

Drivers Education - Lesson Plan

Content Focus—What will students learn?

Technical	Academic	21 st Century Skills
Drivers Education - Students will be able to pass a DMV Drivers Test (online or paper).	Reading Writing	Collaboration Social skills

Lesson Outline—What learning activities will students do?

Time	Sequence	Description of Learning Activity
5 min/day for 5 days	Get Started/Engage * If in Distance/remote learning, have students complete the test over the course of one week and on the 6th day look at each picture individually and respond in writing.	DIN/Bell Ringer: - Students will take 4 questions a day from a Driver's Education Practice Test as a “pre-test” to get baseline data. - On the 6th day students will be given 3 pictures of a car crash, and asked to discuss with a partner what they think happened in the picture.
20 min	Discover/Explain: Provide new information or demonstrate a skill -* If in Distance/remote, students can write their answers on the pictures.	Class Discussion: - As a class we will discuss student/team responses to the pictures, and why you are required to pass a motor vehicle test prior to driving.
20 min	Practice: Provide opportunities to practice independently or in groups * If in Distance/remote, the Kahoot can be printed and students can complete with a family member in their house.	Team/Individual Kahoot: - Students will log into Kahoot, and complete a 15 minute/5-10 question Kahoot where the answers will be given at the end of each question. * This Activity can be completed for multiple days in a row as a DIN (Do it now/ Bell Ringer Activity) prior to giving the Driver's Education Practice Test as a summative assessment.
5 min	Check for Understanding: Monitor what is being learned * This same activity can be done if students are in Distance/remote learning.	Learning Scale: - Students will complete a “Learning Scale” reflection and rate their progress towards level “4”.

5 min	<p>Close: Summarize, check, and answer questions</p> <p>* This same activity can be done if students are in Distance/remote learning.</p>	<p>Exit Ticket:</p> <ul style="list-style-type: none"> - KWL - What I KNOW about Drivers Education - What I WANT to know (still need to learn or do) - What I LEARNED from today's lesson.
	<p>Support, Modifications, and Extensions</p> <p>* This same activity can be done if students are in Distance/remote learning.</p>	<ul style="list-style-type: none"> - Pre-Test and Post-Test read out loud for students with “Test Read” as an Accommodation - Extended time - Frequent Breaks during testing

Materials and Resources—What do you need to assemble and prepare before the lesson?

DMV Practice Test: <https://doa.alaska.gov/dmv/akol/permit.htm>

- **Drivers Education Pre-Test & Post-Test:** https://docs.google.com/presentation/d/1tnXu-WJM4faQPzkeJBansMfA8RLkXGaXmjl1bVnUU/edit#slide=id.gd90d139764_0_133

- **KWL:** <https://docs.google.com/document/d/1iHxiY9Cmkguh419NIQPX37Vr9uu8wBSOESGogSOXQqs/edit>

- **Learning Scale:** https://docs.google.com/document/d/1v522luxlzPVo_l0XwuSPrvrxRcckXcxkramQQ63_YHo/edit

- **Drivers Education Kahoot (or similar activity as a PowerPoint Presentation):** <https://create.kahoot.it/details/6560c43bc-8e8b-140320c78fde>

Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?

- Pre/Post Test Results will be compared to check student growth/learning
- Learning Scale will be used to have students rate their own progress

Content Focus—What will students learn?

Technical	Academic	21 st Century Skills
<p>Drivers Education:</p> <p>Students will be able to make a map of their village/town that can be given to visitors showing traffic signs and/or signals, traffic flow patterns and 3-5 important buildings.</p>	<p>Reading</p> <p>Writing</p>	<p>Collaboration</p> <p>Social skills</p>

Lesson Outline—What learning activities will students do?

Time	Sequence	Description of Learning Activity
5	Get Started/Engage	Map Overview: Students will be given an overhead image of their village or town by their teacher to review.
50	<p>Discover/Explain: Provide new information or demonstrate a skill</p> <p>* Note: This part of the lesson could be broken up into parts of the Village for younger students.</p>	Map Creation: Students will either use the printed version to draw the traffic signs and/or signals, traffic flow patterns and 3-5 important buildings OR Use a poster board to re-create the image and draw in traffic signs and/or signals, traffic flow patterns and 3-5 important buildings. For more advanced students this could be a multi-day project.
30	<p>Practice: Provide opportunities to practice independently or in groups</p> <p>* If allowed (based on Village/School regulations/policies)</p>	Group Work: Students will take their Map to another students house and compare traffic signs and/or signals, traffic flow patterns and 3-5 important buildings. This will provide students the opportunity to add to their maps and/or make corrections based on the feedback/input of their peers.
50	<p>Check for Understanding: Monitor what is being learned</p> <p>* If allowed (based</p>	Collect Work: Teachers will collect student work, make notes, and redistribute maps if any corrections are needed. Students will have the opportunity to make corrections on their rough draft (if needed) and then complete a Final Draft that will be submitted to Village Leadership

	on Village/School regulations/policies)	for Review to use (if desired) as a resource for New Teachers and/or any other individuals who travel through and could benefit.
	Close: Summarize, check, and answer questions	Final Maps: Final Maps will be copied/laminated and displayed in the classroom/school (if desired).
	Support, Modifications, and Extensions	<p>Students with Disabilities possible Accommodations:</p> <ul style="list-style-type: none"> - Reduce area of map - Distribute a map that shows where there are traffic signs and/or signals, traffic flow patterns and 3-5 important buildings, and that has spaces for the student to write - Do not require a Rough and Final Draft - Allow the student to work with family, or a classmate

Materials and Resources—What do you need to assemble and prepare before the lesson?

Resources:

The Teacher will need to prepare overhead images of their village/town

Materials

- poster board/paper
- Colored Pencils
- Sharpies

Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?

Learning Scale for students to track their own growth/learning:

https://docs.google.com/document/d/1v522luxlzPVo_I0XwuSPrvrxRcckXcxkramQQ63_YHo/edit