

First Day of School



A diverse group of students in a classroom, smiling and waving their hands. A word cloud on the right lists terms related to traffic safety, such as 'caution', 'warning', 'road', 'traffic', and 'safety'.

First Day of School Lesson Plan

Learning Objective: Students will...

1. Engage with peers to acclimate to their new classroom
2. Consider traffic safety issues and how laws are structured to assist with these issues.
3. Connect the necessity of traffic safety laws to the necessity of rules in the classroom.

TEKS:

Government 2B, 7D & G, 12C & F, 13A-B, 19A-2, 21; Special Topics 1F-G, 2A, 3C

Materials Needed: First Day of School Slides, Traffic Cards (printed in color), Welcome Handout, access to favorite music source, plastic cups (one for each group), gummy worms (one for each group), gummy lifesavers (one for each group) paperclips (one for each student), Marvin the Worm Handout.

Estimated Time:

60-75 minutes

Engaging Focus:

As students enter class, welcome them and give them a Traffic Card to assist with their seat / group assignment. Once students find their seat, have them work on the “Welcome” handout at their desk.

Teaching Strategy:

The start of school can be a nerve racking experience for some. Use the following steps to help put students at ease and create a successful classroom environment to kick off the year!

SEAT WORK (5-10 minutes)

- Make sure students were handed a Traffic Card as they enter the classroom. (These will be used later in the lesson).
- Ensure each student has a “Welcome” handout on their desk to complete while you take attendance and monitor the classroom.

INTRODUCTION (5-10 minutes)

- Introduce yourself to the class
- Have students introduce themselves to their table / seat partner using the road signs on the back of the worksheet to express how they are currently feeling.

MUSICAL ANSWERS (5-10 minutes)

- Explain the rules of the game to the students. Tell students to have their “Welcome” handout with them to play the game.
 - a. While the music plays, students walk around the room - they are welcome to dance, sing, high five, point, whatever, but they must move around (no standing still).



- b. When the music stops, the teacher calls out a number.
- c. Students need to group up with the number called (for example: if the teacher calls “four,” students need to group into a group of four.
- d. Any student who does not find a group of four needs to see the teacher - teacher will make adjustments as needed (i.e. maybe one group is a group of five instead of four, etc.) NOTE: Make sure all students are with a group somewhere
- e. Once in the group, students are to have a discussion over whatever the teacher tells them to share.
- On first number grouping, have students share what they answered about the electric car gift.
- Play the music again so students can start walking
- Stop the music for the next number grouping. This time share what kind of car you would be and why.
- Play music for students to head back to their seats. NOTE: Be sure to collect the Handout so you can read their answers and get to know your students better as the year progresses.

STEM ACTIVITY (10-15 minutes)

- Set-up:
 - a. Pass out “Marvin the Worm” handout (one for each student).
 - b. Place needed items for each group: one cup, paperclips, (one for each member in the group) one gummy worm, and one gummy lifesaver (one for each group).
 - c. Read the story of Marvin either as a group or as a class.
- Objective:
 - a. Students need to place the gummy worm inside the gummy lifesaver.
 - b. The only item their hands can touch are the paperclips.
 - c. Every person in the group must be involved.
 - d. START with the gummy lifesaver under the upside down cup.
- Conclusion:
 - a. After enough time has passed for students to have made the attempt to solve the problem, allow time to share their observations.
 - b. Questions to consider: What worked? What did not? What were some high points? Low points? What made it easy? Hard? What would have helped? Etc.
 - c. After discussing Marvin’s behavior and situation, ask students what could have been **done to** help him in the first place? Try to lead them down a path that laws are created to help society change behavior.



TRAFFIC CARDS (5-10 minutes)

- Pull students' attention back to the Traffic Card they were handed when they first walked into class.
- In their groups, assign them the different tasks based on the color of the font on their card
 - a. Black - read the facts outloud to the group
 - b. Red - share which item surprised you the most
 - c. Yellow - what questions come to mind when considering these facts
 - d. Green - how does one improve behaviors to keep people safe

CLASS DISCUSSION (5 minutes)

- Remind students that laws are created to teach us how to behave. For example, in the 1980's society started to notice an uptick in fatalities with car crashes. Studies showed that wearing a seatbelt greatly improved a person's chance of surviving a crash. So, the legislature in Texas created seat belt laws in 1985 to ensure the protection of drivers within the state of Texas.
- Today, distracted driving is on the rise (look at Marvin). So, the legislature is trying to curb this behavior with laws to limit distracted driving like, no using your cell phone while driving.
- In our classroom, we have class rules to decide how we will treat each other so everyone is safe and able to learn.

