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ABSTRACT

This information packet describes the teacher's role in Car Club, a program designed to convince junior high school students to use motor vehicle safety belts. Students are approached as both passengers and future drivers to help them examine their roles and responsibilities relating to safety belts and occupant protection systems, including air bags. The guide includes: outlines of the four modules; an Answer Key for student self-assessment and discovery sheets, and for a student activity exercise; a listing of vehicle occupant safety resources; and Student Activity Sheets (Self-Assessment, Discovery Sheets, Short Spins, Road Trips, Logos and Certificate, and Parent/Student Contract). The resource list highlights print materials, videos, tapes, films, and public service announcements and where they can be obtained; and associations and organizations that can provide additional materials and support. Organizations are presented in Health, Law Enforcement and Judicial, Traffic Safety, and Education categories. (MAH)

Teacher's Guide

AN EDUCATIONAL PROGRAM ON SAFETY BELT USE FOR JUNIOR HIGH SCHOOL STUDENTS

Safety belt use is lower among teenagers than any other age group; only about 29 percent of teens buckle up as compared to 44 percent of preteens 5-12 years and 45 percent of adults.* Yet motor vehicle crashes are the *leading cause of death* for this age group! Convincing teens, specifically those in junior high school, to buckle up is the goal of this educational packet.

The Car Club program was developed to help junior high school students make decisions about using safety belts. These are the years when peer pressure becomes more important to young people and they are beginning to examine their values and beliefs. This is an especially important time to introduce traffic safety issues and help them make the choice to buckle up.

PROGRAM OVERVIEW

The Car Club program offers information and a set of activities that allow students to discover the importance of using safety belts and the consequences of nonuse (for some students who used child restraint systems when younger, these activities will be a *rediscovery* and will help motivate them to continue using occupant protection systems). Students are approached as both passengers and as future drivers to help them examine their roles and responsibilities as they relate to safety belts and automatic occupant protection systems, including air bags.

The Car Club materials include:

- Teacher's Guide, with Answer Key and listing of occupant safety resources
- Student Activity Sheets: Self-Assessment, Discovery Sheets, Short Spins, Road Trips, Logos and Certificate, and Parent/Student Contract

The Car Club is a program for learning about occupant safety, and not really a "club" with members or meetings. But the idea of a club is important as a theme in the sense that after going through the program, students can feel they have some special knowledge or awareness about an issue that is important for *everyone.* The idea of participating in a "club" activity and/or receiving a certificate can sometimes serve as a reminder about what was learned.

Those students who are most interested in the issue can form an actual club to promote occupant safety through various activities (see "Road Trips: A Student Guide to More In-Depth Activities On Occupant Safety").

MAPPING YOUR COURSE

Before getting started, review this teacher guide, all the student activities, and the resources to decide which of the materials you want to use. The materials have been designed so that you can modify the lesson plan to respond to your needs and time constraints. The Teacher's Guide also includes an Answer Key, and a listing of occupant safety resources to supplement the materials provided in *The Car Club.* The resource list highlights:

- Print materials, videos, tapes, films and public service announcements (PSAs), and where they can be obtained and
- Associations and organizations that can provide additional materials and support.

Depending on the amount of class time you have, you can use just one module or all four, but the more modules that are used, the better. Each module will take approximately one class period, depending on the amount of class discussion. The activities included in each of these modules are described in the "Student Activities" section of this guide.

A program such as *The Car Club* often works best when its message is supported on many fronts. Try announcing the program to parents through parent-teacher newsletters, for example. And be certain to check local laws, because the *law* in your area may *require* wearing safety belts. If so, you can discuss this with your class before or during your presentation of the program.

MODULE 1. For the basic module we recommend the self-assessment and the first three discovery sheets: You and the Road; If You Crash Once, You Crash Three Times; and The Amazing Safety Belt. This module may take up more than one class session, so allow for more time if needed.

MODULE 2. For the second session, have the students summarize what was covered in the basic module and then continue with the last three discovery sheets (Crash Protection that Works like Magic; A Million Reasons Not To, None of Them Good; Remember the Rules of the Road).

MODULE 3. *Short Spins* offers activities for students to do while in the classroom. These include role playing, a debate, and a "Declaration of Road Safety."

MODULE 4. *Road Trips* is designed as a student guide for expanding the activities outside the classroom. This could possibly involve other classes or the entire student body. How much more the students do depends a great deal on their enthusiasm and commitment.

The *Parent/Student Contract* may be used with any of the modules. The letter/contract helps get the message out into the community, and fosters family participation. The letter may be used as provided or modified to meet your own special needs.

Also included in the packet is a sheet of *The Car Club* logos that may be used on letterhead, press releases, buttons, or wherever else a logo can be used. The Certificate included on the same sheet may be issued to students who have finished all program modules.

*Restraint System Usage in 19 U.S. Cities. 1989 Annual Report. National Highway Traffic Safety Administration. DOT HS 807 595. June 1990.

SPECIAL CONSIDERATIONS

This educational packet can be used effectively in almost any class and reinforced through various activities. Having the message reinforced in different settings helps to remind students about the importance of using safety belts.

In English or literature classes, occupant protection can be used as the topic for written composition or oral debate. Identifying the issues surrounding safety belt use can be used when teaching research skills.

In history or civics classes, learning about any existing State legislation requiring mandatory safety belt use, and the background on any debates would be a natural. Discovering how the law is enforced could also be a class project.

Exploring the dynamics of a crash is a great activity in science and math classes. For example, a science class can see the effects of a crash and safety belt use with the "egg car" demonstration (see *Road Trips* in this packet), while a math class can calculate the force of impact or take a student poll on wearing safety belts and use that to calculate percentages.

English as a Second Language teachers can introduce the vocabulary prior to having students complete the activity. The discovery sheets can be used as reading materials and the questions that are included on each sheet will help measure language comprehension. Also, if the class happens to be at a lower reading level, teachers might want to introduce selected vocabulary. In general, the language has been designed to appeal to a broad spectrum of students from sixth through ninth grades.

If you are presenting the program to more advanced eighth or ninth graders, you may want to consider supplementing these materials with materials oriented toward a high-school level. These are available from the National Highway Traffic Safety Administration (NHTSA) and other sources. See the Occupant Safety Resources list included in this package for further information and addresses.

STUDENT ACTIVITIES

These materials have been designed to promote active student participation and to reinforce self-discovery, a process vital to behavioral change for this age group. The activities should be student-directed with the teacher facilitating the activities. Having the students take the lead will reinforce the self-discovery approach.

We have found that the teacher plays a major role in setting the tone and determining students' attitudes about this important issue. Students this age often just don't believe that traffic safety is something they have to worry about, despite the fact that car crashes are the number one killer of teenagers—and the number one killer for all ages 1-34. That is why it is so important to introduce *The Car Club* to the class and discuss the objectives before starting the activities. Create interest in the program, for example, by placing one of the large logos on the bulletin board a week or so before you actually start the program.

IMPORTANT NOTE:
Throughout the materials the word "car" is used for the sake of readability, but remind your students that what they are learning about occupant safety applies to *any* motor vehicle.

Each of the activities has been provided in formats you can use with photocopying and spirit duplicating machines. The answers to questions are shown in a separate answer key at the end of this Teacher's Guide.

MODULE ONE

Self-Assessment

Objective: Students will assess their knowledge about safety belts and the dynamics of a crash by taking a test.

Have students respond to the 15 questions on the assessment sheet. All questions with the exception of numbers 14 and 15 have correct answers. The last two questions are simply an assessment of individual use and do not have "correct" answers.

- Once the students have completed the exercise, review the questions and answers together.
- Discuss which answers were most surprising and why. List them on the board.
- Take a count of the answers for questions 14 and 15 (self-assessment on individual safety belt use). What is the percentage of students for each category? How does the class compare to the national average of 25 percent?

Discovery Sheets

The six discovery sheets included in *The Car Club* program provide the students with the facts about the effects of crashes and how safety belts and automatic occupant protection systems (such as air bags) work. Have the students review the materials individually, in small groups, or together as a class in an interactive session.

Module One includes the first three Discovery Sheets, which are:

You And The Road

Objective: Students will recognize the risks of being a passenger or driver on the road and how they can reduce some of these risks.

Approach: As future drivers, students will identify three characteristics of a "good" driver.

- Once students have completed this activity, ask how many plan to get their driver's license when they are old enough (16 or 17 years old in most states). Some may not realize how close they are to becoming drivers.

