



Service Learning Lesson Guide

Lesson Topic: *Distracted Walking and Bicycling Campaign*
Keep Your Eyes Peeled

What's the Point?

This lesson is designed to be used for both middle and high school students. Please feel free to adapt it to fit your curriculum goals and time constraints. The topics can be incorporated into a civics course.

Objectives

- Students will understand the concept of service learning (in comparison to community service).
- Students will understand the dangers of distracted walking and bicycling.
- Students will be equipped to share the dangers of distracted walking and bicycling with peers.

Materials

- Pre-campaign survey
- Distracted walking and bicycling statistics, note sheet
- Bicycle and pedestrian symbol cutouts, pens, and markers
- Student groupings
- 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

Ask the class, “Do you think students in our school walk or ride their bicycle while they are distracted?” Provide time for conversation. Guide students through the process of creating a pre-campaign survey. The survey should include questions like, “Do you text while walking?”, “Do you listen to music while riding your bike?” and others that fit well with your community. Provide time for students to collect data using the survey. Provide time to analyze and share the results in graphs, charts, and class discussion.

Teaching Steps

1. Write the phrases “community service” and “service learning” on the board. Ask students to brainstorm the differences between these two phrases.
2. Provide time for students to brainstorm and have a class discussion. Help students understand that service learning has the component of doing community service while also learning and reflecting on that learning.
3. Share with students that they will do service learning projects related to distracted walking & bicycling. One of the best ways to educate about the dangers of distracted walking & bicycling is a campaign. Ask students what they know about campaigns.
4. Share statistics related to distracted walking and bicycling. You could also make a notes sheet for students to complete.
5. After sharing statistics, ask students to pledge not to 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 the cutouts, which serves as their pledge.
6. After signing, have the class 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 eyes peeled” or “Care—keep aware”, etc.
7. Then, form student groups. The student groups are to 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 their campaign. Provide time for brainstorming.
8. After brainstorming, groups share their best idea. Then the class votes on the top three. These ideas will make up the campaign.
9. Then, form three groups in the class. Each group should take one of the ideas and work on the details. How will the class use the idea? How will it help with the decided message?
10. 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.
11. During the campaign, students in class 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, provide time for students to survey their peers again to see if they have learned more 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 completed by the students to prepare and implement the campaign can be evaluated using a teacher-created rubric.