

Analyse substance impaired driving in New Zealand

NCEA Level 3 Health Unit Outline

The purpose of this unit is for students to analyse and develop a greater awareness of what substance impaired driving is and to what extent it is a current health issue in New Zealand. It will examine the implications for the well-being of people and society as well as the major determinants of health. From this analysis students will be required to recommend health-enhancing strategies that will bring about more equitable outcomes in relation to the issue. Throughout this unit students will be analysing a wide range of information and data which highlights and supports the issue of substance impaired driving in New Zealand and why it is a health concern.

Lesson Structure

This unit of work should take approximately 20 – 24 hours, over a period of five to six weeks. At the conclusion of this students will have three to four hours to complete their assessment. Students will be encouraged to create an e-journal where their work can be recorded.

The unit has been split into five sections for ease of teaching and learning.

Section A: Introduction of substance impaired driving in New Zealand (2 - 3 lessons)

This section is designed to introduce students to the topic of substance impaired driving and to get them to critically think about the potential implications it may have for people in New Zealand.

Section B: Substance impaired driving is a Health issue in New Zealand (6 – 7 lessons)

This section will focus on analysing a wide range of information and data which supports the notion that substance impaired driving is a health issue in New Zealand. Students will be given the opportunity to find their own information which supports the notion that substance impaired driving is an issue in New Zealand. They may wish to find international data which they can use as a comparison.

Section C: Implications for well-being of substance impaired driving (4 – 6 lessons)

This section will focus on the effects of certain identified prescription and over-the-counter medications that could cause impaired driving as well as the implications for well-being of substance impaired driving, from a socio-ecological perspective.

Section D: Determinants of Health involved in substance impaired driving (4 – 6 lessons)

This section will focus on the major determinants of health that influence substance impaired driving. Depending on the level of understanding of determinants you may need to spend time revisiting work and activities from the Level 3 Health Education Learning Workbook so they are able to identify and examine the major determinants of health involved in substance impaired driving.

Section E: Strategies to reduce the risk of substance impaired driving in New Zealand (4 – 5 lessons)

This section will look at current strategies and will require students to evaluate their success. They will also need to recommend new strategies which address the major determinants.

An important aspect of this unit will be to encourage critical thinking skills. This will be achieved through collaborative group work and class discussions. Deeper thinking will also be encouraged through the use of SOLO Taxonomy Rubrics created by Pam Hook from HookED.

Assessment

At the completion of the unit students will have approximately three to four hours of class time to write their report.

An internal assessment resource is included. This supports assessment against:

- Achievement Standard 91461 Analyse a New Zealand health issue

New Zealand Curriculum Links

Values

- Innovation, inquiry, and curiosity, by thinking critically, creativity and reflectivity
This unit aims to encourage students to gain a more critical understanding of why substance impaired driving is a health issue in New Zealand
- Equity, through fairness and social justice
Students should be able to recommend strategies that are health enhancing and which reflect the values of social justice

Key Competencies

- Thinking
Students will be to develop their understanding of substance impaired driving in New Zealand and make sense of why this is a health issue. They will be encouraged to draw on their personal knowledge, ask questions, and challenge the assumptions and perceptions associated with the issue
- Using language, symbols and texts
Reading and analysing text and information that relates to substance impaired driving in New Zealand
- Managing Self
Students will be encouraged to demonstrate a 'can-do' attitude and will be self-motivated to independently complete the assessment at the completion of the unit
- Relating to others
Group work and open class discussions will be encouraged and implemented to enhance the students' ability to positively relate to others
- Participating and contributing
Students will be encouraged to participate and contribute throughout this unit to support and extend their learning.

Health and Physical Education Achievement Objectives Level 8

A1 Personal Health and Physical Development: Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being.
Students will evaluate a range of data which will enable them to analyse substance impaired driving in New Zealand and help them to recommend health enhancing strategies which will benefit not only themselves but all members in New Zealand's society.

A3 Safety Management: Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.
Analysis of substance impaired driving in New Zealand.

D1 Health Communities and Environments: Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.

Analysis of major determinants that influence substance impaired driving in New Zealand with the aim of recommending strategies that create awareness and promote safer communities.

D2 Community Resources: Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary.

Students are required to recommend health enhancing strategies that will encourage advocacy.

Teaching Notes

This unit is fully embedded with HookEd SOLO Taxonomy resources. To be able to effectively teach this unit it is advisable that you become familiar with SOLO Taxonomy and its philosophy. This unit also contains two learning techniques which encourages collaborative and co-operative learning. Prior to the teaching of this unit you will need to have an understanding of 'Think, pair share' and 'Expert jigsaw'.

Students will be encouraged to record their work in an e-journal. To support this, it would be beneficial to set up a Google classroom so that work can be shared and can be readily accessible to all.

The HookED self-assessment rubrics are a great opportunity for students to assess where their level of understanding is so they know what their next step is. It also gives you an opportunity to provide feedback.

The Focus questions which are at the end of Section B, C, D and E will provide students with the opportunity to 'put into practice' what they have learnt from each of the sections. These questions will help them to prepare for their assessment.

Online ICT Resources

Why it is a health issue

<https://www.stuff.co.nz/national/health/63159628/Top-cop-targets-prescription-drug-driving>

<https://www.stuff.co.nz/national/64583303/nearly-one-in-ten-motorists-drive-medicated--study>

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10829711

<http://www.stuff.co.nz/taranaki-daily-news/news/85743798/Mother-admits-to-using-sons-ritalin-and-other-drugs-before-driving>

Determinants

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10841401

<http://www.transport.govt.nz/assets/Uploads/Research/Documents/Drivers-2014-y911-Final-v3.pdf>

<http://www.stuff.co.nz/stuff-nation/assignments/share-your-news-and-views/14958190/Lets-face-the-truth-about-our-road-toll-NZ>

Implications of well-being

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11832264

<https://www.youtube.com/watch?v=ueWxtvd0MtM>

<http://www.stuff.co.nz/national/health/65440097/drugged-drivers-a-major-hazard>

<http://www.stuff.co.nz/dominion-post/802528/Drug-driver-killed-mum>

<http://www.stuff.co.nz/taranaki-daily-news/69266027/drug-impaired-man-fined-after-he-wrote-off-car-in-crash>

Strategies

<https://www.saferjourneys.govt.nz/>

<https://www.nzta.govt.nz/assets/resources/are-you-safe-to-drive-brochure/Are-you-safe-to-drive-Brochure.pdf>

<http://www.nzta.govt.nz/media-releases/nzta-targets-drug-driving-myths-with-hidden-camera-advertising-campaign/>

<https://www.drugfoundation.org.nz/info/being-safer/drug-driving/>

General

<https://research.qut.edu.au/carrsq/wp-content/uploads/sites/45/2017/04/Medications-and-Driving-screen.pdf>

<https://www.youtube.com/watch?v=76dS-RzNVyA> – 2nd International Symposium on Drugs and Driving 2014 (22 mins)

<https://www.marketwatch.com/story/tiger-woods-dui-arrest-prescription-drugs-are-a-growing-threat-to-us-road-safety-2017-05-30>

<http://edition.cnn.com/2017/08/14/health/tiger-woods-toxicology-report/index.html>

<http://www.nzta.govt.nz/assets/Safety/docs/Drugged-Driving-Q-n-A.pdf>

http://www.gpcme.co.nz/pdf/2017%20North/Fri_Room6_1630_Dowden%20-%20Substance%20Impaired%20Driving.pdf

<http://www.police.govt.nz/advice/driving-and-road-safety/driving-rules-and-legislation>