

DISTRACTED DRIVING

**EDUCATION & PREVENTION
FOR MIDDLE SCHOOL STUDENTS**

FACILITATION GUIDE



Funded by U.S. DOT/NHTSA (National Highway Traffic Safety Administration) and ODPS (Ohio Department of Public Safety)



ACKNOWLEDGEMENTS

Special thanks to the following for helping to bring this resource together and for piloting the lessons in classrooms:

Ohio Traffic Safety Office
Allen East High School
Fairfield High School
Lima Central Catholic High School
Ohio SADD
Text Less Live More



Funded by U.S. DOT/NHTSA (National Highway Traffic Safety Administration) and ODPS (Ohio Department of Public Safety)

Letter from SADD CEO

Dear SADD Members,

Empower. Engage. Mobilize. Change. These four words embody the ideas that make Students Against Destructive Decisions the nation's premier youth health and safety organization. However, we are nothing without dedicated student leaders like you who make choices EVERY DAY to help their friends and communities be better - one positive decision at a time.



You are now a part of that legacy. As you use this guide, you are empowering a new generation of student leaders to shift the culture of safety. Our work is never done, as there are constantly new risks and pressures that you face in your daily lives. It may sound cliché, but through this program, you have the power to be the change you wish to see in the world. Take that responsibility seriously and remember that the words you say today could change and even save someone's life in the future.

We want to thank the Ohio Department of Public Safety, Ohio Traffic Safety Office for their support of this program and our chapters. Together, we will empower students, engage adult allies, mobilize communities, and change lives. We're here to help. Please do not hesitate to contact our office if we can assist you in anyway. The world needs you. Now, go make a difference!

All the best,
Rick Birt, President & CEO

Letter from SLC President

SADD Nation,

THANK YOU for your dedication to continuing to spread our mission to the youngest members of your community. The sooner we can empower students and engage parents with this important knowledge, the quicker we are mobilizing communities and changing lives.



The elementary and middle school students with whom you will work will see you as the role model. We thank you for leading by example every day and investing your time to educate and encourage our future SADD members. SADD is what it is because of each and every one of you.

Isn't it so fulfilling to know that you are personally playing a role in transforming these children's lives? They will remember your wise words and lessons as they grow older. You may be the reason that they make a positive choice over a destructive decision -- you could save their lives. As you speak to the upcoming generations, remember the power you hold for their futures!

We hope you find joy in spreading our messages and the work fills you all with energy to continue to serve!

Shaina Finkel, National Student Leadership Council President



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PRESENTER TIPS!

SADD GUIDELINES FOR SUCCESSFUL FACILITATION

SADD serves youth by engaging in peer-led education and activities. This high-school mentoring guide serves to facilitate learning for younger students led by SADD high school students. High school students should keep in mind that younger students look up to them -- serving as role models. As such, misconduct with or in the presence of younger students carries serious consequences. SADD cares about the health, safety, and well-being of all students.

We ask all participating in this mentoring program to keep the following in mind:

- Your school's/school district's code of conduct is applicable to all aspects of your interaction with younger students
- You should never be left alone in a classroom with a group of students. The classroom teacher must remain in the room with you and the students at all times.
- Classroom discipline issues should be directed to the classroom teacher. Do your best to stay out of any issues that may arise and direct them to the teacher.
 - Refer to the classroom teacher on how to keep the students' attention while you're facilitating the activities (i.e. clapping twice, ringing a bell, counting to five, etc.). In this way you will keep their attention and respect for the duration of your time with them.
- Young people look to you for examples of appropriate behavior. You must use appropriate language and model honorable behavior, such as respect, integrity, honesty, and excellence. Profanity, sexualized language/images, or inappropriate stories/jokes are not to be shared or worn while in the presence of younger students -- in the classroom or outside.
- Student interaction -- keep in mind that young students idolize older students. Therefore, you have a responsibility to respect personal boundaries, including physical interaction. A handshake or pat on the back or shoulder may be appropriate, but be aware of how any physical contact may be perceived.
- Do your best to always be positive and encouraging. If a student brings up something negative, inappropriate, or off-topic redirect by acknowledging them, thanking them for participating, and then asking if anyone else has an answer. Or move on to the next item.

HAVE FUN!



LESSON OVERVIEW

TARGET AGE RANGE

5th - 6th Grade

SESSION TITLE

Distracted Driving Education and Prevention

OBJECTIVES

This lesson will bring awareness of the actions and consequences of distracted driving to middle school aged students.

SUMMARY

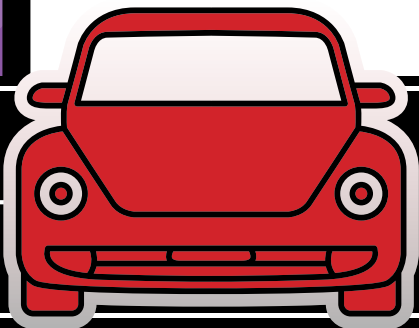
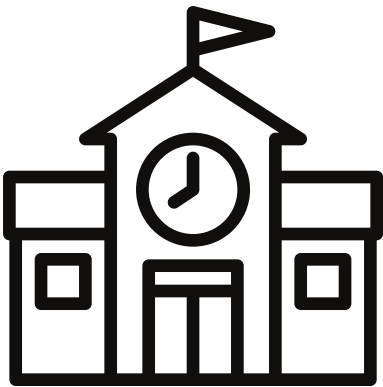
Students will identify various distractions while driving and identify ways to correct distracted driving actions.

COMMON CORE STANDARDS

Addressed and listed in Extended Learning Opportunities

RECOMMENDED TIME

40 minutes



LESSON OVERVIEW

MATERIALS

- Computer and projector (if possible)
 - Have [The Monkey Business Illusion Video](#) open on computer
- Whiteboard and Dry Erase Marker
- Timer
- Paper and pencil for each student
- Copy of Distracted Driving Cards (in Appendix) - 1 card per group of 3-4 students
- Copy of Distracted Driving Lesson Survey for each student (optional)
- Copy of Take Home Resource for each student

PREPARATION

- Video pulled up on computer/projector
- Distracted Driving Cards cut

OHIO LEARNING STANDARDS

Social-Emotional Learning Standards

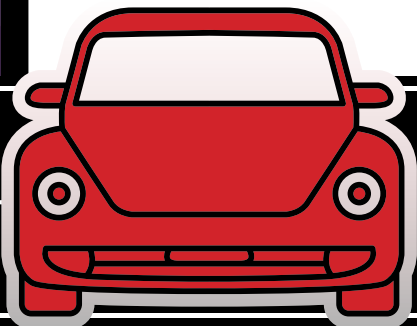
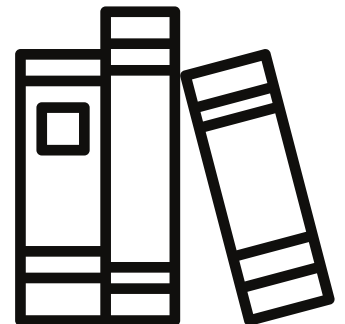
E2 .1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence

E2. 3.c Utilize knowledge of outcomes to inform future decisions

E3. 2.c Demonstrate safe practices to guide actions for self and toward others

E4. 2.c Recognize that new opportunities or unfamiliar situations may require productive struggle

*Review your state's learning standards for similar standard connections



INTRODUCTION: 10 MINUTES

PRESENTER INTRODUCTION

- “I am a student from _____ High School’s Students Against Destructive Decisions chapter. We are called SADD for short.”
- “Do you know what destructive means?” “What do you think are some examples of destructive decisions?”
- **Presenter should insert personal information and highlight the exciting features of SADD in their school**

Destructive:

Tending to destroy; causing much damage

PRESENTER NOTES:

LESSON INTRODUCTION

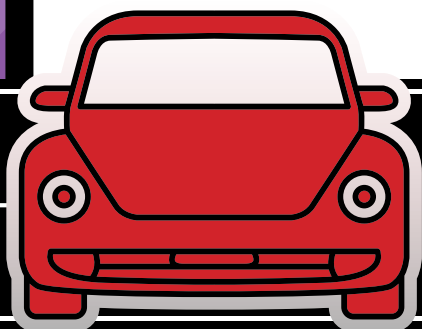
“Today we are going to talk about distractions and distracted driving. We will explore different types of distractions as well as ways to help stop distracted driving.”