CLASS RULES (10-20 minutes)

- Spend time deciding on the rules of your classroom. Ideas include, but are not limited to:
 - a. Use a Treatment Agreement (either a previously prepared one, or create one as a class) <https://view.genial.ly/5d67f7876e51fb0fe2482ca7/social-action-treatment-agreement>
 - b. Write a Bill of Classroom Rights
 - c. Create a list of Classroom Commandments

Extension: Allow students time to come up with classroom rules and offer proposals for the class. Students could mimic a Congressional Bill and see if they can get the class to vote on their Bill.

https://generationjoshua.org/docs/default-source/public/igovern/how-to-write-a-bill.pdf?sfvrsn=f88d-e8d1_4



First Day of School Traffic Cards

Traffic Safety Fact Cards...

<https://www.moneygeek.com/insurance/auto/teen-driver-facts-and-statistics/>

- The annual vehicle miles traveled in Texas during 2021 reached 288.227 billion, an increase of 10.61% over the 260.580 billion traveled in 2020.
- Over 8.3 million drivers in the United States are between 16 and 19.
- In 2019, over 40% of U.S. high school students did not always wear a seat belt when riding in a car driven by someone else.
- Motor vehicle crashes are the leading cause of death for U.S. teens. The Fatality Rate on Texas roadways for 2021 increased by 4.17% from 2020.
- Around 12% of all fatal accidents in 2019 involved a teen driver.
- Annually crashes impose a financial toll of over \$800 billion in total costs to society and \$242 billion in direct economic costs. This is equivalent to a “crash tax” of \$784 annually on each American.

RED

- The annual vehicle miles traveled in Texas during 2021 reached 288.227 billion, an increase of 10.61% over the 260.580 billion traveled in 2020.
- Over 8.3 million drivers in the United States are between 16 and 19.
- In 2019, over 40% of U.S. high school students did not always wear a seat belt when riding in a car driven by someone else.
- Motor vehicle crashes are the leading cause of death for U.S. teens. The Fatality Rate on Texas roadways for 2021 increased by 4.17% from 2020.
- Around 12% of all fatal accidents in 2019 involved a teen driver.
- Annually crashes impose a financial toll of over \$800 billion in total costs to society and \$242 billion in direct economic costs. This is equivalent to a “crash tax” of \$784 annually on each American.

