, and **13** .....for about thirtyrninutes. I didn't know what was wrong with me, then it hit me that I needed to have more. So almost every day after school I went over to his house just to get a quick high until four months later my grandma caught me one day and that's the day that changed my life from terrible to better.

After I got caught, my grandma took me home. When I got there, there were at least 12 people at my house to greet me and get on me at the same time. Even though I was **stoned out** of my mind, it hit me that I was starting to go down the path of my mother and how many people didn't want that to happen at all. Then a **4** ..... showed up, he talked to me for at least two hours.

When he left, my best friend's step-dad who loves me to death showed up. He talked to me for about three hours. He took me out to eat and all that and that's when I decided to **5**..... it all **cold turkey** and, to tell you the truth, I did stop it all cold turkey.

To sum this all up, all I have to say is don't do drugs ever. No matter how tempting it might be, it's the hardest addiction to quit, no matter how old you are.

### GLOSSARY

**smoke pot (to):** to smoke cannabis (it. fumare erba)

**hooked:** addicted (it. dipendente)

**stoned out:** intoxicated with alcohol or drugs (it. fatto - uso colloquiale)

**cold turkey:** immediately stopping drug use without cutting down gradually (it. smettere di prendere droga immediatamente, di botto - uso colloquiale)

## ACTIVITY 10 : VOCABULARY

### New words : match the words with the definitions

1. Alcoholic	a. who loves surfing the net all the time
2. workaholic	b. who loves shopping all the time
3. shopaholic	c. who can't do without chocolate
4. webaholic	d. an alcohol addict
5. chochoaholic	e. who works 24h and has no social life

Can you create other similar words ?

### Addiction vocabulary

This is a list of related words for addiction. This list of vocabulary items include collocations, definitions and examples.

## **Addiction**

A brain disorder identified by compulsive engagement in rewarding stimuli despite unfavorable consequences.

### **Collocations with the word addiction:**

- **become, turn into addiction:**  
*'smoking can easily become an addiction.'*
- **To be addicted**
- **feed addiction:**  
*'He stole his mother's money to feed his destructive addiction.'*
- **treat, beat, cure, overcome addiction:**  
*'She was fighting to overcome her addiction.'*
- **have an addiction to...:**  
*'He had an addiction to heroin.'*
- **To overcome an addiction= to kick the habit of, to get over, to get rid off**

## **Addict**

An individual who is addicted to a particular substance or behavior.

Addictive = adjective

Coffee is addictive

### **Collocations with the word addict:**

- **cocaine, drug, heroin, computer, television addict:**  
*'He has become a computer addict.'*
- Expressions related to addiction

## **go cold turkey**

This refers to the abrupt cessation of a substance dependence and the resulting unpleasant experience, as opposed to gradually easing the process through reduction over time or by using replacement medication.

Example:

*I had to **go cold turkey**.*

## **Dependence on alcohol, drugs...**

Dependence on an addictive behavior refers to the state of relying on or being controlled by this behavior.

Example:

*His **dependence on sleeping pills** is destructive.*

Drug rehabilitation

**Drug rehabilitation** (often **drug rehab** or just **rehab**) is the processes of medical or psychotherapeutic treatment for dependency on alcohol, cocaine, heroin, etc. The general intent is to enable the patient to confront substance dependence, if present, and cease substance abuse to avoid the psychological, legal, financial, social, and physical consequences that can be caused, especially by extreme abuse.

Example:

*A **drug rehabilitation** programme.*

Overdose

This refers to an excessive and dangerous dose of a drug.

**Collocations with the word overdose:**

- **large, massive overdose.**
- **drug, heroin, paracetamol... overdose.**
- **fatal, accidental overdose.**
- **take an overdose.**
- **die from/of an overdose.**

**Habit**

This refers to a settled or regular tendency or practice, especially one that is hard to give up.

**Collocations with the word overdose:**

- **be in the habit of...**
- **have the habit of...**
- **acquire, develop, fall into, form, get into the habit of...**
- **break (yourself of), get out of, give up the habit of...**
- **by habit ( as in 'done by habit').**
- **a creature of habit.**
- **the habit of a lifetime.**

**Withdrawal symptoms**

This refers to the unpleasant physical reaction that accompanies the process of ceasing to take an addictive drug.

