

<b>Biology</b>		<b>Lesson 6: New Medicines</b>		
<b>Curriculum Key:</b>	AQA core 11.3	OCRA B1	OCRB B1e	Edexcel topic 4
<b>Objective(s)</b> 1. Describe and explain the reasons for testing new drugs 2. Explain the dangers of using drugs that have not been thoroughly tested.		<b>Resources needed:</b> Teacher's notes and student information sheets. Card and laminator. Data projector and laptop.		
<b>Starter: 5-10 minutes</b> Thalidomide task: Students read the interviews and in groups of 3 or 4 make a list of things that could have been done to prevent the effects. Be prepared to report back to the class.		<b>Teacher input/assessment</b> Distribute sheets. Organise role play if wished.		
<b>Main Activity 1: 5-10 minutes</b> <b>Task 1</b> - Testing and using a new drug. In pairs, sort out the statements arranging them in chronological order.		<b>Teacher input / assessment</b> Distribute laminated cards.		
<b>Main Activity 2: 5 minutes (optional)</b> <b>Task 2:</b> Numbers of animals used in animal testing. This is just to assess students' awareness of the types of animals used. They have 5 minutes to 'guess' the order, then are given the answers.		<b>Teacher input / assessment</b> Distribute sheets/display OHT, then give answers.		
<b>Main Activity 3: 5 minutes</b> <b>Task 3:</b> Does animal testing work? Students are required to draw a table with two columns, one with the heading 'yes', the other with 'no' then decide whether the statement suggests that animal testing does or doesn't work.		<b>Teacher input / assessment</b> Circulate and query students' choices. Ask for their justification.		
<b>Main Activity 4: 25-30 minutes</b> <b>Task 4:</b> Animal testing - what are the alternatives? In small groups, students summarise some information then cascade to other groups.		<b>Teacher input / assessment</b> Check each group's summary. Move students on. <b><i>This needs close supervision.</i></b>		
<b>Plenary: 5-10 minutes</b> <b>Task 5 (a) or (b):</b> (a) <i>Lower ability</i> What makes a good new medicine? Students match the feature with the correct description. (b) Is animal testing morally right?		<b>Teacher input / assessment</b> Either could be done as a whole class activity by using an OHT.		
<b>Learning Outcomes:</b> <b>All students must:</b> Describe and explain the reasons for testing new drugs. <b>Most students should:</b> Explain the dangers of using drugs that have not been thoroughly tested. <b>Some students could:</b> Outline whether animal testing is morally right.				
<b>Key Skills:</b> extracting, interpretation and display of information <b>Key words:</b> animal testing, thalidomide <b>Homework:</b> Find out what the term placebo means and why it is used.		<b>Differentiation:</b> <b>More able:</b> Should effectively teach other students in task 4 without intervention from the teacher. <b>Less able:</b> Should be guided by other students or teacher intervention.		