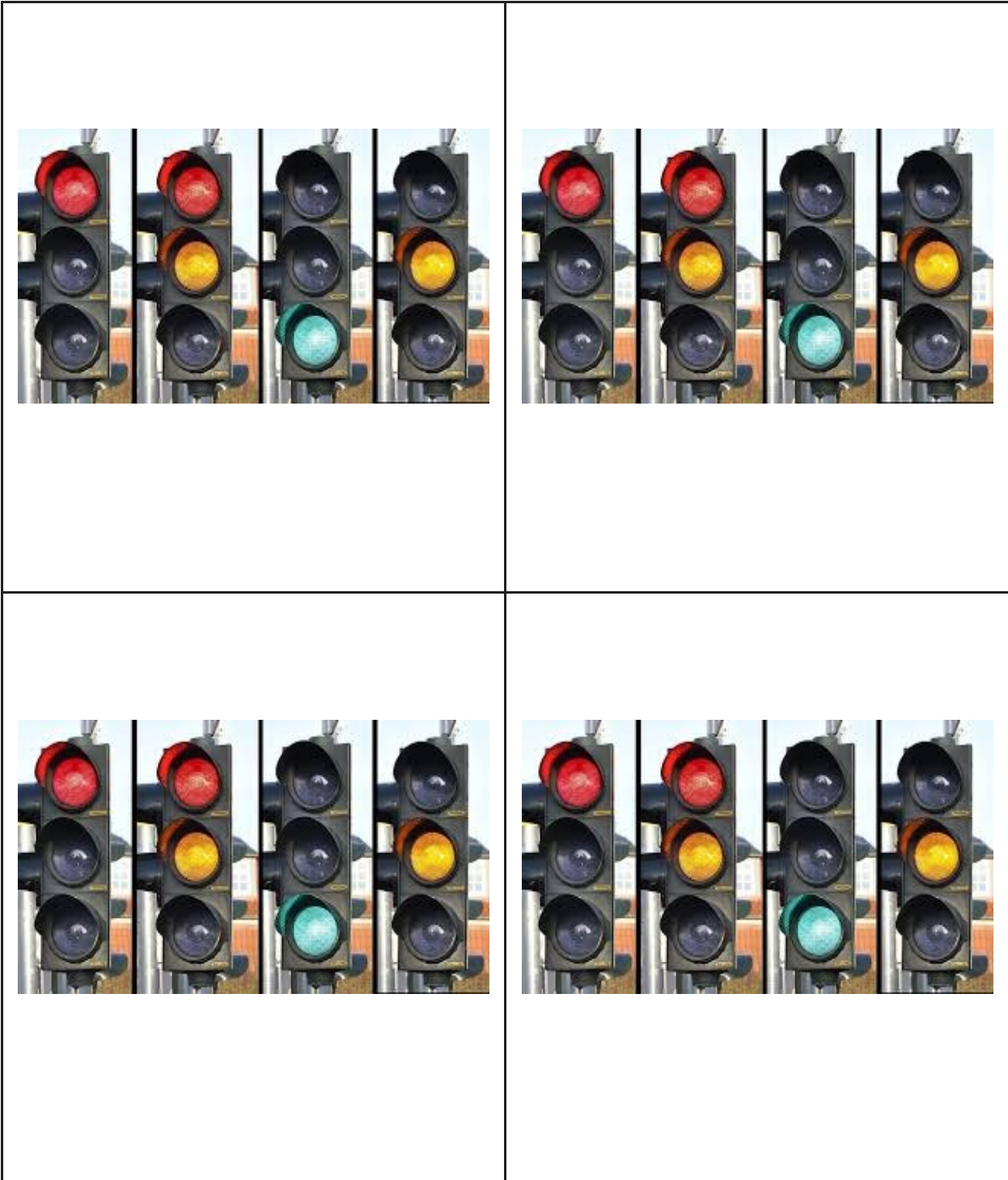
YELLOW

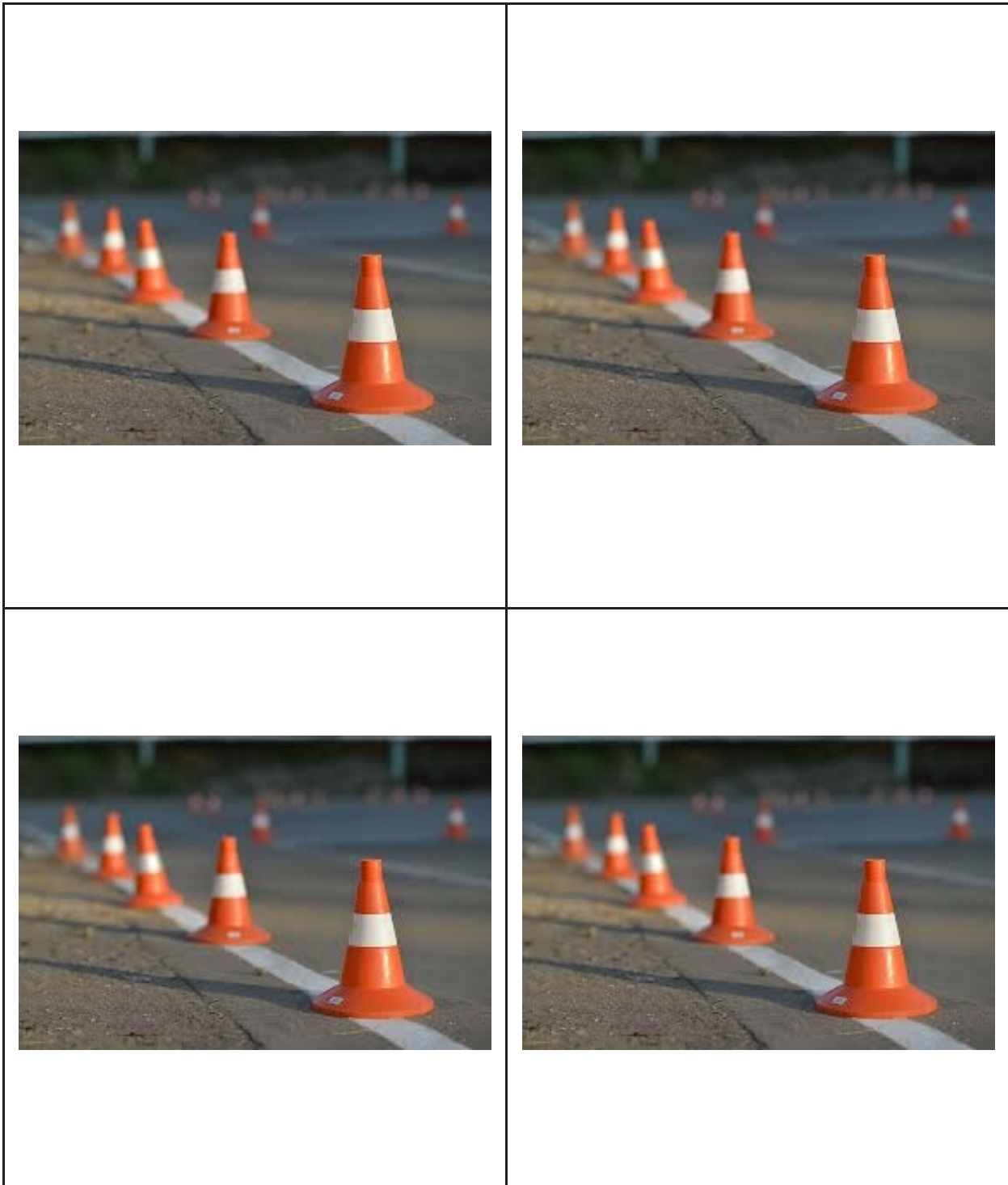
- The annual vehicle miles traveled in Texas during 2021 reached 288.227 billion, an increase of 10.61% over the 260.580 billion traveled in 2020.
- Over 8.3 million drivers in the United States are between 16 and 19.
- In 2019, over 40% of U.S. high school students did not always wear a seat belt when riding in a car driven by someone else.
- Motor vehicle crashes are the leading cause of death for U.S. teens. The Fatality Rate on Texas roadways for 2021 increased by 4.17% from 2020.
- Around 12% of all fatal accidents in 2019 involved a teen driver.
- Annually crashes impose a financial toll of over \$800 billion in total costs to society and \$242 billion in direct economic costs. This is equivalent to a “crash tax” of \$784 annually on each American.