- Opening Discussion Question:
 - Show the Monkey Business Illusion Video.
 - When finished, have students close their eyes. Once eyes are closed, ask students to raise their hand if they noticed the dancing gorilla.
 - Share the count with students and ask students if they are surprised at the number who noticed the gorilla. Why or why not?
 - Optional: Next, show the Test your Awareness: Whodunnit? Video.
 - Pause at 0:53 seconds. Tell students there were 21 changes that occurred throughout the clip. Re-play the first 53 seconds of the video again, asking students to note the changes.
 - Make a class list of the changes on the board.
 - Then, watch the remainder of the video to show all 21 changes.

PRESENTER TIP

If students are slow to respond, provide a starter question. For example, ask
“What is something that stood out to you in the video?”
“Why do you think everyone may not have noticed the gorilla?”



CONTENT: 10 MINUTES

PART 1 - WHAT IS ATTENTION AND DISTRACTION?

- Write ATTENTION on the board. Ask students to share words that describe attention.
- Write down key words from strong answers.
 - Examples may include: focus, concentration, knowing something or someone is important, etc.
- After taking a few answers, write the definition on the board:

ATTENTION:

the concentration of one's mind on something

- Write DISTRACTION on the board. Ask students to share thoughts that describe distraction.
- Write down key words from strong answers.
 - Examples may include: You lose focus, you aren't paying attention, you're thinking about something other than what you're supposed to be thinking about, etc.
- After taking a few answers, write the definition on the board:

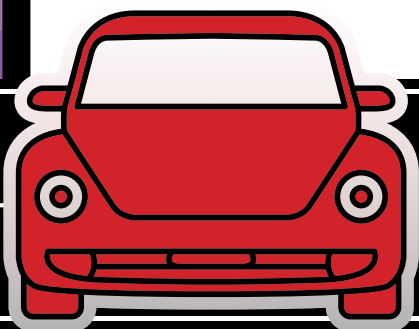
DISTRACTION:

the act of having thoughts or attention drawn away from something or someone

- Ask the students for examples of times when they are distracted. Begin by offering one, such as when the teacher is talking but your friend is making a funny face at you. Compile a large list either verbally or on the board.
 - Example responses may include: tripping because you aren't watching where you're walking, you can't answer a question in class because you were staring out the window and missed what the teacher said, you forget what you're saying because someone interrupts you, etc.

PRESENTER TIP

If students are hesitant to share, consider having them turn to a partner to share while you circulate around the room. Then, you can share with the class the different ideas you heard.

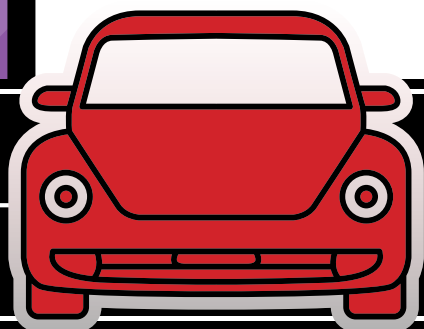


PART 2 - ATTENTION AND DISTRACTION ACTIVITY

- Tell the class, "Now we are going to complete a simple activity with various distractions to witness the effects of distraction."
- Ask for a volunteer to come up to the board. Instruct that student that they should write the entire alphabet on the board in reverse order, as fast as they can. Instruct the other students to be silent while they do this.
- Write the student's time on the board.
- Then, tell the student they are going to do it again, but this time, you are going to say numbers while they write. Time the student again, shouting random numbers aloud while they write. Note the difference in time on the board.
- At this point you can take several more volunteers at the board or divide the students into pairs and ask them to complete the exercise themselves, noting and sharing their times at the end.

ALTERNATE OPTION

- Have a student write the numbers 1-50 backwards on the board for 20 seconds while the class is quiet. Record how far the student gets.
 - Next, have the student begin writing the numbers 1-50 backwards on the board again for 20 seconds. This time, have another student call out 3 digit numbers. Record how far the student gets.
 - Finally, have the student begin writing the numbers 1-100 backwards on the board again for 20 seconds. This time, have another student call out 3 digit numbers and a third student call out letters. Record how far the student gets.
 - Proceed with the reflection questions above.
-
- After the class has shared, ask them to reflect on their experience.
 - How did they feel during the task?
 - What was their mind thinking about?
 - Were there other distractions in addition to the numbers being shouted out?
 - What did they find most of their attention on?
 - Finish the activity by asking the students: When are distractions the worst or most dangerous?
 - Some possible examples include: during a test, during an important conversation, during a sporting event, etc.
 - The goal is to get to: behind the wheel of a car. This will transition you into the activity.



ACTIVITY: 15 MINUTES

MATERIALS

- Distracted Driving Cards cut out (found in Appendix)

SET UP

- Divide the class into groups of 3-4
- Give each group one Distracted Driving Card

ACTIVITY

- Students will work in groups to act out their Distracted Driving card.
- Tell the class, "Each group has a different distracted driving activity. Your task is to plan a mini skit to act out the distraction. You will be acting out the skit for the class. Your group should also come up with a solution to the danger of the distraction. You will share this solution after receiving feedback from the class. You will now be given 5 minutes to plan your mini skit and brainstorm your solution."
- Give each group about 5 minutes to plan their mini skit.

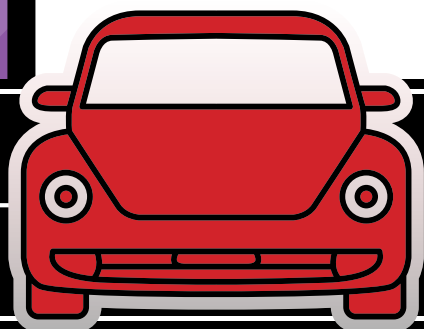
SUGGESTION:

Consider having the classroom teacher display a countdown timer on the board in front of the class. Also, a reminder when 2 minutes remain is helpful.

- Once all groups are ready, go through the following sequence with each group:
 - First, have the group act out their distraction.
 - Second, have the class guess the distraction.
 - Next, have the class share ways to fix the problem.
 - Finally, have the presenting group share the solution they came up with to combat the distracted driving action.
 - End each group's turn with why that particular distraction is an issue.
 - Is it a visual, manual, or cognitive distraction? A combination?

