

#10683 DISTRACTED DRIVING

AIMS MULTIMEDIA, 2003
Grade Level: 10-13+
20 Minutes
7 Instructional Graphics Included



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#10446 DRIVER'S EDUCATION: PART 10--ROAD RAGE](#)

[#10688 FATAL DECISION](#)

[#10690 SAFE DRIVING FOR TEENS](#)

Distracted Driving

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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia



1-800-FOR-AIMS
1-800-367-2467

Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

Distracted Driving

THEMES

Distracted Driving discusses various aspects of **highway safety**, both for **drivers** and for **passengers**. It explains the **proper procedure** for various **driving situations**, such as phoning in an emergency, restraining young passengers, and planning vacation driving. The video also offers tips on **increasing driver awareness** and **minimizing the risks** posed by possible distractions.

OVERVIEW

Distracted Driving discusses the various distractions that can take a driver's attention away from the road. Viewers are given helpful advice on avoiding the distraction of electronic devices, such as cell phones and pagers, in addition to vehicle controls like radios and thermostats. Human distractions are also discussed, from infant passengers to aggressive drivers. In addition, viewers get tips on dealing with the distractions associated with drowsiness, vacations, and business travel. For each distracted driving scenario, realistic steps are given to lower the risk of an accident and increase driver awareness.

OBJECTIVES

- ▶ To learn more about the various ways that a driver can be distracted.
- ▶ To discuss positive actions that can lower a driver's risk of being distracted.
- ▶ To examine various scenarios that can be dangerous to drivers and passengers.
- ▶ To explain the serious nature of distracted driving and the toll it can take on drivers and passengers.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Driving is such a common activity, we usually don't think about the risks involved. Each year, more than 40,000 people are killed in motor vehicle crashes and over 3 million are injured. While most people are aware of the dangers associated with driving while intoxicated or speeding, many do not seriously consider the risks of driver distractions. Recent legislation banning the use of cell phones has focused more attention on the problem, but many other commonplace distractions also exist. In *Distracted Driving*, viewers are introduced to potentially dangerous situations and given information to minimize the risks and make our roads safer for everyone.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

distraction - anything which diverts a person's attention or focus

legislation - the making of laws by an official state or organization

restraint - a force or device which prevents or limits the movement of an individual

road rage - phenomenon which involves at least one aggressive driver placing the lives of others at risk in an attempt to retaliate against another driver's actions

FOCUS

Ask students to think about the responsibilities involved with driving. How often do we consciously consider these responsibilities? What can we do to strengthen our focus on safety and awareness while driving? Ask viewers to keep these questions in mind as they being the program.

DISCUSSION IDEAS

Ask viewers to think about situations that distract them on the road. Which distractions are the most serious? Can they relate any incidents in which a distraction caused an accident or near-accident? How could the incident have been avoided?

JUMP RIGHT IN

HOW TO USE THE *DISTRACTED DRIVING* AIMS TEACHING MODULE

Preparation

- ▶ Read *Distracted Driving Themes*, **Overview**, and **Objectives** to become familiar with program content and expectations.

Use **Preparation for Viewing**

- ▶ suggestions to introduce the topic to students.

Viewing *DISTRACTED DRIVING*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *Distracted Driving* together or in small groups.

Some students may benefit from

- ▶ viewing the video more than one time.

After Viewing *DISTRACTED DRIVING*

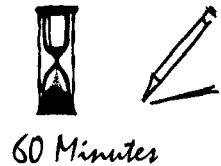
- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Writing

As drivers, we all face distractions. Our daily experiences can help us understand the risks and become safer drivers. Ask each student to choose a category below. Using what they learned in the video, as well as information from websites, magazines and newspapers, ask each student to write a one- to two-page summary of the chosen category as it relates to distracted driving. Students should discuss the specific risks involved, as well as positive ways to lower those risks. They should also include their own experiences and those of other drivers.

- cell phones
- electronic gadgets, such as laptop computers or GPS technology
- vehicle controls, such as AM/FM stereo buttons and temperature settings
- infant or child passengers
- aggressive drivers
- drowsiness
- vacation driving
- business travel



Meeting Individual Needs

Ask students to write a personal statement using each of the terms below. The statements should reflect their feelings about the video *Distracted Driving*, as well as the proper meanings of the words.

aggression (n.)
distractive (adj.)
attentive (adj.)
engrossed (adj.)
accountability (n.)