- Have students discuss the characteristics of a good driver. What should they do when they become drivers? What should they avoid?
- Have the students list on the board what they think can be done to minimize the risks of the road. Discuss how they can act to minimize risks in difficult situations where they have to confront peer pressure and other challenges.

If You Crash Once, You Crash Three Times

Objective: Students will learn about the dynamics of a crash and how injuries and death occur.

Approach: Most people do not have a clear understanding of the dynamics of a crash. Learning about the second and third collisions in a crash will help students recognize how injuries and deaths occur in motor vehicles and how the use of occupant protection devices can minimize injury.

- Review the concept that the car and passenger are actually moving separately, not together. Have the students give other examples where this occurs (riding a bicycle, skateboard, airplane or train).

The Amazing Safety Belt

Objective: Students will learn how safety belts prevent the second and third collisions and may even prevent the first collision.

Approach: Have the class review the discovery sheet and examine how occupant protection devices stop the second and third collisions from happening.

- Find out how many students have already been involved in traffic crashes. How many were wearing their safety belts?
- Discuss what it feels like when the car comes to a sudden stop when you are wearing your safety belt. Have students describe how it would feel without safety belts.

MODULE TWO:

This module includes the last three Discovery Sheets as described below.

Crash Protection That Works Like Magic

Objective: Students will learn about automatic occupant protection systems, such as air bags and automatic safety belts.

Approach: Discuss how automatic safety belts and air bags work.

- Ask how many students have been passengers in cars or other vehicles with automatic safety belts. Have them explain how they are different from manual safety belts and what some of the different automatic belt systems are.
- Check car dealers to find out with which automatic safety systems different car models are equipped—which models have an automatic shoulder belt only and which have both shoulder and lap belts.
- After reviewing the information about air bags, discuss when this system works best (frontal collisions) and which passengers benefit the most. Also discuss the need to use safety belts *with* air bags for maximum safety.
- Have students check with different car dealers to see which manufacturers offer air bags as standard equipment and what the cost is for getting them installed as optional equipment.

A Million Reasons Not To, None Of Them Good

Objective: Students will examine excuses people use for not buckling up as a way of reinforcing their understanding of why they *should* buckle up.

Approach: This exercise can be done as a whole class or in small groups.

- Have students discuss each statement and indicate whether or not they agree. Conduct a debate.
- Let each group report on which statements they agreed with and which they didn't. Have them summarize the group discussions.
- Ask the class to share what they would say if a friend or family member believed any of the statements.

Remember The Rules Of The Road

Objective: Students will review the need to wear safety belts as one of several sound "rules" of safe driving.

Approach: The exercise can be done in a group or as a class.

- Have students review each of the rules and discuss how these behaviors could endanger or save a life.
- Ask students to give examples of what they could say or do if someone they cared about ignored any of these rules.

MODULE THREE:

Short Spins

Objective: Students will have a chance to creatively *use* their new knowledge about safety belts, and to think of the safety belt issue in the wider context of public issues.

Approach: Short Spins offers students additional activities they can do in the classroom. These activities are designed to encourage active student participation.

- Activity #1 includes a set of role playing situations in which students will have the opportunity to develop skills and responses that will help them to be assertive in awkward situations where people are not wearing safety belts. Each group will act out their situations and then have the class offer other responses or reactions that would also be effective.
- In Activity #2, the class will debate the issues surrounding mandatory safety belt use. Some of the issues will be freedom of choice, unnecessary regulations, and enforcement (how

can they be enforced). In preparing for this debate, have the students check with local police on enforcement methods and for any existing legislation.

- For Activity #3, students will "declare" their choice by preparing a statement about road safety. The class will write an article for the school paper, and if possible, a student will bring in a camera to record the event.

MODULE FOUR:

Road Trips

Objective: Through these projects, students will integrate occupant safety into a broad range of activities outside the classroom.

Approach: Road Trips offers an expanded program for student involvement. Some of these activities may be done as class projects or as *Car Club* activities.

If students are interested in forming an actual *Car Club,* discuss any requirements, such as permission from the principal or a teacher advisor. If the club is just part of a class and not a schoolwide activity, then the need for prior school approval of projects listed in *Road Trips* should be decided on a case-by-case basis.

These activities get the message out to other students in the school, as well as out into the community. Promoting student involvement in a larger program will strengthen their commitment to traffic safety and to becoming safe drivers.

If students are interested in carrying out a long-term program, the activities can be timed to coincide with two national occupant safety events. The kickoff for the program can be held during "Child Passenger Safety Awareness Week," which takes place around Valentine's Day, and the program finale can be during "Buckle Up America! Week," which starts the week before and includes the Memorial Day holiday.

How much you do and how involved students become is up to you. What matters is not whether the class participates in just Module One or in a year-long program, but rather that everyone gets involved. Traffic crashes are the leading cause of death and injury for our young people. Preparing young people to be better drivers and better protected passengers can help turn that tragic statistic around.

ANSWER KEY

(For questions on Self-Assessment and Discovery Sheets, and for Activity #1 in "Short Spins")

How Far Do You Need to Go? Self-Assessment

1. *False.* Statistics show that a person is likely to be involved in a car crash once every ten years.
2. *True.* Not only that, almost 80 percent of the teenagers who die in crashes are *passengers.*
3. *False.* You are *4 times* more likely to be killed if you are thrown from the car and onto the hard pavement. Safety belts keep you inside the car, where you have some protection (and to get out of the car *after* a crash it's easy—just unbuckle).
4. *False.* Most crashes and fatalities occur under 40 miles per hour and less than 25 miles from home. Safety belts should be worn *every* time you are in a car.
5. *False.* Safety is the issue, not politeness.
6. *False.* Your best chance of surviving in a car that is on fire or submerged is to remain *conscious and not injured.* Your safety belt is the best way to stay conscious and uninjured, and it takes only a few seconds to unbuckle your belt and get out. If you are not wearing a safety belt, you are more likely to be unconscious or too injured to move, and therefore *unable* to get out of the car. Besides, *less than one half of one percent* of all injury-producing crashes involve fire or being under water.
7. *False.* Back seat passengers can just as easily be thrown against the inside of the car or against other people in the car. **NOTE:** Car models beginning with 1990 are required to have three-point safety belts on the outside positions in the *rear* seat.
8. *False.* Absolutely not. Your chances of escaping injury or death in a crash are *50 percent better* wearing safety belts than they are if you don't wear them.
9. *False.* Even if you are a good driver, there are plenty of drivers out there who are not.
10. *True.* They are a winning combination.
11. *a.* We already know that choice (b) is wrong (from question 3). As for (a), no arms in the world can withstand the force of impact in most crashes.

12 *b.* Choice (a) is dead wrong. Alcohol impairs driving ability, even if the driver is relaxed. For (c), whether or not the driver knows he or she is drunk is not relevant—because his/her judgment and ability to react is impaired anyway.

13. *a.* Since (a) is true, (b) is clearly wrong, and (c) is not important, given the danger posed by speeding.
14. Student poll.
15. Student poll.

You And The Road

What are three risks for passengers and drivers? The three risks to be listed could include any of those mentioned on this Discovery Sheet or other risks that students bring up. There are no set answers—this question is primarily for discussion.

Can anything be done about these risks? Again, this question is for discussion purposes. One of the answers, however, should be using occupant protection devices.

If You Crash Once, You Crash Three Times

1. *First blank:* comes to a stop, or crashes.
   Second blank: keeps moving.
2. *First blank:* comes to a stop, hits something (like windshield, pavement, etc.)
   Second blank: keeps moving.
3. *First blank:* come to a stop, hit something inside your body (like your brain hitting your skull).

The Amazing Safety Belt

1. *a.* As for (b), no matter how big or small your car is, when you crash it is a major impact that can cause injury or death. (c) is clearly false. Again, your chances of escaping injury or death in a crash are *50 percent better* wearing safety belts than they are if you don't wear them.

2. *b.* Since (b) is correct, (a) is not. (c) is clearly wrong—you don't wear or not wear safety belts based on whether or not someone can see you. It's a safety issue!
3. *c.* If you are the driver, you have a responsibility for the safety of your passengers. (a) is therefore wrong. As for (b), politeness is not the issue. Safety is.

Crash Protection That Works Like Magic

Automatic Safety Belts

1. *d.* All are correct.
2. *a.* It is important to wear your lap belt if the automatic restraint system in your car has only a shoulder belt—to keep you from sliding out from underneath. Choices (b) and (c) may happen in a crash, but are not necessarily direct consequences of wearing an automatic shoulder belt.

