

# DISTRACTED DRIVING

**Grade Level:** 7-12

**Time Required:**

- Approximately 25 minutes (to cover PowerPoint presentation)
- 3 optional activity plans are provided (each approx. 10 minutes) – these are to be completed after the PowerPoint presentation
- Possible follow-up lessons are provided and will take various amounts of time, depending on number chosen, grade level, and the importance placed upon each

**Additional Resources, Materials, and Equipment Required:**

Kit includes:

- PowerPoint presentation
- Lesson Plan
- Activity Plans
- Master handouts for students
- Equipment as per the Activity Plans

**Main Objective:** To increase student knowledge of driver distraction and to engage students to educate others.

**Learning Outcomes:**

Students will:

- increase knowledge and understanding of driver distractions
- engage other students in a driver distraction school-based activity
- gain an understanding of how easily the brain is distracted and that we are unable to attend appropriately to more than one activity at a time.
- recognize distractions and have an understanding of the seriousness of certain behaviours in vehicles.
- increase awareness of what can be missed in a short amount of time when one's eyes aren't on the road

**Curriculum Connections** (throughout entire module and includes possible follow-up lessons):

**Grade 7**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
Health	Life Learning Choices - L-7.7	Determine and use knowledge and skills of the class to promote school and community health
Language Arts	1.2 Clarify and Extend - combine ideas	Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences
Language Arts	2.1 Use strategies and cues - use prior knowledge	Select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
Language Arts	2.4 Create Original Text - elaborate on the expression of ideas	Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes
Language Arts	3.4 Share and Review - share ideas and information	Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations

**Grade 8**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
Health	Wellness Choices - W-8.1	Examine the relationship between choices and resulting consequences
Health	Wellness Choices - W-8.8	Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk
Language Arts	1.2 Clarify and Extend - extend understanding	Reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others
Language Arts	2.4 Create Original Text - generate ideas	Create oral, print and other media texts related to issues encountered in texts and in own life
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to inform and engage the audience

**Grade 9**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
Health	Wellness Choices - W-9.1	Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
Health	Wellness Choices - W-9.8	Develop strategies to promote harm reduction/risk management
Health	Wellness Choices - W-9.9	Analyze and evaluate laws and policies that promote personal, community, and workplace safety
Language Arts	2.2 Respond to Texts - construct meaning from texts	Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance
Language Arts	3.4 Share and Review - share ideas and information	Integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience

**High School**

<b>Subject Area</b>	<b>Outcomes</b>	<b>Specific Outcome</b>
CALM	Personal Choices - P2	Evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health
CALM	Personal Choices - P6	Determine practices and behaviours that contribute to optimal physical well-being
Language Arts	3.1. Determine Inquiry or Research Requirements	Assess text creation context
Language Arts	4.1 Develop and present a variety of print and non-print texts	Assess text creation context; Consider and address form, structure, and medium; Develop content; Use production, publication, and presentation strategies and technologies consistent with context

<p style="text-align: center;"><b>Activity Plan #1 (Optional): CARDS AND DISTRACTIONS</b></p>
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**Time Required:** 10-15 minutes

**Additional Materials and Equipment Required:**

- 1 deck of cards
- List of possible questions to ask each student
- Stopwatch or timer

**Activity Instructions:**

1. Select one student for the activity (you can also do this activity in groups after you have modeled it for the class so that everyone gets a chance to assess their ability to multi-task).
2. Time how long it takes the student to sort one deck of cards into each of the four suits.
3. Share the time with the class.
4. Repeat the activity again, but now the student will be asked to answer the following questions while completing the task of separating the deck into four suits.
  - $2+2=?$
  - Do you ride a quad?
  - What's your favourite movie?
  - Do you own an iPod?
  - What is  $9+7?$
  - What is your favourite food?
  - What is  $19+11?$
  - What is  $12 \times 9?$
  - Do you have your driver's license?
  - What is your least-favourite subject?
  - What kind of shoes do you wear?
  - What is your favourite TV show?
  - What is  $14+14?$
  - How many brothers and sisters do you have?
  - Do you ride a horse?
  - Who is your favourite super hero?
  - What kind of ice cream do you like the most?
  - Who is your favourite band?
  - Do you have a dog or a cat?
5. Continue asking questions until the task is completed. Once again share the time with the class.