In the Newsroom

Many stories have recently been featured in magazines, newspapers and on websites concerning the rise in distracted driving accidents, especially those involving cell phones. Ask each student to locate an article related to distracted driving. What happened? Who was involved? What could have been done to prevent the problem? What can be learned from the story?

Have each student present a summary of his or her article to the class, along with thoughts on the significance of the information.

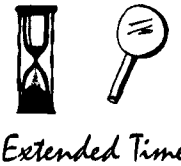


Extended Activity

Ask the class to create a distracted driving campaign targeted specifically at one of the following groups:

- teenagers or new drivers
- frequent cell phone users
- parents
- aggressive drivers
- shift workers
- business travelers

What key points do class members want to get across in their campaign? What tactics can they use to inform the group of specific risks? What can they do to encourage the group to practice better driving habits? Would it be more effective to use hard-hitting facts or an emotional persuasion, such as a quote, a photograph or a moving story?

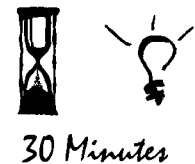


Critical Thinking

Read the following situations to the class:

- You carry a cell phone in your car for emergencies. Your significant other calls you frequently "just to chat," although you have asked him/her not to do so.
- Your infant daughter has a temper tantrum every time you strap her into a car seat. The tantrums make it very hard for you to focus on the road.
- You work for a company that is often disorganized. They send you on business trips in a rental car, only to change your plans at the last minute. The result usually involves a rushed drive to a new location that is unfamiliar.
- A close friend needs you to pick him up after his night job on Tuesdays, usually just before midnight. Although it only takes a few minutes, you usually feel half asleep in the car.

Ask class members to imagine themselves in the situations. What would they do? What kind of positive solutions could they try? Encourage them to suggest ideas that are assertive and proactive.



Connection to Social Science

Ask students which of the following opinions they agree with and which ones they disagree with. Have students defend their opinions in oral debates or persuasive essays.

“Using a cell phone while driving is not dangerous, unless you look away from the road to dial.”

“It is not dangerous to use a cell phone if you are stopped at a traffic light or stuck in slow traffic.”

“A cell phone should only be used by a driver if an emergency or accident needs to be reported.”

“Using cell phones while driving is dangerous—no matter what the circumstances.”



Extended Time

Link to the World

What kind of attitudes exist concerning distracted driving? To find out, pose the following questions to the class.

Ask class members to raise their hands if they think distracted driving is a frequent problem for the average driver.

Ask class members to raise their hands if they think distracted driving is a frequent problem for themselves.

How did the responses differ? What could be the reasons? Discuss possible reasons for the “not me” attitude that is sometimes associated with distracted driving. What other misconceptions might exist? For instance, have class members ever singled out particular groups as “bad drivers”? Why?



15 Minutes

Culminating Activity

Ask each class member to investigate state and local laws concerning cell phone use by drivers. Has any legislation been proposed concerning cell phones? What are the existing laws concerning cell phones and/or other distractions? Ask students to check with state and local legislators to learn more about the subject.



60 Minutes

DISTRACTED DRIVING
Review Questions, Part 1

1. Why are voice-activated, hands-free cell phones still a distraction?
2. What is the safest way to make a phone call from your car?
3. How can you use your vehicle's controls more safely?
4. Where should children under 12 ride in a vehicle? Why?
5. What should you do if faced with an aggressive driver?
6. What can you do to prevent your own driving from becoming aggressive?

HELPFUL ADVICE

In the video *Distracted Driving*, helpful tips were given to minimize the risk of the distractions listed below. For each distraction, write at least two helpful tips that you remember from the video.

Cell Phones

Vehicle Controls (radio, CD player, thermostat, etc.)

Children

Aggressive Drivers

Drowsiness

Traveling Away from Home

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Each year, more than 40,000 people are killed in motor vehicle accidents.
2. ___ Voice-activated, hands-free cell phones do not create a distraction for drivers.
3. ___ The best time to make a call from your vehicle is while waiting at a traffic light.
4. ___ Children under the age of 12 should be required to ride in the front seat of a vehicle, where a driver can watch them at all times.
5. ___ The safest way to deal with an aggressive driver is to pass him or her as quickly as possible.
6. ___ Most drowsy-related accidents occur between the hours of midnight and 6am.
7. ___ Doing light exercises or snacking on high-energy foods will boost alertness, but only temporarily.
8. ___ Before leaving for a vacation, one or two people should be designated to drive.
9. ___ In places where roads are unfamiliar, you should consider using public transportation.
10. ___ While driving on a business trip, you should keep your itinerary at hand and glance it at if you forget any important information.

