

DISTRACTED DRIVING

EDUCATION & PREVENTION

FACILITATION GUIDE



ACKNOWLEDGEMENTS

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

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



OTSO
Ohio Traffic Safety Office



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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

2nd-3rd Grade

SESSION TITLE

Distracted Driving Education and Prevention

OBJECTIVES

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

SUMMARY

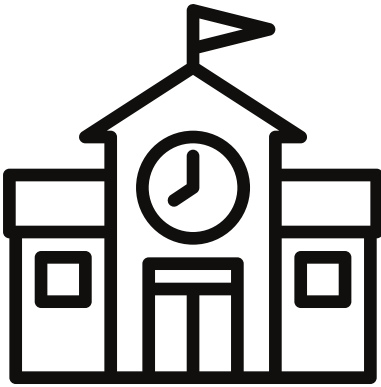
Students will identify various distractions while driving and identify ways to correct distracted driving actions.

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

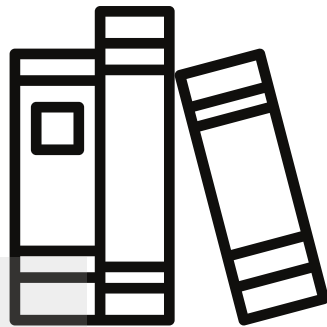
- Video pulled up on computer/projector
- Distracted Driving Cards cut

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 from 0:00 to 0:43 seconds.
 - Then, ask students to close their eyes. Once eyes are closed, ask students to raise their hand if they noticed something strange during the video clip.
 - Share the count with students.
 - Then, re-play the Monkey Business Illusion Video from 0:00 to 0:43 seconds asking students to look for something strange during the clip.
 - Pause at 43 seconds and again ask students to close their eyes. Once eyes are closed, ask students to raise their hand if they noticed something strange during the video clip. Share the count.
 - Finish playing the video to reveal the dancing gorilla.
 - Hold a class discussion about why you may not have noticed the dancing gorilla the first time or even the second time.

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

- Then, hold a class discussion on how you pay attention in various situations.
 - "When you are in the classroom, what behaviors show you are paying attention?"
 - "When you are playing with your friends, what behaviors show you are paying attention?"
 - "When you are talking to your parents, what behaviors show you are paying attention?"
- 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

- Then, hold a class discussion on what can be a distraction in various situations.
 - "When you are in the classroom, what could be a distraction?"
 - "When you are playing with your friends, what could be a distraction?"
 - "When you are talking to your parents, what could be a distraction?"

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 numbers 1-25 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.
- Finally, have the student begin writing the numbers 1-25 on the board again. This time, have two students call out numbers and a third student call out letters. Time how long it takes the student.
- 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

Instead of timing how long it takes students to write the numbers 1-25, instead you can give students 20 seconds to write numbers 1-25, and note how far they get each time.

- After the class has participated, 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. You will be given 5 minutes to plan your mini skit."
- 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, discuss why the distraction is an issue.
 - Finally, have the class share ways to fix the problem.

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 Appendix) to each student.
- "We will read each question and answer options aloud." Read each question aloud, allow time for students to choose their answer, then continue with the next question.

PRESENTER TIP

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



OPTIONAL EXTENSION

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.

EXTENDED LEARNING OPPORTUNITY #1

DISTRACTED DRIVING WRITING ACTIVITY

Think back to the Distracted Driving activities completed with the high school SADD students.

Recall the definitions:

ATTENTION:
the concentration of one's mind on something

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



Recall the distracted driving actions that the class acted out. List ones you remember here.

As a class, view the "Let's End Distracted Driving... It's a Matter of Respect" video.

Thinking about the definitions, distracted driving actions, and the video, write a paragraph about what distracted driving is and your thoughts and feelings on distracted driving.

Your paragraph should include:

- Introduction of what distracted driving is
- Your opinion or thoughts/feelings on distracted driving
- Reasons for your opinion or thoughts/feelings
 - Use linking words such as because also
- Conclusion statement



DISTRACTED DRIVING WRITING ACTIVITY - PAGES 10 - 14

- In this activity, students will recall their background knowledge of attention and distraction. Using their prior experiences and a video clip, students will write a paragraph explaining distracted driving and their feelings on distracted driving.

EXTENDED LEARNING OPPORTUNITY #2

DISTRACTED DRIVING BAR GRAPH ACTIVITY



The bar graph below shows the number of distracted drivers involved in fatal crashes, by age group, in 2019. That is, the bar graph shows how many drivers were distracted when they were in a crash where someone was killed.



