LESSON 1

What Is Killing Us?

Student Learning Objective	National Health Education Standards and Performance Indicators	Michigan Merit Health Education Standards and Guidelines
• Describe the characteristics of dangerous situations.	• Core Concepts [1.12.8; 1.12.9]	• Core Concepts [3.2]

Lesson Synopsis

Identify the leading cause of death for teens. Introduce this unit on safety. Identify the behavior that causes the most motor vehicle deaths. Show a video to emphasize the dangers of distracted driving. Share notes from the video. Discuss potential motivation for change. Assign homework to share information with parents or trusted adults and to research state laws regarding distracted driving. Assign a reflection question. Preview the next lesson.

Lesson Phase & Time	Materials Needed
Introduction 5 minutes	**Teacher Resources** • PowerPoint or Transparency Master: "Leading Cause of Death" • PowerPoint or Transparency Master: "Injury That Causes Most Deaths" **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices • District approved software for responding to a survey Traditional Tools: • Transparencies
Input 30 minutes	**Health Education Materials** • Video [DVD]: *Danger Behind the Wheel: Facts About Distracted Driving,* Human Relations Media (26 minutes) **Teacher Resources** • PowerPoint or Transparency Master: "Motor Vehicle Behavior That Causes Most Deaths" • PowerPoint or Transparency Master: "Are You Guilty of Distracted Driving?" **Supplied by the Teacher** • Projector and screen Digital Tools: • Computers or other devices • Computer or other device for showing a video • District approved software for responding to a survey Traditional Tools: • Transparencies • Video player • Writing paper • Pens or pencils
Application 12 minutes	• None

 © Copyright 2016 State of Michigan

Closure 3 minutes	**Teacher Resources** • Student Worksheet: "Info Exchange: One Text or Call Could Wreck It All" **Supplied by the Teacher** Digital Tools: • Computers or other devices • District approved software for commenting on a teacher-created blog Traditional Tools: • Writing paper • Pens or pencils • Health journals, folders, or notebooks
TOTAL 50 minutes	

Preparation	
Prior to the Lesson	• **Preview** the video.
Introduction	• **Prepare to display** the PowerPoints or transparencies.
Input	• **Prepare to display** the PowerPoint or transparency.
Closure	• **Provide** the student worksheet for each student. • **Post** the reflection question.

LESSON PROCEDURE

Introduction: Identify the leading cause of death for teens. Introduce this unit on safety.

5 minutes

Instructional Steps	Script and Detailed Directions
Identify the leading cause of death for people ages 1-34 using the PowerPoint or transparency, "Leading Cause of Death."	***What is the leading cause of death for people ages 1-34 in the US?*** *1. Injuries* *2. Car accidents* *3. Violence* *4. Suicide* Use digital or traditional tools to gather students' answers to the questions in this lesson. If you use digital tools, consider creating a graph showing the class response.
Introduce this unit on safety.	*In this unit, we will tackle the major cause of death for people your age: injuries. "Injuries" is a broad category. It includes unintentional injuries, such as motor vehicle crashes, fires, and drowning, and intentional injuries, such as violence and suicide.* *Injuries are not accidents. They can be prevented by changing the environment, individual behavior, products, social norms, laws, and/or governmental and institutional policy.* Provide examples of policies if this seems unclear. For example, many departments of education have policies related to bullying in schools. Many institutions have policies related to safety precautions.
Identify the type of injury that causes the most death for teens using the PowerPoint or transparency, "Injury That Causes Most Deaths."	***Which of the following injuries cause the most deaths for people 5-19 years old?*** *1. Violence and physical assaults* *2. Motor vehicle crashes (car crashes)* *3. Suicide* *4. Fires and other unintentional injuries* *Two-thirds of unintentional injury deaths are due to motor vehicle crashes. Traffic-related injuries also include those sustained while walking, riding a bicycle, or riding a motorcycle.* *Let's begin our safety unit focusing on motor vehicle safety.*

Input: Identify the behavior that causes the most motor vehicle deaths. Show a video to emphasize the dangers of distracted driving.

30 minutes

Instructional Steps	Script and Detailed Directions
Identify the behavior that causes the most motor vehicle deaths using the PowerPoint or transparency, "Motor Vehicle Behavior That Causes Most Deaths."	***Which of the following motor vehicle behaviors cause the most deaths?*** *1. Drinking and driving* *2. Not wearing a seat belt* *3. Distracted driving, such as texting and putting on make up* *4. Having lots of friends in the car* *This video will answer the question for us. Please take notes as you watch the video.*
Show the video.	Show the video, *Danger Behind the Wheel: Facts About Distracted Driving.*
Define "distracted driving" using the PowerPoint or transparency, "Are You Guilty of Distracted Driving?"	*Distracted driving is any activity that could pull a person's attention away from driving. All distractions endanger the safety of the driver, passengers, and bystanders. These behaviors are all distractions:* • *Texting* • *Using a cell phone or smartphone* • *Eating and drinking* • *Talking to passengers* • *Grooming, such as putting on make up* • *Reading, including maps* • *Using a navigation system* • *Watching a video* • *Adjusting a radio, CD player, or MP3 player* *Because text messaging requires visual, manual, and cognitive attention from the driver, it is by far the most alarming distraction.* *Review your notes and put stars by three facts or concepts you want to remember.*

Application: Share notes from the video. Discuss potential motivation for change.

12 minutes

Instructional Steps	Script and Detailed Directions
Form small groups and share notes.	Divide into small groups of three or four students. Have students share their starred items from their notes. *My guess is that most people are guilty of some distracting behavior when driving, such as eating, playing with the radio, talking on the phone, or texting.*
Compare the change in seat belt usage with cell phone usage while driving.	*When seat belts were first installed in cars, many people didn't use them. Now, most do.* ***What caused people to change their behavior?*** Answers: laws mandating seat belt use; enforcement of laws; data indicating that, if people had worn their seatbelt, they might have suffered fewer or less severe injuries and there would have been fewer fatalities; media campaigns (television public service announcements, road signs)

© Copyright 2016 State of Michigan

Discuss what might change social norms regarding driving and cell phone use.	*More and more states are enacting laws regarding texting and cell phone use when driving. Some states allow police officers to stop drivers who are using a cell phone and have not broken any other traffic laws. However, we aren't any where close to the level of compliance with these laws as we are with seat belts.* ***Why do you think people continue to choose to use cell phones while driving?*** ***What do you think it will take to get people, adults and teens, to take this dangerous behavior seriously?*** Gather students' ideas.

Closure: Assign homework to share information with parents or trusted adults and to research state laws regarding distracted driving. Assign a reflection question. Preview the next lesson.

3 minutes

Instructional Steps	Script and Detailed Directions
Assign homework using the student worksheet, "Info Exchange: One Text or Call Could Wreck It All."	*The National Highway Traffic Safety Administrations' slogan is "One Text or Call Could Wreck It All." One of your homework assignments tonight is to take this worksheet home and share it with a parent or other trusted adult. Review the statistics and decide to be a part of the trend away from distracted driving.*
Assign homework to research state laws regarding distracted driving.	*I mentioned that many states have laws regarding distracted driving, primarily dealing with cell phone use. Your assignment tonight is to investigate our state's laws and the consequences for breaking the law(s). Then, respond to the posted reflection question.* **Reflection Question:** Do you think our state's laws regarding distracted driving are adequate? Too severe? Too lenient? Explain your answer.
Preview the next lesson.	*In our next health lesson, we'll continue to examine the causes of motor vehicle crashes.*

© Copyright 2016 State of Michigan MM