DISTRACTED DRIVING POLL

Conduct a poll by asking your friends and peers the questions below. Record their answers to each question on a separate sheet of paper. After polling at least five people, tally the responses and summarize your findings in a short paper.

1. As a driver, do you ever adjust radio controls (change the station or adjust the volume) while your vehicle is in motion?
2. Do you ever eat while driving?
3. As a driver, do you ever talk on a cell phone while your vehicle is in motion?
4. As a driver, do you ever dial your cell phone while your vehicle is in motion?
5. Do you ever pick up things on the floor or between the seats while your vehicle is in motion?
6. Do you ever reach for things in the glove compartment while your vehicle is in motion?
7. Have you ever nodded off while driving or become so drowsy that you forgot what happened for a few minutes?
8. Have you ever been seriously distracted by an infant or child passenger?
9. Have you ever swerved your car, driven off the road or had an accident because of a distraction?
10. Have you ever applied makeup or shaved with an electric razor while driving?
11. Have you ever read a newspaper or magazine while driving?
12. Have you ever listened to a book or seminar on tape while driving?

DISTRACTED DRIVING: A Closer Look

Each topic below relates to the issue of distracted driving. Use the Internet and library resources to prepare a 3- to 5-page paper on a topic that interests you.

- cell phone legislation: pro and con
- research on the dangers of distracted driving
- development of safer vehicle controls and on-board devices
- proper restraint of children and the safety benefits
- preventing drowsy-driving accidents
- controlling aggressive drivers and road rage
- rental cars and safe driving

These hints will make your paper more successful:

1. **Write a brief outline of your paper.** Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. **Add interest.** Personal stories, interesting facts, and quotes will make your paper more memorable.
3. **Include your own thoughts.** Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it changed your attitude about distracted driving?

DRIVING BEHAVIORS

Read each behavior below. Place an "R" beside the behaviors that can reduce the risk of a traffic accident. Place an "I" beside the behaviors that can increase the risk of a traffic accident.

1. _____ Pulling over to the side of the road to make a cell phone call
2. _____ Allowing voice mail to answer cell phone calls received while you are driving
3. _____ Asking a passenger to make an important cell phone call for you
4. _____ Making a cell phone call while waiting at a traffic light
5. _____ Buckling your safety belt and adjusting your mirrors while driving
6. _____ Listening to a book on tape while driving
7. _____ Requiring all children under the age of 12 to sit in the backseat
8. _____ Looking at a child in the rear-view mirror to make sure he is safe
9. _____ Making every effort to let an aggressive driver pass you
10. _____ Using public transportation in a place where roads are unfamiliar to you
11. _____ Looking over your itinerary carefully before any business-related driving

TEST

Circle the phrase which best answers each question.

1. A cell phone can be dangerous because:
 - dialing it occupies one of the driver's hands.
 - it creates a visual distraction.
 - it creates a mental distraction.
 - all of the above

2. If you need to make an emergency call on the road, you should:
 - do it while waiting at a traffic light.
 - keep your eyes on the road by using speed dial.
 - pull over to the side of the road or interstate.
 - ask a passenger to do it, or park where it is safe and legal.

3. Vehicle controls, like those for the stereo or heater, are probably the riskiest because they:
 - create a serious mental distraction.
 - are so commonly used.
 - are hands-free.
 - none of the above

4. All children under the age of ____ should be properly restrained in the backseat.
 - 12
 - 5
 - 10
 - 3

5. The best way to respond to an aggressive driver is to:
 - pass him or her immediately.
 - get out of the driver's way and let him or her pass.
 - inform the driver that you are going to call the police.
 - write down the driver's license plate number.