Air Bags

1. *c.* Air bags protect you in *frontal* collisions, not side or rear-impact collisions. That's why they should be used with safety belts.
2. *c.* This is an absolute must if your air bag system has been activated. Choices (a) and (b) are wrong because once the system has been used, you cannot "fix" it by replacing a part or re-stuffing the air bag itself. It is designed to work only once, in order to ensure system integrity and safety. As for choice (d), you can be involved in a crash at any time, so you should *always* be prepared.

A Million Reasons Not To, None Of Them Good

Which activity takes the least amount of time? Buckling your safety belt (d) takes only a few seconds—less time than any of the other, regular activities listed.

Explanations for 1 through 7 are in the text.

Remember These Rules Of The Road

This question asks for the choice that is not a way to stay safe on the road. (a), (b), (c) and (e) are all good safe-driving practices. (d) is not, since most crashes and fatalities occur close to home, so (d) is the answer.

Activity #1 in "Short Spins"

The following are some examples of appropriate responses to the class exercises in Activity #1. Remember, these examples are not the only possible responses, because the purpose of the activity is to encourage students to be creative in handling difficult situations involving safety belt use and other occupant safety practices. The responses provided below only serve as a guide to help you understand what kinds of responses to look for.

Group One

- The driver is your best friend's father, so you try to be polite. You could say, "I know we're only going to the park, but I wear a safety belt everywhere I go. Could you please help me look for the other end of my belt so I can buckle up?"
- Or, if the driver doesn't want to help: "Well, I can't seem to find my safety belt. The park isn't very far, so I think I'll just hop out and walk. See you there."

Group Two

- You say to the driver, "Hey, is anyone else you know with a car going to the same place? We can't put safety belts on with all of us in here."
- If the driver says no: "I think I'll just skip it then (gets out of car)."

  OR

  "Well, why don't we all just walk then. There's an all-night coffee shop about a half mile down the road."

Group Three

- You try not to confront the driver directly, because in this situation that would not be productive. So you could say, "Yeah, I trust you just fine. But there are a lot of other drivers out there I don't trust."
- Or, you say, "What about other drivers? Do you trust them? I don't, so I'm going to wear my safety belt. You might want to think about it yourself. It doesn't mean you're not a good driver."

Group Four

- You don't want to dampen the spirit of things, but you still want your passengers to know you are serious. You work it into the rest of the conversation and say, "Everybody have all their stuff? Okay... safety belts. Everyone have his safety belt on?"
- You buckle up *your* safety belt, then turn the radio on, listen to the music, but don't start the car. In a minute, a passenger says, jokingly, "Hey, nice beach. You going to go or what?" You look up, surprised, "Oh, yeah. I was just waiting for everyone to put his safety belt on."

OCCUPANT SAFETY RESOURCES

The following is a list of occupant safety resources that you can use to supplement or help you present *The Car Club* program.

I. MATERIALS

Educational Pieces

National Highway Traffic Safety Administration (NHTSA): The following kinds of items may be obtained by contacting NHTSA, NTS-13, 400 Seventh St., S.W., Washington, D.C. 20590:

- Consumer information, e.g., fact sheets on occupant safety
- Occupant safety educational kits/ teacher guides for preschool through high school
- List of Spanish language occupant safety materials
- Information on community occupant protection safety programs.

Twice a Champion: The Toney Lineberry Story, by Tommy Lineberry, 1988. To order, mail $9.95 to: Twice a Champion, 581 Nelwood Place, Manakin-Sabot, VA 23103. Toney Lineberry is also available for presentations.

Occupant Protection Training Workshop: Instructor's Guide. Write: University of North Carolina, Highway Safety Research Center, CB #3430, Chapel Hill, NC 27599, 1987.

B.E.L.T. (Buckling Up Extends A Life Time). Kit for High School. Entertainment Industries Council, Inc., 1988. For ordering information, write: EIC, Inc., 444 Riverside Drive, Suite 203, Burbank, CA 91505.

American Automobile Association: Contact your local AAA Club regarding availability of materials.

- "Safety Belts for People Who Enjoy Living." Brochure.
- Traffic Safety Education Materials Program (Teacher's Guides for Grades K-3, 4-6, 7-9; My Own Safety Story Activity Booklet; Otto the Auto Storybook; Set of 10 Posters).

Reports

Contact AAA Foundation for Traffic Safety or NHTSA.

Posters/Advertisements

National Highway Traffic Safety Administration (NHTSA):

- Posters, decals, print ads available from NHTSA
- NHTSA also has available a range of television public service announcements (PSAs), short films, and trailers on occupant safety.

American Automobile Association: Contact your local AAA Club regarding availability of materials.

- Dashboard Decals: **Safety Belt Use REQUIRED** (#3398) or **REQUESTED** (#3399).
- Litter Bags: **Develop the Safety Belt Habit** (#3625); **Buckle Up** (#3628); **Season's Greetings—Buckle Up** (#3629).

These Officers Met by Accident and **These Children are in a Class by Themselves Posters,** American Coalition for Traffic Safety, 1620 I Street, N.W., Suite 1000, Washington, D.C. 20006, 202-857-0002. (Free)

Buckle Up Music Video. TV and radio PSAs and movie theater PSAs/trailers. Various lengths from 5 min. to 10 sec. Entertainment Industries Council, Inc., 444 Riverside Drive, Suite 203, Burbank, CA 91505.

Vince and Larry Public Service Announcements, 21 spots. PSAs vary from 10 seconds to 30 seconds in length. National Highway Traffic Safety Administration, 1/2", 3/4", and 1" video. NOT FOR BROADCAST USE.

Audio-Visuals

The Winning Combination, film/video, 8-1/2 min. Educational film for general audiences on automatic safety belts and air bags, NHTSA, 1/2" and 3/4" video; 16 mm.

Air Bags Now. Demonstrates how safety belts and air bags complement each other in preventing occupant injuries in crashes. The film features new crash test footage, interviews with crash survivors and on-the-road demonstrations. Insurance Institute for Highway Safety. 1/2" VHS or Beta, 3/4", 16 mm. Free loan or purchase $25 video/$65 film.

Lucky Thirteen, film/video. Entertaining story of a crash dummy come to life. The dummy refuses to crash his car without a safety belt. NHTSA, 3/4" video and 16mm film.

Children in Crashes, film/video, Insurance Institute for Highway Safety, Washington, D.C. Shows why small children need to ride in child safety seats.

If Only..., film/video, 23-min. The message is "Protect your Head!" when in a motor vehicle, participating in sports, etc. Shows the devastating consequences of irreversible head/brain injury. Visucom Productions, Inc., 415-364-5566.

Buckle Up, 22-min. Celebrity testimonials on safety belt use and a buckle up rock video for youth audiences. Entertainment Industries Council, Inc., 444 Riverside Drive, Suite 203, Burbank, CA 91505.

Safety Belts: For Dummies or People?; The Game of Your Life, General Motors/American Medical Association. Teaching videos on safety belts and drunk driving for upper elementary grades and junior high school. Check with school library or media center or Corporate Relations Dept., Rm. #11-157, GM Bldg., Detroit, MI 48202, 313-556-2046.

American Coalition for Traffic Safety: 1620 I Street, N.W., Suite 1000, Washington, D.C. 20006, 202-857-0002.

- Children's Survivors' Event Video, 10-minutes. $3.50 ea.
- Children in Safety Belts. $3.50 ea.
- Law Enforcement Video. $3.50 ea.

