IT'S MORE THAN JUST A LICENSE

HONDA
The Power of Dreams

SADD
Students against destructive decisions
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WHAT IS DISTRACTED DRIVING?

MATERIALS NEEDED:
- Timer
- Whiteboard and markers
- Paper and pens for each student
- The Monkey Business Illusion Video
- Test your Awareness: Whodunnit? Video
- SADD’s Lesson Presentation
- Distracted Driving Cards
- Exit Ticket Handouts
- Distracted Driving Observations Handouts

All digital resources can be viewed at www.sadd.org/morethanjustalicenseresources

INTRODUCTION (10 MINUTES):
- Introductory Statement:
  - “Today we will talk about distractions and distracted driving. We will explore the science behind distractions and the different types of distractions.”
- Opening Video:
  - Show the Monkey Business Illusion Video, which can be found in the resources link provided in the materials section on page 2.
  - 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 that 21 changes 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.
WHAT IS DISTRACTED DRIVING?

INTRODUCTION CONTINUED (10 MINUTES):

- Opening Discussion:
  - Write ATTENTION on the board. Ask students to share words that describe attention.
    - Write down keywords 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 keywords from strong answers.
    - Examples may include: losing focus, lack of attention, you're thinking about something other than what you're supposed to be thinking about, daydreaming, etc.
    - After taking a few answers, write the definition on the board:

DEFINITION OF 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 were staring out the window and missed what the teacher said, you forget what you're saying because someone interrupts you, etc.
WHAT IS DISTRACTED DRIVING?

OPENING ACTIVITY (5-10 MINUTES):

- Statement:
  - "Now we are going to complete a simple activity with various distractions to witness the effects of distraction."

- Activity:
  - Ask for a volunteer to come up to the board. Instruct that student that they should write the entire alphabet legibly 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.

- Reflection:
  - 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 lesson.

ALTERNATE OPTION #1:

- 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.

ALTERNATE OPTION #2:

- Instead of a couple students completing this task on the board, students can complete the task in teams of 2-4.
WHAT IS DISTRACTED DRIVING?

LESSON (15-20 MINUTES):

- Presentation:
  - Present the information on distracted driving, the three types of distractions, and the science behind distracted driving using the Google Slides presentation. The lesson presentation can be found in the link provided in the materials list on page 2.

ACTIVITY (15-20 MINUTES):

- Set-Up:
  - Divide students into groups of 3-4 and pass out one set of Distracted Driving Cards per group. The cards can be found in the link provided in the materials list on page 2.

- Activity:
  - Students will work in groups to act out (like charades, with no words or sounds) distracted driving actions and guess which type of distraction it is.
  - State: "Each group has a set of distracted driving cards. On each card is a distracted driving action. You will take turns acting out the action on your card. The group will then guess what type of distraction the action is - visual, manual, or cognitive - or a combination."
  - Once groups are finished, bring the class back together to review each action and type of distraction.

DISTRACTED DRIVING CARDS ANSWER KEY:

- Adjusting mirrors: visual, manual
- Picking music: visual, manual
- Eating: manual, visual
- Sending a text: visual, manual, cognitive
- Using a navigation system: visual
- Looking at pictures: visual
- Applying makeup: manual, visual
- Talking to another passenger: cognitive
- Daydreaming: cognitive
- Talking on the phone: manual, cognitive
- Reaching for objects: manual, cognitive
- FaceTime: visual, manual, cognitive
- Looking at objects off the road: visual
- Driving while emotional: cognitive
- Listening to music loudly: cognitive
WHAT IS DISTRACTED DRIVING?

EXIT TICKET (5 MINUTES):
- Collect Data:
  - Ask students to complete the Module 1 Exit Ticket to collect data from the lesson.
  - Find the lesson exit ticket in the link provided in the materials list on page 2.

HOMEWORK
- Observation:
  - Sometime before the next meeting, students should observe drivers at arrival or dismissal. They should record their observations on the Distracted Driving Observations handout and bring their results to the next meeting. Find the handout in the link provided in the materials list on page 2.
  - Students should stand in locations close enough to observe, but far enough away to keep a safe distance from moving traffic. Consider wearing brightly colored vests or clothing to keep safety at the forefront.
MODULE 2

WHAT IS THE RISK?