PRESENTER TIP

As the class is planning their skits, circulate around the room being sure to listen in and check in with each group. Provide starter ideas to groups that are slow to start.



CLOSURE: 5 MINUTES

REVIEW OF LESSON

- "We hope that you have a better awareness of the various ways your attention can be taken away from a task at hand. Being aware of possible distractions can help you be on the lookout for them before they create a problem."
- "Let's review the definitions of attention and distraction one more time."
 - Direct the students to the definitions written on the board while you read the definitions aloud.

ATTENTION:

the concentration of one's mind on something

DISTRACTION:

the act of having thoughts or attention drawn away from something or someone

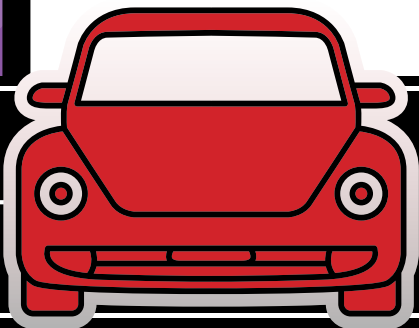
- "We encourage you to be on the lookout for distractions in your everyday life as well as when you are riding in a vehicle. Use the solutions discussed in today's distracted driving skits to help spread distraction-free driving every time you are in a vehicle. Thank you for learning with us today. We hope to be back again soon!"

SURVEY (OPTIONAL)

- If you would like to administer a feedback survey to help you plan for future presentations:
 - "We have a short survey for you to fill out about today's visit."
- Distribute a "Distracted Driving Survey" (found in the Appendix) to each student and collect surveys once completed.

PRESENTER TIP

Gathering feedback from each group of students can help you continue to improve, engage, and perfect the lesson.



EXTENDED LEARNING OPPORTUNITIES

The following extended learning opportunities are optional activities that can be completed by the presenter or by the classroom teacher at the time of the lesson or at a time separate from the lesson.

Refer to each activity page for Common Core Standards addressed in each activity.



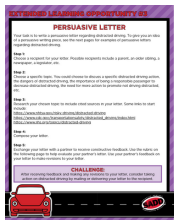
DISTRACTED DRIVING HISTOGRAM ACTIVITY - PAGES 10-18

- In this activity, students will first analyze a histogram with distracted driving statistics and answer a variety of questions. Then, students will collect data and make their own histogram about distracted driving behaviors they witness as passengers.



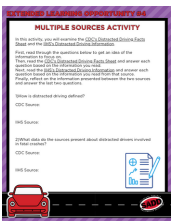
DISTRACTED DRIVING STATISTICS ACTIVITY - PAGES 19-21

- In this activity, students will be given distracted driving statistics and use their knowledge of ratios and percents to calculate missing pieces of information.



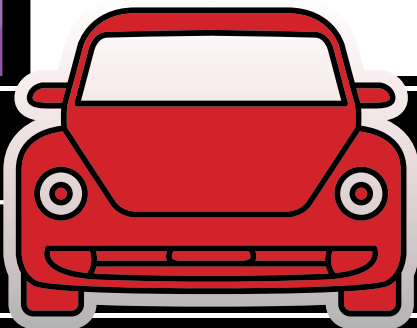
PERSUASIVE LETTER ACTIVITY - PAGES 22-26

- In this activity, students will explore various resources to write a persuasive letter to a recipient of their choice regarding distracted driving.



MULTIPLE SOURCES ACTIVITY - PAGES 27-30

- In this activity, students will examine multiple sources of information regarding distracted driving facts to interpret and check information for accuracy and credibility.



EXTENDED LEARNING OPPORTUNITY #1

ACTIVITY TITLE

Distracted Driving Histogram Activity

SUMMARY

In this activity, students will first analyze a histogram with distracted driving statistics and answer a variety of questions. Then, students will collect data and make their own histogram about distracted driving behaviors they witness as passengers.

COMMON CORE STANDARDS

Common Core Mathematics Standards

6th Grade:

CCSS.MATH.CONTENT.6.SP.B.4

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

CCSS.MATH.CONTENT.6.SP.B.5

Summarize numerical data sets in relation to their context, such as by:

CCSS.MATH.CONTENT.6.SP.B.5.A

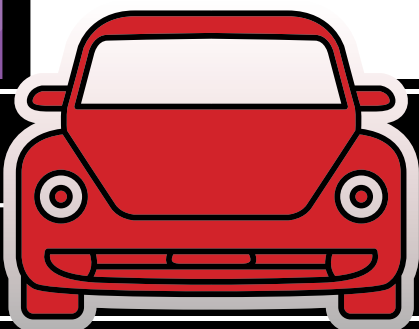
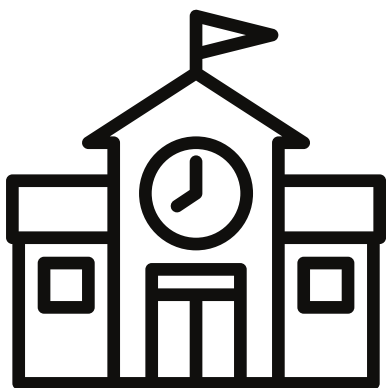
Reporting the number of observations.

CCSS.MATH.CONTENT.6.SP.B.5.B

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

CCSS.MATH.CONTENT.6.RP.A.3.C

Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

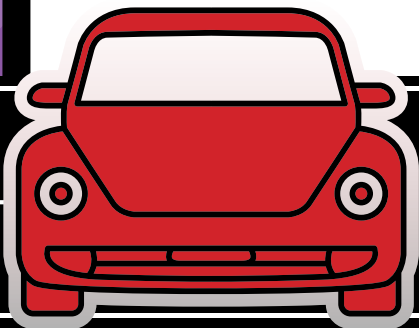


EXTENDED LEARNING OPPORTUNITY #1

TEACHER NOTES FOR DISTRACTED DRIVING HISTOGRAM ACTIVITY

In Part 2 of this activity, students will collect data from the class. Please review the following notes regarding the activity:

- When compiling the class data, consider projecting the data table on the board and asking students to come up and record the number of yes's they had for each category so all students can efficiently receive the class data.
- When making the histograms from the class data, consider assigning a different distraction category to each group of students.
- There is a histogram activity version where students are asked to label the histogram themselves and a guided version where the histogram is labeled for students. Choose the version that best fits the skills and needs of your students.
- Please consider sharing your data by completing the [Distracted Driving Data Collection Google Form](#).
 - The data we collect will help us compile a database of data throughout your state and throughout the nation.
 - The link to the form can also be found here:
<https://forms.gle/ZVwy5KF6RrAP45Ka8>

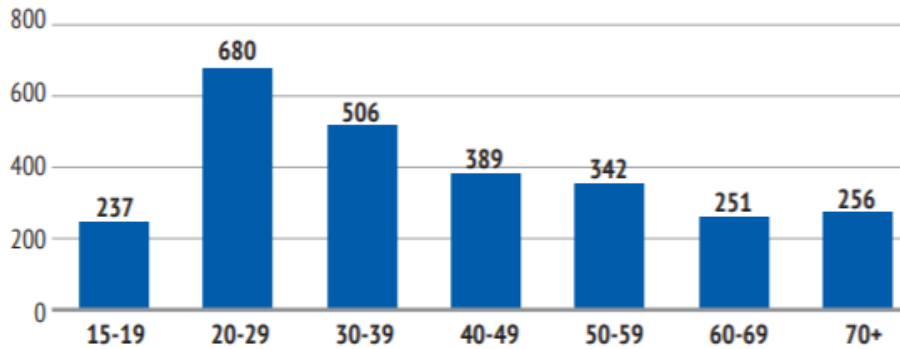


EXTENDED LEARNING OPPORTUNITY #1

DISTRACTED DRIVING HISTOGRAM ACTIVITY: PART 1

Number of Distracted Drivers Involved in Fatal Crashes

By Age Group, 2018



Source: Fatality Analysis Reporting System (FARS), 2018.

