



TEACHER WARNING

This lesson includes reading and evaluating arguments about lift kits, public transit, and vehicle weight limits.

This may evoke heightened emotional states due to related traumatic events that teachers, students, and/or their families may have experienced. Please see the unit front matter, the teacher reference associated with this lesson, and the callouts in the *Teacher Guide* for guidance around how to support social and emotional needs as you move through this unit. Never ask students to share their personal experiences unless they

volunteer to do so.

Student Content Advisory



In this lesson, we will be discussing decisions made around vehicle safety. Some individuals may have strong responses to these arguments.

If needed, you can use strategies from the *Student Mindfulness Resource* handout.

If at any future point in the unit you find you need support, let your teacher or a trusted adult know how you are feeling.

Be aware that your teacher and/or your classmates may have experienced trauma related to this topic. Approach conversations about car crashes and car safety with respect, guided by your class's community agreements.

Evaluate Risk



With your class

- If driving is so risky, why do we even drive or ride in vehicles at all?
- What kinds of decisions do people in our community make related to cars and driving that could affect driving risk?

Read Arguments



With your partner

Read each article in your partner pair.

As you read, mark any information that might be important to your argument evaluation.

Compare and Evaluate Arguments



With your partner

Use one article at a time to complete the table columns.

Once you have completed both the tables, go back through each column. Consider if there are any additional details you would like to add.

→ Be ready to share your ideas with the class.

Select a Focal Agreement



With your class

We are going to discuss our arguments, like we did in the last lesson.

Let's choose a focal community agreement to focus on for this lesson as well.

Make Sense of the Arguments



Scientists Circle

- Compare arguments.
- Consider the potential validity of both arguments and the perspectives of others.
- Consider the impacts if each side is implemented.
- Decide which argument or design solution would have the most merit and why.
- Determine possible modifications to make driving safer for everyone.

Reflect on Our Classroom Community



On your own

On a half sheet of paper, record an example from today when a classmate's contributions helped you figure something out.

- Who was it?
- What was it?
- How did it help you figure something out?

Identify Other Driving Issues



With your class

What transportation risks in our community should drivers and policy makers address?

Community Interview



Home Learning

On the *Community Interview* sheet, jot down notes about what 1-2 people outside our class think about these issues:

1a. Driving risks and inequities in our community

1b. Safety solutions that could be shared

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