GREEN

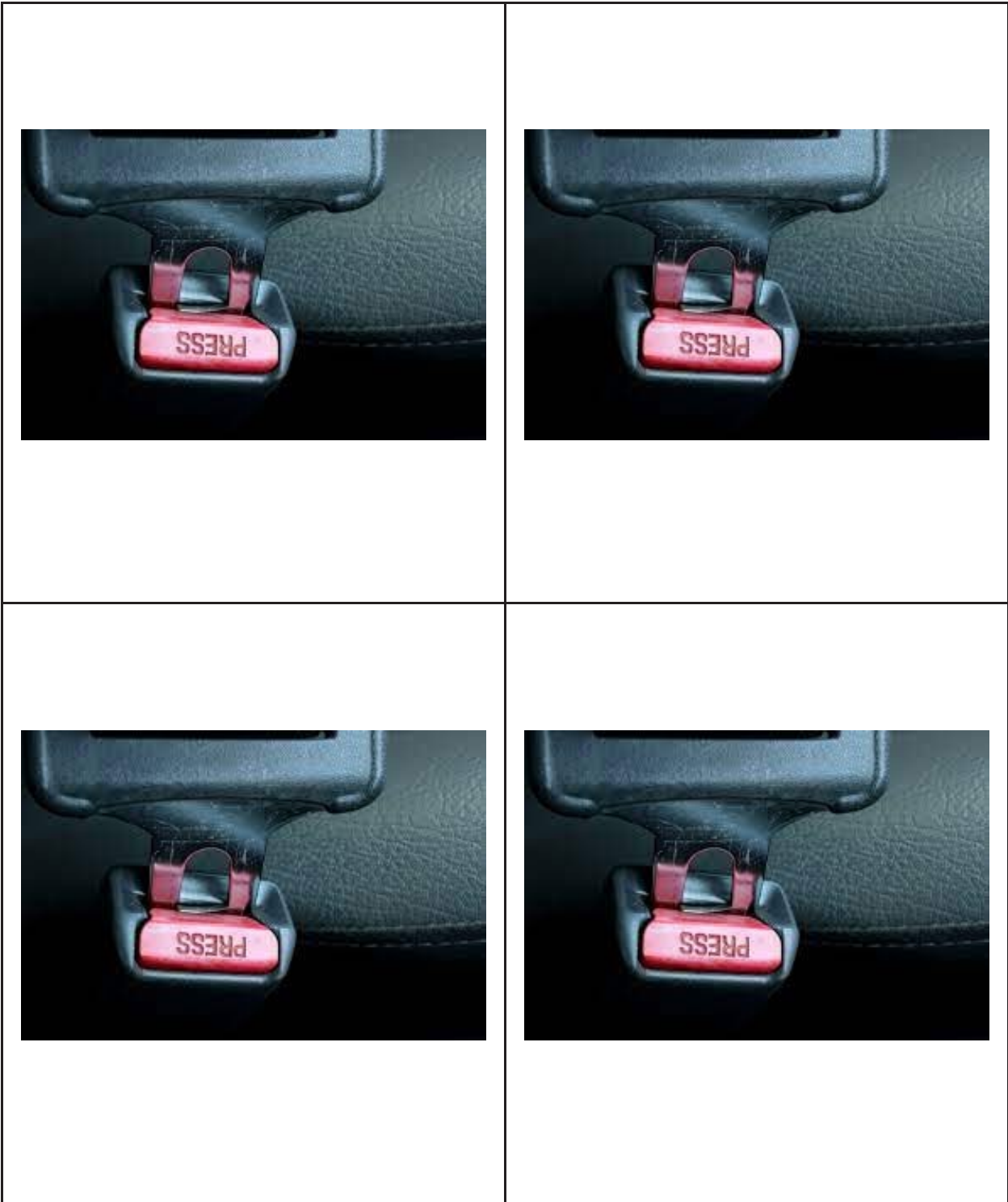
- The annual vehicle miles traveled in Texas during 2021 reached 288.227 billion, an increase of 10.61% over the 260.580 billion traveled in 2020.
- Over 8.3 million drivers in the United States are between 16 and 19.
- In 2019, over 40% of U.S. high school students did not always wear a seat belt when riding in a car driven by someone else.
- Motor vehicle crashes are the leading cause of death for U.S. teens. The Fatality Rate on Texas roadways for 2021 increased by 4.17% from 2020.
- Around 12% of all fatal accidents in 2019 involved a teen driver.
- Annually crashes impose a financial toll of over \$800 billion in total costs to society and \$242 billion in direct economic costs. This is equivalent to a “crash tax” of \$784 annually on each American.