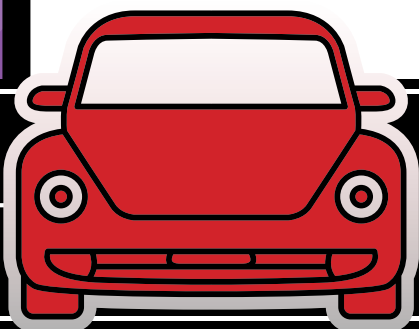
Source: <https://www.cdc.gov/transportationsafety/pdf/Distracted-Driving-Summary-Sheet-508.pdf>

Distracted driving is any activity that takes the driver's attention away from driving. Distracted driving includes cell phone use and other activities such as eating, talking to other passengers, or adjusting radio or climate controls. The 3 main types of distracted driving are taking your eyes off the road, taking your hands off the wheel, and taking your mind off of driving.

This histogram shows the number of distracted drivers involved in fatal crashes in 2018 by age group. Answer the following questions using the histogram above.

1) How many people are represented in this histogram?

2) How many more distracted drivers were there in the age group with the highest number of distracted drivers involved in fatal crashes than in the age group with the lowest number?

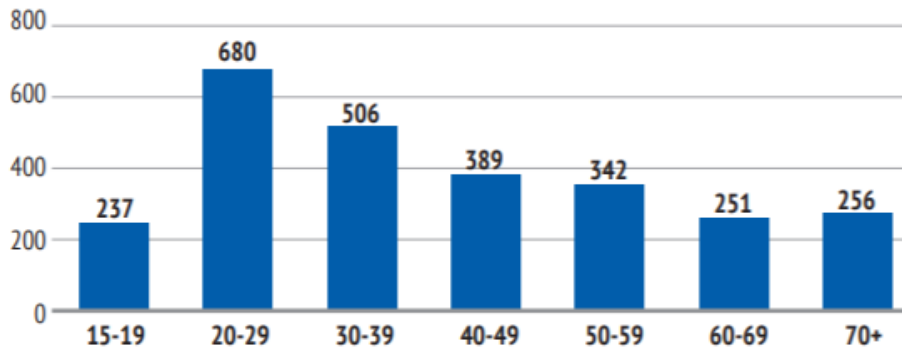


EXTENDED LEARNING OPPORTUNITY #1

PART 1 CONTINUED

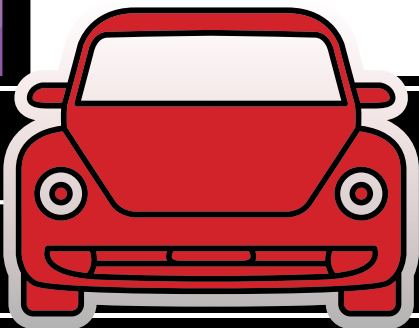
Number of Distracted Drivers Involved in Fatal Crashes

By Age Group, 2018



Source: Fatality Analysis Reporting System (FARS), 2018.

- 3) What percent of distracted drivers represent the age group with the highest number of distracted drivers involved in fatal crashes?
- 4) What percent of distracted drivers represent the age group with the lowest number of distracted drivers involved in fatal crashes?
- 5) What is one piece of data shown in this histogram supports what you would expect?
- 6) What is one piece of data shown in this histogram that surprised you?



EXTENDED LEARNING OPPORTUNITY #1

DISTRACTED DRIVING HISTOGRAM ACTIVITY: PART 2

COLLECTING DATA AND MAKING YOUR OWN HISTOGRAM

As a class, collect data to make your own histogram. Think of 5 drivers with whom you ride. (Parents, grandparents, aunts, uncles, older siblings, friend's parents, etc).

Of the 5 drivers that come to mind, how many do you recall driving distracted in your presence?

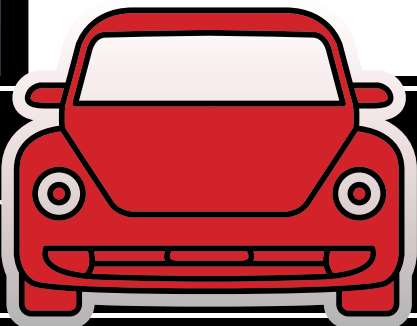
As you think of your answer, remember distracted driving is any activity that takes the driver's attention away from driving. Distracted driving includes cell phone use and other activities such as eating, talking to other passengers, or adjusting radio or climate controls. The 3 main types of distracted driving are taking your eyes off the road, taking your hands off the wheel, and taking your mind off of driving.

Use the chart below to organize your responses:

	Driver 1	Driver 2	Driver 3	Driver 4	Driver 5	TOTAL # of Y
Names of Drivers						
Have you seen this driver eat or drink while driving?	Y or N	Y or N	Y or N	Y or N	Y or N	
Have you seen this driver use their cell phone while driving?	Y or N	Y or N	Y or N	Y or N	Y or N	
Have you seen this driver take their eyes off the road while driving? (Look at the scenery, other passengers, etc.)	Y or N	Y or N	Y or N	Y or N	Y or N	
Have you seen this driver adjust controls in the car while driving? (Adjust mirrors, seat, radio, etc.)	Y or N	Y or N	Y or N	Y or N	Y or N	

Record the totals for your class's data here:

Class Data	List the total number of Yes's for each student in each category:
Have you seen this driver eat or drink while driving?	
Have you seen this driver use their cell phone while driving?	
Have you seen this driver take their eyes off the road while driving? (Look at the scenery, other passengers, etc.)	
Have you seen this driver adjust controls in the car while driving? (Adjust mirrors, seat, radio, etc.)	

