

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

Nearly 8 out of 10  
crashes happen  
within **3 seconds** of  
a driver becoming  
distracted



A driver can travel  
the length of a  
**football field** in  
just 3 seconds.

**Objective:** Assess the use of technology and its effect on quality of life.

**Quickwrite:** Read the statistics printed in the octagons above and consider the following: research has found that dialing a phone number while operating a vehicle increases teen's risk of crashing by 6 times, however texting and driving increases teen's risk of crashing by 23 times. What comes to mind when you read these statistics? Describe your initial thoughts.

**Analysis:** How does today's activity relate to the statistics mentioned in the quickwrite? What is distracted driving?

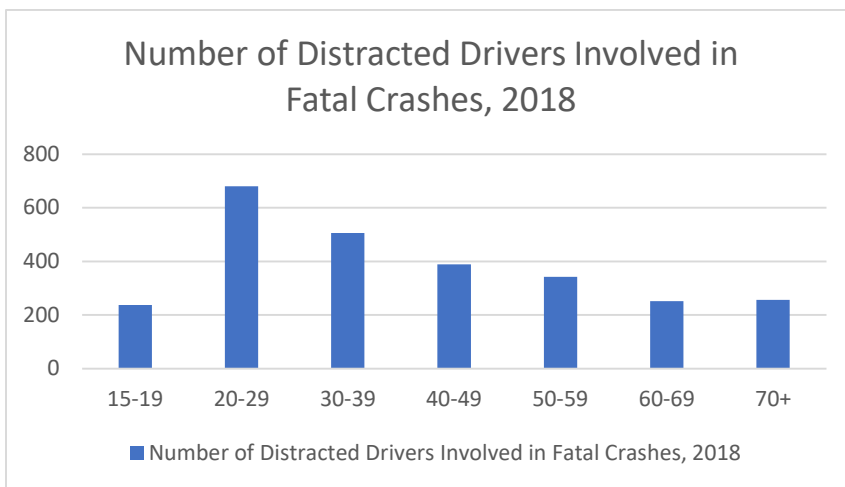
**Video Analysis:**

<https://www.youtube.com/watch?v=pdDKHiO0Xzo>

1. Describe your reaction after seeing the destruction caused to the vehicle the grandmother and her grandchildren were riding in.

2. Do you think it should be illegal in Oklahoma to text and drive? Why or why now?

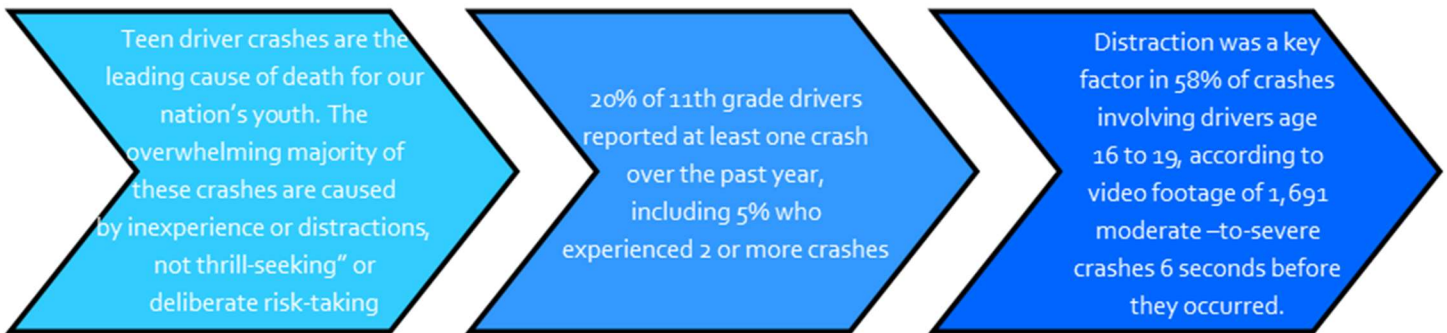
3. Oklahoma: Distracted Drivers in Fatal Crashes in 2018



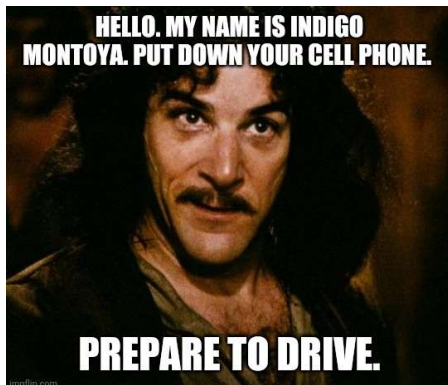
Analyze the chart above. Identify any trends.

4. What do the numbers in the chart above indicate to you about distracted driving?

5. Select a fact below and describe why it is meaningful to you:

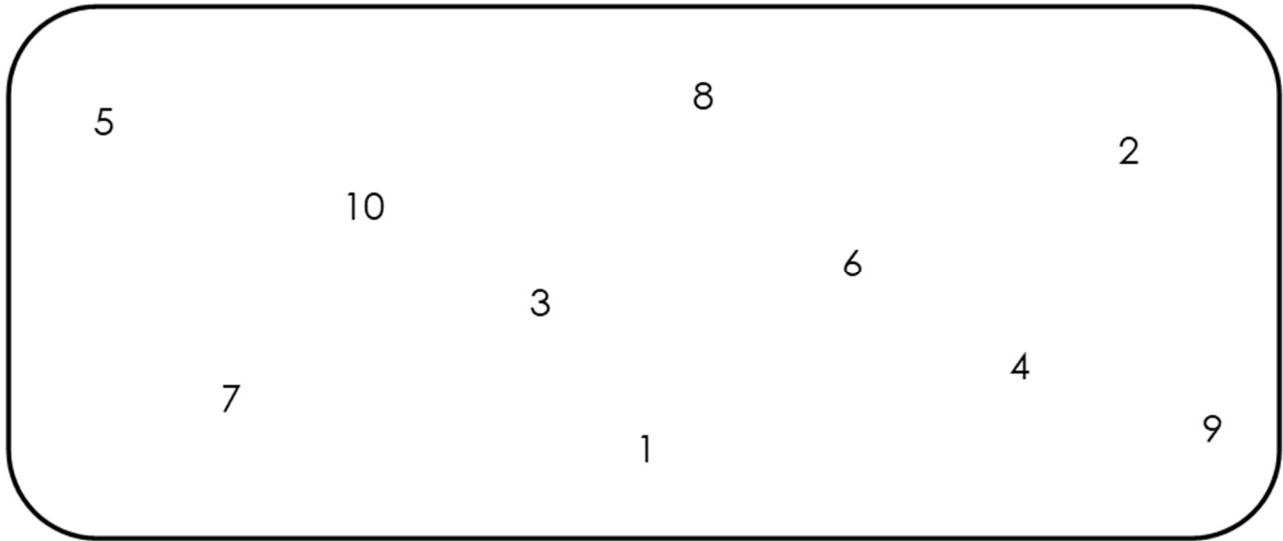


6. Draw a meme that discourages or educates about distracted driving.  
Example:



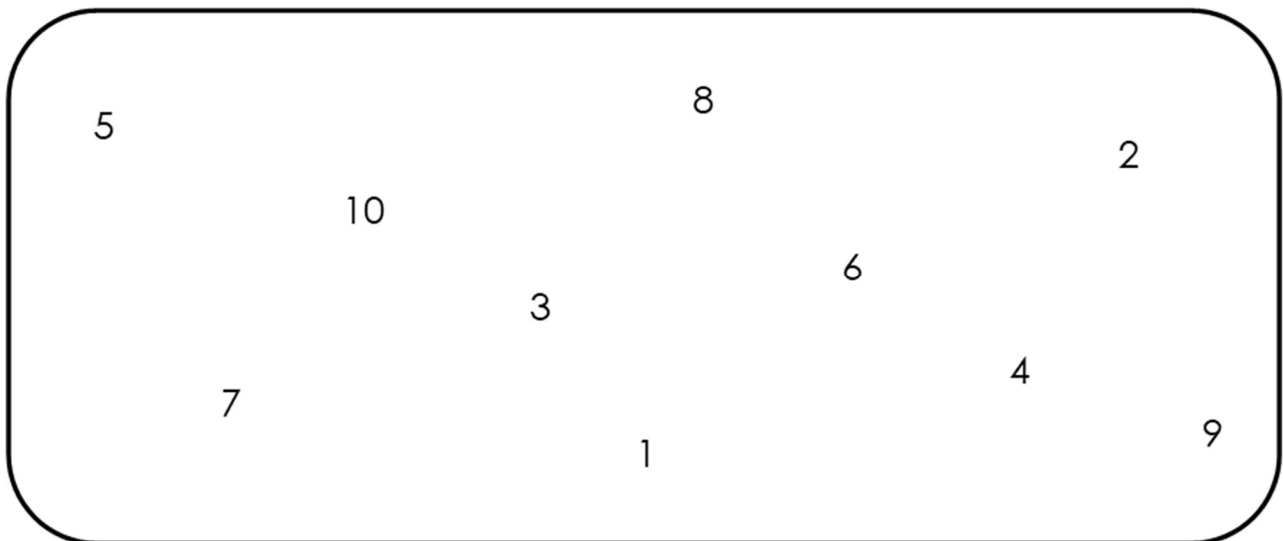
## Touch Track

Have a partner time how long it takes to touch all numbers in correct sequence using your index finger.



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## Touch Track Math Problems

(to read for the touch track activity)

\*One partner will read aloud the math problems while the other partner says the answers out loud and types the answers on the touch track. Time how long it takes to answer and type all of the answers.

$2 + 2 = \underline{\hspace{2cm}}$

$4 + 2 = \underline{\hspace{2cm}}$

$6 + 2 = \underline{\hspace{2cm}}$

$8 + 4 = \underline{\hspace{2cm}}$

$10 + 3 = \underline{\hspace{2cm}}$

$6 - 2 = \underline{\hspace{2cm}}$

$8 + 6 = \underline{\hspace{2cm}}$

$10 \times 3 = \underline{\hspace{2cm}}$

$12 \times 3 = \underline{\hspace{2cm}}$

$5 \times 5 = \underline{\hspace{2cm}}$

$5 \times 6 = \underline{\hspace{2cm}}$

$4 + 3 = \underline{\hspace{2cm}}$

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## **TOUCH TRACK ACTIVITIES**

### **Preparation for the Activity:**

- Print copies for the Touch Track Handout (enough copies for half of the class)
- Print copies of the Touch Track Math Problems (enough for half of the class)

### **Materials Needed:**

- Copies of the handouts mentioned above
- Pen/Pencil
- Paper
- Stopwatches or personal devices with stopwatches

### **During the Session:**

1. Have the students pair up with one another and pass out the stopwatches and Touch Track Handouts
2. Have one group member touch each number in sequence while the other one times how long it takes. Record how long it takes to complete the sequence. Have students swap roles.
3. Ask each group to time how long it takes to touch each number in sequence.
4. Now pass out a copy of the Touch Track Math Problems to each pair.
5. Have one student read math problems. The other student uses mental math to solve the problems while pointing to the answers on the Touch Track Handout. Record how long it takes to complete the sequence. Have students swap roles.
6. Have students return to their original seats for a Ticket out the Door.
7. Ticket out the Door: One Minute Paper
  - a. Read the following statistics to the class: Nearly 8 out of 10 crashes happen within 3 seconds of a driver becoming distracted. Within 3 seconds at the speed of 55 miles per hour the vehicle can cover the length of a football field.
  - b. Give the students one minute to write as much as they can about how this statistic relates to activity today. If time allows, have some of them share their minute papers before turning them in.

### **Distracted Driving Memo**

1. Attach a golf tee to the top of a frisbee or round disc or old steering wheel and balance the gold ball.
2. Seat a student on a chair and give the student the "steering wheel disc"
3. Have 3 or 4 students distract the student that is holding the "steering wheel disc"
4. Time how long it takes for the ball to drop from the golf tee.
5. Have the students discuss how they were feeling as they were being distracted.