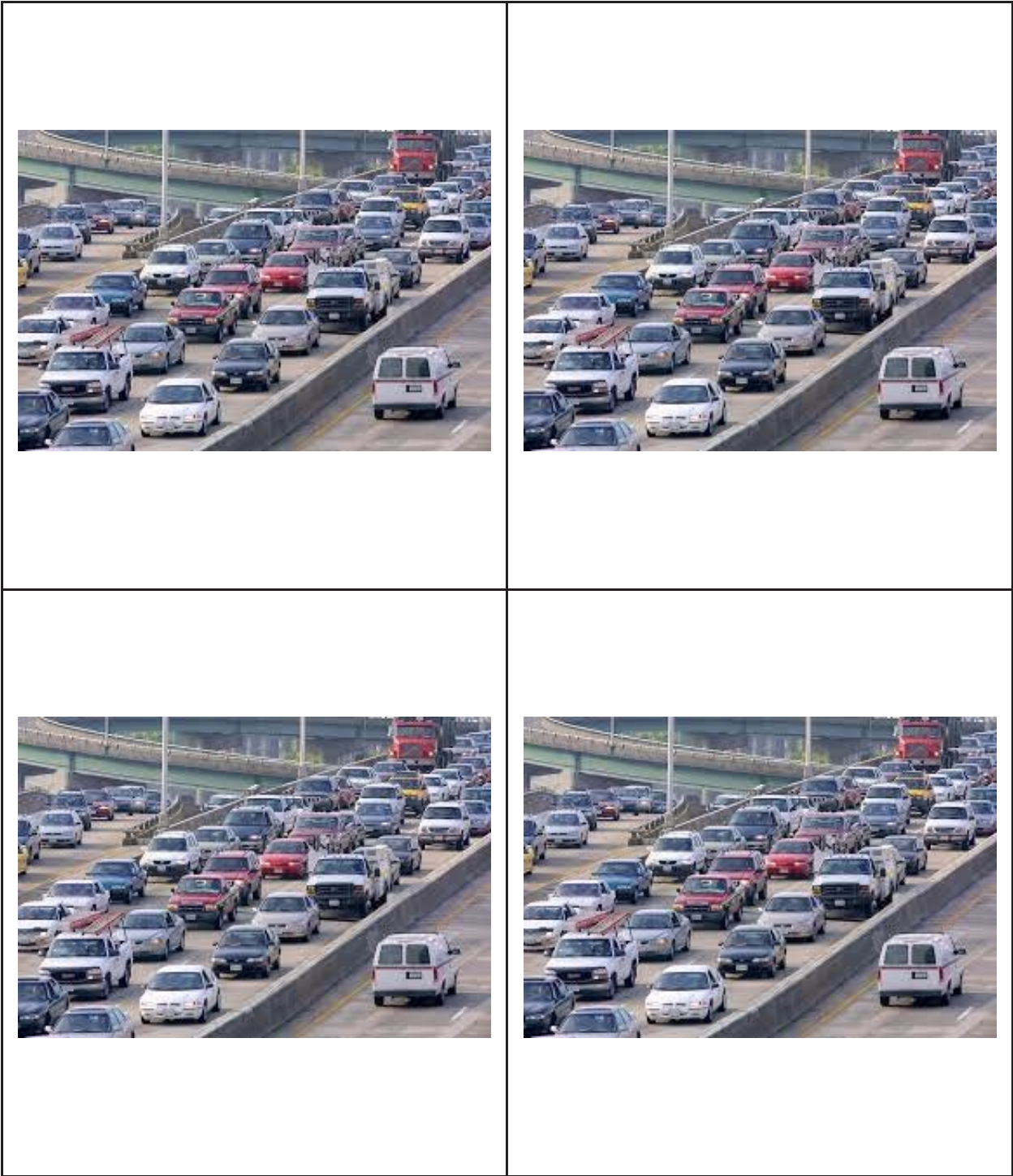
BLACK

















First Day of School Welcome

Welcome!!

Welcome to class. We're excited to have you on campus! Before we jump in, please take a moment to complete the following questionnaire to the best of your ability. These answers will be shared and collected at a later time.

Your Name: _____ Class Period: _____

Name you prefer to be called: _____

If you were gifted a brand new, self-driving electric car, which scenario below best describes what you would do about it?

- A. Drive it up and down my neighborhood honking my horn and showing it off to all my friends.
- B. Return it and get a different car that better matches my personality and style (which would be a _____ because _____).
- C. Gift it to a family member or friend to say thank you for something specific they have done for me.
- D. Leave it in my driveway and stare at it in awe but refuse to touch it for fear of harming it.
- E. Tear it apart to analyze how it works and then tinker with it to put it back together again (what do I care? I didn't pay for it!)
- F. What is an electric self-driving car and why would anyone ever want to own such a thing?

If you had to say, which type of car best matches your personality: A large SUV? A fancy sports car? A well-priced moderate vehicle? What car and why?



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



First Day of School Marvin the Worm

Class Name
Teacher



Marvin the Worm

Allow me to introduce you to Marvin. Marvin wanted to spend his final day of summer at the lake on his new boat. Unfortunately, Marvin is a terrible driver. While towing his boat to the lake, he was texting on his phone not paying attention to the traffic in front of him. This caused him to crash his car into a tree near where he was about to launch his boat. The boat went flying into the lake landing upside down with a lifejacket underneath it and Marvin in the water next to it.

