

An option for the first year

Tuesday/Day 1 – During each period, English classes would meet in a room large enough to accommodate them (2-3 rooms). For 15-30 minutes, local guest speakers would share stories about our community's experiences with distracted driving situations. Speakers may include CHP, guests from Shasta County Probation, other community members, class of 1969 members, other LEAs, Impact Teen Drivers, etc. The intent of this time would be to familiarize students with the problems our community faces in this area by sharing stories that have occurred, especially recent events.

Day 2/Wednesday – Teacher introduces plan for the day: In small groups, to discuss distracted driving situations in our world. Prior to this, teachers may discuss group dynamics and expectations: leader, secretary and speaker to share out the discussion. Teachers should pre-select groups with this in mind. This could be accomplished the previous Friday or on Monday of the Safe-driving week.

Each group will be given a situation to discuss, interact with and as appropriate share personal experiences about for 10-15 minutes. At that time, each group will present their topic and thoughts to the rest of the class. Teacher summarizes and debriefs. (see topic possibilities below)

Day 3/Thursday – The same groups will be charged with developing 3-5 or more good responses or ideas to the situation they discussed the day before. Again, each group will report out their ideas to the class and turn in their ideas.

These ideas would all go to the Leadership Class or Safe Driving Club for review and editing. Ultimately, laminated (remember the 5 rules) business cards with 5 good choices for each situation would be produced and provided to students.

Topic possibilities

- 1 – A parent, sibling or relative is driving and texting or using a cell phone
- 2 – You are riding in a car with an impaired driver (alcohol, marijuana, drugs, etc.)
- 3 – You are at a party and need a safe ride home
- 4 – You are riding with a driver who is speeding and taking unnecessary risks
- 5 – The car you are riding in has significant interior distractions for the driver
- 6 – You and a group of friends are having a good time and decide to go for a joy ride/steal a car – peer pressure in any form
- 7 – The person who has agreed to give you a ride home becomes impaired
- 8 – You need to get a ride to the athletic event inside the Golden Triangle and a senior driver offers you a ride
- 9 – You are riding with your boyfriend/girlfriend and you get in a fight (or...)
- 10 - You need a ride home and a relative or neighbor offers you one
- 11 – You are riding with a driver who is fatigued, stressed or angry
- 12 – The person driving your car gets involved in a “road rage” incident
- 13 – Your driver becomes ill or is significantly medicated

For all of these, the teacher can suggest that the students consider the topic as one that (a) you were involved in and need to know how to step back, think, and just say “no”, or you have a friend who needs advice, etc. How could you respond to these situations as an empowered bystander?

Thought: Does role-playing have a place for older students in these group situations?

A Second Year Option

Idea: Develop good resources from the students. Possibly part of a short writing unit (persuasive strategies) in English. Goal: Read good writing, write good stories. Offer widespread mediums to convey effective messages. For example, contemporary songs, poetry, screenplay and skits, current events, short stories, etc. (Note contest available through Impact Teen Drivers as a possibility)

Day 1 – Share written, video and audio stories of driving accidents around the nation. Have a collection of great “stories” to share from the different mediums, from film to music to prose and poetry. Each year, ASB or the club could generate contemporary pieces to include. The first day would be sharing these and discussing which are most effective in their message and why. What techniques are used?

The RT5 committee will create some “historical” examples of each. These consumables are designed to be powerful, well-written, relevant, true stories, poems, songs, skits, etc., used as an “opener” for the unit. Intrigue the students.

Day 2 – Using the Day 1 pieces as models, students will write (fiction is fine) or create one or more short, powerful pieces as a response to this prompt: ***Write/produce a cautionary tale for a junior high student regarding the theme of distracted driving. Keep it real short.***

Other writing ideas: write a letter to your boy/girl friend who recently died in a distracted driving incident. Write an obituary or epitaph for yourself after dying in a distracted driving incident. There are many more possibilities.

Day 3 – Finish and possibly share final products. This could be a Friday event, could be competitive and possibly published, could be rewarded, etc.

A Third Year Option

A program developed in conjunction with an outside agency – Impact Teen Drivers is our favorite, but there are many more: Collaborate with a group to be on campus with a program agreed to by the producers and the school English Department. CHP, National Safety Council, etc. Follow up as needed determined by the English Dept. and RT5 club and committee as appropriate

They include:

1. Impact Teen Driving <https://www.impactteendrivers.org/>
2. <https://www.chp.ca.gov/programs-services/programs/youth-programs/every-15-minutes>
3. Arrive Alive <https://arrivealivetour.com/>
4. Stay Alive <https://monicazech.com/safe-driving-talks-corporate-speaker-military-stand-down-and-more/>

5. (National Safety Council) <https://nsc-org-storage.azureedge.net/cms/nsc.org/media/site-media/docs/safety-training/alive25-course-overview.pdf> (5 hours of instruction, possibly able to be edited. Some instructor training required)