**Debrief:** Compare the two times. Why do you think it took longer the second time? Refer back to the slide about the brain's activity when it is trying to do more than one thing at a time. Is talking on a cell phone hands free any less distracting (discuss the distracted driving law in Alberta)?

<p style="text-align: center;"><b>Activity Plan #2 (Optional): BALLOON JUGGLING</b></p>
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**Time Required:** 10-15 minutes

**Additional Materials and Equipment Required:**

- 25 balloons – once blown up write distractions on each balloon (eating, talking, changing music, phone ringing, insect in vehicle, emotion, attractive girl/boy walking on sidewalk, passenger)

**Activity Instructions:**

1. Select one student for the activity (you can also do this activity in groups after you have modeled it for the class so that everyone gets a chance to assess their ability to multi-task).
2. Have the student start with two balloons and toss the balloons in the air with the goal of keeping the balloons afloat without letting them touch the ground.
3. Once they have the hang of the activity start adding balloons one at a time.
4. If time allows, repeat the activity to engage the entire class.

Option: While the student is juggling the balloons use the question list from Activity Plan #1 to add in cognitive distractions.

**Debrief:** Discuss how difficult it was to juggle the distractions (the more distractions the more balloons falling). You can't do it all while you are driving. Many young people feel that driving is a low risk activity and don't fully appreciate all of the skill, focus and decision making driving takes. Refer back to the three types of distraction – visual, manual and cognitive and how each one influenced the balloon juggling.

<p style="text-align: center;"><b>Activity Plan #3 (Optional): HEADS UP, HEADS DOWN</b></p>
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**Time Required:** 10-15 minutes

**Additional Materials and Equipment Required:**

- 3 or 4 cell phones (can be personal – people will not actually be sending texts)
- Stopwatch or clock

**Activity Instructions:**

**PART ONE: Texting activity for 1 second**

1. Select 3 or 4 students from class.
2. Have them sit in chairs facing the rest of the class.
3. Tell them they are going to text the message, “What are you doing?”
4. Tell them to start.
5. After 1 second, tell them to stop.

*Fact: In 1 second at 50km/hr, you have traveled 15 meters or the length of one school bus.*

**PART TWO: Texting activity for 5 seconds**

6. Using the same people as part one in the same positions, tell them they are now going to text the message, “Where do you want to meet up? What time?”
7. Tell them to start.
8. After 5 seconds, tell them to stop.

*Fact: In 5 seconds at 50km/hr, you have traveled 75 meters or the length of 5 school buses.*

**Debrief:** What kinds of things could you have missed while you had your head down texting (pedestrians, road signs, vehicles approaching, animals on road, bikers, speed changes, changing road conditions, pothole, child running out onto road)? What could be some of the possible consequences?

## POSSIBLE FOLLOW-UP LESSONS AND ACTIVITIES

Below are some ideas on how to further extend the distracted driving module.

- Have students create a poster that promotes awareness of distracted driving.
- Have students create a public service announcement video/skit about distracted driving. This can be presented/shown in class or at a school wide event (i.e. assembly).
- Have a group of students present one (or more) of the activities at a school wide or community event.
- Have students write their local MLA and convince them to create tougher laws on distracted driving. Use peer editing and self editing strategies.
- Before starting the module, have students do a journal entry (or a brief discussion) about their attitude towards distracted driving (i.e. Is it a big deal? Do you think you get distracted?) Invite someone who has been personally affected by distracted driving to talk about their story. Have the students do a journal entry about they felt and if their attitude towards distracted driving has changed.

*Note: Provide or create an outline or performance rubric for each of the follow-up lessons based on the amount of time you wish to spend on it, as well as the grade level. This can be created with the class so they can help decide the criteria of an effective end product or it can simply be handed out to students and explained.*