With the people in your group, use the materials to save Marvin from this horrible crash:

Upside down Cup = the capsized boat

Gummy Worm = Marvin

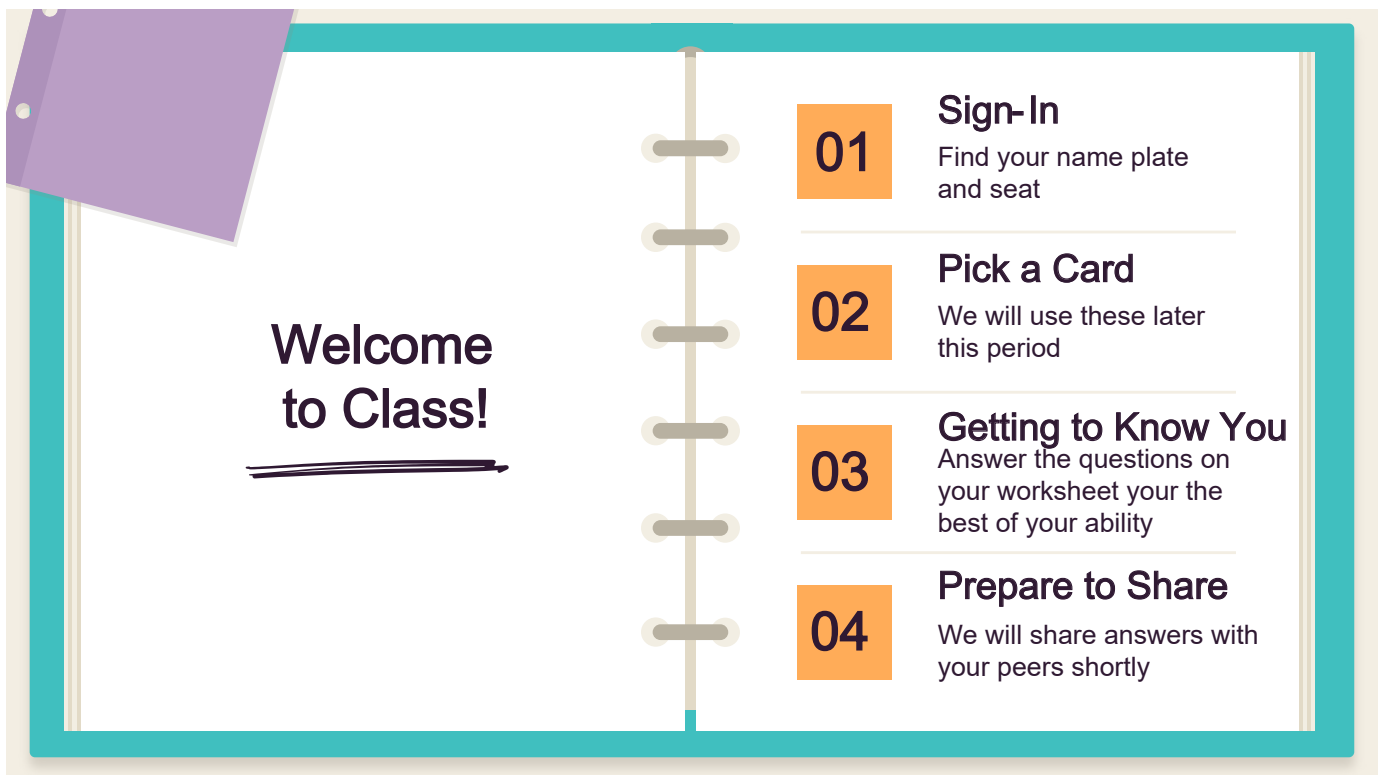
Gummy Lifesaver placed under the cup = Marvin's lifejacket

Paperclips = paddles

Your Task

Using the paperclips, get the lifejacket from under the boat and place it around Marvin. Your hands may not touch any of the items - only the paperclips. Good luck and hopefully Marvin thanks you for saving his life so he can enjoy his first day of school.

First Day of School Slide Presentation



Cory Cummings

Survey of Government and
Public Administration
teacher at the Career &
Technical Education
Center in Frisco ISD



The
Cummings
Crew



Debbie Keen

Coordinator of Federal
Grant Instructional
Programs



Which road sign depicts how you are feeling today?

When the music stops...

Make a group with the # called

Keep talking until music plays again

Introduce Self

Share your name, school you attended last year, and thoughts on this class so far

Electric Cars

What was your answer to the electric car question? Share with your group

Your Car

Share what type of car you would be and why





Meet Marvin



Marvin is a terrible driver

Read the scenario on the worksheet provided and try to save Marvin from his horrible crash.