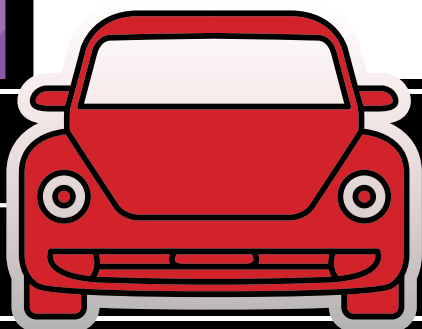
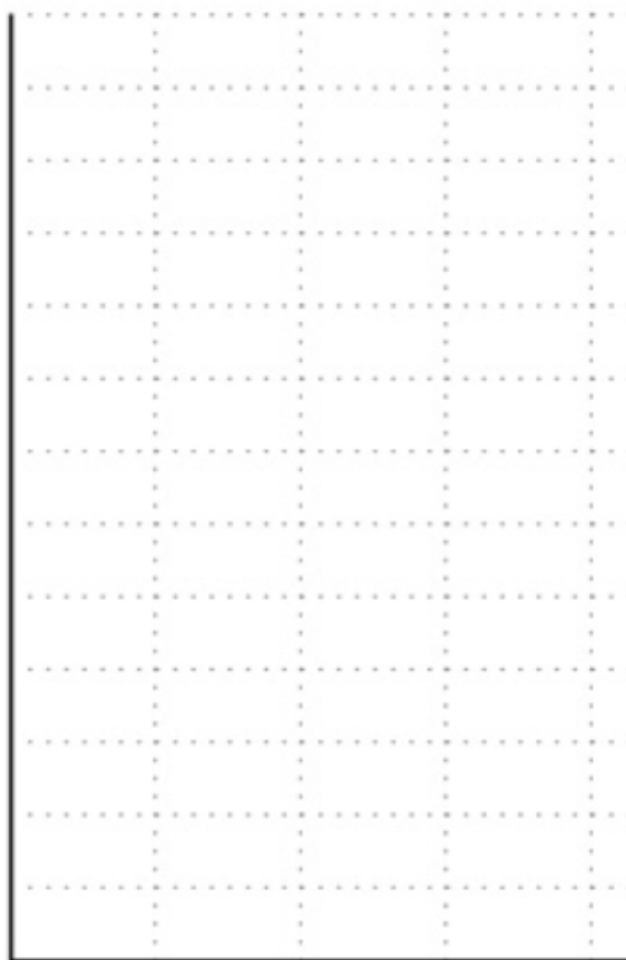


EXTENDED LEARNING OPPORTUNITY #1

PART 2 CONTINUED

Make a histogram of your class's data, using 3 intervals. Keep these pointers in mind as you create your histogram.

- Decide what the range of each interval should be on the horizontal axis.
- Determine the number of data points in each interval.
- Create a scale on the vertical axis.
- Label the vertical and horizontal axes and create a title for your histogram.

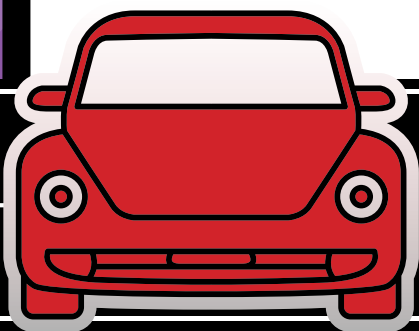


EXTENDED LEARNING OPPORTUNITY #1

PART 2 CONTINUED

Using your histogram, answer the following questions.

- 1) How many students' responses are represented in this histogram? Explain how you found this.
- 2) What percent of students reported more than 3 drivers they ride with have driven distracted? Show your work.
- 3) What percent of students reported that less than 2 drivers they ride with have driven distracted? Show your work.
- 4) Write a summary of what your histogram shows about your data.

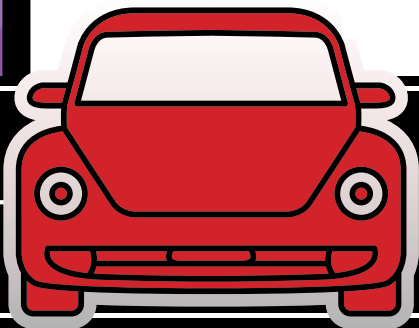
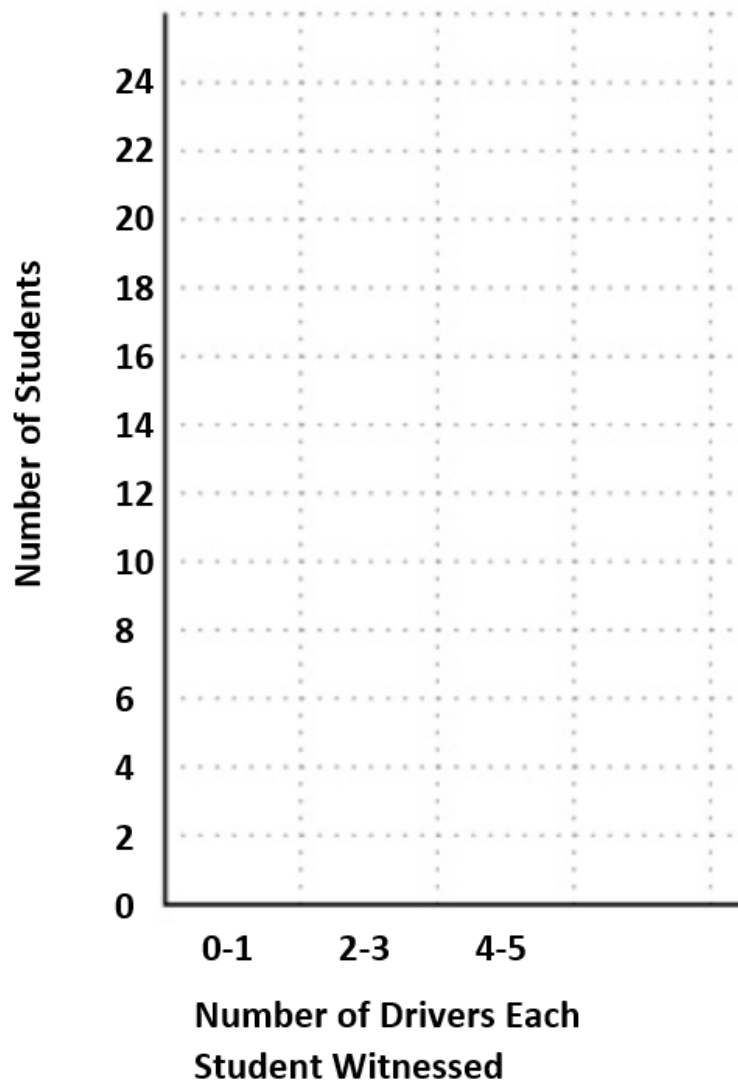


EXTENDED LEARNING OPPORTUNITY #1

PART 2 CONTINUED - GUIDED

Make a histogram of your class's data.

Distracted Driving: Drivers Distracted
by _____
While Driving

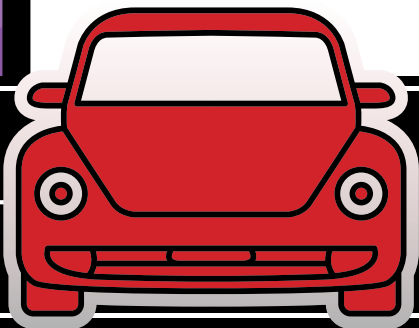


EXTENDED LEARNING OPPORTUNITY #1

PART 2 CONTINUED - GUIDED

Using your histogram, answer the following questions.

- 1) How many students' responses are represented in this histogram? Explain how you found this.
- 2) What percent of students reported more than 3 drivers they ride with have driven distracted? Show your work.
- 3) What percent of students reported that less than 2 drivers they ride with have driven distracted? Show your work.
- 4) Write a summary of what your histogram shows about your data.



EXTENDED LEARNING OPPORTUNITY #2

ACTIVITY TITLE

Distracted Driving Statistics Activity

SUMMARY

In this activity, students will be given distracted driving statistics and use their knowledge of ratios and percents to calculate missing pieces of information.

COMMON CORE STANDARDS

Common Core Mathematics Standards

6th Grade:

CCSS.MATH.CONTENT.6.RP.A.1

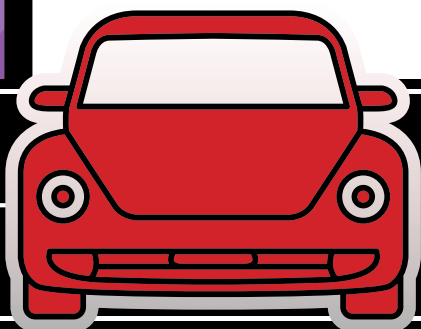
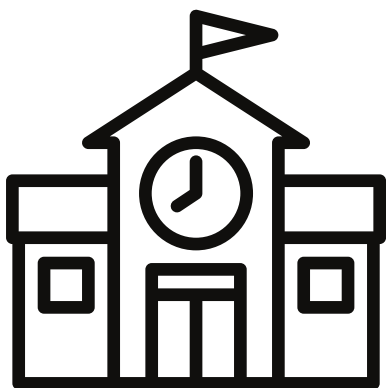
Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

CCSS.MATH.CONTENT.6.RP.A.3.C

Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

CCSS.MATH.CONTENT.6.RP.A.3.D

Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.



EXTENDED LEARNING OPPORTUNITY #2



DISTRACTED DRIVING STATISTICS ACTIVITY

In this activity, you will use your knowledge of ratios and percents to find missing pieces of information in various data situations. Show all of your work!

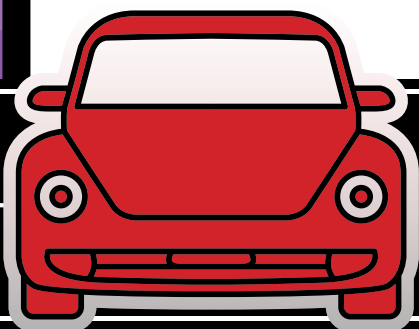
The following questions are based on actual statistics.

1) The ratio of cell phone users likelihood of getting into a car crash to undistracted drivers is 5.36:1. If 1,025 undistracted drivers are in a car crash, how many cell phone users are in a car crash?

2) In 2018, there were 36,836 fatalities in motor vehicle traffic crashes. In 2019, there were 36,096. What percent decrease was seen from 2018 to 2019?

3) In 2019, 7% of all fatal crashes were distraction-related resulting in 3,142 lives lost due to distracted driving. How many total fatal crashes were there in 2019?

4) Driver distraction is responsible for more than 58% of teen crashes. In 2019, there were a total of 260,400 teens in the United States that were injured or died in motor vehicle crashes. How many of those teen crashes were due to distracted driving?



EXTENDED LEARNING OPPORTUNITY #2



CONTINUED

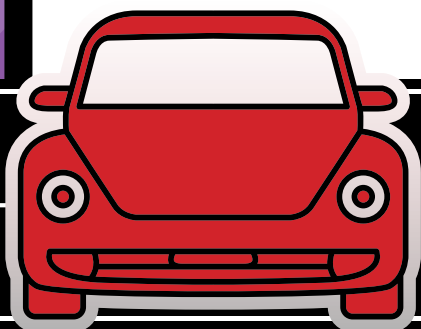
The following questions are hypothetical situations and do not represent actual statistics.

1) Suppose in 2010 there were 120 distracted drivers involved in car crashes. The ratio for the number of distracted drivers involved in car crashes in 2020 to 2010 is 4:1. This means that the number of distracted drivers involved in car crashes in 2020 would have been _____.

2) Suppose there were 1,254 distracted drivers involved in car crashes in your state. 65% of those distracted drivers were younger than 30 years old. How many distracted drivers younger than 30 years old were there?

3) The following year your state implemented a distracted driving campaign targeted at young adults to reduce distracted driving. The number of distracted drivers involved in car crashes decreased to 850 where 415 of those crashes involved drivers younger than 30 years old. What percent of distracted drivers involved in car crashes were younger than 30 years old?

4) Great news - the number of distracted drivers continues to decrease! Now, 40% of drivers involved in car crashes are younger than 30 years old. There were 272 drivers younger than 30 years old. How many total distracted drivers were involved in car crashes?



EXTENDED LEARNING OPPORTUNITY #3

ACTIVITY TITLE

Persuasive Letter Activity

SUMMARY

In this activity, students will explore various resources to write a persuasive letter to a recipient of their choice regarding distracted driving.

COMMON CORE STANDARDS

Common Core English Language Arts Standards

5th Grade:

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.4

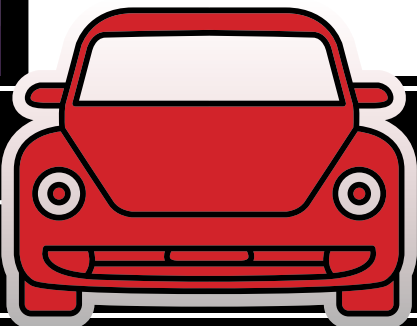
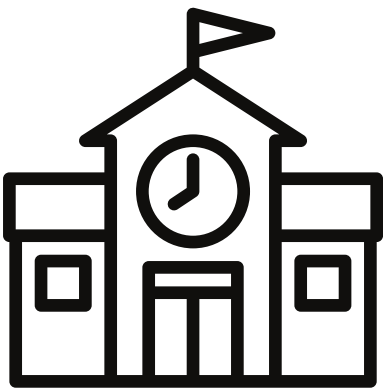
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.



EXTENDED LEARNING OPPORTUNITY #3

COMMON CORE STANDARDS (CONTINUED)

6th Grade:

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.4

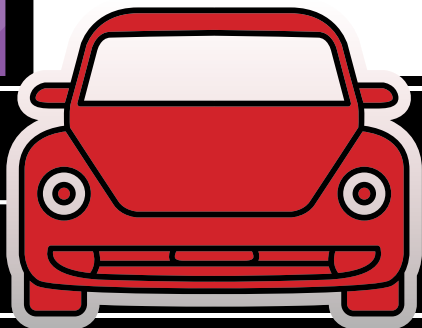
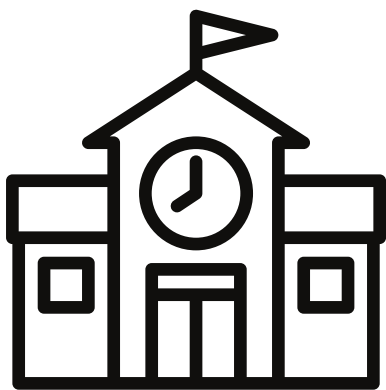
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.



EXTENDED LEARNING OPPORTUNITY #3

PERSUASIVE LETTER

Your task is to write a persuasive letter regarding distracted driving. To give you an idea of a persuasive writing piece, see the next pages for examples of persuasive letters regarding distracted driving.

Step 1:

Choose a recipient for your letter. Possible recipients include a parent, an older sibling, a newspaper, a legislator, etc.

Step 2:

Choose a specific topic. You could choose to discuss a specific distracted driving action, the dangers of distracted driving, the importance of being a responsible passenger to decrease distracted driving, the need for more action to promote not driving distracted, etc.