MATERIALS NEEDED:
- Distracted Driving Observations Handouts from Module 1
- Distracted Driving Observations Group Recording Sheet
- Teen Risk - Causes of Distracted Driving Article
- Distracted Driving Statistics Article
- Pattern of Risk Taking Article
- Research Summary Sheet Handouts
- Highlighters
- Kahoot
- Exit Ticket Handouts

All digital resources can be viewed at www.sadd.org/morethanjustalicenseresources

INTRODUCTION (10-15 MINUTES):
- Introductory Statement:
  - “Last week, you explored what distracted driving is and the three types of distractions. This week, we will dive into the risks of distracted driving.”
- Opening Activity:
  - First, you will discuss students’ Distracted Driving Observation logs from observing drivers at arrival or dismissal.
  - Begin with a whole group discussion/share out on:
    - What data surprised you?
    - What data didn’t surprise you?
    - Were there any actions you saw that we hadn’t discussed last week that surprised you?
  - Then, have students break into groups of 3-4. Students will use their Distracted Driving Observations logs from Module 1 to compute the percentage of drivers they observed distracted by each action on the back of the Distracted Driving Observation sheet.
  - Project the Distracted Driving Observations Group Recording Sheet on the board, so students can compile their percentages on one copy for the entire class to see.
  - Once students have completed their calculations, have students record the percentage for each category on the board.
  - Finally, lead a whole group discussion on trends seen among all students’ observations.
MODULE 2

WHAT IS THE RISK?

LESSON (20-25 MINUTES):

- Group Discussions:
  - Students will split into three groups to become experts on one topic. Find the following articles in the link provided in the materials list on page 7.
    - Teen Risk: Causes of Distracted Driving
    - Distracted Driving Statistics
    - Pattern of Risk Taking
  - The students should read their assigned article independently, highlighting and making notes as they go.
  - Once all students in the group read the text, the group should discuss key takeaways.
    - What pieces of information made you say, “I’m not surprised”?
    - What pieces of information made you say, “Wow, that is crazy!”
    - What pieces of information made you say, “That surprises me”?
  - The students should summarize their key takeaways on the Research Summary Sheet to present to the class.
  - Each group will take turns presenting their 5 key takeaways to the whole class. After a group presents, debrief with the class on what was just discussed.
WHAT IS THE RISK?

**ACTIVITY (20 MINUTES):**

- **Set-Up:**
  - Students will engage in a game of Kahoot to help some distracted driving information stick with them.
  - You may choose for students to participate individually, in pairs, or in small groups. Consider the number of electronic devices available.
  - After each question, you will read a commentary to provide more information on the question’s answer. After the first round and additional commentary, students will play a second round to see what information stuck with them.

- **Statement:**
  - “To learn more about risks of distracted driving, we will be playing Kahoot! I will read the questions and answer choices aloud. Once the answers are on the screen, you will select your best educated guess. After each question, I will give more information about the correct answer. We will have some fun with this, but I will ask for everyone’s attention after each question so the correct answer sticks with you!”

- **Activity:**
  - Navigate to the Kahoot game and instruct students to join the Kahoot game by visiting kahoot.it and entering the Game PIN. The Kahoot can be found in the link provided in the materials list on page 7.
  - Read each question and answer choices aloud prior to releasing the question for students to answer.
  - After students respond to each question, gain students’ attention and read the commentary.

**KAHoot ANSWER KEY:***

- **Question 1: Which is NOT a type of distraction?**
  - Answer Choices: Visual, Manual, Cognitive, Technology
  - Correct Answer: Technology
  - Commentary: There are three main types of distraction. Visual - taking your eyes off the road, Manual - taking your hands off the wheel, and Cognitive - taking your minds off driving. While technology is often a culprit of distracted driving, it is not an official category.

- **Question 2: About how many people in the US die in crashes involving a distracted driver every year?**
  - Answer Choices: 10,000, 3,000, 500, 8,000
  - Correct Answer: 3,000
  - Commentary: In one year, over 3,100 people were killed and about 424,000 were injured in crashes involving a distracted driver, just in the United States. About 1 in 5 people who died in crashes involved a distracted driver were not in vehicles - they were walking, riding their bikes, or otherwise outside a vehicle.

- **Question 3: At 55 miles per hour, sending or reading one text is like driving what length with your eyes closed?**
  - Answer Choices: One mile, 10 yards, Length of a football field, Length of your driveway
  - Correct Answer: Length of a football field
  - Commentary: Sending or reading a text takes your hands off the wheel and eyes off the road. It takes an average of 3-5 seconds to read a text. A car travels a significant amount of distance in that time.
WHAT IS THE RISK?

KAHOOT ANSWER KEY:

- **Question 4:** What type of distraction is texting while driving?
  - Answer Choices: Visual, Manual, Cognitive, All
  - Correct Answer: All
  - Commentary: Texting while driving is particularly dangerous because it is a visual, manual, and cognitive distraction - all in one. It takes a driver’s eyes off the road, hands off the wheel, and attention away from the task of driving and the roadway.

- **Question 5:** How many states have introduced a ban on texting while driving for young drivers?
  - Answer Choices: 50, 49, 25, 10
  - Correct Answer: 49
  - Commentary: All but one state, Montana, has introduced a ban on texting while driving for young drivers. This means that states have increasingly spent money and resources on enacting, enforcing and publicizing these laws.

