

## Kia ora busy English teacher,

And thank you for the important work you do in supporting the young people of Aotearoa. We hope these resources allow you to encourage critical thinking about alcohol's place in New Zealand society within your English classroom.

In a world where the entire body of human knowledge is now available literally at our finger tips, we have to ensure our young people are competent in using all kinds of information to gain clear, deep understanding — particularly when it comes to their health.

As one of the most commonly used drugs in New Zealand alcohol has a pervasive influence on the lives of young people. While there are less harmful (and some would say positive) effects associated with using alcohol in moderation, there are also significant negative health and social consequences. Learning how to discern truthful information from unhealthy or deceptive messages about alcohol allows us to form our own conclusions about it. This resource intends to arm young people with the information literacy skills to make informed choices about what's right for them, as well as empower their friends and whanau to make healthy choices too. While most young people are not drinking regularly at 15 or 16, it's a choice they will encounter as they get older and are surrounded by various pressures to do so.

What follows is a contextual approach to teaching and assessing information literacy skills at Level 6 of the New Zealand Curriculum. The resources were written and peer reviewed by qualified, experienced English teachers and assessment tasks have been moderated and approved as per NZQA guidelines.

Ensure that discussions about alcohol drinking behaviours are not sensationalised or normalised. Wherever possible, the message that not drinking alcohol is the safest option for children and young people under 18 years should be reinforced. Be aware of your school's policy or procedures around disclosure, intervention, and where to go for support.

Tūturu has training on how to facilitate safe classroom discussions that use alcohol or other drugs as a learning context.

### About the resource

This resource has been supported by the NZ Drug Foundation ([www.drugfoundation.org.nz](http://www.drugfoundation.org.nz)) as part of their aim to encourage debate and research about the reality of alcohol use in NZ. It is also supported by The Collaborative for Research and Training in Youth Health and Development ([www.collaborative.org](http://www.collaborative.org)) as part of their kaupapa to support the healthy development of young people.

## An outline of this resource

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Future-focused skills, critical thinking and language use are at the heart of this learning resource. Whether the learner is in a traditional classroom space or an open learning environment, the intention is to guide them through an inquiry of their own into a topic that personally interests them. At each stage they will develop the literacy skills required by the information age.

Learning opportunities are flexible in design, and can be used either as a complete teaching sequence or sampled from as the facilitator sees fit. As a result there are plenty of options for practical and project-based learning here. Learning is structured according to the Guided Inquiry Design framework ([Kuhlthau, Maniotes, Caspari, 2012](#))

Teaching happens as the inquiry is modelled. If the intention is to assess learners against AS90853 Use information literacy skills to form conclusions, it's important that evidence is collated by the learner as they go for assessment purposes at the end.

STAGE OF INQUIRY	Students:
OPEN	Become curious and open their minds to new ideas about New Zealand's patterns of alcohol use
IMMERSE	Build background knowledge about alcohol in NZ society, connect to the content, discover subtexts of alcohol messaging
EXPLORE	Explore interesting information, issues and opinions about alcohol
IDENTIFY	Decide on a direction, create inquiry questions to investigate an area of interest
GATHER	Gather credible, reliable information
CREATE	Form conclusions and communicate them
EVALUATE	Share their findings

In the words of the New Zealand Curriculum, learners will:

- integrate sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts
- Select and use appropriate processing and comprehension strategies with confidence
- think critically about texts with understanding and confidence

# English-specific achievement objectives: Level 6

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## Purposes and audiences

Students will:

- identify particular points of view within texts about alcohol and recognise that texts can position a reader
- evaluate the reliability and usefulness of texts about alcohol with confidence

## Ideas

Students will:

- make meaning by understanding comprehensive ideas
- make connections by interpreting ideas within and between texts from a range of contexts
- recognise that there may be more than one reading available within a text
- make and support inferences from texts independently

## Language features

Students will:

- use an increasing vocabulary to make and create meaning

## Structure

Students will:

- identify and understand the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.

# Learning opportunities

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Structured in three styles, the range of options creates flexibility for the teacher around pace and delivery style.

<b>A task...</b>	Is quick and simple. Use it to check understanding of a skill or introduce a concept.	Allow 5 - 10 minutes
<b>An activity...</b>	Is slightly more involved. Can be done individually or in pairs.	Allow 20 - 30 minutes
<b>A project...</b>	Is a more substantial piece of work. Requires more complex problem solving and collaboration skills.	Allow 1 hour +

See the Resource Framework document for a detailed breakdown of learning opportunities.

## Assessment opportunities: 90853

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There are two separate resources here, although they are similar in structure.

Seeking Recommendations offers students a more specific and authentic context in which to ground their inquiry. The Demon Drink? lets students choose a context of their own (related to the general topic of alcohol consumption).