

**ROWAN UNIVERSITY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE  
LESSON PLAN**

**Teacher:** Erica Stypinski and John Gragilla

**Unit/Lesson/Focus:** Driving while suffering from physical and emotional stress

**SECTION A. (Overview)**

**Background Information**

**Duration of class:** 40 Minutes

**Number of students:** 30 Students

**Grade level:** 9/10

**Entry Level Assessment of Learner**

**Age:** 15-18

**Previous experience:** No previous experience

**Rationale (importance of unit):** The importance of this lesson is that students learn the basic concept of driving. The students need to have an understanding that driving is a privilege and can be taken away from them at any time. Safety is important when getting behind the wheel. Driving after a fight with a friend or after a night you have worked late has the potential to affect your driving.

**Resources**

**References:**

1. Text Book: Johnson, Crabb, Opfer, Thiel. Drive Right Tenth Edition, Person 2007.

**Other Resources, Equipment and Materials:**

- White board/ Smart board
- Paper
- Pencils
- Cardboard box
- Color index cards
- Flash light
- Quiz

**Anticipated difficulties and how they will be addressed**

The potential difficulty with the activity is the topic and the effects that it will have on driving. The students may not see the physical and emotional effects that it may have on their driving habits. The students will learn the importance of not driving while under physical and emotional stresses.

## **SECTION B. (Standards, Objectives:)**

### **NJCCC Standards Addressed:**

- 2.1. F.2.12 Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
- 2.2 E.2.12 Evaluate personal participation as both a leader and follower.
- 2.2 E.4.12 Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
- 2.5. E.1.12 Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries

### **Objectives**

#### **Psychomotor**

1. Students will demonstrate how to properly handle physical stress before getting behind the wheel.
2. Students will demonstrate how to properly handle their emotions before getting in the car to drive.

#### **Cognitive**

3. Students will explain what types of physical stresses effect driving
4. Students will explain how the handle emotional stressed with out getting in the car for a drive.

#### **Affective**

5. Students will coach their classmate during the activity and give positive feedback.  
(2.5.15.D.1)

SECTION C. (Learning Experiences)

Content:	Procedures (time, management, transitions)
<p><b>Opening Activity/ 5 minutes</b></p>          <p><b>Skill Focus: 20 Minutes</b></p>	<p>Have the students as a class make a list of physical and emotional stresses that they think affect someone's driving.</p>       <p><b>Emotional and Physical Stresses</b></p>  <p><b>Emotional Stress Activity</b> Have the students write down a description of a situation when they got angry and said something that they later regretted. Let the students know the papers will not be collected. After they have something written down, divide them into small groups of six. The students will discuss a solution they could have taken before getting angry. Then the students will talk about whether it is easier to stop themselves from getting angry or to control themselves after they became angry. To conclude the lesson talk to the students about how being angry will affect their driving because it takes the focus off the road.</p>       <p><b>Physical Stress Activity</b></p> <p>To teach the students about physical stresses, use a cardboard box with two holes for eyes on one side and on the other side one hole. You should be able to see through the box. Have a student look through the box and read the name that is on the index card which is held in front of the single hole. Then ask the student what they read. Next, stick a flash light in the hole and have the student look at it for three seconds. Then see if they can read another name on the index card. This will teach students about one of the many physical stresses the environment can have on them while driving. After the student looks at the light, their vision will become blurred. This activity will show the student what the sunlight or headlights can do to their vision.</p>

**Culminating**

**Closure- 5 minutes**

Split the class into two groups: the right and the left side of the room. Each student will be handed a pop quiz. Make sure to tell the students to read the directions carefully. One side of the room will have the quiz with 5 questions and they will only get one minute to complete it. The other side of the room has 5 questions and no set time to finish the quiz. Let the students know that the quiz must be complete in order to receive credit. After the quiz is complete, have the students switch papers and correct them. Then collect all the papers.

The Introductory activity for the next day:  
Compare the results of the students' two different tests. Have a lesson discussion on how many students felt stressed during the quiz. Talk to the students about how stress can affect their behavior and will also affect their driving habits. If the driver is under stress, they focus and think about what is in their head and not what is on the road. Stress is a distraction!

**SECTION D. (Lesson analysis/reflection)**

**Student Assessment**

**Cognitive assessment:**

At the end of the lesson the students will do a project on the different types of physical and emotional stress that affect drivers.