



Grade 10 Sample Lesson Plan: Safety and Injury Prevention – Teen Driving & Accidents

SOLs

- 10.1 I
- 10.2 I
- 10.3 D

Objectives/Goals

- Students will understand the importance of negotiation and collaboration as health skills to help solve problems.
- Students will distinguish the difference between refusal, negotiation, and collaboration skills.
- Students will apply negotiation and collaboration skills to the prevention of teen automobile accidents.

Materials

- 1 – Access to the Internet
- 2 – Handout – Healthy Skills
- 3 – PowerPoint – Factors in Teen Car Crashes (display to class)
- 4 – Handout – How Risks Increase (cut apart & match)
- 5 – Handout – Addressing the Issue
- 6 – Handout – Teen Driving and Accidents (meeting notes)

Procedure

Step 1

- A – Explain to students *you will emphasize the importance of negotiation and collaboration as health skills that can help us solve problems.*
- B – To determine that students are familiar with these terms and how they differ from refusal skills, use the handout “Healthy Skills” and have students match terminology, definitions and applications of these skills. If you would rather go digital, you could turn this into a Poll Everywhere (PollEv.com) poll and gather formative feedback.

Correct Responses:

Term	Definition	Application
Refusal	2	1

Negotiation	1	3
Collaboration	3	2

Ask the following:

- *Have you practiced these skills at some point in your life? Give an example.*
- *How could you improve these skills? (Emphasize practice and application).*

Step 2

- A – Say to the class... *The leading cause of death for teens and young adults is car crashes. Teens may face distractions while in the car and these distractions can cause death or injuries. They could also be prevented.*
- B – Next say... *When people work together for a common goal, collaboration can be a powerful skill and influence. Our goal today is for you to develop and practice two important health skills: negotiation and collaboration and apply those skills to the prevention of automobile accidents.*

Step 3

- A – Display the PowerPoint slide or post on the board the Factors in Teen Car Crashes at the front of the room.
- B – Put students into small groups and distribute the slips from the Handout – How Risks Increase (cut up). (see handout for answers)
- C – Students will attempt to match the given factor with the percentage of a chance of a crash due to that factor. This will help students understand the many factors that influence teen driving and which can lead to fatalities.

Step 4

- A – Tell the class... *Motor vehicle accidents are the leading cause of unintentional injuries for children, teenagers and adults. Teens are not the only ones having car accidents. Adults are as well. It is important that you understand the risks of driving, factors you could consider eliminating to prevent accidents, and refusal skills to avoid riding in an unsafe car.*
- B – Continue by saying... *Your group will work as a team today to discuss and negotiate how you will address your friends and peers in order to help the health issue at hand. Teen influence is a real thing and you can have a positive impact on your peers and their health behaviors.*
- C – Have students complete the Handout – Addressing the Issue - Questions to ask the class for discussion:
 - *What messages are you getting about safety when riding in or driving a car?*
 - *Why is vehicle and driving safety a major concern for teens, families, and communities? What are some driving risk factors teen drivers need to be aware of and/or eliminate while driving?*
 - *Who might you collaborate with from the school or community? Identify resources to collaborate that might assist with some of the problems.*
 - *What steps can be taken to negotiate improvement of teen driving accidents?*

Step 5

- A – After some brief discussion, tell students they are going to analyze these questions in further detail to address teen driving and accidents. They will work as a team to develop ideas for the community to reduce car crashes among teens. Have them form a circle to foster collaboration.
- B – Students can use the Internet for finding facts and information that they might want to use. They should begin negotiating the issue at hand and the steps they want to take. The brainstorming will be the first step to the process. Have 1-2 students be recorders of what the members of the team are coming up with in their discussion. They should work to decide how they will want to address the issue to their peers, who else in the community or school they will want to collaborate with, and the common goal they hope to reach. All members of the team need to participate in some mini-research, discussion, note taking, etc. Students will record information on the Handout – Address the Issue.
- C – Team members should gather their information, and form a plan for presentation to influence their school, peers, and community to healthy decision-making. Students will record this information on the Handout – Teen Driving and Accidents Meeting Notes.

Assessment Idea

Option 1 – Have groups present their information and incorporate the health skill of advocacy.

- NHES #8.12.2 – Demonstrate how to influence and support other to make positive health choices
- NHES #8.12.3 – Work cooperatively as an advocate for improving personal, family, and community health needs.

Option 2 - Using the teen driving health issues and the advocacy learning outcomes above, have students write a position statement. The statement should include the team's viewpoint or goal, supporting arguments, and explain how collaboration was utilized to accomplish one's position.

Option 3 – It is an important skill to be able to recognize health risks and be able to negotiate safer choices in a particular situation. In this assessment, you can have students demonstrate the ability to use negotiation skills to avoid riding in a car that presents a safety risk factor. The students will be in pairs; one will be the driver while the other person demonstrates a way to negotiate a safer decision in order to protect his or her own life. Students can use the factors to create scenarios: distracted driving, speeding, adding passengers, eating, cell phone use, darkness, and sleep deprivation. You could assess student role play by having them turn in a video recording or you could have them write out a comic strip showing their dialogue.

- NHES #4.12.2 – Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

References

- [CDC – Teen Drivers: Get the Facts](#)
- [TeenDriverSource.org](#)

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Healthy Skills

Place the correct number in the box for the term's definition and its application.

Term	Definition	Application
Refusal		
Negotiation		
Collaboration		

Definitions:

1. The reaching of agreement through discussion and compromise; the tackling of a hazard or problem
2. A declaration or an attitude of unwillingness to do or accept something
3. The act of working together with one or more people in order to achieve something

Applications:

1. A student at a party rejects the offer of marijuana responding, "I'm not into that."
2. Students uniting with school administrators to implement a school policy requiring all student drivers and passengers to wear seatbelts on school grounds.
3. A classroom of students in a biology class reaches an agreement with their teacher to engage in a river clean up for extra credit.

How Risks Increase

A factor in 35% of crash deaths involving young drivers

Increases crash risk by 300%

Increases fatal crash risk by 48%

Increases the fatality by 158%

87% of teen deaths involve distracted driving; this is the #1 distraction

Causes 2% of teen crashes

Young drivers cause 55% of fatigue-related crashes

For next 9 hours teens 3x as likely to die in a crash

Addressing the Issue

<p><i>What messages are you getting about safety when riding in or driving a car?</i></p>	<p><i>Why is vehicle and driving safety a major concern for teens, families, and communities? What are some driving risk factors teen drivers need to be aware of and/or eliminate while driving?</i></p>
<p><i>Who might you collaborate with from the school or community? Identify resources to collaborate that might assist with some of the problems.</i></p>	<p><i>What steps can be taken to negotiate improvement of teen driving accidents?</i></p>

Teen Driving and Accidents Meeting Notes

1. What evidence and information did you find to help support the need to address teen driving?

2. How has the school addressed the issue in the past?

3. Collaboration: Which other personnel would need to be collaborated to address the issue? What agencies/resources might exist in the community, which could assist and provide services with the issue?

- Representatives (name and title):

- Agencies/Resources

4. What are strategies/policies that could improve the health status of youth relative to this issue? How might parents be informed and involved?

5. What specific recommendations would be made to implement an effective approach to the issue?

6. Negotiation: How might you reach a consensus that is suitable for the team's goal?

Pro:

Con: