

Survival Defensive Driving

NATIONAL HEALTH EDUCATION STANDARDS (NHES) 9-12

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.

OBJECTIVES:

Students will be able to:

- Define defensive driving¹ and its importance including:
 - Slowing down, especially during poor weather condition, or at night
 - Maintaining a safe distance from cars ahead
 - Concentrating on driving at all times
 - Never driving if impaired by a lack of sleep
 - Never driving if impaired by drugs or alcohol
 - Checking mirrors frequently to be aware of other drivers
 - Preparing to react on other driver errors
 - Keeping an eye out for pedestrians and animals along the roadside
 - Eyes up, visual ahead, which allows you to see and best prepare for what is just seconds in front of you
- Identify risky attitudes and behavior that cause problems on the road
- Discuss ways to improve driving safety
- Determine ways to evaluate situations before they fully develop

¹Teens Health. The Keys to Defensive Driving. Jacksonville, FL: Nemours Center for Children's Health Media. Updated July 2016. <https://kidshealth.org/en/teens/driving-safety.html>

ACTIVITY 1:

Review the National Safety Council's methods for avoiding collisions and make a list of the suggested methods. The list should include the following:

- Recognizing a hazard²
- Knowing how to remain calm and objective about other drivers' behaviors³
- Acting correctly before a situation is out of control⁴

As a class, brainstorm examples of ways you can achieve each of the above behaviors. Create a master list that contains examples of each method. Now, as a class, create a Digital Poster, using the list. Share your Digital Poster on your school's website.

Sources students may use to create their posters:

- [Lino](#) is a collaborative bulletin board where students can post pictures, graphs, and comments.
- [Padlet](#) is a similar site for collaborative work.

ACTIVITY 2:

Divide into small groups and list as many common driving errors⁵ as you can. Once each group has made its list, one person from each group will share the group's list. Compile the lists from each group, omitting duplicates, and post the master list for all students to see.

Select three common driving errors from this list that you have committed in the past. Now that you have learned about the dangers of driving errors, conduct an experiment to see if this knowledge will impact your driving. Create a chart (see below for an example) that contains three common driving errors. At the end of each day, place a check in the appropriate box if you committed the driving error. At the end of the week, analyze the data and draw conclusions about all of the driving errors. Each of you should ask yourselves if your driving improved as a result of studying the common errors. Share your results with the class.

Common Error	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

²Drive it Home. Lesson 28: Watching out for Road Hazards. Itasca, IL: The National Safety Council, 2018.
<https://www.nsc.org/driveithome/digital-driving-coach/digital-driving-coach-lessons/lesson-28>.

³Drive it Home. Lesson 36: How to Deal with Aggressive and Unsafe Drivers. Itasca, IL: The National Safety Council, 2018.
<https://www.nsc.org/driveithome/digital-driving-coach/digital-driving-coach-lessons/lesson-36>.

⁴Drive it Home. Lesson 33: How to Regain Control of Your Car. Itasca, IL: The National Safety Council, 2018.
<https://www.nsc.org/driveithome/digital-driving-coach/digital-driving-coach-lessons/lesson-33>.

⁵DMV.Org. Avoid These Teen Driving Mistakes. Encinitas, CA: DMV.Org.
<https://www.dmv.org/insurance/common-driving-mistakes-teens-make.php>.

ACTIVITY 3:

To culminate the unit on defensive driving, divide into groups and create a Digital Montage of what you have learned. Each group should use an available slide show program to create a class presentation.

Each presentation should include responses to the following questions:

- What is the definition of defensive driving and what are some examples?
- Is defensive driving only for new drivers? Why or why not?
- How can passengers help with defensive driving?
- What is the definition of defensive driving and what are some examples?
- How do you communicate your presence or intentions to other drivers?
- What is the two-second rule?

Sources students may use to create montages/slideshows:

- [Canva](#)
- [Easelly](#)
- [Emaze](#)
- [LiveBinders](#)
- [Vizia](#)
- [Pholody](#)
- [Animoto](#)
- [Befunky](#)
- [Photocollage](#)

Note to Educators: Ask a member of the local highway patrol or police force to come to your class to hear the presentations. Ask for the patrolman's feedback as each group completes its presentation. Ask their peers to answer some of these questions on the video to get a real-world response on why teens do what they do when driving.