



Kids Speaking Up for Road Safety

Distracted Driving Lesson Plans for Grades 2–6

CROSS-CURRICULAR ACTIVITIES

The following activities can be used before, during, or after the lesson on distracted driving to reinforce or extend the key points of the lesson. Integrate the activities into your curriculum or share them with subject area specialists to present.

MULTI-TASKING MAYHEM

Subject Area: Math

Grade Level: Suitable for all grade levels with variants

Objective: Students will understand the difficulties involved in multi-tasking through direct experience.

Materials: Chart paper, dry erase board, or chalkboard and appropriate writing tools; basic math flash cards (addition, subtraction, multiplication, or division)

Grades 2–3: Ask a volunteer to write the alphabet on the board. As he or she is writing, have a second volunteer stand to one side and read out grade level appropriate addition or subtraction flash card to the first volunteer. The student who is writing should continue writing while solving the problem mentally, and call out the answer.

Grades 4–5: Ask a volunteer to write the numbers backward from 100 on the board (100, 99, 98 . . .). Stop the student after twenty seconds. Then have the student begin writing again. As he or she is writing, have a second volunteer stand to one side

and read out a grade level appropriate multiplication or division flash card. The student who is writing should continue writing down from 100 while solving the problem mentally and call out the answer verbally. Give 20-30 seconds for this round.

Grade 6: Ask a volunteer to go the board and begin to write the numbers backward from 100. Have a second volunteer call out 3-digit numbers (examples: 256, 902, 334, or 871), while a third volunteer calls out *words* for the student to write (table, desk, chair, school, student, teacher). The volunteer at the board tries to write all the numbers and words as they are called out. The students calling out numbers and words should do this at a steady rate, without waiting for the student at the board to write everything down.

All: After the activity, debrief the student who was purposefully distracted about the experience. Some questions you might ask:

- What was it like to try and focus on two tasks at once?
- Were you able to complete the task? How well did you do at it?
- What does this activity teach you about drivers who try to drive and look at their phones or turn away from the road to look in the back seat?
- What does this activity teach you about how a driver feels when there are distractions in the car?
- Will this exercise affect whether you will speak up when you see someone driving distracted?
- Do you think you'll remember this exercise when you become a driver?

How Fast, How Far?

Subject Area: Math

Grade Level: 6

Objective: Students will calculate distances traveled in very short periods of time given rate and time.

Materials: Paper and pencils, chalkboard or whiteboard

Write the following on the board:

For every 10 miles per hour, cars travel 15 feet per second.

Then write this problem on the board:

Celia is driving at a rate of 60 miles per hour. She looks away from the road and at her phone for 4 seconds to read a text. How far does the car travel while Celia is looking away from the road?

Guide students as they work out the steps for solving the problem.

1. Divide 60 by 10.
2. Multiply the result (6) by 15 to get 90. The car travels 90 feet in one second.
3. Multiply this result by 4 to find the distance traveled in 4 seconds: 360 feet.

Discussion: So Celia travelled 360 feet without looking at the road. How do you think that would affect her ability to drive safely? When she was not looking at the road while driving what could have happened that she would miss?

Have students do some online research to find some common distances, or lengths. For example, a football field is 300 feet long; a standard short block in New York City is 264 feet long; an Olympic swimming pool is 82 feet long; 180 feet is about 108 steps by a ten-year-old.

ACT IT OUT

Subject Area: Social Emotional Learning

Grade Level: 4–6

Objective: Students will feel empowered to speak up when they find themselves in an unsafe situation and will effectively use a simple mnemonic tool to help them.

You may want to review the **SAM** Framework before beginning the activity.

- **See** a problem.
- **Address** the problem using an “I” statement.
- **Make** an action plan together.

Review “I” statements as needed. Unlike “you” statements—“You’re driving too fast,” “You scare me when you look at your phone and not at the road”—“I” statements allow the speaker to say how he or she feels without blaming or putting the other person on the defensive. (Examples: “I feel scared when you look at your phone instead of the road.” “I don’t feel safe when you’re using your phone and driving.”)

Have small groups of students develop skits that show distracted driving in action and effective ways of talking to a distracted driver. (To broaden the applicability of the activity, you might develop, or have students develop, scenarios other than distracted driving situations, where using “I” statements would be helpful and effective.) After the skits have been performed, have other classmates offer feedback on the language used to address the driver and the problem.

