

Lesson Plan 2: Seat Belts and Driving

<p>Grade Level(s): 6-12</p>	<p>Program Topic: FACTS - Vehicle</p>	<p>Timeframe: 3-4 class periods</p>
<p>FCCLA National Program(s): Leadership Service In Action Power of One FACTS Families First</p>	<p>STAR Event(s): Chapter Service Project Illustrated Talk National Programs in Action Focus on Children</p>	<p>Prepared by: Carol Parrish, FACS Teacher and FCCLA Adviser Lynsey Singleton, FACS Teacher and FCCLA Adviser</p>

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."

National Highway Traffic Safety Administration. Traffic Safety Facts:2012 Occupant Protection. Washington, DC: US Dept. Transportation

Winston FK, et al. Eds. Driving: Through the Eyes of Teens. Published by The Children's Hospital of Philadelphia and State Farm Insurance Companies®. 2007

Insurance Institute for Highway Safety (IIHS). Fatality facts: teenagers 2013. Arlington (VA): The Institute; 2013 [cited 2015 Oct 7].

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

<p>Materials Needed:</p>	<ul style="list-style-type: none"> • Paper • Pencil • Computers • Colored Markers • Bulletin Board Paper • Scissors • Construction paper • Handout: Individual state statistics http://www.seatbeltssave.org/, Teen Driver Safety Article, Teen Driver Safety Reading Guide, My State’s Laws are Great, Design a Bumper Sticker
<p>Introduction of Lesson (20-25 minutes)</p>	<p>Seat Belt Safety</p> <ol style="list-style-type: none"> 1. Polling. <p>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.</p> <p>Ask students how many wear their seat belt only sometimes when they are in a motor vehicle. Write the number on the board.</p> <p>Let students know that ____ students wear their seat belts all the time, and ____ students only wear it sometimes.</p> 2. Small Group Discussion (Think-Pair Share) <ul style="list-style-type: none"> • Have students pair up with someone in the class. • Post the following questions somewhere in the room or print them out <ul style="list-style-type: none"> • 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.

<p>Activity 1 (20 minutes)</p>	<p>A Close Reading Activity Preparation for the Activity:</p> <ul style="list-style-type: none"> • Print copies of the Teen Driver Safety Article and Teen Driver Safety Reading Guide for each student in the class <p>Materials Needed:</p> <ul style="list-style-type: none"> • Paper • Pen/Pencil • Copies of Teen Driver Safety Article and Teen Driver Safety Reading Guide <p>During the Session:</p> <ol style="list-style-type: none"> 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
<p>Activity 2 (45 minutes)</p>	<p>My State's Laws are Great! Preparation for the Activity:</p> <ul style="list-style-type: none"> • 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. <p>Materials Needed:</p> <ul style="list-style-type: none"> • Pen/Pencil • Paper • Computer <p>During the Session:</p> <ol style="list-style-type: none"> 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.

<p>Activity 3 (45 minutes)</p>	<p>Click it or Ticket Preparation for the Activity:</p> <ul style="list-style-type: none"> • Print copies of the project description and rubric: Design a Bumper Sticker. (Print one set per student) <p>Materials Needed:</p> <ul style="list-style-type: none"> • Paper • Colored Markers, Crayons, Colored Pencils • Scissors • Computer Access • Bulletin Board Paper <p>During the Session:</p> <ol style="list-style-type: none"> 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.
<p>Lesson Closure</p>	<p>KWL-Ticket out the Door</p> <ol style="list-style-type: none"> 1) Have students answer the following three questions: <ul style="list-style-type: none"> • What do you Know? • What do you Want to know? • What did you Learn?

<p>Additional Activity</p>	<p>Seat Belt/Safety Restraint Safety Check</p> <ol style="list-style-type: none"> 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. <p>Resource: http://www.seatbeltssave.org/ (This site will provide all documents that you need to organize a seat belt/safety restraint/check.)</p>
<p>Additional (STEM) Activities</p>	<ol style="list-style-type: none"> 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_guidesettingupadatacollectionproject.pdf (Math, Technology) 2. Analyze Seat belt Data. Students examine seat belt data collected by 50 states. They examine a report written by a statistician and develop a report of their own. http://www.drivingscience.org/uploads/1/2/8/0/12801382/msactivity4teacherguideanalyzing_the_data.pdf (Math, Technology)

