A close-up of a glass and a tube

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Section E: strategies to reduce the risk of medication impaired driving in New Zealand

Lesson 21 - 24 of NCEA Level 3 Health: medication impaired driving.

# Learning intentions

* Evaluate current strategies already in place.
* Analyse data and information from various sources.
* Recommend new health enhancing strategies that provide equitable outcomes.

# Activities

## Generic strategies PowerPoint presentation

Students quickly brainstorm generic strategies, in groups. Groups to share with class, and key points written up on the white board.

Organise strategies into each of the perspectives (personal, interpersonal and societal). Lead class through Generic strategies PowerPoint to support their brainstorm exercise.

## Video analysis

Show the Video Part 4. As they are watching the video students are to complete the Strategies worksheet.

[Driving under the influence of medication – part 4](https://www.youtube.com/watch?v=QUzV47vcYBg)

This activity can be done in groups of three – where each student fills in one perspective and then they share their answers at the conclusion of the video or it can be done individually.

At the completion of the Strategies worksheet students are to complete worksheet 2 – Explanation. This is about how each strategy will address the relevant determinants and bring about more equitable outcomes.

Again, this activity can be completed in small groups or individually. Students to share ideas with the class.

## Resource design

In groups, students are to design their own resource for GPs and pharmacists that could be used to help inform and educate drivers. Each group to share with the class.

Once completed they are to compare their resource with the resource that has been designed by Waka Kotahi:

[Mixed? Mixed driving – what you need to know (PDF)](https://www.nzta.govt.nz/assets/resources/mixed-driving/mixed-driving-brochure-english-version.pdf)

## Strategies hexagon activity

In groups students are to complete the HookED SOLO Hexagon activity for each of the determinants. These cover strategies that will address the:

* cultural determinant
* political determinant
* economic determinant
* social determinant
* lifestyle determinant.

Hand out the SOLO Hexagon template to every student.

Here are the steps for students:

* Brainstorm all they know about strategies that will address each determinant of health involved in 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.

Once each determinant hexagon has been completed, groups are to share their responses and ideas and create one big map of strategies. The class can make links by tessellating the hexagons which will lead them into making generalisations.

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

## Inquiry learning activity

Students are to research and inquire about other strategies that may have been used in other countries and analyse the effectiveness of these.

Students to share with the class what they have found via a class PowerPoint presentation.

## SOLO Describe ++ map

Students are to complete one map for each of the health-enhancing strategies they have identified from their inquiry. Here are the steps students take.

* Write the health-enhancing strategy 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…”
* Feedback ideas in groups or as a class.

## Self-reflection

Ask students to complete the ‘Recommend Strategies’ self-assessment rubric.

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| Teaching notes The resource design activity lets students be creative and demonstrate their understanding of health enhancing strategies for medication impaired driving in New Zealand.  The video clip will allow students to think about strategies that have already been implemented and critically evaluate them. They can decide whether they think the strategies identified are health-enhancing and fits the value of social justice. Resources  * Generic Strategies PowerPoint * Video Analysis worksheets * SOLO Hexagon templates for 5 strategy types * HookED SOLO Describe++ map * Recommend strategies self-assessment rubric. |