A close-up of a glass and a tube

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Section B: medication impaired driving is a health issue in New Zealand

Lesson 4-10 of NCEA Level 3 Health: medication impaired driving.

# Learning intentions

* Investigate why medication impaired driving is a health issue.
* Analyse data and information from various sources.
* Evaluate why medication impaired driving is a health issue in New Zealand using valid data as evidence.

# Activities

## Video analysis

Share the following two videos.

[Driving under the influence of medication – part 1](https://www.youtube.com/watch?v=HOur-13r0eM)

[Driving under the influence of medication – part 2](https://www.youtube.com/watch?v=O4kJX34KOxQ)

Students are to complete the Analysis worksheet while they are watching the video clip.

## Medication impaired driving PowerPoint

Go through PowerPoint and lead a class discussion.

Some questions to consider are:

* How do we know this is a New Zealand health issue?
* What do you know about medication impaired driving in New Zealand in comparison with internationally?
* Why is medication impaired driving a cause of concern in NZ society?
* Explain the nature of medication impaired driving.
* Consider who is affected.

## Think, pair, share

Hand out HOT SOLO Generalisation map.

Students are to think and then share their ideas with a partner. Each pair to complete the template.

When completed students are to share their responses with 2 other pairs. Ask for pairs to share their ideas with the class.

## Mix & match

Students are to cut out the 21 names of prescriptions and match them up in the correct table and order.

Students will need to check they are correct before gluing on the page.

In groups, students are to try and work out what percentage the particular medicine is used. Share percentages with class once students have completed.

## Investigation of common medicines

Using the internet, students are to complete the template of the most used medications.

## Prescriptions in New Zealand PowerPoint

Go through PowerPoint and lead a class discussion.

Some questions to consider are:

* Which prescribed and over the counter drugs are causing the issue?
* How many people are being prescribed medications?
* Of those prescribed medications how many could impair driving within each age group?
* What does this say about New Zealand’s culture toward being sick or injured (either physically, mentally and emotionally)?

## Expert Jigsaw activity

Organise ‘Base’ groups with four students in each. Students in the ‘Base’ group get numbered 1 – 4.

Organise each student with the same number into ‘Expert’ groups.

Hand out two articles to each student in each of the ‘Expert’ groups.

Each ‘Expert’ group will get two different articles to read. All students in each ‘Expert’ group read one article at a time and then discuss what they have read and share their thoughts and opinions before completing the Article Summary template.

When both templates have been completed, students go back to their ‘Base’ group and shares what they have read and found out.

Use the following articles or let the students research and find 2 articles of their own.

[Tests reveal most crash drivers had taken drugs](https://www.nzherald.co.nz/nz/tests-reveal-most-crash-drivers-had-taken-drugs/AXH5BILWPNRV6KDMZJX5WDSQ4I/?c_id=1&objectid=10829711)

[Traumatic day drug-driver turned man's life upside down (Bay of Plenty Times)](https://www.nzherald.co.nz/nz/traumatic-day-drug-driver-turned-mans-life-upside-down/ADMRD7VRT74KCWRGCCTJB5VQJA/?c_id=1&objectid=11832264)

[Top cop targets prescription drug driving](https://www.stuff.co.nz/national/health/63159628/top-cop-targets-prescription-drug-driving)

[Some motorists driving within hours of taking drugs, study finds](https://www.rnz.co.nz/news/national/470555/some-motorists-driving-within-hours-of-taking-drugs-study-finds)

[Mother admits to using son's Ritalin and other drugs before driving](https://www.stuff.co.nz/taranaki-daily-news/news/85743798/mother-admits-to-using-sons-ritalin-and-other-drugs-before-driving)

[Drugged drivers a major hazard (Stuff)](https://www.stuff.co.nz/national/health/65440097/drugged-drivers-a-major-hazard)

[Drug driver killed mum (Stuff)](https://www.stuff.co.nz/dominion-post/news/local-papers/hutt-news/802528/Drug-driver-killed-mum)

[Drug impaired man fined after he wrote off car in crash (Stuff)](https://www.stuff.co.nz/taranaki-daily-news/69266027/drug-impaired-man-fined-after-he-wrote-off-car-in-crash)

## Analysis of data

In groups students are given one set of data to go through and analyse with the aim of picking out the main points and developing an understanding the data. Each group are to report back to the class. One person records their findings.

Use the following data from this unit’s Resources for Section B folder:

* Waka Kotahi Medication Impaired Driving Project
* Medication and drugs in retested BAC blood samples
* International evidence
* Prescriptions Data
* Driver Survey.

## Case studies

Students to read through four case studies and select two to complete the worksheets.

## Inquiry learning

Students will have two lessons to conduct their own research with the aim of finding information that will support the notion that medication impaired driving is a health issue in New Zealand. Encourage them to look for international data which they could use as a comparison.

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| Teaching notes By watching the video clips students will gain an understanding of what is influencing medication impaired driving, what the effects are and identify some possible strategies which could be used to reduce the risk of medication impaired driving in New Zealand  The HOT SOLO Generalisation map provides a great opportunity for students to make a generalisation about medication impaired driving and then evaluate it by providing explanation with supporting evidence.  The context of the Generalisation is ‘Medication impaired driving is a health issue in New Zealand’.  The Mix & match and Investigation activities will give the students an insight into the most common medications and to what extent they are being used within each age group. They will also become aware of the possible side effects of each drug which could lead to impaired driving.  For their inquiry learning you may wish to create a ‘Resource list’ which you could provide to them to guide them in the right direction. Encourage them to look for New Zealand and international data show they can make comparisons. Resources  * Video Analysis worksheet * SID PowerPoint * HOT SOLO Generalisation map * Mix and Match activity * Mix and Match answers * Type and Description of Medicines template * Prescriptions in NZ PowerPoint * Article Summary template * Case studies activity and worksheet. |