

# Teen Driving Integrated Health Curriculum

## Facilitator Guide:

### Become A Responsible Driver

#### Module Overview

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<b>Learning objectives</b>	<ol style="list-style-type: none"><li>1. Students will examine how “family norms” and laws related to health influence well-being and safety.</li><li>2. Students will analyze how individual responsibility for enhancing health and consistent respect for rules and laws influence health and safety.</li><li>3. Students will demonstrate an understanding of the fact that car crashes are not “accidents.”</li><li>4. Students will analyze the role of individual responsibility in promoting health.</li><li>5. Students will analyze the short-term and long-term consequences of both safe and risky/harmful behaviors.</li><li>6. Students will investigate how their family rules and school policies promote and protect their health by examining family carpooling restrictions and school policies related to student parking privileges and open campus privileges.</li></ol>
<b>Audience</b>	Students in grades 9 - 12
<b>Delivery settings</b>	Student instruction can be conducted in a variety of classroom settings, including: <ul style="list-style-type: none"><li>• traditional</li><li>• afterschool/ night school</li></ul>
<b>Time required</b>	Five (5) 45-minute class periods are required to complete the Become A Responsible Driver Module
<b>2006 NHES: Goal 1</b>	This material addresses Goal 1 of the 2006 National Health Education Standards (NHES): Health Promotion and Self-Responsibility.

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## Module Overview, Continued

### Background

- Health promotion definition (see vocabulary sheet)
  - Health promotion is primarily concerned with the prevention of disease. It is also concerned with maximizing the well-being of all.
  - Health promotion is a communal response to conditions, circumstances, or behaviors that are associated with illness, disease, and injury.
  - Because health promotion requires a community response, it is also about citizenship. Citizenship definition (see vocabulary sheet)
  - Promoting and preventing injury, illness, and disease is a shared responsibility that is framed by mutual respect for individuals, family norms, laws, and shared spaces such as public roadways.
  - Family norm definition (see vocabulary sheet)
  - **The health-related skill that is interwoven into this lesson is self-responsibility. In this module, self-responsibility is defined as:**
    - being responsible and accountable to self and others
    - recognizing that communal success requires balancing the right to use public roadways with the responsibility to make the roads safer for everyone
    - recognizing driving as a privilege that requires state licensing due to the level of individual responsibility and control involved
    - managing the vehicle and/or managing one's attitude and actions while traveling in a vehicle
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### Before you begin

To prepare for this lesson, please review these lesson plans, Reference Guide Chapters 1, 3, 5 and related content on [www.teendriversource.org](http://www.teendriversource.org)

### Article - Assigned Reading

Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer, *The Common Good*

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### Materials needed



- PPT slides 'Health Promotion & Self-Responsibility'
- HO1 – Quiz
  - HO2 –Common Good Educator Prompt
  - HO3 - KWL Handout
  - HO4 Reading – *The Common Good*
  - HO5 Vocabulary Sheet – Educator Prompt
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## Module Overview, Continued

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**Materials  
needed**  
*(continued)*



PPT slides 'Norms are Different from Rules'

- HO6 – KWL Educator Prompt
- HO7- Norms and Laws
- HO8 – Agree On House Rules
- HO9 Class Reading: Teamwork

PPT slides 'GDL Saves Lives'



- HO10 –Rules and Laws
- HO11 – Self-responsibility and Word Choice



PPT slides 'Crashes Are Preventable'

# Teen Driving Integrated Health Curriculum Instructor Guide: Communicate to Avoid Risky Situations

## Module Overview

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<b>Learning objectives</b>	<ol style="list-style-type: none"><li>7. Students will be introduced to information about passenger distractions while promoting their use of interpersonal communication skills.</li><li>8. Students will use assertive statements to express themselves.</li><li>9. Students will demonstrate refusal skills in various role-plays.</li><li>10. Students will practice asking for help.</li></ol> <hr/>
<b>Audience</b>	Students in grades 9 - 12 <hr/>
<b>Delivery settings</b>	Student instruction can be conducted in a variety of classroom settings: <ul style="list-style-type: none"><li>• traditional</li><li>• afterschool/ night school</li></ul> <hr/>
<b>Time required</b>	Two (2) 45-minute class periods are required to complete the <i>Communicate to Avoid Risky Situations</i> module. <hr/>
<b>2006 NHES Goal 4</b>	This material addresses Goal 4 of the 2006 National Health Education Standards (NHES): Interpersonal Communication. <hr/>
<b>Background</b>	<ul style="list-style-type: none"><li>• Driving distractions, including friends as passengers, is one reason new drivers crash.</li><li>• Distractions are anything that would take the driver's eyes off the road, hands off the wheel, or mind away from the driving task.</li><li>• Only 10 percent of teens correctly view passengers as potentially hazardous.</li><li>• Many more identify certain passenger behaviors that increase crash risk, such as acting wild and encouraging the driver to speed.</li></ul> <hr/>

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## Module Overview, Continued

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### Background continued




- Smart drivers recognize and understand distractions and know that managing passenger behavior includes winning respect early.
    - The 'Good Passenger poster' is a tool that encourages drivers to take control and passengers to show respect.
    - Educators may want to download and place it on their classroom bulletin board while teaching this module because it visually highlights the communication strategies covered.
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### Before you begin

To prepare for this lesson, please review these lesson plans, the Reference Guide Chapter 3, and related content on [www.teendriversource.org](http://www.teendriversource.org).