- **Question 6:** Drivers who regularly use their cell phone while driving also admit to:
  - Answer Choices: Speeding, Using their phone during class, Using their phone while talking to family, Adjusting the radio
  - Correct Answer: Speeding
  - Commentary: Drivers tend to engage in more than one destructive behavior if they engage in one. One AAA report found that drivers who regularly use their cell phone while driving also admit to speeding, drowsy driving, and not using a seat belt much more frequently than those who never use a cell phone while driving.

- **Question 7:** What percent of drivers surveyed said they have driven with their pets?
  - Answer Choices: 25%, 52%, 10%, 84%
  - Correct Answer: 84%
  - Commentary: In one recent survey, 84% of respondents said they had driven with their pets. However, only 16 percent said they used a form of pet restraint while traveling in a car with their dogs. In contrast, 17 percent said they allowed Fido to sit in their laps while behind the wheel, and 13 percent admitted to feeding him, or giving him treats. To avoid cuddly distractions (and keep your pet safe if you crash), make sure to put it in a backseat-friendly kennel or seat before you hit the road.

- **Question 8:** If you eat and drive, by how much do the odds of a crash increase?
  - Answer Choices: 80%, 10%, 50%, 25%
  - Correct Answer: 80%
  - Commentary: One recent poll revealed that 70 percent of 1000 surveyed drivers admitted to eating or drinking beverages while driving. Between potential spills, burns, and a slippery driver’s wheel, is it any wonder a separate study showed that those who eat and drive increase their odds of a crash by 80 percent?

- **Question 9:** Isn’t using hands-free technology while driving better? Once you’ve finished making voice commands, you will remain distracted for up to __________ as you re adjust to road mode.
  - Answer Choices: 1 minute, 10 seconds, 27 seconds, 45 seconds
  - Correct Answer: 27 seconds
  - Commentary: One study shows that talking via speakerphone, or sending a text or email with voice commands, isn’t less distracting than manually using your smartphone. Once you’re finished making voice commands, you’ll remain distracted for up to 27 seconds as you readjust to road mode. As a result, you might not notice signs, pedestrians, or even other vehicles.
WHAT IS THE RISK?

KAHOOT ANSWER KEY:

- **Question 10: What are the three types of distraction?**
- **Commentary:** Again, there are three main types of distraction. Visual - taking your eyes off the road, Manual - taking your hands off the wheel, and Cognitive - taking your minds off driving.

ACTIVITY CONTINUED (20 MINUTES):

- **Wrap-Up:**
  - Now that students have reviewed the questions and answers, and been provided additional commentary with more information, play a second round to see how students improve on their responses.
  - During the second round, simply reiterate the correct answer after students respond. You do not need to read the commentary during the second round if you choose.

EXIT TICKET (5 MINUTES):

- **Collect Data:**
  - Ask students to complete the Module 2 Exit Ticket to collect data from the lesson.
  - Find the lesson exit ticket in the link provided in the materials list on page 7.
TEENS & PASSENGERS

MODULE 3

MATERIALS NEEDED:
- Touch Track Print Outs
- Station Instructions
- Stations Answer Sheet Handout
- Bumper Sticker Activity Handout
- Chromebooks/Computers (optional for students)
- Exit Ticket Handouts

All digital resources can be viewed at www.sadd.org/morethanjustalicenseresources

INTRODUCTION (10-15 MINUTES):
- Introductory Statement:
  - “Last session, we explored the various risks of distracted driving. Today, we will specifically look at the risks passengers pose to teen drivers.”
- Opening Activity:
  - This activity will highlight the effects of small distractions when attempting to complete a simple task.
  - Students should split into groups of 3 and choose a role. The activity will repeat 3 times so everyone will have a chance to fill each role once.

ACTIVITY ROLES
- “Driver”
  - performs Touch Track by touching all numbers in the correct sequence using their index finger.
- “Distractor”
  - administers distractions, talking to the driver, putting objects in front of the driver’s line of sight etc.
- “Timer/Observer”
  - time the driver in completing the Touch Track and observe that driver completes it accurately
MODULE 3

TEENS & PASSENGERS

INTRODUCTION CONTINUED (10 MINUTES):
- Activity (continued):
  - The “Driver” will obtain a Touch Track and first touch all numbers in the correct order, with no distractions. The “Timer/Observer” will time the driver and ensure the driver completes it in the correct order. The group should make note of the time.
  - Next, the “Driver” will complete the Touch Track a second time, but this time the “Distractor” will be perform distracting actions - engaging in conversation with the driver, putting objects in front of the driver’s line of sight, causing the driver to look away from the touch track, etc. The “Timer/Observer” will time the driver and ensure the driver completes it in the correct order. The group should make note of the time.
  - Repeat this sequence a total of three times to allow everyone to be the “Driver.”
  - Once finished, hold a whole group discussion on the expected frustrations and unexpected frustrations of being the driver in this exercise.
  - Find the touch track in the Google Drive link provided in the materials list on page 12.