Step 3:

Research your chosen topic to include cited sources in your letter. Some links to start include:

<https://www.nhtsa.gov/risky-driving/distracted-driving>

https://www.cdc.gov/transportationsafety/distracted_driving/index.html

<https://www.iihs.org/topics/distracted-driving>

Step 4:

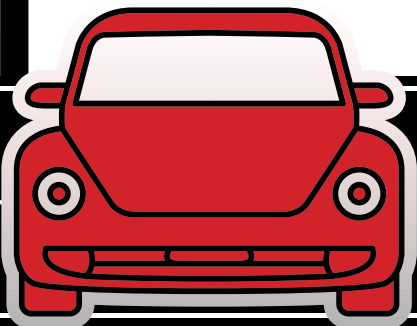
Compose your letter.

Step 5:

Exchange your letter with a partner to receive constructive feedback. Use the rubric on the following page to help evaluate your partner's letter. Use your partner's feedback on your letter to make revisions to your letter.

CHALLENGE:

After receiving feedback and making any revisions to your letter, consider taking action on distracted driving by mailing or delivering your letter to the recipient.



EXTENDED LEARNING OPPORTUNITY #3

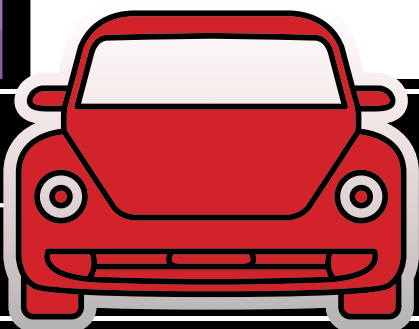
PERSUASIVE LETTER FEEDBACK RUBRIC

Exchange your letter with a partner to receive constructive feedback. Use the rubric to help evaluate your partner's letter. Does the letter have each of the features listed below? In the first column of your partner's rubric, put a checkmark next to each statement that is true.

When you receive your rubric back from your partner, review the checkmarks in the "Partner Feedback" column. Then, revise your letter based on your partner's feedback. Finally, re-read your letter and assess it for yourself. Use the second column of your rubric 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.		

Source: https://www.enddd.org/wp-content/uploads/2020/01/EndDD-SRA_CrossCurricularActivities-1.pdf



EXTENDED LEARNING OPPORTUNITY #3

EXAMPLE PERSUASIVE LETTERS

To give you an idea of a persuasive writing piece, see the following examples of persuasive letters regarding the topic of seat belt use.

Letter to the Editor: The Importance of Wearing Seat Belts

We have all heard the excuses before, "It's uncomfortable, I'm only going around the corner", I'd rather be thrown out of a car than be stuck in a seatbelt," and my favorite, "I'm a good driver I don't need to wear one." Well you may be a good driver but there are situations beyond your control such as bad weather, road conditions and not to mention other drivers that can affect your safety. Seat belts can mean the difference between life and death in an auto crash. Wearing a seat belt every time you enter a vehicle is not only the smart thing to do, it is the right thing because it saves lives, it's the law, and it will save you money.

For the people who use the excuse that, "They are just going around the corner" should realize that 80% of traffic fatalities occur within a 2.5 mile radius of your home and at a speed of 40 miles an hour. Buckling up to drive around the block is probably the best time to do so. Everyone knows that car crashes can cause death; yet because people do not buckle up all the time, thousands of people still die in traffic crashes yearly. Seatbelts can save your life in a crash and can reduce your risk of a serious injury. Seat belts keep drivers and passengers from being ejected through windows or doors. This is important because your chances of being killed are five times greater if you are thrown from the vehicle. Thousands of people who die in car crashes each year might still be alive today if they had only been wearing their seat belts.

Every year, many lives are lost on our roadways that could have been prevented by the simple action of buckling a safety belt. Yet only slightly more than half of our population wears safety belts. Why don't more people wear their safety belt? People have all kinds of excuses, which pale next to the reality of a crash where the victims weren't buckled.

Safety belts reduce the risk of death and serious injury by 40%-60%. Common sense doesn't seem to prevail when all vehicles are equipped with belts and people opt not to use them, even with such overwhelming evidence of their benefit.

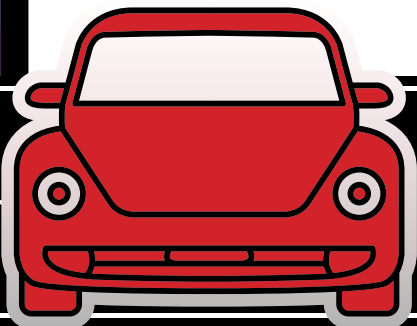
Let's strengthen our safety belt law. States that provide for standard enforcement of safety belts have higher use rates than states like Minnesota, where police aren't given the tools they need to keep the roads - and us - safe.

There should be no excuses for neglecting to use safety belts.

Sources:

<https://www.bartleby.com/essay/The-Importance-of-Wearing-a-Seatbelt-PKCXTK5YTC>

<https://www.minnesotasafetycouncil.org/sbcoalition/editor.cfm>



EXTENDED LEARNING OPPORTUNITY #4

ACTIVITY TITLE

Multiple Sources Activity

SUMMARY

In this activity, students will examine multiple sources of information regarding distracted driving facts to interpret and check information for accuracy and credibility.

LEARNING STANDARDS

Ohio Social Studies Learning Standards

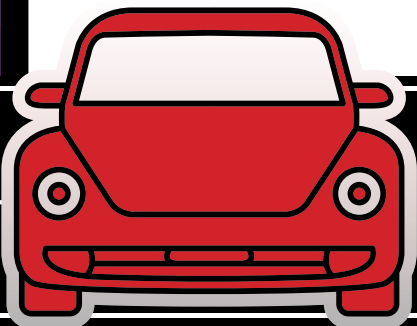
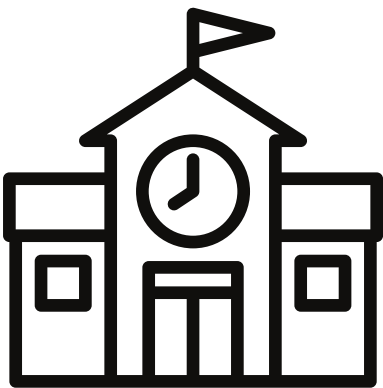
5th Grade:

Government Strand - Civic Participation and Skills - Roles and Systems of Government Content Standard 11.

Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

6th Grade:

Government Strand - Civic Participation and Skills - Roles and Systems of Government Content Standard 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.



EXTENDED LEARNING OPPORTUNITY #4

MULTIPLE SOURCES ACTIVITY

In this activity, you will examine the CDC's Distracted Driving Facts Sheet and the IIHS's Distracted Driving Information.

First, read through the questions below to get an idea of the information to focus on.

Then, read the CDC's Distracted Driving Facts Sheet and answer each question based on the information you read.

Next, read the IIHS's Distracted Driving Information and answer each question based on the information you read from that source.

Finally, reflect on the information presented between the two sources and answer the last two questions.

1) How is distracted driving defined?

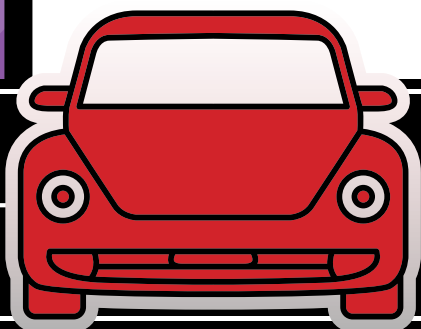
CDC Source:

IIHS Source:

2) What data do the sources present about distracted drivers involved in fatal crashes?

