Lesson Plan 2: Seat Belts and Driving

<table>
<thead>
<tr>
<th>Grade Level(s):</th>
<th>Program Topic:</th>
<th>Timeframe:</th>
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<tbody>
<tr>
<td>6-12</td>
<td>FACTS - Vehicle</td>
<td>3-4 class periods</td>
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<tr>
<th>FCCLA National Program(s):</th>
<th>STAR Event(s):</th>
<th>Prepared by:</th>
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<tbody>
<tr>
<td>Leadership Service In Action</td>
<td>Chapter Service Project Illustrated Talk National Programs in Action Focus on Children</td>
<td>Carol Parrish, FACS Teacher and FCCLA Adviser Lynsey Singleton, FACS Teacher and FCCLA Adviser</td>
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**Overview:**
This lesson explains the critical need to use a seat belt in a motor vehicle, as well as the responsibility of the driver to make sure passengers are wearing a seat belt. Students will learn the dangers of being unrestrained in a motor vehicle and how dangerous it is for their passengers. Students will understand and express their thoughts and the role they play in promoting youth safety. This lesson includes a variety of activities to help the student understand the importance of using seat belts and safety restraints at all times in a motor vehicle.

**Background Information:**
We all know that wearing a seat belt saves lives. While buckling up is important for all ages, it is most important for teens due to their high crash rate. In recent years seat belt use has improved, but usage is still lower for teenagers than for any other age group. Of the teens (aged 13-20) who died in passenger motor vehicle crashes in 2013 approximately 56% were not wearing a seat belt at the time of the crash.

Teens’ reasons for not using seat belts are unclear. Adolescent development may play a role in this risky driving behavior. Reasons for non-use commonly cited by teens were: the belts are uncomfortable; the trip was short; forgot to; lack of understanding about the importance of seat belts in a crash; and seat belts are not “cool.”

Goals & Objectives:
• Develop an understanding of the dangers of not wearing a seat belt or safety restraint while driving in a motor vehicle.
• Develop an understanding and responsibility of the driver of the passenger not wearing a seat belt or safety restraint while riding in a motor vehicle.
• Effectively present information to peers, family, and the community about the dangers of not wearing a seat belt/safety restraint while driving or riding in a motor vehicle.
• Commit to being a safe, distraction-free driver.

National FACS Standards
1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.
2.4.3 Assess the use of technology and its effect on quality of life.
3.2.1 Analyze the role of advocacy groups at state and national levels.
3.2.3 Demonstrate strategies that enable consumers to become advocates.
4.4.3 Implement strategies to teach children health, safety, and sanitation habits.

Common Core State Standards
CCSS.ELA-LITERACY.RST.11-12.2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-LITERACY.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCHA.Math.Content.HS.RN.A.1 - Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

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### Materials Needed:

- Paper
- Pencil
- Computers
- Colored Markers
- Bulletin Board Paper
- Scissors
- Construction paper

### Introduction of Lesson (20-25 minutes)

#### Seat Belt Safety

1. **Polling.**
   
   Have students close their eyes or put their heads down. Ask students how many wear their seat belt every time they are in a motor vehicle? Count the number. Write the number on the board.
   
   Ask students how many wear their seat belt only sometimes when they are in a motor vehicle. Write the number on the board.
   
   Let students know that ____ students wear their seat belts all the time, and ____ students only wear it sometimes.

2. **Small Group Discussion (Think-Pair Share)**
   
   - Have students pair up with someone in the class.
   
   - Post the following questions somewhere in the room or print them out:
     - Do you always wear a seat belt? Why?
     - What are some reasons people give for not wearing a seat belt? Compared to death, do these excuses have any merit?
     - Are most motor vehicle accidents really “accidents?” Why not?
     - Besides wearing seat belts and not drinking and driving, what are some other ways to avoid being injured in a motor vehicle crash?
     - How would you feel if your irresponsible actions killed someone’s spouse or child? What can you do now to prevent that from ever happening?
     - Describe an experience you have had involving a seat belt?
   
   - Students each choose a question to ask their partner
   
   - Have students stand up and tell the question they asked their partner and how their partner responded. You may give other students in the class an opportunity to expand on the discussion, if they wish.
### Activity 1  
**Activity 1 (20 minutes)**

**A Close Reading Activity**  
**Preparation for the Activity:**  
- Print copies of the Teen Driver Safety Article and Teen Driver Safety Reading Guide for each student in the class

**Materials Needed:**  
- Paper  
- Pen/Pencil  
- Copies of Teen Driver Safety Article and Teen Driver Safety Reading Guide

**During the Session:**  
1. Pass out the Article and Reading Guide  
2. Have the students complete the reading guide as an individual assignment  
3. When finished, students may turn them in for a grade, trade and grade, or review aloud and discuss their feelings regarding the statistics and laws mentioned in the reading

### Activity 2  
**Activity 2 (45 minutes)**

**My State’s Laws are Great!**  
**Preparation for the Activity:**  
- Print copies of My State’s Laws are Great handout  
- Secure computer access and make sure the website listed on the handout is accessible at your school.

