

LESSON PLAN – RELATIVE RISK – HEALTH

Stage 1 – Desired Results

Content Standards:

- Health Education Content Standards for California Public Schools – High School (Grades 9-12)
 - 1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.

Understandings:

Students will understand that:

- Driving a motor vehicle or being a passenger, or preparing to drive a motor vehicle or be a passenger, requires ongoing risk assessment to allow for responsible decision making

Essential Questions:

- How do we conceptualize risk, as a driver or as a passenger?
- What are our responsibilities as drivers and passengers to reduce the risk of harm to ourselves or others?

Student outcomes/objectives:

Students will be able to:

- Interpret relative risk, in a general way, for key unsafe driver and passenger behaviors
- Reflect on safer and unsafe driver and passenger behaviors from personal experience

Stage 2 – Assessment Evidence

Performance Tasks:

- Analysis of three or more unsafe driver and passenger behaviors that increase relative risk of a crash, using compare/contrast language and referencing alternative safer behaviors

Other Evidence:

- *Pre-assessment:* Initial knowledge of unsafe and safer driver and passenger behavior
- *Post-assessment:* Reflective writing portion

Stage 3 – Learning Plan

Learning Activities:

- Discuss as a group and create a list or word map of students' current understandings of unsafe and safer driver and passenger behaviors
- Individually or in small groups and using the online or paper Relative Risk Wheel (“Wheel of Death”), explore the relative risks of having passengers and engaging in key unsafe behaviors
- As a large group, run through specific Wheel of Death scenarios, either by asking students to volunteer scenarios they created or by taking suggestions
- Discuss what percentages over 100% mean:
 - Consider using visual supports or non-driving examples -
 - Every time you push a button, you run the risk of losing \$20. You have to push the button a specified number of times, either 100 or 439. Would you rather push the button 100 times or 439 times?
- Connect percentages over 100% to relative risk by seeking examples from the group of other

relative risks

- Consider using non-driving and non-numerical examples -
 - A person who boulders has a higher risk of a rock climbing injury than their spotter who remains on the ground; the relative risk is higher for the boulderer
- Prompt writing that references specific Wheel of Death scenarios and personal reflection on experiences with safer and unsafe driver and passenger behaviors

Writing Rubric

Four

- At least three scenarios from the Wheel of Death are referenced
- Writing is clear and descriptive, written in the first person
- Writing is organized, with a clear introduction, logical flow, and strong conclusion
- Spelling, grammar, and punctuation are correct
- Vocabulary and sentence structure are varied

Three

- Two scenarios from the Wheel of Death are referenced
- Writing is descriptive and written in the first person, but could have more details
- Writing is organized, with an introduction and a conclusion, with some additional attention needed to having statements flow in a logical order
- Spelling, grammar, and punctuation are mostly correct
- Vocabulary and/or sentence structure are varied

Two

- One scenario from the Wheel of Death is referenced
- Writing is either inadequately descriptive or not written in the first person
- Writing is somewhat organized, may be missing an introduction or conclusion
- Spelling, grammar, and punctuation have some errors
- Vocabulary and sentence structure are somewhat varied

One

- Wheel of Death scenarios are not referenced
- Writing is inadequately descriptive and not written in the first person
- Writing is disorganized, may be missing an introduction or conclusion
- Spelling, grammar, and punctuation have many errors that affect the reader's ability to understand
- Vocabulary and sentence structure are simple

Distance Learning Modifications

- Facilitate group discussion using the distance learning platform in use
 - Consider using breakout rooms or otherwise breaking into smaller groups, if supportive of group participation
 - Consider using the text chat function to collect word map suggestions and share outs

- **Distribute link to the virtual Wheel of Death:**
 - If easier, group facilitator can share screen with the Wheel of Death and get input to create various scenarios
- Utilize whiteboard/drawing function, if available, to organize group discussion and make notes on various Wheel of Death scenarios
- Collect writing via preferred platform