II. ORGANIZATIONS

Health

American College of Emergency Physicians
P.O. Box 61911
Dallas, TX 75626
(214) 659-0911

American College of Preventive Medicine
1015 15th Street, NW, Suite 403
Washington, DC 20005
(202) 789-0003

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 60611
(312) 280-6048

American Medical Association Adolescent Health Division
535 North Dearborn
Chicago, IL 60610
(312) 645-5530

American Nurses' Association
2420 Pershing Road
Kansas City, MO 64108
(816) 474-5720

American Osteopathic Association
122 C Street, NW, Suite 875
Washington, DC 20001
(202) 783-3434

American Public Health Association
1015 15th Street, NW
Washington, DC 20005
(202) 789-5627

American Red Cross
17th and D Streets, NW
Washington, DC 20005
(202) 639-3086

American School Health Association
P.O. Box 708
Kent, OH 44240
(216) 678-1601

American Spinal Injury Association
2020 Peachtree Road, NW
Atlanta, GA 30309
(404) 352-2020

American Trauma Society
1400 Mercantile Lane
Suite 188
Landover, MD 20785
(800) 556-7890
(301) 925-8811

Association for the Advancement of Health Education
1900 Association Drive
Reston, VA 22091
(703) 476-3440

Association of State & Territorial Health Office
1311-A Dolly Madison Boulevard
McLean, VA 22101
(703) 556-9222

National Center for Health Education
2190 Meriden Park Boulevard
Concord, CA 94520
(415) 676-2813

National Head Injury Foundation
18A Vernon Street
Framingham, MA 01701
(617) 879-7473

U.S. Department of Health and Human Services
330 C Street, SW, Room 2132
Washington, DC 20201
(202) 472-5370

Law Enforcement and Judicial

Your first resource in this category should be the local police department. Contact the following organizations for additional information on law enforcement ideas and activities:

American Judges Association
300 Newport Avenue
Williamsburg, VA 23185
(804) 253-2000

International Association of Chiefs of Police
13 Firstfield Road, SE
Gaithersburg, MD 20878
(301) 948-0922

National Association of State Directors of Law Enforcement Training
50 Fremont Street, Room 205
Melrose, MA 02176

National Sheriffs Association
1450 Duke Street
Alexandria, VA 22314
(703) 836-7827

Traffic Safety

AAA Foundation
1730 M Street, NW
Suite 401
Washington, DC 20036
(202) 775-1456

American Driver & Traffic Safety Education Association
239 Florida Avenue
Salisbury, MD 21801
(301) 860-0095

American Automobile Association
AAA Headquarters
Traffic Safety Department
1000 AAA Drive
Heathrow, FL 32745
(407) 444-7913

National Association of Governors' Highway Safety Representatives
444 North Capitol Street
Washington, DC 20001
(202) 624-5877

National Safety Council
444 North Michigan Avenue
Chicago, IL 60611
(312) 527-4800

State Traffic Safety Agencies
(Check telephone book for information.)

Education

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700

Boy Scouts of America
1325 Walnut Hill Lane
Irving, TX 75038
(214) 659-2000

Boys Clubs of America
771 First Avenue
New York, NY 10017
(212) 351-5904

National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815
(301) 961-2800

National FFA Center
(Future Farmers of America)
5632 Mount Vernon Memorial Highway
Alexandria, VA 22309
(703) 360-3600

Mothers Against Drunk Driving (MADD)
669 Airport Freeway
Suite 310
Hurst, TX 76053
(817) 268-6233

National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200

National Association of Student Councils
1904 Association Drive
Reston, VA 22091
(703) 860-0200

National PTA
700 North Rush Street
Chicago, IL 60611
(312) 787-0977

National Student Safety Program
Contact the local chapter.

Students Against Drunk Drivers (SADD)
Box 800
Marlboro, MA 01752
(617) 481-3568

U.S. Department of Transportation

National Highway Traffic Safety Administration

DOT HS 807 652
October 1990

SP

SELF- CAR CLUB ASSESSMENT

How Far Do You Need To Go?

How much do you know about safety belts? How much do you know about safe driving? Learning about these issues is one of the main reasons for *The Car Club*, so try answering the questions below to see how much you know, or how far you need to go.

TRUE OR FALSE

1. _____ I'm not likely to be involved in a crash in the next 10 years.
2. _____ Injuries from car* crashes are the number one cause of death for young people.
3. _____ If I'm in a serious crash, my chances of injury will be less if I'm thrown clear of the car.
4. _____ It's a good idea to wear safety belts on long trips on the highway, but you don't need them for short trips close to home.
5. _____ If no one else in the car is wearing safety belts, it is impolite for me to put them on.
6. _____ I shouldn't wear safety belts because they will trap me inside if my car is on fire or submerged under water after a crash.
7. _____ Passengers in the back seat don't need to wear safety belts.
8. _____ Safety belts are more likely to cause an injury than prevent an injury.
9. _____ Good drivers don't need to wear safety belts.
10. _____ Safety belts combined with air bags are the best way to reduce injury in a crash.

CIRCLE THE BEST ANSWER

11. Of the following, the best way to protect yourself in a car crash is to
    a. brace yourself with your arms.
    b. jump clear of the car.
    c. wear your safety belts.
12. Drinking while driving
    a. helps the driver relax and drive better.
    b. is one of the major causes of *fatal* car crashes.
    c. is safe as long as the driver knows he is drunk and is especially careful.
13. Which of the following is true? Speeding
    a. gives the driver less time to react and is a major cause of crashes.
    b. is the best way to get somewhere in a hurry.
    c. keeps your engine in tune.
14. When you ride in a car, how often do you wear safety belts?
    a. always b. most of the time c. sometimes d. never
15. Should you be wearing your safety belts more, less, or is what you do about right?
    a. more b. less c. about right

** We use "car" throughout these materials, but the information applies to* any *motor vehicle, including vans, trucks, etc.*

SP

DISCOVERY CAR CLUB SHEET #1

You And The Road

Although you might not think about it, you spend a lot of time on the road as a passenger in a car, pick-up, van or bus, or riding a bicycle. And it won't be too long before you'll be on the road as a driver, too.

Since being on the road is such an important part of your life, let's look at some of the risks. Think of it this way: When you're in a car, you are almost always traveling *much* faster than you would walk or run, and you're traveling inside a machine that weighs a few thousand pounds. Not only that, but you're not alone. The road is filled with other cars, trucks, buses, and all kinds of vehicles. So a lot can happen. When you are involved in a crash, there's a lot of force involved, and the results are often *very* serious. But most crashes *can* be avoided. That's why we use the word "crash" and not "accident."

See what you think of the facts below. How might they apply to you?

- Motor vehicle crashes are the *leading cause of death among teenagers*. This doesn't just mean teenagers who are driving. Almost 80 percent of the teenagers who die in crashes are *passengers*!
- Almost 20 percent of these teenagers were between 13 and 15 years old. Not even drivers yet!
- Many of these deaths were the result of driving while drinking, speeding, and not wearing safety belts.
- You're already on the road as a passenger, but chances are you'll be on the road as a driver when you are 16 or 17 years old. In 1987, almost 2 million 16 year olds got their licenses. That's half of all 16 year olds in the U.S. for that year.
- When you do get a license, you'll have to get car insurance. Because the crash rate is so high for young drivers, insurance is *very* expensive. But you *can* keep the cost down with a good driving record.

What are the risks you face as a passenger and a driver? List three of these risks.

1. _____

2. _____

3. _____

Can you do anything about these risks? List three things you think you can do to help reduce your risks as a passenger or driver.

1. _____

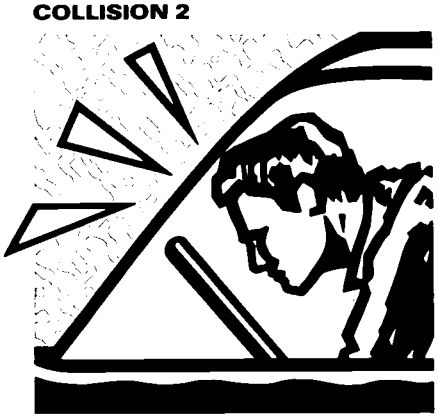
2. _____

3. _____

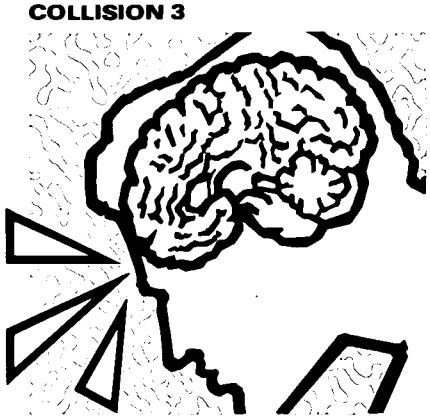
If You Crash Once, You Crash Three Times

COLLISION 1

COLLISION 2



COLLISION 3



A crash is not just a crash. It's really THREE different collisions. Sound hard to believe? It's not if you realize that you and the car are moving SEPARATELY. The car is moving, but so are you. So when the car hits something, it stops but *you don't*. You keep going until you hit something, whether it is the dashboard, the windshield, or the pavement outside. When the car hits, that's the first collision. When *you* hit, that's the second collision.

Let's look at the first two collisions, and then we'll talk about the third collision.

Think of the third collision this way: Just as you move separately from the car, your organs move around separately inside you. Take your brain, for example. Your brain is *suspended* in liquid inside your skull. If your skull (your head) comes to a hard stop in a crash, your brain keeps moving until it hits the inside of your skull. This collision can cause brain damage, which is often permanent. Can you imagine what would happen to your brain during a 50 MPH crash?

The third crash looks like this.

FILL IN THE BLANKS

1. In the first collision, the car _____.

   Meanwhile, your body _____.

