A close-up of a glass and a tube

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Section A: introduction of medication impaired driving in New Zealand

Lessons 1-3 of NCEA Level 3 Health: medication impaired driving.

# Learning intentions

* Introduce the unit and assessment.
* Describe students’ current knowledge around the topic of medication impaired driving.
* Interpret examples of medication impaired driving in New Zealand.

# Activities

## Think, Pair, Share using SOLO hexagons

Hand out the SOLO Hexagon template to every student.

Students are to:

* brainstorm all they know about medication impaired driving
* record each idea or thought on a separate blank hexagon by writing or drawing images
* cut out the individual hexagons
* pair up and make links between the hexagons by tessellating them
* annotate with the reasons for linking the hexagons
* make a generalisation about the tessellation
* share generalisation in groups or as a class.

To extend student thinking, once they have completed the initial activity, introduce extra hexagons with prompts for students to think in new ways.

Students are to record their work in a student log or e-journal.

## Think, Pair, Share using SOLO thinking strips

Hand out SOLO Thinking Strips template sheet (one at a time).

Students are to complete the questions on the template and then share their ideas in a group or use to generate a class discussion. Once the first template has been completed, hand out the next one and go through the same process. There are three in total to complete.

## SOLO Describe ++ map

Students select ONE of the examples of medication impaired driving from the previous task and complete the SOLO Describe ++ map. Here are the steps they take.

* Students to write the selected example of medication impaired driving in the centre of the map.
* Suggest and then record the relevant attributes in the “characteristic” rectangles that sit around the main idea (multistructural listing).
* In the speech bubbles attached to each rectangle, explain the identified characteristics (why do you think it is like that? For example, “This is like this because… and “This is like this so that…(relational explanation)
* Make a generalisation about each attribute. What does it make you wonder? How effective is this? How does this make you feel? For example, “Overall I think this makes me wonder…because…because…”
* Make a generalisation about the object and all the attributes. For example, “Overall I think…because…because…”

Students to feedback ideas in groups or as a class.

## Introduction of assessment

Hand out the assessment. Go through and decode key points with highlighter. Explain and discuss the content of the assessment. Answer and pose questions.

For example:

* What is the assessment asking you to do?
* What is the difference between the grades (achieved, merit, excellence)?
* What does analyse mean?
* How do you reference work correctly?

## Explanation of HookED SOLO Rubrics

Hand out HookED SOLO Discuss Map (Describe++) and explain it to the students.

Hand out HookED SOLO Analyse Map and go through it with students. Explain how it matches up to the assessment.

Hand out HookED SOLO Analyse Self-assessment sheet and explain how this will help them with their assessment.

(They can refer to these templates as they are writing their report to make sure they are covering all of the elements and at the required level).

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| Teaching notes The SOLO Hexagons activity will provide an insight into the cognitive understanding students have with regards to medication impaired driving in New Zealand (prior knowledge). It will also allow students to work collaboratively and learn from each other what they know about medication impaired driving.  The SOLO Thinking Strips activity will encourage students to think more deeply about medication impaired driving and will get them to make connections and extend their ideas. The assumption is that students will initially think more about alcohol and illegal drugs and not prescription or over-the-counter medication.  The SOLO Describe++ map supports booth surface and deep ideas, and it will give you the opportunity to provide feedback on the level of understanding and to know what the next steps are in terms of their understanding. Resources  * SOLO Hexagons Template * SOLO Hexagon Prompts * SOLO Thinking Strips * SOLO Describe ++ Map * AS3.1 Assessment * HookED SOLO Discuss Map (Describe++) * HookED SOLO Analyse Map * SID analyse self-assessment rubric. |