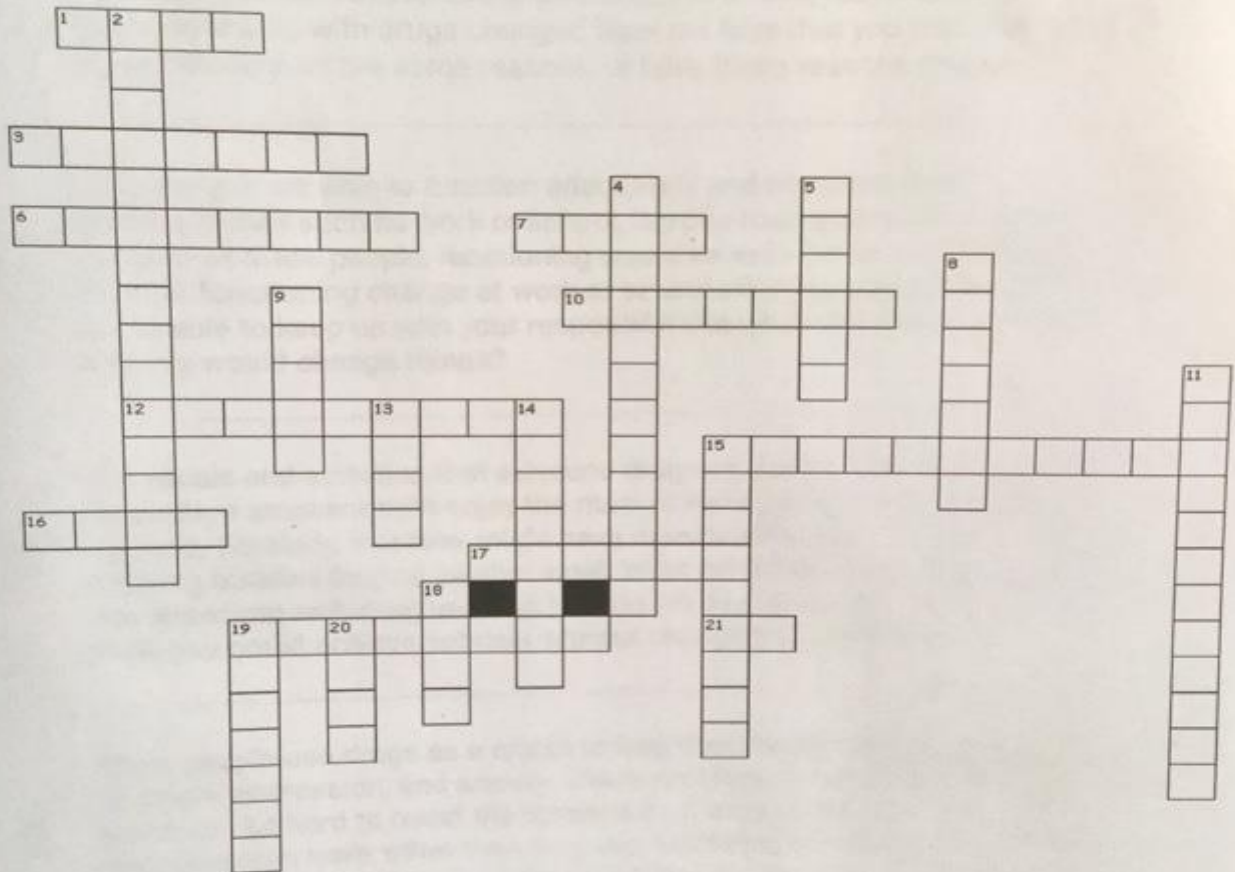
Example:

*A therapy that reduces withdrawal symptoms.*

# A CROSSWORD

## Substance Abuse Crossword

Test your knowledge of some common information relating to substance abuse with this crossword puzzle!

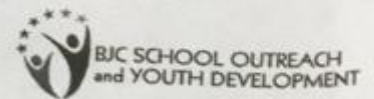


### Down

2. This is the first stage of addiction
4. This type of drug can cause a person to see or hear things that are not real
5. Marijuana causes damage to your short-term \_\_\_\_\_
8. Every day 1,200 people die from diseases caused by this
9. All drugs cause damage to this organ
11. These drugs should only be used with your doctor's consent
13. True or False: Most teens do not smoke
14. This is the addictive drug found in tobacco products
15. Consuming alcohol to the point that a person passes out is called alcohol \_\_\_\_\_
18. This drug can be very damaging to the teeth
19. This drug is a stimulant and comes in the form of a white powder
20. There are \_\_\_\_\_ stages of addiction

### Across

1. This is a slang word for marijuana
3. This drug is considered an athletic performance enhancer
6. This slang name for Ecstasy has the same name as a candy
7. Chewing tobacco can cause this type of cancer
10. Underage use of this drug leads to about 5,000 deaths in the United States each year
12. This occurs when a person cannot stop using a substance
15. Smoking is the #1 \_\_\_\_\_ cause of death in the U
16. A small glass of alcohol is called this
17. This is the #1 reason why teens misuse drugs
19. This is a mild stimulant drug found in coffee
21. One way to refuse to use drugs is to "Just say \_"



BJC HealthCare

## **PRODUCTION**

Create a **PPT** on one the following topics : Understanding nicotine - understanding alcohol – understanding illicit drugs.

### **Written essay**

Some people say that addiction is a disease, and others believe it's a choice. What do you think and why ? How do you believe counseling, support groups or other treatments could help a person who struggles with addictions ? Write a 200- word essay.