**Materials Needed:**  
- Pen/Pencil  
- Paper  
- Computer

**During the Session:**  
1. Provide a copy of the handout for each student in the class (or you can pair them up).  
2. Have students go to the website listed on the handout.  
3. They click on their home state and complete the charts.  
4. Discuss the laws with your students. Ask them questions about which one’s they feel might be a little too harsh or not harsh enough. Ask them which laws they think are the most important and why.  
5. Have them turn in completed charts for assessment.
### Activity 3 (45 minutes)

**Click it or Ticket**

**Preparation for the Activity:**
- Print copies of the project description and rubric: Design a Bumper Sticker. (Print one set per student)

**Materials Needed:**
- Paper
- Colored Markers, Crayons, Colored Pencils
- Scissors
- Computer Access
- Bulletin Board Paper

**During the Session:**
1. Hand out the Design a Bumper-Sticker project packet
2. Review all steps of the project with the students
3. Allow enough time to design the bumper sticker and write the paragraph.
4. Once bumper stickers have been completed (before or after grading) have students put them all on one large sheet of paper and post in the main area of your school for other students to see.

### Lesson Closure

**KWL-Ticket out the Door**
1) Have students answer the following three questions:
- What do you **K**now?
- What do you **W**ant to know?
- What did you **L**earn?
### Additional Activity

**Seat Belt/Safety Restraint Safety Check**

1. Obtain permission from administration

2. At the end of the school day have students stationed at the exit of the parking lot and check each car to make sure drivers and passengers are buckled up. (You may want a resource officer/police officer accompanying the students)

3. Keep a tally of the number of cars, number of people that are safely buckled up, and the number of people not using seat belts/safety restraints.

4. Pass out informational flyers on the importance of seat belts/safety restraints. Individual states statistics are located at: http://www.seatbeltssave.org/

5. After the seat belt/safety restraint check, make graphs on the information that had been obtained.

6. Post the graphs on a bulletin board or hallway gallery area.

7. Wait two weeks and repeat the seat belt/safety restraint check to see if there are any improvements.

Resource: http://www.seatbeltssave.org/ (This site will provide all documents that you need to organize a seat belt/safety restraint/check.

### Additional (STEM) Activities

1. Students identify a statistical question and plan a data collection project about seat belts [www.drivingscience.org/uploads/1/2/8/0/12801382/msactivity2teacher_guidesettingupadatapointpdf](http://www.drivingscience.org/uploads/1/2/8/0/12801382/msactivity2teacher_guidesettingupadatapointpdf) (Math, Technology)

| Source/Other Resources | http://seatbeltssave.org  
| | http://www.teendriversource.org/stats/support_teens/detail/57  
| | http://www.nhtsa.gov/NCSA  
| | http://www.cdc.gov/motorvehiclesafety/teen_drivers/teendrivers_factsheet.html  
| | http://www.impactteendrivers.org  
| | http://www.chop.edu/consumer/jsp/division/generic.jsp?id=85547  
| | www.dmv.org  
| | www.nhtsa.org  
| Other Resources | http://www.drivingscience.org  
| Internet videos (These videos can enhance any presentation/discussion) | *Make sure to review the videos before showing them to students, so you are aware of content.  
| | 5.07 minutes in length  
| Seat Belt Education – Part 2 | http://800bucklup.org/videos/index.asp  
| | 7.54 minutes in length  
| Booster Seats - How they work, why they are needed (Part 1) | http://800bucklup.org/videos/index.asp  
| | 8.17 minutes in length  
| Booster Seats - How they work, why they are needed (Part 2) | http://800bucklup.org/videos/index.asp  
| | 5.38 minutes in length  

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Teen Driver Safety: Seat Belt Use
by Melissa Crumish on July 06, 2012 (www.dmv.org)

The facts don’t talk, they shout:

- Out of any driving demographic, teen drivers are the least likely to buckle up. This despite having the highest accident rate out of any other driving demographic per 100,000 drivers.

- Motor vehicle crashes are the leading cause of death for 15 to 20 year olds in the United States. The majority of these deaths involve unbuckled teens, drivers, and passengers.

- Use of a seat belt is the single most effective means of reducing fatal and non-fatal injuries in motor vehicle accidents.

- When employed, seat belts reduce the risk of fatal injury to front seat passengers by 45%.

