



Service Learning Lesson Guide

Lesson Topic: Distracted Walking Teen-to-Teen

What's the Point?

This lesson is designed to teach both middle and high school students about the dangers of distracted driving, walking and bicycling. The materials in the reference section should be used by teens to teach each other not only about the dangers distracted drivers pose to pedestrians and bicyclists but also the risks faced by walking and bicycling distracted. This topic can be incorporated into a Civics Class, a Public Speaking Class, a Health Class or a Physics Class. Please feel free to adapt it to fit your curriculum goals and time constraints.

Objectives

- Teens will understand the dangers of distracted walking and bicycling and why teenagers are most likely to be impacted.
- Teens will educate peers about the dangers of distracted walking and bicycling.
- Teens will learn about defensive walking and bicycling techniques they can learn to stay safe and share them with peers.
- Teens will review local, state, federal and international laws and practice to find ways to make their communities' safer.

Materials

- Pre-campaign survey
- Distracted walking and bicycling statistics
- Bicycle and pedestrian symbol cutouts, pens, and markers
- Campaign materials (dependent on what the class decides)
- Tools to research and share state, national, and global laws related to distracted walking and bicycling

Interest Grabber

Start a discussion with your peers about being distracted. Here are some examples to get you started:

1. "What happens to a driver when they are distracted? How could this affect you if you are crossing the street or out riding a bicycle?"
2. "Do you know the best ways to keep yourself safe from distracted drivers when you are out walking or bicycling?"
3. "Why is it dangerous to walk or bicycle distracted and can you provide some ways that teens might walk or bicycle distracted?"

Teaching Steps

1. Share statistics related to distracted walking and bicycling. Use the sources on the NOYS website for example statistics.
2. Talk with your peers about ways to stay safe from people who are distracted on the road, whether they are drivers, pedestrians or bicyclists. Use the sources on the NOYS website for examples of defensive driving, walking and bicycling techniques.
3. One of the best ways to get the word out about the dangers of distracted walking and bicycling is to start a campaign. Ask students what they know about campaigns. How could they create a campaign at their school?
4. Make a pledge to not walk or bicycle distracted. In the front of the room, have a cutout of a bicycle and the pedestrian symbol. Provide time for students to sign each of the cutouts, which serves as their pledge.
5. After signing, brainstorm a consistent message to use for their campaign. The message should be short, intriguing, and relate well to their peers. Example messages could include "Make a deal to keep your eyes peeled" or "If you care stay aware", etc.
6. Then, breakout into different groups. The groups come up with three ways that they can get the anti-distracted walking and bicycling message to their peers—three pieces that could be part of a campaign. Provide time for brainstorming.
7. After brainstorming, groups share their best idea. Then the class votes on the top three. These ideas will make up the campaign.
8. Implement the awareness campaign. Part of the campaign could be including giant cutouts of the pedestrian symbol and a bicycle for students to sign, maybe in a hallway or the cafeteria.
9. During the campaign, teens can research what policymakers in their state, across the country, or even across the world are doing to address the issue of distracted walking and bicycling. Students should be provided time to research the present laws, compare the laws with ones that might be in their community, and plan a way to share that research.

Evaluation

After the campaign is completed, you can survey your peers again to see what they have learned about distracted walking and bicycling and if they have decided to change behaviors as a result of the campaign. Use the same questions as the pre-campaign survey so that you can see if there has been growth or behavior change. The class work you complete to prepare and implement the campaign can be evaluated using a teacher-created rubric.