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### Materials needed

- HO1 – Quiz
-  PPT slides "Assertive Communication" Lesson 1
-  PPT slides "Passenger Distractions" Lesson 1
-  PPT slides "In-Car Communication" Lesson 2
- HO2 – Good Passenger poster
- HO3 – Role-Playing Observation Form
- HO4 – Role-Playing Educator Prompt
- HO5 – Role-Playing Scenarios

# Teen Driving Integrated Health Curriculum

## Facilitator Guide:

### Decision-Making and Driving

#### Module Overview

<b>Learning objectives</b>	<ol style="list-style-type: none"><li>11. Students will apply a comprehensive decision-making process to various scenarios.</li><li>12. Students will review potential barriers that could impact driving safety, such as number of passengers, route selection/route familiarity, distance, time of day, game fatigue, and weather.</li><li>13. Students will develop and apply a decision-making process for dealing with an emergency situation, such as a flat tire, and justify when a peer-to-peer or teen-to-parent collaboration is appropriate.</li><li>14. Students will evaluate positive consequences for collaborative decision making.</li><li>15. Students will analyze short-term and long-term outcomes of comprehensive trip planning on themselves and others.</li></ol> <hr/>
<b>Audience</b>	Students in Grades 9 - 12 <hr/>
<b>Delivery settings</b>	Student instruction can be conducted in a variety of classroom settings: <ul style="list-style-type: none"><li>• traditional</li><li>• afterschool/ night school</li></ul> <hr/>
<b>Time required</b>	Two (2) 45-minute class periods are required to complete the Decision-Making and Driving module. <hr/>
<b>2006 NHES Goal 4</b>	This material addresses Goal 4 of the 2006 National Health Education Standards (NHES): Interpersonal Communication. <hr/>
<b>Background</b>	<ul style="list-style-type: none"><li>• Good decision-making skills can help teens deal with potentially dangerous situations.</li><li>• A decision is the act of choosing among competing options.</li><li>• Students need to know how to make good choices, especially when they find themselves in a risky situation.</li><li>• Students can learn how to use a decision-making process that reflects safety values.</li></ul> <hr/>

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## Module Overview, Continued



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### Before you begin

To prepare for this lesson, please review these lesson plans, read Reference Guide chapters 1 and 5, as well as related content on [www.teendriversource.org](http://www.teendriversource.org)

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### Materials needed

- HO1 – Quiz
-  PPT slides “S.I.P.D.E.R. A Decision-making Model” Lesson 1
-  PPT slides “S.I.P.D.E.R. Decision-making Model” Lesson 2
- HO2 – Personal Values Handout
- HO3 – S.I.P.D.E.R. Decision-making
- HO4 –Six-Step Decision-making Scenarios
- HO5 –Six-Step Scenarios Educator Prompt

# Teen Driving Integrated Health Curriculum

## Facilitator Guide:

### Set Goals for Driving

#### Module Overview

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**Learning objectives**

1. Students will examine the rationale for goal setting.
  2. Students will examine the concept of “milestone goals.”
  3. Students will examine the relationship between demonstrating responsibility and goal setting.
  4. Students will practice setting milestone goals related to teen driving.
  5. Students will demonstrate an understanding of how to apply goal setting skills in planning to drive.
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**Audience**

Students in Grades 9 - 12

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**Delivery settings**

Student instruction can be conducted in a variety of classroom settings:

- traditional
- afterschool/ night school

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**Time required**

Three (3) 45-minute class periods are required to complete the Goal Setting Module

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**2006 NHES Goal 6**

Students will demonstrate the ability to use goal-setting skills to enhance health.

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**Background**

- Goal setting is a lifelong skill that allows teens to increase safety by transferring driving knowledge into safe teen driving practices.
  - Goal setting is more than formulating a plan to attain a personal goal. It’s also a self assessment to determine strengths, needs, abilities, priorities, and responsibilities.
  - For many teens, a milestone goal is to obtain a driver’s license. Self-assessment should also include identifying why they want their license, identifying the relationship between their motivations and driving behaviors, and setting personal passenger and driving- related goals they can track toward safety-related outcomes.
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## Module Overview, Continued

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### Before you begin

To prepare for this lesson, please review these lesson plans, read Reference Guide chapters 1, 2, and 4 as well as related content on [www.teendriversource.org](http://www.teendriversource.org)

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### Materials needed

- HO1 – Quiz



Set Goals for Driving, Lesson 1

- HO2 Driving As A Milestone Goal Educator Prompt, Lesson 1
- HO3 Self- assessment
- HO4 Describing Experience
- HO5 “Developing Driving Experience” Fact Sheet



Set Goals for Driving, Lesson 2

- HO6 Driving Competence Educator Prompt, Lesson 2
- HO7 Develop Driving Competence
- HO8 Exploring Responsibilities



Set Goals for Driving, Lesson 3

- HO9 Driving With A Purpose Educator Prompt, Lesson 3
  - HO10 Teens On the Road
  - HO11 Plus, Minus, Interesting Charting
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