A close-up of a glass and a tube

Description automatically generated

Section C: implications for well-being of medication impaired driving

Lesson 11 – 15 of NCEA Level 3 Health: medication impaired driving.

# Learning intentions

* Evaluate the implications for well-being from a personal, interpersonal and societal perspective.
* Research and analyse data and information from various sources.

# Activities

## Think, pair, share using SOLO Hexagons

Hand out the SOLO Hexagon template to every student. Students are to:

* brainstorm all they know about the implications for well-being of 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.

They may need prompt hexagons to help them with their thinking.

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

## Expert Jigsaw video analysis

Organise ‘Base’ groups with three students in each. Each student in the ‘Base’ group gets given a number from 1 – 3.

Arrange each student with the same number into ‘Expert’ groups. Depending on the amount of students in each ‘Expert’ group you may wish to split these into two smaller groups (i.e. two Expert groups for those students who are numbered 1, two Expert groups for students who are numbered 2 and two Expert groups for students who are numbered 3).

Each ‘Expert’ group will be allocated a perspective to focus on throughout the video clip (i.e. group 1 to focus on personal implications, group 2 to focus on interpersonal implications and group 3 to focus on societal implications).

Each group will complete the relevant worksheet. Once completed they will return to their ‘Base’ groups and share their findings so that all members in the ‘Base’ group gets an overall understanding of the implications of well-being from all three perspectives.

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

[Driving under the influence of medication – part 3](https://www.youtube.com/watch?v=DgyeDcugWCI)

## Mind map

Students will draw a mind map to show how all dimensions of well-being are inter-related. Students can also make links between the three perspectives of well-being. This can be completed in their original Base groups from the previous activity.

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

## Collaborative inquiry learning activity

Students to organise themselves into groups of three. Each group to assign each member a perspective (personal, interpersonal, societal). Students have two lessons to research information in relation to the implications for well-being of medication impaired driving for their particular perspective. Each group to decide how to share the information with each other (e.g. PowerPoint presentation, Google Slides, etc…).

## Mind map

On completion of the collaborative learning activity each group will draw a mind map to show how all dimensions of well-being are inter-related. Students can also make links between the three perspectives of well-being. Encourage them to use the information they have found.

(Note: this mind map should be much more detailed than the first one.)

## HookED SOLO Explain effect map worksheet

Students to complete the HookED SOLO Explain effect map worksheet for each of the different perspectives. This can be completed individually or in small groups.

## Self-reflection

Ask students to complete the ‘Effects/implications for well-being of medication impaired driving’ self- assessment sheet.

|  |
| --- |
| Teaching notes In the Hexagon activity you may or may not need to use the Hexagon prompt sheet. You will need to make a judgement call while they are completing the activity.  It is important that students can inter-relate the dimensions in the ‘Personal implications/effects for well-being of substance impaired driving’ worksheet. You may need to help them with this by giving an example.  The ‘event’ for the HookED SOLO Explain effects map are as follows: personal, interpersonal and societal. Resources  * SOLO Hexagons template * SOLO Hexagon prompts * Video analysis worksheets * A3 paper (for mind maps) * HookED SOLO Explain effects map template * Self-assessment rubric – implications. |