2. In the second collision, your body _____.

   Meanwhile, your internal organs _____.

3. In the third collision, your internal organs _____.

WEARING YOUR SAFETY BELT CAN PREVENT YOU FROM BEING INJURED OR KILLED IN THE SECOND AND THIRD COLLISION!

SP

DISCOVERY CAR CLUB SAFE RIDERS SHEET #3

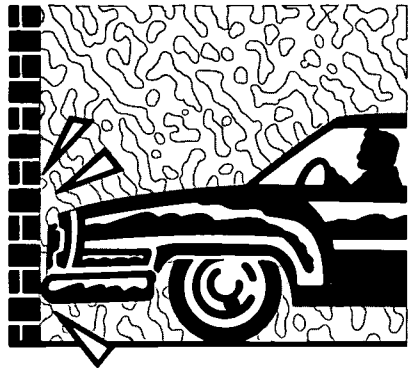
The Amazing Safety Belt

Statistics show that you are likely to be in at least one car crash over the next ten years (and once every ten years after that). If you are, that crash doesn't have to turn into three collisions! There's one easy way to make sure it doesn't—WEAR YOUR SAFETY BELTS. It's so easy to do, and you'd be amazed at how well they work. They're the BEST way anyone has ever come up with to reduce injuries in a crash.

Let's see how safety belts do their job. In the first collision, the car hits something and stops. Now without safety belts, you—whether you are the driver or a passenger— would keep going until you hit something (second collision). Not with safety belts! The belts hold you to the car, so that WHEN THE CAR STOPS, YOU DO, TOO. The third collision happens when your internal organs keep moving after you hit something (like the dashboard or windshield). But with your safety belts on, you'll still come to a fast stop in a crash, but it won't be nearly as hard an impact. The belts will spread the force over the stronger parts of your body, like your hips and shoulders. By spreading the crash forces this way, you are much less likely to be injured. This is true even for crashes at low speeds.

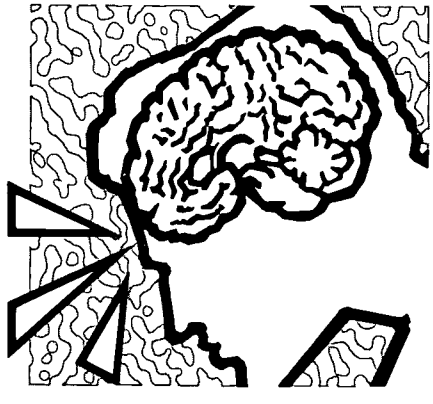
TURN THIS PAGE OVER TO LEARN HOW TO WEAR YOUR SAFETY BELT THE RIGHT WAY.

COLLISION 1



COLLISION 2

COLLISION 3



HOW TO WEAR YOUR SAFETY BELT THE RIGHT WAY:

NO

YES

To do their job, though, safety belts have to be worn the right way. Your lap belt should be fastened low on the *hips*, across the upper thighs, not up around the stomach. Your shoulder belt should fit snugly (*not* loosely) over the *shoulder*. It should never be tucked under the arm or behind the back.

CIRCLE THE BEST ANSWER

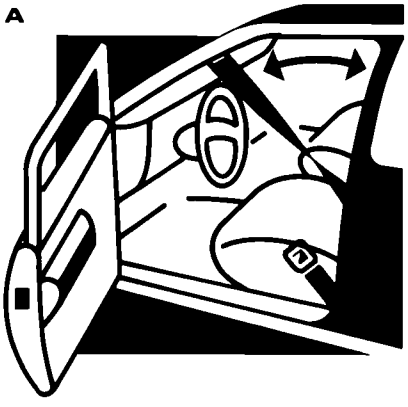
1. Safety belts
   a. prevent you from being thrown out of the car and from hitting the car's interior.
   b. are not necessary if you're in a big car.
   c. don't make much of a difference in a crash.
2. If you are a back seat passenger, you
   a. *don't* need to wear safety belts because you'll be protected by the seat in front of you.
   b. *do* need to wear safety belts because you can still be thrown against damaging parts of the car's interior, be thrown into other people in the car, or be thrown out of the car.
   c. *don't* need to wear safety belts because no one can see you back there.
3. If you are a driver, you
   a. should worry about *your* safety belts, not your passengers'.
   b. shouldn't ask your passengers to wear their safety belts. It would be impolite.
   c. have a responsibility to make sure *everyone* in the car has buckled up.

In *The Car Club*, we know how important safety belts are. Here are the facts: *With* safety belts, your chances of escaping injury or death in a crash are *50 percent better than they would be without belts*. And the percentage is highest when you have *both lap and shoulder belts on*. Not only that, many States now have laws that require you to buckle up. But wearing them is up to you. It's your decision!

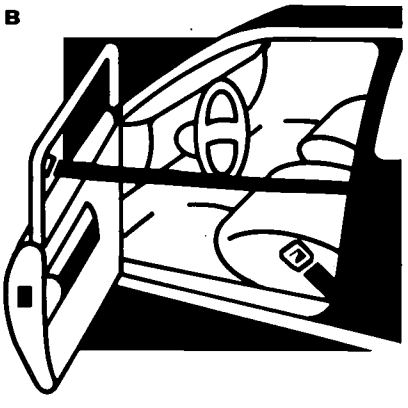
Crash Protection That Works Like Magic

AUTOMATIC SAFETY BELTS

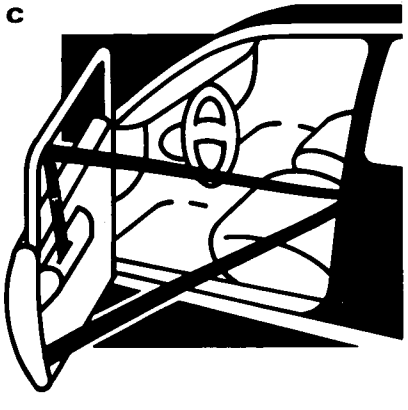
A



B



C



Now there are some new crash protection devices that you are likely to see in more and more cars. These new devices are *automatic* safety belts and air bags.

AUTOMATIC SAFETY BELTS

The automatic safety belts you see in pictures A–C are just like regular safety belts, except that you don't "put them on." They put themselves on, because they are either motorized or attached to both the car door and the seat so that when you get in and shut the door, the belt closes over you automatically. This makes it hard for you to forget! But notice that the automatic belt systems in A and B have only a shoulder belt. It is important to *wear your manually-attached lap belt* with these shoulder belts. Other automatic systems, like the one in C, include both shoulder and lap belts. Some systems with shoulder belts also have a padded knee panel below the dashboard to help keep you from slipping out from under the belt.

CIRCLE THE BEST ANSWER

1. Automatic safety belts
   a. are attached either to a motorized track above the car door or to the car door itself.
   b. close over the passenger (or driver) automatically when the car door is shut.
   c. should always be used with a lap belt.
   d. all of the above are correct.
2. If you are wearing only an automatic shoulder belt, but not your lap belt along with it, you could
   a. slide out from under the shoulder belt and hit the car's interior.
   b. be pinned to the seat.
   c. be unable to escape from the car.
   d. be thrown from the car if the door comes open.
   e. both a and d.

TURN THIS PAGE OVER TO LEARN ABOUT AIR BAGS.

AIR BAGS

AIR BAGS

As you can see in the picture, air bags are really bags of "air" that inflate during a *frontal* (from the front) crash and prevent the driver or front seat passenger from hitting the windshield or dashboard by absorbing the overall impact of the crash. So far, they can only be installed in the steering wheel and dashboard for front seat occupants.

How do they work? There are sensors built into the car, usually behind the bumper. In a front-end crash over 12 miles per hour, these sensors set off a gas canister (usually nitrogen) that inflates the bags. Right after they've inflated in the crash, the bags deflate again so that the person hitting them doesn't bounce between the bag and the seat. This all happens quickly—in *less than one second!!*

Air bags work extremely well, but only in front-end crashes. They're added protection, but *not* a substitute for safety belts. *Always* wear belts with air bags to help keep you in your seat and protect you in side and rear-end crashes, where the bags *do not inflate.*

You might wonder what would happen if an air bag accidentally inflated while someone was driving. It almost never happens, but if it did, there is not likely to be a problem. The air bag itself is small, and remember, it inflates and deflates in *less than a second.*

After an air bag has inflated, *it must be replaced.* You can't just "stuff it back in" like a sleeping bag. And, to find out whether an air bag system in a car is working, check the indicator light on the dashboard. You should always check this when buying a used car that has an air bag.

