

Lesson 1

Life Skills and Automobile Racing

Main Idea

The skills required for success in automobile racing are also helpful general life skills.

Key Concepts

- Passion
- Finding your fit
- Self-confidence
- Learning from mistakes
- Teamwork
- Organization
- Education
- Learn by doing
- Artifact

Racing Oral History Interviews

- Carroll Shelby: [Passion](#)
- Jim Dilamarter: [Finding Your Fit](#)
- Jim Hall: [Self-Confidence](#)
- Lyn St. James: [Learning from Mistakes](#)
- Al Unser, Sr.: [Teamwork](#)
- Lyn St. James: [Organization](#)
- Jim Dilamarter: [Education](#)
- Jim Hall: [Learn by Doing](#)

Materials

- Computer with access to the Internet; digital projector and screen (preferred) OR printed handouts of the digitized artifacts and descriptions
- Bulletin board
- Construction paper and other materials for decorating the bulletin board

Duration 1 class period (45 minutes)

Instructional Sequence

1 Introduction

To introduce the idea that we can learn life skills from people involved in auto racing, ask students the following questions:

- Have you seen an automobile race in person or on television?
- Would you like to be a race car driver, engineer or mechanic? Why or why not?

2 Using the Racing Oral History Interviews

Discuss with your class that being a successful race car driver, engineer or mechanic requires many of the same skills that other jobs do. Show the Racing Oral History Interviews to find out what skills and qualities contributed to the success of these racers, engineers and mechanics. Ask students individually to choose an interview, explain how the quality inspiring the title relates to automobile racing and give an example of how they or others can demonstrate the quality.

Continued...

Lesson 1 Life Skills and Automobile Racing Continued

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Tell students that in the upcoming lessons they will be following in the footsteps of Jim Hall: They will be learning science concepts and applying those concepts to real-life situations in automobile racing.

3 Encouraging Life Skills

To encourage students to develop the life skills discussed in the interviews, create a bulletin board in your room with a headline for each skill. Define the word “artifact” with students (see the Glossary in the Teacher Guide). Ask students to each bring in an artifact that demonstrates one of these life skills. For example, a student might bring in a basketball if basketball is her passion, or a student who has gotten poor grades in the past might bring an assignment that earned a good grade as an example of learning from mistakes. Have students share their artifacts with the class. Then display the artifacts (take a picture of the student with the artifact or, if possible, post the artifact itself) on the bulletin board under the headline of the appropriate life skill.

This activity will also familiarize the students with the idea of artifacts, which will be helpful as they work with digitized artifacts from the collections of **The Henry Ford** during this unit.