Age Group	Number of Drivers
16-19	100
20-24	150
25-34	200
35-44	250
45-54	300
55-64	350
65-74	400
75+	350

Use the bar graph to answer the following questions:

- 1) How many total distracted drivers were under 25 years old?
- 2) How many total distracted drivers were 55 and older?
- 3) How many less distracted drivers were there in the 35-44 age group than the 25-34 age group?
- 4) Which two age groups are closest in size? Explain your reasoning.
- 5) Which two age groups are most spread out, or the furthest apart, in size? Explain your reasoning.



DISTRACTED DRIVING BAR GRAPH ACTIVITY - PAGES 15 - 17

- In this activity, students will examine a bar graph of distracted driving data and answer a variety of questions regarding the information presented in the bar graph.

EXTENDED LEARNING OPPORTUNITY #3

DISTRACTED DRIVING BUMPER STICKER ACTIVITY

You will create a bumper sticker to spread the message of being safe while driving and not driving distracted.

To help remind everyone on the road that it is safest to not drive distracted in any way, you will design a bumper sticker that makes a statement about the importance of keeping eyes, hands, and minds on driving.

Your bumper sticker should be bold in design and be easy to read from 3-4 feet away. Bumper stickers tend to have short messages with a memorable design or image.

Here are some examples of bumper stickers:



DISTRACTED DRIVING BUMPER STICKER ACTIVITY - PAGES 18 - 20

- In this activity, students will design a bumper sticker to remind everyone on the road to not drive distracted or be a distraction to a driver. After designing their own bumper sticker, students write a paragraph describing their bumper sticker and the importance of driving distraction free.



EXTENDED LEARNING OPPORTUNITY #1

ACTIVITY

Distracted Driving Writing Activity

SUMMARY

In this activity, students will recall their background knowledge of attention and distraction. Using their prior experiences and a video clip, students will write a paragraph explaining distracted driving and their feelings on distracted driving.

COMMON CORE STANDARDS

Common Core English Language Arts Standards

2nd Grade:

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.2

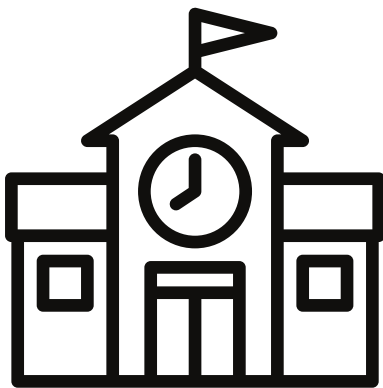
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

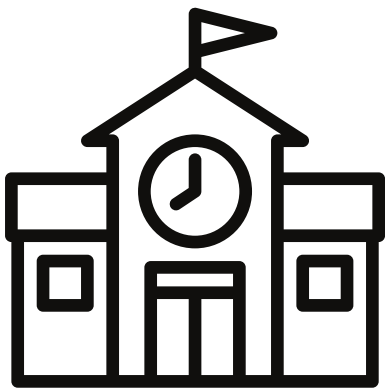
CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



EXTENDED LEARNING OPPORTUNITY #1

COMMON CORE STANDARDS (CONTINUED)



Common Core English Language Arts Standards

3rd Grade:

CCSS.ELA-LITERACY.W.3.1

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

CCSS.ELA-LITERACY.W.3.2

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

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.



EXTENDED LEARNING OPPORTUNITY #1

DISTRACTED DRIVING WRITING ACTIVITY

Think back to the Distracted Driving activities completed with the high school SADD students.

- Recall the definitions:

ATTENTION:

the concentration of one's mind on something

DISTRACTION:

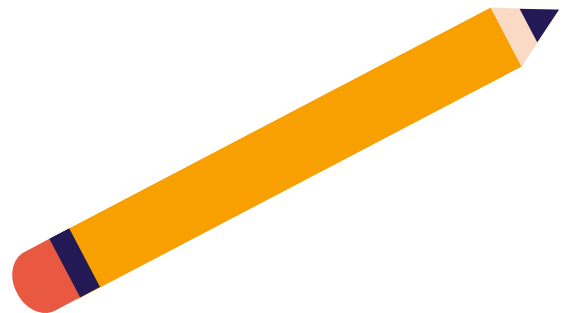
the act of having thoughts or attention drawn away from something or someone

- Recall the distracted driving actions that the class acted out in skits. List ones you remember here.
- As a class, view the [“Let’s End Distracted Driving - It’s a Matter of Respect”](#) video.