CIRCLE THE BEST ANSWER

1. Air bags protect you if your car is hit from the
   a. right side
   b. back
   c. front
   d. left side
   e. all of the above
2. After an air bag has been used (inflated), you should
   a. carefully stuff it back in so it can be used again.
   b. buy a new gas canister.
   c. have the air bag system replaced.
   d. not do anything, because you probably won't get in another crash.

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DISCOVERY SAFE CAR CLUB RIDERS SHEET #5

A Million Reasons Not To, None of Them Good

Now that you know how important safety belts are, can you imagine why anyone WOULDN'T wear them? It's so easy just to buckle up every time you get in a car. Pull, clip, snap. That's it!

Which of these activities takes the least amount of time?

a. Putting a coat on before going outside on a cold day.

b. Putting your shoes on.

c. Brushing your teeth.

d. Buckling up your safety belt.

If you can believe it, a lot of people still don't quite understand the benefits of safety belts. Many people don't wear them regularly. Here are some of the reasons people give for not wearing safety belts. For each reason given, mark whether you agree or disagree that it's a good reason.

1. *"I'm probably not going to get in a crash anyway. That happens to other people, not me."*
   AGREE ___ DISAGREE ___
2. *"If I wear safety belts, I could be trapped in the car if there's a fire or if I'm under water."*
   AGREE ___ DISAGREE ___
3. *"It's better to be thrown clear in a crash."*
   AGREE ___ DISAGREE ___
4. *"I'm not going far, and I won't be going fast, so I don't really need my safety belt."*
   AGREE ___ DISAGREE ___
5. *"Safety belts will hurt you in a crash."*
   AGREE ___ DISAGREE ___
6. *"Safety belts are uncomfortable."*
   AGREE ___ DISAGREE ___
7. *"None of my friends wear safety belts."*
   AGREE ___ DISAGREE ___

TURN THIS PAGE OVER TO FIND OUT WHY THESE ARE NOT GOOD REASONS.

Now let's take a closer look at these reasons.

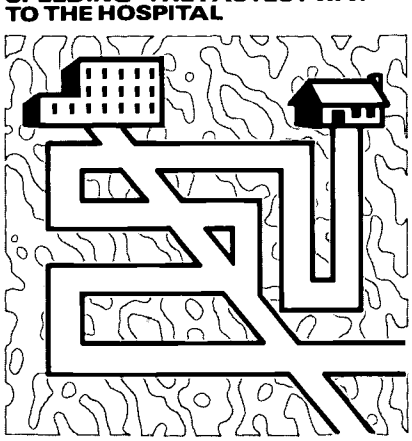
1. *"I'm probably not going to get in a crash anyway. That happens to other people, not me."*
   What about all those people who are killed or injured in car crashes? Do you think any of them said "not me"? Probably. Maybe it was the last thing they *ever* said. Just remember, statistics show that you are likely to be in a crash *some time during the next ten years.* It could be tomorrow, or the day after, or next year, but why take a chance?
2. *"If I wear safety belts, I could be trapped in the car if there's a fire or if I'm under water."*
   Your best chance of surviving in a car fire or under water is to remain *conscious and uninjured.* If you're unconscious or too injured to move, you certainly aren't going to be able to get out of your car, even if you are not wearing a safety belt! That's why your safety belt can *help* you escape. With your safety belt *on* you're much more likely to be okay, and it'll take you only a second to unbuckle your belt and get out. Besides, *less than one half of one percent* of all injury-producing crashes involve fire or being under water.
3. *"It's better to be thrown clear in a crash."*
   "Thrown clear" usually means being thrown through the windshield, being scraped along the pavement, or being crushed under your car or another vehicle. In fact, you are *4 times* more likely to be killed if you are thrown from the car.
4. *"I'm not going far, and I won't be going fast, so I don't really need my safety belt."*
   Most crashes occur under 40 miles per hour and within 25 miles from home. And you may think that 35-40 miles per hour is too slow to get hurt. Not true. 80 percent of deaths and serious injuries occur in cars going under 40 miles per hour, and 75 percent of deaths and injuries occur less than 25 miles from home.
5. *"Safety belts will hurt you in a crash."*
   Not very likely. Any injury you could get from correctly using safety belts would be *much* less than what would happen without them.
6. *"Safety belts are uncomfortable."*
   You can adjust them to make them more comfortable. But think about this a minute. Even if they are a little uncomfortable, it's *got* to be better than broken ribs, a fractured skull, or worse. Besides, once you get used to wearing safety belts, you'll feel like something's missing when you're *not* buckled up!
7. *"None of my friends wears safety belts."*
   Is this really a good reason? Friends are one of the best things in the world, but they're not always right. You have to make decisions for yourself. You've seen how much safety belts help. So, as a member of *The Car Club,* you can actually *help your friends out* by making sure they always wear safety belts!

Remember These Rules Of The Road

ALWAYS WEAR SAFETY BELTS–AND WEAR THEM THE RIGHT WAY!

DRINKING AND DRIVING–A BAD MIX

SPEEDING–THE FASTEST WAY TO THE HOSPITAL



Now that you're ready to become a *Car Club* member, let's go over some important rules of the road again. These "rules" are really just reminders about what makes sense to do and not do when you're on the road:

ALWAYS WEAR SAFETY BELTS–AND WEAR THEM THE RIGHT WAY!

You've seen for yourself how safety belts work. With safety belts on and correctly fastened, your chances of escaping injury or death in a crash are *50 percent better than they would be otherwise.* If you use safety belts along with air bags, your chances of coming out okay are even better.

DRINKING AND DRIVING–A BAD MIX

About *half of all traffic deaths involve drinking and driving.* Does that tell you something about what drinking does to someone's ability to drive? And ask yourself this: How many of those drivers who were drinking thought they were in complete control? Besides, it's illegal to buy or have any alcohol if you're under 21 years old.

SPEEDING–THE FASTEST WAY TO THE HOSPITAL

Speeding is a major cause of traffic crashes and the injuries that result. The faster you go, the more force is involved when you crash, and the worse your injuries could be. Speeding gives a driver much less time to react to any problem on the road, and much less time to stop. And there are always problems on the road for a driver to deal with–that's part of driving!

Which of the following is a way *not* to stay safe on the road?

a. Don't drink or ride with anyone who is drinking.
b. Always wear your safety belts.
c. Slow down (you'll get there!).
d. Wear your safety belt only if you're driving more than five miles.
e. Tell your friends to buckle up.

MAKE THE BEST OUT OF THE ROAD, DON'T LET IT TAKE THE BEST OUT OF YOU!

A Student Guide To More In-Depth Activities On Occupant Safety

By now you're quite aware of how important the issue of driver and passenger safety is. It's a deadly serious matter. Almost 50,000 people are killed every year in motor vehicle-related crashes. That's just too much of a loss! As a passenger and future driver, there are lots of decisions you need to make about the kind of driver and passenger you want to be. That's why we've started *The Car Club* program. If you're interested in exploring the issue further, and maybe even getting the whole school involved, there are a lot of things you can do.

Here are some suggestions for projects you can do by yourself or with other students. REMEMBER, you should talk to your teacher or advisor *before* starting any of these projects.

1. **Investigate safety belt laws.** Find out, from your local or State government, motor vehicle department or police department, if there are laws in your community or State requiring the use of occupant protection devices. If there are, what do they require? Also, if there is a safety belt law, contact your local police department and ask about how the law is being enforced.

   If there aren't such laws, contact your local or State government representatives and find out why.

   Write up the results. You could present them as a report to your class or write them up as an article for the school paper. Another possibility is to call a local newspaper and see if they will print a story on your investigation. They may use your story as the basis for an article written by one of their reporters, but it would still appear as a story about work *you did.*

2. **Investigate local crashes.** Find out, from your local or State police, where to get statistics and information on traffic crashes for your area. Then see if you can find out how many deaths or injuries resulted from those crashes (in the past year, for example), and how many of those deaths or injuries involved people who were *not* wearing safety belts. Not all police jurisdictions keep statistics on safety belt use in crashes, so you may or may not be able to get this information.

   If you do find it, write it up as a report or a news story as in the first activity.

3. **Invite a speaker.** There are many kinds of people you could invite to speak to your class—or even to a school assembly—about the importance of safety belt use. Examples are: a police officer, emergency room nurse, ambulance attendant, emergency room physician, or a crash survivor (from organizations such as "Saved by the Belt").