### **Sources and useful web- sites**

<https://kidshealth.org/en/teens/addictions.html#cattobacco>

[https://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-addiction.php](https://www.myenglishpages.com/site_php_files/vocabulary-lesson-addiction.php)

<https://www.mhanational.org/about-mental-health>

<https://www.medicalnewstoday.com/articles/323465.php>

[https://www.myenglishpages.com/site\\_php\\_files/reading-addiction-definition-types-treatment.php](https://www.myenglishpages.com/site_php_files/reading-addiction-definition-types-treatment.php)

<https://www.youtube.com/watch?v=-3G-5EzqCc>

<https://startyourrecovery.org/hear-stories/meagans-story-of-overcoming-drug-addiction>

## FEEDBACK AND ASSESSMENT

### Griglia di valutazione della **PRODUZIONE SCRITTA**

	<i>OBIETTIVO</i>	<i>DESCRITTORE</i>	<i>INDICATORE DI LIVELLO</i>		<i>PUNTEGGIO ASSEGNATO/10</i>
<b>A</b>	<b>Capacità argomentativa</b> (conoscenze relative all'argomento e/o al contesto- pertinenza)	L'allievo/a dimostra di conoscere gli argomenti da trattare /di argomentare	- in modo quasi nullo / scorretto e non pertinente - in modo lacunoso e parzialmente pertinente - in modo superficiale e poco attinente <b>- in modo essenziale e nel complesso pertinente</b> - in modo appropriato e attinente alla traccia - in modo approfondito e pertinente -in modo ricco e originale , pienamente attinente	0,5 1 1,5 <b>2</b> 3 3,5 4	_____
<b>B</b>	<b>Capacità espositiva e di rielaborazione</b> (coerenza e coesione delle argomentazioni, sviluppo critico e convincimenti personali)	L'allievo/a organizza le proprie idee	- in modo quasi nullo / incoerente, disordinato/infondato - in modo superficiale e confuso - in modo non sempre chiaro e poco organico <b>- in modo semplice ma chiaro</b> - in modo chiaro e ben articolato - in modo ben strutturato e con apprezzabili apporti personali	0,5 1 1,5 <b>2</b> 2,5 3	_____
<b>C</b>	<b>Conoscenze linguistiche</b> (correttezza formale e proprietà di linguaggio)	L'allievo/a si esprime applicando le proprie conoscenze ortografiche, morfo-sintattiche, lessicali	-in modo quasi nullo / gravemente scorretto -limitandosi a trascrivere parti del testo - in modo insufficiente con alcuni errori <b>-in modo non sempre corretto ma comprensibile</b> -in modo per lo più appropriato, con lievi imperfezioni lessicali - in modo chiaro e nel complesso corretto e con ricchezza lessicale	0,5 1 1,5 <b>2</b> 2,5 3	_____

TOTALE \_\_\_\_\_/10

### Griglia di valutazione della presentazione multimediale (PPT)

Alunno / Gruppo di lavoro

Cognome ..... nome ..... classe .....  
 Cognome ..... nome ..... classe.....  
 Cognome ..... nome ..... classe.....  
 Cognome ..... nome ..... classe.....

### GRIGLIA DI VALUTAZIONE DI UN PRODOTTO MULTIMEDIALE

Titolo.....

<b>QUALITÀ FORMALE DEL PRODOTTO:</b>						
Livelli						
Gravemente insufficiente 2-4/ 10	Non sufficiente 5/10	Sufficiente 6/10	Discreto 7/10	Buono 8/10	Distinto 9/10	Ottimo 10/10
<ol style="list-style-type: none"> <li>Coerenza tra immagini, effetti e contenuti</li> <li>Equilibrio tra le diverse componenti (testo, immagini, suoni)</li> <li>Presenza per ogni sequenza di un livello di presentazione sintetico (titolo) e di un livello analitico (testo)</li> <li>Individuazione di parole/chiave</li> </ol>						
<b>QUALITÀ DEI CONTENUTI DEL PRODOTTO: RISPETTO DELLA CONSEGNA</b>						



Livelli						
Gravemente insufficiente 2-4/ 10	Non sufficiente 5/10	Sufficiente 6/10	Discreto 7/10	Buono 8/10	Distinto 9/10	Ottimo 10/10
<ol style="list-style-type: none"> <li>1. Correttezza formale</li> <li>2. Coerenza tra i contenuti e l'argomento</li> <li>3. Correttezza delle sintesi (titolazioni)</li> <li>4. Correttezza delle analisi (testo)</li> <li>5. Ricchezza e correttezza delle fonti di riferimento (bibliografia)</li> </ol>						
EFFICACIA NELL 'ESPOSIZIONE PRESENTAZIONE DEL PRODOTTO						
Livelli						
Gravemente insufficiente 2-4/ 10	Non sufficiente 5/10	Sufficiente 6/10	Discreto 7/10	Buono 8/10	Distinto 9/10	Ottimo 10/10
<ol style="list-style-type: none"> <li>1. Esposizione orale dei contenuti significativa e corretta</li> <li>2. Rispetto dei tempi stabiliti per l'esposizione</li> <li>3. Efficacia nella distribuzione del lavoro (se di gruppo)</li> <li>4. Creatività ed originalità del prodotto finale</li> </ol>						

La valutazione globale deriva dalla media delle singole valutazioni

VALUTAZIONE GLOBALE: ...../10