Thinking about the definitions, distracted driving actions, and the video, write a paragraph about what distracted driving is and your thoughts and feelings on distracted driving.

Your paragraph should include:

- Introduction of what distracted driving is
- Your opinion or thoughts/feelings on distracted driving
- Reasons for your opinion or thoughts/feelings
 - Use linking words such as because, also
- Conclusion statement



EXTENDED LEARNING OPPORTUNITY #1

MY THOUGHTS ON DISTRACTED DRIVING

Lined writing area for student response.



EXTENDED LEARNING OPPORTUNITY #1

MY THOUGHTS ON DISTRACTED DRIVING PEER REVIEW

After you have written your paragraph, exchange it with a partner to receive constructive feedback. Use the following rubric to help evaluate your partner's letter.

Paragraph Features	Partner Feedback	My Feedback
The paragraph introduces what distracted driving is.		
The paragraph clearly states the writer's opinion or thoughts/feelings on distracted driving.		
The paragraph provides reasons for the writer's opinion or thoughts/feelings on distracted driving.		
The paragraph has a closing statement.		
The paragraph uses correct capitalization, spelling, grammar, and punctuation.		



EXTENDED LEARNING OPPORTUNITY #2

ACTIVITY

Distracted Driving Bar Graph Activity

SUMMARY

In this activity, students will examine a bar graph of distracted driving data and answer a variety of questions regarding the information presented in the bar graph.

COMMON CORE STANDARDS

Common Core Mathematics Standards

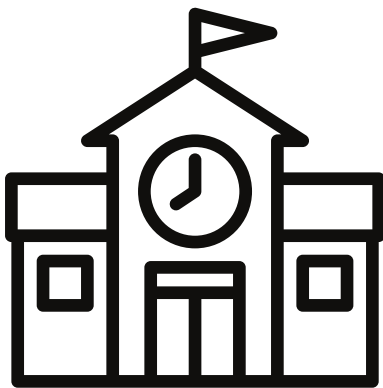
2nd Grade:

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

CCSS.MATH.CONTENT.2.NBT.B.7

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.



EXTENDED LEARNING OPPORTUNITY #2

COMMON CORE STANDARDS (CONTINUED)

Common Core Mathematics Standards

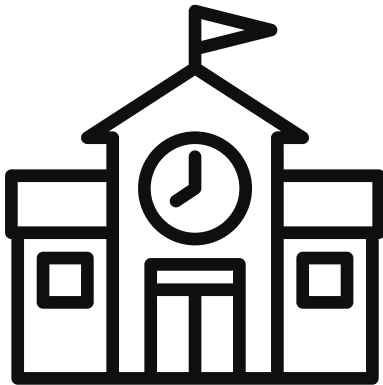
3rd Grade:

CCSS.MATH.CONTENT.3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

CCSS.MATH.CONTENT.3.MD.B.3

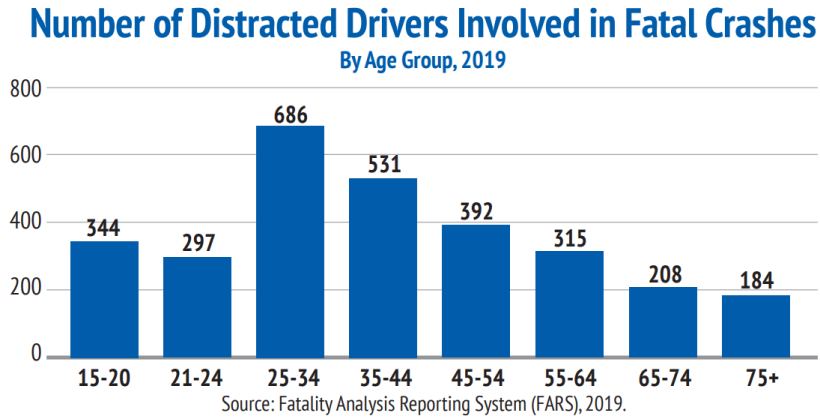
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.



EXTENDED LEARNING OPPORTUNITY #2

DISTRACTED DRIVING BAR GRAPH ACTIVITY

The bar graph below shows the number of distracted drivers involved in fatal crashes, by age group, in 2019. That is, the bar graph shows how many drivers were distracted when they were in a crash where someone was killed.



