Suitable for 2x single periods or 1x double period (90-100 mins)

|  |  |  |  |
| --- | --- | --- | --- |
| **Timing** | **Material/Activity** | **Details** | **CfE matching** (based on Higher Human Biology) |
| 10 min | Teaching PPT  Slides 1-11 | What is PM?  Difference between PM & PGx | K1.5 |
| 3 min | PM versus PGx 3 min summary video | Summarizes definitions and differences between the two terms. | K1.5 |
| 5-10 min  9 min | Teaching PPT on  Codeine Case Study  Slides 12-21  Video link to YouTube | Explore PGx in more detail.  Go over scientific background of case study.  Real life example of PGx application | K1.5 & K1.6  Enzymes  Metabolic Pathways |
| 5 min | Discussion & reflection | Example questions for pupils:  *What is PGx?*  *How can PGx be useful to find better treatments?* | K1.5 & core skills |
| 5 min-10 min | Debate kit (DK) PPT | If two separate lesson:  Go over all of DK PPT as revision, otherwise omit slides 4-11. | K1.5 & K1.6 |
| For full activity >30 min | Debate kit activity  Printed out character cards or use online. | Divide class into teams and assign characters.  Follow instructions in DK structure section and on PPT.  *We recommend allowing for some flexible timing for this activity, as it can just be used to highlight PGx related areas of discussion or can be expanded to 60 min class debate.* | K1.5 & core skills (citizenship) |
| 15-20 min | Healthcare Innovation Careers  Moodle link or printed out careers' cards and patient pathway  Optional: ‘Who am I?’ Cards printed out. | Start with ‘Who am I?’ allow teams to identify certain careers.  Locate where an identified career can support the patient’s pathway.  Bring teams together and talk about all identified careers and their contribution to better treatment. |  |
| Next lesson:  5 min | Revision on PM & PGx using summary video, reels and questions | Use past paper questions on PM & PGx |  |