Get the Life Preserver

It is found under the boat

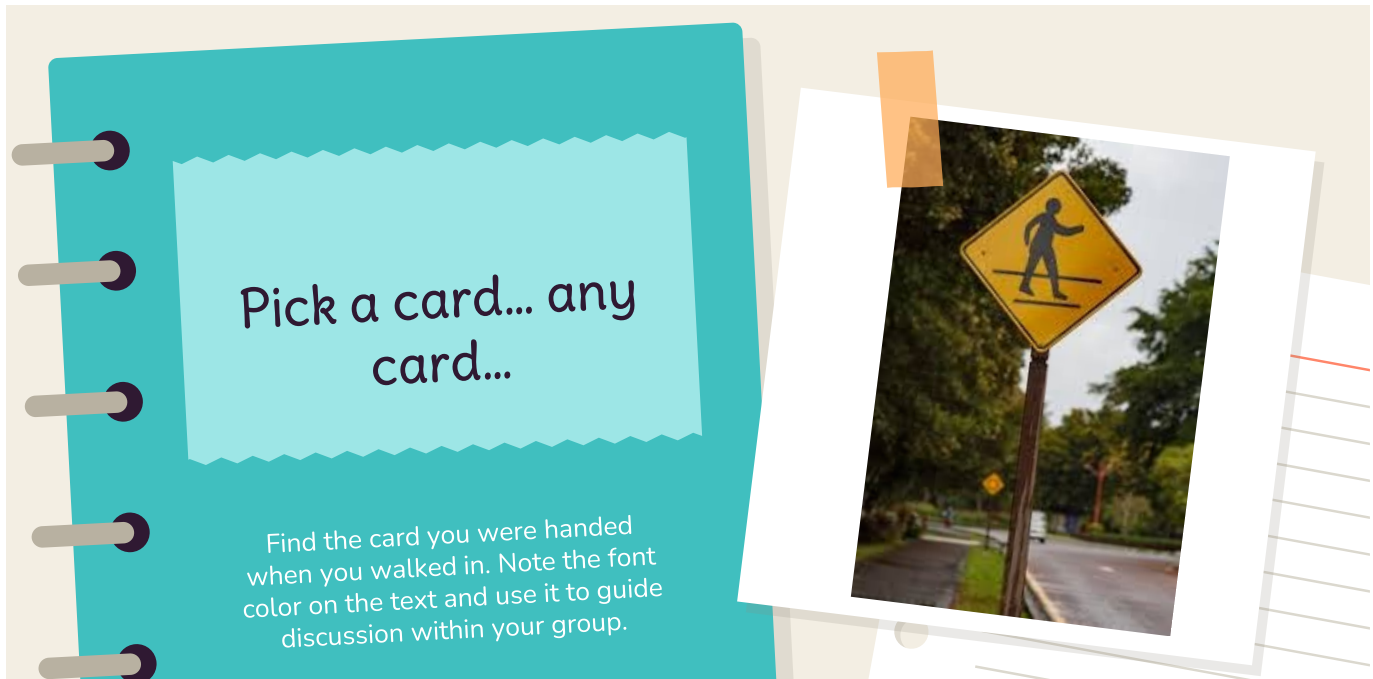
No Hands

The only object your hands can touch are the paperclips

Save Marvin

Safely secure Marvin inside the life preserver

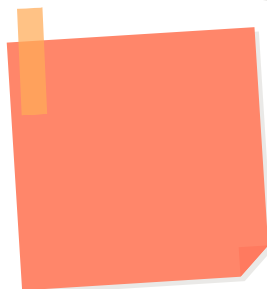
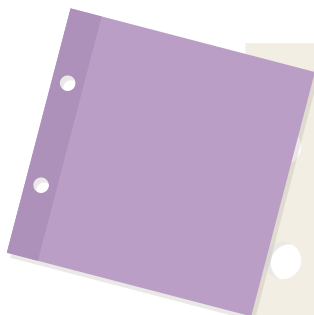






• Laws Teach
us how to
behave

What will guide us
towards safe and
successful
behavior this
year...



Here's to a
Great Year!

So glad you're here!!