Use the bar graph to answer the following questions.

- 1) How many total distracted drivers were under 25 years old?
- 2) How many total distracted drivers were 55 and older?
- 3) How many less distracted drivers were there in the 35-44 age group than the 25-34 age group?
- 4) Which two age groups are closest in size? Explain your reasoning.
- 5) Which two age groups are most spread out, or the furthest apart, in size? Explain your reasoning.



EXTENDED LEARNING OPPORTUNITY #3

ACTIVITY

Distracted Driving Bumper Sticker Activity

SUMMARY

In this activity, students will design a bumper sticker to remind everyone on the road to not drive distracted or be a distraction to a driver. After designing their own bumper sticker, students write a paragraph describing their bumper sticker and the importance of driving distraction free.

COMMON CORE STANDARDS

Common Core English Language Arts Standards

2nd Grade:

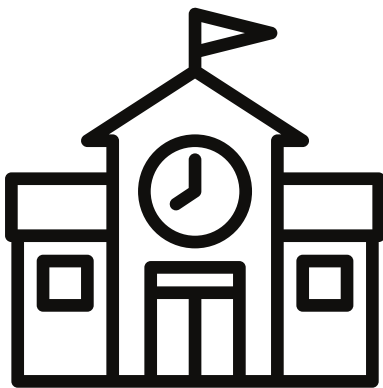
CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

3rd Grade:

CCSS.ELA-LITERACY.W.3.1

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



EXTENDED LEARNING OPPORTUNITY #3

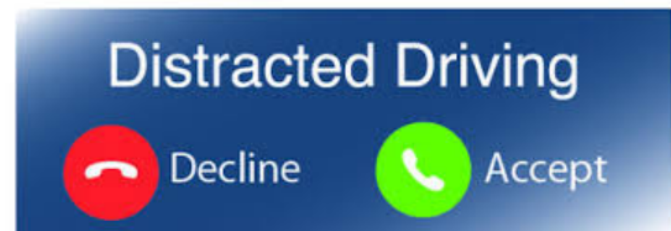
DISTRACTED DRIVING BUMPER STICKER ACTIVITY

You will create a bumper sticker to spread the message of being safe while driving and not driving distracted.

To help remind everyone on the road that it is safest to not drive distracted in any way, you will design a bumper sticker that makes a statement about the importance of keeping eyes, hands, and minds on driving.

Your bumper sticker should be bold in design and be easy to read from 3-6 feet away. Bumper stickers tend to have short messages with a memorable design or image.

Here are some examples of bumper stickers:



EXTENDED LEARNING OPPORTUNITY #3

MY BUMPER STICKER DESIGN



ABOUT MY BUMPER STICKER

After your bumper sticker is designed, write a five sentence paragraph about your message. The paragraph should include an explanation of the theme of your bumper sticker, how it can help remind others to not drive distracted or be a distraction to a driver, and why it is important to never drive distracted.



APPENDIX

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23 DISTRACTED DRIVING LESSON SURVEY

24 COLORING PAGE

25 HOME RESOURCE



DISTRACTED DRIVING CARDS

Moving the seat	Changing the radio	Eating
Sending a text	Looking at directions on a phone	Looking at pictures
Brushing hair	Talking to another passenger	Thinking about school or work
Talking on the phone	Reaching for objects	FaceTime
Looking at houses along the road	Driving while sad or mad	Listening to music loudly

DISTRACTED DRIVING 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?



COLORING PAGE

I take the pledge to:

Watch out for and protect pedestrians

Remain calm in all situations

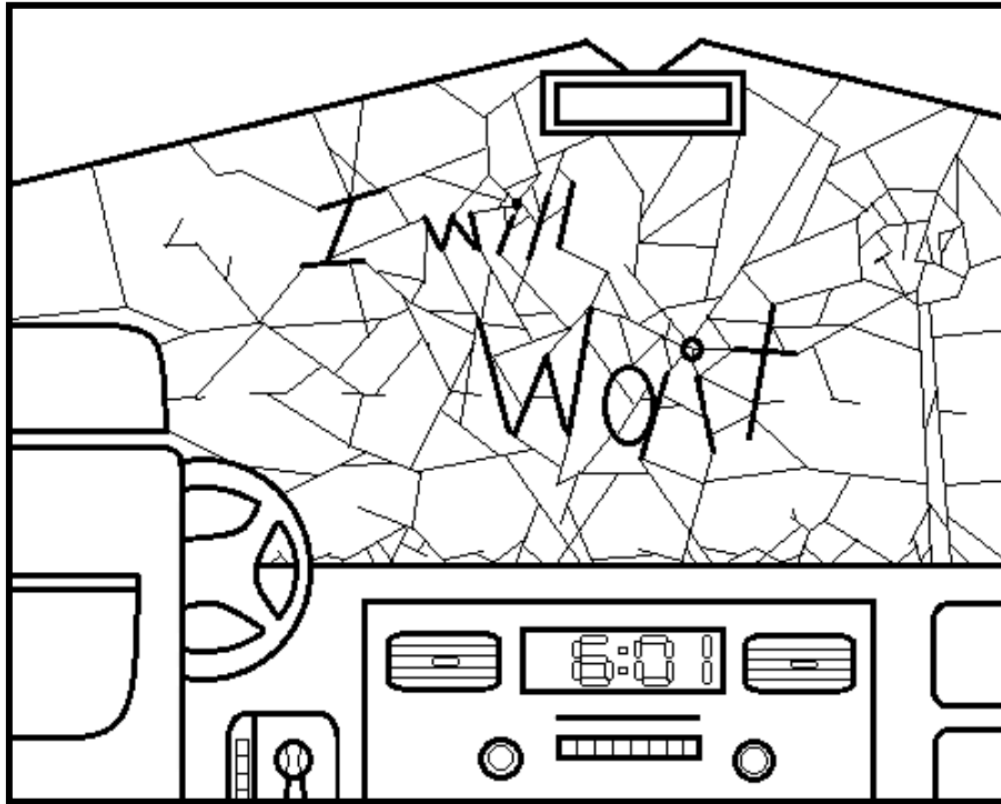
Allow extra time for travel

Yield to oncoming traffic

Be patient on the road

Obey all traffic laws

I, _____, Will Wait



To check out the book that inspired this pledge, visit <https://www.amazon.com/dp/B09SP43BM3>



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

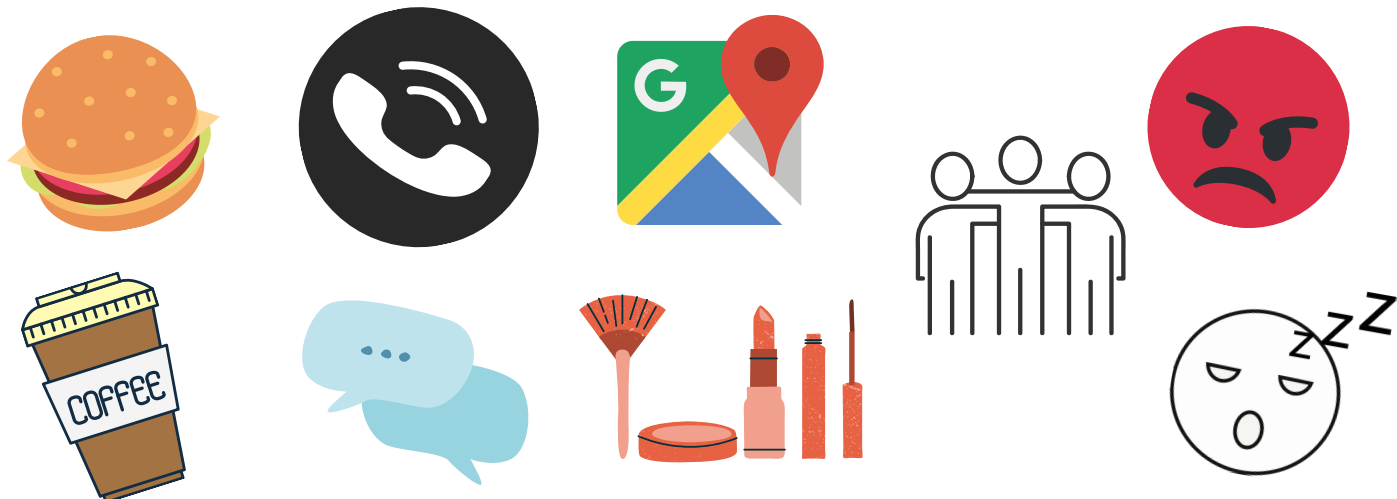
- Visual Distractions take our eyes off the road.
- Manual Distractions make us take our hands off the wheel.
- Cognitive Distractions drag our minds away from our driving.

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.