<p>Source/Other Resources</p>	<p> 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 http://www.gh-ipr.com/statefarm/chop/youngdriversurvey/PDF/NYD_Survey_FIN.pdf www.dmv.org www.nhtsa.org </p> <p>Other Resources</p> <p>http://www.drivingscience.org</p> <p>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.</p> <p>Seat Belt Education – Part 1 http://800buckleup.org/videos/index.asp 5.07 minutes in length</p> <p>Seat Belt Education – Part 2 http://800buckleup.org/videos/index.asp 7.54 minutes in length</p> <p>Booster Seats - How they work, why they are needed (Part 1) http://800buckleup.org/videos/index.asp 8.17 minutes in length</p> <p>Booster Seats - How they work, why they are needed (Part 2) http://800buckleup.org/videos/index.asp 5.38 minutes in length</p>
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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>

Name _____

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 _____ fatal 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 are 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 _____.

Name _____

My State's Laws are Great!

Visit: <http://www.ghsa.org/html/stateinfo/bystate/index.html>

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

My state is _____

AGGRESSIVE DRIVING

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CELL PHONES AND TEXTING

HAND-HELD BAN	ALL CELL PHONE BAN		TEXT MESSAGING BAN			CRASH DATA
	SCHOOL BUS DRIVERS	NOVICE DRIVERS	ALL DRIVERS	SCHOOL BUS DRIVERS	NOVICE DRIVERS	

CHILD PASSENGER SAFETY

CHILD RESTRAINT REQUIRED UNLESS INDICATED, # REFERS TO YRS. (LBS)	ADULT SAFETY BELT PERMISSIBLE UNLESS INDICATED, # REFERS TO YRS (LBS)	MAXIMUM FINE (1ST OFFENSE)

DRUG-IMPAIRED DRIVING

DUID ZERO TOLERANCE OR PER SE LAWS FOR SOME DRUGS	MARIJUANA SPECIFIC	
	POSSESSION & USE LAWS	IMPAIRED DRIVING LAWS

DRUNK DRIVING							
INC. PENALTY FOR HIGH BAC	ADMIN LICENSE SUSP. ON 1ST OFFENSE	LIMITED DRIVING PRIVILEGES DURING SUSP.	IGNITION INTERLOCKS	VEHICLE AND LICENSE PLATE SANCTIONS	OPEN CONTAINER LAWS	REPEAT OFFENDER LAWS	ALCOHOL EXCLUSION LAWS LIMITING TREATMENT
					*MEETING FEDERAL REQUIREMENTS		

GRADUATED DRIVER LICENSING (GDL)						
LEARNER STAGE			INTERMEDIATE STAGE			FULL PRIVILEGE MIN. AGE (YEARS/MONTHS)
MIN. AGE (YEARS/MONTHS)	MIN. DURATION (MONTHS)	REQUIRED SUPERVISED DRIVING HOURS (NIGHT HOURS)	MIN. AGE (YEARS/MONTHS)	NIGHTTIME DRIVING RESTRICTIONS	PASSENGER RESTRICTION (EXCEPT FAMILY, UNLESS NOTED)	

HELMETS			
MOTORCYCLISTS			BICYCLISTS
UNIVERSAL HELMET LAW (YEAR ENDED)	PARTIAL LAW	UNIVERSAL LAW REPEATED	

MATURE DRIVERS	
Length of Regular Renewal Cycle (Yrs.)	Provisions for Mature Drivers

SEAT BELTS			
Type of Law	Who is Covered (Yrs.)	In What Seat	Maximum Fine 1st Offense

SOBRIETY CHECKPOINTS		
Checkpoints Conducted?	Frequency	Legality

SPEED LIMITS					
Rural Interstates		Urban Interstates		Other Limited Access Roads	
Cars (mph)	Trucks (mph)	Cars (mph)	Trucks (mph)	Cars (mph)	Trucks (mph)

SPEED AND RED LIGHT CAMERAS				
VIOLATION/STATE LAW	PERMITTED LOCATIONS/CRITERIA	CITATION ISSUED TO/LIABILITY	IMAGE TAKEN	PENALTIES (TRADITIONAL PENALTIES)

WORK ZONES			
VIOLATIONS AFFECTED	ENHANCED PENALTIES	WORKERS MUST BE PRESENT	SIGNS MUST BE PRESENT

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 to 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.seatbeltssave.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.