**Be a Driving Influence – Lesson Plan**

[**https://www.scholastic.com/teachers/sponsored-content/drive2life/2017-2018/be-a-driving-influence/**](https://www.scholastic.com/teachers/sponsored-content/drive2life/2017-2018/be-a-driving-influence/)

This lesson empowers students analyze distracted-driving scenarios and identify ways to use positive social influence to become advocates for safe driving.

**Grades 6th – 12th**

**Preinstructional Planning**

OBJECTIVES

**Students will:**

* Identify distracted-driving situations and the role peer pressure may play in these situations.
* Develop and practice skills to help them act as role models and use positive social influence to advocate safe driving behavior.
* Participate in collaborative discussions in small and large groups about distracted driving.

**MATERIALS**

* Be a Driving Influence Activity Sheet
* Props for distractions (cell phones, food, radio, etc.)

**LESSON DIRECTIONS**

**1.**Introduction (10–15 minutes)—Use this lesson with your students to introduce the concept of positive social influence.To start, discuss peer pressure with your students. Ask students:

● Have you ever felt pressured by friends to drive unsafely?

● As passengers, has a driver ever made you feel unsafe because he or she was distracted and not focused on the road?

● What did you do?

● Did you say anything to the passenger or driver to let him or her know you were uncomfortable?

**2.**Have students share their stories. Acknowledge that it is not always easy to say no to friends who are pressuring you. It's also not easy to say something to friends when you don't agree with what they're doing.

Next explain that peer pressure does not have to be negative—sometimes it can be positive, like when friends encourage you to do something safe or productive, such as join a sports team because they think you're good, or join a study group to prepare for a test.

Explain to students that in this activity, they are going to learn tips for using positive peer pressure or social influence to promote safe driving and help prevent distracted driving.

**3.**Small Group (15–20 minutes)—Distribute theBe a Driving Influence activity sheet to students and review the introduction and tips together. Then have students work in small groups to analyze and discuss the scenarios. Remind students that they can use the tips provided or their own ideas to promote safe driving. If your students do not yet drive, have them imagine the driver's perspective in the relevant situations. The key is for them to be positive and supportive to get their message across. When students are done, reconvene and have groups share their responses.

Group responses will vary but should include positive messaging to help prevent distracted driving, such as stopping safely in a parking lot to call for directions or look for something; telling friends you need to concentrate when driving; asking someone for a ride if you're too tired to drive; offering to answer calls for the driver; suggesting the driver and passengers leave their phones in the trunk; offering to sit in the backseat to read to a younger sibling, etc.

**4.**Small Group (15–20 minutes)—In this part of the lesson, have students use the tips provided and their own ideas to brainstorm ways they can use positive social influence to advocate safe driving behavior and help prevent their families and friends from engaging in distracted driving. Have students work in groups to act out their ideas.

If students need examples of distracted-driving issues, provide them with the following list:

● Texting

● Dialing/talking on a cell phone

● Emailing

● Talking to passengers

● Eating and drinking

● Reading

● Writing

● Grooming

● Using a navigation system

● Adjusting music

● Adjusting the controls

● Fatigue

● Feeling emotional

**5.**Conclusion (5 minutes)—Ask one student from each group to share with the class their tips for using social influence to promote safe driving.