Some questions you might ask to start the feedback discussion are:

- How did the group use **SAM** to deal with the problem?
- What did the group do well? In what ways could the conversation be improved?
- How could you use what you learned from this skit if you found yourself in a similar situation?
- What obstacles to using the **SAM** strategy have or might you encounter?

PERSUASIVE LETTER

Subject Area: English Language Arts - Composition

Grade Level: 4–6

Objective: Students will write a persuasive letter aimed at alerting people to the dangers of distracted driving and curbing this issue.

Have students work individually to write a persuasive letter that deals with the topic of distracted driving. Possible recipients might be a parent, the editor of the school newspaper or a local newspaper, or a state or federal legislator. Students should first decide on the recipient and then develop a claim appropriate to that recipient. For example, a letter to a parent or a letter to the editor might make the claim that “distracted driving is dangerous, and you can change your driving habits to assure that

you're not distracted while driving." A letter to a legislator might call for more public education about distracted driving and laws penalizing it.

Students must support their claims with strong evidence, and this will almost certainly require research. Provide students with avenues for research and help them identify credible sources. Here are some links to get students started:

- enddd.org/the-facts-about-distracted-driving/
- enddd.org/research-stats/
- cdc.gov/motorvehiclesafety/distracted_driving/index.html
- nsc.org/road-safety/safety-topics/distracted-driving/research
- <https://www.enddd.org/state-laws/>

Once students have drafted their letters, have them exchange drafts with a partner for constructive feedback. You may choose to provide a checklist like the one at the end of this document to help students assess their own and their partner's work.

Allow students to choose whether to send their letters to their intended recipients. For students who have chosen to write to a legislator, consider gathering the letters and sending them as a group with a brief cover letter from you explaining the original assignment and describing the learning experiences and student research that supports them.

VISUAL OR AUDIO PRESENTATION

Subject Area: Art/Technology

Grade Level: 4–6

Objective: Students will use media to represent and share what they have learned about distracted driving.

Materials: Poster board and art materials; computer software to make a slideshow, flyers, or posters (if available); recording equipment (if available)

Invite students to join the campaign against distracted driving and have them work in pairs or small groups to create a visual presentation that shows forms of distracted driving and ways that young people can help prevent it.

Poster Students work in pairs or small groups to create a poster to share the information they learned in the lesson.

Media Presentation Students work in pairs or small groups to use technology to create a slideshow or video that shares the information learned in the lesson.

Audio PSA Students work in pairs or small groups to use technology to create a podcast or a radio or internet Public Service Announcement that shares the information on distracted driving they learned in the lesson.

In their presentations, students should include:

- explanations of the **SAM** framework
- examples of distracted driving
- ways to be a safe passenger

After the activity, have students present their project to another class, school personnel, and/or parents to further share what they have learned. Audio presentations could be posted on a school or town website.

Jingle, Song, or Rap

Subject Area: Music, English Language Arts

Grade Level: 4–6

Objective: Students will create a jingle, song or rap to reinforce and share what they have learned about distracted driving.

Materials: Optional audio recording or video equipment

Have students work in pairs or small groups to write a short jingle, a song, or a rap about distracted driving. Students might choose to create longer pieces that inform listeners about distracted driving, its dangers, and what people can do about it, or shorter works that focus on one aspect of the problem or one part of the distracted driving lesson. If possible, have pairs or groups make an audio or video recording of their piece to share with others. Alternatively, you might organize a revue in which students perform their pieces live.

Is It an Accident?

Subject Area: Social Emotional Learning

Grade Level: 4–6

Objective: Students will consider several crash scenarios and determine if they were accidental or if someone was at fault.

Say: *Here are some of the words we use to describe the situation when a car goes off the road or collides with a barrier or another car: wreck, collision, crash or car crash, accident or car accident.*

List the words on the board and say: *Let's look at each word more closely and ask ourselves some questions about it: Does the word say that what happened to the car or cars was somebody's fault? Does it say what happened was nobody's fault?*

Go through the list and ask volunteers to answer the questions for each one. Point out that *accident* is different from the other words: it says that what happened was no one's fault. Elicit a definition of the word *accident* from your students (*an incident or event that happens by chance, or without human intention or deliberate cause*)

Ask: *Do you think that most car crashes are accidents? (Responses will vary, but students are likely to suggest that most car crashes are not accidents.)*

Provide the following examples and ask students to weigh in: Is it an accident or was someone at fault and, if so, why?