TEST (CONTINUED)

6. Most drowsy-driving accidents occur between the hours of:
- 5 pm and 10 pm.
 - 10 pm and midnight.
 - midnight and 6 am.
 - 6 am and 8 am.
7. If you find yourself nodding off while driving, you should:
- find a motel or safe rest area and get some sleep as soon as possible.
 - call someone to pick you up.
 - ask a rested passenger to take over.
 - any of the above
8. Before setting off on a driving vacation, you should:
- look over the travel route and the layout of the final destination.
 - place a list of emergency numbers next to the steering wheel, so you can see it while driving.
 - designate three to five drivers for the trip.
 - listen to music that gets you "pumped up" behind the wheel.
9. When driving on business travel, always allow extra time to get to meetings if you are:
- driving a rental vehicle.
 - concerned or stressed about being late.
 - unfamiliar with the route.
 - any of the above
10. If you are driving an unfamiliar vehicle, you should be conservative when:
- using the air conditioner.
 - braking and steering.
 - using side mirrors.
 - adjusting stereo controls.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

ANSWER KEY for page 18

DISTRACTED DRIVING Review Questions, Part 1

1. Why are voice-activated, hands-free cell phones still a distraction?
All cell phones create a mental distraction for drivers.
2. What is the safest way to make a phone call from your car?
Stop where it is safe and legal to park, or ask a passenger to make the call for you. Avoid pulling off to the side of the road, which can be dangerous to you and others.
3. How can you use your vehicle's controls more safely?
Know the controls well enough to use them without eye contact. Buckle your safety belt, adjust your seat and mirrors, and adjust your radio before you begin driving. Program the stations you like so you won't have to adjust the controls.
4. Where should children under 12 ride in a vehicle? Why?
Children under 12 should ride in the backseat. It is the safest place for small passengers and it keeps the driver from being visually distracted by them. Children should also be properly restrained using a safety belt or the proper restraining device.
5. What should you do if faced with an aggressive driver?
Make every effort to get out of the driver's way and let him or her pass you. Never make eye contact or communicate with an aggressive driver. Report aggressive driving or reckless behavior to the police immediately.
6. What can you do to prevent your own driving from becoming aggressive?
Plan ahead and allow plenty of time to reach your destination. Use a map or suggestions from friends to find shortcuts that are less congested.

ANSWER KEY for page 19

DISTRACTED DRIVING Review Questions, Part 2

7. How can you avoid becoming drowsy while driving?
Get plenty of sleep, especially before a long drive. Avoid drinking alcohol or taking sedating medications before driving. Try not to drive between midnight and 6am, when most drowsy-related crashes occur.

8. What are the signs of a drowsy driver?
A drowsy driver might drift across lanes or near the shoulder of the road, have trouble following a conversation or keeping a steady train of thought, see shadows or glowing lights, mistake an object for something it is not, nod off or forget what has happened in the last few minutes.

9. What should you do if you become drowsy while driving?
Stop driving as soon as possible. If you are traveling with a rested passenger, allow him or her to take over. If you are alone, find a motel or a safe rest area and sleep as long as you can. Caffeine, high-energy foods like soft drinks or candy bars, and light exercise can also help for short periods of time.

10. What can you do before a family vacation to decrease the risk of distracted driving?
Before leaving home, thoroughly familiarize yourself with the route and destination spot. Once you arrive at your destination, rest before you get behind the wheel again. Park at historic sites instead of trying to view them from the road. Rely on public transportation whenever possible.

11. If you are renting a vehicle for family or business travel, what can you do to make driving safer?
Take time to familiarize yourself with the controls. Be conservative when braking and steering, allowing extra time for differences between the rental vehicle and your own.

ANSWER KEY for page 20

HELPFUL ADVICE

In the video *Distracted Driving*, helpful tips were given to minimize the risk of the distractions listed below. For each distraction, write at least two helpful tips that you remember from the video.

(Suggested answers are given below.)

Cell Phones

- use voice mail to answer calls you receive while driving
- if you must make a call, stop where it is safe and legal to park
- ask a passenger to answer or make a call for you
- don't try to fit a call in at a traffic light

Vehicle Controls (radio, CD player, thermostat, etc.)