Yet, despite these alarming statistics, teens continue to ignore the grim facts after they get a driver’s license or driver’s permit. According to a research poll taken by the Insurance Institute for Highway Safety, teens cited seat belts as being “potentially harmful” as their main reason not wearing them.

To improve awareness, all states across the country have been ramping up seat belt laws.

Seat Belt Safety Laws Aimed at Teen Drivers

To date:

- There are 34 states, including the District of Columbia, have primary seat belt laws. This means law enforcement can pull you over for not wearing a seat belt. The fines vary, ranging from $10 in Wisconsin to $120 in Connecticut.

- There are 15 states have secondary seat belt laws. This means law enforcement cannot specifically pull you over for being unbuckled. There must be another reason (broken headlight, speeding, etc., etc.) before you can be ticketed for not wearing a seat belt. Some of these states, however, make it a primary offense for teen drivers. The fines for secondary offenses range from $10 in Arizona to $71 in Colorado.

- In some states, a primary or secondary offense is determined by whether an unbuckled passenger is sitting in the front seat or back seat.

- New Hampshire is the lone state without a seat belt law for teens.

Seat belt laws prove effective. According to the Children’s Hospital of Philadelphia (CHOP) teens who reside in states with primary seat belt laws are 12% more likely to buckle up when driving, and 15% more likely when riding as passengers.

To learn more about the teen seat belt use in your state, check out our page on safety laws at http://www.dmv.org/safety-laws.php
Teen Driver Safety: Seat Belt Use Reading Guide

1. Out of all drivers, ____________ drivers are the least likely to buckle up.

2. This statistic is shocking because teens have the ____________ accident rate.

3. ____________ ____________ are the leading cause of ____________ for ____________ to ____________ year olds in the United States.

4. The majority of these deaths involve ____________ teens, drivers, and passengers.

5. Use of a ____________ ____________ is the ____________ most effective means of ____________ and non-fatal ____________ in motor vehicle accidents.

6. When used correctly, seat belts ____________ the risk of ____________ injury to ____________ seat passengers by ____________.

7. Despite the statistics, ____________ continue to ____________ the facts after they get a driver’s license or driver’s permit.

8. According to the poll taken by the ____________ ____________ ____________, teens cited seat belts as being “__________” as their main reason ____________ wearing them.

9. ____________ states, including the ____________ of ____________, have primary seat belt laws.

10. A primary seat belt law means ____________ can ____________ you over for not wearing a seat belt. The fines vary, ranging from ____________ in Wisconsin to ____________ in Connecticut.

11. ________ states have secondary seat belt laws.

12. Define a secondary law: __________________________________________________________

13. In some states where not wearing a seatbelt is a secondary law, it is still a primary offense for ____________ ____________.

14. In some states, a primary or secondary offense is determined by whether an ____________ ____________ is sitting in the ____________ or ____________ seat.

15. ____________ is the lone state without a seat belt law for teens.

16. According to the Children’s Hospital of Philadelphia (CHOP) teens who reside in states with primary seat belt laws are ____________ more likely to buckle up when ____________, and ____________ more likely when riding as ____________.
My State’s Laws are Great!


Complete the following charts (may be slightly different depending upon the state).

My state is____________________

<table>
<thead>
<tr>
<th>AGRESSIVE DRIVING</th>
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<tr>
<th>CELL PHONES AND TEXTING</th>
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<tr>
<td>HAND-HELD BAN</td>
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<tr>
<td>SCHOOL BUS DRIVERS</td>
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<table>
<thead>
<tr>
<th>CHILD PASSENGER SAFETY</th>
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<tbody>
<tr>
<td>CHILD RESTRAINT REQUIRED UNLESS INDICATED, # REFERS TO YRS. (LBS)</td>
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<table>
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<tr>
<th>DRUG-IMPAIRED DRIVING</th>
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<tbody>
<tr>
<td>DUI/DWI ZERO TOLERANCE OR PER SE LAWS FOR SOME DRUGS</td>
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Name _______________________________
### Drunk Driving

<table>
<thead>
<tr>
<th>INC. PENALTY FOR HIGH BAC</th>
<th>ADMIN LICENSE SUSP. ON 1ST OFFENSE</th>
<th>LIMITED DRIVING PRIVILEGES DURING SUSP.</th>
<th>IGNITION INTERLOCKS</th>
<th>VEHICLE AND LICENSE PLATE SANCTIONS</th>
<th>OPEN CONTAINER LAWS</th>
<th>REPEAT OFFENDER LAWS</th>
<th>ALCOHOL EXCLUSION LAWS LIMITING TREATMENT</th>
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### Graduated Driver Licensing (GDL)

