

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