- familiarize yourself with your vehicle's controls
- adjust any controls before you begin driving
- program your radio to the stations you like

Children

- make sure all passengers under 12 ride in the backseat
- always use the proper restraining device for infants or children
- give babies and small children toys or simple snacks to keep them from distracting you
- if possible, have an adult sit in the backseat to keep the infant or child occupied

Aggressive Drivers

- get out of an aggressive driver's way and let him or her by
- never make eye contact with an aggressive driver
- ignore gestures and refuse to return them
- don't challenge other drivers by speeding up or passing them

Drowsiness

- get plenty of sleep, especially before long drives
- avoid drinking alcohol or taking sedating medications before driving
- try not to drive between midnight and 6am, or well into the period when you normally sleep
- if you feel drowsy, find a motel or safe rest area and sleep as long as you can

Traveling Away from Home

- before departing, thoroughly familiarize yourself with the route and destination spot
- once you arrive at your destination, rest before you get behind the wheel again
- park at historic sites instead of trying to view them from the road
- rely on public transportation whenever possible

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. T Each year, more than 40,000 people are killed in motor vehicle accidents.
2. F Voice-activated, hands-free cell phones do not create a distraction for drivers.
3. F The best time to make a call from your vehicle is while waiting at a traffic light.
4. F Children under the age of 12 should be required to ride in the front seat of a vehicle, where a driver can watch them at all times.
5. F The safest way to deal with an aggressive driver is to pass him or her as quickly as possible.
6. T Most drowsy-related accidents occur between the hours of midnight and 6am.
7. T Doing light exercises or snacking on high-energy foods will boost alertness, but only temporarily.
8. T Before leaving for a vacation, one or two people should be designated to drive.
9. T In places where roads are unfamiliar, you should consider using public transportation.
10. F While driving on a business trip, you should keep your itinerary at hand and glance it at if you forget any important information.

ANSWER KEY for page 24

DRIVING BEHAVIORS

Read each behavior below. Place an "R" beside the behaviors that can reduce the risk of a traffic accident. Place an "I" beside the behaviors that can increase the risk of a traffic accident.

1. **I** Pulling over to the side of the road to make a cell phone call
2. **R** Allowing voice mail to answer cell phone calls received while you are driving
3. **R** Asking a passenger to make an important cell phone call for you
4. **I** Making a cell phone call while waiting at a traffic light
5. **I** Buckling your safety belt and adjusting your mirrors while driving
6. **I** Listening to a book on tape while driving
7. **R** Requiring all children under the age of 12 to sit in the backseat
8. **I** Looking at a child in the rear-view mirror to make sure he is safe
9. **R** Making every effort to let an aggressive driver pass you
10. **R** Using public transportation in a place where roads are unfamiliar to you
11. **R** Looking over your itinerary carefully before any business-related driving

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. A cell phone can be dangerous because:
 - dialing it occupies one of the driver's hands.
 - it creates a visual distraction.
 - it creates a mental distraction.
 - all of the above
2. If you need to make an emergency call on the road, you should:
 - do it while waiting at a traffic light.
 - keep your eyes on the road by using speed dial.
 - pull over to the side of the road or interstate.
 - ask a passenger to do it, or park where it is safe and legal.
3. Vehicle controls, like those for the stereo or heater, are probably the riskiest because they:
 - create a serious mental distraction.
 - are so commonly used.
 - are hands-free.
 - none of the above
4. All children under the age of ____ should be properly restrained in the backseat.
 - 12
 - 5
 - 10
 - 3
5. The best way to respond to an aggressive driver is to:
 - pass him or her immediately.
 - get out of the driver's way and let him or her pass.
 - inform the driver that you are going to call the police.
 - write down the driver's license plate number.

ANSWER KEY for page 26

TEST (CONTINUED)

6. Most drowsy-driving accidents occur between the hours of:
- 5 pm and 10 pm.
 - 10 pm and midnight.
 - midnight and 6 am.
 - 6 am and 8 am.
7. If you find yourself nodding off while driving, you should:
- find a motel or safe rest area and get some sleep as soon as possible.
 - call someone to pick you up.
 - ask a rested passenger to take over.
 - any of the above
8. Before setting off on a driving vacation, you should:
- look over the travel route and the layout of the final destination.
 - place a list of emergency numbers next to the steering wheel, so you can see it while driving.
 - designate three to five drivers for the trip.
 - listen to music that gets you "pumped up" behind the wheel.
9. When driving on business travel, always allow extra time to get to meetings if you are:
- driving a rental vehicle.
 - concerned or stressed about being late.
 - unfamiliar with the route.
 - any of the above
10. If you are driving an unfamiliar vehicle, you should be conservative when:
- using the air conditioner.
 - braking and steering.
 - using side mirrors.
 - adjusting stereo controls.

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