#### Learner Stage

<table>
<thead>
<tr>
<th>MIN. AGE (YEARS/MONTHS)</th>
<th>MIN. DURATION (MONTHS)</th>
<th>REQUIRED SUPERVISED DRIVING HOURS (NIGHT HOURS)</th>
<th>MIN. AGE (YEARS/MONTHS)</th>
<th>NIGHTTIME DRIVING RESTRICTIONS</th>
<th>PASSENGER RESTRICTION (EXCEPT FAMILY, UNLESS NOTED)</th>
<th>FULL PRIVILEGE MIN. AGE (YEARS/MONTHS)</th>
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#### Intermediate Stage

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<thead>
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<th>MIN. AGE (YEARS/MONTHS)</th>
<th>MIN. DURATION (MONTHS)</th>
<th>REQUIRED SUPERVISED DRIVING HOURS (NIGHT HOURS)</th>
<th>MIN. AGE (YEARS/MONTHS)</th>
<th>NIGHTTIME DRIVING RESTRICTIONS</th>
<th>PASSENGER RESTRICTION (EXCEPT FAMILY, UNLESS NOTED)</th>
<th>FULL PRIVILEGE MIN. AGE (YEARS/MONTHS)</th>
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### Helmets

#### Motorcyclists

<table>
<thead>
<tr>
<th>UNIVERSAL HELMET LAW (YEAR ENDED)</th>
<th>PARTIAL LAW</th>
<th>UNIVERSAL LAW REPEATED</th>
<th>BICYCLISTS</th>
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### Mature Drivers

<table>
<thead>
<tr>
<th>Length of Regular Renewal Cycle (Yrs.)</th>
<th>Provisions for Mature Drivers</th>
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</table>
# SEAT BELTS

<table>
<thead>
<tr>
<th>Type of Law</th>
<th>Who is Covered (Yrs.)</th>
<th>In What Seat</th>
<th>Maximum Fine 1st Offense</th>
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# SOBRIETY CHECKPOINTS

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<tr>
<th>Checkpoints Conducted?</th>
<th>Frequency</th>
<th>Legality</th>
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# SPEED LIMITS

<table>
<thead>
<tr>
<th>Rural Interstates</th>
<th>Urban Interstates</th>
<th>Other Limited Access Roads</th>
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<tbody>
<tr>
<td>Cars (mph)</td>
<td>Trucks (mph)</td>
<td>Cars (mph)</td>
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<td></td>
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<td>Trucks (mph)</td>
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<td>Cars (mph)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trucks (mph)</td>
</tr>
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</table>

# SPEED AND RED LIGHT CAMERAS

<table>
<thead>
<tr>
<th>VIOLATION/STATE LAW</th>
<th>PERMITTED LOCATIONS/Criteria</th>
<th>CITATION ISSUED TO/LIABILITY</th>
<th>IMAGE TAKEN</th>
<th>PENALTIES (TRADITIONAL PENALTIES)</th>
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<tbody>
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# WORK ZONES

<table>
<thead>
<tr>
<th>VIOLATIONS AFFECTED</th>
<th>ENHANCED PENALTIES</th>
<th>WORKERS MUST BE PRESENT</th>
<th>SIGNS MUST BE PRESENT</th>
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<tbody>
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</table>
Design Your Own Bumper Sticker

**Goal:** Create a bumper sticker promoting seat belt safety followed by a descriptive paragraph to explain your work.

**Directions:** This project is simple: a bumper sticker. The message is simpler: be safe. We all know the benefits of wearing a seat belt, but unfortunately, some tend ignore it. For this project you are asked to get the message out by designing a bumper sticker that makes a statement about the importance of being safe and using motor vehicle restraints properly.

1. Using the attached template, design your bumper sticker. Your bumper sticker should be BOLD in design, and be easy to read from 3-6 feet away. Be sure to use bold colors and only limited wording. Your bumper sticker must be appropriate. When you have finished, cut out your bumper sticker and put your name on the back.

2. On the attached piece of paper, write a descriptive paragraph about your message. The paragraph must include an explanation of the theme expressed by the bumper sticker, and reasons for its importance. Include one statistic that supports your message. Cite the website, magazine, or book where you found the statistic, both in the text and at the end of the paragraph.
   a. Statistics can be found at www.dmv.org, www.seatbeltsave.org, www.ghsa.org, or by typing in a search engine the key words statistic + seatbelt. If you need help with this, please see me prior to handing in your assignment.
   b. To make an in-text citation you will reference where the information was found i.e. “According to the Governor’s Highway Safety Association...” or “The Seatbelts Save survey found that ...”
   c. When you have finished your paragraph, cite your source. To do this you can go to www.citationmachine.net or refer to the MLA Style Manual

3. When finished, complete the Bumper-Sticker Rubric to make sure you get all the points available.