A car is travelling under a bridge. A piece of the bridge falls and hits the windshield, cracking it badly. The driver swerves to avoid anything else that might follow and crashes into another car. (*This is clearly an accident. No one could have anticipated the piece of the bridge falling, and the driver simply reacted to being hit.*)

A car is travelling along a highway, going the speed limit of 55 miles per hour. The driver's phone pings, and he picks it up off the passenger seat and looks at it to see who's texting him. He looks back at the road and sees there are more cars now. Then he reads the text on his phone. As he reads, his car drifts out of its lane and collides with another car. (*This crash is the fault of the text-reading driver. It occurred because he took his eyes off a busy road with fast-moving traffic—something no driver should do.*)

The police receive a report of a car crash at a downtown intersection. They go to the scene and find that two cars had a bad collision. The driver of one car hit his head and was taken to the hospital to check for concussion. The driver of the other car says that she doesn't know what happened—suddenly her car was being hit by another car. (*We can't make a determination about this crash because we don't know what either driver was doing when it occurred.*)

Have students go online and look for news reports about car crashes or provide the attached handout with sample reports. Have students read the reports independently and then discuss them in small groups. Groups should determine whether a report does or does not present an assumption about fault in the cause of the crash. Do they agree or disagree with the reporter's choice of words? Invite groups to share their responses with the class.

Persuasive Letter Checklist

1. Have your partner read and assess your letter. Does the letter have each of the features listed below? Your partner should put a checkmark in the first column next to each statement that is true.
2. Revise your letter based on your partner's feedback. Then reread it and assess it for yourself. Use the second column to enter your own checkmarks.

Persuasive Letter Features	Partner Feedback	My Review
The letter has a greeting, a body, and a closing.		
The body of the letter has an opening that clearly states the writer's opinion.		
The body of the letter includes facts and examples that support the writer's opinion.		
The body of the letter includes a conclusion that summarizes the letter's main ideas.		
The writer uses transition words to correctly connect ideas.		
The writer uses strong language to persuade the reader.		
The letter includes an idea or ideas to help solve the problem the writer identifies.		
The letter is written with a certain audience in mind (students, adults, legislator, etc.).		
The letter is easy to read.		
The letter uses correct capitalization, spelling, grammar, and punctuation.		

Is It an Accident? - Sample Reports

Runaway golf cart injures 5 people in freak accident at US Open; two sent to hospital

Bill Speros, Golfweek Published 10:08 p.m. ET June 14, 2019 | Updated 11:33 p.m. ET June 14, 2019

Five people were injured by a runaway golf cart Friday during the U.S. Open at Pebble Beach.

A vendor was loading his golf cart when a box fell onto the vehicle's accelerator and propelled the cart into a group of people, a California Highway Patrol report said.

Four spectators and the vendor were injured by the cart before the vendor was able to stop it, police said. The incident happened at 10:15 a.m. PT near the 16th fairway.

Play had been underway for about two hours when the incident occurred.

"Unfortunately, during today's second round, there was an incident involving a golf cart on the 16th hole that resulted in three spectators and a vendor being injured and requiring medical treatment. We will continue to monitor their conditions," the USGA said in a statement.

4-car accident shuts down Highway 9

Wednesday, July 3, 2019 10:45am

MARYSVILLE — One man suffered critical injuries, and three other people were hurt in a four-car crash Tuesday afternoon on Highway 9.

Troopers shut down a stretch of Highway 9 for at least a few hours.

A southbound Nissan van rear-ended a Mazda around 4 p.m. at the intersection with 60th Street NE, east of Marysville, according to the Washington State Patrol.

The impact pushed the Mazda into oncoming traffic, where it collided head-on with a northbound Acura, state trooper Heather Axtman said. A Subaru on 60th Street was struck, too.

An ambulance rushed the lone occupant of the Mazda to a local hospital. Three people in the Acura suffered injuries that were not considered life-threatening.

The van driver remained at the scene and was cooperating with investigators, Axtman said.

Accident closes Colt Highway on Route 6 in Farmington; multiple people taken to hospital

POSTED 4:02 PM, AUGUST 21, 2019, BY BOBBY MARTINEZ AND ZINNIA MALDONADO, *UPDATED AT 04:28PM, AUGUST 21, 2019*

FARMINGTON -- Multiple people were taken to the hospital following an accident on Route 6 (Colt Highway) in Farmington between Fienemann Road and the Route 10 Wednesday afternoon.

Colt Highway was closed for about an hour.

No other details have been released at this time.