

HEADS UP, STAY SAFE!

**Distracted walking
and driving
are dangerous.**
**Friends have
one another's backs.**

247

The number
of pedestrians
who died
while
walking in
Georgia in
2019.

90%

of pedestrians
who are
struck by a
car going
40 mph
will die.

33%

of pedestrian
deaths
happened
because a
driver didn't
yield to a
walker.

**More than
80%**

of pedestrian
fatalities
occur at
night.

Read and Analyze a Community Problem

Promote pedestrian and driver safety with a real-world discussion about the hazards of texting, headphones, and more.



Objective

Students will participate in a range of discussions about distracted walking and driving, and identify responsible and safe alternatives to risky behaviors.

Standards

CCSS ELA, Grs. 6–8

RI.2 Determine a central idea of a text and summarize
SL.1 Engage in collaborative discussions on texts and issues

C3 Social Studies, Grs. 6–8

D4.6 Analyze a problem at local, regional, and global levels (causes, challenges, and opportunities)

Time

40 minutes

Materials

- Attention, Please! reading passage
- Exit ticket (online at [scholastic.com/arrive-alive](https://www.scholastic.com/arrive-alive))



1 Hook students by asking them to name things in everyday life that are distractions (examples: television on while they're doing homework, a phone ringing in a movie theater, etc.). Collect a list on the board. Remind students that the word *distracted* means being unable to concentrate or give attention to a task because your mind is preoccupied with something else.

2 Facilitate a conversation about distracted walking and distracted driving, and why it can put pedestrians and drivers in danger. Ask whether the people in the following scenarios are distracted or not. Are there disagreements among students or gray areas? Why could this behavior be dangerous? Discuss.

- Your aunt is sipping coffee while driving to work. (*distracted*)
- You're walking to the bus, but you need to send one quick message to let your mom know you've got practice after school. (*distracted*)
- You look both ways before you cross the street. (*not distracted*)

3 Distribute the Attention, Please! reading passage. After students read, have them respond to reflection questions in small groups.

4 Point out that it can be easier to respond to unsafe situations when you've thought out a plan beforehand. Share the following scenarios and discuss what students can do or say to defuse a distracted walking or driving situation.

a. Your older sister is driving you to soccer practice while trying to find a song on her playlist. (*Possible answers: Tell her you'll find the song so she can concentrate on the road, or say, "Hey, let's wait till you're done driving, OK?"*)

b. You're standing on the corner with a friend who's posting a picture on social media. He steps into the street and a car beeps and swerves around him. (*Possible answers: Say, "Whoa, that car almost hit you! You've got to pay attention!"; offer to stop for a minute so he can finish his post, etc.*)

5 Wrap up by asking students why it might be difficult or uncomfortable to start a conversation like that. Is it worth the discomfort? Why or why not? Then, distribute the exit ticket (online) for a quick, informal assessment.

STUDENT ADVOCACY CONTEST

- **Continue the unit** with a lesson on **analyzing strategies from real news articles**, plus a **statistics/advocacy** lesson.
- **Use our online graphic organizers and entry template** to guide your students in creating advocacy magazines.
- **Submit the magazines** to the Heads Up, Stay Safe! Contest by Dec. 10, 2020, for a chance to win student and teacher prizes. Get details at [scholastic.com/arrive-alive/contest](https://www.scholastic.com/arrive-alive/contest).

Name _____

Attention, Please!

Distracted walking and driving are a real—and dangerous—problem. Get the facts, then brainstorm what you'll do to stay safe.

Have you ever walked down the street, checking your phone, when all of a sudden you literally bumped into someone? Then you know what it's like to experience the effects of distracted walking, which, along with distracted driving, are serious problems in the U.S.—and often have deadly consequences for both drivers and pedestrians.



DISTRACTED WALKING

includes being on your phone or having earbuds in while walking.

How big is the problem? It's big. In the U.S., pedestrian deaths rose 27 percent from 2007 to 2016, and many experts say distracted walking is a factor. Some places, like Honolulu, Hawaii, and Stamford, Connecticut, have passed laws against distracted walking. And every day, nine people are killed and 1,000 people are injured in crashes involving distracted drivers.

likely to crash. The National Safety Council puts it like this: You can't be on your phone and read a book in the same moment, because your mind can focus on only one thing. So why would anyone think they can safely drive while on a phone?



DISTRACTED DRIVING

is doing something else while at the wheel: texting, scrolling through a playlist, listening to a group of friends being loud in the backseat, or even eating.

Even scarier: Research shows that drivers talking on a phone are up to four times as likely to crash. Those who text behind the wheel are up to eight times as likely to crash.

In Georgia, the Hands Free state law took effect on July 1, 2018, and prohibits drivers from holding their phones, including viewing social media, texts, emails, and videos while driving. And for good reason: Drivers using handheld or hands-free cell phones are four times as

Even though you don't drive yet, you can remind the drivers in your family to use their phone's "do not disturb while driving" mode so they won't be tempted to look at a text. And you can definitely reduce your own risk of getting hit by a car by being **alert when you walk—that means no texting, scrolling, or listening to loud music with your earbuds in.** Plus, remember that crossing the street in the **crosswalk**, instead of in the street, *significantly* reduces the risk of being hit by a car. Bottom line for both drivers and walkers: Nothing is ever so important that it can't wait.



REFLECT AND REACT

- What's the problem? Why might it be getting worse? How does it affect your life?
- Make a plan: What specific actions can you take, starting today, to protect your life and the lives of those around you from distracted walking and driving?

Data: A Window Into a Distracting World

Dig into the data on distracted walking and driving with a student-driven inquiry project.



Objective

Students will use data from a random sample to draw inferences about a population and communicate findings using charts, tables, or graphics.

Standards

CCSS ELA, W.2.A

Gr. 6–8: Introduce a topic; organize ideas, concepts, and information using graphics and multimedia.

CCSS Math, SPA.1

Gr. 6: Recognize a statistical question as anticipating variability
Gr. 7: Representative data samples
Gr. 8: Scatter plots

Time

60–75 minutes over several class periods

Materials

Dive Into Data activity sheet



1 Read the following statements aloud, and ask whether they're true or false:

- One out of every 10 crashes in the United States is caused by texting and driving. (*False—it's 1 in 4.*)
- People checking their phones while waiting at a crosswalk are four times more likely to step into the street without looking both ways. (*True.*)
- As long as a driver keeps their eyes on the road, they're not distracted. (*False—any activity not related to driving is a distraction: talking, eating, checking your hair in the mirror, etc.*)

2 Ask students where they think facts and statistics like this come from. How are they collected? Explain that driving statistics are collected from various sources such as police reports, monitoring projects, polls, and surveys.

3 Challenge students to define the term *statistics*. Guide them toward a definition that includes: gathering large amounts of numerical data for analysis to see if trends or patterns emerge.

4 Direct them to think about their town or neighborhood. What kinds of questions related to distracted walking and driving would they like to find answers to? How could they go about collecting that information?

5 Brainstorm a list of questions they could ask on the board. Example: What percentage of students are walking distractedly after school? What do people in their neighborhood or town believe is

the riskiest distracted-driving behavior, and how do those beliefs compare with reality? How do people's distracted walking or driving habits change after they learn new info about the problem?

6 Have students brainstorm ways they might find answers to their questions (e.g., conduct in-person interviews by canvassing neighbors, interview family and community members to gather their opinions, design a local monitoring project, etc.).

7 Distribute the Dive Into Data activity sheet. Have students:

- select one or more questions for inquiry
- plan a methodology to find answers
- conference with you about their plan (to ensure there are no safety concerns)
- present their findings in a visual/graphical way

8 Post your students' completed graphs, charts, tables, and infographics around the room and invite peers to review and discuss.

Extension

Create connections with your current math unit by encouraging students to express findings as percentages, ratios, by distribution, or as bivariate categorical data.

Name _____

Dive Into Data

Follow the steps in this planner to design your investigation of distracted walking and driving in your town. Then create a graphic to show the results!

1. Find Focus. Brainstorm some questions you would like to know the answer to.

2. Pick a Question. Now, choose one question from your list that you want to research.

3. Map Your Method. How will you collect information? (Example: a survey or poll, a set of interview questions, observe and take notes, etc.) Describe how you plan to find an answer.

4. Design. Use the back of the page to plan out how you will collect your data, including the specific question(s) you will ask or the behavior(s) you will tally.

5. Discuss. Meet with your teacher about your plan. Record their advice and make suggested changes.

6. Do the Research. Implement your plan and collect the data.

7. Analyze. Synthesize and organize your data.

8. Share. Create a graph, chart, table, or infographic to present your findings in a visual way.

Writing to Persuade and Inform

**Enter the
HEADS UP,
STAY SAFE!
CONTEST**

Details in
step 8 below.

Empower students to be safety advocates! They'll create a mini-magazine on the dangers of distracted walking and driving.



Objective

Students will advocate for the safety of their community by crafting persuasive written and visual arguments supported by evidence and statistics.

Standards

CCSS ELA, Grs. 6–8

RH.7 Integrate visual information (e.g., in charts, graphs, photographs) in texts.

W.1 Write arguments to support claims with relevant evidence.

C3 Social Studies, Grs. 6–8

D4.1 Construct arguments using evidence from multiple sources.

D4.3 Adapt arguments to reach outside audiences in print/digital.

D4.6 Analyze a problem at local, regional, and global levels (causes, challenges, and opportunities).

Time

60–120 minutes over several class periods

Materials

- Convince Readers With Stats activity sheet
- Heads Up, Stay Safe! Contest info sheet, rubric, and Google Slides template at [scholastic.com/arrive-alive/contest](https://www.scholastic.com/arrive-alive/contest)
- Magazines (for reference)
- Sticky notes

1 Distribute the Convince Readers With Stats sheet and have students take turns reading the stats aloud. Ask students what they notice. Guide them to infer that walking in the crosswalk is much safer than in the street.

2 Ask students to consider which facts and stats about distracted walking and/or driving have resonated with them. Which make them feel compelled to advocate—speak up for the cause—making others want to change their behavior or join the cause themselves? What other information (e.g., personal stories, photos, inspirational messages, etc.) could be added to the stats to make the case more compelling?

3 Have students complete the advocacy questions in Part B of the activity sheet, then have volunteers share.

4 Introduce the Heads Up, Stay Safe! magazine project. Tell students that they'll work in groups to plan and create a mini-magazine that educates its readers about distracted walking/driving and persuades them to avoid risky behavior.

5 Give reference magazines and sticky notes to groups of students. Ask groups to browse the magazines, looking for ads, text, images, and designs that draw their attention. Students should jot down why the item is of interest on the sticky note and

flag the page. Have groups share what they have flagged and why.

6 Distribute the Heads Up, Stay Safe! Contest info sheet, plus the rubric and Google Slides magazine template (or download as PDF). Students may create magazines individually or in groups.

7 Allow time for students to work and conduct additional research as necessary. Wrap up with peer review in which students flag instances of effective messaging, images, text, and design and offer constructive comments using sentence starters like "I think this part could be more effective if _____" or "This part wasn't clear; could you say it another way?"

8 Time to ENTER THE CONTEST! Submit your students' magazines by December 10, 2020. One Grand Prize-winning team will have their magazine printed in Georgia DOT's quarterly magazine. Three additional teams will win a virtual field trip. For more contest details, visit [scholastic.com/arrive-alive/contest](https://www.scholastic.com/arrive-alive/contest).

More Lessons Online!

Strengthen your students' contest entries with a lesson on **analyzing strategies from real news articles**, a **reading passage**, plus **exit tickets** at [scholastic.com/arrive-alive](https://www.scholastic.com/arrive-alive).

Name _____

Convince Readers With Stats

Read the real-life Georgia stats below. Then brainstorm the best ways to advocate against distracted walking and driving.

PART A Review the Stats



12

number of fatalities
that occurred while
walking within a
crosswalk in 2019



247

number of fatalities
that occurred while
walking in 2019



102

number of serious
injuries in 2018 due to
distracted driving



209

sum of distracted
driving fatalities from
2013 to 2018



5,019

number of injuries
in 2018 as a result
of distracted
driving



518

number of pedestrian
injuries that happened
while walking in a
crosswalk in 2019

PART B Create a Strong Argument

Write your responses on the back of this sheet.

1. Which distracted walking and driving statistics have the greatest impact on you? Why are they meaningful to you personally?
2. What are the most important things drivers need to know about driving while distracted?
3. What are the most important things people on foot need to know about walking while distracted?
4. What kinds of words, images, and facts do you think would be most helpful to communicate your message to:

Young children

Your peers

Teenagers and young drivers

Adults

News Articles as Mentor Texts



Help students take their persuasive writing to the next level using techniques from news articles.

Objective

Students will analyze the strategies an author uses in a persuasive article.

Standards

CCCS ELA, Grs. 6–8

RI.5 Analyze structure of a text and idea development

RI.6 Determine author's point of view or purpose

C3 Social Studies, Grs. 6–8

D4.5 Critique the structure of explanations

D4.7 Assess their individual and collective capacities to take action to address regional problems, taking into account a range of strategies

Time

45 minutes

Materials

- Selection of news articles or opinion pieces about distracted driving or walking
Example: "Driven to Distraction" from *Upfront*, bit.ly/3iDzV7q
- Analyze an Article activity sheet
- Heads Up, Stay Safe! classroom poster
- Attention, Please! activity sheet
- For contest: magazine layout template in Google Slides: bit.ly/TK2TK2TK2

Part A

1 Have students brainstorm ways that media—online news sites, magazines, newspapers, TV news shows, or videos—can grab their attention.

2 Explain that students are going to investigate an article to learn ways that authors not only get their readers' attention and make them want to read more, but also communicate their ideas.

3 Provide students with a selection of news articles or opinion pieces about distracted driving or walking.

4 Have students choose one article to read individually or with a partner, then use the Analyze an Article activity sheet to investigate the author's choices.

5 Invite students to discuss the strategies that the author of their article used to organize information and/or to engage the reader.

Part B

6 Explain that students can use persuasive strategies in their advocacy magazine contest entry about distracted driving, where their purpose is to convince readers to make safe choices.

7 Create an anchor chart as a class of persuasive writing tactics that students are familiar with (emotional appeal, personal connection, citing trusted experts, stories about real people affected by the issue, using statistics, making comparisons, etc.).

8 Have students review the facts on the Heads Up, Stay Safe! classroom

poster and Attention, Please! activity sheet. Model how to use a persuasive tactic with one of the listed facts. (For example: 12 pedestrians died while walking in a crosswalk in Georgia in 2019. I could use an emotional appeal by asking my readers to think about how a victim's family would feel.)

9 Ask students to talk with a partner (or if remote, write a few sentences of reflection) about another specific way to use a persuasive tactic with a fact from the poster or activity sheet. Invite students to share their suggestions with the class.

10 Time to ENTER THE CONTEST! Share the magazine layout template available in Google Slides (or for students who don't have access to devices, print the template out for them). Students can complete a peer review of each other's contest entries. Submit entries by following the instructions at scholastic.com/arrive-alive/contest.



Name _____

Analyze an Article

As you prepare to write your own advocacy magazine, you can learn strategies and tips from other news writers. After reading an article about distracted driving or walking, answer the following questions on the back of this sheet.



Examine

1. Identify the headline. How does it **catch the reader's attention**?
2. What is the **central idea of the article**? How do you know?
3. Choose one paragraph from the article and underline the **topic sentence**. How does the paragraph you chose connect to the central idea of the article?
4. Choose one **graphic or chart** from the article and describe it.
 - How does the graphic or chart **help the reader better understand** the central idea?
 - If there are no graphics, suggest one that the author could include.

Strategize

5. Which of the following **strategies** did the author use in the article?
Circle all that apply.

call to action

personal story/stories

definitions of terms

photograph or visual

headings

surprising fact

quote from an expert

- Choose one of the examples above. How does this strategy **help engage the reader**?

Evaluate

6. Overall, did the article make you **care about the topic** or the writer's point of view? Why or why not?

HEADS UP, STAY SAFE!

CONTEST

Help your town reduce distracted walking and driving with an advocacy magazine. Work on your own or as a team to design a four-page magazine that includes:

1. A cover sheet with the following details: your teacher's name and email, school name, school address, city, state, ZIP code, school phone, grade, and all team member names.
2. A brief, informative article introducing the topic of distracted walking and/or driving.
3. Images, facts, and statistics that highlight the dangers of distracted walking and/or driving.
4. Charts, graphs, or other data visualizations that depict distracted walking and/or driving data in Georgia.
5. Useful prevention tips on distracted walking and/or driving that members of your community can follow.



PRIZES

One grand prize—winning team will have their magazine printed in Georgia DOT's quarterly *MILEPOST* magazine. Three additional teams will win a virtual field trip.

DEADLINE

Digital entries:
Upload by December 10, 2020.



HOW TO ENTER

Have your teacher submit your magazine with the contest cover sheet by:

- **Uploading** a PDF to [scholastic.com/arrive-alive/contest](https://www.scholastic.com/arrive-alive/contest).
- **Include your cover sheet** with your entry. Otherwise, we won't be able to get in touch with you if you win!
- For a starting point, ask your teacher for the optional **magazine template**, available online in Google Slides.