LESSON (20-25 MINUTES):
- Stations:
  - To learn more about the risks and benefits of having passengers, students will rotate through 5 stations to learn about different topics and answer questions to solidify their understanding.
  - Students should split into groups of 4-5. Each group will have 4-5 minutes at each station to read the information, discuss, and answer the questions.
  - Once all groups have rotated through all stations, conduct a whole group discussion on new information learned or information that they had not previously thought about.
  - Find the Station Activity information in the Google Drive link provided in the materials list on page 12.
TEENS & PASSENGERS

ACTIVITY (20 MINUTES):
- Bumper Sticker Activity:
  - Students will create a bumper sticker to spread the message of passengers doing their part to be a positive asset to the car in which they are riding.
  - Students may complete this individually or with a partner.
  - Students may design their bumper sticker by hand or digitally.
  - The 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.
  - Students may choose to focus on the dangers of passengers or the positive asset passengers can be.
  - Once bumper stickers are designed, have students take a Gallery Walk to view their peers’ designs.
  - Find the bumper sticker printout in the Google Drive link provided in the materials list on page 12.

EXIT TICKET (5 MINUTES):
- Collect Data:
  - Ask students to complete the Module 3 Exit Ticket to collect data from the lesson.
  - Find the lesson exit ticket in the Google Drive link provided in the materials list on page 12.
INTRODUCTION (5 MINUTES):
- Introductory Statement:
  - “In our final session together, we are going to look at the positive side of distracted driving - what can we do to do our part in changing the path of the statistics on distracted driving?”

LESSON (25-30 MINUTES):
- Expert Presentations:
  - “Today, your group will become an expert on an initiative to help curb distracted driving. Together, read the provided materials on your topic. Your goal is to create a 3-minute presentation to present to the class on your area of expertise. You may create a poster, a Google Slides presentation, a skit, etc - be creative”!
  - Pass out the topic assignments and resources to each group. Find the expertise pages in the Google Drive link provided in the materials list on page 15.
  - Students will have 15 minutes to learn about their topic and create a short presentation.
  - Then, each group will give a 3-minute presentation to the class on their topic.
MODULE 4

SOLUTIONS

ACTIVITY (25-30 MINUTES):

- TextCheck:
  - Students will now use their knowledge of distracted driving facts, statistics, and solutions to design a Distracted Driving Awareness Week in their school, focused around a TextLess Live More Text Check.
  - A TextLess Live More Text Check is designed to survey distracted driving at your school. Over the course of a week, you will collect data about driver behavior in your community and measure the change affected by educational TextLess Live More events.
  - Consider displaying the TextLess Live More Text Check Guide and walking through it to give everyone a full overview of the campaign.
  - Students should split into different groups/“committees” to begin planning the campaign. Possible groups/“committees” include, but are not limited to:
    - Text Check Logistics: how many observers will you have, where will each observer be placed, what time frame will the text check take place, dates of pre-event text check and post-event text check
    - Advertisement: how will you advertise the event? Announcements, flyers, emails, etc. Begin creating the different forms of communication.
    - Pledge Table: what materials do you need, when and where will it be set up, will you hand out anything when students sign the pledge, who will run the table, etc.
    - Logistics of the Week: what staff at the school do you need to work with to gain permission, obtain the space, receive supervision, etc. Begin drafting emails, setting appointments to discuss, etc.
  - At the end of the time together, set a plan for future meetings to continue to plan to execute the Text Check week.

YOUR TEXTCHECK EVENT SHOULD INCLUDE:

- Day 1: Pre-Event Text Check; do not advertise that you are going to hold a distracted driving survey. To be successful, it must be a surprise for everyone on the road.
  - See page 2, 3, 6 of TextLess Live More Text Check Guide
- Days 2-4: Education of Distracted Driving Facts, Statistics, and Solutions - daily announcements, flyers, etc. + TLLM Pledge Table
  - See page 4 of TextLess Live More Text Check Guide
- Day 5: Post-Event Text Check
  - See page 6, 7 of TextLess Live More Text Check Guide
- After: Debrief/Reflection Meeting - come back together as a group to discuss the data from the Text Check and the events of the week.

- Find the TextLess Live More Text Check Guide in the Google Drive link provided in the materials list on page 15.
SOLUTIONS

EXIT TICKET (5 MINUTES):

- Collect Data:
  - Ask students to complete the Module 4 Exit Ticket to collect data from the lesson.
  - Ask students to complete the Distracted Driving Program Evaluation to reflect on the program as a whole.
  - Find the lesson exit ticket in the Google Drive link provided in the materials list on page 15.