



Service Learning Lesson Guide

Lesson Topic: Parents as Role Models

Do As I Do

What's the Point?

This lesson is designed to be used for both middle and high school students to enhance their understanding of words versus actions to increase the safety of pedestrians and bicyclists. This lesson can be incorporated into a public speaking or family and consumer science course. Please feel free to adapt it to fit your curriculum goals and time constraints.

Objectives

- Students will learn what a role model is and why it is important.
- Students will understand the importance of practicing what you preach. In order to get others to model safe behaviors you have to engage in them yourself.
- Students will learn that many traffic crashes resulting in pedestrian and bicycle injuries and fatalities can be prevented if everyone does their part in acting safely on the roadway (drivers, pedestrians and bicyclists).
- Students will be equipped to share the examples of good role modeling actions (behaviors) to increase the safety of pedestrians and bicyclists.

Materials

- Interview questions, completed interview documents
- Materials for creating a large class chart based on parent interview data
- Current research related to parent actions and their effect on teen perceptions and behavior
- Student journals/notebooks, pens, and pencils

Interest Grabber

Ask the class, "Have you ever heard the saying, 'Do as I say, not as I do'?" Provide time for student sharing and explaining what they think the statement means. Have they seen it in action? For example, have they had a parent tell them not to talk on the phone and drive but the parent talks and drives? Have they seen children wearing helmets when riding bicycles but the adults with them are not? Ask them if the statement works. Which is more powerful—words or actions? Have students share examples of times when they have followed someone's actions more than their words.

Teaching Steps

1. Use the resource list provided to determine behaviors that parents can "Roll Model". They will have the opportunity to interview parents and see their perceptions.
2. As a group, create a list of interview questions that can be used with parents about their behavior, such as: Do you wear a helmet when bicycling? Do you walk across the street talking on a phone or texting? Do you ride a bicycle and listen to music? Do you pay attention to street signs related to bicycling and walking and follow them? Do you ever use electronic devices when driving? Do you cross in the cross walk?
3. As a group, create a list of interview questions asking parents their attitudes/perceptions such as: Do you require your teen to wear a helmet while bicycling? Do you want your teen talking on a phone or texting while walking across the street? Do you want your teen using any electronic devices while riding a bicycle or driving a car? Do you encourage your teen to pay attention to street signs related to bicycling and walking and then follow them?
4. Establish parameters for the interview process including if students will interview their own parents, other parents and how many parents.
5. Share findings as a group and discuss. Is there a difference between what parents do and what they say they want their teens to do? Create a large chart that highlights the data gathered from the survey. Ask students why they think there is a difference between what parents say and what they want their teens to do. In this instance, do parent actions speak louder than words? Why? What could help with this?
6. Share with the group current research related to parent actions having an effect on their teen's current perceptions and future behaviors related to traffic safety. Use the research included in the sources section of this lesson.

Evaluation

The interview questions, activity, and follow-up can be evaluated using a teacher-created rubric. Student participation in the lesson and discussions can also be evaluated using a teacher-created rubric.