A close-up of a glass and a tube

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Analyse medication impaired driving in New Zealand

NCEA Level 3 Health | Revised 2023

# Unit outline

The purpose of this unit is for students to analyse and develop a greater awareness of what medication impaired driving is and to what extent it is a current health issue in New Zealand.

It examines 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 medication 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 5-6 weeks. At the conclusion of this, students will have 3-4 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 5 sections for ease of teaching and learning.

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

Students are introduced to the topic of medication impaired driving. Activities get them to think critically about the potential implications for people in New Zealand.

**Section B: Medication impaired driving is a health issue in New Zealand (6-7 lessons)**

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

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

This section looks at 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 medication impaired driving, from a socio-ecological perspective.

**Section D: Determinants of health involved in medication impaired driving (4-6 lessons)**

This section will focus on the major determinants of health that influence medication 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 medication impaired driving.

**Section E: Strategies to reduce the risk of medication 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.

## Assessment

At the completion of the unit students will have approximately 3-4 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 medication impaired driving is a health issue in New Zealand.

*Equity, through fairness and social justice.*

Students recommend strategies that are health enhancing and which reflect the values of social justice.

### Key Competencies

*Thinking*

Students develop their understanding of medication impaired driving in New Zealand and make sense of why this is a health issue. They 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 medication impaired driving in New Zealand

*Managing self*

Students 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 enhance students’ ability to positively relate to others.

*Participating and contributing*

Students will 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 to analyse medication impaired driving in New Zealand and help them to recommend health enhancing strategies which will benefit not only themselves but all New Zealand 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 medication 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 medication 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 recommend health enhancing strategies that will encourage advocacy.

## Pedagogy

An important aspect of this unit is encouraging critical thinking skills. This is through collaborative group work and class discussions. Deeper thinking is encouraged by SOLO Taxonomy Rubrics created by Pam Hook from HookED.

This unit is fully embedded with HookEd SOLO Taxonomy resources. It’s advisable that you become familiar with SOLO Taxonomy and its philosophy. This unit also contains two learning techniques which encourage collaborative and co-operative learning: ‘Think, pair share’ and ‘Expert jigsaw’.

Students are 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 and resources can be shared.

The HookED self-assessment rubrics are a great opportunity for students to assess their level of understanding and next steps. It also lets you provide feedback.

# Online resources

### Why it is a health issue

[Medication impaired driving (Waka Kotahi)](https://www.nzta.govt.nz/safety/what-waka-kotahi-is-doing/education-initiatives/medication/)

[Drug-affected driving campaign: mixed driving (Waka Kotahi)](https://www.nzta.govt.nz/safety/what-waka-kotahi-is-doing/marketing-campaigns/current-marketing-campaigns/mixed-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)

[John Williamson: Driving when taking prescription drugs](https://www.nzherald.co.nz/northern-advocate/news/john-williamson-driving-when-taking-prescription-drugs/5BIP7EQNAT7XVWXSBCYAKMJWCA/)

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

[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)

### Determinants

[Hundreds busted for drug driving](https://www.nzherald.co.nz/nz/hundreds-busted-for-drug-driving/OILO77ZNNEWX7YMULJL3OSSS5M/?c_id=1&objectid=10841401)

[Let's face the truth about our road toll, NZ](https://www.stuff.co.nz/stuff-nation/14958190/Lets-face-the-truth-about-our-road-toll-NZ)

### Implications for well-being

[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)

[Mom Driving on a Mixture of Prescription Drugs Might have Lead to Child's Death (YouTube)](https://www.youtube.com/watch?v=ueWxtvd0MtM)

[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)

### Strategies

[Medication and illegal drugs (Waka Kotahi)](https://www.nzta.govt.nz/safety/driving-safely/medication-and-illegal-drugs/)

[New drug driving legislation (NZ Police)](https://www.police.govt.nz/advice-services/drugs-and-alcohol/new-drug-driving-legislation)

[Road to Zero road safety strategy](https://www.nzta.govt.nz/safety/what-waka-kotahi-is-doing/nz-road-safety-strategy/)

### General

[Medication and driving (Fact Sheet – CARRS-Q Australia)](https://research.qut.edu.au/carrs-q/wp-content/uploads/sites/296/2020/06/Medications-and-Driving-screen.pdf)

[‘Prescription Medications and Drug Driving in New Zealand’ – 2nd International Symposium on Drugs and Driving 2014 (22 mins, YouTube)](https://www.youtube.com/watch?v=76dS-RzNVyA)

[Tiger Woods DUI: Prescription drugs are a growing threat to safety on American roads](https://www.marketwatch.com/story/tiger-woods-dui-arrest-prescription-drugs-are-a-growing-threat-to-us-road-safety-2017-05-30)

[Tiger Woods had pain, anxiety, sleep drugs in system during arrest (CNN)](https://edition.cnn.com/2017/08/14/health/tiger-woods-toxicology-report/index.html)