CDC Source:

IIHS Source:



EXTENDED LEARNING OPPORTUNITY #4

CONTINUED

3) What information do the sources tell about cell phone bans?

CDC Source:

IIHS Source:

4) How has high-visibility enforcement worked?

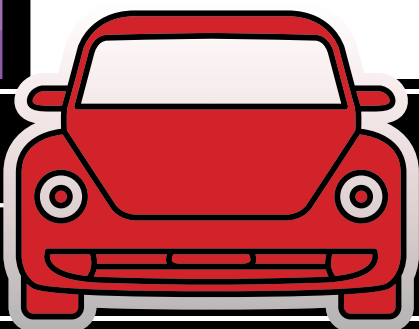
CDC Source:

IIHS Source:

5) What measures are in place to help decrease distracted driving?

CDC Source:

IIHS Source:

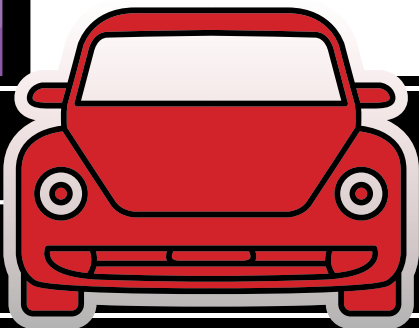
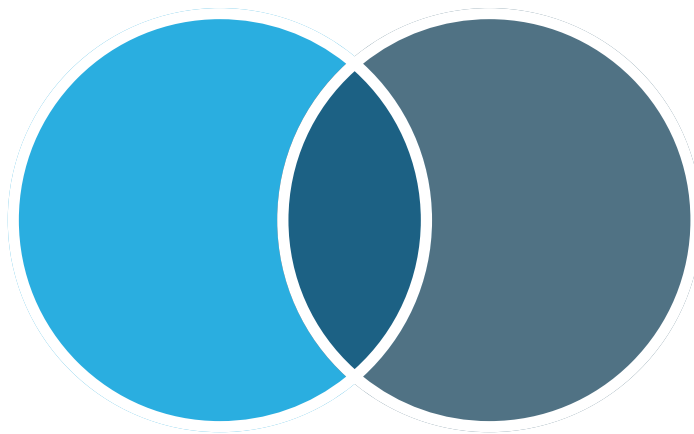


CONTINUED

Reflect on the information presented between the two sources.

6) What information is similar between the two sources?

7) What information is different between the two sources?



APPENDIX

32 DISTRACTED DRIVING CARDS

33 DISTRACTED DRIVING LESSON SURVEY

34 HOME RESOURCE



DISTRACTED DRIVING CARDS

Adjusting mirrors	Picking music	Eating
Sending a text	Using a navigation system	Looking at pictures
Applying makeup and brushing hair	Talking to another passenger	Daydreaming
Talking on the phone	Reaching for objects	FaceTime
Looking at objects unrelated to the road	Driving while emotional	Listening to music loudly



DISTRACTED DRIVING LESSON SURVEY

1) WHAT IS THE DEFINITION OF ATTENTION?

- A Recognizing the details of a situation
- B The concentration of one's mind on something
- C The center of interest
- D The act of having thoughts or attention drawn away from something or someone

2) WHAT IS THE DEFINITION OF DISTRACTION?

- A The concentration of one's mind on something
- B Not recognizing the details of a situation
- C Focusing on something else
- D The act of having thoughts or attention drawn away from something or someone

3) ON A SCALE OF 1 TO 5, HOW MUCH MORE AWARE OF DISTRACTED DRIVING ACTIONS WILL YOU BE AFTER TODAY?

Not more
aware

Much more
aware

1

2

3

4

5

4) WHICH PARTS OF THE LESSON DID YOU FIND MOST FUN? CIRCLE ALL THAT APPLY.

A Monkey Video

B Alphabet/Number Activity

C Skits

5) HOW MUCH FUN DID YOU HAVE DURING TODAY'S LESSON?



6) DO YOU HAVE ANY OTHER COMMENTS OR QUESTIONS FOR US?



HOME RESOURCE

This week, your student participated in a Distracted Driving lesson with the Students Against Destructive Decisions (SADD) group. Below are a few tips you can help reinforce at home and resources to help you.

PRIMARY TYPES OF DISTRACTIONS

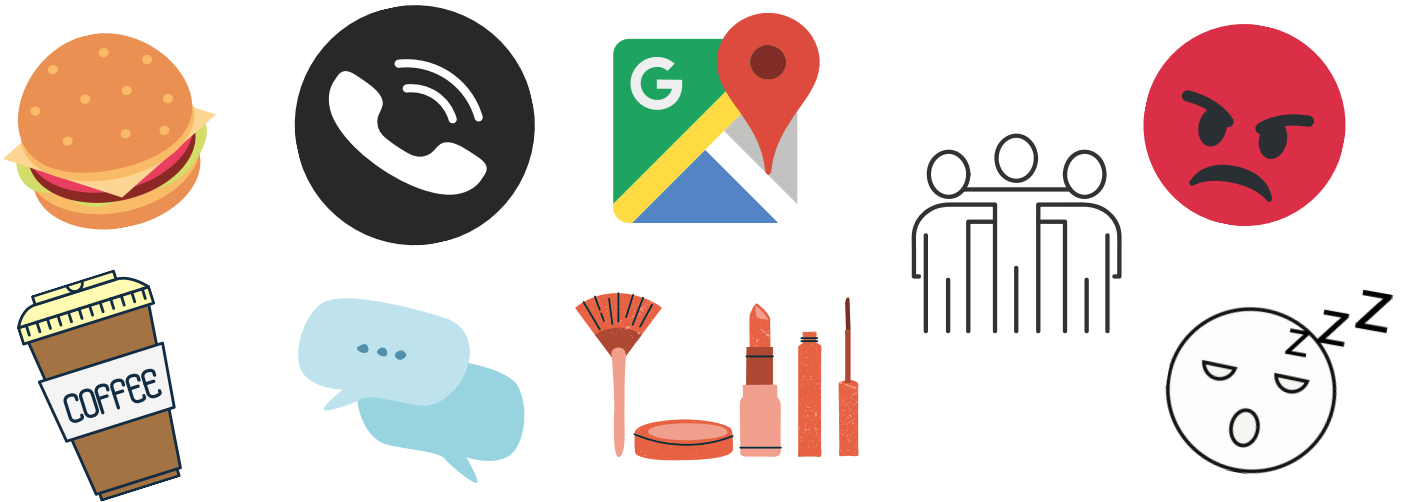
- Visual Distractions take our eyes off the road.
- Manual Distractions make us take our hands off the wheel.
- Cognitive Distractions drag our minds away from our driving.

CONVERSATION STARTERS WITH YOUR STUDENT

Passengers play an important role in preventing distracted driving. Consider having a discussion with your student about the following:

- What to do if they are in a car with a distracted driver - speak up!
- How to be a responsible passenger and not cause distractions for the driver
- How to help drivers to prevent the driver from performing a distracting task

COMMON DISTRACTIONS IN THE CAR



CHECK OUT TEXTLESS LIVE MORE!

TextLess Live More is a student-led, peer-to-peer, national awareness campaign with a mission to end distracted driving and promote digital wellness. As a family, visit textlesslivemore.org to take a pledge against distracted driving, view resources, and participate in events and activities to end distracted driving.