   Police departments, fire departments (ambulance services), and most larger hospitals have *public affairs offices.* These offices are used to responding to requests from the public and are the best place to start when looking for speakers. Whether or not you're speaking with a public affairs office, explain who you are, the name of your school, what you're trying to do, and what kind of speaker you need. When you have found a speaker, talk with that person first about what you're trying to do.

   Before you set a date for the speaker, remember to clear this with your teacher and advisor and to: (1) arrange a place for the talk to be held, either in class or in an assembly; (2) make certain that you have set a date and time that are both convenient for the speaker and fit into school activities. Your teacher or advisor can help you with this.

   There also are many other organizations that will have interesting speakers. "Saved by the Belt" is one such organization that has chapters around the country. Try calling your local chapter of the American Automobile Association (also known as AAA or "Triple-A"), the National Safety Council, Traffic Safety Now, or your State Office of Highway Safety. They often know how to get in touch with people who are involved with the traffic safety issue.

4. **Creative project.** Get the message out to the entire school by conducting a poster contest. The winning entry could be printed up and copies posted in local businesses. You could also hold an "art exhibit" of the

CONTINUED

posters at school, at a local park, at a community center or mall.

Art classes can make a great contribution by designing bumper stickers, buttons, stickers, or book covers. Work with local printers to get them printed up—they may be willing to do it for free as a public service. Your art instructor can help you with strategies for approaching printers. Then pass out the materials you've developed during "Buckle Up America! Week" (the week before Memorial Day) or during a "Buckle Up Day" at your school.

5. **Radio public service announcements.** Write a script for a public service announcement (PSA) about safety belt use. Contact local radio stations for time limits and other requirements and to see if they will use it, or even help you produce it.
6. **Print advertisements.** Design an advertisement for use in your school paper or by other newspapers or publications. Contact your local paper and see if they will print it. Remember, always ask what size the advertisement should be, and if there are any other format guidelines you need to follow.
7. **Student safety belt survey.** Design a simple questionnaire on safety belt use and administer the survey to as many students at your school as you can. This may mean that you ask permission from teachers or the principal to pass out copies of the questionnaire in different classes. Collect the responses and add up the results for each question. It's important to keep the questionnaire short and simple, with mostly "yes or no" answers, so that it won't be too hard to add up the responses. Get teachers and the school paper to report the results.
8. **Form a club or committee.** Try forming a club or committee of students that could sponsor school "Buckle Up Days" or other events. If you can, include students who have been in car crashes. One way to find out who would be interested, and who has been in a car crash, is to use the survey described in activity #7. Include questions at the end like these:

   Have you ever been in a car crash? YES ____ NO ____

   Would you be interested in joining a club that would sponsor events about safety on the road?
   YES ____ NO ____

   (IF YOU ARE INTERESTED, WRITE YOUR NAME, CLASS AND TEACHER ON A SEPARATE PIECE OF PAPER AND TURN IT IN WITH YOUR SURVEY. IF YOU'VE EVER BEEN IN A CRASH, WRITE IT ON THE SAME PAPER.)

   Also, if you are already in a club or service organization, persuade that club to sponsor a school "buckle up" event.
9. **The "Egg-Car" demonstration.** For a really interesting science project that shows how safety belts work, you can build the following:

   WHAT YOU BUILD: A wooden ramp to roll a small (wooden) "car" down. The car has a foam rubber seat that holds an egg, which you fasten to the seat with a cushioned vinyl tape "safety belt." At the bottom of the ramp, you build a barrier into which the car can run.

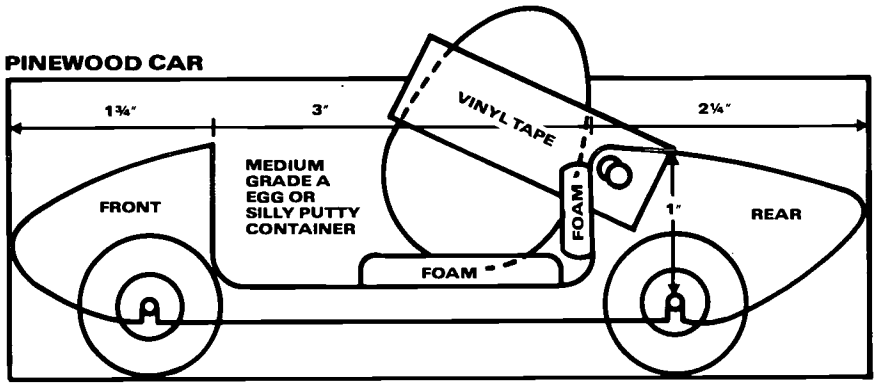
   WHAT YOU DEMONSTRATE: Roll the car with the egg fastened in the seat down the ramp. When the car hits the barrier, the egg does *not* break because it's fastened in with a "safety belt." The car itself crashes but the *second crash*—the egg against the barrier—doesn't happen and the egg stays intact. Then try the same thing *without* fastening the egg by its "safety belt." See what happens to the egg this time! (BE SURE to lay out newspaper around the bottom of the ramp to contain the mess.) What you'll be demonstrating is the effect of safety belts on crash injuries.

   INSTRUCTIONS for building the egg car demonstration are on a separate sheet that your teacher has as part of this package. Ask for a copy.
10. **Other projects.** You're creative! What other projects can you think of that would help students understand the importance of using safety belts and using the road safely?

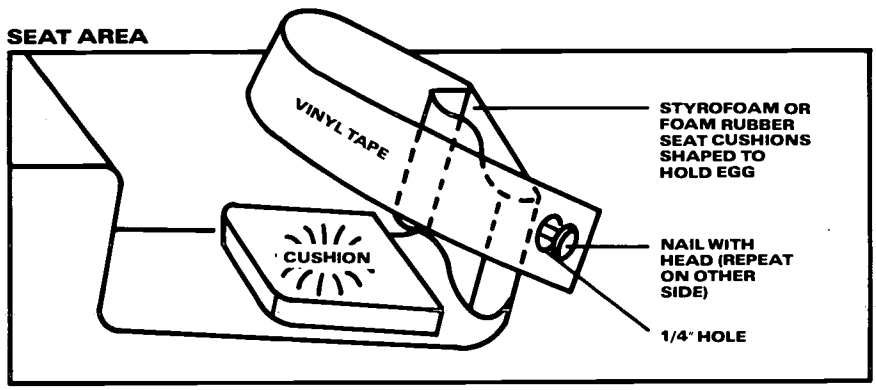
Safety Belt Egg Experiment*

INSTRUCTIONS: This sample demonstration using a modified Pinewood Derby Grand Prix Car can show in concept how safety belts work. The focus of attention is a raw egg that rides down a one meter incline in the Pinewood Car, crashing into a wall at the bottom. Without the vinyl tape safety belt, the egg flies into the air. (A plastic egg such as a "Silly Putty" container can be substituted for repeat performances.) This demonstrates "inertia," "momentum" and how, in an automobile crash or sudden stop, we keep moving forward into the windshield. When the egg flies up and forward, it also demonstrates the concept of "ejection" (a person being thrown out of an open door or window), which can happen if safety belts are neglected. Now, repeat the experiment with the egg restrained using the vinyl tape safety belt. The safety belt (vinyl tape) protects the fragile egg from damage just as safety belts are designed to protect us.

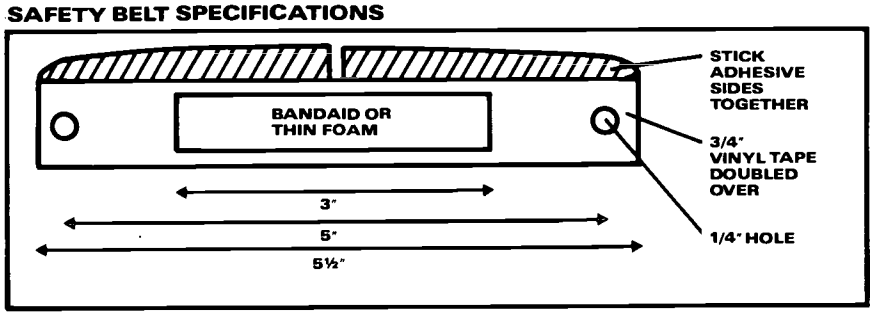
PINEWOOD CAR



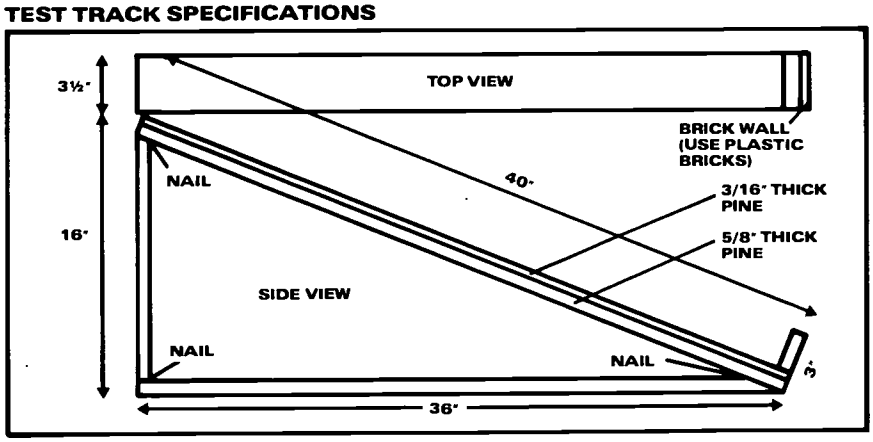
SEAT AREA



SAFETY BELT SPECIFICATIONS



TEST TRACK SPECIFICATIONS



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Activities You Can Do In Class

Now that you're involved in *The Car Club* program, let's take a few short spins. Here are some activities you can do in class to explore the issue of safety belt use further.

ACTIVITY #1

Here are some situations in which you can put what you know about safety belts into practice. Break the class up into four groups. Each group will discuss one of the situations listed below. Then, your group will "act" out the situation for the class, based on how the group decided to handle it.

Knowing what you now know about safety belts, how would you resolve the following:

GROUP ONE. You are riding as a passenger and your best friend's father is driving. As you start off, you can only find one half of your lap belt, and it looks like it hasn't been used in ages. You can't find the other half, so you can't buckle up. You ask him where the other half is, and he says, " I have no idea. You'll be all right. We're only going to the park."
WHAT DO YOU DO?

GROUP TWO. You've gone to a basketball game to meet a group of friends. Some of them are in high school and one of them has just gotten his driver's license. After the game, he says, "Hey, let's all pile in my car and go get something to eat." When you get to the car and everyone starts "piling in," you realize you're going to be in a situation where you're in a front seat with several other people, and that there's no way you or anyone else will be able to buckle up.
WHAT DO YOU DO?

GROUP THREE. You're invited out to the movies by a new group of friends. When they pick you up, you get in the front seat. The driver is not wearing a safety belt, and neither is anyone else. You reach for your safety belt and the driver grins, saying, "You don't trust my driving?" The others wait for you to answer.
WHAT DO YOU DO?

GROUP FOUR. Now imagine you're the driver. You've just gotten your license, and you've invited some friends down to the beach. Everyone gets in the car, eager to go, talking and laughing, but no one buckles up. This the first time you've been allowed to take your friends anywhere in a car.
WHAT DO YOU DO?

ACTIVITY #2

For this activity, the class is going to take on the role of law makers—like a state legislature or town council. You'll be debating whether or not to pass a bill making safety belt use *mandatory*. The class will be divided in half, with each half representing a different view. One side will be *for* the law and the other side *against* it. You'll have 10 minutes to put together your argument and decide how to present it, then there will be 10 minutes for debate. At the end of that time, the class will take a vote on whether or not the bill should pass.

ACTIVITY #3

Draw up a "Declaration of Road Safety" on the model of the Declaration of Independence. The whole class should contribute in writing the Declaration, with one student serving as secretary and writing suggestions on the board. When everyone has agreed what it should say, write it down on paper. Leave 15 minutes at the end of class for a "signing ceremony," where everyone in the class will sign the document. Later, the Declaration can be copied and passed out around the school.

Rider's License

This license certifies that

_____

STUDENT'S NAME

has successfully completed a classroom program in passenger safety. The holder of this license has learned about the importance of safety belts, how to wear them properly, how to encourage others to wear their safety belts, and some basic rules for riding and driving safely.

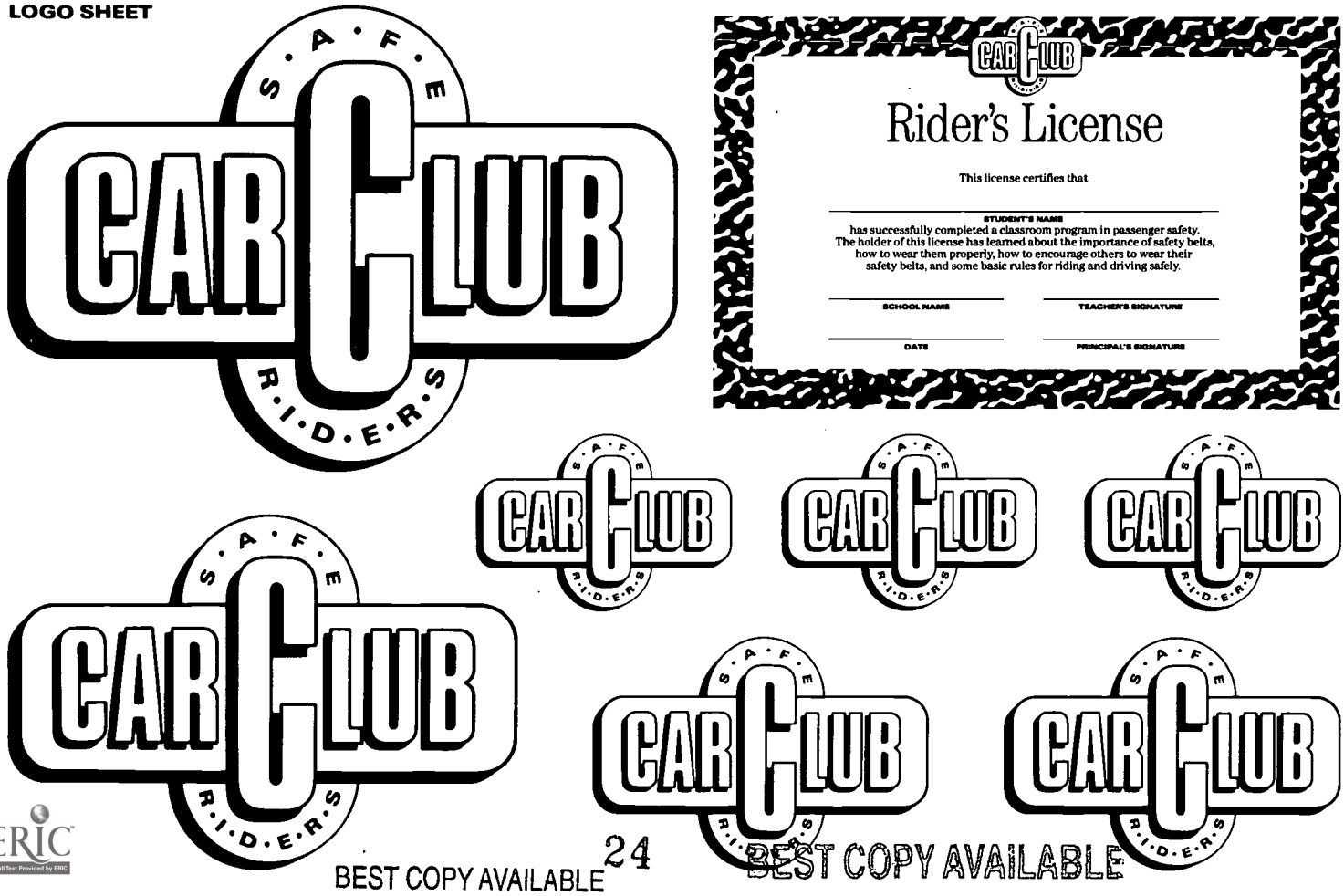
_____ _____

SCHOOL NAME **TEACHER'S SIGNATURE**

_____ _____

DATE **PRINCIPAL'S SIGNATURE**

LOGO SHEET



SP

Dear Parents:

Each year traffic crashes are the leading cause of injury and death for teenagers. Safety belt use can help turn this statistic around. *The Car Club* helps junior high students make the choice to buckle up.

Members of *The Car Club* are bringing the message home. Review the facts about safety belts and the dynamics of a motor vehicle crash with your son or daughter. Discuss how this can impact your family and then sign the contract. A promise to buckle up is a commitment to hold your family together... for life.

Sincerely,

Teacher

The Car Club Contract

We agree to keep our family safe by using safety belts. As members of *The Car Club*, we also pledge that all riders in our car will be asked to buckle up. As safe riders and drivers, we will practice the sound "rules" of the road—not to ride with a driver who has been drinking alcoholic beverages and not to speed.

PARENT	**STUDENT**
DATE	**DATE**

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